

No Child Left Behind (P.L. 107-110)

State Consolidated Application

**North Carolina Department of Public
Instruction**

June 3, 2004

Michael E. Ward, State Superintendent

Howard N. Lee, Chairman, State Board of Education

State Consolidated Application
North Carolina Department of Public Instruction

Table of Contents

Cover Page	1
Table of Contents	2
List of Included Programs	5
State Education Agency Contacts for State Education Agency Programs	6
Introduction and Purpose	7
Opportunity for Public Input and Comment	9
I. Performance Goals, Performance Indicators, and Performance Targets	11
II. State Activities to Implement State Education Agency Programs	
1. Standards, Assessments, and Accountability	
a. Content Standards in Reading/Language Arts, and Math	13
b. Academic Content Standards in Science	13
c. Assessments - Section 1111(b)(3) Requirements	14
d. Academic Achievement Standards in Mathematics, Reading/Language Arts, and Science (section 1111(b)(1))	16
e. Adequate Yearly Progress – Starting Point	16
f. Adequate Yearly Progress - Definition or Timelines	16
g. Minimum Number of Students	17
h. Single Accountability System	17
i. Language Present in the Student Population to be Assessed	18
j. Annual Assessment of English Language Proficiency	19
k. Standards and Objectives – English Language Proficiency	20
2. Process for Awarding Competitive Subgrants	
a. Even Start Family Literacy	22
b. Education of Migrant Children	24
c. Prevention and Intervention Programs – Neglected, Delinquent & At-risk	27
d. Comprehensive School Reform	28
e. Teacher and Principal Training and Recruiting Fund	30
f. Enhanced Education through Technology	33
g. Safe & Drug-free Schools & Communities (reservation for the Governor)	34

State Consolidated Application

North Carolina Department of Public Instruction

Table of Contents (continued)

h. Community Service Grants	37
i. 21 st Century Community Learning Centers	40
3. Professional Development and Technical Assistance to Local Education Agencies	47
4. Statewide System of Support	51
5. Other Activities	
a. Schoolwide Programs	53
b. Highly Qualified Teachers	55
c. Paraprofessionals	60
d. Technology Instruction	63
e. Parental and Community Involvement	65
f. Securing Baseline and Follow-up Data	69
6. Coordination of State-funded Programs and State-level Activities	
a. Consultation with the Governor	70
b. State-level coordination with State Education Agency Programs	70
c. Coordination with Other Organizations	70
d. Coordination with Other Agencies	70
7. Local Education Agencies, School, and Other Subgrantees – Determining Satisfactory Progress	73
III. Key Programmatic Requirements and Fiscal Information	
1. Improving Basic Programs Operated by Local Education Agencies	76
2. Even Start Family Literacy	80
3. Education of Migrant Children	83
4. Prevention and Intervention Programs – Neglected, Delinquent & At-risk	91
5. Comprehensive School Reform	93
6. Teacher and Principal Training and Recruiting Fund	94
7. Enhanced Education through Technology	97
8. English Language Acquisition and Language Enhancement	102
9. Safe and Drug-free Schools and Communities	108
10. Safe and Drug-free Schools and Communities – Reservation for the Governor	113
11. Safe and Drug-free Schools and Communities – Community Service Grants	114

State Consolidated Application
North Carolina Department of Public Instruction

Table of Contents (continued)

12. Safe and Drug-free Schools and Communities – 21 st Century Community Learning Centers	117
13. Innovative Programs	118
14. State Assessment Formula Grants	120
15. Rural and Low-income School Program	121
16. GEPA, Section 427	122
17. Consolidated Administrative Funds	123
18. Transferability	124
 Appendices	
Appendix A - Consolidated Application Committee	125
Appendix B - Title I Assessment Approval Letter	127
Appendix C - Limited English Proficient Students by Grade	128
Appendix D - State Budget Summary	131
 Assurances	

**STATE EDUCATION AGENCY PROGRAMS INCLUDED IN THE CONSOLIDATED
STATE APPLICATION**

The State of **NORTH CAROLINA** requests funds for the programs noted with an “x.”

- Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies
- Title I, Part B, Subpart 3: Even Start Family Literacy
- Title I, Part C: Education of Migrant Children
- Title I, Part D: Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk
- Title I, Part F: Comprehensive School Reform
- Title II, Part A: Teacher and Principal Training and Recruiting Fund
- Title II, Part D: Enhancing Education through Technology
- Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement
- Title IV, Part A, Subpart 1: Safe and Drug Free Schools and Communities
- Title IV, Part A, Subpart 2: Community Service Grants
- Title IV, Part B: 21st Century Community Learning Centers
- Title V, Part A: Innovative Programs
- Title VI, Part A, Subpart 1, Section 6111: State Assessment Program
- Title VI, Part A, Subpart 1, Section 6112: Enhanced Assessment Instruments Competitive Grant Program
- Title VI, Part B, Subpart 2: Rural and Low-Income Schools

State Education Agency Contacts for ESEA Programs

ESEA Program Title	State Education Agency Program Contact		
	Name	Phone	E-Mail address
Title I, Part A	Curtis Bynum	919/807-3957	cbynum@dpi.state.nc.us
Title I, Part B, 3	Lucy Roberts	919/807-3848	lroberts@dpi.state.nc.us
Title I, Part C	Norma Quinones	919/807-3958	nquinone@dpi.state.nc.us
Title I, Part D	Curtis Bynum	919/807-3957	cbynum@dpi.state.nc.us
Title I, Part F	Jerry Jailall	919/807-3965	jjailall@dpi.state.nc.us
Title II, Part A	Donna Taylor	919/807-3840	dtaylor@dpi.state.nc.us
Title II, Part D	Frances Bradburn	919/807-3292	fbradburn@dpi.state.nc.us
Title III, Part A	Fran Hoch	919/807-3864	fhoch@dpi.state.nc.us
Title IV, Part A (State Education Agency)	Marguerite Peebles	919/807-3940	mpeebles@dpi.state.nc.us
Title IV, Part A (Governor)	Marguerite Peebles	919/807-3940	mpeebles@dpi.state.nc.us
Title IV, Part A, Subpart 2	Marguerite Peebles	919/807-3940	mpeebles@dpi.state.nc.us
Title IV, Part B	Marguerite Peebles	919/807-3940	mpeebles@dpi.state.nc.us
Title V, Part A	Curtis Bynum	919/807-3957	cbynum@dpi.state.nc.us
Title VI, Part A, Subpart 1, 6111	Lou Fabrizio	919/807-3770	lfabrizi@dpi.state.nc.us
Title VI, Part A, Subpart 1, 6112	N/A		
Title VI, Part B, Subpart 2	Curtis Bynum	919/807-3957	cbynum@dpi.state.nc.us

No Child Left Behind (P.L. 107-110)

State Consolidated Application

North Carolina Department of Public Instruction

June 2002

Introduction and Purpose

It is the intent of the North Carolina Department of Public Instruction to submit a consolidated application to access funds beginning July 1, 2002 under No Child Left Behind (P.L. 107-110). Programs included in North Carolina's consolidated application include:

Title I, Part A	Improving Basic Programs Operated by Local Educational Agencies
Title I, Part B, Subpart 3	Even Start Family Literacy Program
Title I, Part C	Education of Migrant Children
Title I, Part D	Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent or At-risk
Title I, Part F	Comprehensive School Reform
Title II, Part A	Teacher and Principal Training and Recruiting Fund
Title II, Part D	Enhancing Education Through Technology
Title III, Part A	English Language Acquisition, Language Enhancement, and Academic Achievement
Title IV, Part A, Subpart 1	Safe and Drug-free Schools and Communities
Title IV, Part A, Subpart 2	Community Service Grants (section 4126)
Title IV, Part B	21 st Century Community Learning Centers
Title V, Part A	Innovative Programs
Title VI, Part A, Subpart 1	State Assessment Program
Title VI, Part B, Subpart 2	Rural and Low-income Schools Program

This consolidated application reflects the information required allowing North Carolina to access funds on or around July 1, 2002 under No Child Left Behind. A more detailed and comprehensive consolidated application will be submitted in accordance with U.S. Department of Education guidelines and timelines. North Carolina's definition of Adequate Yearly Progress will be submitted on or prior to January 31, 2003.

The purpose of North Carolina's consolidated application is to ensure that a structure is in place to assure that all children will be proficient or above on state assessments no later than the end of the 2013-14 school year. Funds available through No Child Left Behind will be used in conjunction with state and local funds to provide all students with the opportunity to meet challenging state standards under the ABCs of Public Education, North Carolina's primary reform initiative.

Development of North Carolina's consolidated application involved a significant number of Department of Public Instruction staff, with input from individuals and groups outside the North Carolina Department of Public Instruction, including the Governor's Office. A list of the North Carolina Department of Public Instruction staff involved in developing North Carolina's consolidated application can be found in Appendix A.

This consolidated application reflects the current thinking as to how the North Carolina Department of Public Instruction will implement No Child Left Behind. Given the short amount of time available to prepare this application, coupled with the fact that no official guidance or regulations have been published, the North Carolina Department of Public Instruction reserves the right to modify this application prior to final submission in May 2003. There are specific references within the consolidated application that identify areas where guidance or regulation is needed to respond to a particular item.

Budgetary figures are based on estimates of funding for the 2002-2003 school year. Actual figures will be determined once actual grant award documents are received.

Opportunity for Public Input and Comment

An announcement of North Carolina's intent to submit a consolidated state application under No Child Left Behind was published in six major newspapers across the state. Local superintendents and local federal program coordinators were also notified in writing of the state's intent to submit a consolidated application.

Superintendents were also notified through the State Superintendent of Public Instruction's weekly update. The Title I Committee of Practitioners was thoroughly briefed on the state Consolidated Application in April and the Committee was given the opportunity to provide input and comment on the intent and content of the plan in May. The committee submitted a list of comments following their May 16, 2002 meeting. The Consolidated Application was submitted to the State Board for final approval at its June 5 and 6, 2002 meeting. The State Board approved the consolidated state application on July 6, 2002.

A draft copy of the Consolidated Application was also posted on the Department of Public Instruction's website at <http://www.ncpublicschools.org/esea/application.pdf>. Instructions for commenting on the Consolidated Application were posted along with the draft application.

Comments were catalogued and reviewed by the Department's Application Development Committee. A list of comments is available for review. A copy of the public notice can be found on page 10.

The North Carolina Department of Public Instruction will conduct an on-going public outreach campaign prior to submitting our Adequate Yearly Progress definition and our final Consolidated Application.

Public Notice

State Consolidated Application

No Child Left Behind (P.L. 107-110)

It is the intent of the North Carolina Department of Public Instruction to submit a consolidated application to access certain federal education funds under No Child Left Behind. The programs to be included in this state application include:

- Title I, Part A – Improving Basic Programs Operated by Local Educational Agencies
- Title I, Part B, Subpart 3 – William F. Goodling Even Start Family Literacy Program
- Title I, Part C – Education of Migrant Children
- Title I, Part D – Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-risk
- Title I, Part F – Comprehensive School Reform
- Title II, Part A – Teacher and Principal Training and Recruiting Fund
- Title II, Part D – Enhancing Education Through Technology
- Title III, Part A – English Language Acquisition, Language Enhancement, and Academic Achievement
- Title IV, Part A, Subpart 1 - Safe and Drug-free Schools and Communities
- Title IV, Part A, Subpart 2, section 4126 - Community Service Grant Program
- Title IV, Part B – 21st Century Community Learning Centers
- Title V, Part A – Innovative Programs
- Title VI, Part B, Subpart 2 – Rural and Low-income School Program

The consolidated state application will include assurances, timelines, and descriptive information for the programs listed above as outlined by the U.S. Department of Education in the March 6, 2002 Federal Register. This plan will include the basic information required to ensure that federal education funds under No Child Left Behind are available on or about July 1, 2002. The final state consolidated application with all required components and information will be submitted in May 2003. No Child Left Behind requires each state to submit either individual program applications or state consolidated plans to access funds. North Carolina will be submitting a consolidated state application.

If you would like to review North Carolina's state consolidated application under No Child Left Behind or comment on this plan, contact:

**Bill McGrady, Section Chief for Compensatory Education
North Carolina Department of Public Instruction
School Improvement Division
301 North Wilmington Street
Raleigh, Carolina 27601-2825**

Telephone – 919/807-3957

Fax – 919/807-3968

E-mail – bmcgrady@dpi.state.nc.us

The deadline for submission of the consolidated plan to the U.S. Department of Education is May 28, 2002. The deadline for comments is May 22, 2002. A copy of all comments will be maintained for public review with the North Carolina Department of Public Instruction's School Improvement Division. A copy of all comments will be submitted to the United States Department of Education with North Carolina Department of Public Instruction's consolidated state application.

I. Performance Goals, Performance Indicators, and Performance Targets

The North Carolina Department of Public Instruction assures that:

- It has adopted five ESEA performance goals and associated performance indicators that the U.S. Department of Education has established, and
- It will develop performance targets for each indicator and submit these targets and baseline data for each indicator (including targets and baseline data for indicators that are not related to Adequate Yearly Progress) to the U. S. Department of Education in May 2003.

The performance goals and indicators adopted are listed below:

1. Performance Goal #1 – All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics by 2013-2014.

- 1.1 The percentage of students, in the aggregate and for each subgroup, who are at or above the proficient level in reading/language arts on the state’s assessment.
- 1.2 The percentage of students in the aggregate and in each subgroup, who are at or above the proficient level in mathematics on the state’s assessment.
- 1.3 The percentage of Title I schools that make adequate yearly progress.

2. Performance Goal #2 – All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading and mathematics.

- 2.1 The percentage of limited English proficient students, determined by cohort, who have attained English proficiency by the end of the school year.
- 2.2 The percentage of limited English proficient students who are at or above the proficient level in reading/language arts on the state’s assessment, as reported for performance indicator
- 2.3 The percentage of limited English proficient students who are at or above the proficient level in mathematics on the state’s assessment, as reported for performance indicator 1.2.

3. Performance Goal #3 – By 2005-2006, all students will be taught by highly qualified teachers.

- 3.1 The percentage of classes being taught by “highly qualified” teachers (as the term is defined in section 9101(23) of the ESEA, in the aggregate and in high-poverty schools” (as the term is defined in section 1111(h)(1)(C)(viii) of the ESEA).
- 3.2 The percentage of teachers receiving high quality professional development. (As the term “professional development” is defined in section 9101(34)).
- 3.3 The percentage of paraprofessionals (excluding those whose sole duties are translators and parent involvement assistants) who are qualified. (See criteria in section 1119(c) and (d)).

**I. Performance Goals, Performance Indicators, and Performance Targets
(continued)**

4. Performance Goal #4 – All students will be educated in learning environments that are safe, drug free, and conducive to learning.

4.1 The number of persistently dangerous schools, as defined by the state.

5. Performance Goal #5 – All students will graduate from high school.

5.1 The percentage of students who graduate from high school each year with a regular diploma, disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged and calculated in the same manner as used in National Center for Education Statistics reports on Common Core of Data.

5.2 The percentage of students who drop out of school disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged and calculated in the same manner as used in National Center for Education Statistics reports on Common Core of Data.

The North Carolina Department of Public Instruction will consider adding additional performance goals and indicators as it develops its final State Consolidated Application for submission in 2003. Any additional performance goals and indicators will address state priorities under the ABCs of Public Education and other state initiatives.

Michael E. Ward, State Superintendent
Name of Authorized Official

Signature of Authorized Official

Date of Signature

II. State Activities to Implement State Education Agency Programs

II. - Standards, Assessments, and Accountability

II.1. - Describe the state's system of standards, assessments, and accountability and provide evidence that it meets the requirements of the State Education Agency.

II.1.a. - Provide a timeline of major milestones for either:

- **adopting challenging content standards in reading/language arts and mathematics at each grade level for grades 3 through 8, consistent with section 1111(b)(1), or**
- **disseminating grade-level expectations for reading/language arts and mathematics for grades 3 through 8 to Local Education Agencies and schools if the state's academic content standards cover more than one grade level. (States that have standards or have disseminated grade-level expectations can state this in the June 2002 submission and submit evidence in the fall of 2002.)**

North Carolina previously submitted its information regarding content standards in reading and mathematics as a part of the Title I Peer Review Process. However, since that time, North Carolina has revised its mathematics content standards, which were implemented effective with the 1999-2000 school year. The revised assessments in mathematics measuring those new content standards were implemented in the 2000-2001 school year. New content standards in the area of English/Language Arts were adopted by the State Board of Education for implementation in the 2001-2002 school year. There are grade level expectations established for the content standards in mathematics and in English/Language Arts. Access to the curriculum is available to schools and the public through the Department's website address: www.ncpublicschools.org/curriculum/. New assessments in reading comprehension will be administered effective with the 2002-2003 school year. The fact that North Carolina's *National Assessment of Educational Progress* scores continue to rise is evidence of the challenging content standards in the areas of reading and mathematics. A copy of the letter granting full approval of North Carolina standards and assessments can be found in Appendix B.

II.1.b. - Provide a timeline of major milestones for adopting challenging academic content standards in science that meet the requirements of section 1111(b)(1). (States that have standards in science that meet the requirements in section 1111(b)(1) can state this in the June 2002 submission and submit evidence in the fall of 2002.)

The State of North Carolina has adopted content standards in the area of science effective with the 2000-2001 school year. These standards can be accessed through the Department's website address: www.ncpublicschools.org/curriculum/.

II.1.c. - Provide a timeline of major milestones for the development and implementation, in consultation with Local Education Agencies, of assessments that meet the requirements of section 1111(b)(3) in the required subjects and grade levels. (States that have implemented some or all of these assessments can state this in the June 2002 submission and submit evidence in the fall of 2002.)

Statewide assessments for the areas of reading and mathematics in grades three through eight are already established and in place. At the high school level, the state will reinstate the North Carolina High School Comprehensive Tests for Reading and Mathematics that were last used statewide in the 2000-2001 school year. These tests already have been through the Title I Peer Review Process. Alternate assessments are available for these tests.

In the area of science the State of North Carolina will establish science assessments according to the following timeline.

North Carolina Proposed Science Assessments
Timeline for Implementation

2002-03	2003-04	2004-05	2005-06	2006-07	2007-08
Test specs and initiation of item writing and item development	Continued item development and reviews	Item development, item reviews, and item tryouts	Item data analyzed, item revisions/development and item/form production and field testing	Field test data analyzed. Test assembly, test production, tests administered as an operational pilot, academic achievement standards set, agency approves revised tests.	Operational tests administered. Results reported, technical documentation reported

The statewide mathematics assessments initially implemented during the 1992-93 school year for grades 3-8 have been revised to align with the mathematics content standards adopted by the State Board of Education (effective with the 1999-00 school year). The mathematics assessments are being implemented according to the following timeline:

North Carolina Mathematics Assessments
Timeline for Implementation

Year	1998-99	1999-00	2000-01	2001-02	2002-03
Tasks	Content Standards adopted, test specifications developed, RFP written for item development, item development occurred	Content standards implemented statewide, item development continued, test reviews held, field test items embedded in operational forms of tests and administered statewide, agency approves revised tests.	Field test data analyzed, operational tests assembled, operational tests produced, operational tests administered, performance standards set, test results reported, test scores rescaled, results used in the accountability program.	Item development continued, stand-alone field testing administered to a random sample of students to expand item pool, operational tests continued, results reported and used in the accountability program.	Continued item development to expand item pools, operational tests continued to be administered statewide, test results reported, results used in accountability program, technical documentation reported.

The statewide reading assessments were initially implemented during the 1992-93 school year for grades 3-8. They have been revised to align with the English/Language Arts content standards, which were adopted by the State Board of Education in December 1999 (effective during the 2001-02 school year). The revised reading comprehension assessments are being implemented according to the following timeline:

North Carolina Reading Comprehension Assessments
Timeline for Implementation

Year	1999-00	2000-01	2001-02	2002-03	2003-04
Tasks	Content standards adopted by the Board, Test specifications developed, RFP written, item development initiated	Item development continued, test reviews held	Content standards implemented statewide, Item development continued, test reviews held, field tests administered, field test data analyzed, Tests rescaled-if appropriate, Performance standards set, agency approves revised tests.	Field test data analysis continued, continued item development to expand pool, operational tests produced and administered, test results reported, test results used in the accountability program, preliminary technical documentation reported	Operational tests administered, test results reported, test results used in the accountability program, technical documentation reported.

II.1.d. - Provide a timeline of major milestones for setting, in consultation with Local Education Agencies, academic achievement standards in mathematics, reading/language arts, and science that meet the requirements of section 1111(b)(1). (States that have set all or some or all of these academic achievement standards can state this in the June 2002 submission and submit evidence in the fall of 2002.)

The academic achievement standards (performance standards) have been established in the areas of reading and mathematics for grades three through eight as well as the High School Comprehensive Test at grade 10. North Carolina has four achievement levels, which are Achievement Level I (the lowest level of achievement), up to Achievement Level IV (the highest level of achievement). Descriptors of these achievement levels were submitted during the previous Title I Peer Review Process. The achievement standards in the area of science will be determined during the 2006-2007 school year for implementation in the 2007-2008 school year.

II.1.e. - Describe how the state calculated its “starting point” as required for adequate yearly progress consistent with section 1111(b)(2)(E). (Due January 31, 2003.)

North Carolina will establish its Adequate Yearly Progress starting point based on the results from the 2001-2002 school year. The data from this school year will be analyzed separately for reading and mathematics in grades three through eight. It will include results from alternate assessments. The data will be sorted by percentages of students proficient in a school from highest to lowest. The corresponding enrollment (membership) data for each school will be used to determine the school that establishes the 20th percentile by enrollment. However, the North Carolina Department of Public Instruction is still awaiting the answer to the question of whether the enrollment numbers used reflect enrollment within the tested grades or the total enrollment of the school regardless of which grades were tested.

II.1.f. - Provide the state’s definition of Adequate Yearly Progress (Due January 31, 2003.):

- **For the percentage of students meeting or exceeding the state’s proficient level, provide for reading/language arts and for mathematics:**
 - **The starting point value,**
 - **The intermediate goals,**
 - **The timeline, and**
 - **Annual objectives.**
- **The definition of graduation rate (consistent with section 1111(b)(2)(c)(vi) and final regulations).**
- **One academic indicator for elementary schools and for middle schools.**
- **Any other (optional) academic indicators.**

North Carolina anticipates that the baseline data from the 2001-2002 school year will be used for the 2002-2003 and 2003-2004 school years. From that point on, the state will

establish stair steps of three-year increments to reach the final goal of 100% of students proficient in the 2013-2014 school year. The state also will use the results from the writing assessments in grades four and seven as the other academic indicator in the elementary and middle schools; and will use graduation rates at the high school level. North Carolina continues to have many unanswered questions related to Adequate Yearly Progress and awaits final regulations before the state will be able to finalize its definition.

II.1.g. - Identify the minimum number of students that the state has determined, based on sound statistical methodology, to be sufficient to yield statistically reliable information for each purpose for which disaggregated data are used and justify this determination. (Due January 31, 2003.)

The minimum number and justification will be submitted in January 31, 2003.

II.1.h. - Provide a plan for how the state will implement a single accountability system that uses the same criteria, based primarily on assessments consistent with section 1111(b), for determining whether a school has made adequate yearly progress, regardless of whether the school receives Title I, Part A or other federal funds.

Since the 1996-97 school year, North Carolina has implemented a statewide accountability system under *The ABCs of Public Education*, a statewide educational reform initiative. With the new requirements imposed by the No Child Left Behind legislation, North Carolina will need to make modifications to its current system to accommodate the reporting requirements for determining Adequate Yearly Progress. The state is still awaiting answers to questions which will allow the State Board of Education to make informed decisions regarding the changes needed to the *ABCs of Public Education*. Currently the schools are evaluated through a growth component (primarily using regression equations that predict student performance, for the same group of students, over time) and a performance component (that reports the aggregate percentages of students' scores at or above the state's proficiency level (achievement level III). In this system, certified staff at schools where students meet or exceed their growth target receive incentive awards. Schools that meet certain levels of proficiency are rewarded with recognition labels for their schools (examples - Schools of Excellence, Schools of Distinction). The State Board of Education is weighing the feasibility of providing financial incentive awards for certified staff in schools where students make Adequate Yearly Progress as a possible modification to the *ABCs Accountability Program*. A final decision of this issue is expected at the July 11, 2002 State Board of Education meeting.

One of the concerns that the state has relates to the evaluation of alternative schools. These schools were established primarily for students that have been unsuccessful in the traditional public schools. The State Board of Education requires that students in these schools take the same assessments as other students within the state. However, over the last few years, the data are aggregated and reported differently to meet the requirements of the *ABCs Accountability Program* for rewards and sanctions. The State Board of Education would like to continue with this system in order to avoid labeling many of the

alternative schools as unsuccessful since they were established primarily for students that were having difficulties and unsuccessful in the traditional public schools and these students may need more time to meet the statewide standards established under No Child Left Behind.

II.1.i. - Identify the languages present in the student population to be assessed, the languages in which the state administers assessments, and the languages in which the state will administer assessments. Use the most recent data available and identify when the data were collected.

North Carolina has approximately 1.3 million students in its public school system. Currently there are over 150 languages spoken by children in the public schools. The 12 languages represented by the greatest numbers of limited English proficient students and their respective percentages of the total statewide population are as follows:

Language	Number of Students	% of State Population
Spanish	40,750	3.13
Hmong	2,950	0.23
Vietnamese	1,157	< 0.1
Chinese (including Cantonese and Mandarin)	845	< 0.1
Arabic	727	< 0.1
Korean	500	< 0.1
Hindi	421	< 0.1
Laotian	402	< 0.1
Russian	369	< 0.1
Gujarati	284	< 0.1
French	267	< 0.1
Japanese	248	< 0.1

A breakdown of the numbers by grade is included in the Appendix C.

In the survey completed by local districts and charter schools for the 2000-2001 school year, 48,775 students were being served in English as a Second Language programs. Only 332 were in bilingual education programs. Because most limited English proficient students are not instructed in their native language, there currently are no state assessments in languages other than English. The Department of Public Instruction with the assistance of a state advisory committee for the testing of limited English proficient students is investigating the possibility of adapting the North Carolina Alternate Academic Assessment Inventory (NCAAAI) to ensure that these students participate in statewide assessment. As part of the investigation, North Carolina is exploring the possibility of assessing student performance on the NCAAAI in a language other than English.

Limited English Proficient (LEP) students are held to the same standards that all students in the public schools of North Carolina must meet. The standards are prescribed in the state's Standard Course of Study and are assessed through North Carolina's accountability program. All of the End-of-Grade and End-of-Course tests are in English, including alternative assessments that align with the North Carolina's Standard Course of Study, are administered in English. There are no assessments in languages other than English. (As noted in the first paragraph under the chart on page17.)

The two major sources for identifying the languages that are represented by children and youth in the schools of North Carolina are:

- The Home/Primary Language Survey administered annually to all students enrolling for the first time in each Local Education Agency in the state; and
- The Annual State Survey on National Origin Minority (NOM) students and limited English proficient (LEP) students. The number of children per language is requested on that survey as well as the number of LEP children by language and by grade (K-12), in accordance with the former OBEMLA's Summary Survey Report.

Data for the 2000-2001 school year (up through October 1) were used. The number of LEP students for that year was 52,835. Data were also requested and reported by Local Education Agencies (by April 1, 2002) on their numbers of immigrant children and youth who were limited English proficient by that date. That statewide number was 22,949. The combined total of 75,784 limited English proficient students in North Carolina provides the basis for Title III funding.

II.1.j. - Provide evidence that, beginning not later than school year 2002-2003, Local Education Agencies will provide for an annual assessment of English proficiency that meets the requirements of section 1111(b)(7) and 3116(d)(4), including assessment of English proficiency in speaking, listening, reading, writing, and comprehension. Identify the assessment(s) the state will designate for this purpose.

Beginning with the 2001-2002 school year, all language minority students are tested with a single English language proficiency test, the IDEA Proficiency Test (IPT). Currently, students are tested when they enter a local school system and then tested again twelve months later. The scores are collected and reported in accordance with our agreement with the U.S. Department of Education.

In order to meet the requirements of the NCLB legislation, we will be changing our procedures beginning with the 2002-2003 school year. All language minority students will be assessed with the IPT when they enter a local school system. If they are identified as limited English proficient, these students will be tested annually within a specific window to be determined by the Department until they reach full proficiency and are no longer limited English proficient. A reporting process will be developed to ensure that the assessments are given and that the scores on all parts of the test are reported for all students.

As with all standardized tests of language proficiency, the IPT must assess all four language skills (listening, speaking, reading, and writing), including comprehension under listening and reading, and vocabulary and syntax under speaking and writing. Ballard & Tighe Publishers have just disseminated to states their latest publication entitled: The IPT Family of Tests, Quality Language Proficiency Assessment: Meeting the Provisions of the No Child Left Behind Act.

The IPT is not part of North Carolina's Testing and Accountability program. The IPT is a test of language proficiency while the assessments in the state's accountability program are achievement tests. In addition, the state plans to develop an ESL curriculum that will be aligned with the standards in the Standard Course of Study for English Language Arts, which are tested by the state's accountability program.

The IPT test of English Language Proficiency is used annually to measure progress in English language proficiency. It provides indications of the effectiveness of ESL programs across the state. As noted previously, an ESL curriculum will be developed that will be aligned with the state's standards for English/Language Arts, which are the standards that must be met by all students, including LEP students.

II.1.k. - Describe the status of the state's efforts to establish standards and annual measurable achievement objectives under section 3122(a) of the ESEA that relate to the development and attainment of English proficiency by limited English proficient students. These standards and objectives must relate to the development and attainment of English proficiency in speaking, listening, reading, writing, and comprehension, and be aligned with the state academic content and student academic achievement standards as required by section 1111(b)(1) of the ESEA. If they are not yet established, describe the state's plan and timeline for completing the development of these standards and achievement objectives.

The North Carolina Department of Public Instruction (NCDPI) is working toward establishing standards and annual measurable achievement objectives for students with limited English proficiency. North Carolina has already put a state mandated language proficiency test in place. A committee was formed to guide the Department in making decisions concerning the development of alternate assessments, establishing standards, setting achievement objectives, and student reporting. The following paragraphs will offer some historical information and recent committee activity.

The North Carolina State Board of Education approved a policy in January 2001 that language minority students would participate in language proficiency testing upon entering a local school system and again in twelve months if identified as limited English proficient. It was determined that one language proficiency test, IDEA Proficiency Test (IPT), would be administered to all incoming language minority students beginning with the 2001-2002 school year through an English as a Second Language Committee recommendation. Cut scores to be used statewide with the IPT test were approved in the fall of 2001.

In the fall of 2001, the NCDPI/Accountability Services Division/Testing Section in collaboration with the Instructional Services Division/Second Languages, ESL, Information and Computer Skills Section have created an advisory committee for Testing Students with Limited English Proficiency. The purpose of this committee is to provide recommendations to the Department regarding issues, policies, rules, procedures, and guidelines, related to the assessment and accountability of students with limited English proficiency including issues concerning standards and objectives. Meetings will occur quarterly although electronic feedback will occur on an as needed basis throughout the year. Committee members have been selected from both rural and urban local school systems to represent each region of the state of North Carolina as well as community organizations. The following is a breakdown of the number of persons by position represented on the committee:

- Local Education Agency English as a Second Language Coordinators - 4
- School ESL Teachers - 5
- Local School System Accountability Directors - 2
- School Principal - 1
- Local School System Assistant Superintendent - 1
- NC Society of Hispanic Professionals - 2
- Hmong-Lao Assistance Association, Inc. - 1
- NCDPI Ex-Officio Members - 6

The first committee meeting was held on April 17-18, 2002 to discuss issues pertaining to the ESEA legislation. The committee unanimously recommended the use of the North Carolina Alternate Assessment Academic Inventory (NCAAAI) of reading, mathematics, and writing as an alternate assessment for limited English proficient students in grades 3-8 and 10. This alternate assessment became operational during the 2001-2002 school year for students with disabilities. The NCAAAI was designed as a recording system for monitoring an individual student's progress throughout the school year. Goals and objectives from the North Carolina *Standard Course of Study* are clustered as competencies in each grade level inventory by content area that align specifically to the End-of-Grade tests of reading and mathematics. Issues surrounding the implementation of the NCAAAI during the 2002-2003 school year for students identified as limited English proficient will be discussed within the Department and possibly brought before the North Carolina Technical Advisory Committee.

Refer to section II.1.j., which applies as well.

II. - Key Procedures, Selection Criteria, and Priorities – Subgrants

II.2. - Describe the process for awarding competitive subgrants for the programs listed below. In a separate response for each of these programs, provide a description of the following items, including how the state will address the related statutory requirements:

- **procedures and timelines,**
- **selection criteria and how they promote improved academic achievement, and**
- **priorities and how they promote improved academic achievement**

(In lieu of this description, the state may submit its Request for Proposal for the program.)

II.2.a. - Even Start Family Literacy (Title I, Part B)

Grants will be awarded based on the requirements of the Even Start Statute. Points will be assigned for categories listed in the legislation. The review process includes two steps.

First, each proposal will be reviewed by a panel of three readers including one early childhood professional, one adult education professional and one individual with expertise in family literacy programs. Review panels may also include other individuals representing one of the following categories: business and industry, parent-child education organizations, community-based literacy organizations, or local boards of education. These readers will come to consensus and award points to each proposal according to the selection criteria described below.

Second, those eligible entities receiving the highest number of points will receive a site visit by a review panel. The review panel will include one early childhood professional, one adult education professional and one individual with expertise in family literacy programs. Based on the site visit, proposals will again be ranked according to the same required criteria. Proposals receiving the greatest number of points on this second rating will be recommended to the State Board of Education for funding.

Proposal Content And Selection Criteria

Part I - Need for the Project (20 + 5 priority points)

Demographics (0 - 10 points)

Area(s) to be served (0 - 10 points)

Note: Priority points will be given if services are targeted to areas with high percentages of poverty, free and reduced lunch participants, illiteracy, unemployment, limited English proficiency or other need indicators; and/or areas designated as empowerment zones or enterprise communities. (0 - 5 points)

Part II - Project Description and Likelihood of Success (65 points)

Participants (0 - 10 points)

Program Goal and Objectives (0 - 10 points)

Activities and Services to be Provided (0 - 45 points)

Part III - Project Personnel (25 points)

Personnel and Administration (0 - 15 points)

Training (0 - 10 points)

Part IV - Degree of Cooperation and Coordination (25 points)

Planning Process (0 - 15 points)

Coordination with Other Programs (0 - 10 points)

Part V - Evaluation and Promise as a Model (25 points)

Evaluation Process (0 - 15 points)

Promise as a Model (0 - 10 points)

Part V I- Fiscal Accountability (20 points)

Local Share (0 - 10 points)

Budget (0 - 10 points)

During October the Even Start request for proposal (RFP) for new programs is reviewed by State Even Start office, the North Carolina Family Literacy Consortium, NCFL (National Center for Family Literacy) and local Even Start coordinators. In November the revised RFP is submitted to the Committee of Practitioners for review. In January the request for proposal (RFP) for new programs are sent to Local Education Agencies (LEAs), Community Colleges, Pre-K programs, Head Start Programs, Smart Start and others. The requests for proposal (RFP) for new programs are due into the Department of Public Instruction about March 20.

Funds for the Continuation Applications are set aside before request for proposal (RFP) for new programs are considered. Both urban and rural communities are funded through the Even Start program. Extra points are given to a Local Education Agency (LEA) that qualifies as an Empowerment Zone. The Continuation Application is sent out in February and is due May 20. Recommendations for funding for continuation and new projects are made to the State Board of Education on the first June board meeting.

Refer to Even Start Request for Proposal (RFP) and Continuation Application for more details (coming under separate cover).

II.2. - Describe the process for awarding competitive subgrants for the programs listed below. In a separate response for each of these programs, provide a description of the following items, including how the state will address the related statutory requirements:

- **procedures and timelines,**
- **selection criteria and how they promote improved academic achievement, and**
- **priorities and how they promote improved academic achievement**

(In lieu of this description, the state may submit its Request for Proposal for the program.)

II.2.b. - Education of Migrant Children (Title I, Part C)

The State Department of Public Instruction subgrants Migrant Education Program funds among 48 programs across the state, for the purpose of providing services to individual migrant students within each program. Local Education Agencies having identified approximately 50 migrant students are eligible to submit an application to the North Carolina Department of Public Instruction to implement a Migrant Education Program.

The following timeline is followed for awarding funds: Applications are sent out to the LEAs in March or April along with preliminary planning allotments. The applications are submitted to the state in June. They are reviewed and approved by the state MEP consultant, and funds are awarded beginning July 1. Funds are distributed according to a funding formula that was developed in 1998, and approved by the Office of Migrant Education, U.S. Department of Education. The formula was developed under the direction of the Chief Consultant for Compensatory Education, with technical assistance provided by the Eastern Stream Center of Research and Training (ESCORT), and input from all state Migrant Education Program directors. The funding formula allots funds from the basic state grant only. Consortium funds are not included in the funding formula for subgrants. Consortium funds and other Title I, Part A funds are used for statewide initiatives. A listing of the statewide initiatives is included in the Section III.3.f. The funding formula has been further revised in 2002 to reflect the statutory regulations under No Child Left Behind, section 1304(b)(5).

The funding formula includes the following indicators:

Headcount of "Regular Migratory Students" during the year (A.1)

Headcount of "Summer Migratory Students" (A.2)

Headcount of "Migratory Students Participating in any Program" (B.1)

Priority for Service (Headcount of "Currently Migratory Students" (Students who moved to a Local Education Agency between 9/1 and 8/31 of the school year being counted and the number of students who have failed to meet state standards in reading and mathematics for grades 3-8, and Algebra I and English I for grades 9-12).

Headcount of "Served Out-of-School Youth" (B.3)

Headcount of Limited English Proficient (LEP) students who are also migrant.

Allotment formula beginning FY 1999-00:

Every Local Education Agency that reports any Migratory Children for the purpose of establishing a Migrant Education Program will receive a minimum of the average teacher position (equal to \$21,771.50 in 2001-2002). A minimum of approximately 50 students is recommended for establishing a program. Minimum funding for ongoing programs will also equal the average teacher position. Funding is weighted based on the table that follows:

Funding Factors	Weight of Factor	2001-02 Amounts per Child
Headcount (A.1)	5.0	\$242.75
Summer Headcount (A.2)	2.0	\$97.10
Participants in Program (B.1)	1.5	\$72.83
Priority for Service (Moved between 9/1 & 8/31 and number failing to meet state standards)	1.0	\$48.55
Out-of-School Youth Served (B.3)	1.0	\$48.55
Number of Limited English Proficient Students Who Are Also Migrant	2.0	\$97.10

Supplemental to this portion of the funding formula, an amount of \$100,000 will be reserved for an additional allotment to LEAs based on a percent to total of the LEAs' total dollars per average daily membership (state, federal and local) based on the most recent data available. This formula will be reversed in that the LEA with the lowest total dollars per ADM will receive the largest allotment.

Funding according to these indicators will allow for Migrant Education Programs to receive funding commensurate with their student headcount (A.1), level of service (A.2, B.1, and B3) and need (Limited English Proficient), priority for service (currently migratory combined with failure to meet state standards) and availability of other funds. These overall factors provide motivation to serve students academically, while taking into account the specific size and need of the program.

State efforts to coordinate various ESEA-funded programs with state-level activities. Did the state include the MEP in its state-level coordination? Is the level of coordination sufficient to promote the efficient and coordinated delivery of services to migrant children?

The state includes the MEP in its state-level coordination.

Coordination with other programs in the Local Education Agency and local agencies is encouraged and promoted. This is one of the areas that are monitored by the state. A great majority of program directors are also Title I, Part A or LEP directors or both, which allows for much coordination to take place naturally. There is a great amount of

coordination among these programs in activities such as after school tutorials and summer programs. Many positions serving students who qualify for all programs are multi-funded, and parent advisory groups and training sessions frequently involve all programs. At the state level, the Migrant Education Program is in the same section as the Title I, Part A, which also allows for a natural coordination of activities. Programs for dropout prevention and promotion of student AIM Clubs are coordinated with Title I, Part A. The programs for Title I, Part A, LEP and MEP participate in joint statewide staff development activities. Additionally, the MEP Consultant participates in the statewide consolidated planning committee.

II.2. - Describe the process for awarding competitive subgrants for the programs listed below. In a separate response for each of these programs, provide a description of the following items, including how the state will address the related statutory requirements:

- **procedures and timelines,**
- **selection criteria and how they promote improved academic achievement, and**
- **priorities and how they promote improved academic achievement**

(In lieu of this description, the state may submit its Request for Proposal for the program.)

II.2.c. - Prevention and Intervention for Children Who Are Neglected, Delinquent, or At-Risk -- Local Agency Programs (Title I, Part D, Subpart 2)

North Carolina has opted over the past several years to allot subgrants to Local Educational Agencies on a formula grant basis. It is not anticipated that this process will change under No Child Left Behind. The total amount of funds available is divided by the total number of students to determine a per child amount of funds. An allotment is then calculated and communicated to participating Local Educational Agencies. In March of each year, LEAs are notified (through a tentative allotment process) of their eligibility to receive Subpart 2 funds. This allotment is based on high numbers of children and youth in locally operated correctional facilities and delinquent institutions. During this same time period, guidance related to this and other N or D issues is provided at regional application workshops held statewide. In addition, technical assistance is provided to individual local educational agencies as the need arises. Participating Local Educational Agencies then account for these funds in their local Title I application as a set-aside. Participating Neglected or Delinquent programs then submit a plan to the Local Educational Agency outlining how funds will be used. Applications/plans are generally due in early June.

II.2. - Describe the process for awarding competitive subgrants for the programs listed below. In a separate response for each of these programs, provide a description of the following items, including how the state will address the related statutory requirements:

- **procedures and timelines,**
- **selection criteria and how they promote improved academic achievement, and**
- **priorities and how they promote improved academic achievement**

(In lieu of this description, the state may submit its Request for Proposal for the program.)

II.2.d. - Comprehensive School Reform (Title I, Part F)

Determining Eligibility: Once the state knows the amount of Comprehensive School Reform funds available for awards, the first step is to determine the list of eligible schools. The state's ABCs performance composite scores (to be released in September 2002) will be used to set the cutoff point for which schools are eligible to apply. Priority for eligibility will be given to those schools that are among the lowest in composite scores.

Dissemination of the Request for Proposals (RFPs): In October-November, 2002, the Request for Proposals (RFPs) will be sent to all Local Education Agencies with eligible schools. The RFPs require information on the 11 components of Comprehensive School Reform including how the initiative is linked to the ABCs and state priorities, goals, the reform model selected, professional development, parent and community involvement, activities/ timelines, resources needed, evaluation design, and a budget.

Technical Assistance prior to award: The potential group of grantees will then be invited to a conference in January 2003 at which Comprehensive School Reform models are showcased and technical assistance provided by Department of Public Instruction and regional laboratory staff on grant writing, conducting a needs assessment, addressing the requirements of the application, and evaluating the comprehensive school reform effort.

Grant Reviews: Proposals are reviewed at three levels in accordance with State Board of Education Policy. Level 1 review is conducted by invited reviewers and/or a grant review panel. Proposals are rated on a set of criteria, then ranked. Criteria include ratings on the required components as well as alignment with the ABCs and other state priorities, involvement of school-based decision-making, and the potential for impact.

Recommendations for funding are prepared for Level 2 review, which includes members of the Comprehensive School Reform Coordinating Committee. The senior leadership of the Department of Public Instruction conducts the level 3 review. Criteria for Level 3 review may include geographic distribution of Local Education Agencies, number of low functioning schools in a system, prior grant funds received, and a Local Education Agency's track record with grant funds. Recommendations on the awards are presented to the State Board of Education for final approval.

Once awarded, a grantee is eligible for renewal for up to two additional years based on availability of funds, the grant's impact as demonstrated on an impact survey, and submission of a reapplication.

On-going Technical Assistance after Award: Once the final list of grants is approved at the June/July 2003 State Board meeting, all funded schools will be provided follow-up technical assistance at a conference that will focus on how schools may implement grants effectively. Topics will include working with technical assistance providers, evaluation, keeping the focus on Comprehensive School Reform, and managing and promoting change.

In addition, the School Improvement Division will assign a staff liaison to each school. This person will visit and/or make phone contact with the school on a regular basis to offer practical assistance, do classroom observations, and obtain reports on the implementation of the CSR initiative. Each liaison submits a report to his/her supervisor. Areas of concern are addressed in future visits and communications.

Selection Criteria

Grants will be selected on the basis of (1) the quality of the proposal based on the reviewers' score, (b) the potential the proposal has for transforming a school as evidenced by the comprehensiveness with which they address the 11 components of Comprehensive School Reform, and (c) their use of programs defined as "whole-school" programs in the "Catalog of School Reform Models" published by the Northwest Regional Educational Laboratory. Schools using locally developed reform models which have not been reviewed by any external reviewing entity must prove that their model is research based and that the overall design addresses all eleven Comprehensive School Reform components. Therefore, the highest scoring grants reflecting satisfactory quality will be selected for awards.

Priorities

Our priority is to fund schools that are proposing to do initial implementation of Comprehensive School Reform programs rather than maintenance of existing programs. In determining the list of eligible schools, we will use the composite score data from the state's ABCs program, set a cutoff score and then select those schools that have composite scores lower than the cutoff score. This will be the group of schools eligible to apply.

II.B. - Key Procedures, Selection Criteria, and Priorities – Subgrants

II.2. - Describe the process for awarding competitive subgrants for the programs listed below. In a separate response for each of these programs, provide a description of the following items, including how the state will address the related statutory requirements:

- **procedures and timelines,**
- **selection criteria and how they promote improved academic achievement, and**
- **priorities and how they promote improved academic achievement**

(In lieu of this description, the state may submit its Request for Proposal for the program.)

II.2.e. - Teacher and Principal Training and Recruiting Fund -- subgrants to eligible partnerships (Title II, Part A, Subpart 3)

State Agency for Higher Education Funded Partnerships

The University of North Carolina Office of the President (UNC-OP), through the Center for School Leadership Development, will issue a Request for Proposals (RFP) for competitive subgrants to eligible Institutions of Higher Education and Local Education Agency partnerships. The RFP will be sent to all public and private colleges and universities in the state with approved teacher education programs and to all Local Education Agencies in the state. All potential subgrantees will be invited to attend an informational meeting, designed to clarify expectations and provide technical assistance in the preparation of proposals. To be eligible to receive funding, the partnership must include teacher education faculty, arts and science faculty, a regional University of North Carolina Mathematics-Science Education Network Center, and at least one high-need Local Education Agency. As reflected in Section 2102 of the ESEA, a high-need LEA will be defined to mean a Local Education Agency:

- (A)(i) that serves not fewer than 10,000 children from families with incomes below the poverty line; or
- (ii) for which not less than 20% of the children served by the agency are from families with incomes below the poverty line; and
- (B)(i) for which there is a high percentage of teachers not teaching in the academic subjects or grade levels that the teachers were trained to teach; or
- (ii) for which there is a high percentage of teachers with emergency, provisional, or temporary certification or licensing.

At a minimum, the proposals will be expected to include the following components:

- Identification of the agencies participating in the partnership and a summary of past collaborative activities which have been undertaken by the collaborating agencies. All participating agencies will be required to sign off on the completed proposal.

- A description of the planning process that was used in developing the proposal. The process for determining need must be described.
- Identification of the specific goals to be addressed by the partnership. The overall goal of the partnership grants is to provide:
 - Professional development activities in core academic subjects to ensure that:
 - Teachers and highly qualified paraprofessionals, and, if appropriate, principals have subject matter knowledge in the academic subjects that the teachers teach (including computer-related instruction), and
 - Principals have the instructional leadership skills to help them work more effectively with teachers to help students master core academic subjects.
 - Provision of assistance to Local Education Agencies and to their teachers, highly qualified paraprofessionals, or school principals, for sustained, high-quality professional development activities that:
 - Ensure that the individuals can use challenging state academic content standards, student achievement standards, and state assessments to improve both instructional practices and student academic achievement;
 - May include intensive programs designed to prepare those individuals who will return to a school to provide instruction to others that relates to this professional development; and
 - May include activities of partnerships between one or more Local Education Agencies, one or more of the Local Education Agency's schools, one or more Institutions of Higher Education, and a regional Mathematics-Science Education Network Center (if the proposal addresses science or mathematics) for the purpose of improving teaching and learning at low-performing schools.
- A description of the activities to be conducted. Proposals must detail how the activities address the overall goal of the program, as well as the specific goals identified by the partnership. Proposals must also detail how the proposed activities are aligned with our professional development activities at the local and regional levels.
- Provisions for ensuring that the activities are scientifically based, tied to subject matter content standards, require classroom application, and provide sustained feedback over time.
- Measurable objectives for each goal and activity.
- A description of how arts and sciences faculty will be involved in the planning and implementation of activities.
- A detailed budget, including resources that the participating partners will contribute to program activities.

- A plan to assess the impact of program activities on student learning.

A rating form will be developed for evaluating grant proposals. This form will be distributed with the Request for Proposal.

A panel of evaluators, external to the state, will review and rate the proposals. In awarding the grants, the UNC-OP will ensure that subgrants are equitably distributed by geographic area within the state, or that subgrants serve eligible partnerships in all geographic areas within the state.

Note: During the 2001-02 school year, collaboratives of Institutions of Higher Education and Local Education Agencies were established in all regions of the state. The collaboratives have been provided a small amount of funding (\$10,000 each) to conduct activities to meet regional needs to recruit and retain teachers. Activities include conducting Praxis test-taking workshops for teachers, offering courses at off-campus locations, and providing support for beginning teachers and their mentors. The collaboratives will be encouraged to use the subgrants available under this partnership to expand their activities

II.B. - Key Procedures, Selection Criteria, and Priorities – Subgrants

II.2. - Describe the process for awarding competitive subgrants for the programs listed below. In a separate response for each of these programs, provide a description of the following items, including how the state will address the related statutory requirements:

- **procedures and timelines,**
- **selection criteria and how they promote improved academic achievement, and**
- **priorities and how they promote improved academic achievement**

(In lieu of this description, the state may submit its Request for Proposal for the program.)

II.2.f. - Enhanced Education through Technology (Title II, Part D)

All technology formula funds will be awarded based on Title I, Part A guidelines, with the stipulation that all Local Education Agencies must have a technology plan in place, as well as a guarantee that the money will be used to the legislation's intent, before the money is actually awarded.

Charter schools without an approved technology plan may receive formula funds with the assurance that they will use a portion of those funds to complete a technology plan that aligns with the North Carolina Educational Technology Plan and is approved by both the North Carolina State Board of Education and the Information Resources Management Commission.

Competitive grants will be awarded based on the EETT competitive grant formula, with priority given to Local Education Agencies/schools that did not receive adequate funding in the formula award process. All competitive grants will be of sufficient size and duration to ensure that initiatives will be able to make substantive gains in student achievement. All competitive grant applications must be predicated on evidence-based research and best practices.

All high technology need Local Education Agencies, as identified by state formula, will receive technical assistance from the North Carolina Department of Public Instruction in writing grants and implementing their projects. The Department of Public Instruction has a staff of technology consultants whose primary job description is Local Education Agency assistance.

Grant Request for Proposals can be found <http://tps.dpi.state.nc.us/eett>.

II.B. - Key Procedures, Selection Criteria, and Priorities – Subgrants

II.2. - Describe the process for awarding competitive subgrants for the programs listed below. In a separate response for each of these programs, provide a description of the following items, including how the state will address the related statutory requirements:

- **procedures and timelines,**
- **selection criteria and how they promote improved academic achievement, and**
- **priorities and how they promote improved academic achievement**

(In lieu of this description, the state may submit its Request for Proposal for the program.)

II.2.g. - Safe and Drug-free Schools and Communities – Reservation for the Governor (Title IV, Part A, section 4112)

North Carolina's process of awarding competitive grants for the Governor's portion is a two-part process. First, proposed projects will have their application critiqued and approved by the identified area program director and the area program substance abuse coordinator in order to assure the projects "plan-of-action" meets with the overall goals, objectives, and strategies of the area program. Secondly, the Substance Abuse Services (SAS), Prevention Branch, will evaluate the application in order to assure it meets the standards and guidelines as established by the U.S. Department of Education. The high priority (selective) population of youth to be served specific to these funds are youth who are at-risk for failing in schools (after school tutoring, life-skills development, and mentoring); youth whose parent(s) is/are involved in ATOD treatment settings; youth who are involved with the legal system, and; youth who are involved in the Department of Social Services system. Selective interventions are prevention programs that aim to reach members of the population deemed at risk for the problem the program seeks to reduce or prevent. A selective program often employs socio-demographic profiles to identify characteristics of the at-risk group.

Priorities

The major successes of the Governor's Safe and Drug-Free Schools and Communities projects are: the establishment of programming that meets standards of "science-based model programs." Model programs are effective programs that are available for dissemination and have technical assistance available using SAS Prevention Staff and North Carolina Certified Prevention Professionals. Model programs are suitable for implementation in many contexts - schools, families, communities and the larger environment. These science-based programs offer practitioners options for choosing interventions, approaches, and curricula that address local needs; and secondly, each project is mandated to advocate (through programming and outreach efforts) the young persons advancement in schools. On a semi-annual basis, projects must report on each youth involved in programming, their GPA, attendance, conduct, and involvement with

the legal system. The SAS Prevention Branch has established a low range of success for all projects.

- Impact selected and indicated populations using principles of effectiveness, science-based, and evidenced-based activities complying with both the North Carolina Department of Health and Human Services (HHS) Secretary's State Plan and the Safe and Drug-free Schools and Communities Plan of Action;
- Maintain a qualitative and quantitative database that will reflect the effectiveness of the programming;
- Provide prevention education and training to SDFSCA coordinators and educators;
- Work in partnership with school-based and community-based organizations, public and private entities for programs of drug and violence prevention and early intervention;
- Develop a licensing process for prevention programs and projects;
- Ensure prevention professionals are certified or in the process of being certified by the NC Substance Prevention and Treatment Certification Board; and
- State oversight from the Department of HHS-SAS Services and technical assistance will be provided on a continual basis to each identified project.

Procedures

All prospective recipients of these funds are mailed Requests for Proposals (RFP's) and given 30 days to complete the RFP in its entirety and return it to the SAS Prevention Branch. Technical assistance is provided during this period by staff of the SAS Prevention Branch by phone, face to face, and e-mail. Applications are read and scored by members of the prevention branch and identified members of the Governor's Office on Substance Abuse Policy, the administrative unit of the State Incentive Grant Project. Additionally, members of the Statewide Prevention Advisory Committee (SPAC), prevention professionals who the SAS Director seeks guidance, are given the opportunity to give an opinion to the SAS Prevention Branch as to the quality of applications received. Recipients of these dollars are advised of their funding amount and are requested to begin work in earnest.

NOTE: North Carolina's fiscal year begins July 1, 2002 which makes it difficult to finalize program funding amounts because the total is often times not known until the last of May or first of June from U.S. Department of Education.

- Continue to use the Statewide Prevention Advisory Committee (SPAC) as a resource for support of the Safe and Drug Free Schools Program;
- Visit each Safe and Drug Free Schools and Communities project bi-annually to provide technical assistance and the assurance of the programmatic maintenance of effort;
- Develop and disseminate the Request for Proposal continuation application to the "key informant" agencies and organizations;
- Provide technical assistance to "key informant" agencies and organizations as needed
- Review committee review of the Request for Proposal;

- Monitor project sites and review required mid-year and annual reports; and
- Collect baseline data from the project sites using the Minimum Data Set (MDS).

Selection Criteria

- Project sites must ensure the continuation and enhancement of effective drug and violence prevention and early intervention programs to indicated and selected populations;
- Programs must demonstrate the ability to reduce the use and abuse of tobacco, alcohol and other drugs among school age children by using an identified Internet data system; and
- Evaluation of activities authorized under grants must include collection of objective data used to assess programs needs, program implementation, or program success in achieving program goals and objectives.

II.B. - Key Procedures, Selection Criteria, and Priorities – Subgrants

II.2. - Describe the process for awarding competitive subgrants for the programs listed below. In a separate response for each of these programs, provide a description of the following items, including how the state will address the related statutory requirements:

- **procedures and timelines,**
- **selection criteria and how they promote improved academic achievement, and**
- **priorities and how they promote improved academic achievement**

(In lieu of this description, the state may submit its Request for Proposal for the program.)

II.2.h. - Community Service Grants (Title IV, Part A, section 4126)

The Community Services statute provides grants to States to carry out programs under which students expelled or suspended from are required to perform community service.

Purpose:

To provide opportunities for communities to establish or expand activities in community learning centers that provides the following:

- **Programs for suspended and expelled students** to perform community service,
- **Opportunities for academic enrichment**, including tutorial services to help students, particularly students who attend low-performing schools, to meet State and local student achievement standards in core academic subjects such as reading and mathematics;
- **A broad array of additional services, programs and activities** such as youth development activities, drug and violence prevention programs, counseling programs, are, music, and recreation programs, technical education programs, and character education programs.

Priorities:

It is the goal of the State Board of Education and the Governor's Office to make funds available for high quality programs requiring students who are suspended and expelled to participate in a community service program. Programs applying for community services program funds must align with the following strategic priorities of the State Board of Education:

- **Alternative placement of suspended and expelled students** into alternative learning programs because these are extremely high-risk individuals for school failure and dropping-out.

- **Management of disruptive students** because these students will continue with us in our schools and/or communities. They need the continued supervision and adult contact that these programs provide.
- **Emphasis on improving student academic performance and school attendance for students attending low-performing schools** while reducing the likelihood of dropping out of school, increased truancy, increased student violence and crime and possibility of substance use and abuse.
- **Safe, orderly and caring environments** where all students have an opportunity to establish a relationship with a caring adult who is interested in their success and where every family member is welcomed and engaged in the Local Education Agency process.
- **High expectation for students** where school and community partners articulate positive and supportive academic and career messages.
- **Strong family, community, and business support** where there is a demonstrated involvement of families and effective partnerships between community-based business and the public schools.
- **Effective and efficient operations** that are documented by appropriate planning, a needs assessment, measurable goals and objectives, high quality staff, a process for routine program monitoring, regular feedback and an established evaluation procedure.

Key Procedures:

- A Needs Assessment will be completed in order to gather data pertaining to the number of Community Service Projects already in place in North Carolina.
- Data related to student suspension and expelled students will be analyzed and the method in which students are assigned to community service projects will be determined.
- Funds will be provided for project supervision, collection of data, transportation, liability insurance and program evaluation.

Sites seeking funds will be required to show evidence of the following:

- Needs assessment,
- Two-year trend data,
- Program narrative,
- Implementation plan,
- Evaluation process, and
- Budget.

Selection Criteria:

Grantees will be selected based on their ability to demonstrate needs as evidenced by suspension and expulsion statistical data. Grantees must provide evidence of measurable program goals and objectives, staff responsibilities, resources needed and the program

format and timeline. Grantees must provide a descriptive narrative of the program, which includes the following:

- Placement procedures;
- Exit criteria;
- Assurance of access for students;
- Academic component which speaks to course credit, grades, and attendance;
- Parent involvement; and
- Role of coordinator of the program.

Consideration will be given to geographic distribution of grantees, alternative learning programs and/or community-based service programs for suspended and expelled students, as well as to those sites demonstrating evidence working with low income and rural areas. Grantees must demonstrate evidence of community and business collaboration and partnerships. Grantees must have documentation of a Memorandum of Agreement, liability insurance, and/or letters of support for the program concept. Grantees will need to have a sustainability plan, indicating the process for obtaining funds necessary to sustain the program. Grantees must have a monitoring, evaluation and feedback process developed.

II.B. - Key Procedures, Selection Criteria, and Priorities – Subgrants

II.2. - Describe the process for awarding competitive subgrants for the programs listed below. In a separate response for each of these programs, provide a description of the following items, including how the state will address the related statutory requirements:

- **procedures and timelines,**
- **selection criteria and how they promote improved academic achievement, and**
- **priorities and how they promote improved academic achievement**

(In lieu of this description, the state may submit its Request for Proposal for the program.)

II.2.i. - 21st Century Community Learning Centers (Title IV, Part B)

It is a goal of North Carolina to make available high quality after-school programs for school-age children that are aligned with the following strategic priorities of the State Board of Education:

- **high student performance** where every school and community is accountable for student learning and progress;
- **quality teachers and administrators** where all children have access to quality staff that can facilitate their learning;
- **safe, orderly and caring environments** where all children have an opportunity to establish a relationship with a caring adult who is interested in their success and where every family member is welcomed and engaged in the learning environment and attention is given to safety, health and nutrition issues;
- **strong family, community, and business support** where there is strong involvement of families and effective partnerships between community-based and faith-based organizations, public schools, local government agencies, non-profits organizations, local businesses and other public or private organizations the community involved in youth services; and
- **effective and efficient operations** evidenced by goal setting, strong management and sustainability.

The primary target for services is students who attend schools eligible for Title I schoolwide programs or schools that serve a high percentage of students from low-income families. Priority will be given to programs that serve students who attend schools that have been designated as low performing.

Research shows that developing comprehensive after-school programs that are integrated into the regular school program and other family support systems within the community can yield positive outcomes for students and their families; therefore, strong connections between schools and after-school programs and evidence of strong community collaboration is another key priority. Competitive priority will be given to applications that both propose to serve students who attend schools identified for improvement and

that are submitted jointly between at least one Local Education Agency receiving funds under Title I, Part A and at least one public or private community organization.

The priority for Community Learning Centers is to provide students with academic enrichment and extended learning opportunities that are high quality, innovative, based on scientific research, and are designed to complement the students' regular academic program. These activities and services can include but are not limited to opportunities such as enrichment and tutorial services in core academic subjects; youth development activities; dropout prevention; drug and violence prevention programs; counseling programs; community service learning programs; art, music and recreation programs; technology education programs; character education programs; and programs for English language learners and students with disabilities.

Program goals and objectives will be measurable and based on identified student needs and will be scientifically based and have a proven track record for enhancing student achievement. Ongoing assessment during implementation will provide the data necessary to determine the effectiveness of the program and to make adjustments when necessary. When addressing high student performance, the first of the strategic priorities, the following should be addressed:

- an alignment to the *North Carolina Standard Course of Study (NCSCOS)*;
- a clear focus on mathematics and reading;
- an integration of NCSCOS objectives for math and reading skills in cultural and enrichment activities;
- activities that address the whole child; and
- an assessment system that clearly shows growth in focus areas of the program: math and reading, socialization skills, appreciation for cultural arts, improved study skills, test-taking skills, organizational skills, etc.

Key Procedures

Establish a state advisory committee for 21st Century Community Learning Centers

The planning committee will establish a state 21st Century Community Learning Centers advisory committee consisting of representatives from various Local Education Agencies, community-based organizations, faith-based organizations, and parent groups. The state advisory committee will have the responsibility to develop the 21st Century Community Learning Centers Request for Proposal, provide guidance and recommend standards for project/programs. The advisory committee will also develop guidelines geared toward assisting Local Education Agencies, community-based organizations, and faith-based organizations establish quality before and after school programs.

Hold regional focus groups

Eight regional focus groups will be scheduled in each of the educational regions. Input from the focus groups will be incorporated into the Request for Proposal and used in developing technical support and staff development needs.

Design the Request for Proposal

A Request for Proposal will be designed, in collaboration with partners and advisory members, and consideration given to the letters of support and/or memorandum of agreements, site needs assessment, program narrative, implementation plan, budget, evaluation, and sustainability plan.

Submit the Request for Proposal for State Board Approval

The Request for Proposal will be submitted to the State Board of Education for approval with supporting materials and documentation included, according to State Board guidelines.

Hold Technical Assistance Conference

The Department of Public Instruction will offer a Bidder's Conference/Technical Assistance Workshop for Local Education Agencies, community-based organizations, and faith-based organizations describing the steps necessary for completing a quality 21st Century Community Learning Centers application.

Distribute the Request for Proposal

After completing a comprehensive Request for Proposal media campaign (which will include website advertisements, news releases, mailings, and notices in the Superintendent's Weekly Update), the Request for Proposal will be distributed to potential applicants. All information pertaining to the 21st Century Community Learning Centers Request for Proposal will be placed on the North Carolina Department of Public Instruction's website, mailed to appropriate groups and individuals, and included on the State Superintendent's Weekly Update.

Hold a 21st Century Community Learning Centers Training Session for Reviewers

The Department will select reviewers from a pool of experienced readers, from a list of peer reviewers and/or based on reviewer interest and qualifications. A 21st Century Community Learning Centers application reviewer training session will be held prior to beginning the reading process.

Request State Board of Education Approval

After the Request for Proposals are ranked and properly selected, a list will be submitted to the North Carolina State Board of Education for approval. All pertinent information pertaining to the program site will be included in the packet submitted.

Public Notice of Site Selection

Local Education Agencies, community-based, faith-based, and non-profit organizations will be notified in writing of their selection. In addition, a news release to Local Education Agencies will be provided to all appropriate groups.

Orientation Training/Technical Assistance Workshop

Sites will attend an orientation workshop that will include topics such as reporting expectations, budgetary requirements, programmatic issues, team building, licensure procedures, and quality data collection procedures.

State Monitoring Procedures

The Department of Public Instruction will develop site monitoring procedures that will include site visits, quarterly coordinator/director meetings, phone contacts, status reports, and annual reports.

Ensure the Establishment of a Site-based Evaluation System

The advisory committee will work in concert with others to determine the best methods of providing a site-based evaluation and annual reporting system.

The following proposed timeline is being considered:

July	Distribution of the Request for Proposal
August	Submission deadline
August	Request for Proposal reviewer orientation
September	Selection of sites
September	State Board of Education approval for site selections
September	Site notification advertised
October	Orientation/training workshops begin
November	Site technical assistance begins

Selection Criteria

No matching funds; to include state, federal or private funding; nor any evidence of such alternative funding will be required to apply for a 21st Century Community Learning Centers grant.

Steps for sustaining their initiative once grant funds are withdrawn

Perspective grantees must describe the specific steps of a process for establishing sustainability for the program with clearly identified fiscal details. Grantees should document a clear, comprehensive and sequential plan for how they will ensure the program's continuation after the requested grant funds cease. In addition, the sustainability plan should demonstrate the intent to establish the program on a permanent basis and to operate exclusively on its own beyond and without continuing grant funds. Such items as feasibility studies, projected timelines and growth charts, anticipated expenditures and revenues, step-by-step transition and/or implementation plans, partnership agreements, and other such documentation should be provided to indicate how longevity and success of the program are to be assured.

Programs based on scientific research and/or based on demonstrated effectiveness based on 3-year trend data and/or adhere to principles of effectiveness

Prospective grantees should propose and clearly describe initiatives that are based on one or more of three primary indicators of successful 21st Century Community Learning Centers. Consideration will be given only to those initiatives that can show evidence of adhering to or being based on one or more of the three indicators defined below. In each case, substantial documentation and/or explanation must be provided to indicate the extent the proposal will actually model one or more of the indicators.

- First, proposals that are based on other similar programs that have demonstrated success and yielded concrete scientific research to prove their effectiveness on student learning will be considered. An explanation and illustrative excerpts from available research on similar programs should be submitted as part of the proposal documentation.
- Second, proposals that already exist and are able to demonstrate effectiveness based on previously collected data that exhibits consistent and positive growth in regards to student attendance and learning for a minimum of three consecutive years will be considered. Correct, relevant and substantive information and data on the existing program should be submitted as part of the proposal.
- Third, proposals which describe how the program will adhere to recognized, credible and proven principles of effective teaching and learning already established and used in or by other successful programs or entities will be considered. An explanation and information or data regarding the principles and exemplary programs being used as a model for proposals must be submitted.

Geographic distribution

Grants shall be selected from among those who meet all qualifications and will be given at the discretion of the state, to the extent possible possible, to ensure statewide geographic distribution. When there is a high concentration of grant proposals from one

specific geographic area of the state and all of these grant proposals meet the qualifications to be funded, grants may be given where the state determines there is the greatest need.

Evidence and strength of collaboration

Prospective grantees must provide clearly defined evidence that demonstrates the collaborative efforts between the required partnering entities. Signed letters of agreement, charts demonstrating independent and mutual responsibilities, organizational charts showing joint interaction, or other documentation that supports and/or exemplifies the strength of collaboration should be included as part of the proposal.

Detailed evaluation expectation and model

Project consultants will conduct, at a minimum, one site visit per quarter to each grantee to ensure proper program implementation and application. Project consultants will coordinate bi-annual meetings with all grantees for the purpose of identifying needs, providing legislative updates, reviewing best practices, reviewing budgetary requirements, giving notice of upcoming professional development and training opportunities, and providing any additional technical assistance required. Consultants will host an annual effective practices conference to provide grantees with current information on program strategies that are being used locally and nationally with after school programs. Grantees will be given quarterly reporting forms and training regarding how to complete the forms. Project consultants will be required to maintain documentation for all site visits and technical assistance rendered.

Prospective grantees must provide detailed descriptions of how the program will be structured and operated. Information regarding the model for the program implementation should include such things as staffing and qualifications, management plan, technical assistance and training plans, facilities description, scheduling, reporting, community and parent involvement plans, and program evaluation methods. Each grantee will need to describe their plans for how program findings will be disseminated.

Program goals and objectives should be specific, measurable, achievable, realistic and time-phased. All activities should be incorporated in a timeline. Proposals should contain a plan for data collection and data management procedures. Outcome measures should be explained and appropriate forms of measurement provided. Appendices should include all data collection forms. Grantees will be responsible for completing quarterly status reports to their assigned consultant using appropriate forms developed and disseminated by the North Carolina Department of Public Instruction. The forms will assist in collection of demographic data of participants, adherence to implementation procedures, and measurement of program goals and objectives. If any external agents are involved in evaluating the organization should be described and be required to submit plans according to the guidelines previously stated.

Before and after school licensure at the one star level (Phase-in time period allowed)

Prospective grantee must provide evidence that teaching staff have, or will acquire, a Rated License for Child Care at the minimum of a one star level. In cases where individuals are not already licensed, grantee must provide a phase-in plan and completion timeline for staff to acquire licensure in a reasonable amount of time not to exceed one year from the onset of the program.

Adequate number of hours per week contact time with students (high quality)

Prospective grantee must demonstrate that adequate and quality contact time is being spent with students each week. Research has proven that brief periods of contact time are not beneficial to before and after school programs. Therefore, a schedule should show that instructional activities take place with adequate duration and frequency each week to make the program worthwhile and foster maximum positive impact on students' development and learning. In addition, information should be provided that explains the actual activities and strategies to be used with students to implement the program and the anticipated goals that will be addressed during the learning experiences.

Parent and family involvement component

Prospective grantees should submit a plan to promote parent and family involvement with the program and its students. Documentation such as policies, requirements, parent contracts, advertisements and publicity, communication plans, outreach strategies to enlist parent and family involvement, or other proof of efforts being made to ensure involvement should be submitted as part of the proposal.

Adequate and appropriate budget with budget attachments with capabilities to adhere to reporting methods

Prospective grantees must submit an adequate and pertinent budget for the program as part of the proposal. The budget should define all anticipated expenditures, revenue and debts that may be incurred and how these will be charged toward the grant funds being requested for each year. Individual budget attachments, which provide itemization of large categories, may be used to substantiate the overall budget as long as they are referenced and arranged in an organized and recognizable manner. Furthermore, an understandable explanation of who will oversee the budget and budget activity as well as what methods will be used to adhere to the periodic reporting of the budget to state officials must be submitted as part of the grant proposal.

II.3. - Professional Development and Technical Assistance to Local Education Agencies

II.3.a. - Describe how the state will monitor and provide professional development and technical assistance to Local Education Agencies, schools, and other subgrantees to help them implement their programs and meet the states' (and those entities' own) performance goals and objectives. This description should include the assistance the State Education Agency will provide to Local Education Agencies, schools, and other subgrantees in identifying and implementing effective instructional programs and practices based on scientific research.

Currently, Title I schools are served by four consultants on a regional basis. Each Title I consultant will be identified as the Local Education Agency monitor for the Local Education Agencies/schools/subgrantees in the regions to which they are currently assigned. In addition, a cross-division team will be formed to deliver technical assistance and professional development to each school within a region. Teams will be composed of staff with expertise in reading, writing, mathematics and the delivery of professional development. When common needs are identified, services will be provided on a regional basis. One section chief will be assigned to each team to coordinate and ensure the delivery of services. Staff involved will continue to provide documentation of on-site services and problem areas to the director via the chief. Cross-divisional teams will meet every two weeks to discuss school progress and review what future services will be delivered. The central office of the Local Education Agency will also be requested to designate one staff member to work closely with the school and the team to plan, implement and monitor services and progress.

Team I: Title I Consultant, Local Education Agency Monitor
School Improvement Division Consultants
Section Chief for Compensatory Education

Team II: Title I Consultant, Local Education Agency Monitor
School Improvement Division Consultants
Section Chief for Effective Practices

Team III: Title I Consultant, Local Education Agency Monitor
School Improvement Division Consultants
Section Chief for Staff Development Coordination

Team IV: Title I Consultant, Local Education Agency Monitor
School Improvement Division Consultants
Section Chief for School Technical Services

Instructional Services consultant staff will serve as resources to any of the four teams on an as-needed basis. The first professional development session conducted will be on the disaggregation and use of test data to inform instruction. Local Education Agency /school/subgrantee teams will be taught to do this. Areas of weak performance by students will be identified in reading and mathematics. The second professional development session will address quality professional development and how it should be delivered to ensure

change in teacher classroom practice. Requirements outlined in No Child Left Behind and national standards for delivering and evaluating professional development will guide the content of this session. This will also form the framework for what staff looks for when following-up and monitoring professional development in the schools and Local Education Agencies.

Teachers at the school level will have informal classroom observations by team members to identify research-based practices and strategies being used and those not apparent. The classroom visits will also determine the extent to which the *North Carolina Standard Course of Study* is being taught in the school. This information, combined with disaggregated test data, will be compiled and used to develop a service plan. When a draft is complete, one member of the team will meet with the Local Education Agency /school faculty (after meeting individually with the principal)/subgrantee to review the service plan. The staff will then have an opportunity to discuss the plan and accept or reject what is offered. If the plan is rejected, negotiations will begin and continue until there is agreement on the areas of service the team will deliver. The service plan may also include some activities and initiatives in which the staff will take the Local Education Agency and the team will advise and monitor.

Prior to finalizing the service plan, the team will review the central office/local training requirements with the school improvement team to determine if there are areas of duplication. If there are such areas, this professional development will be left for the school district to provide. Grantees may use team members to deliver professional development or select an outside provider. Each professional development activity will be attended and evaluated by a team member to determine appropriateness of delivery and the extent to which the standards and requirements are followed (including on-site coaching and follow-up by the provider).

Team members will also attend/conduct grade level and/or subject area team planning sessions to provide direction and guidance in the *North Carolina Standard Course of Study* and the extent to which research-based best practices are being used in the classrooms. To the extent necessary, team members will be able to access the services of any staff within the Division of School Improvement to provide services to meet the needs of the Local Education Agencies/schools/subgrantees.

Technical Support for Title II, Part D - Technology

The North Carolina Department of Public Instruction's Instructional Technology Division has four regional consultants who assist Local Education Agencies with the planning and implementation of their instructional technology programs. These consultants will provide technical assistance to the Local Education Agencies for the Enhancing Education through Technology Grants (EETT). Additionally, other division staff will be assisting with NCLB/EETT grant review, implementation, and evaluation.

The four consultants, as well as other Instructional Technology staff as appropriate, will provide the following services:

- Regional meetings to disseminate grant information and guidelines,
- Information sessions via the North Carolina Information Highway to answer questions regarding the purpose of these grants and the application process,
- Site visits for one-on-one assistance with the development of grant proposals,
- Site visits for the implementation and evaluation of programs funded with EETT funds,
- Site visits to assist Local Education Agencies with the 2002 revisions of their local technology plans,
- Charter Schools training to assist Charter Schools with the development of their technology plans,
- Continuation of the development of and training for Resources for North Carolina Educators (<http://www.itpi.dpi.state.nc.us/connectusa/ncweb.html>),
- Continuation of the Fifth Grade Computer Skills Test item bank,
- Continued development and piloting of the Technology Facilitator Performance Appraisal Instrument,
- Collection and analysis of data through the Annual Media and Technology Report, and
- Collaboration with Institutions of Higher Education evaluators, with particular emphasis on the impact of technology on student achievement.

Other professional development services provided through the Instructional Technology Division of the North Carolina Department of Public Instruction to Local Education Agencies include:

- Identify and provide models for Local Education Agencies that exemplify “best practices” of the integration of technology into all curricula areas.
- Identify partnerships that are available to Local Education Agencies to increase access to programs and resources.
- Identify methods of increased accessibility for students and teachers.
- Collaborate with the state’s media and technology professional organizations to provide staff development opportunities at state conferences.
- Train the state’s Assistance Teams on an annual basis.
- Collaborate with the state’s Regional Education Service Alliances (RESAs) to provide staff development opportunities.
- Collaborate with the state’s teacher education programs, especially the NC Catalyst grant program (PT3), which includes in-service professional development for the state’s teachers as well as pre-service training.
- Collaborate with the university system’s Principals as Executive Leaders program (PEP), with special collaboration with its Principals as Technology Leaders (PATL) to provide staff development opportunities for administrators.
- Collaboration with NCWIN, a private vendor, to provide online basic skills technology courses for educators via NCWiseOwl.
- Collaborate with the North Carolina Department of Commerce to provide training on Commerce’s teacher resource for developing individual classroom Web pages as part of their [NC@YourService](#) Web Portal.
- Collaborate with LEARNNC to provide training to teachers.

- Collaborate with the Northwest RESA and LEARNNC to provide training on MarcoPolo.
- Collaborate with INTEL to provide staff development on INTEL Teach to the Future.
- Collaborate with some of the state's Local Education Agencies to provide teachers on loan to provide resources and training, such as Kaleidoscope, a portal to help educators teach the Computer Skills and Information Skills curricula
- Collaborate with Local Education Agencies to provide training on NCWiseOwl, the curriculum portal for the state.

II.4. - Statewide System of Support

II.4.a. - Describe the statewide system of support under section 1117 for ensuring that all schools meet the state's academic content and student achievement standards, including how the state will provide assistance to low-performing schools.

The Division of School Improvement located in the Department of Public Instruction has the major responsibility for providing support and assistance to at-risk and low-performing schools. The primary focus of the state's assistance program is to ensure that all schools meet the state's standards for academic achievement. Services will be provided to K-8 Title I schools in school improvement on a regional basis. The section chiefs responsible for coordinating services will oversee the designated K-8 Title I schools located in their assigned region. The educational consultants assigned to the section will serve as the primary service providers. Members of the local central office staffs will be expected to collaborate with the state in providing support and assistance to schools in their school systems. High school Title I schools in school improvement will be assisted by a team of four high school consultants who are assigned to work with at-risk and low-performing schools. The work of these teams will be coordinated with the activities of the teams assigned to provide staff development.

Support and Assistance for Schools in Title I School Improvement

Western Region

School Improvement Division Section Chief for School Technical Services (Coordinator of Services)

Team members: School Technical Services staff

Central Region

School Improvement Division Section Chief for Effective Practices (Coordinator of Services)

Team members: Effective Practices staff

Eastern Region

School Improvement Division Section Chief for Staff Development Coordination (Coordinator of Services)

Team members: Staff Development Coordination staff

Statewide High Schools

School Improvement Division Assistant Director (Coordinator of Services)

Team Members: Four high school consultants in the School Improvement Division

Support and Assistance for Low-Performing Schools

Schools are designated low-performing according to the standards outlined in the state's ABCs of Public Education Accountability Program. The State Board of Education assigns assistance teams to serve up to 15 low-performing schools annually. The team averages five members and remains with the school for a minimum of one entire school year.

The Assistance Teams are composed of educators-on-loan to the state from local school systems, college professors, and recent retirees. The Division of School Improvement oversees the selection and training of the Team members and provides support and guidance during the school year. Support for the Team members includes annual refresher training during the summer, quarterly sharing days, onsite visits from the director, section chiefs and liaisons at Local Education Agencies twice a month. Team members can serve up to three years and in special circumstances may serve additional years.

Services provided by the assistance teams, coupled with the services provided by School Improvement Division staff will ensure that high-needs schools receive the quality assistance they need to become high-performing schools.

II.5. - Schoolwide Programs

II.5.a. - Describe the activities the state will conduct to help Title I schools make effective use of schoolwide programs to improve the achievement of all students, including specific steps the State Education Agency is taking and will take to modify or eliminate state fiscal and accounting barriers so that schools can easily consolidate federal, state, and local funds for schoolwide programs.

The primary activity will be the North Carolina Department of Public Instruction's annual Schoolwide Institute. For the past three years, the Institute has focused on fifteen schools annually that were planning to implement a schoolwide model. Participation was limited to fifteen schools so that the focus could be on development of a structure for completing each school's schoolwide plan. Over the course of three to four days, school teams go through a structured process that will lead to the development of a well-thought out schoolwide plan.

Because of the requirements in No Child Left Behind, the Schoolwide Institute will be expanded to involve many more schools. The Institute, which is a joint effort between the North Carolina Department of Public Instruction and SERVE (our regional laboratory), will be open to any current schoolwide programs as well as any school in the planning process. The Institute will focus on the elements of a well-designed schoolwide plan, strategies for improving student achievement, and opportunities to learn about programs that are based on scientifically based research.

Compensatory Education staff in the School Improvement Division will also conduct training during the year to help guide schools through the planning process. Staff have developed a workshop that assists schools in successfully transitioning to a schoolwide format. Compensatory Education and SERVE staff provide follow-up. Compensatory Education staff in the School Improvement Division provide on-site follow-up, working with the local Title I director and school staff to develop and refine a schoolwide plan that will lead to improved student learning.

The North Carolina Department of Public Instruction has already begun to inform the appropriate State Education Agency and Local Education Agency personnel regarding flexibility options for consolidation of funds in schoolwide schools, by:

- Meeting with North Carolina Department of Public Instruction federal program administrators to explain the flexibility requirements;
- Presenting to Local Education Agency finance officers at the annual conference of the North Carolina Association of School Business Officials (NCASBO);
- Attending statewide conferences for the various federal programs explaining the flexibility to Local Education Agency program administrators;
- Meeting with local auditors in a session arranged through the North Carolina Association of CPAs; and
- promoting awareness of flexibility for schoolwide schools at every opportunity;

The North Carolina Department of Public Instruction proposes the following timeline for removal of any remaining fiscal and accounting barriers:

- Form a North Carolina Department of Public Instruction ad-hoc committee to monitor and resolve flexibility issues (**May 2002**)
- Contact the Office of the Inspector General regarding monitoring safeguards (**May 2002**)
- Identify existing barriers by polling Local Education Agency finance officers (**June 2002**)
- Request input from the federal government on how existing barriers at their level will be removed to aid in the removal of barriers for Local Education Agencies (**June 2002**)
- Invite responsible fiscal personnel from South Carolina to visit us and share the system they are currently using which has received praise from the U.S. Department of Education (**July 2002**)
- Receive federal guidance for implementation of this provision (**September 2002**)
- Develop and put in place an “open chart of accounts” to enable seamless reporting for LEAs. (**December 2002**)
- Implement the “open” chart of accounts to maximize LEA flexibility (**May 2003**)
- Modify existing accounting processes, including programming enhancements, especially as related to the Cash Management system (**May 2003**)

II.5. - Highly Qualified Teachers

II.5.b. - Describe the activities the state will conduct to ensure that all teachers, particularly those in high poverty areas and those schools in need of improvement, are highly qualified. This description should include the help the state will provide to Local Education Agencies and schools to:

- **Conduct effective professional development activities;**
- **Recruit and hire highly qualified teachers, including those licensed or certified through alternative routes; and**
- **Retain highly qualified teachers.**

The statewide activities proposed in this plan build on activities already in place to recruit and retain qualified teachers and administrators for its public schools.

Current Activities to Recruit and Retain Quality Professionals

The state has a number of activities already in place to recruit and retain quality professionals. They include financial incentives, programs and services, policies to facilitate the licensing of individuals, and programs to recognize and reward teachers. Several are highlighted below.

Prospective teachers may receive financial assistance to pursue programs of study leading to teacher licensure. The *Teaching Fellows Program*, administered by the Public School Forum of North Carolina, provides \$6,500 per year for four years. Teaching Fellows must attend one of the colleges/universities with a Teaching Fellows Program and participate in co-curricular program activities. The *Prospective Teacher Scholarship Loan Program* provides \$2,500 per year for up to four years. This scholarship can be used at any college or university in North Carolina with an approved teacher education program. Both scholarships are funded by the state and paid back by teaching in the public schools.

Teacher Assistants may receive financial assistance to pursue programs of study leading to teacher licensure. Funding for this program was increased significantly by the General Assembly in the 2001 Session. Teacher assistants can receive \$3,500 annually to complete their first two years of study at a community college and \$4,500 annually to complete their third and fourth years of study in an approved teacher education program. Teacher assistants remain employed full-time, except in the student teaching semester, and enroll in courses as part-time students.

Aspiring principals may receive \$20,000 per year for up to two years to enroll in and complete full-time, two-year Master of School Administration degree programs at public institutions through the *Principal Fellows Program*. This scholarship loan is repaid by serving for four years within six years following completion of the program as a full-time administrator in a North Carolina public school.

Using Title II Teacher Quality Enhancement Grant funding, the State Board of Education and the Board of Governors of the University of North Carolina have implemented *NC TEACH*, a statewide lateral entry teacher licensure program. The program is designed to recruit, train, support, and retain highly skilled mid-career professionals who seek to enter the teaching profession. The program includes an intensive summer experience prior to entering the classroom, seminars focused on professional development throughout the academic year, and on-line support. It has been offered at six sites throughout the state. A seventh site will operate this summer.

To facilitate the licensing of lateral entry teachers, three *Regional Alternative Licensure Centers* have been established. Through these centers, lateral entry and provisionally licensed teachers can have their transcripts reviewed, receive programs of study, and be recommended for licensure.

The State pays the *National Board Certification* application fee (\$2300) for state-paid teachers and provides up to three days of paid leave for applicants. Individuals who complete the application process satisfy licensure renewal requirements for one renewal cycle. Individuals who do not complete the process or do not teach in a North Carolina public school for one year after completing the process are required to pay back the application fee. The state teacher salary schedule includes a 12% pay differential for teachers with National Board Certification and a 10% pay differential for teachers with master's level licenses.

The State participates in several programs designed to recognize and honor inservice educators. The *Teacher of the Year* Program recognizes outstanding teachers. The State Teacher of the Year receives a \$7500 award and serves as an ambassador for teaching for one year. Five regional Teachers of the Year receive \$5000 each. Through the generosity of the North Carolina Automobile Dealers Association the State Teacher of the Year also receives a new car. The State Teacher of the Year and the five regional winners are also provided a trip to a national professional development conference. Additionally, the State supports an annual symposium for local teachers of the year.

The *Principal of the Year* Program, conducted in conjunction with Wachovia Bank, honors outstanding principals. Cash awards are made to the State Principal of the Year and five regional Principals of the Year by Wachovia Bank.

The *Christa McAuliffe Fellows* Program provides a one-time stipend of approximately \$28,000 to a teacher to complete a professional development activity. This program is funded by the Council of Chief State School Officers (CCSSO).

North Carolina participates in the *Milken Educator* Program. Three to four educators per year are selected to receive \$25000 from the Milken Foundation. These educators are recognized at the local level and honored at a luncheon.

To provide greater focus and coordination to its efforts to recruit and retain teachers, the Department of Public Instruction has created a *Center for Recruitment and Retention* within

the Division of Human Resource Management. The Center coordinates the Prospective Teacher Scholarship Loan Program, the Teacher Assistant Scholarship Loan Program, the National Board Certification process, and the teacher and principal recognition programs described above. Center staff work with field-based teacher recruiters to implement recruitment activities at the local/regional level and to sponsor regional job fairs. The Troops to Teachers Program is housed within the Center.

Proposed Activities to Recruit and Retain Quality Professionals

- In recent years, the North Carolina General Assembly and the State Board of Education have enacted policies to facilitate the licensing of teachers. All licensure policies will be reviewed to ensure they are in compliance with the requirements of the new legislation. Any needed changes will be brought to the appropriate policy-making body for action. A policy analyst will be employed to assist with this effort, as well as to study the impact of policies and programs on the quality of North Carolina's teaching force.
- A data analyst will be employed to assist with the refinement of collection of data on the supply and demand of teachers and administrators.
- Two Recruitment and Retention Specialists will be employed to support statewide teacher recruitment and retention activities. They will be housed at the Department of Public Instruction within the Center for Teacher Recruitment and Retention. These individuals will be charged with coordination of the development and implementation of a marketing campaign to promote teaching as a profession and with providing technical assistance to local school systems on recruitment and retention issues. These individuals will also provide support for the North Carolina Business Committee for Education website by helping to respond to requests for information and helping link prospective teachers with Local Education Agencies with vacancies.
- The state has recently launched a comprehensive website, TEACH4NC, in collaboration with the North Carolina Business Committee for Education. The Department will provide on-going support for the website.
- The NC TEACH Program will be expanded. The program will be offered at additional sites, additional cohorts will be accepted and enrolled at three times during the year (currently, new cohorts are only enrolled in the summer), and the on-line courses will become fully functional.
- Local Education Agencies (LEAs) eligible to participate in the Small, Rural School Achievement Program (SRSA), as defined in section 6211(b)(1) of P.L. 107-110 will be given the additional flexibility outlined in Secretary of Education Paige's March 31, 2004 policy letter. This additional flexibility as granted by Secretary Paige will allow eligible LEAs to extend the deadline for meeting highly qualified requirements in section 1119(a) for multiple subject teachers who are highly qualified in one subject to become highly qualified in the additional subjects they teach.

Currently employed teachers will have until the end of the 2006-2007 school year to meet NCLB's definition of highly qualified. Newly hired teachers will have three years from the date of hire to become highly qualified.

Current Activities to Promote Quality Professional Development

Several activities are currently in place at the state level to promote quality professional development. All certified personnel employed in the public schools are required to renew their licenses every five years. To do this, they must complete 15 renewal hours of professional development activities. Local school systems must approve all activities used to fulfill these requirements. All teachers complete professional development/individual growth plans. These plans are to be updated on an annual basis and peer review of the plans is encouraged.

An ad hoc committee on teacher quality is developing a framework for professional development based on developmental levels (beginning, experienced, advanced, master) and the knowledge and skills (e.g., content knowledge, pedagogy, technology, unique learners, leadership, etc.) needed by quality professionals to meet the needs of all students. The framework will provide a context for planning professional development.

Staff within the Department of Public Instruction have developed training materials and routinely conduct professional development activities for school personnel. These activities are conducted on the state, regional, and local levels. They focus on a variety of topics including curriculum, instructional strategies, and assessment.

The University of North Carolina Center for School Leadership Development is funded by the General Assembly to provide quality professional development programs for teachers and school administrators. A number of programs are housed within the Center. They include the Teacher Academy, the North Carolina Center for the Advancement of Teaching, the Mathematics and Science Education Network, the Principals' Executive Program, the NC Model Teacher Education Consortium. Through the Center's programs, public school personnel are provided opportunities for residential and on-site study. Additionally, the programs take their programs to school systems throughout the state. This year, the Department of Public Instruction and the University of North Carolina Center for School Leadership Development launched a collaborative effort to close the achievement gap while improving the achievement of all students in four school systems in the state. Because the individual who directs the center is also the individual charged by the University of North Carolina System with working with the deans of the teacher education programs within the System, all of the resources within the System that can be used to recruit, train, and provide for the continued development of public school personnel can be easily coordinated and accessed.

Proposed Activities to Promote Quality Professional Development

- The Department will contract with the University of North Carolina Center for School Leadership Development to develop and deliver 14 on-line professional development modules. The modules will focus on the following topics: reading, mathematics, science, social studies, data-driven instructional design, instructional strategies for unique learners, and school leadership. A beginning and an advanced level module will be developed for each topic. The modules will be scientifically based, tied to subject matter content standards, require classroom application, and provide sustained feedback over time. The modules will be field tested and made available on-line with 24-7 technical support. The modules will be developed by university and community college faculty and master practitioners in the public schools. A professional development coordinator will be employed to coordinate this program activity. This individual will be housed at the University of North Carolina Center for School Leadership Development. This individual will also be responsible for the administration of the State Agency for Higher Education Funded Partnership Grants.
- A rating system will be finalized and distributed for use by the LEAs in evaluating the quality of professional development.
- The framework for professional development being articulated by the ad hoc committee on teacher quality will be finalized and brought to the State Board of Education for approval. It will be used to provide focus to required professional development.
- Baseline data on the number of teachers completing quality professional development will be compiled and publicly reported.
- The current system of license renewal will be reviewed to ensure that it promotes quality professional development.

II.5. - Paraprofessionals

II.5.c. - Describe the activities the state will conduct to ensure that all paraprofessionals (excluding those working with parents or as translators) attain the qualifications stated in section 1119(c) and (d) by the 2005-2006 school year.

The No Child Left Behind Act attempts to increase the quality of educators by addressing the qualifications for employment of paraprofessionals and teachers. For many paraprofessionals employed in schools supported with Title I funds, employment criteria changed immediately upon enactment of the law, and others must meet employment criteria by the end of the 2005-2006 school year.

All paraprofessionals hired after January 8, 2002 must have either completed two years of study at an institute of higher education (which has been determined to be 48 semester hours), or obtained an associate's degree. A third option is provided for paraprofessionals. A paraprofessional may qualify for employment by meeting a rigorous standard of quality and be able to demonstrate, through a formal State or local assessment, knowledge of and the ability to assist in the instruction of reading, writing and mathematics. Whereas the formal education requirements are well defined, the assessment component was left for the State and Local Education Agencies to resolve.

In order to provide assessment options available for paraprofessionals, the North Carolina Department of Public Instruction created a committee of various stakeholders and practitioners to examine the issue. Serious consideration and attention was given to meeting the needs of the schools, students and paraprofessionals. Factors such as available human, material and financial resources were considered, and there was an expressed desire to provide school units and paraprofessionals with options to meet the criteria for employment. The final proposal is a menu of opportunities available that takes into consideration the career plans for the employee, the available resources for a school system, and the rigor necessary to provide for, or have the paraprofessional demonstrate, the professional competencies needed by paraprofessionals.

Local boards of education and paraprofessionals may select from the menu of options those assessment opportunities that best meet the needs of the school system, the career goals of the paraprofessional and the resources that are available for the Local Education Agency.

For paraprofessionals hired after January 8, 2002, one of the following options must be selected:

- Paraprofessionals will need to earn a satisfactory score on the North Carolina Community College System placement test(s). Paraprofessionals may select either the **COMPASS** tests or the **ASSET** test(s) developed by ACT or the **Accuplacer** test(s) developed by the College Board. Test(s) must include mathematics assessment to the pre-algebra level, writing and reading. Upon successful completion of the assessments, the paraprofessional will be required to complete at least 48 continuing education hours (the equivalent of a

three-hour credit community college course) of targeted staff development in each of his or her first two years of employment.

- Paraprofessionals may successfully complete the ACT-developed **Work Keys Occupational Profile Assessments for Teacher Aides**. Assessments in Reading for Information, Writing and Applied Mathematics are to be completed for the Level I Teacher Aide Occupational Profile. Upon successful completion of the assessments, the paraprofessional will be required to complete at least 48 continuing education hours (the equivalent of a three hour credit community college course) of targeted staff development in his or her first two years of employment.

For paraprofessionals hired prior to January 8, 2002, several assessment options are available. The paraprofessional and local administrator should review the options available and select the assessment that best meets their career intentions. Those that are considering a career pathway that may lead to an associate's degree or matriculation to a university teacher preparation program are strongly encouraged to select the **COMPASS, ASSET** or **Accuplacer** assessment options.

For paraprofessionals employed prior to January 8, 2002, one of the following options must be selected:

- Paraprofessionals may select one of the two options provided above for paraprofessionals hired after January 8, 2002.
- Completion of the **COMPASS, ASSET, Accuplacer** or **Work Key** assessments - If scores are not sufficient to meet the minimum requirements, the paraprofessional will be provided prescriptive staff development opportunities through local school systems or courses at the community college/university level to address deficiencies. Upon completion of the staff development opportunities, the paraprofessionals shall retake the assessment exam(s) until a successful score is earned.
- Successful completion of the **North Carolina Department of Labor Teacher Assistant Certification Program** that includes formalized training through related instructional opportunities, on-the-job training and competency evaluations. Formalized training includes coursework through the North Carolina Community College System. Specific courses in Educational Foundations, Childhood Development, Teaching Methods, Technology and Electives are required. In addition, each paraprofessional shall earn at least a "Competent Rating" in areas related to documentation, instruction, discipline, and health. The building-level principal or supervisor shall complete competency evaluations for paraprofessionals.
- Successful completion of the **North Carolina Association of Teacher Assistants' Professional Development Program for Instructional Associate Certification-Level I**. Formalized training includes a minimum of 18 college semester credits (or its equivalent in continuing education units). Training must include community college courses in English, mathematics or math for elementary students, public speaking, and reading and

writing methods or introduction to education. Additional course credit or continuing education units are to be earned in areas related to job duties. In addition, each paraprofessional shall earn at least a “Competent Rating” in areas related to documentation, instruction, discipline and health. The building-level principal or supervisor shall complete competency evaluations for paraprofessionals.

II.5. – Technology

II.5.d. - Describe the activities the state will conduct to help Local Education Agencies with a high need for technology, high percentages or numbers of children in poverty, and low-performing schools to form partnerships with other Local Education Agencies, institutions of higher education (IHEs), libraries, and other private and public profit and non-profit entities with technology expertise to improve the use of technology in instruction.

North Carolina Department of Instruction technology staff will conduct the following activities:

- Collaborate with the state's teacher education programs, especially the North Carolina Catalyst grant program (PT3), to prepare students to teach effectively using technology. This includes in-service professional development for the state's teachers as well as preservice training.
- Facilitate the formulation of EnTech Centers in consortia of high need and the remainder of the state's Local Education Agencies in order to help teachers understand and practice integration of technology into the curriculum.
- Collaborate with the state's Regional Education Service Alliances (RESAs) to employ technology consultants to work with high technology need Local Education Agencies as they implement their educational technology plans.
- Collaborate with the state's Regional Education Service Alliances (RESAs) to set up consortia of Local Education Agencies, including high technology-need Local Education Agencies, to contract with vendors for computer and network repair and maintenance.
- Collaborate with the state's teacher education programs to prepare students to teach effectively using technology. This will include in-service professional development for the state's teachers as well as pre-service training.
- Collaborate with the university system's Principals as Executive Leaders Program (PEP), with special collaboration initiatives with its Principals as Technology Leaders (PATL) program, a Bill and Melinda Gates Foundation grant.
- Collaborate with NCwin, a private vendor, to provide online basic skills technology courses for educators via the state's curriculum portal, NC WiseOwl.
- Collaborate with the Southern Regional Education Board to make available to all educators in the Southeast, as well as North Carolina educators, Evalutech, an online State Education Agency searchable database of the Agency's reviews of all supplementary classroom resources.
- Collaborate with the North Carolina Department of Commerce to provide training on Commerce's teacher resource for developing individual classroom Web pages as part of their [NC@YourService](#) Web portal.
- Collaborate with LEARNNC (University of North Carolina) to provide a variety of resources and training to all the state's schools, with particular emphasis on high technology-need Local Education Agencies.
- Collaborate with ThinkQuest (a national program), and the state's NCBCCE (North Carolina Business Community for Education) to provide incentives to classroom teachers and their students to build nationally recognized Web sites.

- Collaborate with the Northwest RESA and LEARNNC (University of North Carolina) to provide training on MarcoPolo, a massive curriculum resource available through Worldcom/MCI.
- Sponsor annually Legislative School Technology Day, a day of recognition by business and the state's legislative leaders of the effective technology instruction taking place in the state's schools.
- Collaborate with the state's media and technology professional organizations to recognize the effective use of technology in the schools through a variety of awards.
- Collaborate with the state's media and technology professional organizations, as well as other professional education organizations, to provide continuous, high-quality professional development on recognizing and implementing high quality media and technology programs, with special emphasis on 21st Century Learning Skills.
- Collaborate with some of the state's Local Education Agencies to provide teachers on loan to assist other schools, especially in high technology-need Local Education Agencies, with the integration of technology into the curriculum. This will include the development and evaluation of original online content to be used within the state's classrooms.
- Partner with various online vendors within the state and nation to produce a virtual learning program that can be accessed by all K-12 students across the state, especially targeting high poverty Local Education Agencies.
- Collaborate with other state agencies and the private sector to implement the state's connectivity project that guarantees high-speed connectivity to all schools in the state. The pilot will target the state's high technology need Local Education Agencies.
- Collaborate with the state's university system in promoting the implementation of Internet2 within the schools in the state.

II.5. - Parent Involvement

II.5.e. - Describe the activities the state will conduct to promote parental and community participation in schools.

General Activities

The State Board of Education is committed to involving parents, community members and business leaders in the schools of this state. The Board is so committed to this philosophy that it adopted Strong Family, Community and Business Support as one of its five strategic priorities. This priority has three goals. They are:

- State education priorities responsive to the needs of the family, community and business customers.
- A comprehensive and aligned system of support for the academic success and general well-being of all children that promotes:
 - Meaningful involvement in schools,
 - Interagency collaboration for health, nutrition, and social services, and
 - State and local partnerships.
- A system to build the capacity of local districts to create, respond to, and sustain meaningful partnerships.

The Department of Public Instruction is coordinating a number of initiatives to meet these goals. They include:

- Involvement Web Site - Best practices, research and other resources are shared with anyone interested in getting involved to support students and schools through the INVOLVEMENT Web site at www.ncpublicschools.org/involvement/ The Web site is the primary tool for sharing information related to the Strong Family, Community and Business Support priority. The site includes five primary sections: Schools, Business/Community, Parents, Research and Web Resources. Following is a summary of each of these sections:
 - Schools: This section includes a Parent Involvement Inventory that schools can use to determine their strengths and needs related to parent involvement, a checklist for improving parent involvement and information on the winners of the 2001 Governor's Business Partnership Awards.
 - Business Community: This section includes ideas for ways employers can get involved, information from the North Carolina Business Committee for Education, research from the American Association of School Administrators, information on the Governor's Business Partnership Awards program and a link to the Business Links newsletter.
 - Parents: Many parents would like to be more involved with their children's education but do not know how. This section highlights ways for parents and grandparents to be involved and provides links to other involvement research.

- **Research:** This section includes summaries and links to organizations that Research involvement. The Harvard Family Research Project, the PTA National Standards for Parent/Family Involvement Programs, and the School Success Profile are among the links in this section.
- **Web Resources:** North Carolina has a number of groups that are actively working to involve parents, businesses and community leaders with schools. This section includes links to these groups (e.g., Communities in Schools of North Carolina and NC Partners) and to selected national groups (e.g., National Coalition for Parent Involvement in Education and the U.S. Department of Education's Partnership for Family Involvement in Education).
- **E-mail List -** The Department maintains an e-mail mailing list of individuals who want information on involvement. Regular e-mail messages are sent to these individuals. These messages include training updates, links to articles and other involvement information.
- **Business Link -** Each quarter, the Department compiles and distributes a newsletter that is prepared specifically for business leaders in the state. The newsletter is mailed to approximately 3,000 business leaders and also is distributed via e-mail updates to school personnel and others. The newsletters features information about what's working in North Carolina schools, highlights state recognition and news items, and offers the State Superintendent and State Board Chairman the opportunity to share information with business leaders. The newsletter also is posted on the Web.
- **Business Partnership Awards Program -** In collaboration with the Public School Forum/NC Partners and the North Carolina Business Committee for Education, the Department and State Board co-sponsor the Governor's Business Partnership Awards program. These awards recognize outstanding, sustained partnerships that help schools, districts, regions and the state. Eligible award-winners are individual companies and corporations, business alliances, chambers of commerce and trade associations. Awards are presented at a statewide event.
- **State Superintendent's Parent Advisory Committee -** State Superintendent Mike Ward is committed to getting parent input into decision-making at the state level. For that reason, he has established an advisory committee of parents with which he meets quarterly. This committee includes representatives of the North Carolina PTA and other parent organizations in the state. Members offer advice on issues ranging from testing to the budget request.
- **PTA Column -** State Superintendent Mike Ward communicates with members of the North Carolina PTA through their newsletter. The Superintendent provides a column on an important topic in each issue.
- **Press Association -** Through a partnership with the North Carolina Press Association's Newspaper in Education program, the Department prepares tabloids that are distributed to newspapers around the state via CD for their production. Many of the state's newspapers

reproduce these tabloids in their newspapers. The tabloids are aimed at topics that parents are interested in and include ways to help children continue learning through the summer, character education, and help with reading and others. For the cost of CD production, the Department is able to communicate information to thousands of parents.

- Education Foundations - The Department is supporting efforts by the NC Partners program to foster the development of education foundations throughout the state. Training and a network of support all are offered to new and existing education foundations.

Title I Program Activities

The staff of the Compensatory Education section of the School Improvement Division will provide technical assistance and procedures and monitor compliance to ensure that activities under Section 1118 are carried out in individual schools and school systems. As a part of the technical assistance that will be provided, the section staff will assist schools in developing school-parent compacts; carrying out the school choice, supplemental services and right-to-know provisions; and assisting in collecting and disseminating parental involvement practices to schools and school districts. A team of North Carolina Department of Public Instruction employees, including Compensatory Education staff, will work with the Governor's Office and the North Carolina Education Research Council on the North Carolina School Report Card, the report cards that will be issued on each school to meet state and federal requirements.

Limited English Proficient Program Activities

At the time of initial enrollment, all new students are given the Home/Primary Language Survey to complete. For students who answer that a language other than English is used in the home, a proficiency test is given. The IDEA Test of English Language Proficiency is used in all Local Education Agencies across North Carolina to determine the level of English language proficiency and eligibility to receive English as a Second Language (ESL) Services.

Within thirty days of a student's enrollment, parents are informed of identification and assessment procedures and results, including subsequent considerations regarding program placement. These procedures are an integral part of state regulations regarding serving limited English-proficient students; they also appear in the state's English as a Second Language Resource Guide for administrators.

Parents are notified of identification, assessment, and placement procedures, including the status of their children with respect to these issues. Information to parents is provided in any or a combination of the following ways: through written communication (with translators/interpreters when available) or through oral communication in their language via audio or videocassette tapes. Information includes explanation of the right of parents to waive services for their children.

The Local Education Agency must, with the assistance of interpreters, explain the program of service to the parents, stating clearly the goals, methods of instruction, and annual assessment

of proficiency to determine progress toward and achievement of language and content standards as prescribed in the state's Standard Course of Study and assessed by the state's accountability program. Parents are assured that their children will be provided every opportunity to meet the same standards that all students in the state must meet.

Through outreach programs, parents of LEP students are provided opportunities to participate in the education of their children in ways that ensure that their children progress toward and achieve state standards in language and academics. In addition, parents are encouraged to attend adult ESL classes at community and technical colleges and/or evening language classes at high schools. In these classes parents are trained in a variety of techniques; for example, how to assist their children in completing their homework.

Finally, and most importantly, parents are informed of the value of their input about their child's prior education, abilities and learning styles. Parents are provided opportunities at appropriate intervals to examine the performances of their children and to advise the schools regarding effectiveness of instructional and assessment strategies.

II.5. - Baseline and Follow-up Data

II.5.f. - Describe the activities the state will conduct to secure the baseline and follow-up data for the core ESEA accountability system described in Part I.

North Carolina has implemented its current *ABCs of Public Education* through the use of data submitted by Local Education Agencies and the North Carolina *Student Information Management System (SIMS)*. However, this management system is outdated and the state is in the process of implementing a new statewide student information management system called the *North Carolina Window of Information for Student Education (NCWISE)*. Unlike, the North Carolina *Student Information Management System* which is strictly school-building based, the *North Carolina Window of Information for Student Education* will be statewide where each student in the state will be provided a unique student identification number. Until all schools in the state are provided with the *North Carolina Window of Information for Student Education*, the state will continue to require schools to provide information using the North Carolina *Student Information Management System* as well as other mechanisms for data collection in order to meet the requirements of the *No Child Left Behind* legislation. This data collection presents significant challenges especially as it relates to determination of graduation rates at the high school level. These challenges also are anticipated as it relates to data collection for limited English proficient students with respect to how long they have been in schools within the United States.

II.6. - Coordination with the Governor's Office and Other Entities

II.6.a. - Describe how State Education Agency officials and staff:

- **Consulted with the Governor's Office in the development of the State Consolidated Application,**
- **Will coordinate the various ESEA-funded programs with state-level activities the state administers,**
- **Will coordinate with other organizations, such as businesses, Institutions of Higher Education (IHEs), non-profit organizations, and**
- **Will coordinate with other state agencies, including the Governor's Office, and with other federal programs (including those authorized by the Individuals with Disabilities Education Act, the Perkins Vocational and Technical Education Act, the Head Start Act, the Adult Education and Family Literacy Act, and the McKinney-Vento Homeless Assistance Act).**

General Activities

Coordination of the various ESEA-funded programs and State-level activities will be accomplished through a Coordinating Committee chaired by the Deputy State Superintendent and will include the Associate State Superintendents, the Senior Assistant and the Department's Title I Director and others as necessary which will include but will not be limited to the Education Advisor to the Governor, the Associate Vice President for University School Programs for the University of North Carolina General Administration and staff representatives of the North Carolina General Assembly. The Coordinating Committee will also receive input from the various committees, councils and commissions dealing with public schools in North Carolina such as the Title I Committee of Practitioners, the North Carolina Association of Compensatory Educators, the Migrant Education Program Advisory Council, the North Carolina Council of Workforce Development Education Administrators, the North Carolina Council for Exceptional Children and the Compliance Commission for Accountability. The Coordinating Committee will also articulate the relationship between other Federal programs in which the Department participates.

The State Superintendent will communicate with and receive input from the Governor's Education Cabinet and the Superintendent's Advisory Committees. The advisory committees include parents, principals, local public school superintendents, students, business leaders, teachers, local school board members and representatives from all of the associations dealing with various aspects of education in North Carolina.

ESL Activities

The North Carolina Department of Public Instruction's Consolidated Application Committee will inform ESL staff of the dates it consulted with the Governor's Office, regarding the development of the Consolidated Application.

North Carolina Department of Public Instruction staff will coordinate state-level activities across programs supported with No Child Left Behind funds. Title III staff will collaborate with Title I, Part A and Migrant Education Programs to train teachers in all three of these programs to be effective with LEP students. Four regional institutes are being conducted to train teachers of math, science, social studies, and English/Language Arts, as well as teachers in Title I, Part A and Migrant Education Programs. The focus is on how to integrate language and content, using the Cognitive Academic Language Learning Approach (CALLA) Handbook, authentic assessment, and the Guide to the Standard Course of Study for use by core subject teachers in subjects that are assessed by the state's accountability program.

The ESL section in Instructional Services Division is collaborating with the Offices of Teacher Education and Licensure to develop new standards for a stand-alone undergraduate licensure program. Currently, only add-on ESL license is available. It is the aim of this joint effort to improve the state's capability of producing more teachers who are qualified to meet the growing demand (an average increase in LEP student numbers of 26.5% over the past 10 years). The committee is made up of Institutions of Higher Education, Local Education Agency, and State Education Agency ESL teachers, supervisors, and administrators.

North Carolina Department of Public Instruction Title III staff work on an ongoing basis with Exceptional Children Division, Testing Division, Community Colleges and Local Education Agencies in the areas of adult education and family literacy. With the support of new funds available through Title III, more Local Education Agencies will be engaged in family outreach and literacy program than in the past.

Safe and Drug-free Schools

The State Education Agency collaborated with the Governor's Office regarding the development of the State Consolidated Plan and the application process. Aside from daily communication, several meetings were held to develop strategies regarding the plan. Representatives from both agencies met on a weekly basis to devise program strategies and to minimize replication of efforts. During the meetings, representatives discussed program focus as related to allocations to the Governor's Office. North Carolina Department of Public Instruction consultants and designees from the Governor's Office attended the National Guidance meeting in order to assist in the planning process.

The Department of Public Instruction periodically collaborates with the Governor's Office regarding various Safe and Drug-Free Schools initiatives. Communication between these offices occurs routinely. A Memorandum of Agreement between these offices has been developed and is periodically updated. The agreement outlines fundamental areas of collaboration. Both agencies collaborate each year on various conferences, task force meetings that involve a wide range of prevention-affiliated agencies and organizations. The Governor's Office makes presentations during Safe and Drug Free Schools Coordinators' meetings and Safe Schools Conferences.

The Governor's Office periodically provides assistance and support to various ESEA-funded programs. In North Carolina, the Governor's office convenes several agencies and

representatives from various programs to develop and to assure the implementation of a statewide plan. Some of these agencies impact Title IV programs, whose aim it is to prevent violence in and around schools and to prevent the use of alcohol, tobacco, and illegal drugs by students and employees. Representatives serve on the Interagency Strategic Planning and Youth Involvement Subcommittee and the Interagency Board (Cooperative Agency Advisory Board) and work on various aspects of the plan. In addition, the Governor's Office and other agencies that are affiliated with the Interagency Strategic Planning and Youth Involvement Subcommittee and the Interagency Board provide workshops and staff development activities for various ESEA-funded programs, including Native American initiatives, migratory children, youth who are delinquent, at risk or homeless. In addition, the Governor's Office impacts Title IV programs through collaboration with community-based organizations and public and private entities for programs of drug and violence prevention and early intervention. Assistance and support includes statewide drug and violence prevention planning and organizing activities for development, training, technical assistance, and coordination activities.

The Governor's and North Carolina Department of Public Instruction's coordination committee, task force, meetings, and conference efforts are as follows:

- North Carolina Safe Schools Advisory Committee
- State Incentive Grants (SIG)
- North Carolina/Department of Public Instruction Safe Schools Conference
- Annual Prevention Conference
- Governor's Crime Commission
- Local Educational Agency SDFS Coordinators meetings
- Department of Substance Abuse and Prevention
- Governor's Office of Substance Abuse Policy
- Department of Juvenile Justice and Delinquency Prevention (DJJPD)
- Cooperative Agency Advisory Board (CAAB)
- Interagency Strategic Planning and Youth Involvement Subcommittee
- Center for the Prevention of School Crime and Violence
- Tobacco Prevention Advocacy Coalition
- North Carolina Injury Prevention Task Force
- Domestic Violence Prevention Task Force
- Child Fatality Task Force
- Sexually Aggressive Subcommittee

II.7. - Other Activities

II.7.a. - Describe the strategies the state will use to determine, on a regular basis, whether Local Education Agencies, schools, and other subgrantees are making satisfactory progress in meeting state and local goals and desired program outcomes. In doing so, the State Education Agency should also describe how it will use data it gathers from subgrantees on how well they are meeting state performance targets, and the actions the state will take to determine or revise interventions for any Local Education Agencies, schools, and other subgrantees that are not making substantial progress.

Review of Data

The state will use a variety of databased strategies for determining whether grantees are making satisfactory progress. These strategies will involve multiple data sources, multiple data points over time, and will yield valuable program and policy information that will be used to improve program implementation as well as to evaluate the progress of programs in meeting desired goals and outcomes.

State Assessment Data. The North Carolina Department of Public Instruction's statewide accountability and testing program will provide information about student achievement progress being made by both Local Education Agencies and individual schools. Global ratings of school-level achievement in terms of year-by-year absolute performance (e.g., the percentage of students scoring at or above grade level on end-of-grade/end-of-course tests, etc.) as well as ratings of the extent to which schools meet yearly progress targets for achievement growth will be generated by the testing and accountability program. These indicators will be useful in evaluating student outcomes at both the Local Education Agency and school level.

Evaluation Reports. Programs will also include many local evaluations that will measure progress toward state and local goals. These evaluations will primarily be conducted by Local Education Agencies, schools, other subgrantees, and/or outside contractors hired by those entities. Local evaluations will draw upon data collected both locally and by the state, and will also benefit from evaluation-related technical assistance from North Carolina Department of Public Instruction. Data sources used in these evaluations will be linked to the goals of the specific programs and to the adopted No Child Left Behind performance indicators. Any non-school subgrantee (e.g., community-based organizations receiving 21st Century Community Learning Center funding, etc.) will have full access to the data necessary to conduct local evaluations of their programs within the allowances of the Family Educational Rights and Privacy Act. Local evaluations will be both formative and summative in nature, addressing both implementation progress and issues as well as program outcomes.

Other state-level evaluation studies will also address questions regarding progress toward goals. North Carolina Department of Public Instruction, in collaboration with outside experts, will conduct state-level evaluations of programs as required. Whenever possible,

these state-level studies will draw upon the resources of local evaluations to avoid duplication and to maximize data utility. All state-level studies will also be tied to the goals of the programs and to the adopted No Child Left Behind performance indicators. Evaluation studies will be both formative and summative in nature, and will involve both analyses of extant data as well as original data collection when needed.

Even Start State Indicators. For Even Start grantees, the performance of each program will be evaluated according to the North Carolina Family Literacy Performance Indicators described in section III.2.b.

Other Data Sources. Other extant data resources available within North Carolina Department of Public Instruction will also be used as needed to evaluate progress toward goals. These may include but are not limited to measures such as dropout/graduation rates, school safety/disciplinary data, teacher licensure data, and attendance data. North Carolina Department of Public Instruction staff responsible from program oversight and administration will also measure progress via formal and informal audits that will include document reviews as well as site visits. This audit information will be gathered periodically throughout the program implementation process and will be used to improve program quality.

Use of Data and Associated Actions/Interventions

The state will use the data sources described above to identify sites and programs with the greatest need for technical assistance, and to help guide decisions regarding continuation awards for competitive subgrants.

Identifying Schools for Improvement, Corrective Action, or Restructuring. Staff from the School Improvement Division and the Accountability Division will use data from the statewide accountability and testing program to identify Title I schools in need of improvement, corrective action, and restructuring. These schools will be identified based on the criteria the state will adopt for measuring yearly progress, as described in sections II.1.e and II.1.f. Staff from the School Improvement Division will provide technical assistance to schools in Title I School Improvement, as described under section II.4.a. This assistance will include conducting a needs assessment, reviewing and analyzing school data, developing an action plan for the school, providing or coordinating professional development, identifying research-based strategies and activities to raise student achievement, and various capacity-building activities that will allow schools to sustain improvement over time.

Prioritizing Needs for Technical Assistance. Statewide testing and accountability data will also be used to identify low-performing schools, according to criteria adopted by the State Board of Education. The designation of low performing is the lowest school recognition category in the state's accountability system. The State Board of Education will then assign assistance teams to work with these low-performing schools to improve student achievement. Details regarding these teams can be found under section II.4.a.

Determining Continuation Awards. Data from the statewide accountability and testing program, as well as data from local evaluation reports, will be used in the determination of whether subgrantees in competitive programs will receive continuation awards. All competitive subgrant programs are listed in section II.2.

Safe and Drug-free Schools and Communities

The State Education Agency utilizes several approaches to monitor grantees. The Department of Public Instruction implements a monitoring process designed to review and evaluate specific aspects of a grantee's activities, measures performance, assesses adherence to applicable laws, regulations, and the terms and conditions of the awards. Technical assistance is provided to grantees to determine whether grantees have made substantial progress in each school district. Related information is used to improve and refine programs within local school districts.

Program site reviews are periodically conducted for each school district. These reviews are conducted informally and formally. Informal reviews are conducted when a school district has a problem regarding the use of funds or programmatic concerns. Informal reviews are also conducted upon mutual consent between the Local Education Agency and the Department of Public Instruction. In addition, informal monitoring takes place during status reporting at workshops, coordinators' meetings, and during staff development activities. Generally, coordinators' meetings are held two to three times a year.

Formal program reviews are conducted for each school district on a three-year cycle. Every year, consultants conduct on-site program reviews for a third of the state's school districts. Reviews are conducted for compliance and to provide guidance. A formal report is provided to the superintendent and Safe and Drug Free Schools coordinator at the conclusion of the site-visit.

In addition to the State Education Agency monitoring, grantees receive off-site monitoring through various forms of communications with Safe and Drug-Free Schools personnel within local school districts. Monitoring takes place when consultants provide technical assistance and talk to local district personnel about aspects of the program and visit various Safe and Drug Free Schools related activities. Fiscal monitoring also occurs as a result of interactions with Local Education Agencies and the budgetary approval process as consultants approve initial budgets, amendments, and other transmittals through an electronic budgetary process.

III. ESEA Key Programmatic Requirements and Fiscal Information

III.1. - Title I, Part A - Improving Basic Programs Operated by Local Education Agencies (Goals 1, 2, 3, & 5)

III.1.a. - Identify the amount of the reservation in section 1003(a) for school improvement that the state will use for state-level activities and describe those activities.

The total amount of funds available for this purpose in 2002-2003 will be \$212,161 (5% of the 2% set-aside). In addition, the North Carolina Department of Public Instruction will transfer 50% of the state leadership funds available through:

Teacher Quality, Title II, Part A	\$766,221
Innovative Programs Title V,	\$641,175
Safe and Drug-free Schools, Title IV, Part A	\$175,284

Title I and transferred funds will be used to support school improvement activities under Title I, Part A. Please refer to section III.18. (Transferability) of this Consolidated Application for financial details.

Funds will support portions of salaries, fringe benefits, and support for consultants assigned to the School Improvement Division. Consultants will be assigned to provide assistance to schools identified as being in Title I School Improvement. Support activities will include:

- Conducting a needs assessment in assigned schools;
- Reviewing and analyzing assessment, and other data to assist school personnel in identifying its needs;
- Identifying safety issues that are impacting on teaching and learning;
- Developing an action plan, in conjunction with school and central office staff, to address the major needs identified through the needs assessment process;
- Conducting, or coordinating, professional development activities based on identified needs;
- Increasing the capacity of the school and central office to sustain improvement once services are withdrawn;
- Identifying research-based strategies and programs that will assist schools in improving student achievement; and
- Identifying strategies and initiatives that will assist served schools in narrowing the achievement gaps that may exist.

III.1.b. - For the 95 percent of the reservation in section 1003(a) that must be made available to Local Education Agencies, describe how the State Education Agency will allocate funds to assist Local Education Agencies in complying with the school improvement, corrective action, and restructuring requirements of section 1116 and identify any State Education Agency requirements for use of those funds.

The total amount available for distribution to Local Education Agencies with schools in Title I School Improvement will be an amount equal to 95% of the 4% set-aside. Funds will be allotted based on approval of an application submitted by Local Education Agencies on behalf of schools in Title I School Improvement.

Each Local Education Agency (regular or charter) will receive a base amount plus a per child amount. The base amount will be calculated as follows:

<u>Category</u>	<u>Base Amount</u>
LEAs with one school in Title I School Improvement	\$15,000
LEAs with at least two but no more than five schools in Title I School Improvement	\$30,000
LEAs with at least six but no more than ten schools in Title I School Improvement	\$45,000
LEAs with more than ten schools in Title I School Improvement	\$60,000

The per child amount will be calculated using the enrollment of students in schools in Title I School Improvement.

Funds will be used by participating schools to provide professional development, technical assistance, and other services that are based on scientifically based research. As per Secretary Paige's June 14, 2002 letter, participating schools can also use funds for transportation related to public school choice and supplemental services. Local Education Agencies and schools will develop measurable goals for improving student achievement, using adequate yearly progress data as the basis for the goals to be developed.

III.1.c. - Identify what part, if any, of state administrative funds the State Education Agency will use for assessment development under section 1004 of the ESEA and describe how these funds will be used.

At this time, the North Carolina Department of Public Instruction does not anticipate using any Title I administrative funds for assessment development. A combination of state funds and funds available under Title VI, Part A of No Child Left Behind should be sufficient to meet the requirements in P.L. 107-110. The state does reserve the right to modify its consolidated state application in future years if it is determined that Title I, Part A administrative funds are needed to augment state assessments.

III.1.d. - Describe how the state will inform Local Education Agencies of the procedures they must use for supplemental services under section 1116(e)(6)-(7) and the procedures for determining the amount to be used for this purpose.

As soon as the status of all schools is determined, the Section Chief for Compensatory Education will send letters to all Local Education Agencies having schools that must implement supplemental education services. The letter will: outline the responsibilities of the Local Education Agency and schools, include a list of approved providers, and address

payment requirements. All schools that may be subject to the supplemental education services requirement in 2002-2003 have already been notified of this fact. Accompanying this correspondence from the Section Chief for Compensatory Education was a copy of the language in No Child Left Behind regarding supplemental education services.

III.1.e. - Describe how the state will use the formula funds awarded under section 6113(b)(1) for the development and implementation of state assessments in accordance with section 6111.

The State Board of Education anticipates using its federal assessment funds for the following purposes:

- Item development in the area of reading, grades 3-8 and 10
- Item development in the area of mathematics, grades 3-8 and 10
- Item development in the area of science (grades to be determined)
- Scoring services for writing assessments at grades 4 & 7
- Costs associated with the IPT for assessing students with limited English proficiency
- Costs associated with modifying and implementing the NC Alternate Assessment Academic Inventory for use with students with limited English proficiency
- Professional development for selected Department of Public Instruction staff and local school district staff on “Tests and Measurement Issues.”
- Validation studies for End-of-Grade tests, writing assessments, Alternate Assessments, and the NC Computerized Adaptive Testing System
- Software enhancements to NC Computerized Adaptive Testing System
- Software development for assisting local school districts with determining graduation rates for high school students
- Enhancements for reports for students and the state
- Eight new staff (state employed or contractual): Test Development Supervisor, Science Test Development Consultant, Psychometrician for Test Development, Statistical Analyst, Communications Specialist for Working with Local School Systems, Computer Programmer, Research Scientist for Validation Studies, and Technical Reports Writer
- Exit Exam Reconfiguration (if needed)

A breakdown of development and implementation allocations follows.

**2002-2003 North Carolina Testing Program – No Child Left Behind Proposed
Allocations – August 30, 2002**

Vendor/Services	Development	Administrative Operations	Total
Psychometric Support (UNC-CH)	\$70,000		\$70,000
Scannable Documents (NCS Pearson)	\$73,619	\$170,000	\$243,619
Print EOC Tests (Von Hoffman)	\$93,679	\$216,321	\$310,000
Print EOG Tests (Phillips Brothers Printers)	\$193,710	\$451,991	\$645,701
NCCATS (Research Triangle Institute)	\$90,000	\$90,000	\$180,000
LEA Professional Development – Using Data for Decision Making)		\$250,000	\$250,000
Scoring for Portfolio 02/03 (NCSU-TOPS)		\$520,000	\$520,000
Science Staff Development	\$60,000	\$25,000	\$85,000
Testing Supplies	\$37,500	\$87,500	\$125,000
Copyright Waivers	\$40,500	\$94,500	\$135,000
Freight/Shipping	\$54,000	\$126,000	\$180,000
Test Reviews	\$30,000		\$30,000
Science Item Development	\$975,000		\$975,000
Professional Development - Staff	\$75,000	\$75,000	\$150,000
SIMS/NCWISE Software Enhancement – NCLB Reporting Requirements	\$500,000		\$500,000
Enhancing Parent Reporting		\$150,000	\$150,000
Staff Additions (Testing)	\$360,000	\$360,000	\$720,000
High School Competency Test – Statewide Reinstatement		\$100,000	\$100,000
Reading – Additional Development	\$300,000		\$300,000
Mathematics – Additional Development	\$400,000		\$400,000
CCSSO SCASS Project	\$45,000	\$45,000	\$90,000
IPT Language Proficiency Tests – LEP Proficiency Testing		\$1,100,000	\$1,100,000
Totals	\$3,398,008	\$3,861,312	\$7,259,320

* Some items' totals budget allocation may also include some state funds.

III. ESEA Key Programmatic Requirements and Fiscal Information

III.2. - Title I, Part B, Subpart 3 – Even Start Family Literacy (Goals 1, 2, & 5)

III.2.a. – Describe how the State Education Agency will use its indicators of program quality to monitor, evaluate, and improve its projects, and to decide whether to continue operating them.

Each Even Start project includes the performance indicators in its evaluation process. This on-going evaluation is a plan that provides for rigorous and objective measurement of progress toward the North Carolina performance indicators, stated program and participant objectives. Formal and informal assessments are on-going and long-range. Each Even Start project is required to provide for an independent evaluation of the project. These evaluations provide local projects, State, and the U.S. Department of Education and Congress with objective data about the activities and services provided by the project, the participants served, the retention rates of these participants, and the success of the families in the project.

Each Even Start Program will be monitored twice during the four-year funding cycle. The monitoring team will include two of the following an adult educator, early childhood educator, family literacy specialist.

Progress toward meeting the performance indicators will be reviewed by the “outside evaluator” and submitted annually to the State Even Start Office in the continuing application. This local evaluation’s supporting data will be reviewed during the monitoring visit.

Meeting the performance indicators will be included in the extensive staff development planned as a collaborative effort by the North Carolina Family Literacy Consortium, National Center for Family Literacy and Even Start.

III.2.b. – Describe what constitutes sufficient program progress when the State Education Agency makes continuation awards.

The *North Carolina Family Literacy Performance Indicators* includes information on what is sufficient progress toward each objective. These objectives are included in the Even Start Continuation Application. Sufficient progress toward the performance indicators is listed below.

1. 85% of all child participants who have been enrolled in a family literacy program 6 or more months will have an annual school attendance rate of 90% or better as reported in the NC student information management system and/or teacher records.
2. 90% of all child participants who have been enrolled in a family literacy program 6 or more months will be promoted to the next grade as reported by child's school.

3. 50% of all participants in grades 1-2 who have been enrolled in a family literacy program 6 or more months, will read on grade level or above as reported by the K-2 Literacy Assessment at the end of the year.
4. 50% of all child participants in grades 3 or above who have been enrolled in a family literacy program 6 or more months will read on grade level or above as indicated by the North Carolina End of Grade Assessment (North Carolina EOG).
5. 80 % of participants, ages 0-5 who have been enrolled in a family literacy program 6 or more months will show progress in 3 of the 5 readiness domains identified in “School Readiness in North Carolina, Strategies for Defining, Measuring, and Promoting Success for All Children.”

The already established and implemented Adult Performance Core Indicators in the North Carolina State Plan for Basic Skills 2000-2004 will be used to determine performance of adult participants in family literacy programs. North Carolina reviewed past performance records to select percentages for the measures. These records also show it is especially difficult for students on the beginning levels to advance to the next level. For that reason, North Carolina will use progress measured within a level.

Programs found to be making insufficient progress during the monitoring visit or review of continuation application will be provided technical assistance in the form of consultation, site visits, additional /specific training as appropriate. T/A sources may include North Carolina Department of Public Instruction, Community College, University, National Center for Family Literacy (NCFL) staff, local mentors and others.

III.2.c. - Explain how the state’s Even Start projects will provide assistance to low-income families participating in the program to help children in those families to achieve to the applicable state content and student achievement standards.

Coordination of existing services is a major strength of Even Start Family Literacy Programs. To effectively implement an Even Start project, multiple arrangements and agreements for coordination with other programs have been formulated. Even Start is a true community-wide partnership. Programs will incorporate and build on the services provided by other programs and agencies to address the needs of participating low-income families. The partnership provisions in the Even Start law strengthen the connections between schools and communities and improve the program’s ability to reach families in greatest need of services through community outreach. The average Even Start program has 26 collaborations for core services.

Even Start programs will implement high quality early childhood education components with objectives design to meet the challenging state standards. Materials methods and teaching strategies employed will be based on scientifically based reading research and support children’s’ achievement of North Carolina’s state standards.

Training on North Carolina's standards will be achieved, for both staff and parents, through written, oral communication, workshops, and site visits. These training activities will be conducted by the State Even Start Program, North Carolina Family Literacy Consortium and The National Center for Family Literacy.

III.2.d. - Identify the amount of the reservation under subsection 1233(a) that the state will use for each category of state-level activities listed in that section and describe how the state will carry out those activities.

Even Start will set aside 6% or approximately \$271,930.00 for program administration. About \$100,886 will be used for administration and \$171,044 will be used in the development of performance indicators, technical assistance and training.

Training activities include Family Literacy Implementation Training, North Carolina Family Literacy Conference, Motherhead training, National Even Start Conference, Work Sampling Workshop, Evaluation Training, Workshop on Performance Indicators, Conference on Inclusion and Conference on North Carolina Guide for the Early Years. Other activities funded through administrative funds include development of the evaluation model, support of the North Carolina Family Literacy Consortium and the mentoring project.

III. ESEA Key Programmatic Requirements and Fiscal Information

III.3. - Title I, Part C – Education of Migrant Children (Goals 1, 2, & 5)

III.3.a. - Describe the process the state will use to develop, implement, and document a comprehensive needs assessment that identifies the special educational and related needs of migrant children.

The State uses multiple approaches for determining the needs of migrant students. The main approaches to assessing migrant student needs are described in the paragraphs that follow. These approaches will be used to help local projects determine and document their greatest needs and establish their local program goals.

Conduct Needs Assessment Survey - Each spring, a survey will be administered to teachers, paraprofessionals, administrators, parents, recruiters, and others (i.e., service providers, nurses, social service agency staff, and others familiar with the migrant student population) and summarized by the State.

Assessment of Language Proficiency - Recently, the IDEA Proficiency Test (IPT) was selected by a statewide committee as the standardized assessment of oral and written language to be used to assess English language proficiency. The IPT will be used to determine students' language proficiency in listening comprehension, speaking, reading, and writing.

Assessment of Achievement of High Content Standards - North Carolina's ABCs accountability model relies on the use of locally-administered, valid measures of achievement in reading, math, language arts, writing, and other content areas to determine all students' End-of-Grade (EOG) and End-of-Course (EOC) level of achievement.

Determination of the Number/Percentage of Eligible Migrant Students Who are In or Out-of-School - Local programs will use the North Carolina Migrant Education Program Needs Assessment Summary Form to document recruiters' reports, data and interviews with school personnel, conversations with employers and service providers to determine the needs and number of eligible migrant students in school as well as the out-of-school youth population.

Determination of the Number of Pre-School Children - Migrant education program recruiters, in collaboration with schools, social services agencies, and other service providers, will document on Certificates of Eligibility the number of migrant-eligible pre-school children from birth through school-age. The North Carolina Migrant Education Program Needs Assessment Summary Form will be used by local projects to document these statistics.

Once migrant student need data is compiled using these multiple approaches, the procedures described in the following section will be followed.

Develop/Align local and State program goals with the results of the comprehensive needs assessment.

Allocate funds to local operating agencies whose applications have been approved by the State Education Agency, according to the funding formula listed in a previous section of the state consolidated application (II.2.b.).

Determine Priority for Service as listed in the next section (item III.3.b.)

Monitor programs to ensure that the design and delivery of services/programs are consistent with State Migrant Education Program goals and the plans for services outlined in Local Education Agency applications.

Develop program evaluation questions that are adequately defined and are aligned with the goals of the migrant education program and a **program evaluation** to determine the extent to which the Migrant Education Program is meeting the assessed needs.

Communicate information about the Migrant Education Program. This will be done through outreach and awareness about eligibility and program services to sites responsible for meeting the education needs of migrant students in North Carolina. In addition, statewide and area meetings convened by the state will be held at Local Education Agencies five times each year, one in the summer and four others throughout the year.

III.3.b. - Describe the state's priorities for the use of migrant education program funds in order to have migrant children meet the state's performance targets for indicators 1.1 and 1.2 in Part I (as well as 5.1 and 5.2 that expressly include migrant students) and how they relate to the state's assessment of needs for services.

The state determines priority for service to migrant students as follows:

Priority 1 - Eligible migrant children between the ages of 3-21 who have moved most recently (within 1 year) and are most at-risk of failing to meet state standards. At-risk of failing to meet state standards is defined by:

Failing in school (Ds and Fs on most recent report card).

Failed one or more state tests (placed on Levels I or II) on End-of-Grade or End-of-Course Tests.

Placed below Level 2.5 on Writing test.

Exempt from taking state tests.

Place on Level I or II on the IPT (English Language Assessment Test).

Underage for grade.

Third grade students or older who are reading below their grade level.

Priority 2 - Eligible migrant children between the ages of 3-21 who have moved less frequently (within 2-3 years) but are most at-risk of failing to meet high standards (as defined above).

Priority 3 - All other identified migrant students ages 3-21 who are in or out-of-school.

Priority 4 - All identified migrant students from birth to age two.

III.3.c. - Describe how the state will determine the amount of any subgrants the state will award to local operating agencies, taking into account the numbers and needs of migrant children, the statutory priority for service in section 1304(d), and the availability of funds from other federal, state, and local programs.

The state formula for subgranting funds to Local Education Agencies is described in a previous section (section II.2.b. of the state consolidated application).

III.3.d. - Describe how the state will promote continuity of education and the interstate and intrastate coordination of services for migrant children.

The state participates in the Binational Migrant Education Program, Florida Migrant Interstate Program, Carolina Connection Consortium and uses the MIS 2000 migrant data software for coordination of services to migrant students and facilitating the transfer of migrant student records. Through regular program monitoring the state ensures that migrant data is entered into the MIS 2000 database within ten days of student identification. This ensures that records are available for transfer immediately upon request by other states. Transfer within the state and among the 27 other MIS 2000 states is readily available in the database. In addition, individual migrant staff contact the sending or receiving program for pertinent student information. Contacts are made by telephone and information is transferred by fax when the data is not available electronically. This system provides transfer of information with states that do not participate in the MUIS 2000. Staff development for all migrant staff on the need to support program continuity for migrant students is ongoing at regional meetings, which take place five to six times a year.

III.3.e. - Describe the state's plan to evaluate the effectiveness of its migrant education program and projects.

This section of the report was designed to clarify the systematic approach for determining migrant student needs as part of the cycle of identification and recruitment, student assessment, program planning, and program evaluation. With the goal of ensuring that comprehensive needs assessment results are reviewed and used for planning the delivery of statewide services targeted to those students with the greatest needs, the questions that follow serve as a self-assessment for the North Carolina Migrant Education Program to look at migrant student demographics and needs.

Where were migrant students identified in North Carolina, by Local Education Agency?

How many Priority 1 students have been identified in North Carolina?

How many Priority 2 students have been identified in North Carolina?

How many Priority 3 students have been identified in North Carolina?

How many Priority 4 students have been identified in North Carolina?

How many migrant students (ages 3-21) were served one or more days in a migrant-funded project?

What statewide education initiatives currently exist to serve migrant students? (This item documents the extent to which student needs are not being met through other programs.) Which of these statewide initiatives are being used in the Local Education Agency?

How many migrant students are limited in oral English proficiency (using the state-determined cutoff of Level 2 or below for comprehension and speaking on the IDEA Proficiency Test)?

How many migrant students are not meeting North Carolina state content/performance standards in reading or math (using the State-determined cutoff of Level 2 or below on the End-of-Grade or End-Of-Course Tests)?

How many migrant students are not meeting North Carolina state content/performance standards in writing (using the State-determined cutoff of Level 2.5 or below on the Writing tests)?

How many migrant students are also identified as Limited English Proficient?

How many migrant and former migrant students graduated from high school or completed the GED this year compared to the overall state/Local Education Agency graduation rate?

Statewide data is disaggregated yearly at the state and local level addressing all of the federally required performance indicators, among which are:

- 1.1 – The percentage of students in Title I schools, in the aggregate and for each subgroup, who are at or above the proficient level in reading on state assessments.
- 1.2 - The percentage of students in Title I schools, in the aggregate and for each subgroup, who are at or above the proficient level in mathematics on state assessments.
- 5.1 – The percentage of students who carried a weapon (e.g., a gun, knife, or club) on school property (in the thirty days prior to the survey).
- 5.2 - The percentage of students who engaged in a physical fight on school property (in the twelve months prior to the survey).

Additional qualitative questions are asked regarding the perceived efficacy of the program. Local programs complete evaluation reports and submit them to the State, which summarizes and reports the data.

III.3.f. - Identify the amount of funds that the State Education Agency will retain from its Migrant Education Program allocation under section 200.41 of the Title I regulations (34 CFR 200.41) to carry out administrative and program functions that are unique to the Migrant Education Program and describe how the State Education Agency will use those funds.

\$66,741	Administration
\$6,206,931	State Aid
<u>\$400,447</u>	Special Programs
\$6,674,119	

The State retains 1% for administration and 6% for special projects, which are used for statewide initiatives. Funds generated by the state's participation in the Consortium Arrangement for Identification and Recruitment (CAIR) are used for direct services to migrant students, and they are also disseminated through statewide initiatives. A description of the statewide initiatives follows:

- Program Application: A program application is submitted in June for the following year. This application lays out the activities to be supported with Migrant Education funds.
- Statewide Needs Assessment: This corresponds with the local Needs Assessments, which are summarized to produce the statewide needs assessment.
- Statewide MEP Evaluation: This corresponds with the local MEP Evaluations, which are summarized to produce the statewide evaluation.
- Support for 48 Local Programs.
- Migrant Education Program Advisory Council (MEPAC): This group serves in an advisory capacity to the state. Three representatives are elected from each of the three service areas. MEPAC processes most of the major issues concerning the Migrant Education Program statewide.
- Bimonthly Area Meetings: The state is divided into three Areas (I, II, and III) for the purpose of meetings and election of MEPAC representatives. Staff development and program development meetings take place approximately every two months.
- Funding Formula: The state funding formula is based upon 1) Student Headcount, 2) Summer Headcount, 3) Participants in Program, 4) Currently Migratory, and 5) Out-of-School Youth Served.

- Statewide data management: Local data managers and a statewide data manager maintain the state Migrant Education Program (MEP) data. The MIS 2000 software is used to maintain the records of more than 16,000 students in the state. Health and immunization records are maintained as well as identifying information and qualifying moves. Data is accessible to other states that participate in the MIS 2000 system. Other states may request the data for transfer. Records of students, who move across district lines within the state, are easily accessible through MIS 2000. Each year in December the state data manager prepares and submits the state MEP Performance Report to the Office of Migrant Education in Washington D.C. This report counts the number of migrant children in the state, along with the services that were provided throughout the year, and generates the funding for the subsequent school year.

- Statewide Recruitment Coordination: Through a contract with the North Carolina State University in Raleigh, North Carolina, the state has expanded its recruitment efforts to involve collaboration with the North Carolina Growers Association, North Carolina Hog Farmers Association, and other members of poultry processing plants. A statewide recruitment coordinator assists local programs in developing recruitment plans, which include identification and recruitment in schools, agribusiness, and local agencies. The state recruitment coordinator also facilitates all training in recruitment and identification across the state.

- The Statewide Migrant Education Conference: The summer Migrant Education Program Conference was hosted for the first time in August 2001. Speakers and experts in migrant education from around the country present on a variety of topics related to migrant students and issues affecting them. Forums are held for program directors, recruiters and data managers. Workshops include subject matter of interest to administrative and instructional staff of migrant students, as well as other staff interested in learning more about the subject. The conference is held in Raleigh.

- Statewide Awards for Outstanding Migrant Staff: Outstanding migrant education staff are recognized during the summer conference, with special recognition awards going to:
 - Outstanding MEP Director
 - Outstanding MEP Recruiter
 - Outstanding MEP Data Manager
 - Outstanding MEP instructional assistant and teacher
 - Outstanding migrant student
 - Outstanding migrant parent

- Summer Action Inspiration Motivation (AIM) Conference for Middle and High School Students: Every summer, middle and high school migrant students are invited to attend the Summer AIM Conference. At the conference, students participate in activities to develop leadership skills, self-esteem, career goals, and college planning. It is the goal of the summer AIM Conference to motivate students to graduate from high school and attend college. Speakers include former migrant students who have achieved some level

of success, as well as others who can inspire migrant students to set goals and achieve them. The Summer AIM Conference is usually held at a university or college campus, so that students can begin to "feel" the college experience.

- **Student Scholarships:** Graduating, college-bound seniors who attend the Summer AIM Conference receive scholarships, which were initiated during the Summer AIM Conference of 2001. The scholarships in 2001 were for \$100 each. The 2002 scholarships will be for \$250 each.
- **Student Leadership Retreats--for building and expanding AIM Clubs:** Through a contract with SAF (Student Action with Farmworkers), middle and high school students from counties that are interested in starting an AIM Club are invited to participate in student leadership retreats during the year. A total of two to three are held in different parts of the state--usually at a retreat center. At the retreat, students learn specific leadership skills that help them to start up and sustain an Aim Club in their school or county. Retreats run for approximately 3-4 days.
- **College Days:** SAF also sponsors "college days" for middle and high school students. Students are taken to selected universities across the state for orientation sessions on college planning and attendance. Campus tour and public relations presentations are usually included. For many migrant students, this is the day that a conscious decision is made to attend college upon graduation. For others it is the day they begin to think it might be possible for them to attend.
- **AIM Clubs (Action Inspiration Motivation):** These are student middle and high school clubs to help motivate students to remain in school and graduate. With a 50% national dropout rate for migrant students, it is imperative to try every angle to retain students in school. For many migrant students, this is the only extra-curricular involvement they have with the school. SAF (Student Action with Farmworkers) is actively involved in promoting the building and expansion of AIM Clubs across the state. Over the past three years, the number of AIM Clubs around the state have increased from three to 17.
- **AIM Club Mini-Grants (\$700):** Local Migrant Education Programs may apply for a grant to create or expand their existing AIM Club. The requirement for receiving the grant includes the club having an identified advisor.
- **Contract with Student Action with Farmworkers:** SAF (Student Action with Farmworkers) provides a variety of services to migrant students and staff across the state. Some of these services include, College Days, Student Leadership Retreats, support for AIM Clubs, student interns in the schools and staff development.
- **Statewide Program Monitoring:** Local programs are monitored for compliance with program regulations at a rate of 6-10 per year. Monitoring teams are composed of the state consultant of migrant education, the state data manager, the state recruitment coordinator and three local district MEP directors.

- New Directors' Training: Directors who are new to the MEP are offered a day of training on the various components of the program.
- Start-up Programs: School districts, which identify 50 or more migrant students in their enrollment area and express interest in beginning a migrant program, are eligible for start-up funds from the state. These counties also receive extensive support for developing the program from the state.
- Participation in the National MEP Conference Marketplace: The state sponsors a North Carolina MEP exhibit at the yearly National Migrant Conference. Six MEP staff members are responsible for designing the exhibit and setting it up at the conference.
- Books, instructional materials, ESL materials for students and out-of-school youth.
- IMEC & NASDME: The North Carolina MEP is a member of IMEC (Interstate Migrant Education Council) and NASDME (National Association of State Directors of Migrant Education). Both these organizations serve to support the MEP at the national level.

III. ESEA Key Programmatic Requirements and Fiscal Information

III.4. - Title I, Part D – Children Who Are Neglected, Delinquent, or At-risk (Goals 1, 2, & 5)

III.4.a. - Describe the program goals, performance indicators, performance objectives, and data sources that the state has established for its use in assessing the effectiveness of the program in improving the academic and vocational and technical skills of students participating in the program.

For *Subpart 2 programs in locally operated correctional facilities (including institutions for delinquent children)*, local educational agencies will evaluate these programs, disaggregating data on participation by sex, and if feasible, by race, ethnicity, and age, not less than once every three years to determine the programs' impact on the ability of participants to maintain and improve educational achievement; accrue school credits that meet State requirements for grade promotion and secondary school graduation; make the transition to a regular program or the education program operated by a local educational agency; and complete secondary school (or secondary school equivalency requirements) and obtain employment after leaving the institution. In conducting each evaluation, local educational agencies will use multiple and appropriate measures of student progress. Every attempt will be made to measure student progress using the same challenging standards and assessments adopted by the State.

Because the intent of the *locally-based programs for at-risk youth* is to assist these youths to complete high school or obtain employment after leaving the institution, program evaluations will focus on the programs' impact on the ability of participants to accrue school credits that meet State requirements for grade promotion and secondary school graduation (or secondary school equivalency); and to obtain employment after leaving the institution. In evaluating its school-based Subpart 2 program, the local educational agency must also conduct an evaluation at least once every three years; disaggregate participation data by sex, and, if feasible, by race, ethnicity, and age; and use multiple and appropriate measures to gauge student progress. Where feasible, student progress should be assessed using the same challenging standards and assessments adopted by the State and/or school districts for all children.

III.4.b. - Describe how the State Education Agency is assisting projects funded under this program in facilitating the transition of children and youth from correctional facilities to locally operated programs.

To provide assistance in this area, regional Title I application workshops are held statewide. The workshops are intended to provide information and guidance related to the requirements of Title I, Part A, as well as Neglected or Delinquent programs. The Title I program application is distributed and explanations of specific sections and program requirements are provided. Through this application process, local educational agencies and State agencies receiving funds under this program are required to describe the nature of transition services to be provided to children and youth from correctional facilities to locally operated programs;

reserve not less than 15 percent and not more than 30 percent of funding received to support these services; and designate an individual to be responsible for issues relating to the transition of children and youth to locally operated programs. In addition, technical assistance is provided to individual agencies as the need arises.

III.4.c. - Describe how the funds reserved under section 1418 will be used for transition services for students leaving institutions for schools served by the Local Education Agencies or postsecondary institutions or vocational and technical training programs.

Transition services will focus on helping neglected or delinquent children and youth re-enter school successfully or to find employment after they leave the institution and return to the local community. Activities will include but are not limited to:

- Pupil services, including counseling, psychological services, and social work services designed to meet the needs of participating children and youth;
- Services of in-school advocates to act on behalf of individual N or D children or youth;
- Tutoring and mentoring;
- Re-entry orientation programs, including transition centers and re-entry centers in high schools;
- Instruction and training at alternative schools and learning centers; and
- Parent involvement activities and parent counseling.

III. ESEA Key Programmatic Requirements and Fiscal Information

III.5. - Title I, Part F – Comprehensive School Reform

III.5.a. - Describe the process the State Education Agency will use to ensure that programs funded include and integrate all eleven required components of a comprehensive school reform program.

North Carolina's application will require schools to create a school reform design that takes a whole-school approach to improvement. Schools will be required to describe the specific goals for each component with benchmarks to measure accomplishment towards their goals. The professional development plan will also be required to focus on the needs of the school in relation to each component, and the evaluation plan will be required to determine progress in each of the 11 components. Finally, the technical assistance provider and/or program developer will be required to assist schools within the framework of the 11 CSR components. The scoring of the grants will include the areas covered by the 11 components.

III.5.b. – Describe the process the state will use to determine the percentage of Comprehensive School Reform schools with increasing numbers of students meeting or exceeding the proficient level of performance on state assessments in reading/language arts and mathematics.

Under the state's ABCs accountability system, there are four levels of achievement. Levels one and two are below proficiency, level three is considered to be meeting proficiency level, and level four is considered to be exceeding proficiency level.

Once a school is approved for a Comprehensive School Reform grant, at the elementary/middle school levels (grades 3-8), the state will use that school's previous year's End-of-Grade reading/language arts and mathematics results as the baseline data. At the high school level, the state will use the school's previous year's End-of-Course results in the core subject areas as the baseline data. Specifically, at the high school level, we will look at progress in English 1, Algebra 1, Algebra 2, and Geometry, apart from the other areas covered by End-of-Course tests (Biology, Chemistry, ELP, Physics, Physical Science, and U.S. History).

For each subsequent year of the grant, we will compare the number of students scoring at levels 1, 2, 3, and 4 each year in relation to the baseline scores.

In addition to the content-specific assessments above, we will also track improvements in each school's overall performance composite score, as well as whether the school has made adequate progress or exemplary progress under the state's accountability program.

When the state develops additional assessments to meet the requirements of the No Child Left Behind legislation, these will be added to our process for determining progress in reading/language arts and mathematics.

III. ESEA Key Programmatic Requirements and Fiscal Information

III.6. - Title II, Part A - Teacher and Principal Training and Recruiting Fund (Goals 1, 2, 3, & 5)

III.6.a. - If not fully addressed in the state's response to the information on performance goals, indicators, and targets in Part I, describe the remainder of the state's annual measurable objectives under section 1119(a)(2).

The following objectives have been established for the recruitment and training of quality teachers and principals:

- Decrease the number of teachers holding provisional, emergency, and temporary licenses by 5% in year 1, and by one-third of the remaining percentages in each of the following three years.
- Increase the retention of beginning teachers by 2% per year.
- Increase the retention of alternative certification teachers by 2% per year.
- Increase the number of teachers applying for National Board for Professional Teaching Standards (NBPTS) certification by 5% per year.
- Increase the number of teachers successfully completing the NBPTS certification process by 5% per year.
- Increase the number of teachers earning master's level licenses by 5% per year.
- Increase the number of teachers, instructional support staff, and principals participating in professional development activities conducted by the UNC Center for School Leadership Development by 5% per year.
- Increase the number of individuals completing school administration programs by 5% per year.
- Develop a rating system for professional development activities.
- Assess current professional development offerings of LEAs using the rating system developed.
- In Year 1, develop a minimum of 14 on-line professional development modules. A beginning and an advanced level professional development module will be developed for each of the following topics: reading, mathematics, science, social studies, data-driven instructional design, instructional strategies for unique learners, and school leadership. In each subsequent year, a minimum of 5% of the State's certified public school employees will complete at least one of the on-line modules.

III.6.b. - Describe how the state will hold Local Education Agencies accountable for both (1) meeting the annual measurable objectives described in section 1119(a)(2) of the ESEA, and (2) ensuring that the professional development the Local Education Agencies offer their teachers and other instructional staff is consistent with the definition of “professional development” in section 9101(34).

Baseline data on the number of teachers holding less than full certification has been generated for each school in the state. In Year 1, Local Education Agencies will be expected to decrease the number of teachers holding less than full certification at each school by a percentage set by the Local Education Agency and the school. For each subsequent year, Local Education Agencies will be expected to decrease the percentage of teachers holding less than full certification by one-third of the remaining percentages. Annual reports will be generated and published for each school. Local Education Agencies not meeting designated objectives will be provided assistance by the Department of Public Instruction.

Baseline data on the number of teachers at each school annually completing professional development that is consistent with the definition of quality professional development will be collected during the 2002-03 school year. Based on the baseline data, each Local Education Agency will be expected to set measurable objectives to increase the percentage of teachers at each school completing quality professional development.

III.6.c. – Describe the State Education Agency and the State Agency for Higher Education’s agreement on the amount each will retain under section 2113(d) of the ESEA. Section 2113(d) allows for one percent of the state’s program allocation for administration and planning costs.

\$614,928	Administration (1% of Total)
\$483,948	(Department of Public Instruction’s share of the 1%)
\$130,980	(State Agency for Higher Education’s share of the 1%)
\$1,521,948	State Leadership (2.5% of 99%)
\$1,521,948	SAHE (2.5% of 99%)
<u>\$57,834,013</u>	State Aid
\$61,492,837	

AGREEMENT BETWEEN THE NORTH CAROLINA DEPARTMENT OF PUBLIC INSTRUCTION AND THE UNIVERSITY OF NORTH CAROLINA GENERAL ADMINISTRATION

AMOUNT TO BE DIVIDED UNDER SECTION 2113(d) OF NO CHILD LEFT BEHIND

The North Carolina Department of Public Instruction and the University of North Carolina General Administration hereby agree to split the funds available under section 2113(d) of No Child Left Behind according to the following:

\$614,928	Administration (1% of Total)
\$483,948	(Department of Public Instruction's share of the 1%)
\$130,980	(State Agency for Higher Education's share of the 1%)
\$1,521,948	State Leadership (2.5% of 99%)
\$1,521,948	SAHE (2.5% of 99%)
<u>\$57,834,013</u>	State Aid
\$61,492,837	

Dr. Bradford Sneed, Deputy Superintendent
North Carolina Department of Public Instruction

Date Signed

Dr. Charles Coble, Vice-President, University-School Programs
University of North Carolina General Administration

Date Signed

* The North Carolina Department of Public Instruction will transfer 50% of the state leadership funds available through Teacher Quality (Title II, Part A) to Title I, Part A to support Title I school improvement activities. Please refer to section III.18. – Transferability - of this Application for details.

III. ESEA Key Programmatic Requirements and Fiscal Information

III.7. - Title II, Part D - Enhanced Education through Technology (Goals 1, 2, & 3)

III.7.a. - Describe the program goals, performance objectives, and data sources that the state has established for its use in assessing the effectiveness of the program in improving access to and use of educational technology by students and teachers in support of academic achievement.

The North Carolina Educational Technology Plan has been designed to reflect North Carolina's Strategic Plan for Excellent Schools, The ABCs Plus. To achieve the state education goal of First in America by 2010, the educational technology vision and recommendations will follow the recommendations by Governor Easley's Education First Task Force for the hallmarks of excellence, the strategic use of resources, and preparing graduates of North Carolina Schools. This will be done by supporting and enhancing the North Carolina Department of Public Instruction's goals of high student achievement; safe and orderly schools; quality teachers, administrators and staff; strong family, community and business support; and effective and efficient operations.

Goal 1: High Student Performance

Performance Indicators:

- All North Carolina students will pass the eighth grade computer skills test.
- All areas of the *North Carolina Standard Course of Study* will incorporate strategies for technology integration.
- Teachers, administrators, and support personnel will use technology to assess and individualize student instruction.
- One to two certified instructional technology facilitator(s) will be employed in every school, in addition to a certified media coordinator.
- Media centers and technology labs will have flexibly accessed schedules.
- All students will have equitable access to educational opportunities and resources 24/7.

Goal 2: Safe, Orderly, and Caring Schools

Performance Indicators:

- All classrooms will have telephones.
- Each principal and assistant principal will be equipped with PDA's and software to allow the download of a database of students showing address, phone number, emergency information, schedule, discipline record, academic record, etc.

Goal 3: Quality Teachers, Administrators, and Staff

Performance Indicators:

- All administrators, certified personnel, and non-certified personnel will participate in high-quality technology staff development opportunities.
- All certified personnel will earn 3-5 continuing education units (CEUs) in the area of technology during their license renewal cycle.

Goal 4: Strong Family, Community, and Business Support

Performance Indicator:

- North Carolina educators will deploy technology-based communications methods to increase and improve communications among students, staff, parents and members of the community.

Goal 5: Effective and Efficient Operation

Performance Indicators:

- All students will have access to multimedia computers that support high-quality educational technology.
- All teachers will have access to a multimedia computer with projection capability.
- All sites should have WAN connectivity at T-1 (DS-1 or 1.54 Mbps) connection or better, which is suitable for simultaneous instructional, accountability and administrative applications, with connections to the Internet for all sites.
- The Total Cost of Ownership model will be used to evaluate and implement budgets.
- Local Education agencies will strive to employ technology support personnel for the proper implementation of their overall technology program.

Data sources used to assess the effectiveness of the program in improving access to and use of educational technology by students and teachers in support of academic achievement include:

- Annual Media and Technology Report <http://tps.dpi.state.nc.us/amtr2002/>,
- Site visits by regional consultants,
- LEA profile sheets completed by regional consultants,
- Eighth grade computer skills test results,
- End of grade and end of course test results,
- Evaluator reports for programs implemented with EETT funds, and
- Total Cost of Ownership tool <http://tps.dpi.state.nc.us/amtr2002/>.

III.7.b. - Provide a brief summary of the State Education Agency's long-term strategies for improving student academic achievement, including technology literacy, through the effective use of technology in the classroom, and the capacity of teachers to integrate technology effectively into curricula and instruction.

North Carolina has a Computer Skills Curriculum that is taught by all classroom teachers as well as media and technology staff in the state's schools. Passage of the Computer Skills Test, an eighth-grade benchmark, is a graduation requirement. To this end, the state provides a variety of resources to support teachers and students in the teaching of this curriculum and support of this test:

- Kaleidoscope, a portal to help educators teach the Computer Skills and Information Skills curricula, that is currently completed for fifth grade. Plans are to expand this resource to support both middle school and earlier elementary teachers and students. (www.ncwiseowl.org/kscope)
- NC WiseOwl, the curriculum portal for the state, includes a variety of carefully evaluated resources for both students and teachers, including subscription reference resources, WebQuests, and NCwin, online basic skills technology training for teachers. (www.ncwiseowl.org)
- Resources for North Carolina Educators, a Web site that features specialized resources that support the fourth and eighth grade North Carolina Social Studies curriculum. (tps.dpi.state.nc.us)
- *Infotech*, a state-distributed periodical, and its Web-based counterpart, *Evalutech*, distribute detailed evaluations of instructional technology resources to support the all areas of the state's curriculum. (www.evalutech.sreb.org)
- Sample worksheets and other materials that support the teaching of the Computer Skills curriculum.
- A Fifth Grade Computer Skills Test item bank that allows both elementary and middle school teachers to benchmark students' progress as they leave elementary school and matriculate into middle school.

In addition, North Carolina has several statewide initiatives that support the effective use of technology in the classroom and, consequently, student achievement:

- A connectivity project that will ensure high-speed connectivity to every school building in the state.
- A state Educational Technology Plan that emphasizes the importance of using technology to support instruction. All elements of the plan focus on the evaluation of technology as it impacts student achievement by addressing minimum technology requirements for effective classroom use.
- NC Wise, the state's new student information management system that will allow teachers to analyze extensive information about individual students, will positively impact the classroom teacher's ability to individualize instruction.
- State media and technology guidelines and recommendations, *IMPACT: Guidelines for Media and Technology Programs* and *IMPACT for Administrators*, that focus all recommendations and research on the ultimate goal of supporting student achievement. *IMPACT for Classroom Teachers* is planned for Fall 2002 rollout.
- A newly revised Media Coordinator Performance Appraisal Instrument and a newly developed Technology Facilitator Performance Appraisal Instrument that are being piloted during the 2002-2003 school year.

- A nationally recognized, award-winning program of evaluation of media and technology resources for classroom, computer lab, and media center use.
- The state's Annual Media and Technology Report assists the state in monitoring the implementation of technology standards and recommendations from the state's Educational Technology Plan.
- A virtual learning program for all students across the state, especially targeting high poverty Local Education Agencies.
- An annual weeklong program that provides charter schools with training in technology planning. This includes special emphasis on how technology should be used in the classroom and specifically deals with setting up and providing high quality staff development for all teachers.
- Annual training for the state's Assistance Teams, who are working with state's lowest performing schools, in recognizing and implementing high quality media and technology programs.

III.7.c. - Describe key activities that the State Education Agency will conduct or sponsor with the funds it retains at the state level. These may include such activities as provision of distance learning in rigorous academic courses or curricula; the establishment or support of public-private initiatives for the acquisition of technology by high-need Local Education Agencies; and the development of performance measurement systems to determine the effectiveness of educational technology programs.

Key activities will include:

- **IMPACT Academies:** The state will provide training on its IMPACT model of media and technology integration, through summer academies. Teams of teachers, administrators, and media and technology professionals will gather for a week for intensive training on the implementation of this model.
- **Satellite and Online Professional Development:** North Carolina has had past success with both satellite and online professional development courses. No Child Left Behind funds will be used to continue and expand these initiatives.
- Through a series of state-sponsored media and technology awards, North Carolina will recognize effective classroom and school models of technology "best practice."
- **Preconference Sponsorships:** The North Carolina Department of Public Instruction will sponsor several preconferences targeting such specialized conferences as Closing the Gap, Middle School Conference, and the Reading Association Conference, to demonstrate the use of technology to impact student achievement.
- **Media/Technology Teachers on Loan:** The North Carolina Department of Public Instruction will provide teachers on loan to assist other schools, especially in high technology need Local Education Agencies, with the integration of technology into the curriculum. This will include the development and evaluation of original online content to be used within the state's classrooms.
- **Evaluation Research and Development:** The North Carolina Department of Public Instruction will continue its pursuit of research that supports the use of technology to enhance teaching and learning. This will include not only support of a continuously

updated research collection and services for DPI staff and Local Education Agency contacts, but professional development for staff, and further development of evaluation instruments and processes at the state level.

- Continued state conference presentations that continue the focus of providing media and technology professionals the highest quality professional development in central locations across the state.

III.7.d. - Provide a brief description of how: (1) the State Education Agency will ensure that students and teachers, particularly those in the schools of high-need Local Education Agencies, have increased access to technology, and (2) how the State Education Agency will coordinate the application and award process for state discretionary grant and formula grant funds under this program.

1. The North Carolina Department of Public Instruction will

- Partner with various online vendors within the state and nation to produce an virtual learning program for all students across the state, especially targeting high poverty and high technology need Local Education Agencies.
- Collaborate with other state agencies and the private sector to implement the state's connectivity project that guarantees high-speed connectivity to all schools in the state. The pilot will target the state's high technology need Local Education Agencies.
- Continue to monitor Local Education Agency access, update, and use through the North Carolina Educational Technology Plan and its Annual Media and Technology Report.

2. Additional points will be added to grants that align formula grant to competitive grant initiatives.

III. ESEA Key Programmatic Requirements and Fiscal Information

III.8. - Title III, Part A - English Language Acquisition and Language Enhancement (Goals 1, 2, 3, & 5)

III.8.a. - Describe how the State Education Agency will ensure that Local Education Agencies use program funds only to carry out activities that reflect scientifically based research on the education of limited English proficient children while allowing Local Education Agencies flexibility (to the extent permitted under state law) to select and implement such activities in a manner that the grantees determine best reflects local needs and circumstances.

In order to meet the purposes of a subgrant, listed in Section 3115 (a) of Title III Part A, a subgrantee agrees to use funds to carry out scientifically-based research activities that will improve the education of limited English-proficient students. To obtain the funds, a subgrantee will submit to the North Carolina Department of Public Instruction a plan/application and a budget for review and approval.

PLAN: The plan will propose activities which address the purposes of the statute: - developing and implementing new language and academic programs that ensure that limited English proficient and immigrant students make progress toward and achieve state standards in language and academics.

The plan will include the following:

- The programs and activities that will be developed, implemented and administered including evidence that the language instructional educational programs are based on scientifically based research demonstrating effectiveness in increasing English proficiency and student academic achievement in core academic subjects;
- How the Local Education Agency will use the funds to meet all the annual measurable achievement objectives;
- How the Local Education Agency will hold all schools accountable for meeting the annual measurable achievement objectives, making adequate yearly progress for limited English-proficient students and annually measuring the English proficiency of Local Education Agency students;
- How the Local Education Agency will promote parental and community participation in programs for limited English-proficient students;
- How language instruction educational programs will ensure that limited English-proficient students develop English proficiency.

The plan will also include the following Local Education Agency assurances and certifications:

- Compliance with parental notification as specified in the statute;
- Annual assessment of English proficiency of limited English proficient students;
- That the proposed plan is based on scientifically based research;

- That programs will enable children to speak, read, write, and comprehend the English language and meet challenging state academic content and student academic achievement standards;
- That the Local Education Agency is not in violation of any state law regarding the education of limited English proficient children;
- That the Local Education Agency consulted with teachers, researchers, school administrators, parents, and others in developing the plan; and
- That all teachers in any language instruction educational program that is or will be funded under Title III are fluent both orally and in writing in English and any other language used for instruction.

EVALUATION: The grantee's plan will include an evaluation component which will yield information relevant to Adequate Yearly Progress by limited English proficient students in language and content which will be reported to the North Carolina Department of Public Instruction annually. Other factors, such as parental involvement in the education of their children, training of all teachers across all language and content areas, and collaboration with other federal programs, shall also be reported for their positive influence on the development and improvement of language skills and content knowledge, leading to the achievement of state standards in those areas. Finally, subgrantees will also report the results of annual assessments of the language proficiency of limited English proficient students. All reports will address results/outcomes of well-planned scientifically-based research activities stated above. The North Carolina Department of Public Instruction will develop a program of technical assistance to address the needs of Local Education Agencies who have not met their annual measurable objectives.

North Carolina Department of Public Instruction staff ensure that Local Education Agencies eligible to apply for Title III funds cite and describe the scientifically-based research for the instructional, assessment, program evaluation and professional development components of their programs for LEP students. LEP students are held to the same standards, as are all other students in the state. Technical assistance has been provided to all LEP Coordinators through a statewide meeting and follow-up roundtables. Information regarding scientifically-based research included the following sources: CALLA, by Chamot & O'Malley; Authentic Assessment for English Language Learners, by Pierce & O'Malley; research on Comprehensible Input, by Krashen; Integrating Language and Content, by Deborah Short; Scaffolding, by Vigotsky; and Effective of Programs for LEPs, by Collier and Thomas. The ESL Section of the Instructional Services Division will be reading and approving the Title III LEA Applications. The ESL consultants will pay close attention to the inclusion of scientifically based research sources for the proposed project under Title III.

III.8.b. - Describe how the State Education Agency will hold Local Education Agencies accountable for meeting all annual measurable achievement objectives for limited English proficient children, and making Adequate Yearly Progress for limited English proficient children.

The North Carolina Department of Public Instruction (NCDPI) will hold all students accountable to the same standards. During the 2002-2003 school year, all students will be

required to participate in state-mandated testing. Students identified as limited English proficient will be required to participate in state developed alternate assessments if the student's language proficiency level falls below intermediate high as assessed by the IDEA Proficiency Test, the state mandated language proficiency test.

Students identified as limited English proficient were reported in the North Carolina's Reports of Supplemental Disaggregated State, School System (Local education Agency) and School Performance Data for 2000-2001. The following data was reported for LEP students during the 2000-2001 school year: number of students assessed, number of students showing growth, and the number of students who reached a level of intermediate high or above and will be participating in state testing. A copy of the Progress of Limited English Proficient Students by State and School System report can be located at the following website: <http://www.ncpublicschools.org/vol2/rsds/index.html>.

Divisions within the Department are collaboratively working on a plan to incorporate LEP student assessment data in the accountability system reporting on both language proficiency and alternate assessment scores. Several consequences do exist if schools fail to comply with testing requirements which will now include all subgroups of students: (1) Schools that test fewer than 98% of eligible students may not be eligible for school incentive awards; (2) Schools that test fewer than 98% of eligible students for two consecutive years may be designated as low-performing by the State Board of Education; and (3) Low-performing schools may be targeted for assistance and/or intervention by the State Board of Education.

The North Carolina Department of Public Instruction conforms to the federal No Child Left Behind Act by requiring that all students, including LEP students, participate in the state's accountability program and are part of the determination of whether or not a school meets Adequate Yearly Progress (AYP).

North Carolina Department of Public Instruction ESL staff, with assistance from the Testing Division and local personnel, will establish the definition of adequate yearly progress in language proficiency. The IPT is used by all Local Education Agencies to determine language proficiency levels, program placement, and annual growth. Initial and subsequent annual language proficiency assessments are conducted based on the results of the Home/Primary Language Survey that all new students must complete upon enrolling for the first time in a school system. Adequate yearly progress will be developed around the cut scores for all of the following five modes: listening, speaking, reading, writing, and comprehension.

In addition to these procedures, strategies for improving Local Education Agency accountability for meeting adequate yearly progress include planning and implementing research-based language programs that are aligned with state standards for English and content in other subject areas, as prescribed by the state's Standard Course of Study and assessed by the state's accountability program. Because all teachers are accountable for ensuring that all students achieve state standards in language and content, capacity building is integral. Therefore, it is critical that all teachers be trained in ESL techniques.

Currently, intensive and extensive training in integrating language and content occurs through summer regional institutes conducted across the state. There are also plans to develop models for ongoing training to be conducted throughout the academic year. An existing training of trainers model will be expanded to include the state-developed Guide to the Standard Course of Study for LEP students for use by teachers of math, science, social studies, and English/Language Arts.

III.8.c. - Specify the percentage of the state’s allotment that the state will reserve and the percentage of the reserved funds that the state will use for each of the following categories of state-level activities: professional development; planning, evaluation, administration, and interagency coordination; technical assistance; and providing recognition to subgrantees that have exceeded their annual measurable achievement objectives. A total amount not to exceed 5 percent of the state’s allotment may be reserved by the state under section 3111(b)(2) to carry out one or more of these categories of state-level activities.

\$184,763	State Administration
\$123,176	State Leadership
\$4,927,032	State Aid (80%)

The state will reserve up to 5% of its total Title III allotment for state-level activities. The percentage breakdown by category follows:

<u>Activity</u>	<u>Percentage*</u>
Professional Development	70%
Planning, Evaluation, Administration, Interagency Coordination	5%
Technical Assistance	15%
Recognition to Subgrantees That Have Exceeded Their Annual Measurable Achievement Goals	10%

*The percentage of the 5% set aside for state-level activities that will be devoted to each activity.

III.8.d. - Specify the percentage of the state’s allotment that the state will reserve for subgrants to eligible entities that have experienced a significant increase in the percentage or number of immigrant children and youth. A total amount not to exceed 15% of the state’s allotment must be reserved by the state under section 3114(d)(1) to award this type of subgrant.

\$923,818 State Aid (15%)

The amount to be allocated to Local Education Agencies that have experienced a significant increase in the number of immigrant students shall not exceed 15 % of the total amount available. This amount shall be used to carry out some or all of the activities allowed under Section 3115 of No Child Left Behind:

- Family literacy/parent outreach;
- Support for personnel who are being trained to serve immigrant students;
- Tutorials and mentoring;
- Acquisition of curricular materials;
- Instructional services costs;
- Civics education; and
- Activities coordinated with community organizations, Institutions of Higher Education, and private sector entities.

III.8.e. - Describe the process that the state will use in making subgrants under section 3114(d) to eligible entities that have experienced a significant increase in the percentage of or number of immigrant children and youth.

Prior to the current school year (2001-2002), North Carolina only has immigrant data for the twenty Local Education Agencies that received funding under the Emergency Immigrant Education Program. Therefore, the state could only determine significant increases for those Local Education Agencies. Upon examination of the numbers from the previous two years as compared to the numbers submitted for the current year, the state has determined that those thirteen Local Education Agencies with an increase of at least 10% in the numbers of immigrant children and youth will receive subgrants under section 3114(d).

For the current year, the state has received reports of the number of immigrant children and youth from all Local Education Agencies and, therefore, will have a broader baseline for determining the significant increases for future years.

In accordance with Section 3114(d)(1), the North Carolina Department of Public Instruction will reserve 15% of its total Title III allotment to allocate additional funds to Local Education Agencies that have experienced a significant increase in their numbers of immigrant students. The North Carolina Department of Public Instruction has determined that Local Education Agencies whose numbers of immigrant students constitute a 10% increase over the average of the numbers for the previous two years shall be considered eligible to receive funds under 3114(d). Current figures indicate that 11 to 13 Local Education Agencies may be eligible under the "significant increase" clause in Section 3114(d)(1) to receive Title III funds to serve immigrant students. The amount per child will be approximately the same as it is for LEP students, and will be in addition to funds for the LEP student subgrant.

III.8.f. - Specify the number of limited English proficient children in the state. (See the definition of "child" in section 3301(1) and "limited English proficient" in section 9101(25).)

The total number of limited English proficient students in the North Carolina Public Schools (including Charter Schools) as of October 1, 2001 was 52, 835.

III.8.g. - Provide the most recent data available on the number of immigrant children and youth in the state. (See definition of “immigrant children and youth” in section 3301(6).)

The total number of immigrant students reported as of April 23, 2002 was 27,149. That number includes 22,949 students who were identified as limited English proficient.

III. ESEA Key Programmatic Requirements and Fiscal Information

III.9. - Title IV, Part A - Safe and Drug-free Schools and Communities (Goal 4)

III.9.a. - Describe the key strategies in the state's comprehensive plan for use of funds by the State Education Agency and the Governor of the state to provide safe, orderly, and drug-free schools and communities through programs and activities that:

- **Complement and support activities of Local Education Agencies under section 4115(b) of the ESEA;**
- **Comply with the principles of effectiveness under section 4115(a); and**
- **Otherwise are in accordance with the purposes of Title IV, Part A.**

The Priorities of the North Carolina Department of Public Instruction, under the No Child Left Behind Act, are to use the Principles of Effectiveness to place emphasis on improving student academic performance, school attendance, reducing the use and abuse of alcohol and drugs and reducing violence. To accomplish these aims, the North Carolina Department of Public Instruction will:

- Provide development, training, and coordination of activities to promote a safe, orderly and caring environment;
- Establish, operate and enhance local programs of school drug and violence prevention and early intervention;
- Collaborate with community-based organizations and public and private entities for programs of drug and violence prevention and early intervention;
- Promote high expectations for students;
- Foster strong family, community and business support; and
- Use the Title I formula based on prior year share of funds and enrollment.

The North Carolina Department of Public Instruction, under the No Child Left Behind Act, will support and enhance a comprehensive, integrative strategy for the entire school district that prevents the illegal use of alcohol, tobacco and drugs; that involves parents and communities; and that are coordinated with related Federal, State, school, and community efforts to foster a safe and drug free learning environment that support student academic achievement. To accomplish these aims the State Education Agency will:

- Use the Safe Schools Advisory Committee as a resource for support of the Safe and Drug Free Schools Program;
- Conduct meetings with local Safe and Drug Free Coordinators on a regular basis;
- Design a Request for Proposal for all sites; each site must complete specific detailed information with the following data:
 - Needs Assessment will include incidents of violence and illegal drug use, objective analysis of current conditions regarding violence and illegal drug use, delinquency, and serious discipline problems;

- Inform Local Education Agencies and charter schools of the Request for Proposal process through the North Carolina Department of Public Instruction website, newsletters, coordinators' meetings, and grant application;
- Provide technical assistance through telephone communications, site visits, biannual meetings, correspondence, and electronic communications;
- Distribute the Request for Proposal to Local Education Agencies via mail delivery;
- Review grant Request for Proposal through the examination for appropriate program criteria;
- Monitor program sites through formal and informal site visits and reviews; and
- Continue to use site-based evaluation system, which includes the use of the site program review report.

The Selection Criteria of the State Education Agency, under the No Child Left Behind Act, includes the following activities:

- Local Education Agencies must submit an application to the North Carolina Department of Public Instruction reflecting drug and violence statistical needs within the school district and compiling with the principles of effectiveness;
- All Local Education Agencies and charter schools will be eligible for the Safe and Drug-free Schools Grant;
- Grantees must demonstrate evidence of measurable program goals and objectives as indicated in the principles of effectiveness, staff responsibilities, and the use of research based programs and activities;
- Programs must demonstrate the ability to reduce the use and abuse of illegal drugs, truancy, and violence among school age children by using a unified data system; and
- Evaluation of activities authorized under grants must include collection of objective data used to assess program needs, program implementation, or program success in achieving program goals and objectives.

III.9.b. - Describe the state's performance measures for drug and violence prevention programs and activities to be funded under Title IV, Part A, Subpart 1. These performance measures must focus on student behaviors and attitudes. They must consist of performance indicators for drug and violence prevention programs and activities and levels of performance for each performance indicator. The description must also include timelines for achieving the levels of performance stated, details about what mechanism the state will use to collect data concerning the stated indicators, and provide baseline data for indicators (if available).

The North Carolina Safe and Drug Free Schools Consultants and the Governor's Program will use the following performance indicators to measure success of school and community programs and will continue to collaborate with Local Education Agency coordinators in order to achieve the goals listed.

The three highest-incidence acts from the beginning of annual reporting for the local educational agencies are **Possession of a Weapon, Possession of Controlled Substance and Assault on School Personnel**. These continue to account for the vast majority of all

reportable acts. Therefore, North Carolina has selected performance indicators that address these three highest-incidence crimes.

PERCENT OF CHANGE FROM PREVIOUS YEAR

Performance Indicators	Baseline Data 2000-2001	2000-2001 Data	2002-2003 Objective	2003-2007 Objectives
Percentage of persistently dangerous schools as defined by the state	N/A	N/A	To be determined	To be determined
Percentage of possession of controlled substances	12%	10%	8%	6%
Assault on school personnel	-3%	-5%	-7%	-9%
Possession of a weapon	-14%	-15%	-16%	-18%

Baseline data used to determine the performance indicators are taken from the **2000-2001 North Carolina Annual Report on School Crime and Violence**. Results for 2001-2002 school will be submitted to the State Board of Education by June 31, 2002.

III.9.c. - Describe the steps the state will use to implement the Uniform Management Information and Reporting system (UMIRS) required by section 4112(c)(3). The description should include information about which agency(ies) will be responsible for implementing the UMIRS, a tentative schedule for implementing the UMIRS requirements, as well as preliminary plans for collecting required information.

North Carolina will use the “DDC Form”, Disciplinary Data Collection Form, as the Unified Management Information and Reporting system. The steps include the following:

- Step 1 G. S. 115C-12(21) and the State Board of Education requires that principals report seventeen incidents of crime and violence included on the Annual Report on School Violence to law enforcement and to the State Board of Education.

- Step 2 The Alternative and Safe School Section/ Instructional Support and School Improvement annually reviews and revises on an as-needed basis, the definitions, reporting forms and procedures for reporting incidents of crime and violence occurring on school property. This information is mailed to Local Education Agencies in the fall of each school year. Superintendents share copies of this information with all the principals in their systems.

- Step 3 The Alternative and Safe School Section/ Instructional Support and School Improvement provides training on a regional basis for principals and other charged with completing the Annual Report on School Violence/Disciplinary Data Collection Form.
- Step 4 The State Board of Education receives by June 30 completed ARSV/DDC from all Local Education Agencies. The Alternative and Safe School Section/ Instructional Support and School Improvement Section reviews the ARSV/DDC for accuracy and missing reports. Accurate ARSV/DDC are forwarded to the contractor (TOPS) for data analysis.
- Step 5 Notification about late or inaccurate reports is sent to the State Board of Education by the Alternative and Safe School Section/ Instructional Support and School Improvement Section.
- Step 6 The State Board of Education notifies local superintendents about late, missing or inaccurate reports.
- Step 7 The State Board of Education receives corrected reports; letters of explanation about late or missing reports; and letter from the superintendent or chair of the local board of education explaining school(s) failure to suspend students for 365 days for possession of a firearms, as required by law.
- Step 8 The State Board of Education accepts or rejects late, missing or inaccurate data and notifies the Alternative and Safe School Section/ Instructional Support and School Improvement Section about actions to be taken.
- Step 9 If data are accepted by the State Board of Education, the data are forwarded to the contractor (TOPS) for inclusion in the analyses.
- Step 10 TOPS prepares and forwards the analyses to the Alternative and Safe School Section/ Instructional Support and School Improvement Section.
- Step 11 The Alternative and Safe School Section/ Instructional Support and School Improvement Section receives the data analyses, verifies the analyses, and prepares the ARSV/DDC for the State Board of Education.
- Step 12 The State Board of Education receives and adopts the ARSV/DDC

Timeline for Annual Report on School Violence/ Disciplinary Data Collection

- April 12 Send notices about regional meetings/ training’s on the ARSV/DDC
- May 20 & June 7 Put notice/reminder in Superintendent’s Highlights regarding June 29, due date of ARSV/DDC
- June 10 Send reminder letter to Superintendents and Charter Schools regarding June 30, due date of ARSV/DDC

June 24	Prepare letters for Superintendents about late ARSV/DDC forms
June 29	ARSV/DDC forms due to the Department of Public Instruction (sorted by regions)
July 8	Identify, which Local Education Agencies have not submitted, forms, and notify designated Superintendents
July 10	DPI begins verification of Local Education Agency's annual report (those received by June 30)
July 12	Late ARSV/DDC reports must be submitted to SBE with a written statement from the Local Education Agency Superintendent (timeline will not be extended)
July 10-22	DPI continues to review all annual reports
July 25	Notify Local Education Agencies and the State Board of Education, in writing, have documented errors. The Local Education Agency Superintendent will explain and request correction of errors to the State Board of Education by July 31
Aug. 2	Transport data to TOPS
Aug 30	Obtain data analyses from TOPS

III. ESEA Key Programmatic Requirements and Fiscal Information

III.10. - Title IV, Part A, Subpart 1, Section 4112(a) - Safe and Drug-free Schools and Communities: Reservation of State Funds for the Governor (Goal 4)

III.10.a. - The Governor may reserve up to 20% of the state's allocation under this program to award competitive grants or contracts. Indicate the percentage of the state's allocation that is to be reserved for the Governor's program

\$2,191,051 (20%)

III.10.b. - The Governor may administer these funds directly or designate an appropriate state agency to receive the funds and administer this allocation. Provide the name of the entity designated to receive these funds, contact information for that entity (the name of the head of the designated agency, address, telephone number), and the "DUNS" number that should used to award these funds

Art Jones
DUNS #625375951
3007 NC Mail Service Center
Raleigh, North Carolina 27699

919/733-4555 (telephone)
919/733-9455 (fax)

III. ESEA Key Programmatic Requirements and Fiscal Information

III.11. - Title IV, Part A, Subpart 2, Section 4126 - Safe and Drug-free Schools and Communities: Community Service Grants (Goal 4)

III.11.a. - Describe how the State Education Agency, after it has consulted with the Governor, will use program funds to develop and implement a community service program for suspended and expelled students.

Key Procedures and Timeline:

August 2002: The North Carolina Department of Public Instruction will select and award contracts to non-profit organizations to do the following:

- Identify the Local Education Agencies that meet the criteria.
- Develop a capacity building process for maintaining a Community Service Program, including technical assistance and training.
- Select eight sites based on the State Board of Education approved regions.

October 2002: After collaborating with the Governor's representative, the following steps will occur:

- The North Carolina Department of Public Instruction will award contracts to identified Local Education Agencies that will establish a Community Service Program for long-term suspended and expelled students to work at non-profit sites such as, hospitals, senior citizen facilities, rest homes, soup kitchens, and clothes closets.
- The non-profit will collaborate with the North Carolina Department of Public Instruction, the SDFS Advisory Committee to establish an evaluation plan. The plan should incorporate the state Disciplinary Data Collection and Annual Reporting data information and should include specific goals and objectives.
- The contractor will develop and begin implementing a technical assistance and training plan.

November 2002: The eight selected Local Education Agency sites will work with the North Carolina Department of Public Instruction, the contractor and the Governor's Office to plan and implement programs for suspended and expelled students to complete community service. The contractor, the North Carolina Department of Public Instruction, and Governor's Office representative will provide site visits and keep documentation pertinent to the program implementation.

December 2002 - March 2003: The collaborative team will continue to make site visits and provide technical assistance. A status-reporting meeting with Local Education Agencies will be held in order to determine the progress made and to identify any needs.

March 31, 2003: Local Education Agencies will provide the North Carolina Department of Public Instruction with an Annual Report. The contractor will review yearly data and provide evaluation data. Recommendations for dissemination of successful aspects of the

program will be distributed to other Local Education Agencies and appropriate sites. In addition, a “Program Highlights” Resource Book will be provided for all Local Education Agencies and appropriate sites.

April 2003: The Community Services Project data will be presented to the State Board of Education for information.

Selection Criteria:

The following **selection criteria** will be used to award contracts to the Local Education Agencies to establish pilots programs for suspended and expelled youth to participate in Community Service Programs:

- Local Education Agencies must review and analyze their school crime and violence data from their Annual Report on School Crime and Violence/Disciplinary Data Collection Reports to determine the need for such a program;
- Local Education Agencies must show evidence of collaboration with community agencies in the planning and implementation process, e.g. Memorandum of Agreement or letters of support;
- Local Education Agencies must demonstrate a desire and show evidence of working with the parents of students eligible for the community service program;
- Local Education Agencies must indicate a willingness to participate in staff development, trainings, and/or conferences geared toward building capacity;
- One Local Education Agencies will be selected from each of the eight State Board of Education regions;
- Local Education Agencies will be selected based on need as evidenced by their suspended and expelled student data;
- Local Education Agency plans must indicate strategies that demonstrate a capacity to serve expelled and suspended students; and
- Local Education Agencies will show evidence of a program design that indicates measurable goals and objectives that are related to school crime and violence data;

Program priorities:

- Priority will be given to contractors that are best able to show evidence of ability to assist Local Education Agencies in meeting the needs of their population;
- Ability to show evidence of program capacity building by having a strong in-service and training component;
- Local Education Agencies that incorporate self-esteem activities, e.g. mentoring, behavioral management, and relationship building strategies; and
- Local Education Agencies must develop strategies for routine monitoring and supervision of the Community Service students.

Budget:

Community Service funds will not be used for program administration or technical assistance at the state level. All funds will be contracted out to support the work described above.

III. ESEA Key Programmatic Requirements and Fiscal Information

III.12. - Title IV, Part B: 21st Century Community Learning Centers

III.12.a. - Identify the percentage of students participating in the 21st Century Community Learning Centers who meet or exceed the proficient level of performance on state assessments in reading and mathematics. The state must collect baseline data for the 2002-2003 school year and submit all of these data to the Department no later than early September of 2003 by a date the Department will announce.

At the current time, the State Department of Public Instruction does not keep statistical information on the present 21st Century Community Learning Center's student population as it pertains to the percentage of students who meet or exceed the proficient level of performance on state assessments in reading and mathematics.

Data for establishing the 21st Century Community Learning Center's 2002-2003 baseline will come from Title I eligible students and students receiving free and reduced lunch. Each site will be expected to provide data on both categories for the students being targeted for services.

In addition, the state plans to collect the baseline data necessary for responding to item III 12.a. during the year by doing the following:

- Developing a format for sites to collect baseline 21st Century Community Learning Center's data;
- Aggregating the targeted 21st Century Community Learning Center's site population data;
- Holding meetings with site coordinators/directors in order to review the process for collecting baseline data;
- Distributing a timeline for reporting such data;
- Providing technical assistance to sites on an as needed basis; and
- Compiling and analyzing baseline data and sending this information to the U.S. Department of Education.

III. ESEA Key Programmatic Requirements and Fiscal Information

III.13. - Title V, Part A - Innovative Programs (Goal 1)

III.13.a. - In accordance with section 5112(a)(1) of the ESEA, provide the State Education Agency's formula for distributing program funds to Local Education Agencies. Include information on how the State Education Agency will adjust its formula to provide higher per-pupil allocations to Local Education Agencies that have the greatest numbers or percentages of children whose education imposes a higher than average cost per child, such as:

- **Children living in areas with concentrations of economically disadvantaged families;**
- **Children from economically disadvantaged families; and**
- **Children living in sparsely populated area.**

From sums made available each year under Title VI, the North Carolina State Board of Education will distribute 85 percent of allotted funds each year, on a formula basis, to Local Education Agencies in North Carolina. Sixty percent of this allocation will be made according to relative enrollments (measured by average daily membership figures) in public and participating non-public schools within these school districts. Forty percent of the allocation will be made to Local Education Agencies that have at least fifteen percent of their students participating in the free lunch program (or if they do not meet the 15% requirement but have at least 6,500 eligible children on the free lunch headcount). This adjustment provides a higher per pupil allocation to eligible Local Education Agencies having the greatest number of children from low-income families, as measured by free lunch participation.

III.13.b. - Identify the amount the state will reserve for state-level activities under section 5121 and describe the activity.

\$221,399	State Administration (2.25%)
<u>\$1,254,594</u>	State Leadership (12.75%)
\$1,475,993	

Two major activities are proposed for state-level Title V funds.

The North Carolina Department of Public Instruction will transfer 50% of the state leadership funds available through Innovative Programs (Title V, Part A) to Title I, Part A to support Title I school improvement activities. Please refer to section III.18. - Transferability - of this Application for details.

The North Carolina Department of Public Instruction will use state-level activity funds to support School Improvement Division staff working with low-performing schools. School Improvement staff will assist assigned schools in developing the capacity to improve instructional offerings in their schools. These activities will include:

- Conducting a needs assessment in assigned schools;
- Reviewing and analyzing assessment, and other, data to assist school personnel in identifying its needs;
- Identifying safety issues that be impacting on teaching and learning;
- Developing an action plan, in conjunction with school and central office staff, to address the major needs identified through the needs assessment process;
- Conducting, or coordinating, professional development activities based on identified needs;
- Increasing the capacity of the school and central office to sustain improvement once services are withdrawn;
- Identifying research based strategies and programs that will assist school in improving student achievement; and
- Identifying strategies and initiatives that will assist served schools in narrowing the achievement gaps that may exist.

The North Carolina Department of Public Instruction, Division of Instructional Services, will use state-level activity funds to promote the teaching of consumer, economic, and personal finance. Activities will include:

- Identifying courses in the Standard Course of Study that include personal financial literacy, consumer credit, and personal financial management skills,
- Disseminating best practices for teaching basic principles of economics and financial literacy, and
- Developing promotional materials for encouraging schools to offer courses dealing with financial literacy.

III. ESEA Key Programmatic Requirements and Fiscal Information

III.14 – Title VI, Part A, Subpart 1, Section 6111 – State Assessments Formula Grants (Goals 1, 2, 3, & 5)

III.14.a. – Describe how the state plans to use formula funds awarded under section 6113(b)(1) for the development and implementation of state assessments in accordance with section 6111(1) and (2).

- Refer to text on page 70, item III.1.e. for a description of these activities.

III. ESEA Key Programmatic Requirements and Fiscal Information

III.15. - Title VI, Part B, Subpart 2 - Rural and Low-income School Program (Goals 1, 2, 3, & 5)

III.15.a. Identify the State Education Agency's specific measurable goals and objectives related to increasing student academic achievement; decreasing student dropout rates; or improvement in other educational factors that the State Education Agency may elect to measure, and describe how Rural and Low-income School program funds will help the State Education Agency meet the goals and objectives identified.

The North Carolina Department of Public Instruction will base its goals and objectives around the definition of Adequate Yearly Progress that will be submitted no later than January 31, 2003. Local Education Agencies participating in the Small, Rural School Achievement Program and the Rural, Low-income School Program will be assessed annually to determine if they are improving the academic achievement of the students they serve. Specific goals include:

- Increasing the percentage of students performing at or above grade level on state assessments by 5%.
- Increasing the number of Local Education Agencies participating in the Small, Rural School Achievement Program and the Rural, Low-income School Program by 5% annually. Many Charter Local Education Agencies choose not to participate in some of the formula programs because of the paperwork involved and the small amount of funding. Every effort will be made to increase the number of Charter Local Education Agencies participating in both of the rural programs. It is anticipated that the additional funds accessed under either of the rural programs will increase the level of services to students, and thereby increase student achievement.
- Increasing by 10% the number of students having access to technology in Local Education Agencies using rural funds for technology.
- Increasing by 5% the percent of students graduating from high school in Local Education Agencies using rural funds to serve high schools.

III.15.b. - Describe how the state elects to make awards under the Rural and Low-income School Program:

- **By formula proportionate to the number of students in eligible districts;**
- **Competitively; or**
- **By a state-designed formula that results in equal or greater assistance being awarded to school districts that serve higher concentrations of poor students.**

The North Carolina Department of Public Instruction will award grants on a formula basis to eligible Local Education Agencies. As soon as the North Carolina Department of Public Instruction is notified regarding Local Education Agencies eligible for the Rural, Low-income School Programs, the Department's financial staff will calculate allotments. The total amount of funds available will be divided by the Average Daily Membership of each eligible Local Education Agency. A per child amount will be determined and this figure will then be applied to the Average Daily Membership of each eligible Local Education Agency to calculate actual allotments.

III. ESEA Key Programmatic Requirements and Fiscal Information

III.16 – GEPA (General Education Provisions Act), Section 427

III.16.a. – Describe the steps the state proposes to take to ensure equitable access to, and participation in, its federally-assisted programs for students, teachers, and other program beneficiaries with special needs.

The North Carolina Department of Public Instruction assures that all state-level activities conducted with No Child Left Behind funds will:

- Ensure equal opportunities for participation for all students, teachers, and other beneficiaries, and
- Promote the ability of all students, teachers, and other beneficiaries to meet high standards.

For the purposes of this assurance, equal access and participation refers to barriers based on gender, race, color, national origin, disability, and age.

The North Carolina Department of Public Instruction is an Affirmative Action/Equal Opportunity employer. The Department is committed to staffing and employing from underrepresented groups, including people with disabilities.

Action Steps

To accomplish the assurances stated above, the North Carolina Department of Public Instruction will:

- Inform all staff paid with No Child Left Behind funds, as well as any other staff involved in No Child Left Behind-sponsored activities, regarding the requirements under section 427 of GEPA,
- Review all No Child Left Behind-sponsored activities to verify that these activities are housed in locations that are accessible to all prospective participants,
- Ensure that all announcements regarding No Child Left Behind-sponsored activities include information regarding equal access and opportunity regarding participation in these activities, and
- Ensure that all materials placed on the North Carolina Department of Public Instruction website are accessible to all individuals

III. ESEA Key Programmatic Requirements and Fiscal Information

III.17. - Consolidated Administrative Funds

III.17.a. Does the State Education Agency plan to consolidate state-level administrative funds? If yes, provide information and analysis concerning federal and other funding that demonstrates that federal funds constitute less than one-half of the funds used to support the State Education Agency.

The North Carolina Department of Public Instruction will consolidate administrative funds. Refer to excel spreadsheet for details showing that federal funds constitute less than 50% of the funds used to support the North Carolina Department of Public Instruction (Appendix D).

III.17.b. - Please describe plans for any additional uses of funds.

In 1996, the Department of Public Instruction worked closely with the U.S. Department of Education's Office of the Chief Financial Officer to implement a substitute system of time distribution, consistent with CAROI principles and A-87 requirements. Employees paid with federal funds are typically required to maintain appropriate time distribution records that reflect the time spent on various federal program cost objectives. Consolidating the Administrative funds permits State Education Agency employees to streamline efforts, avoid duplication and eliminate the need to separately track administrative costs to particular programs. School Improvement Team employees would continue their current practice of simply distinguishing between time spent on "Consolidated Administration," "School Improvement" or other federal or state program cost objectives. The time attributable to Consolidated Administration will be paid from the administrative funds of any of the consolidated programs. The time attributable to School Improvement will be paid from the consolidated set-asides for state-level activities from any of the four covered programs, as identified in section III.18. - Transferability.

III. ESEA Key Programmatic Requirements and Fiscal Information

III.18. - Transferability

III.18.a. Does the state plan to transfer non-administrative state-level ESEA funds under the provisions of the State and Local Transferability Act (sections 6121 to 6123 of the ESEA)? If so, please list the funds and the amounts and percentages to be transferred, the program from which funds are to be transferred, and the program into which funds are to be transferred.

The North Carolina Department of Public Instruction is requesting a transfer of state leadership funds from the following programs:

Program	Total Available For State Leadership	Amount Requested To Be Transferred	Percentage of Transfer
Teacher Quality State Grant	\$1,532,442	\$766,221	50%
Innovative Programs	\$1,282,350	\$641,175	50%
Safe & Drug Free	\$350,568	\$175,284	50%
Total Transfer		\$1,582,680	

The North Carolina Department of Public Instruction wants these funds transferred into Title I, Part A to carry out State-level activities authorized under the No Child Left Behind legislation. This transfer would allow the North Carolina Department of Public Instruction to fulfill the mandate requiring a system of statewide assistance for schools that operate schoolwide programs and schools that are identified for school improvement. The agency utilizes School Improvement Teams to provide technical assistance to schools that are in the two lowest performing categories in the North Carolina accountability system. The Teams are made up of approximately 40 employees who work in the School Improvement Division, led by Dr. Elsie Leak. The Teams are based in the Raleigh office of DPI, however, they frequently go on-site to the targeted schools to assess the extent of problems, identify areas of need, and provide technical assistance. Team members also spend a portion of their time in Raleigh working on administrative activities for ESEA programs included in the consolidated application.

The very nature of the School Improvement Team requires team members to offer their assistance whenever it is needed in targeted schools, frequently without distinguishing which specific program is benefited. As a result, flexibility is needed in funding the portion of the affected employees' effort devoted to School Improvement. DPI seeks to combine the non-administrative state-level components of four ESEA programs (Teacher Quality State Grant, Innovative Programs, Safe and Drug-Free, and Title I, Part A) for time distribution purposes. State-level activity funds from these programs would not be considered separate cost objectives that need to be tracked separately. Rather, the designated funds would be considered a single cost objective. DPI will continue to maintain records to demonstrate that it has not exceeded the relevant caps on program improvement and state-level activities for each of the programs.

North Carolina Consolidated Application
North Carolina Department of Public Instruction
Consolidated Application Working Committee

State Superintendent/Deputy State Superintendent's Office

Dr. Brad Sneed, Deputy State Superintendent (Committee Chair)*

Earle Harper, Senior Staff Assistant*

Kathy Sullivan, Director, Human Resource Management

Kay Williams, Director, Communications and Information

Instructional and Accountability Services

Dr. Henry Johnson, Associate State Superintendent*

Dr. June Atkinson, Director, Instructional Services Division (includes Workforce Development)

Fran Hoch, Section Chief, Second Languages and ESL

Mike Frye, Section Chief, English, Language Arts, and Social Studies

Mike Kestner, Section Chief, Mathematics and Science

Dr. Elsie Leak, Director, School Improvement Division

Jackie Colbert, Assistant Division Director

Marguerite Peebles, Section Chief, Instructional Support/Safe Schools

Bill McGrady, Section Chief, Compensatory Education*

Rachel Crawford, Consultant, Migrant Education

Curtis Bynum, Consultant, Title I

Jerry Jailall, Consultant, Comprehensive School Reform

Gongshu Zhang, Consultant, Education Research and Evaluation

Lou Fabrizio, Director, Accountability Services Division

Brad McMillen, Consultant, Education Research and Evaluation

Hope Tesh, Consultant, Education Research and Evaluation

North Carolina Consolidated Application
North Carolina Department of Public Instruction
Consolidated Application Working Committee

Financial and Business Services

Hank Hurd, Associate State Superintendent*

Sharon McMillon, Section Chief, Federal Programs
Gary Jarrett, Section Chief, School Personnel Support

Information and Technology Services

Dr. Robert Bellamy, Associate State Superintendent/Chief Technology Officer*

Frances Bradburn, Director, Instructional Technology Division
Wynn Smith, Section Chief, Technology Planning and Support

* Designates members of the Core Team

June 12, 2001

Honorable Mike Ward
Superintendent of Public Instruction
North Carolina Department of Public Instruction
301 N. Wilmington Street
Raleigh, North Carolina 27601-2825

Dear Superintendent Ward:

The purpose of this letter is to convey approval of North Carolina's final assessment system under Title I of the Elementary and Secondary Education Act. I appreciate your cooperation in making the changes in your assessment system that were necessary to meet the requirements of sections 1111(b)(3) and 1116(a) of Title I.

We received copies of the administrative rules, approved by the North Carolina State Board of Education on June 7, 2001, that require greater inclusion of English language learners in assessment and accountability systems and reporting of the results for students who take the alternate assessments. Based on those rules, I am pleased to approve North Carolina's final assessment system.

If additional changes are made to North Carolina's assessment system, you must submit information about those changes to the Department as required by section 1111(e)(2) of Title I. Moreover, please be advised that approval of North Carolina's assessment system for Title I does not mean that the system complies with Federal civil rights requirements, including Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and requirements under the Individuals with Disabilities Education Act.

Staff in the Office of Elementary and Secondary Education have found it a pleasure working with your staff on this review. Congratulations on a fully approved assessment system.

Sincerely,

Thomas M. Corwin
Acting Deputy Assistant Secretary

Languages Spoken by Grade

Language	Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Afrikaans	1	0	0	1	2	0	0	1	2	1	0	0	1	0	9
Aguaateco	0	2	3	1	3	2	4	1	0	0	0	0	0	0	16
Akan/Fante	0	1	0	0	2	1	2	2	2	0	2	0	2	1	15
Albanian/Shqip	2	7	5	8	6	5	4	3	8	5	9	8	2	8	80
AmericanIndian	0	0	0	0	2	1	0	0	0	0	0	0	0	0	3
Amharic/Ethiopian	1	7	4	3	4	10	2	6	2	7	13	10	5	7	81
Arabic/Egyptian/Lebanese/Syrian	24	84	99	79	57	69	60	56	37	43	49	26	25	19	727
Armenian/Haieren	0	3	0	0	0	1	0	0	0	1	0	0	0	0	5
Ashanti	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1
Azerbaijani	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1
Balochi	0	0	0	0	0	0	1	0	0	1	0	0	0	0	2
Bana	0	1	3	2	1	1	1	0	1	1	5	6	0	2	24
Bassa	0	0	0	0	0	0	0	0	0	1	1	1	0	0	3
Belorussian/Byelorussia	0	1	2	1	1	1	1	1	0	2	0	0	1	1	12
Bengali/Bangla	0	3	3	5	1	3	3	1	4	2	4	0	3	2	34
Bisayan/Ilongo	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1
Breton	0	0	0	0	0	1	0	0	0	0	0	0	0	0	1
Bulgarian	0	3	2	1	2	2	3	3	2	5	0	0	1	1	25
Burmese	0	5	2	2	2	1	6	0	0	0	3	2	1	0	24
Cambodian/Khmer	0	21	14	16	14	14	16	7	11	6	16	15	5	7	162
Cantonese/Chinese	1	16	10	8	12	3	13	14	10	6	12	5	10	4	124
Catalan/Catalonian	0	0	1	0	1	0	1	0	0	0	0	0	0	0	3
Chamorro	0	0	0	2	1	2	0	0	1	1	3	0	0	0	10
Cherokee	0	0	0	1	0	0	0	1	0	0	0	0	0	0	2
Chinese	2	43	56	42	47	44	47	46	46	44	64	59	46	37	623
Creole/FrenchCreole	0	1	3	4	2	3	7	6	3	6	8	5	2	1	51
Croatian/Hrvatski	0	1	1	2	1	1	1	1	4	0	4	0	0	0	16
Czech	0	1	0	1	0	1	0	0	0	0	1	1	3	0	8
Danish	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1
Degha	1	8	8	9	9	12	11	12	21	8	12	16	11	10	148
Dutch	0	2	2	1	3	0	2	0	0	0	0	1	0	0	11
Edo	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1
English/Liberian	1	4	3	5	7	11	12	15	19	12	26	15	7	3	140
Estonian	0	1	0	0	1	0	0	0	1	0	0	0	0	0	3
Ewe	0	0	0	0	1	0	1	0	0	0	0	0	1	1	4
Faroese	0	0	0	0	1	0	0	0	0	0	0	0	0	0	1
Farsi/Persian/Dari	0	6	7	5	3	10	6	5	5	8	11	6	5	5	82
Fijian/Lauan	0	0	0	1	0	0	0	0	0	0	0	0	0	0	1
Finnish	0	4	0	2	3	1	2	1	0	0	1	0	1	1	16
French	4	15	25	22	15	23	28	20	22	28	23	15	13	14	267
Ga/Adangnie/Krobo	0	0	0	0	0	1	2	0	1	2	1	0	0	0	7
German	1	17	12	14	15	15	14	10	11	11	8	6	16	7	157
Greek	0	3	7	5	2	7	4	10	4	4	6	4	3	0	59
Gujarati/Gujarathi	5	15	13	19	15	25	27	13	18	19	31	23	36	25	284
Guyanese	0	0	0	1	1	1	0	0	0	0	1	1	0	0	5
HaitianCreole	0	1	1	2	2	1	1	0	1	0	1	2	1	2	15
Hawaiian	0	0	1	1	0	0	1	0	0	0	0	0	0	0	3
Hebrew	0	4	3	3	3	3	3	0	0	3	1	3	1	0	27
Hindi/Indian/Urdu	5	46	43	31	29	27	24	18	28	34	39	43	31	23	421
Hmong	12	362	349	340	360	305	252	210	156	153	143	115	104	59	2920
Hungarian/Magyar	0	1	0	0	0	1	0	1	0	0	2	0	0	0	5
Icelandic/Islenzk	0	0	2	0	1	0	0	0	0	1	0	0	0	0	4
Ikwerre	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1
Ilocano	0	0	1	0	0	0	1	1	2	0	2	1	0	0	8
Indonesian	0	2	2	3	0	1	0	2	0	1	1	0	1	0	13
Italian	0	5	3	5	2	3	4	2	5	0	3	2	2	2	38
JamaicanCreole	0	0	0	0	1	0	2	0	1	0	1	0	0	0	5
Japanese	2	44	44	26	31	23	14	13	7	14	11	8	5	6	248
Javanese/BahasaJawa	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1
Kanjolab	0	8	7	6	10	5	6	2	3	3	0	1	0	0	51
Kannada	0	0	0	1	0	0	0	2	0	0	0	0	0	0	3
Kinyarwanda	1	3	1	2	0	0	0	0	0	0	1	0	0	2	10
Language	Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12	Total

Kirundi	0	0	0	0	0	0	0	1	0	0	1	0	0	0	2
Koho	0	2	2	0	2	4	5	2	0	1	4	1	4	1	28
Koner	0	0	0	1	0	0	0	0	0	0	0	0	0	0	1
Konkani	0	0	0	0	0	0	0	0	0	0	0	1	0	12	13
Korean	4	55	53	34	48	45	47	43	36	19	31	41	29	15	500
Kpelle	0	0	0	0	0	0	0	0	0	0	2	3	0	0	5
Krio/Nigerian	0	0	0	2	1	0	0	0	0	0	0	0	0	0	3
Kru/Ibo/Igbo	0	1	4	0	1	1	2	1	4	0	3	0	2	1	20
Kurdish/Zimany/Kurdy	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1
Lahu	0	4	12	6	5	5	5	5	6	3	5	5	4	4	69
Lao/LaotianTai/EasternTai	0	30	42	34	29	34	27	30	28	37	31	31	28	21	402
Latvian/Lettish	0	0	0	1	0	1	0	0	0	0	1	0	1	0	4
Lingala	0	1	6	3	3	4	2	2	2	1	1	2	1	2	30
Lithuanian	0	2	0	1	1	0	1	0	0	0	0	0	0	0	5
Loma/Bandi	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1
Luganda/Ganda	0	0	0	1	1	0	1	0	0	0	0	0	0	0	3
Malayalam	0	2	1	1	0	3	1	0	0	0	1	2	0	0	11
Mandarin/Chinese	0	5	7	4	2	3	4	6	5	2	12	6	3	1	60
Mandingo	0	1	0	1	0	1	0	0	0	0	1	0	0	0	4
Mano	0	0	0	1	0	0	0	0	1	1	0	0	2	0	5
Marathi	0	0	1	0	0	0	0	0	0	1	0	0	0	0	2
Marshallese/Ebon	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1
Mayan	0	0	1	0	0	0	1	1	0	0	0	0	1	0	4
Mende	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1
Mixteco	1	16	4	13	9	9	3	5	4	5	1	2	0	0	72
Mongolian	0	0	0	0	0	0	0	2	0	0	0	0	0	0	2
Nepali	0	0	2	1	1	0	2	1	0	2	1	0	0	0	10
Norwegian	0	1	2	0	2	1	2	0	0	0	0	0	0	0	8
other-Apache	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1
other-Bangladee	0	0	0	0	0	0	0	0	0	1	0	0	0	0	1
other-Bosnian	0	10	16	11	15	11	13	21	14	14	27	20	6	4	182
other-Chuj	1	0	1	0	0	0	0	0	0	0	0	0	0	0	2
other-Dinka	0	0	1	0	2	0	0	0	0	0	0	0	0	0	3
other-Djarma	0	1	1	0	0	0	0	0	0	0	0	0	0	0	2
other-Ede	0	0	0	0	1	0	1	0	0	0	0	1	0	0	3
other-English/Trinidadani	0	0	0	0	2	0	0	0	0	0	0	0	0	0	2
other-Hindko	1	1	1	0	1	1	0	1	0	0	0	0	0	0	6
other-Idoma	0	0	0	0	0	0	0	0	1	0	0	1	0	0	2
other-Jarai	0	2	2	0	6	4	0	0	1	1	1	1	3	1	22
other-Khmmu	0	1	2	0	0	0	0	0	0	0	0	1	0	0	4
other-Lorna	0	0	0	1	0	1	0	0	0	0	0	0	0	0	2
other-Mared	0	0	0	0	0	0	0	0	0	0	1	1	0	0	2
other-Mien	0	0	0	0	0	1	0	0	1	0	1	0	0	0	3
other-Pingalapede	0	0	1	1	0	0	0	0	0	0	0	0	0	0	2
other-Quiche	0	0	0	0	0	0	0	0	0	0	2	0	0	0	2
other-Rwanda	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1
other-Sheite	0	1	2	0	0	0	0	0	0	0	0	0	0	0	3
other-Trinidadian	0	0	0	0	0	0	0	2	0	0	0	0	0	0	2
other-TRUKESS	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1
other-Urdu	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1
other-Vai	0	1	0	0	0	0	0	0	0	0	0	0	0	1	2
other-WOLOF	0	1	0	0	0	1	0	0	0	0	0	0	0	0	2
other-Yapese	0	0	0	0	0	1	0	0	0	0	0	0	0	0	1
other-Yubik	0	0	0	1	0	0	0	0	0	1	0	0	0	0	2
Otomi	0	1	0	0	0	0	1	1	1	0	0	0	0	0	4
Palall/Palauan	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1
Pampangan	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1
Papiamentu/Papiamentic	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1
Patois	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1
Polish	1	3	0	5	4	2	3	3	3	6	3	2	4	3	42
Ponapean/Pohnpeian	0	4	1	0	0	0	0	0	1	0	0	0	0	0	6
Portuguese	0	9	14	12	19	9	10	7	11	7	11	11	8	2	130
Punjabi/Panjabi	0	4	4	3	1	5	7	7	8	8	11	6	7	4	75
Pushto/EasternPashto	0	1	1	0	0	0	0	1	0	1	1	0	0	0	5
Rade	1	5	7	3	7	3	9	1	8	10	8	10	4	4	80
Romanian/Moldavian	0	11	9	11	6	12	2	5	8	6	10	7	4	2	93
Russian	3	26	32	32	39	34	29	18	32	30	32	24	22	16	369
Language	Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12	Total

Samoan	0	0	0	0	0	1	0	0	2	0	0	1	0	0	4
Sapo	0	2	1	0	1	1	1	0	0	0	0	0	0	0	6
Saurashtra/Sowashtra	0	0	0	1	0	0	0	0	0	0	0	0	0	0	1
Serbian	0	1	1	1	1	1	2	1	3	1	3	1	5	1	22
Serbo-Croatian	1	12	14	4	6	13	12	8	10	16	12	16	7	13	144
Shona	0	1	1	0	1	1	0	0	0	0	0	0	0	0	4
Sindhi	0	0	0	0	0	0	0	1	0	0	0	0	1	0	2
Sinhalese	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1
Slovak	0	0	0	0	0	0	1	1	0	1	0	0	1	0	4
Slovene	0	0	0	1	0	0	1	0	0	1	0	0	0	0	3
Somali	2	16	9	7	6	8	8	15	10	19	31	21	3	7	162
Spanish	800	6600	5775	4757	4209	3549	3087	2560	2405	2095	2512	1272	716	413	40750
SriLankaMalay	1	0	1	2	3	3	2	0	1	0	0	0	0	1	14
Sudanese	0	2	0	0	0	0	0	0	0	0	0	0	0	0	2
Swahili/Kiswahili	0	4	4	3	2	4	3	3	1	0	2	3	3	0	32
Swedish	2	4	6	8	8	10	6	5	2	2	2	2	0	0	57
Tagalog/Filipino	0	6	10	18	8	11	13	6	7	6	5	4	7	2	103
Taiwanese/Chinese	0	0	0	0	0	0	1	1	0	0	0	0	1	0	3
Talasco	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1
Tamil	0	0	1	0	1	0	1	1	2	1	0	0	0	0	7
Tarasco	0	21	17	15	21	7	15	15	14	19	8	0	5	0	157
Telugu	0	1	4	1	2	1	2	0	0	1	0	0	1	0	13
Thai/Tai/Thaiklang	0	3	6	2	4	2	4	0	1	2	3	1	2	3	33
Tigrinya	0	1	0	0	2	0	1	1	0	2	2	3	1	0	13
Tongan	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1
Turkish	1	1	3	2	0	2	2	0	5	3	1	0	0	0	20
Twi	0	2	1	1	0	2	1	4	3	3	3	1	3	2	26
Ukrainian	1	15	27	25	14	18	11	8	13	16	14	10	12	4	188
Vietnamese	26	111	108	119	83	85	76	64	70	83	95	84	78	75	1157
Visayan	0	0	0	1	1	0	0	0	0	0	0	0	0	0	2
Wandala/Montagnard	0	5	5	3	1	0	2	3	1	0	0	1	0	0	21
Wolof/Gambian	0	1	0	2	1	1	0	0	1	0	5	4	1	0	16
Yoruba	0	1	1	1	0	0	3	1	1	2	2	0	2	2	16
Total	911	7765	6971	5841	5259	4557	4022	3354	3166	2863	3426	2005	1330	869	52339

2001-2002 Budget and Positions by Area as of 3/31/02

	State & Receipts Budget	Federal Budget	Total Budget
Education Management Area			
State Board of Ed	\$774,612	\$51,033	\$825,645
State Superintendent	807,847		807,847
Deputy Superintendent	452,281	170,339	622,620
Communications Div	2,574,060	236,325	2,810,385
Personnel Relations Div	429,549		429,549
Human Resource Mgmt Div	3,183,699	6,492,350	9,676,049
NC Prof Teaching Stds Com	206,875		206,875
Reserved for Mandated Reduction	215,074		215,074
Total For Area	8,643,997	6,950,047	15,594,044
Assoc Supt Financial & Bs Svcs	660,559		660,559
Charter Schools Office	380,496	505,654	886,150
Office of Budget Management	593,149		593,149
School Business Div	2,214,152	35,866	2,250,018
School Support Div (+School Insurance)	14,401,968	2,638,695	17,040,663
Financial Services Div	2,826,811	129,266	2,956,077
Reserved for Mandated Reduction	571,842		571,842
Total For Area	21,648,977	3,309,481	24,958,458
Assoc Supt Information & Tech	2,639,385		2,639,385
Application Technologies	2,818,162	72,816	2,890,978
Infrastructure Technologies	2,257,183	41,780	2,298,963
Instructional Tech Div	4,215,537	202,674	4,418,211
Reserved for Mandated Reduction	342,498		342,498
Total For Area	12,272,765	317,270	12,590,035
Assoc Supt Instructional & Acct	1,187,200	133,620	1,320,820
Instructional Svcs Div(+VocEd/Child Trust)	5,823,376	6,386,043	12,209,419
School Improvement Div	1,500,022	12,638,145	14,138,167
Accountability Div	4,498,576	170,113	4,668,689
Exceptional Children Div	1,020,816	13,407,979	14,428,795
Governors Schools	1,056,314		1,056,314
Reserved for Mandated Reduction	476,428		476,428
Total For Area	15,562,732	32,735,900	48,298,632
Total for Department	\$58,128,471	\$43,312,698	\$101,441,169
% of Total	57%	43%	100%