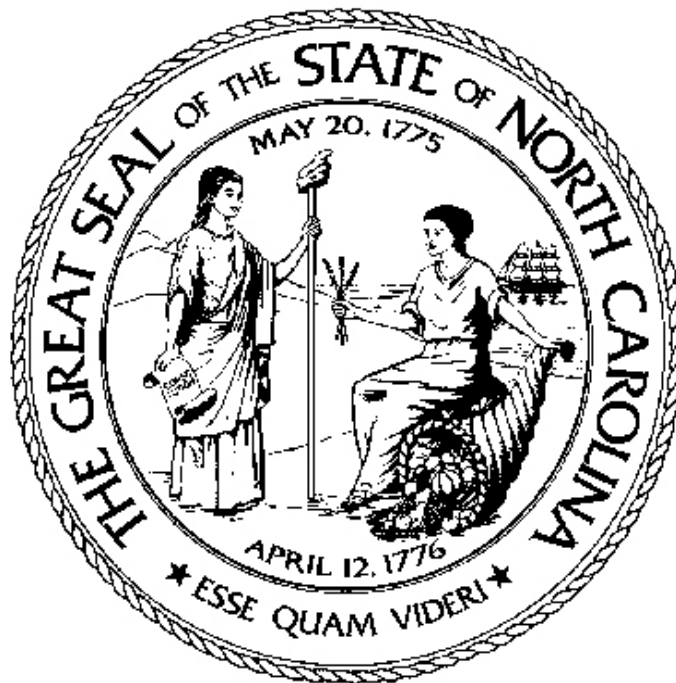


North Carolina's Revised State Plan For Highly Qualified Teachers



September 29, 2006

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THE CONTEXT

The public schools of North Carolina serve just under 1.4 million students in more than 2,300 schools. There are 115 school systems throughout the state; of these 100 are county systems and 15 are city school systems. There are 96 charter schools. The schools employ approximately 100,000 teachers.

Like a number of other states, North Carolina has a teacher shortage. Each year, for the past decade, we have hired approximately 10,000 new teachers. Our 48 colleges and universities with approved teacher education programs produce approximately 3,300 candidates annually. Of these, approximately two-thirds begin teaching in North Carolina within a year of program completion. The remainder of new hires comes from other states or through alternative route (lateral entry) programs.

North Carolina's need for teachers is a result of a growing student population, efforts to reduce class size, and teacher attrition. On an annual basis, school systems throughout the state report the reasons that teachers leave. For the last several years, the number one reason reported by school systems for why teachers leave is to teach elsewhere, be it in another NC school system, a charter school, a private school, or another state. This is followed by retirement and family relocation. When the turnover reported by school systems is analyzed, and those teachers who remain in teaching in NC but in another system are excluded from the data, the number one reason for teacher turnover is retirement. Approximately 20% of teachers who left teaching in NC in the 2004-05 school year retired. We anticipate the need for teachers to continue to increase as our student population continues to grow and significant numbers of the current teaching force are rapidly approaching retirement.

As part of their annual teacher turnover reports, school systems are also asked to identify the licensure areas for which it is most difficult to find teachers. Consistently, mathematics, science, and special education top the list and are reported by school systems across the state. Some school systems, particularly those in rural, low wealth areas, report difficulty even finding licensed elementary school teachers.

To address the need for teachers North Carolina has implemented a number of programs and services. These include:

- **financial incentives**, such as scholarships repaid through teaching in the public schools; paying the National Board Certification application fee for teachers; a 12% salary differential for teachers who earn National Board Certification; a 10% salary differential for teachers earning master's level licenses; job sharing; and allowing the employment of retired teachers without the loss of retirement benefits.
- **programs and services**, such as Troops to Teachers, a federally funded program that supports exiting military interested in becoming teachers; an on-line employment

application that is downloaded to school systems throughout the state on a weekly basis; NC TEACH, a statewide program for lateral entry teachers administered by the University of North Carolina-General Administration; and a Teach4NC.org website that provides prospective teachers with information on how to become a teacher in North Carolina.

- **opportunities for professional development and support**, such as a three-year teacher induction program with a paid mentor for the first two years; three days of orientation for beginning teachers prior to the opening of the school year; week-long residential professional development opportunities (at no cost to the teachers) through the North Carolina Center for the Advancement of Teaching located in the mountains of western NC; and summer residential experiences and follow-up seminars (also at no cost to the teachers) through the North Carolina Teacher Academy.
- **teacher recognition programs**, such as the North Carolina Teacher of the Year Program which provides financial awards to eight outstanding teachers annually, and in addition, through the generosity of the NC Automobile Dealers' Association, a new car to the individual selected as the North Carolina Teacher of the Year.

In 2002, the State Board of Education authorized the establishment of three Regional Alternative Licensure Centers to facilitate the licensing of lateral entry teachers. The Centers, under the auspices of the Department of Public Instruction's Division of Human Resource Management, review transcripts and provide programs of study for lateral entry teachers. When individuals complete the programs of study and satisfy testing requirements, they are licensed by the state.

During the 2003-04 school year, the State Board of Education convened a select committee to study lateral entry programs and to recommend ways to facilitate the licensing of individuals seeking to enter the profession through alternative routes. The select committee was co-chaired by a member of the State Board of Education and the President of Bell South-North Carolina. The select committee generated 26 recommendations including the creation of an accelerated route for qualified individuals who have 5 or more years of relevant professional experience. To the extent possible, the State Board of Education has implemented the recommendations of the select committee.

During the 2004-05 school year, the State Board of Education convened a Task Force on Teacher Recruitment and Retention. The Task Force was chaired by the Vice Chairman of the State Board and included representative stakeholders. The Task Force generated 29 recommendations focused on:

- Teacher Working Conditions
- Teacher Leadership/Differentiated Roles
- Administrator Support and Accountability
- Enhancing the Image of the Profession/Barriers to Entering the Profession
- Teacher Preparation
- Beginning Teacher Induction, Support, and Mentoring
- Financial Incentives

To the extent possible, the State Board of Education has also implemented the recommendations of this Task Force.

Last fall, the State Board convened a select committee to study the recruitment, preparation, induction, continuing professional development, and evaluation of school administrators. The committee's report was presented to the State Board of Education in September. In its deliberations, the committee spent considerable time discussing the role of school administrators in recruiting, supporting, and retaining quality teachers.

Eight teachers on loan to the Department of Public Instruction are available to assist school systems in their recruitment efforts. In addition to other duties, the teachers on loan work with school systems to hold regional teacher job fairs throughout the spring.

A marketing firm has just completed the preparation of a comprehensive plan to market teaching in North Carolina for the Department of Public Instruction and the State Board of Education. As part of the development process, the firm interviewed focus groups of high school students, teacher education majors, teachers, representatives of professional associations, and state leaders, as well as reviewing quantitative and qualitative research on teacher recruitment and retention. The plan will be presented to the State Board of Education within the next month.

In the belief that "teacher working conditions are student learning conditions," Governor Mike Easley has implemented a biennial statewide survey of Teacher Working Conditions. The survey has been incorporated into the State's continuation budget. Funds have been appropriated to support both the survey and associated research related to the findings. The findings have resulted in policy changes. For example, the evaluation of school administrators is now to include accountability for teacher retention, teacher support, and school climate.

The survey contains a series of questions related to time, facilities and resources, empowerment, leadership, and professional development. Results are reported at the state and district levels, and at the school level (if at least 40% of a school's staff responds to the survey). This spring, 75,000 teachers responded to the survey. Eighty-five percent (85%) of the schools in the State had at least a 40% response rate.

The North Carolina Business Committee for Education (NCBCE) assisted with publicity and provided incentives to encourage participation in the survey. Bell South-North Carolina provided funding to develop a tool kit to help schools use the results of the survey to address teacher working conditions. The Center for Teaching Quality and the North Carolina Teacher Academy provide technical assistance and training to schools in the use of results. The standards for the evaluations of school administrators are being revised to include use of the results of the Teacher Working Condition survey in evaluating administrators. It is expected that School Improvement Plans address teacher working conditions.

The results of the survey are available on-line at www.northcarolinatwc.org. Schools and school systems can also request the results in excel file format.

The Office of the Governor and the North Carolina General Assembly are acutely aware of the state's need for quality teachers. In addition to a salary increase at the beginning of the 2005-06

school year, teachers received an additional annualized increase during the school year. The 2006-07 budget included an average salary increase of 8% for teachers, 2.5% more than other state employees received. Within the last year, the salary for beginning teachers has increased 10.5%, going from \$25,510 to \$28,510.

The 2006-07 budget funded an additional 400 Prospective Teacher Scholarships and a pilot program to attract math and science teachers to schools where they are most needed. The pilot program will provide a salary supplement of \$15,000 for newly hired teachers of math and science at middle schools and high schools in 3 rural, low-wealth school systems selected by the State Board of Education. In addition, the budget provides for the expansion of the Teaching Fellows Program, a scholarship program that provides \$6,500 per year to outstanding students pursuing teacher preparation, to four additional sites.

The North Carolina Community College System, the University of North Carolina System, and the independent colleges and universities throughout the state are also working to address the teacher shortage. Institutions are offering courses during late afternoons, evenings, and weekends to increase accessibility for non-traditional students. With special funding from the North Carolina General Assembly, community colleges and UNC campuses have established 2+2 programs to make teacher preparation accessible to prospective teachers throughout the state. A number of the independent colleges and universities have also established 2+2 programs. The University System has received special funding to make courses available through distance learning, including internet courses. In addition, the budget contains a special provision directing the University of North Carolina System to develop a plan for enrollment growth in teacher education programs in response to the state's teacher shortage. As part of the annual Institutions of Higher Education (IHE) Performance Reports, colleges and universities are required to report on their efforts to support lateral entry teachers.

EFFORTS TO COMPLY WITH NCLB TEACHER QUALITY REQUIREMENTS

The State of North Carolina has been diligently working to comply with the requirements of No Child Left Behind related to teacher quality, and while it does not appear that we will have met the 100% HQT goal for the 2005-06 school year, we have made much progress. The first year that data was reported, 17% of North Carolina's teachers did not meet the federal definition of highly qualified. At the time we submitted the original Revised State Plan in July, only 11% were not HQT. At the time this plan is being submitted, only 7% of teachers are not HQT.

State Board of Education licensure policies have been reviewed to ensure they are in compliance with NCLB requirements. The Board has eliminated temporary permits (issued for individuals who had not yet satisfied testing requirements), provisional licenses, and emergency permits for core academic areas effective June 30, 2006. The Board has adopted policies to require teachers of core academic subjects to be highly qualified and Title I schools to provide the parental notification required by the law. Sample letters have been provided to school systems. The Board has adopted HOUSSEs for the core academic areas and training has been provided on the use of the HOUSSEs.


The Board has reviewed licensure policies to identify ways to facilitate the licensing of teachers and to remove barriers keeping teachers from entering the classroom while maintaining existing high standards. Changes have been made. For example, the Board recently approved a policy that allows teachers who are fully licensed and highly qualified in one teaching area to add another area by satisfying testing requirements for the area. The Board has established an appeals panel to consider requests from school systems on behalf of teachers who have been unable to fulfill licensing requirements that are Board policy (not state or federal law) due to extenuating circumstances. The panel is chaired by a member of the State Board of Education and comprised of practitioners from the public schools and higher education. It is the intention of the Board, after the appeals panel has been operational for a longer period of time, to identify trends in the policies from which exceptions are being requested and to consider modifications to the policies as appropriate.

Licensure records for all teachers have been updated to include the area(s) in which they are highly qualified and the means by which they have been designated highly qualified. This is printed on each license issued by the state. A sample license is shown below.

Figure 1: Sample North Carolina Teaching License

09/05

STATE OF NORTH CAROLINA
STATE BOARD OF EDUCATION • DEPARTMENT OF PUBLIC INSTRUCTION



License

DATE ISSUED DATE EFFECTIVE

RENEWAL CYCLE DATE EXPIRES

THE PERSON NAMED HERE HAS COMPLETED A PROGRAM OF PREPARATION APPROVED BY THE STATE BOARD OF EDUCATION AND IS AWARDED THIS LICENSE TO SERVE IN THE SCHOOLS OF NORTH CAROLINA IN THE AREA(S) INDICATED. THIS LICENSE HAS BEEN ISSUED IN ACCORDANCE WITH STATE BOARD OF EDUCATION REGULATIONS

PROGRAM CODE/STATUS	HQ CODE	CODE/AREA	CLASS CODE	EXP.


Class Codes:

V	Non-Degree
A	Bachelor's level
M	Master's
S, AP, AS,	Sixth-year level
D, DP, DS	Doctorate level

Highly Qualified (HQ) status indicators, pursuant to PL107-110 (NCLB Act of 2001):

99 - Not Highly Qualified	86 - Highly Qualified based on Other State licensing test(s)
98 - Not Applicable for Non-Core Academic Areas	85 - Highly Qualified based on a graduate degree
97 - Highly Qualified not determined	84 - Highly Qualified based on master's level licensure or above
89 - Highly Qualified based on undergraduate academic major	83 - Highly Qualified based on NBPTS
88 - Highly Qualified based on coursework equivalent to an undergraduate major	82 - Highly Qualified based on NC HOUSSE standard
87 - Highly Qualified based on NC licensing test(s)	81 - Highly Qualified based on Other State HOUSSE standard

EACH LICENSE HOLDER IS RESPONSIBLE FOR KNOWING AND SATISFYING LICENSE RENEWAL REQUIREMENTS AND/OR ANY IDENTIFIED PROVISIONS OR DEFICIENCIES REQUIRED TO REISSUE HIS OR HER LICENSE



SUPERINTENDENT OF PUBLIC INSTRUCTION

STATE BOARD OF EDUCATION
DEPARTMENT OF PUBLIC INSTRUCTION
6365 MAIL SERVICE CENTER
RALEIGH, NORTH CAROLINA 27699-6365

Determination as to whether a teacher is highly qualified in the area(s) in which they are teaching is determined at the state level by comparing licensure records to reports submitted by school

systems that identify the specific students and subjects to which teachers are assigned. A web-based system allows school systems to generate lists of teachers who are and teachers who are not highly qualified in their assignments. Department of Public Instruction staff have conducted regional meetings with personnel administrators and other system level staff to review the license areas required for teaching assignments and to ensure the accuracy of the data reported on teaching assignments.

A monitoring protocol has been developed and was piloted in two systems last spring. A copy is included in Appendix A. The protocol is being revised to include review of each system's equity plan. School system personnel have been provided training on the protocol and what is expected to be in place when the monitoring visit occurs. The Title II monitoring will occur as part of the state's consolidated monitoring program. Nineteen school systems are scheduled for monitoring visits in the 2006-07 school year. The systems, which range from small, rural, low-wealth, to large metropolitan areas, were identified based on risk assessment by the individual within the Department of Public Instruction responsible for coordinating the consolidated monitoring program. The HQT percentages of the systems range from 77% to 100%. The systems are: Alamance County, Bertie County, Cabarrus County, Chowan County, Clinton City, Duplin County, Durham County, Forsyth County, Granville County, Greene County, Guilford County, Haywood County, Henderson County, Montgomery County, Moore County, Polk County, Richmond County, Washington County, and Wayne County.

The Title II application has been revised to include the requirement of an equity plan to ensure that poor or minority children are not taught by inexperienced, unqualified, or out-of-field teachers at higher rates than are other children. A copy of the application is included in Appendix B.

Information on the percent of highly qualified teachers is included on the NC School Report Card for each school in the state. In addition, the Report Card also includes information on the number of teachers with advanced degrees, the number of teachers with 0-3, 4-10, and 10+ years of experience, retention of teachers at the school level, number of National Board Certified teachers, and results of the Teacher Working Conditions Survey. The Report Card is published on the Department of Public Instruction website. System level personnel are provided training on the Report Card annually so that they can help answer any questions that parents may have. The Office of the Governor is involved in the annual design and release of the Report Card.

The Department of Public Instruction made arrangements with the Educational Testing Service for a special administration of all Praxis exams required by the State on July 22, 2006. This special administration provided teachers another opportunity to satisfy HQ requirements before the start of the 2006-07 school year. The Department has also made arrangements for special administrations of all Praxis exams on October 28, 2006 and December 9, 2006. This provides teachers and prospective teachers monthly opportunities to satisfy testing requirements this fall.

North Carolina will continue to work diligently to achieve the 100% HQT goal established by NCLB.

Responses to each of the six requirements of the Revised State Plan follow.

Requirement 1: The revised plan must provide a detailed analysis of the core academic subject classes in the State that are currently not being taught by highly qualified teachers. The analysis must, in particular, address schools that are not making adequate yearly progress and whether or not these schools have more acute needs than do other schools in attracting highly qualified teachers. The analysis must also identify the districts and schools around the State where significant numbers of teachers do not meet HQT standards, and examine whether or not there are particular hard-to-staff courses frequently taught by non-highly qualified teachers.

ANALYSIS OF HIGHLY QUALIFIED TEACHERS

School systems throughout the State have been diligently working to reach the 100% HQT goal. While it does not appear that we will have met the goal for the 2005-06 school year, we have made much progress. The first year that data was reported, 83% of North Carolina's teachers met the federal definition of highly qualified. At the time we submitted a Revised State Plan in July, we were at 89%. At the time this plan is being submitted, we are at 93%. Final numbers for the 2005-06 school year will be available within the next few weeks. Except as noted below, the analyses that follow are based on the data we submitted in the original report.

We have analyzed the HQT data, as well as data on years of experience, school level retention, type of license, and number of National Board Certified teachers, based on whether or not schools made AYP, whether or not schools made high growth, and school performance composites using the 2004-05 school year. AYP and other performance data for the 2005-06 school year will not be available until later this fall. The analyses are summarized in Tables 1 and 2. (Note: Totals may not add to 100% because of rounding and because several types of licenses with small numbers of holders [e.g., Visiting International Faculty] were not included in the analysis. Appendix C contains samples of the school level data that was analyzed. The data for all schools was not included because of the length. It can be provided if needed.

As reflected in Table 1, 90% of teachers in schools that made AYP meet the federal definition of highly qualified; 86% of teachers in schools that did not make AYP meet the federal definition of highly qualified.

Where more significant differences are found is in the percent of lateral entry teachers. These individuals meet the federal definition of highly qualified, but have not yet completed an approved teacher education program. To maintain their license, they must be working on licensure requirements through an alternate route program. Four percent of the teachers in schools that made AYP were lateral entry as compared to eight percent in schools that did not make AYP. Only three percent of the teachers in the top quartile of schools in terms of performance composites were lateral entry as compared to eleven percent of the teachers in the bottom quartile of schools. Because lateral entry teachers are typically employed when other licensed teachers cannot be found, this may reflect the difficulty some schools have in attracting teachers.

Table 1
Comparison of Teacher Characteristics Based on AYP Status and High Growth Status
2004-05 Data

	School Made AYP	School Did Not Make AYP	School Made High Growth	School Did Not Make High Growth
% HQT	90%	86%	89%	88%
% of Teachers with 0-3 Years Experience	22%	25%	21%	24%
% of Teachers with 4-10 Years Experience	27%	27%	27%	27%
% of Teachers with 10+ Years of Experience	51%	48%	51%	49%
School Level Retention	81%	78%	81%	79%
% National Board Certified Teachers	9%	7%	10%	8%
% Continuing Licenses	74%	69%	74%	71%
% Initial Licenses	14%	13%	13%	14%
% Provisional Licenses	4%	5%	4%	4%
% Lateral Entry Licenses	4%	8%	5%	6%

A *continuing license* is a full state license that is renewable every five years. This would indicate that a teacher has at least three years of teaching experience.

An *initial license* is the first license an individual who has completed an approved teacher education receives. It is valid for three years. At the end of the third year, if the individual is not recommended for a continuing license, he/she is not eligible to continue teaching in NC. This would indicate the individual is a beginning teacher.

A *provisional license* is issued to an individual who holds a clear license in one or more subject areas and is assigned to teach a subject in which he/she is not licensed. A teacher on a provisional license must complete coursework annually to continue to have the license.

A *lateral entry license* is issued to an individual with at least a baccalaureate degree from a regionally accredited institution who has not completed an approved teacher education program. This is an alternate route license. The holder is required to complete coursework annually to be eligible to continue to have the license. All requirements for the license must be completed within three years.

Table 2
Comparison of Teacher Characteristics Based on Performance Composite Quartiles
2004-05 Data

	Quartile 1 > 90.4%	Quartile 2 84.7 – 90.3%	Quartile 3 78.5 – 84.6%	Quartile 4 < 78.4%
% HQT	91%	89%	87%	85%
% of Teachers with 0-3 Years Experience	20%	22%	25%	27%
% of Teachers with 4-10 Years Experience	28%	28%	26%	25%
% of Teachers with 10+ Years of Experience	51%	51%	49%	48%
School Level Retention	82%	82%	79%	76%
% National Board Certified Teachers	11%	9%	8%	6%
% Continuing Licenses	77%	74%	70%	65%
% Initial Licenses	14%	14%	14%	13%
% Provisional Licenses	4%	4%	4%	5%
% Lateral Entry Licenses	3%	4%	7%	11%

A *continuing license* is a full state license that is renewable every five years. This would indicate that a teacher has at least three years of teaching experience.

An *initial license* is the first license an individual who has completed an approved teacher education receives. It is valid for three years. At the end of the third year, if the individual is not recommended for a continuing license, he/she is not eligible to continue teaching in NC. This would indicate the individual is a beginning teacher.

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Performance Composites represent the percent of students performing at or above grade level in subjects and courses included in the State's accountability model.

We have also analyzed the HQT data in terms of the bases on which teachers have been designated HQT, why teachers are not HQT, and the areas in which not HQT teachers are assigned. While we have analyzed the data at the state aggregated level, this data is also available at the school level. This analysis is represented in Tables 3 and 4 and Figures 2, 3, and 4. The analysis of the manner by which teachers have been designated HQT and the reason they are not yet HQT is based on the July preliminary data. The analysis of the content areas being taught by Not HQT is based on the most current data which reflects that 93% of teachers are HQT.

Table 3
Manner by which Teachers have been designated HQT

HQT based on an undergraduate academic major	4.24%
HQT based on coursework equivalent to an undergraduate major	16.64%
HQT based on NC's testing requirements	61.05%
HQT based on another state's licensing test	3.39%
HQT based on graduate degree	0.11%
HQT based on master's level license or above	5.76%
HQT based on National Board Certification	3.30%
HQT based on NC HOUSSE	5.47%
HQT based on another state's HOUSSE standard	0.02%
HQT based on another state's certification	0.02%

Table 4
Analysis of Teachers Not Yet HQT

Full State License, but not yet HQ	17%
Testing or academic major requirement met, but not yet a full state license	4%
Not full license, and not yet HQ	6%
Not appropriately licensed and not HQ	72%

Figure 2: Analysis of 7% Not HQT Teaching Assignments

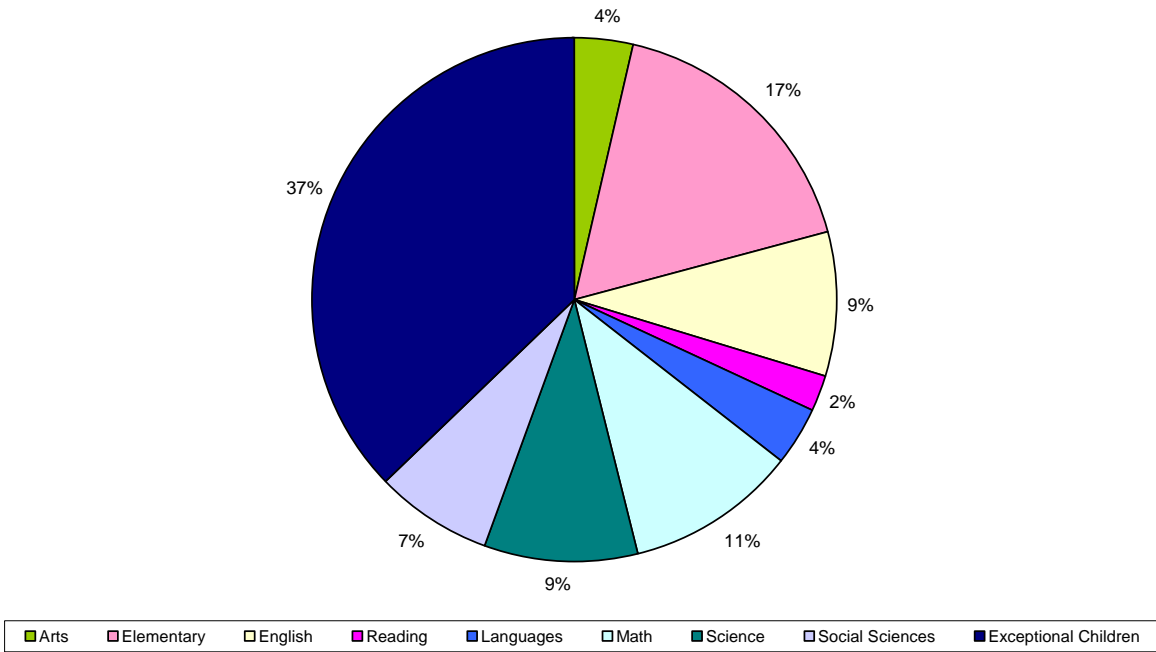


Figure 3: Not HQT Classes That are Not EC

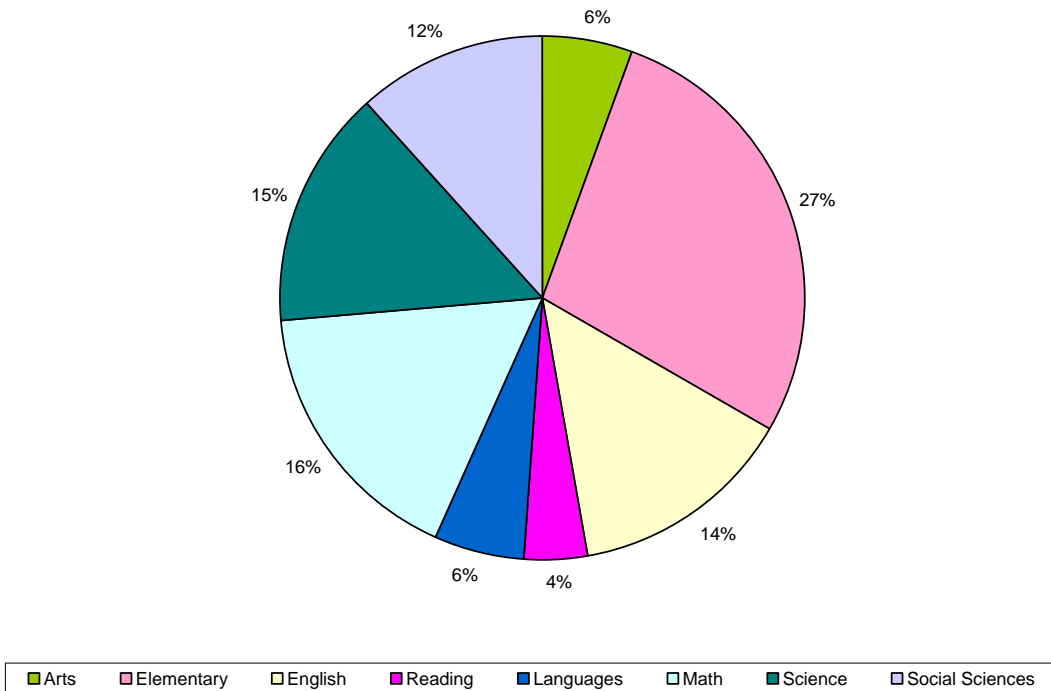
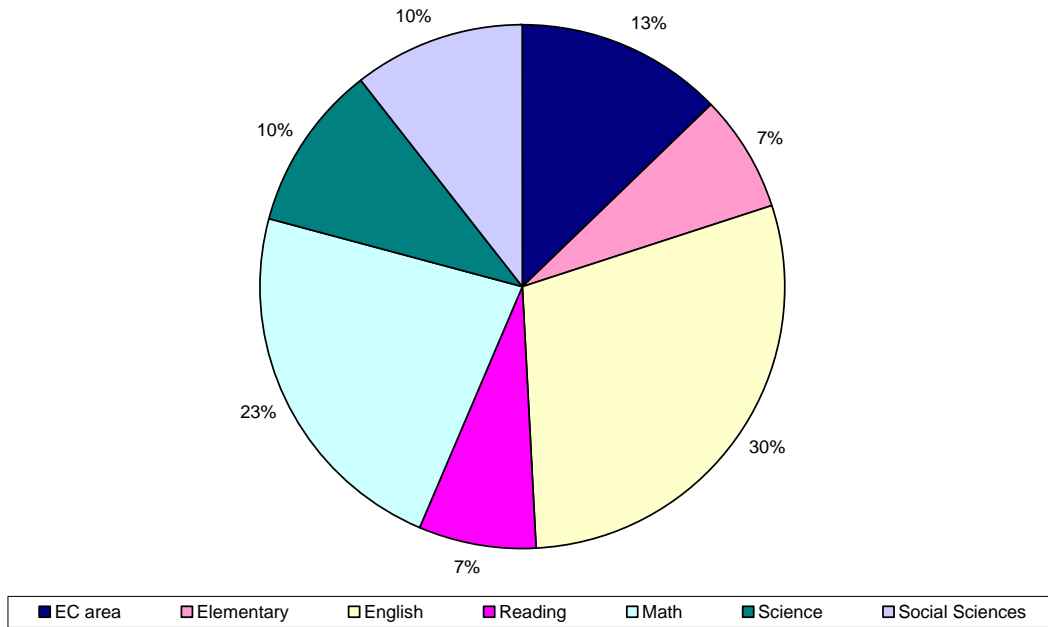


Figure 4: Not HQT EC Classes



Analysis of classes taught by Not HQT indicates that 37% are at the elementary level, 35% are at the middle school level, and 28% are at the high school level. Just over one-third of the classes are EC classes. Further analysis differentiating non-EC from EC courses indicates that for non-EC courses, 27% are elementary classes, 16% are math classes, 15% are science classes, 14% are English classes, and 12% are social science classes. For EC courses, 30% are English, 23% are math, 10% are science, and 10% are social sciences. This reflects the practice of having EC teachers assigned to teach English and math at greater rates than science and the social sciences.

Further analyses were conducted to determine if certain English, math, or science classes were taught by non HQT at higher rates than others. As reflected in Table V, among math courses taught by non HQT, pre-algebra and algebra tend to be taught by non-HQT at higher rates than other math classes. Among the science classes taught by non HQT, earth science was the class most often taught by non HQT. Among high school level English classes taught by non HQT, English IV was least likely to be taught by non HQT.

Table 5: Analysis of Specific Courses Taught by Non-HQT

Course	Relative Percentage of Non HQT Math courses
Pre-Algebra	21.17%
Algebra I	41.59%
Algebra II	5.81%
Calculus	0.96%
Discrete Math	0.84%
Geometry	8.22%
Fundamentals	3.31%
Technical Math	18.09%
	Relative Percentage of Non HQT Science courses
Biology	19.19%
Chemistry	8.01%
Earth Science	47.47%
Physical Science	25.33%
	Relative Percentage of Non HQT High School English courses
English I	31.51%
English II	21.17%
English III	27.13%
English IV	20.19%

Based on our analyses of data and discussions with personnel administrators across the State, the greatest challenges North Carolina faces in achieving 100% HQT are in the areas of exceptional children’s teachers, middle grades teachers (especially in block situations where the teacher is teaching two subject areas), and in areas of the State that traditionally have experienced difficulty in recruiting and retaining teachers.

Requirement 2: The revised plan must provide information on HQT status in each LEA and the steps the SEA will take to ensure that each LEA has plans in place to assist teachers who are not highly qualified to attain HQT status as quickly as possible.

LEA HQT STATUS

The table that follows provides information on the percent of HQT in each of the state’s 115 LEAs. The 2006 preliminary data in the table reflects percentages as of September 29, 2006. Final adjustments to HQT status are being made at this time. At this time, 93% of the teachers are HQT. With the exception of three systems (Stokes, Rowan-Salisbury, and Madison) all systems have increased their percentage of HQT since the first year. As part of their Title II application (a copy is provided in Appendix B), LEAs were required describe any differences in HQT status at the elementary or secondary levels in their systems, describe the specific strategies the LEA has for addressing inequities in HQT teacher assignments, and identify any special cases that may make it difficult for the LEA to meet the HQT goal. All systems that are not at

100% HQT when the 2005-06 data are finalized will be required to submit an action plan describing how it will assist teachers who are not highly qualified attain HQT status as quickly as possible. The plans will be reviewed by staff and the results reported to the State Board. LEAs will be required to report on the implementation of their plans in their 2006-07 Title II annual report.

Table 6: HQT Percentages by LEAs

LEA	LEA Name	% HQ 2003	% HQ 2004	%HQ 2005	%HQ 2006 Preliminary
010	ALAMANCE-BURLINGTON	83.02%	83.74%	88.48%	94.09%
020	ALEXANDER COUNTY	90.31%	90.04%	91.29%	100%
030	ALLEGHANY COUNTY	82.67%	82.33%	84.44%	85.44%
040	ANSON COUNTY	84.95%	88.92%	82.42%	89.42%
050	ASHE COUNTY	81.05%	82.90%	87.94%	95.40%
060	AVERY COUNTY	72.93%	81.74%	87.78%	95.53%
070	BEAUFORT COUNTY	90.87%	85.04%	84.96%	90.96%
080	BERTIE COUNTY	62.91%	84.75%	76.73%	77.09%
090	BLADEN COUNTY	85.46%	84.83%	86.99%	96.25%
100	BRUNSWICK COUNTY	88.49%	86.93%	87.17%	98.28%
110	BUNCOMBE COUNTY	88.37%	92.59%	93.64%	94.99%
111	ASHEVILLE CITY	90.48%	84.35%	90.56%	92.05%
120	BURKE COUNTY	83.25%	87.56%	91.36%	95.92%
130	CABARRUS COUNTY	92.18%	92.16%	92.76%	98.43%
132	KANNAPOLIS CITY	90.59%	92.44%	90.89%	93.56%
140	CALDWELL COUNTY	86.71%	87.99%	87.48%	89.65%
150	CAMDEN COUNTY	95.63%	96.92%	100%	97.70%
160	CARTERET COUNTY	80.27%	85.14%	88.45%	91.45%
170	CASWELL COUNTY	83.55%	84.13%	76.12%	91.71%
180	CATAWBA COUNTY	89.62%	90.13%	93.60%	98.92%
181	HICKORY CITY	85.81%	84.30%	91.20%	95.42%
182	NEWTON-CONOVER	91.29%	89.27%	87.48%	92.33%
190	CHATHAM COUNTY	89.78%	89.79%	91.51%	92.27%
200	CHEROKEE COUNTY	95.19%	98.40%	96.63%	98.82%
210	EDENTON/CHOWAN	85.25%	93.70%	97.01%	94.12%
220	CLAY COUNTY	85.29%	86.62%	86.44%	97.15%
230	CLEVELAND COUNTY	89.26%	85.69%	88.58%	96.34%
240	COLUMBUS COUNTY	87.78%	84.80%	96.53%	97.38%
241	WHITEVILLE CITY	77.13%	76.68%	95.26%	91.26%
250	CRAVEN COUNTY	85.32%	86.79%	88.94%	95.76%
260	CUMBERLAND COUNTY	77.66%	83.81%	85.93%	88.77%
270	CURRITUCK COUNTY	89.30%	91.47%	87.32%	92.87%
280	DARE COUNTY	88.07%	89.87%	91.62%	88.24%
290	DAVIDSON COUNTY	86.86%	83.44%	87.16%	98.86%
291	LEXINGTON CITY	82.67%	85.26%	85.93%	96.00%
292	THOMASVILLE CITY	85.40%	84.12%	86.82%	93.44%
300	DAVIE COUNTY	86.87%	90.09%	91.84%	99.07%
310	DUPLIN COUNTY	73.57%	77.20%	89.94%	99.10%
320	DURHAM COUNTY	79.30%	80.09%	88.60%	93.79%
330	EDGECOMBE COUNTY	81.12%	84.17%	89.42%	100%

LEA	LEA Name	% HQ 2003	% HQ 2004	%HQ 2005	%HQ 2006 Preliminary
340	FORSYTH COUNTY	76.93%	79.48%	84.52%	89.90%
350	FRANKLIN COUNTY	71.36%	70.62%	85.49%	98.97%
360	GASTON COUNTY	77.78%	78.75%	84.76%	94.33%
370	GATES COUNTY	85.39%	84.33%	91.02%	96.46%
380	GRAHAM COUNTY	82.66%	89.68%	90%	96.66%
390	GRANVILLE COUNTY	79.55%	91.83%	95.56%	97.34%
400	GREENE COUNTY	94.58%	85.92%	93.68%	100%
410	GUILFORD COUNTY	74.26%	90.50%	93.17%	96.89%
420	HALIFAX COUNTY	77.43%	75.02%	85.85%	83.52%
421	ROANOKE RAPIDS CITY	89.82%	87.22%	89.93%	97.49%
422	WELDON CITY	68.83%	78.57%	69.62%	79.77%
430	HARNETT COUNTY	82.80%	82.04%	87.91%	93.63%
440	HAYWOOD COUNTY	85.39%	85.49%	89.85%	97.45%
450	HENDERSON COUNTY	87.12%	97.02%	92.61%	98.27%
460	HERTFORD COUNTY	81.56%	77.26%	84.98%	89.02%
470	HOKE COUNTY	79.75%	78.66%	83.36%	93.75%
480	HYDE COUNTY	58.39%	75.42%	72.25%	83.30%
490	IREDELL-STATESVILLE	83.54%	88.67%	93.51%	94.08%
491	MOORESVILLE CITY	95.09%	91.58%	92.56%	99.92%
500	JACKSON COUNTY	83.47%	84.46%	84.26%	93.57%
510	JOHNSTON COUNTY	89.98%	88.73%	93.13%	95.67%
520	JONES COUNTY	76.67%	78.11%	72.41%	97.06%
530	LEE COUNTY	80.77%	86.78%	92.85%	97.02%
540	LENOIR COUNTY	80.16%	89.16%	83.30%	91.13%
550	LINCOLN COUNTY	80.47%	89.25%	90.12%	93.99%
560	MACON COUNTY	79.21%	90.86%	91.98%	95.58%
570	MADISON COUNTY	96.73%	79.48%	84.40%	94.83%
580	MARTIN COUNTY	82.93%	79.96%	84.66%	97.02%
590	MCDOWELL COUNTY	82.90%	91.63%	97.25%	97.75%
600	MECKLENBURG COUNTY	82.69%	86.07%	88.59%	95.85%
610	MITCHELL COUNTY	84.56%	91.74%	90.05%	95.89%
620	MONTGOMERY COUNTY	69.09%	83.49%	82.97%	88.26%
630	MOORE COUNTY	85.33%	86.77%	88.03%	94.56%
640	NASH-ROCKY MOUNT	86.65%	82.00%	86.97%	91.11%
650	NEW HANOVER COUNTY	85.76%	87.79%	93.06%	97.67%
660	NORTHAMPTON COUNTY	77.11%	77.89%	74.79%	82.85%
670	ONSLow COUNTY	85.73%	89.02%	91.30%	94.77%
680	ORANGE COUNTY	93.32%	96.11%	96.17%	97.27%
681	CHAPEL HILL-CARRBORO	93.42%	89.32%	92.59%	95.50%
690	PAMLICO COUNTY	91.24%	88.11%	93.88%	97.86%
700	PASQUOTANK COUNTY	80.58%	80.26%	82.01%	91.94%
710	PENDER COUNTY	92.60%	89.66%	91.44%	98.41%
720	PERQUIMANS COUNTY	85.68%	86.69%	96.02%	96.94%
730	PERSON COUNTY	76.97%	80.90%	87.39%	93.43%
740	PITT COUNTY	89.49%	83.92%	86.91%	97.37%
750	POLK COUNTY	85.02%	90.87%	97.51%	92.31%
760	RANDOLPH COUNTY	85.82%	87.18%	85.44%	94.77%
761	ASHEBORO CITY	82.96%	84.14%	89.22%	97.39%

LEA	LEA Name	% HQ 2003	% HQ 2004	%HQ 2005	%HQ 2006 Preliminary
770	RICHMOND COUNTY	86.68%	81.06%	79.55%	88.44%
780	ROBESON COUNTY	78.47%	74.86%	77.89%	88.20%
790	ROCKINGHAM COUNTY	88.07%	89.35%	90.41%	93.98%
800	ROWAN-SALISBURY	94.41%	89.80%	91.97%	93.37%
810	RUTHERFORD COUNTY	75.70%	85.21%	88.12%	95.04%
820	SAMPSON COUNTY	80.83%	89.97%	95.47%	97.59%
821	CLINTON CITY	92.33%	86.07%	89.21%	95.30%
830	SCOTLAND COUNTY	74.37%	73.72%	73.77%	85.29%
840	STANLY COUNTY	82.26%	91.34%	82.50%	91.55%
850	STOKES COUNTY	86.49%	88.28%	87.72%	85.52%
860	SURRY COUNTY	85.53%	83.73%	91.41%	95.41%
861	ELKIN CITY	90.04%	89.62%	96.72%	97.01%
862	MOUNT AIRY CITY	85.67%	84.27%	88.44%	90.48%
870	SWAIN COUNTY	95.22%	85.15%	85.98%	97.35%
880	TRANSYLVANIA COUNTY	86.70%	91.39%	95.33%	98.12%
890	TYRRELL COUNTY	71.40%	88.54%	91.30%	88%
900	UNION COUNTY	79.34%	76.14%	85.37%	92.12%
910	VANCE COUNTY	84.38%	79.82%	75.42%	86.29%
920	WAKE COUNTY	85.45%	81.36%	84.45%	91.74%
930	WARREN COUNTY	71.36%	70.16%	85.75%	85.61%
940	WASHINGTON COUNTY	81.47%	87.36%	89.48%	98.35%
950	WATAUGA COUNTY	88.83%	86.24%	94.11%	92.93%
960	WAYNE COUNTY	85.58%	85.48%	88.38%	92.67%
970	WILKES COUNTY	82.88%	79.18%	89.78%	93.56%
980	WILSON COUNTY	84.75%	86.41%	91.06%	93.56%
990	YADKIN COUNTY	89.75%	81.45%	86.28%	90.10%
995	YANCEY COUNTY	96.38%	96.47%	97.29%	97.27%

Maps included at the end of this section of the plan reflect changes in LEA HQT status across the four reporting years.

At this time, 20 LEAs are at less than 90% HQT. These systems are:

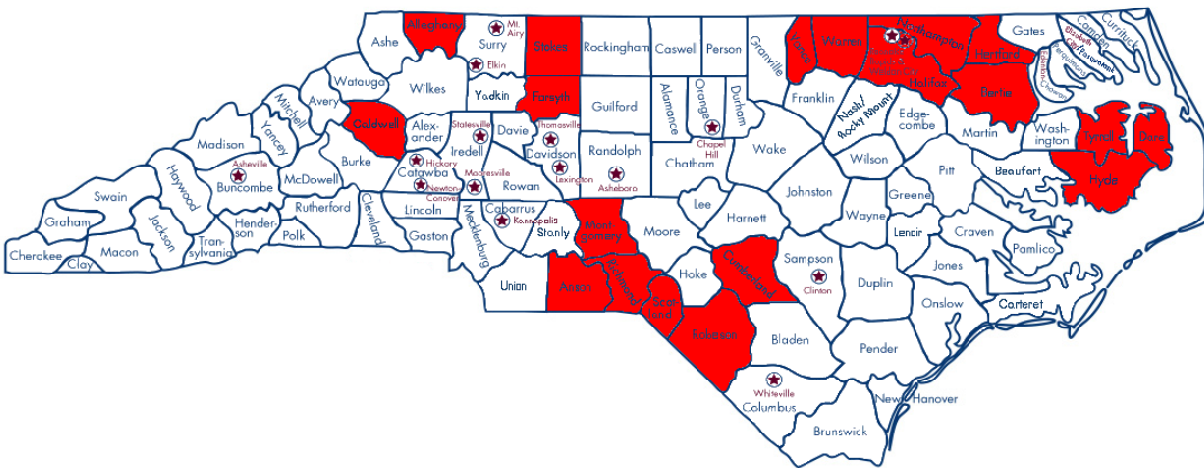
Table 7: LEAs at Less Than 90% HQT

LEA	LEA Name	Preliminary 2006 HQT%
80	BERTIE COUNTY	77.09%
422	WELDON CITY	79.77%
660	NORTHAMPTON COUNTY	82.85%
480	HYDE COUNTY	83.30%
420	HALIFAX COUNTY	83.52%
830	SCOTLAND COUNTY	85.29%
30	ALLEGHANY COUNTY	85.44%
850	STOKES COUNTY	85.52%
930	WARREN COUNTY	85.61%
910	VANCE COUNTY	86.29%
890	TYRRELL COUNTY	88%
780	ROBESON COUNTY	88.20%

LEA	LEA Name	Preliminary 2006 HQT%
280	DARE COUNTY	88.24%
620	MONTGOMERY COUNTY	88.26%
770	RICHMOND COUNTY	88.44%
260	CUMBERLAND COUNTY	88.77%
460	HERTFORD COUNTY	89.02%
40	ANSON COUNTY	89.42%
140	CALDWELL COUNTY	89.65%
340	FORSYTH COUNTY	89.90%

These systems are both rural (e.g., Vance, Warren, Dare, Hertford, Robeson, and Montgomery) and metropolitan (e.g., Forsyth and Cumberland); large (e.g., Forsyth and Cumberland) and small (e.g., Dare, Hyde, Weldon City, and Tyrrell). Many are low-wealth (e.g., Vance, Warren, Halifax, Bertie, Robeson, Anson). As reflected in the map that follows, the systems are clustered in the northeastern part of the state, the south central part of the state, and in the northwestern part of the state.

Figure 5: LEAs at Less Than 90% HQT



The 20 LEAs that are below 90% HQT will be targeted for assistance in the 2006-07 school year. An on-site visit will occur during which time we will review with the LEAs why individual teachers are not yet HQT and the plans the LEA has for ensuring these individuals become HQT as quickly as possible.

Figure 6: HQT by LEAs 2003

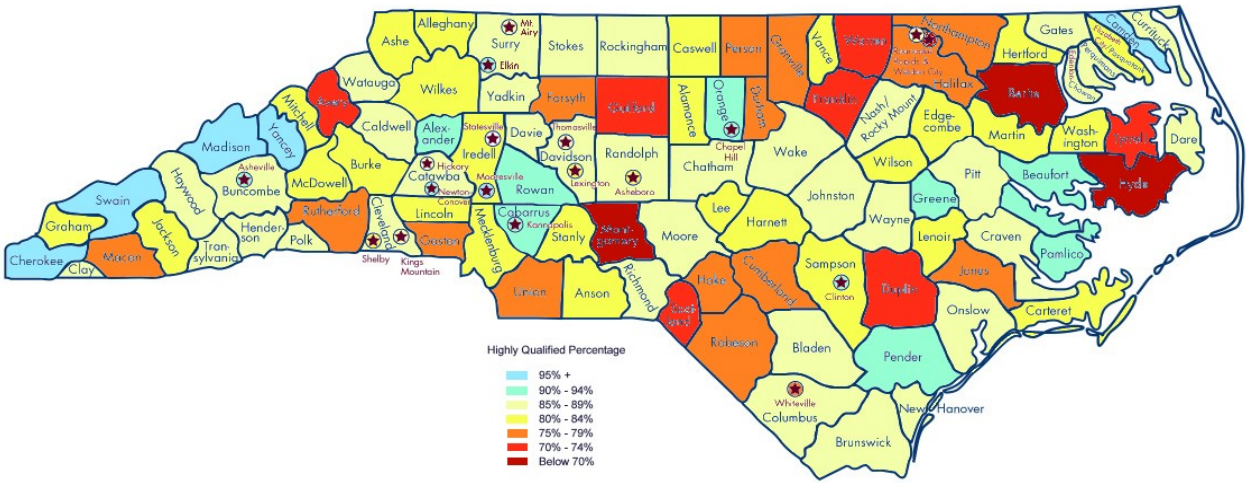


Figure 7: HQT by LEAs 2004

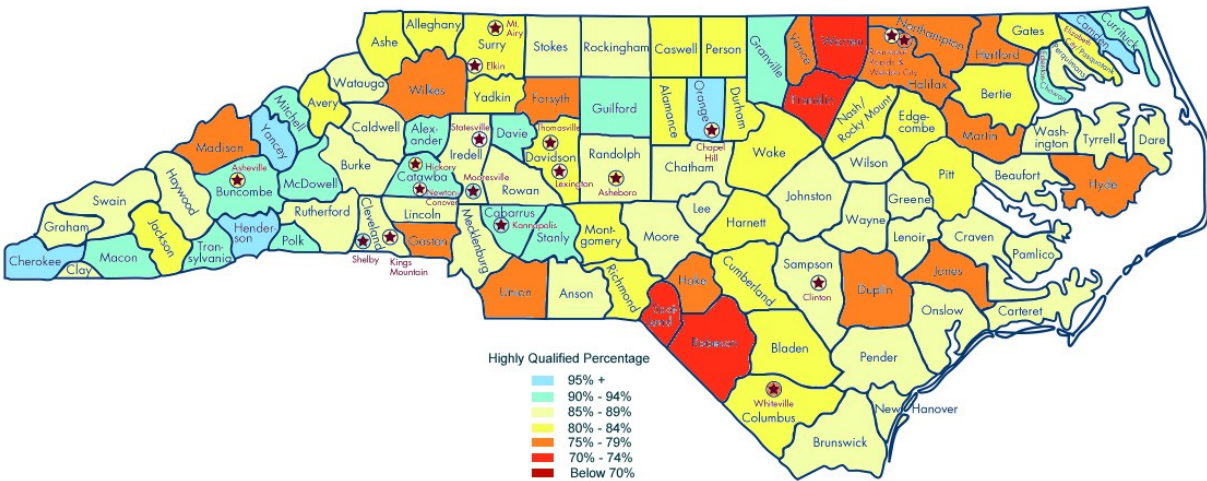


Figure 8: HQT by LEAs 2005

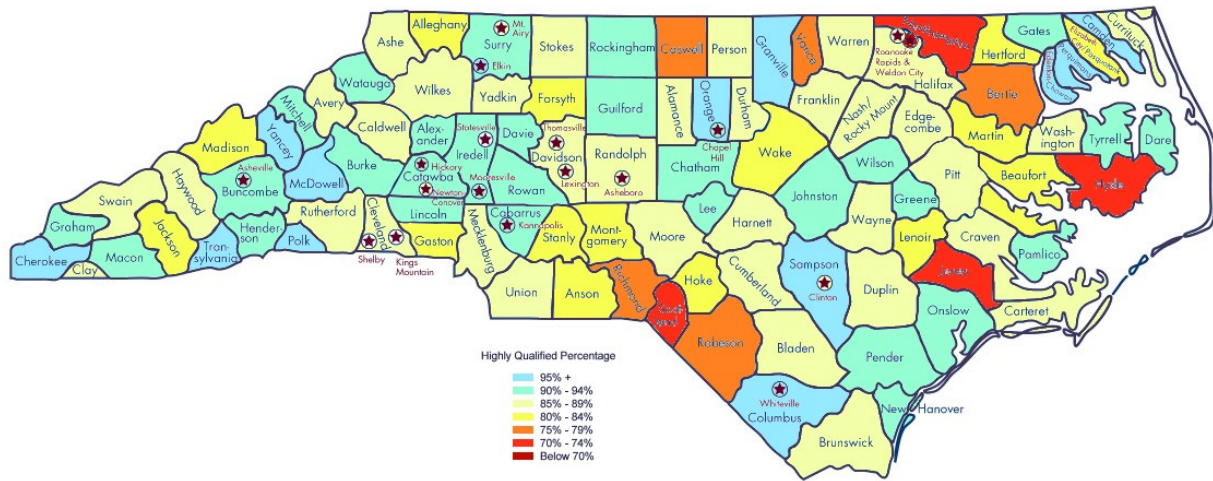
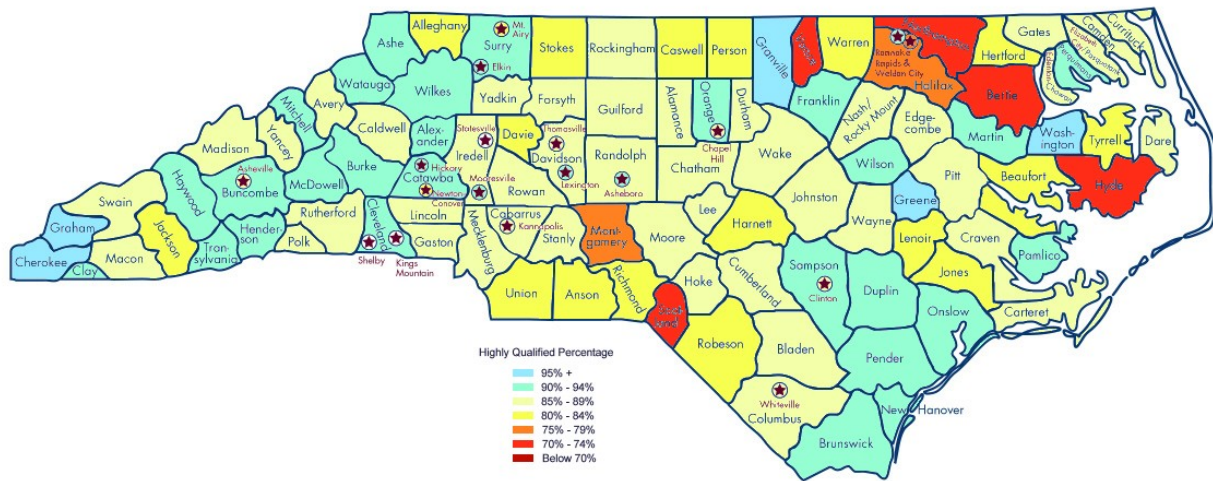


Figure 9: HQT by LEAs 2006 (as of July 2006)



Requirement 3: The revised plan must include information on the technical assistance, programs, and services that the SEA will offer to assist LEAs in successfully completing their HQT plans, particularly where large groups of teachers are not highly qualified, and the resources the LEAs will use to meet their HQT goals.

TECHNICAL ASSISTANCE, PROGRAMS, AND SERVICES TO BE PROVIDED

Based on our analysis of our HQT data and discussions with representative personnel administrators, we have identified the following technical assistance, programs, and services to assist all LEAs in successfully completing their HQT plans:

Assistance in Verifying HQT Status

To facilitate the licensing of teachers from other states, State Board of Education policy specifies that teachers who are fully licensed and highly qualified in other states are eligible to be fully licensed and designated highly qualified in North Carolina. While North Carolina prints the area(s) in which a teacher is highly qualified directly on the license, personnel administrators have experienced difficulty in obtaining verification of HQT status from other states. The Licensure Section of the Department of Public Instruction will work with personnel administrators to help them obtain this verification from other states.

Identifying Teachers Who Are Not HQT for Their Teaching Assignments

North Carolina has developed a reporting system that determines HQT status by comparing the area(s) in which teachers are HQT in the DPI Licensure System to teaching assignments reported to DPI through another system which identifies the classes to which and the students to whom teachers are assigned. Through a web-based system, LEAs can access lists of teachers who are not HQT for their assignments. This year, we will close the teacher/class/student reporting system in January so that LEAs will be able to identify much earlier the teachers who are not HQT and take steps to ensure these teachers become HQT as quickly as possible. DPI staff are available to help LEAs determine why teachers are not HQT for their assignments and have conducted regional training sessions to explain the licenses needed for each teaching assignment.

Continued Meetings with Personnel Administrators and Title II Coordinators

Staff in the DPI Division of Human Resource Management meet with personnel administrators and Title II coordinators on an ongoing basis. These include semi-annual statewide meetings of personnel administrators as well as quarterly regional meetings of personnel administrators. Updates on and issues related to HQT requirements are discussed at these meetings.

We have recently completed four meetings with personnel administrators and Title II Coordinators focused on the monitoring protocol and monitoring visits. In the spring we will conduct regional meetings for Title II Coordinators prior to the submission of annual reports for the 2006-07 school year and Title II applications for the 2007-08 school year.

Meetings with Other Stakeholders

While personnel administrators have primary responsibility for ensuring teachers are appropriately licensed and HQT for their assignments, they have indicated that it is critical that other

stakeholders understand the requirements of NCLB. The Department of Public Instruction has widely disseminated information about NCLB, especially after the law was passed. Presentations on NCLB HQT requirements have been made to EC Program Directors, superintendents, principals, teachers, and professional associations. The Department will seek additional opportunities to talk with stakeholders this year. For example, the Director of the Division of Human Resource Management is already scheduled to speak at a statewide meeting of school board members in November. DPI staff will be available to speak at local or regional meetings as requested by personnel administrators.

Communication with Superintendents

Information about HQT requirements has been sent to LEA superintendents from the State Superintendent. Periodic reminders will be sent throughout the year.

Continued Review of Licensure Policies

Over the past several years, licensure policies have been reviewed and revised to facilitate the licensing of teachers while maintaining standards. We will continue to identify policies that are barriers and propose changes to the State Board of Education.

Technical Assistance Visits

As previously indicated in this plan, the 20 LEAs with less than 90% HQT will be required to have a technical assistance visit. The visit will focus on why individual teachers are not yet HQT and the plans the LEA has for ensuring these individuals become HQT as quickly as possible. Technical assistance visits will also be available to any LEA that requests one. The visits will focus on issues/questions identified by the LEAs. We anticipate these may be plans for assisting teachers in becoming HQT as quickly as possible, why teachers are not HQT, preparation of the annual report or Title II application, best practices in teacher recruitment, mentoring, and retention, HQT reporting, and preparation for monitoring visits. As part of the technical assistance visits, we will identify specific follow-up support that will be provided by the Department of Public Instruction. This may involve helping the system complete HOUSSE evaluations of teachers, helping coordinate Praxis test preparation workshops, talking with local policy makers about NCLB requirements, helping teachers find needed coursework, and providing specific professional development for identified groups of teachers. It will be customized based on the needs of the system with the full support of the resources available through the Department of Public Instruction.

Additional Testing Opportunities

North Carolina currently uses Praxis II examinations for teacher licensure. Personnel administrators have expressed a need for more frequent administrations and increased capacity at testing centers. We have arranged for the Educational Testing Service to offer two additional administrations of the Praxis exams this fall. One will be in October; the other will be in December. This is in addition to the special administration we arranged for in July. This will provide teachers with monthly opportunities (administrations in September and November were already scheduled) to complete the required Praxis II licensure exams. We will also work with the Educational Testing Service to expand testing center capacity.

New Tests for Special Education Teachers and B-K Teachers

We have recognized the need for new tests for special education teachers and for birth-kindergarten teachers and will work with testing companies to identify and adopt tests for these areas. For special education teachers we need multi-subject tests so that they may be designated HQT in content areas they may be assigned to teach. For birth-kindergarten teachers we need a test focused on the content of kindergarten so that these teachers may be designated HQT. We have begun this work and anticipate having tests to propose for adoption this year.

Publication of Equity Plans

LEAs have indicated that it would be helpful to be able to review the HQT equity plans developed by other LEAs. We will make these available on the DPI website.

Dissemination of Best Practices

LEAs have indicated that it would be helpful if information about practices for teacher recruitment, mentoring, and retention being used successfully by other systems throughout the state be compiled and disseminated. The Department of Public Instruction will compile this information and make it available on the website.

Professional Development

The DPI Curriculum and School Reform Area will develop and offer professional development opportunities to enhance the knowledge and skills of teachers in the core academic areas. The professional development will be grounded in scientifically based research and focused on improving student academic achievement. The training will be ongoing and evaluated. We anticipate the professional development will be delivered in both face to face and on-line modes.

Working with the Deans and Directors of Teacher Education at IHEs

The Department of Public Instruction will continue to work with the deans and directors of teacher education to ensure that prospective teachers completing their programs meet the HQT requirements. We will continue to work with the IHEs to increase accessibility to needed coursework for teachers enrolled in alternate route programs. Additionally, we will work with the IHEs to revise programs to better meet the needs of the public schools. For example, LEAs have expressed a need for special education teachers to be HQT in at least one core academic area and a need for prospective middle grades teachers to be HQT in two core academic areas.

Funding to Support LEA Activities

In addition to their Title II funding, LEAs have low wealth funds and disadvantaged student supplemental funding that they can use to complete their HQT plans.

Low Wealth Funds

North Carolina provides supplemental funds to school systems in counties that do not have the ability to generate revenue to support public schools (per a legislated formula) at the state average level. The funding is to allow those counties to enhance the instructional program and student achievement. Eligible LEAs are those located in counties in which the calculated county wealth (per the legislated formula) is less than 100% of the state average wealth. Of the 115 school systems in NC, 83 LEAs qualify for this funding. For FY 2006-07, \$175.6 million has been allocated; in FY 2005-06, \$133.2 million was allocated. This funding can be used by school systems for instructional positions, substitutes, instructional support positions, teacher assistant positions, clerical positions, overtime pay, instructional equipment, instructional supplies and materials, staff development, and textbooks.

Disadvantaged Student Supplemental Funding

In the 2006-07 school year, LEAs are receiving \$49 million through Disadvantaged Student Supplemental Funding to address the capacity needs of their system to meet the needs of disadvantaged students. Funds are allocated based on a formula that considers the percentage of students living in a single parent family, the percentage of students eligible for federal ESEA Title I, and the percentage of students who have at least one parent with less than a high school diploma. Each LEA must submit an action plan and budget to the State Board of Education. It is expected that LEAs will include teacher recruitment and retention, using the Teacher Working Conditions Survey as a tool, in their plans.

Assistance to Schools and Systems Not Making AYP

In addition to the technical assistance available to all LEAs, the Department of Public Instruction will provide targeted to systems not making AYP.

Assistance Teams

The North Carolina School-Based Management and Accountability Act of 1995 authorized the selection and training of State Assistance Team members to serve schools designated by the State Board of Education as low-performing. Under the program, assistance teams are provided to support and guide low-performing schools. The teams remain at the school for an entire school year and provide services on a daily basis. Their work involves completing a needs assessment that includes the evaluation of certified staff members.

The State Assistance Team Program has subsequently been expanded to provide assistance to school systems. During the 2005-06 school year, 16 school systems were served by the LEA Assistance Program (LEAAP). LEAAP is designed to provide varying degrees of support, guidance, and services to LEAs. The level of service is determined by the performance of the district in the State and NCLB Accountability Programs. The primary aims of the program are to improve student academic performance and to build internal capacity in the central office and school leadership for positive change and continual growth. Services and assistance provided to LEAs by the Department of Public Instruction will be extended and reinforced by (a) encouraging and promoting the partnering of LEAs to share best practices, program, and strategies; (b)

clustering the LEAs located in close proximity that have similar needs and demographics; and (c) calling upon partners such as the UNC Center for School Leadership Development.

Under LEAAP, districts receiving Disadvantaged Student Supplemental Funding were provided targets to be addressed and a menu of options from which to choose research-based strategies to improve student performance. The primary foci of the districts were teacher recruitment and retention and reduction in the number of students scoring below grade level. LEAAP team members were assigned to work with local teams, established by the LEA superintendents. Their responsibilities included monitoring implementation of the action plans developed with the districts.

Requirement 4: The revised plan must describe how the SEA will work with LEAs that fail to reach the 100 percent HQT goal by the end of the 2006-07 school year.

WORKING WITH LEAS THAT FAIL TO REACH 100% HQT

We anticipate that the preliminary HQT data for the 2006-07 school year will be available in February. At that time, we will immediately begin working with all LEAs that do not appear to be on track to reach the 100% HQT goal by the end of the school year. These LEAs will be required to develop and implement plans to help teachers become HQT by the end of the school year. The State will provide technical assistance in the development and implementation of the plans. This technical assistance may involve helping the system complete HOUSSE evaluations of teachers, helping coordinate Praxis test preparation workshops, arranging additional test administrations, talking with local policy makers about NCLB requirements, helping teachers find needed coursework, and providing specific professional development for identified groups of teachers. It will be customized based on the needs of the systems with the full support of the resources available through the Department of Public Instruction.

In Spring 2007 we will hold regional meetings to assist LEAs in the development of their 2007-08 Title II funding applications. The meeting will address the requirements for the plans and annual reports as well as information on best practices. As a follow-up to the meetings, we will also provide individual assistance to school systems in the development of plans. This will include providing feedback on draft plans, and as requested, talking with local policy makers about the requirements of NCLB.

Systems that fail to meet 100% HQT by June 30, 2007 (and thereafter) that have not met AYP goals for three consecutive years will be required to utilize their Title II funding to assist teachers in becoming HQT as quickly as possible and for high quality professional development focused on areas of identified need to receive approval of their Title II applications. Systems that fail to meet 100% HQT by June 30, 2007 (and thereafter) that have not met AYP goals for two consecutive years will be required to jointly plan with the Department of Public Instruction how they will utilize their Title II funding to receive approval of their Title II applications.

Failure to Meet AYP

Under the No Child Left Behind Act of 2001 (NCLB), districts that fail to make Adequate Yearly Progress (AYP) for two consecutive years enter LEA (Local Education Agency) Improvement.

Adjustments approved by the State Board of Education and the U.S. Department of Education for North Carolina require that LEAs that miss any target - not necessarily the same target - in each of three grade spans, 3-5, 6-8, and high school, in the same subject for two consecutive years, enter District Improvement status.

NCLB also requires that districts must make AYP for two consecutive years in order to exit "District Improvement." Adjustments made for North Carolina allow an LEA to make all targets in any of the three grade spans in the subject identified for District Improvement for two consecutive years (does not have to be the same grade span) in order to exit improvement status.

Corrective Action

The State Board of Education has adopted a policy that specifies if the district does not make all targets in any one of the three grade spans (not necessarily the same grade span) in the same subject identified for district improvement for two additional (not necessarily consecutive) years, the State Board of Education (SBE), in collaboration with LEA representatives, shall

1. inform parents of the district's status; and
2. institute Corrective Action, including one or more of the following:
 - a. Defer program funds or reduce administrative funds;
 - b. Align instruction with and fully implement the *North Carolina Standard of Course of Study*, including providing appropriate professional development;
 - c. Replace LEA personnel if the SBE determines that such action is necessary to allow the LEA to make AYP;
 - d. Remove a school from the jurisdiction of the LEA and establish an alternate governance structure for the school;
 - e. Dissolve the local board of education and establish an alternate governance structure to oversee the school district;
 - f. Restructure the LEA.

The SBE may delay corrective action if:

1. the LEA makes AYP for one year during the time the LEA is in District Improvement;
or
2. the failure to make AYP is due to exceptional circumstances beyond the control of the LEA.

Requirement 5: The revised plan must explain how and when the SEA will complete the HOUSSE process for teachers not new to the profession who were hired prior to the end of the 2005-06 school year, and how the SEA will discontinue the use of HOUSSE procedures for teachers hired after the end of the 2005-06 school year, except for multi-subject secondary teachers in rural schools who, if HQ in one subject at the time of hire, may use HOUSSE to demonstrate competence in additional subjects within three years of the date of hire; or multi-subject special education teachers who are new to the profession, if HQ in language arts, mathematics, or science at the time of hire, may use HOUSSE to demonstrate competence in additional subjects within two years of the date of hire.

USE OF THE HOUSSE

North Carolina has already informed school systems throughout the state that the HOUSSE can now only be used for those individuals who were eligible for HOUSSE evaluations in the 2005-06 school year, new multi-subject special education teachers who are already highly qualified in language arts, math, or science, and for international teachers who will only be here for a limited time. Because HOUSSE evaluations completed by school systems must be sent to the Department of Public Instruction for the Department to designate the individual teacher as highly qualified, we can and will restrict the use of HOUSSE evaluations to eligible individuals. LEAs will be given until April 1, 2007 to complete HOUSSE evaluations on those individuals who were eligible for HOUSSE evaluations in 2005-06. A proposed policy revision, restricting the use of the HOUSSE to those eligible under USDE guidelines, will be taken to the State Board of Education in November and December, 2006. (Note: The State Board of Education considers agenda items over a two-month period. The first month an item is presented to the Board it is presented as a discussion item; the second month an item is presented for action/approval.) HOUSSE evaluations submitted by LEAs will be returned without processing if the individual is not eligible to use the HOUSSE under USDE guidelines.

Requirement 6: The revised plan must include a copy of the State's written "equity plan" for ensuring that poor or minority children are not taught by inexperienced, unqualified, or out-of-field teachers at higher rates than are other children.

EQUITY PLAN

A written equity plan for ensuring that poor or minority children are not taught by inexperienced, unqualified, or out-of-field teachers at higher rates than are other children is being submitted as a separate document.

Appendix A
Monitoring Protocol

TITLE II AND INITIAL LICENSURE PROGRAM MONITORING PROCESS

Background

No Child Left Behind requires states to provide technical assistance to local districts and to monitor their compliance with the requirements that teachers of core academic subjects be highly qualified, instructional paraprofessionals be qualified, and that professional development be of high quality.

At its April 2005 meeting, the State Board of Education approved a proposal to replace the annual statewide submission of initial licensure program requirements with an on-site monitoring process aligned with the audits required by NCLB.

Review Process

On at least a triennial basis, a team of 3-4 trained reviewers will conduct an on-site technical assistance and monitoring visit. The team members will review materials provided on-site by the LEA and talk individually and in small groups with teachers, paraprofessionals, and administrators. The team will prepare a written report of findings which may include citations of corrective action which must be addressed. The results of the reviews will be reported to the State Board of Education.

Individuals to be interviewed by the team

- Title II coordinator
- Personnel administrator
- Licensure specialists (as applicable)
- ILT coordinator
- Curriculum and instruction specialists
- Staff development coordinator
- Finance officer
- School administrators
- Beginning teachers
- Mentor teachers
- Paraprofessionals in Title I schools
- Teachers who have worked with the HOUSSE (evaluators or those who have been evaluated)
- Teachers who have participated in professional development activities
- Individuals involved in the needs assessment process
- Private school representatives receiving or participating in activities (as applicable)

Role of the Department of Public Instruction

DPI will train individuals interested in serving on review teams, identify team members, coordinate arrangements for team members, facilitate the work of the team, and edit the final report of the team. DPI will cover hotel, travel, and meal expenses for team members. DPI will provide the team with copies of the following information:

- LEA Title II Application (for the current and preceding year)
- LEA Annual Title II Performance Report or the SEA System end-of-year report (the two most recent reports)

- Teacher HQ percentages at the school level (the two most recent reports)
- Teacher license types at the school level (from the School Report Card for the two most recent years)
- Paraprofessional qualifications at the school level (the two most recent reports)
- Numbers of teachers completing high quality professional development at the LEA level (the two most recent reports)
- Initial Licensure Program reports (the two most recent reports)

Materials Expected On-Site

The following materials will be expected to be available on-site for review by the team:

- Documentation of the **Needs Assessment** that was conducted in preparation of the Title II Application (for the two most recent years) and sample artifacts such as sample survey, survey summary of data, school improvement plans, meeting notes, agendas,
- A copy of the **Initial Licensure Program Plan** and documentation that it has been approved by the local board of education,
- Beginning teacher (**ILT**) **cumulative folders** (a random sample will be selected for review from the two most recent years),
- Verification of **Initial Licensure Program activities** (Artifacts might include copies of agendas, handbooks, sign in sheets, materials distributed, etc.),
- **HOUSSE documentation** (a random sample will be selected for review from the two most recent years),
- Evaluations of **Professional Development** activities and documentation of their impact on classroom instruction and student achievement (Artifacts might include test data of students, AYP, number of teacher who became HQ, system's goals, AMAO (Annual Measurable Achievement Objectives) for ESL data, teacher survey data, Teacher Working Conditions Survey (TWC).

LEA Report

In preparation for the audit, each LEA is expected to prepare a report that addresses the following questions. Note: *Answers should be a brief narrative, not to exceed one page per question.* The report should be submitted to the Department of Public Instruction at least one month prior to the visit.

1. Describe the process used to identify LEA priorities for Title II funds. How is the use of Title II funds coordinated with the use of funds available through Title I and other federal programs?
2. Describe how private school officials were consulted and provided the opportunity for input into Title II Program activities. Describe how private school educators participate in LEA Title II program activities. **If** there were any issues/problems with private school representatives relative to Title II program activities, describe how they were resolved.
3. Describe how the LEA is ensuring that all its teachers of core academic subjects are highly qualified.
4. Describe how the LEA is ensuring that paraprofessionals meet the federal requirement to be qualified.
5. Describe the support provided beginning teachers.
6. Describe the support provided mentor teachers.
7. Describe the criteria the LEA uses for assigning mentor teachers.

8. Describe how the LEA ensures that HOUSSE evaluations are objectively and accurately completed.
9. Describe how the LEA identifies professional development activities that meet the federal NCLB definition of high-quality. Describe how the activities are aligned with student standards and assessments. Describe how the LEA determines the impact of the activities on classroom instruction and student achievement.
10. Describe any special circumstances or situations of which the team should be apprised.
11. For the current and preceding fiscal years, please identify the allocations that have been expended for each of the following activities.

	FY	FY
Total District Allocation by percentages		
A. Program administration		
B. Professional Development activities for teachers		
C. Professional Development activities for school administrators		
D. Professional Development activities for paraprofessionals		
E. Hiring teachers to reduce class size (salaries and benefits)		
F. Developing and implementing initiatives to recruit highly qualified teachers (e.g., scholarships, signing bonuses, differential pay)		
G. Developing and implementing initiatives to retain highly qualified teachers and school administrators, particularly in high needs schools (e.g., mentoring programs, induction programs, financial incentives)		
H. Teacher advancement programs that promote professional growth (e.g., NBPTS, Masters, additional certifications)		
I. Other (Please specify.):		

12. How does the LEA ensure that Title II funds are targeted to schools with the lowest proportion of highly qualified teachers, largest average class size, and/or those that are identified for school improvement (under Title I, Section 1116(b)).

Sample Audit Schedule
(Schedule may be adjusted to meet local needs)

Day 1

- 12:00 (noon) Team meets for lunch
- 1:00 p.m. Meetings with ILTs and mentors (separate meetings)
- 2:00 p.m. Meetings with teachers about professional development activities
- 3:30 p.m. Team reviews protocol, reviews and discusses LEA reports, begins review of materials provided on-site
- 5:30 p.m. Team returns to hotel
- 7:30 p.m. Team meeting

Day 2

- 8:30 a.m. Meetings with Title II coordinator, personnel administrator, licensure specialists, ILT coordinator, staff development coordinator, finance officer
- 11:30 a.m. Meeting with individuals involved in the needs assessment process (teachers, parents, administration)
- 12:30 p.m. Lunch
- 1:30 p.m. Continued fact finding (interviews, review of records)
- 2:30 p.m. Meetings with teachers who have been through HOUSSE and HOUSSE evaluators (separate meetings)
- 4:30 p.m. Meeting with school administrators
- 5:30 p.m. Team returns to hotel
- 7:30 p.m. Team consensus/team report

Day 3

- 8:30 a.m. Exit Conference (The following should attend: Title II, Part A coordinator, ILT coordinator, personnel administrator/HR or personnel representative, staff development coordinator, and finance officer.)

Discussion of Next Steps

Sample Team Report Format

LEA: _____

Date of Visit: _____

Number of Schools: _____

Number of Teachers: _____

Number of Teachers required to be HQ: _____

Percent of Teachers who are HQ: _____

Number of Title I Schools: _____

Number of Paraprofessionals required to be Qualified (Title I schools only): _____

Number of Paraprofessionals who are Qualified (Title I schools only): _____

Number of Teachers Completing High Quality Professional Development (annually): _____

I. Certification of Requirements/Overall Assessment of Requirements

Needs Assessment: The program requires each LEA to conduct an assessment of local needs for professional development and hiring. The needs assessment is to be conducted with the involvement of teachers, including Title I teachers, and is to take into account the activities that need to be conducted in order to give teachers the means, including subject matter knowledge and teaching skills, and to give principals the instructional leadership skills to help teachers, to provide students with the opportunity to meet challenging State and local student academic achievement standards (section 2122(c)).

- 1. The LEA conducts an annual Needs Assessment.
- 2. The assessment involves Title I teachers and other teachers.
- 3. The Title II Application accurately reflects the Needs Assessment.

Overall Assessment of *Needs Assessment*:

Services to Private Schools: Under the program, private school teachers, principals, and other educational personnel are eligible to participate to the extent that the LEA uses funds to provide for professional development for teachers and other school personnel (Title IX, Section 9501).

- 1. Representatives of private schools were informed of the availability of services.
- 2. The needs of private and public school teachers were identified as part of a district-wide needs assessment.
- 3. Private school officials were consulted and provided an opportunity for input into the planning of the LEA's program activities.
- 4. The LEA designed projects that would permit equitable participation.
- 5. The LEA maintains records of its efforts to resolve any complaints made by private school representatives.

Overall Assessment of *Services to Private Schools*:

Initial Licensure Program: As specified in SBE Policy QP-A-004, each LEA must develop a plan and provide a comprehensive program for initially licensed teachers. The plan must be approved by the local board of education.

In compliance with §115C-333, each initially licensed teacher must be observed at least three times annually by a qualified school administrator or a designee and at least once annually by a teacher. Each observation must be for at least one continuous period of instructional time that is at least 45 minutes in length, and followed by a post-conference. Each must be in the teacher's initial licensure area. At least one observation each year must include a pre-conference. All persons who observe teachers must be appropriately trained. The required observations must be appropriately spaced throughout the school year. Each initially licensed teacher must be evaluated at least once annually by a qualified school administrator.

Each beginning teacher is required to develop an Individual Growth Plan in collaboration with his/her principal (or the principal's designee) and mentor teacher. The plan must include goals, strategies, and assessment of the beginning teacher's progress in improving professional skills.

Each beginning teacher is to be provided an orientation. Beginning teachers are not to be assigned extracurricular duties unless they are requested in writing.

- 1. The LEA has an Initial Licensure Plan that has been approved by the local board of education.
- 2. Each beginning teacher is provided a mentor. Of _____ records reviewed, _____ beginning teachers were provided a mentor.
- 3. Each beginning teacher is observed at least three times annually by a qualified school administrator or designee. Of _____ records reviewed, _____ teachers were observed at least 3 times annually by a qualified school administrator or designee.
- 4. Each beginning teacher is observed at least once annually by a teacher. Of _____ records reviewed, _____ teachers were observed at least once annually by a teacher.
- 5. Each beginning teacher is evaluated at least once annually by a qualified school administrator. Of _____ records reviewed, _____ beginning teachers were evaluated at least once annually by a qualified administrator.
- 6. The instrument used to evaluate the beginning teachers has been validated for that purpose.
- 7. Each beginning teacher has an Individual Growth Plan that includes goals, strategies, and an assessment of the beginning teacher's progress in improving professional skills. Of _____ records reviewed, _____ beginning teachers had complete Individual Growth Plans.
- 8. Each beginning teacher is provided an orientation. Of _____ beginning teachers employed this school year, _____ were provided an orientation.
- 9. Beginning teachers are not assigned extra curricular duties unless they request them in writing. Of _____ records reviewed of ILTs who have extra curricular duties, _____ requested the duties in writing.

Overall Assessment of *Initial Licensure Program*:

Professional Development: PL 107-110 (No Child Left Behind) requires that professional development activities be of high quality. It is the expectation that professional development activities be grounded in scientifically based research and focused on improving student academic achievement. Professional development activities are not to be 1-day or short-term meetings and conferences, but rather sustained, intensive, and classroom-focused. It is expected that the activities be regularly evaluated for their impact on teacher effectiveness and student achievement. It is expected that the activities be aligned with and directly related to the State's academic content standards, achievement standards, and assessments.

- 1. There is evidence that professional development activities are grounded in scientifically based research.
- 2. There is evidence that professional development activities are focused on improving student academic achievement.
- 3. There is evidence that professional development activities are evaluated for their impact on teacher effectiveness and student achievement.
- 4. There is evidence that professional development activities are aligned with and directly related to the State's academic content standards, achievement standards, and assessments.

Overall Assessment of *Professional Development*:

II. Commendations: (if any)

III. Recommendations for Improvement: (if any)

IV. Corrective Actions Required: (if any)

The rationale for any Corrective Actions cited must be provided.

Appendix B
Title II Application Form

APPLICATION FOR 2006-2007 Title II, Part A
Improving Teacher Quality

FORMAL APPLICATION

BASIC INSTRUCTIONS

A. COVER PAGE

Local Education Agency. Type the name of the local education agency submitting the Improving Teacher Quality Application.

Code. Type the three-digit code for the local education agency submitting the Improving Teacher Quality Application.

Mailing Address, City, and Zip Code. Type the complete mailing address of the Improving Teacher Quality Coordinator.

Contact Person. Type the name of the person responsible for administering the Improving Teacher Quality program for the local education agency. This should be the person to whom questions regarding the Improving Teacher Quality Application can be directed.

Telephone. Type the complete telephone number of the Improving Teacher Quality Coordinator.

E-mail. Type the complete E-mail address of the Improving Teacher Quality Coordinator.

Signature of the Superintendent. The original signature of the superintendent signifies the local education agency's compliance with the **assurance** statements preceding the signature.

Date. Type or write the date the superintendent signs the cover page.

B. LOCAL APPLICATION DEVELOPMENT

- Systemic Consultation
- Non-Public School Participation

The LEA has the responsibility to provide equitable services to private school teachers. Representatives from non-public schools should be offered the opportunity to participate in the planning and development of the local Improving Teacher Quality Program.

C. NEEDS ASSESSMENT

- Description of processes for conducting needs assessment
- Results of local needs assessment, focus, strategies and evaluation

D. DESCRIPTION OF PLANS for HIGHLY QUALIFIED TEACHERS AND EQUITY OF TEACHER ASSIGNMENTS

E. REQUIREMENT FOR 2006-2007 TITLE II, PART A FUNDING

F. DEBARMENT CERTIFICATION TITLE II, PART A

G. 2006-2007 IMPROVING TEACHER QUALITY TITLE II, PART A (PRC 103) BUDGET

FOR STATE USE ONLY

Project Number: SY06/07-103-

Date Approved: _____

Beginning Date: _____

Approved By: _____

**North Carolina Department of Public Instruction
No Child Left Behind Act of 2001 (P.L. 107-110)
Application for Funding under ESEA Title II, Part A
School Year 2006-07**

A. Cover Page

LEA/SOP/Charter School _____ Code _____

Mailing address _____

Title II, Part A Coordinator _____

Telephone Number _____ E-mail _____

Assurances - The Local Education Agency, State Operated Program (SOP), or Charter School assures that:

- Title II, Part A funds will be used to supplement and not supplant funds from non-federal sources.
- Non-public schools in the LEA have been contacted yearly and have been given an equitable opportunity to participate in the planning and development of the programs funded under Title II, Part A for the benefit of children attending non-public schools. **(LEAs only, N/A for charter schools and SOPs).**
- The LEA, SOP, or charter school will keep records and provide information to the SEA as may be required for fiscal audit and program evaluation consistent with the responsibilities of the SEA under Title II, Part A.
- Local parents, teachers, administrators, supporting personnel, and other groups as may be deemed appropriate by the LEA, SOP, or charter school have participated systematically in the design, planning, and implementation of the Title II, Part A program.
- Funds are targeted to schools that have the lowest proportion of highly qualified teachers, have the largest average class size, or are identified for school improvement under Title I, Sections 1116(b), 2122(b)(3); and there is equity in the assignment of highly qualified teachers in very high poverty and low poverty schools.
- The applicant will comply with Title VI & VII of the Civil Rights Act of 1964 (race, color, national origin); Section 504 of the Rehabilitation Act of 1973 (handicapped); Title IX of the Education Amendments of 1971 (sex); the Americans with Disabilities Act of 1990 and the Age Discrimination Act of 1975.
- All materials and supplies are used strictly for instructional purposes and are used to implement programs, projects, and activities for specific staff development.
- Programs, projects, and activities will be operated in compliance with Title II, Part A legislation and Non-Regulatory Guidance, and with policies and procedures issued by the North Carolina Department of Public Instruction.
- The LEA, SOP, or charter school is responsible for repayment of Title II, Part A funds in the event of an audit exception.

I hereby certify that all facts, figures, and representations made in this application are true and correct to the best of my knowledge.

Printed Name of Superintendent/Chief Officer _____

Signature of Superintendent/Chief Officer _____ Date _____

Submit two copies (one with original signature) by **Friday, June 30, 2006** to:
Donna Taylor Title II, Part A Consultant
North Carolina Department of Public Instruction
Division of Human Resource Management
6330 Mail Service Center
Raleigh, North Carolina 27699-6330

c. **Non-Public School Participation in ESEA Title II, Part A**

LEAs may have non-public schools complete pages 4-5 or other documentation in order to participate.

Name of the Non-Public School:	
Address of the Non-Public School:	
Principal/Headmaster of the Non-Public School:	
Telephone Number:	
Average Daily Membership (K-12; no pre-K):	
Total ESEA Title II Allocation (K-12 only)*:	\$

Assurances -The Non-Public School assures that:

1. The school is a non-profit organization.
2. All materials and supplies are used strictly for instructional purposes and are used to implement programs, projects, and activities for specific staff development.
3. Records are on file to verify that the school is in compliance with Titles VI and VII of the Civil Rights Act of 1964 (race, color, national origin); Section 504 of the Rehabilitation Act of 1973 (handicapped); Title IX of the Education Amendments of 1972 (sex); the American with Disabilities Act of 1990, and the Age Discrimination Act of 1975.
4. Programs, projects, and activities will be operated in compliance with Title II, Part A legislation and Non-Regulatory Guidance according to the plan submitted to the local education agency. Services provided by Title II, Part A will be secular, neutral, and non-ideological.

I hereby certify that all facts, figures, and representations made are true and correct to the best of my knowledge.

Signature of Appropriate Non-Public School Official

Date

Submit two copies to the LEA as directed by the LEA Title II, Part A coordinator.

* **Non-public schools may serve pre-kindergarten children, but these children will not generate any funds for allotment purposes.**

d. Needs Assessment- Non-Public Schools

Federal law specifies that Title II, Part A funds for non-public schools can only be used for professional development for teachers and others.

1. **Describe** the process for conducting the needs assessment. Explain how the school's teachers, principals, other relevant school personnel, and parents collaborated in preparing the local plan and in the activities to be undertaken.

2. Provide the **results** of local needs assessment. **Identify** the needs of teachers and principals for professional development. **Identify** the needs of teachers for enhancing their subject matter and teaching skills. **Identify** needs of principals for improving instructional leadership skills. **Identify** the needs of teachers to help them become highly qualified.

3. What **strategies** will be used to meet the needs identified as a result of the needs assessment?

4. What instruments and methods will be used to evaluate/determine the effectiveness of the use of Title II, Part A funds? **Under No Child Left Behind, each LEA will be required to report annually on the success in meeting each of the strategies/objectives outlined. This fact should be considered as objectives are written and activities selected. The LEA is responsible for reporting results in non-public schools within their attendance area.**

C. Needs Assessment – Public, State-Operated Schools, Charter Schools

1. **Describe** the process for conducting the needs assessment. Explain how the LEA teachers, paraprofessionals, principals, other relevant school personnel, and parents collaborated in preparing the local plan and in the activities to be undertaken.

2. Use the chart on the next page to:
 - A. **Specify** the identified needs in the LEA with regards to: recruitment and retention of highly qualified teachers; professional development for teachers, principals, and paraprofessionals; helping teachers become highly qualified; teachers who need to enhance their subject matter and teaching skills; and principals who need to improve their instructional leadership skills.

 - B. **Specify** strategies that will be implemented to address the identified needs. Under No Child Left Behind, each LEA is required to report annually on the success in meeting each of the strategies/objectives outlined. This fact should be considered as objectives are written and activities selected.

 - C. **Specify** the evaluation process to be used to determine the effectiveness of the strategies.

Identify the needs determined through the assessment that will be the focus of the Title II, Part A funds. Identify the strategies that will be implemented to address the needs and the methods of evaluation that will be used to assess the effectiveness of the strategies. (Add additional rows as needed.)

NEEDS TO BE FOCUSED ON	STRATEGIES	EVALUATION

D. Description of plans for highly qualified teachers and equity of teacher assignments.

1. How does the LEA assure that principals in all Title I schools send the required notification to parents when children are taught by teachers who are not HQ? What evidence does the LEA have?
2. How does the LEA ensure that parents of students in Title I districts are notified that they may request information regarding the professional qualifications of their children's teachers?
3. Describe how the LEA ensures that poor or minority children are not taught by inexperienced, unqualified, or out-of-field teachers at higher rates than are other children. Attach a copy of the LEA "Equity Plan" to this application.
4. Describe any inequities in the assignment of inexperienced, unqualified, or out-of-field teachers within the LEA.
5. Describe the specific strategies the LEA will implement to address the inequities in teacher assignments identified in Question 4. Provide a timeline for the implementation of the strategies. Describe how the effectiveness of the strategies will be assessed.
6. Does the data on teachers who are not HQT suggest special cases that may make it difficult for the LEA to meet the HQT goal? If yes, describe the specific cases.
7. Do schools that are in need of improvement or in corrective action status have higher percentages of teachers who are not highly qualified than do other schools? If yes, what is the LEA plan to address the inequities?
8. Has the LEA completed its Housse review of non-highly qualified teachers? If not, what plan is in place to complete the Housse process by the end of the 2006-2007 school year?

E. REQUIREMENT FOR 2006-2007 TITLE II, PART A FUNDING

Provide information on the HQT status in schools not meeting AYP and the steps the LEA will take to assure that these schools have strategies in place to assist teachers who are not highly qualified to attain HQT status as quickly as possible. Identify any subgroups of teachers within the schools that are particularly difficult to get highly qualified. (Add additional rows as needed.)

SCHOOLS NOT MEETING AYP	% HQT	SUBGROUPS	STRATEGIES

F. Debarment Certification

Debarment Certification (Title II, Part A)

No Child Left Behind Act of 2001 (P.L. 107-110)

This certification is required by the regulations implementing Executive Order 12549, debarment and suspension, 34 CFR Part 85, section 85.510, and participants' responsibilities. The regulations were published as Part VII of the May 26, 1998 *Federal Register* (pages 160-192). Copies of the regulations may be obtained by contacting the person to whom this proposal is submitted.

Before Completing Certification, Read Instructions on the Following Page.

- (1) The prospective lower tier participant certifies, by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.

- (2) Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

Signature and Title of Authorized Representative

Date

Debarment Certification

1. By signing and submitting this proposal, the prospective lower tier participant is providing the certification set out below.
2. The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into, if it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.
3. The prospective lower tier participants shall provide immediate written notice to the person to whom this proposal is submitted if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.
4. The terms “covered transaction,” “debarment,” “suspended,” “ineligible,” “lower tier covered transaction,” “participant,” “person,” “primary covered transaction,” “principal,” “proposal,” and “voluntarily excluded,” as used in this clause have the meaning set out in the Definitions and Coverage sections of rules implementing Executive Order 12549. You may contact the person to whom this proposal is submitted for assistance in obtaining a copy of those regulations.
5. The proposed lower tier participant agrees by submitting this proposal that should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated.
6. The prospective lower tier participant further agrees by submitting this proposal that it will include the clause titled “Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion-Lower Tier Covered Transactions,” without modification on all lower tier covered transactions and in all solicitations for all solicitations for lower tier covered transactions.
7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may, but is not required to, check the Non-procurement List.
8. Nothing contained in the foregoing shall be construed to require establishment of system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.
9. Except for transactions authorized under number 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

G. 2006-2007 Improving Teacher Quality Title II, Part A (PRC 103)

An LEA is required to submit a detailed budget of projected expenditures for 2006-2007 Improving Teacher Quality Title II, Part A (PRC 103) activities. LEAs not currently on the Budget Utilization and Development System (BUD) must attach a hard copy (FPD 208 form) of the 2006-2007 budget, **signed** by the finance officer. The form may be found at <http://www.ncpublicschools.org/fbs/csfg/FederalProgramsForms.htm>.

Your attention is directed to the following important points when budgeting PRC 103 funds:

Expenditures or encumbrances may not be made before the beginning date of this project nor in excess of prior fiscal year carryover before the official allotment of federal funds for this project is received from the School Finance Section.

Any carryover funds from the previous grant Title II, Part A (PRC 103) must be expended within the 27-month period from the beginning of the fiscal year the funds were awarded i.e., the school year:

2004-2005 funds must be expended by September 30, 2006

2005-2006 funds must be expended by September 30, 2007

Appendix C

Sample School Level Data Used in the Analysis

Sample School Level Teacher and AYP Data

Retention			License Type Held					Years of Experience			Student Achievement Data				HQ Data	
LEA	Sch	% Retained March 04 v March 05	NBPTS	Cont.	Initial	Prov.	Lateral Entry	Total Licenses	0-3	4-10	10+	High Growth	AYP	Grade Span	PC*	% HQT
010	304	87.5	1	23	9	1	2	38	17	12	9	No	Yes	PK-5	83.9	92.31
010	308	83.8	4	32	3	1		38	5	18	15	No	No	K-5	88.6	96.43
010	310	66.1	2	19	7	6	23	60	30	15	15	No	No	6-8	73.8	75.00
010	320	64.3	2	19	7	1	4	31	9	11	11	No	Yes	PK-5	87.7	78.95
010	324	92.4	6	51	11	2	3	69	18	14	37	No	Yes	9-12	77.1	90.16
010	326	66.7	3	29	14	2	3	55	21	17	17	No	Yes	PK-5	75.9	84.38
010	328	93.0	7	35	7	1		43	9	11	23	No	Yes	K-5	89.9	96.97
010	340	82.6		33	9	1	2	46	13	9	24	No	No	K-5	90.4	97.22
010	346	79.3	1	25	7			33	9	12	12	No	Yes	K-5	83.6	90.48
010	347	91.3	4	39	6	1		46	10	16	20	No	Yes	K-5	89.5	97.14
010	348	78.7	4	38	8	7	7	62	17	21	24	Yes	No	9-12	69.5	84.36
010	350	52.9	1	17	8	10	10	51	25	5	21	No	No	6-8	74.2	86.21
010	351	80.6	3	30	6	1		38	8	9	21	No	No	PK-5	82.1	96.00
010	353	71.1	4	20	11	4	4	46	26	9	11	No	No	6-8	88.9	81.81

Retention			License Type Held					Years of Experience			Student Achievement Data			HQ Data		
LEA	Sch	% Retained March 04 v March 05	NBPTS	Cont.	Initial	Prov.	Lateral Entry	Total Licenses	0-3	4-10	10+	High Growth	AYP	Grade Span	PC*	% HQT
010	354	78.7	2	24	12	5	4	49	23	14	12	No	No	PK-5	78.1	94.12
010	357	75.0		29	7	2		40	12	14	14	No	No	K-5	64.0	100.00
010	358	87.0	1	39	4	1	2	48	12	14	22	No	Yes	PK-5	84.8	97.06
010	360	67.8	1	26	11	11	10	61	23	14	24	Yes	No	9-12	50.7	76.19
010	362	79.1	5	32	8			43		11	23	No	Yes	PK-5	91.0	96.97
010	364	80.0		20	8	3		31	7	8	16	No	No	PK-5	79.7	100.00
010	372	68.4	2	14	3	1	1	22	8	5	9	No	Yes	PK-5	87.5	86.67
010	374	80.4	2	38	5	2	1	47	8	25	14	No	Yes	PK-5	82.9	82.76
010	378	63.0		11	4	3	7	26	8	7	11	No	No	K-12	34.4	55.21
010	380	80.0	2	33	9	1	2	48	14	14	20	No	Yes	PK-5	88.4	96.67
010	384	82.8	2	25	6			31	5	12	14	Yes	Yes	PK-5	89.9	85.00
010	388	84.6	5	55	11	4	6	83	24	21	38	No	No	9-12	79.1	89.44
010	390	63.0	2	29	6	3	5	48	17	6	25	No	Yes	6-8	88.7	81.43
010	392	75.0	4	17	3	2		22	4	9	9	No	No	K-5	77.6	100.00
010	394	81.5	2	40	10	13		64	15	14	35	No	No	6-8	85.0	83.70

LEA	Sch	Retention			License Type Held				Years of Experience			Student Achievement Data			HQ Data	
		% Retained March 04 v March 05	NBPTS	Cont.	Initial	Prov.	Lateral Entry	Total Licenses	0-3	4-10	10+	High Growth	AYP	Grade Span	PC*	% HQT
010	396	87.5	14	59	6	6	6	81	18	22	41	Yes	No	9-12	76.2	91.06
010	400	75.0	6	44	8	5	3	65	14	14	37	No	Yes	9-12	82.6	90.71
010	403	78.4	3	28	2	8	7	50	15	12	23	No	No	6-8	89.7	75.00
010	406	76.9	4	19	6	12	3	41	11	11	19	Yes	No	6-8	87.5	82.69
020	302	84.8	10	68	11	8	4	93	15	25	53	Yes	Yes	9-12	82.4	90.87
020	304	87.5	1	28	2	1		32	4	14	14	No	No	K-5	88.7	92.31
020	306	81.8	1	30	7	1	4	45	14	14	17	No	Yes	6-8	83.5	80.65
020	308	87.0	5	18	4		1	23	5	9	9	No	Yes	PK-5	90.8	94.44
020	316	96.9	3	27	5		1	34	8	8	18	No	Yes	K-5	87.5	92.86
020	320	78.9		8	7		1	17	10	1	6	No	Yes	K-5	81.7	100.00
020	324	86.7	1	11	5	1	1	18	7	3	8	Yes	Yes	K-5	92.9	100.00
020	328	85.7		9	8	3	1	22	14	4	4	Yes	Yes	K-5	86.0	100.00
020	330	80.0	4	30	6	2	4	43	9	14	20	No	No	6-8	90.6	82.77
020	332	76.9	2	18	7	1		26	8	4	14	No	Yes	K-5	89.3	95.45
030	304	84.2	7	29	4	2	4	39	8	6	25	No	Yes	9-12	82.6	87.50

LEA	Sch	Retention			License Type Held				Years of Experience			Student Achievement Data			HQ Data	
		% Retained March 04 v March 05	NBPTS	Cont.	Initial	Prov.	Lateral Entry	Total Licenses	0-3	4-10	10+	High Growth	AYP	Grade Span	PC*	% HQT
030	308	66.7	4	13	4	5	1	23	4	8	11	No	Yes	PK-8	90.3	76.67
030	316	85.0	1	15	2	3		20	1	9	10	No	Yes	PK-8	91.7	82.22
030	320	86.8	9	43	4	4	2	58	9	10	39	No	No	PK-8	88.0	86.36
040	305	75.0		5	1	1	1	8	1	3	4	No	No	7-12	23.7	66.00
040	306	82.7	5	51	10	5	10	77	16	16	45	No	No	9-12	53.7	82.05
040	308	81.0	1	13	6			22	7	6	9	Yes	Yes	PK-6	89.1	58.82
040	309	77.8	2	29	7		6	45	9	8	28	No	No	7-8	72.6	85.19
040	311	68.2	1	23	9	3	3	42	15	8	19	Yes	No	K-3	59.5	76.86
040	316	96.3	2	25	2			28	2	4	22	No	No	K-6	76.9	95.24
040	324	72.7		18	3		2	28	9	5	14	No	No	PK-6	56.9	77.27
040	328	89.7	2	39	5			44	5	11	28	Yes	Yes	K-6	85.1	90.91
040	330	76.3	1	24	8			32	5	7	20	No	No	3-6	74.8	92.00

* PC = Performance Composites – Percent of students who are proficient including all subject areas.