Central Carolina Regional Educational Service Alliance

Together, we can achieve the extraordinary.

Serving School Districts in the Heart of North Carolina

Meeting: Board of Directors
Date: Friday, May 11, 2018
Time: 9 a.m. – 1 p.m.
Location: Assembly Hall, 7208 Falls of Neuse

Agenda

Time	Agenda Item	Presenter	Notes/Links
8:30	Refreshments available and opportunity to network	All	
9:00	Call to Order, Welcome, Introductions, Recognitions, and Announcements	Todd Wirt	• SOY Nominations due • Update Council representation for next year
9:05	Approval of Agenda	Todd Wirt	
9:10	Discussion with Governor's Senior Education Advisor	Geoff Coltrane Gov. Ed. Advisor	
9:40	Discussion of DPI Operational Review	Neil Pedersen	NCDPI Organizational Assessment
10:10	Approval of Minutes from March 2, 2018	Todd Wirt	
10:15	Approval of Financial Report	Ethan Lenker	
10:25	Election of Officers for 2018-20	Todd Wirt	
10:30	Break		
10:40	Update on LATP and Approval of New Name	Neil Pedersen	
10:55	Update on Equity Advisory and Professional Learning Councils	Neil Pedersen	
11:10	Preliminary Plan for Programs & Services Offered in 2018-19	Neil Pedersen	
11:25	Proposed 2018-19 Budget	Neil Pedersen	
11:40	Other Issues	Todd Wirt	May 16th Teacher Demonstration
12:00	Adjourn Meeting and move into sponsored luncheon presentation by Audio Enhancement	Patrick Sobak & Kevin Mitchell	Lunch catered by City BBQ. PLEASE PLAN TO STAY UNTIL 1 PM

Upcoming Meetings:

- NCSSA and Summer Leadership Conference – June 24-26, 2018
- CCRESA Superintendent's Dinner in Asheville – June 24, 2018 at 6:30
  The Market Place, 20 Wall St, Asheville, NC 28801, USA

Board Meeting Dates for 2018-19
Meetings will be held from 9:00am-1:00pm in the Assembly Hall at the CCRESA

- Friday, September 21, 2018
- Friday, October 26, 2018
- Thursday, December 13, 2018 (Holiday Meeting with Administrative Assistants)
- January (tentatively plan for breakfast with legislators on date TBD)
- Friday, March 15, 2019
- Friday, April 26, 2019
- Friday, May 24, 2019

A

DPI Operational Review

NC DPI organizational assessment

State Board of Education

May 1, 2018

EY
Building a better
working world

Support: recommendation #6

Redesign the regional structure to better coordinate and differentiate identified supports to LEAs

Detailed description

► NC DPI could establish a redesigned regional structure responsible for coordinating academic supports to the field, including intensive support for low-performing LEAs/schools and more targeted, programmatic support for the remaining LEAs/schools
► Each region would be led by a Regional Academic Lead, who oversees a team responsible for:
  ► Coordinating the provision of identified academic supports across existing field staff and centrally located NC DPI staff teams
  ► Coordinating academic-related communication and supporting high-quality implementation of new initiatives, programs, or policies in the field
► Centrally, regional teams could be supported by a small team to support the use of data and analytics to drive the identification of necessary supports, manage communication, and coordinate any implementation/roll-out of new initiatives by academic teams

Context and rationale

► NC DPI has faced significant budget cuts and seen the sunsetting of Race to the Top (RttT) in recent years, but interviews indicate that staff has strived to maintain a high level of service and support to districts through field-based resources; however, they are thinly stretched and coordination is ad hoc
► Existing efforts across DPI's Academic offices to coordinate support to a focused subset of schools represents a strong starting point for the expansion of this effort state-wide
► However, given current limitations, increased coordination and clear prioritization of time and resources could be critical drivers if NC DPI is to continue or enhance its support of the field going forward
  ► Specifically, NC DPI may need to more clearly define the supports it is able to provide (and those it cannot) based on the diverse needs of each region, DPI's priorities, and the evidence-based programs that are already in existence

Desired outcome

► Increased coordination across the academic supports in the field available to LEAs
► Reduced siloing within NC DPI as cross-functional field teams coordinate to design support and implementation initiatives
► More efficient deployment of agency resources as duplication of effort is reduced
► Clear articulation of DPI's priorities as they relate to programs and associated supports
► Access to high-quality, targeted support for LEAs to drive improved outcomes
► Increased use of data to drive decision-making
► Improved field perceptions on the consistency and quality of supports provided by NC DPI

Key stakeholders

Owner(s)
► CAO and academic program areas
► Educator Support Services

Impacted stakeholders
► Federal Programs Monitoring
► School Operations
► LEAs and schools

Note: Key stakeholders impacted and external dependencies noted were all confirmed by NC DPI management
Source: EY interviews, internal documents, EY analysis and discussions with management

EY

Support: recommendation #6

More detail can be found on Appendix pages 10-14

Providing more targeted LEA support could be accomplished with more streamlined teams than exist today, enabling the difference to be re-allocated, strategically reinvested or saved

1 — Potential financial implication for NC DPI 💲

Near-term impact (First FY of implementation)

- **Potential savings:** If implemented, this recommendation could result in net annual savings of as much as ~$0.7m on a baseline of $12.2m current related spending. The current baseline budget reflects the field-based regional staff in the following offices: ESS, IA&BS, Digital Teaching and Learning, Foundations of Reading and Math, K-3 literacy, Early Learning (formative assessment), and CTE. The baseline budget, and potential savings, reflect assumptions about a potential new structure which is described in the appendix. The impacted funding would be ~50% federal and ~50% state funds

Note on these financial implications: NC DPI acknowledges redesigning support to the field should be driven by the department's long term priorities and needs of LEAs. The potential financial implications above represent one illustrative scenario.

2 — Potential milestones and estimated timeframe 📅

Short term (0–12 months):

- Establish regional teams by pulling together existing staff in each region and moving staff or positions as necessary
- Establish the Academic Support Office at the NC DPI central office
- Develop and implement single comprehensive needs assessment

Medium term (12–24 months):

- Use data to drive instructional, academic and support-related decision-making by LEAs in each region
- Enable low-performing schools and districts have a clear understanding of what a high-quality schools look like and do

Longer term (24+ months):

- Increase level of coordination or even consolidation across all field-based resources so that the field experiences a singular, cohesive approach to support from NC DPI (incl. Exceptional Children, etc.)

3 — External dependencies ⚙️

- **SBE policy:** N/A
- **GA legislative mandate:** N/A
- **Other state agency:** N/A
- **LEA impact:** LEAs may need to embrace a different, more targeted form of support from NC DPI in order to allow for effective implementation of the regional teams. This new approach to support should be more streamlined and responsive to their needs, but may involve less flexible, as-needed support than LEAs are accustomed to today

Note: The potential financial implications (including estimates) associated with the recommendations are based on analysis where all the assumptions and parameters were confirmed/determined by DPI; Key stakeholders impacted and external dependencies noted were all confirmed by NC DPI management
Source: EY interviews, internal documents, EY analysis and discussions with management

EY

Supporting analysis recommendation #6

A significant number of NC DPI FTEs and contractors are in the field directly supporting LEAs

> *According to internal data and interviews, 88 staff and contractors in the field are associated with functions that could be embedded into a coordinated regional support structure*

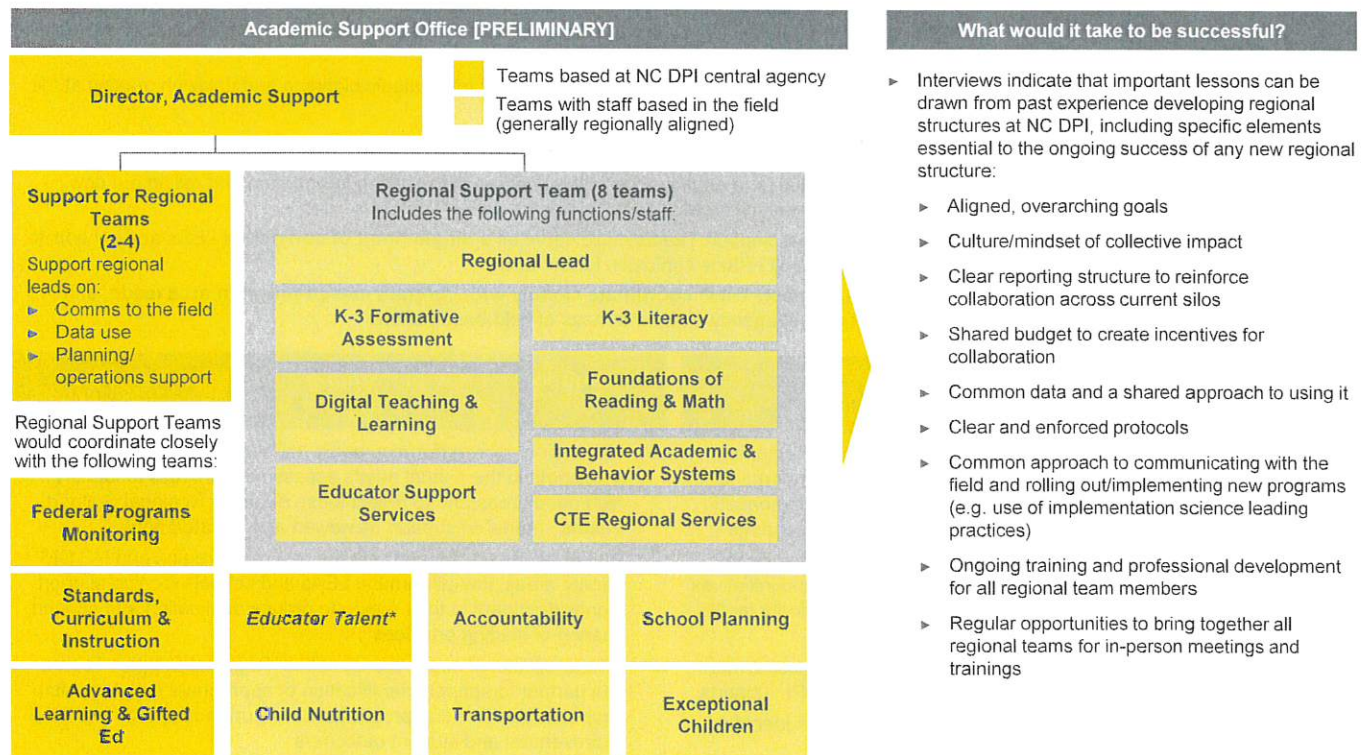| Internal Audit Contract Review	Beacon HR Data (excluding contractors)

Type of Support	Division	Section	DPI Field Staff
Academic Field Support	Digital Teaching and Learning	Digital Learning Initiative Consultants	5
		Statewide Educators on loan	2
		DTL Area Consultants	4
	Office of Early Learning	K-3 Literacy	9
		K-3 Formative Assessment Consultants	8
	Educator Support Services	School Portfolio Support Teams	15
		Professional Development Coordinator	2
		Service Support Teams	17
		Regional Education Facilitators	8
		Regional Administrative Support	6
		Program Improvement and Professional Development (Reading/Math Foundations)	8
	Exceptional Children	Special Programs and Data	3
		Behavior Support Section	2
		Sensory Support and Assistive Tech	5
		Supporting Teaching and Related Services	6
		EC Delivery Team	4
	Integrated Academic and Behavior Systems	Systems and Practices Sections (MTSS Consultants)	12
	Career and Technical Education	CTE Regional Services	6
		Agricultural Regional Services	3
Total NC DPI Staff in the field providing academic support			**125**

Type of Support	Division	Section	DPI Field Staff
Operations Field Support	School Operations	Transportation Services	3
		School Nutrition Services	23
		School Planning	7
Monitoring and Compliance	Exceptional Children	Policy, Monitoring and Audit	8
	Accountability	Regional Offices	13
Total NC DPI staff in the field providing operational support and compliance monitoring			**54**

Note: NC DPI Field Staff includes Internal Auditor's estimated LEA and IHE contractors; Data do not include Advanced Learning Volunteer Teachers or Early Learning Sensory Support Teachers
Source: EY analysis of internal NC DPI Data; EY Interviews

EY

Supporting analysis recommendation #6

Recommended Regional Support Teams (RSTs) could include or directly support DPI's Academics functions; they would coordinate with other agency and field-based supports

Academic Support Office [PRELIMINARY]

Director, Academic Support

Teams based at NC DPI central agency

Teams with staff based in the field (generally regionally aligned)

Support for Regional Teams (2-4)
Support regional leads on:
- Comms to the field
- Data use
- Planning/ operations support

Regional Support Teams would coordinate closely with the following teams:

Federal Programs Monitoring

Standards, Curriculum & Instruction

Advanced Learning & Gifted Ed

Regional Support Team (8 teams)
Includes the following functions/staff:

Regional Lead

K-3 Formative Assessment

K-3 Literacy

Digital Teaching & Learning

Foundations of Reading & Math

Integrated Academic & Behavior Systems

Educator Support Services

CTE Regional Services

Educator Talent*

Accountability

School Planning

Child Nutrition

Transportation

Exceptional Children

What would it take to be successful?

- Interviews indicate that important lessons can be drawn from past experience developing regional structures at NC DPI, including specific elements essential to the ongoing success of any new regional structure:

  - Aligned, overarching goals

  - Culture/mindset of collective impact

  - Clear reporting structure to reinforce collaboration across current silos

  - Shared budget to create incentives for collaboration

  - Common data and a shared approach to using it

  - Clear and enforced protocols

  - Common approach to communicating with the field and rolling out/implementing new programs (e.g. use of implementation science leading practices)

  - Ongoing training and professional development for all regional team members

  - Regular opportunities to bring together all regional teams for in-person meetings and trainings

Note: *Educator Talent is a new office comprised of several existing educator support functions which currently reside in disparate offices across NC DPI
Source: EY interviews, EY analysis

EY

Supporting analysis recommendation #6

Recommended Regional Support Teams could aim to improve the coordination of academic support to LEAs

All LEAs/Schools

Strategic data use

- Annually, Regional Leaders could work with LEAs in their region to perform a single **streamlined needs assessment,** involving the review of school performance and progress data to support district and school planning, and to identify areas of need
- Regional Leaders could improve **ongoing use of data** for strategic planning and decision making at the LEA and school level

Structured communication and coordination

- Regional Support Teams **could coordinate all academics-related communication** to LEAs and schools in their region, and employ a consistent approach to sharing information and rolling out new mandates, policies and initiatives
- Conversely, Regional Support Teams could serve as **a single point of contact** for LEAs and schools to streamline support and reduce confusion for the field
- Regional team members could **coordinate closely with centrally-based program area leads,** and would support central agency staff awareness of field-based efforts

Potential approach for specific LEAs/Schools

Statewide support LEAs and schools above bottom 5%	**Support for low-performing districts and schools** Bottom 5% of LEAs and schools
- For LEAs and schools above the bottom 5%, Regional Support Teams could maintain a "menu" of support and professional development that would be provided based on needs identified in the region's needs assessments	- Like their higher-performing peers, these LEAs and schools participate in the annual needs assessment process to identify high need areas and to reflect these needs in Regional Support Teams' "menu" of support (reviewed and updated annually)
- Supports and professional development provided by the state to these LEAs would align to programs and initiatives that are (a) evidence-based and (b) highest priority for NC DPI	- Where needs are aligned with the rest of the region and NC DPI priority areas, low-performing LEAs and schools receive support alongside others in their region to reduce duplication and support sharing of leading practices
- Regional Leads could use each LEA's needs assessment to help match LEA needs to appropriate NC DPI supports	- Where additional needs are identified, Regional Support Teams can partner to support identification of appropriate supplemental supports, and/or the appropriate NC reform model to drive school improvement and student outcomes
- LEAs would use local resources to meet needs identified outside of DPI's highest priority area	

Source: EY Interviews and discussion with management

EY

Supporting analysis recommendation #6

Regional Support Teams' roles and responsibilities would need to strike a balance between providing direct support to LEAs and empowering LEAs to make locally-appropriate decisions

Regional Lead	Program Area Supports	Low-Performing School/District Supports

► Regional Leads could be charged with:
  ► Driving the use of data in LEAs and schools across their region
  ► Overseeing the annual needs assessment including a review of data and identification of needs
  ► Ensuring that available program area supports reflect regional needs
  ► Ensuring that low-performing schools and districts are accessing high-quality, evidence-based external supports to address their identified needs
  ► Ensuring that communication to the field is clear, regular and consistent, and that DPI's "brand promise" resonates and is seen as reliable by the field
	► Recommended program areas include: Foundations of Reading and Math, K-3 Literacy, K-3 Formative Assessment, IA&BS, and Digital Teaching & Learning
	► RST program area staff could support schools and districts in the region by coordinating and delivering professional development based on the needs identified in that region; this professional development would be available to all schools and LEAs in a region
	► RST program area staff could also serve a liaison function, supporting communication and roll-out to the field, and providing central teams with field-level feedback
		► Low-performing school/district supports are comprised of Educator Support Services (ESS) staff in these roles today
		► However, rather than providing direct support to low-performing (LP) schools or districts, within the RST structure, these support staff could serve as an **enabler**:
		  ► Regularly reviewing performance data
		  ► Driving awareness and use of supports already being provided by the RST program area staff in a region
		  ► [Where needed supports are *not* provided by the program area staff] Defining what high-quality support looks like, and supporting LP schools/districts to identify quality external supports
		  ► Providing guidance for continually low-performing schools on NC reform model selection and reviewing reform plans
		► In this future structure, support staff could be assigned to regional teams as follows:
		  ► 1 per LP district
		  ► 1 per 5 LP schools
		► LP support staff are not expected to work alone, but rather could create professional learning communities (PLCs) or groups based on need in each region

EY

Supporting analysis recommendation #6

Regional structures exist in other states and provide varying levels of direct support to districts

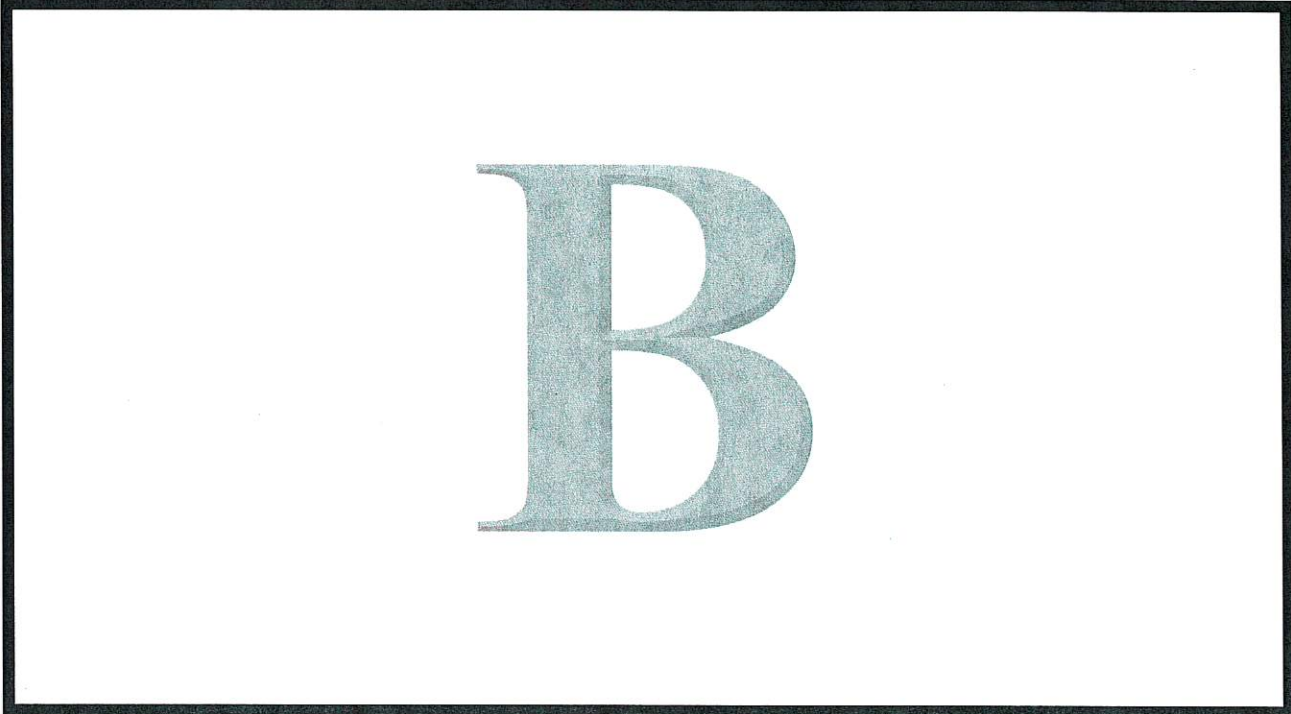|	**Louisiana** *Light-touch execution support from a trusted advisor*	**Kentucky** *Cooperatives focus on developing regionally-beneficial partnerships*

Structure	► Louisiana's "network" structure envisioned 5 regionally-based teams of ~10 members each whose primary focus was on building capacity at the school and district level
	
	► Over time, the regional structure has been streamlined to 3 network teams of 7-8 members each
	
	► Support for low performing schools sits within the Portfolio office
		► In Kentucky, low performing schools receive direct support from the Department of Education while all other schools can opt into an educational cooperative in their region
		
		► Across the 3 low performing schools regions:
		   ► Educational Recovery Directors support the creation of partnerships with universities, educational agencies, and external stakeholders in each region
		   ► Additionally, Educational Recovery Leaders and Specialists provide direct support to teachers in schools
		
		► Kentucky has 9 "educational cooperative" offices which offer opt-in services for schools in their region

Support to districts	► Today, these teams continue to serve as trusted advisors in the field ► However, these teams operate with a narrower scope, focused on ensuring the districts have purchased a high quality curriculum and are identifying the right professional development supports ► Louisiana has identified a menu of approved curriculum and professional development, and networks work with their districts to procure high quality resources in lieu of providing them directly to districts	► Educational Recovery staff in low performing schools focus on supporting literacy and math; they aim to align their support with the mission / vision of the school leader ► Meanwhile, cooperative offices are very involved in providing professional development, hosting regional meetings, and offering training sessions for member districts ► Cooperatives also work to enable districts to maximize their purchasing power through cooperative purchasing / bids

Note: States were selected in accordance with NC DPI criteria (e.g south-eastern location and focus on reform within the state education agency)
Source: States Department of Education websites, EY Interviews

EY

B

Approval of Minutes from
March 2, 2018

Central Carolina RESA Board of Directors Meeting
7208 Falls of Neuse Rd., Raleigh, NC
March 2, 2018, 2018
9:00 a.m. – 12:00 p.m.
Minutes

Board of Directors
Pamela Baldwin (CHCCS), Pascal Mubenga (Durham), Rhonda Schuhler (Franklin), Patrick Miller (Greene), Ross Renfrow (Johnston), Shelton Jefferies, (NRMPS) Monica Smith-Woofter (Northampton), Todd Wirt (Orange), Rodney Peterson (Person), Ethan Lenker (Pitt), Dain Butler (Roanoke Rapids), Tony Jackson (Vance), Del Burns (Wake), Linda Mason (Warren designee), and Lane Mills (Wilson).

Affiliate Member Representatives
Art Rouse (ECU)

Staff
Neil Pedersen, Dana Stutzman, Lisa Sonricker, and Patricia Hilliard.

Guests
Nakia Hardy, Durham Deputy Superintendent for Academic Services and Susan Gates, SAS Special Advisor on Education.

Call to Order
Board Chair Dr. Todd Wirt called the meeting to order at 9:05 am. Dr. Wirt welcomed Dr. Linda Mason from Warren County who is attending for Dr. Spain and introduced Dr. Nakia Hardy, the new Deputy Superintendent for Academic Services at Durham County Schools.

Approval of Minutes
Dr. Wirt asked members to review the minutes from the December 13th Board of Directors meeting. Rodney Peterson moved and Ethan Lenker seconded approval of the minutes. The minutes were approved by a unanimous vote.

Approval of Financial Statements
Dr. Lenker, CCRESA Treasurer, reviewed the financial materials for the month of January 2018. Dr. Lenker gave an overview of the memo provided to the Board and asked members to review the supporting Financial Reports. Shelton Jefferies moved and Pascal Mubenga seconded approval of the Financial Statements. The Financial Statements were approved unanimously.

Strengthening Early Math and Literacy Instruction
Dr. Wirt Introduced Susan Gates from SAS who presented on why 3rd grade reading is important to the business industry. North Carolina businesses are recognizing the importance of supporting the need for increasing 3rd grade reading proficiency. STEM

related, health care professional, finance and insurance jobs are all showing a significant increase and data shows 3rd grade reading proficiency drives college enrollment. The Business Roundtable published the report "Why Reading Matters" which lays out policy recommendations to address the needs of children ages 0-8. Part of the policy recommendations report that K-3 teachers need to increase their knowledge and skills of early childhood development and early academic content and pedagogy. One way to ensure teachers have this knowledge in the K-3 classroom is to make early childhood preparation a required aspect of obtaining a NC K-3 Teachers' License, which would be separate from a 3-6 Teachers' License. There is inherent friction with this recommendation but SAS is hosting meetings to discuss strengthening early math and literacy instruction in NC and looking for feedback from Superintendents.

Update on LATP
LATP Program Director, Lisa Sonricker and Lead Instructor, Patricia Hilliard presented an update on the CCRESA's lateral entry licensure program.

EC Teachers
We are pleased to report that the LATP will continue to be able to accept EC teachers and with the aid of DPI we will be able to customize a program to fully support the needs of an EC teacher.

Spring Symposium
The Spring Symposium will be held on March 9th and 10th. LATP will cover the cost of subs for their teachers on that Friday. Districts are asked to submit an invoice to request reimbursement. Friday's programming will focus on addressing the needs of English Learners in the classroom. Saturday's all day conference will focus on supporting EC students. Guest presenters from many member districts and IHEs will be facilitating breakout sessions during both days.

Pearson Math Subtest
The CCRESA will facilitate a 2-day workshop with NCMAST on April 26th & 27th to prepare teachers to pass the math portion of the Pearson. This session is open to all teachers, but the CCRESA will cover the $130 registration fee (not subs) for all the LATP teachers. Superintendents were urged to pass this information on and support teacher attendance.

Program Retention
The year began with 89 teachers enrolled in the LATP Program and we currently have 83 teachers still active. Four teachers left the profession, 1 withdrew, and 1 was dismissed.

2018-2020 Recruitment and Application Process
HR Council members gave the CCRESA an estimated number of participants for the LATP class of 2018-2020. Superintendents are asked to review these numbers for accuracy and let us know if those numbers are on track. Editable flyers were given to each district to help with the recruitment process and online applications by district are posted at ccresa.net/latp/application. The responses are shared in Google Drive with district leads.

Districts are asked to select their participants by August 10th and "late hires" will be selected by September 7th.

Feedback on Legislative Breakfast

Many Superintendents received positive feedback from their legislatures regarding the breakfast the CCRESA hosted at The Bridge Club on January 10th. The Board would like to make this an annual event, recognizing timing may be an issue and planning around General Assembly members' schedules. It was agreed to keep the formatting the same and host the breakfast at the same location.

Approval of Executive Director's Contract

When the CCRESA officially transitioned to a 501(c)3, the Board did not formally approve a new contract for the Executive Director. Dr. Wirt asked members to review the proposed contract for the Executive Director which reflects the current roles, duties, and salary. Lane Mills moved and Ethan Lenker seconded. The contract was approved by unanimous vote.

Plans for Next Year

Dr. Pedersen asked the Board what type of sessions they would like to continue during the next school year. One topic of focus could be on Equity. Many districts have their own initiatives on this subject, and Dr. Pedersen asked if the RESA should have a role? Some smaller districts do not have the budget to bring in outside consultants. Dr. Pedersen suggested that the RESA could invite organizations to present proposals or models to the Board. Superintendents could then make a decision on if the RESA should move forward and contract with an outside organization to provide multi-district support.

Dr. Pedersen pointed out that many of our year-long PD offerings start strong, but attendance and participation dwindle throughout the year. Also, oftentimes administrators who register for sessions don't show up. Dr. Pedersen questioned whether or not the RESA should continue to offer professional development programs. Superintendents were asked to reflect on what types of programming would be most helpful to their district. Some possible meeting topics are listed below:
- Help to plan new C&I rollouts
- Training for curriculum materials
- New ELA and math initiatives from DPI
- NCEES training
- New Principal support – perhaps collaborating with NCPAPA

Other Issues of Interest

Dr. Wirt opened the discussion for Superintendents to propose any other pressing issues.

HB90

HB90 allows for districts to have flexibility in order to comply with the new K-3 class size restrictions. At this time it is uncertain how the pipeline money laid out for schools will reach the communities.

<u>Support for National Walkout on March 14th</u>
Across districts, schools are working to provide safe spaces for students inside or outside of school grounds. While school staff does not give support or disapproval, administrations should recognize the students' freedom of speech rights. Some principals are working with student leaders to create a plan that allows for safety and flexibility. Having met earlier in the week with Principal Council representatives, Dr. Pedersen encouraged superintendents to provide clear parameters for their principals to follow while at the same time allowing principals to collaborate with their student leaders to make plans for the day.
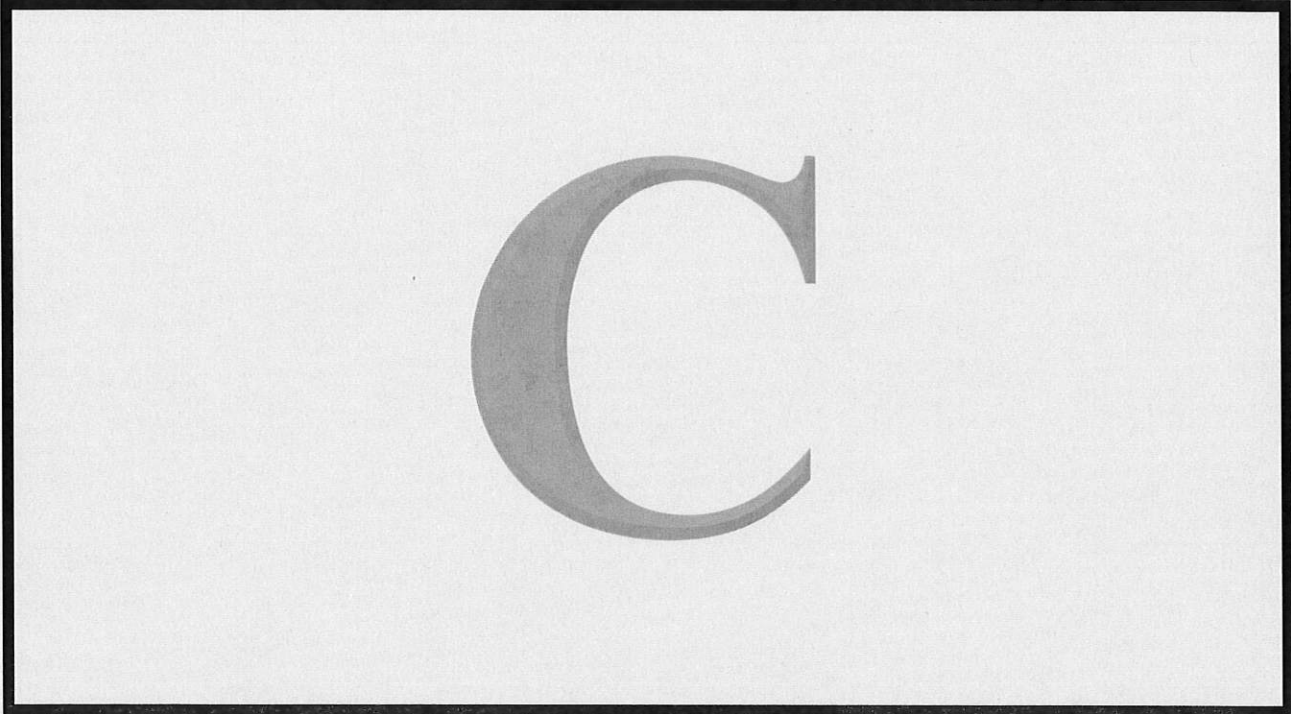
<u>PEPSC</u>
EPP policy recommendations have been submitted. The committee is working to meet the legislative deadline for licensure recommendations. These initial recommendations may be amended this summer after further review.

The meeting adjourned at 11:30pm.

Respectfully submitted,

Ethan Lenker
Treasurer/Secretary

C

Financial Reports

Central Carolina
Regional Educational Service Alliance

Serving School Districts in the Heart of North Carolina

To: CCRESA Board of Directors

From: Ethan Lenker
CCRESA Secretary/Treasurer

Date: 5/11/18

Re: Financial Report Memo

STATEMENT OF FINANCIAL POSITION

APRIL

On April 30, 2018 the CCRESA's bank accounts totaled $818,099.28.

Outstanding Liabilities amounted to $13,940.67. The balances in each of our bank accounts at the end of April were as follows:

BB&T Checking $358,375.91

CapitalOne 360 Business Account $251,765.77

First Internet Bank CD $207,957.60

There were two outstanding invoices in Accounts Receivable totaling $346 as of April 30th:

- South Smithfield Elementary for $130 Pearson Math Prep Workshop Registration Fee
- Southeast Education Alliance for $216 to cover cost of break service and lunches for their 6 participants to attend Pearson Math Prep Workshop

STATEMENT OF ACTIVITY

MARCH

During the month of March the CCRESA spent $39,710.06. The breakdown by class is as follows:

DLC $0
LATP $12,317.49
RESA $27,392.57

The following programming was held:

- March 1st – Principal Council
- March 1st – LATP Cohort 3 Class
- March 2nd – CCRESA Board Meeting
- March 6th – Technology Council

- March 6th – C&I/Technology Book Study "Learning Transformed"
- March 9th & 10th – LATP Spring Symposium at the McKimmon Center
- March 19th & 20th – Developing Future-Focused Schools with Connie Kamm
- March 20th – LATP Cohort 1 Class
- March 22nd – HR Council Meeting
- March 22nd – LATP Cohorts 2 & 4 Classes
- March 27th – Leadership Roundtable "Grit"
- March 27th – LATP Cohort 5 Class

In March we earned $349.59 through our CapitalOne 360 Business Account and our 36 Month CD with First Internet Bank.

APRIL

During the month of April the CCRESA spent $92,712.78. The breakdown by class is as follows:

DLC	$2,527.85
LATP	$62,995.07
RESA	$27,189.86

The following programming was held:

- April 10th – LATP Cohort 1 Class
- April 10th & 11th – Developing Future-Focused Schools with Connie Kamm
- April 12th – Equity Group Meeting
- April 12th – LATP Cohorts 2 & 4 Classes
- April 13th – Leadership Roundtable "Grit" Make-up date
- April 17th – PIO Council
- April 17th – LATP Cohort 5 Class
- April 19th – LATP Cohort 3 Class
- April 24th – C&I and Technology Council Meeting
- April 25th – Principal Council Meeting
- April 26th – Leadership Roundtable "Decisive"
- April 26th – 27th – NCMAST Pearson Math Subtest Prep Workshop
- April 30th – NCDPI Digital Learning Competencies at McKimmon Center

In April we earned $338.67 through our CapitalOne 360 Business Account and our 36 Month CD with First Internet Bank.

BUDGET VS. ACTUALS

Below is a breakdown of where we stand at this point in the year for each of the three accounts that we maintain.

Traditional RESA Operations

Ten months into the fiscal year, the RESA has spent 76% of its operating budget (exclusive of DLC and LATP) for a total of $247,722.41. The CCRESA updated the projector and added wall mounted speakers to the conference room for a total of $4,564.90. This expense was not part of the original budget, therefore the RESA is showing an overage on the Technology Line Item under 650 Capital Outlay.

Digital Learning Competencies Grant from DPI

The RESA spent $2,527.85 on costs associated with the DLC Grant in the month of April. We currently have spent $20,448.96, approximately 46% of the overall budget. Factoring in the June 13th Beginning Teacher Summit, with cost estimate of $5,700, the CCRESA will profit nearly $17,000.

Local Alternative Teacher Preparation Program

At this time $34,368 remains from the LATP Grant. These funds will be used to pay the last two invoices to fulfill our contract with RTI and cover costs of the LATP Summer Institute. We have currently spent $54,528 from the LATP Programming budget. The majority of that expense was the 3rd Quarter invoice to Wake County Public Schools for our two on-loan employees. The remaining balance will be carried over to next fiscal year to cover expenses for the Year 2 of the 2017-2019 Cohort.

Central Carolina RESA

STATEMENT OF FINANCIAL POSITION

As of April 30, 2018

	TOTAL
ASSETS	
Current Assets	
Bank Accounts	
100 BB&T Checking	358,375.91
110 BB&T Money Market	0.00
120 Capital One 360	251,765.77
130 FIB CD	207,957.60
Total Bank Accounts	**$818,099.28**
Accounts Receivable	
Accounts Receivable (A/R)	346.00
Total Accounts Receivable	**$346.00**
Other Current Assets	
Prepaid dues - offset	0.00
Sales Tax Receivable	1,467.02
Undeposited Funds	0.00
Total Other Current Assets	**$1,467.02**
Total Current Assets	**$819,912.30**
Fixed Assets	
Accumulated Depreciation	-1,151.01
Computer Equipment	870.00
Meeting Furniture	870.00
Office Furniture	1,365.00
Website	4,500.00
Total Fixed Assets	**$6,453.99**
TOTAL ASSETS	**$826,366.29**
LIABILITIES AND EQUITY	
Liabilities	
Current Liabilities	
Accounts Payable	
Accounts Payable (A/P)	2,032.34
Total Accounts Payable	**$2,032.34**
Credit Cards	
200 Credit Card - DS	2,086.76
210 Credit Card - NP	668.25
230 Credit Card - PH	150.52
231 Credit Card - LS	0.00
Total Credit Cards	**$2,905.53**
Other Current Liabilities	
240 Prepaid Dues	0.00
245 LATP Grant Money	0.00
250 Payroll Liabilities	0.00
Federal Taxes (941/944)	2,387.30

	TOTAL
NC Income Tax	540.00
NC Unemployment Tax	0.00
T. Rowe Price	2,575.50
T. Rowe Price Retirement Plan	0.00
Total 250 Payroll Liabilities	**5,502.80**
Benefits Payable	3,500.00
Direct Deposit Payable	0.00
Total Other Current Liabilities	**$9,002.80**
Total Current Liabilities	**$13,940.67**
Total Liabilities	**$13,940.67**
Equity	
Retained Earnings	450,412.70
Net Revenue	362,012.92
Total Equity	**$812,425.62**
TOTAL LIABILITIES AND EQUITY	**$826,366.29**

Central Carolina RESA

STATEMENT OF ACTIVITY BY CLASS

April 2018
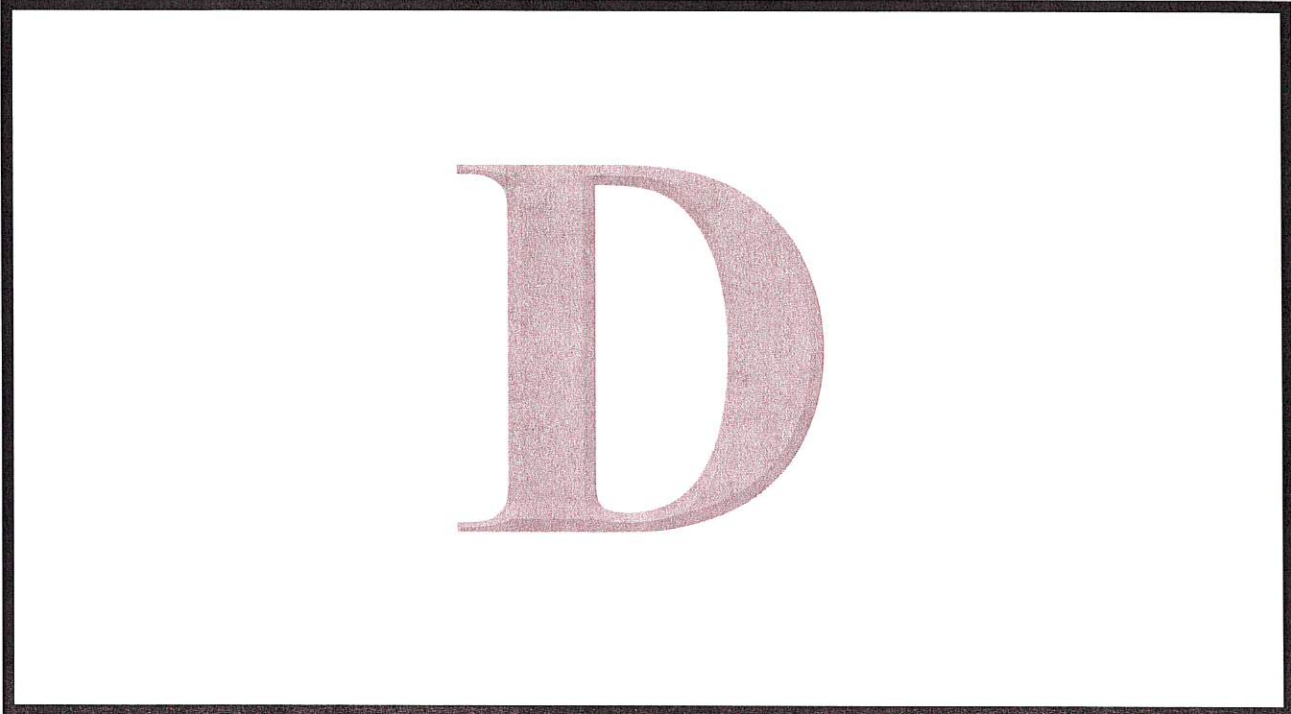
	DLC	LATP	RESA	TOTAL
Revenue				
430 Interest Income			338.67	$338.67
470 Meeting/CCRESA Reimbursement			72.24	$72.24
Total Revenue	**$0.00**	**$0.00**	**$410.91**	**$410.91**
GROSS PROFIT	**$0.00**	**$0.00**	**$410.91**	**$410.91**
Expenditures				
500 Salary & Benefits				$0.00
Employer Taxes			880.52	$880.52
Executive Director Compensation			6,333.34	$6,333.34
Executive Director Retirement Contribution			950.01	$950.01
Office Manager Compensation			5,176.66	$5,176.66
Office Manager Retirement Contribution			776.49	$776.49
Total 500 Salary & Benefits			**14,117.02**	**$14,117.02**
525 Professional Services				$0.00
Insurance			42.10	$42.10
Payroll & Accounting			48.00	$48.00
Total 525 Professional Services			**90.10**	**$90.10**
550 Office Occupancy				$0.00
Custodial Services			140.00	$140.00
Recycling			128.70	$128.70
Rent			1,775.00	$1,775.00
Total 550 Office Occupancy			**2,043.70**	**$2,043.70**
575 Communications				$0.00
Gmail/Website			20.83	$20.83
Telephone/Internet			296.98	$296.98
Total 575 Communications			**317.81**	**$317.81**
600 Office Supplies & Expenses				$0.00
Copier Lease			415.44	$415.44
Office Supplies & Materials			213.49	$213.49
Printing			158.00	$158.00
Total 600 Office Supplies & Expenses			**786.93**	**$786.93**
625 Professional Development				$0.00
Contracted Consultants			0.00	$0.00
Food & Beverage			3,244.20	$3,244.20
Registration Fees			910.00	$910.00
Staff Travel			668.25	$668.25
Supplies/Books/Materials			637.07	$637.07
Total 625 Professional Development			**5,459.52**	**$5,459.52**
650 Capital Outlay				$0.00
Technology			4,678.85	$4,678.85
Total 650 Capital Outlay			**4,678.85**	**$4,678.85**
700 Sales Tax Paid			271.43	$271.43

	DLC	LATP	RESA	TOTAL
900 DPI Programming				$0.00
DLC - Food & Beverage	562.85			$562.85
DLC - Room/Equipment Rental	1,965.00			$1,965.00
Total 900 DPI Programming	**2,527.85**			**$2,527.85**
910 LATP Programming				$0.00
LATP - Contracted Services		49,054.84		$49,054.84
LATP - Printing		160.22		$160.22
LATP - Testing Materials & Fees		327.00		$327.00
Total 910 LATP Programming		**49,542.06**		**$49,542.06**
915 LATP Grant Start-Up Expenses				$0.00
LATPS - Contracted Services		11,912.00		$11,912.00
LATPS - Supplies		1,146.33		$1,146.33
LATPS - Travel		394.68		$394.68
Total 915 LATP Grant Start-Up Expenses		**13,453.01**		**$13,453.01**
Payroll Expenses				$0.00
Company Contributions				$0.00
Retirement			-575.50	$ -575.50
Total Company Contributions			**-575.50**	**$ -575.50**
Total Payroll Expenses			**-575.50**	**$ -575.50**
Total Expenditures	**$2,527.85**	**$62,995.07**	**$27,189.86**	**$92,712.78**
NET OPERATING REVENUE	$ -2,527.85	$ -62,995.07	$ -26,778.95	$ -92,301.87
NET REVENUE	$ -2,527.85	$ -62,995.07	$ -26,778.95	$ -92,301.87

Central Carolina RESA
Budget vs. Actuals: 2017-2018 Budget - FY18 P&L
July 2017 - April 2018

	Actual	Budget	Total over Budget	% of Budget
Revenue				
400 Dues Income	241,739.00	241,739.00	0.00	100.00%
410 Donations	1,000.00		1,000.00	
420 Grant Income			0.00	
DLC Grant Funding	43,988.00	43,988.00	0.00	100.00%
LATP Grant Funding	266,092.00	266,092.00	0.00	100.00%
Total 420 Grant Income	$ 310,080.00	$ 310,080.00	$ 0.00	100.00%
430 Interest Income	3,043.43	4,200.00	-1,156.57	72.46%
440 LATP Program Fees			0.00	
LATP - District Fees	261,000.00	300,000.00	-39,000.00	87.00%
LATP - Participant Fees	87,000.00	100,000.00	-13,000.00	87.00%
Total 440 LATP Program Fees	$ 348,000.00	$ 400,000.00	-$ 52,000.00	87.00%
450 Sales Tax Reimbursement		2,400.00	-2,400.00	0.00%
460 Rental Fees	580.00		580.00	
470 Meeting/CCRESA Reimbursement	72.24		72.24	
Total Revenue	$ 904,514.67	$ 958,419.00	-$ 53,904.33	94.38%
Gross Profit	$ 904,514.67	$ 958,419.00	-$ 53,904.33	94.38%
Expenditures				
500 Salary & Benefits			0.00	
Employer Taxes	8,805.15	11,700.00	-2,894.85	75.26%
Executive Director Compensation	63,333.40	76,000.00	-12,666.60	83.33%
Executive Director Retirement Contribution	6,333.39	7,600.00	-1,266.61	83.33%
Office Manager Compensation	51,766.60	62,120.00	-10,353.40	83.33%
Office Manager Retirement Contribution	5,176.60	6,212.00	-1,035.40	83.33%
Total 500 Salary & Benefits	$ 135,415.14	$ 163,632.00	-$ 28,216.86	82.76%
525 Professional Services			0.00	
Attorney Fees		1,000.00	-1,000.00	0.00%
CPA Firm/Yearly Audit	5,200.00	5,000.00	200.00	104.00%
Financial Management	2,915.86	3,000.00	-84.14	97.20%
Insurance	1,921.47	2,032.00	-110.53	94.56%
Payroll & Accounting	1,022.99	875.00	147.99	116.91%
Total 525 Professional Services	$ 11,060.32	$ 11,907.00	-$ 846.68	92.89%
550 Office Occupancy			0.00	
Custodial Services	1,540.00	1,680.00	-140.00	91.67%
Recycling	506.90	550.00	-43.10	92.16%
Rent	19,525.00	21,300.00	-1,775.00	91.67%
Total 550 Office Occupancy	$ 21,571.90	$ 23,530.00	-$ 1,958.10	91.68%
575 Communications			0.00	
Gmail/Website	397.08	1,520.00	-1,122.92	26.12%
Telephone/Internet	2,936.96	3,912.00	-975.04	75.08%
Total 575 Communications	$ 3,334.04	$ 5,432.00	-$ 2,097.96	61.38%

600 Office Supplies & Expenses				0.00	
Copier Lease		2,493.36	2,300.00	193.36	108.41%
Office Supplies & Materials		3,008.24	3,000.00	8.24	100.27%
Printing		898.65	1,000.00	-101.35	89.87%
Total 600 Office Supplies & Expenses	$	6,400.25	$ 6,300.00	$ 100.25	101.59%
625 Professional Development				0.00	
Contracted Consultants		32,491.14	60,438.00	-27,946.86	53.76%
Food & Beverage		19,982.18	25,000.00	-5,017.82	79.93%
Mileage Reimbursement		883.99	500.00	383.99	176.80%
Registration Fees		1,359.11	1,500.00	-140.89	90.61%
Room/Equipment Rental		250.00	6,000.00	-5,750.00	4.17%
Staff Travel		1,525.86	5,000.00	-3,474.14	30.52%
Supplies/Books/Materials		3,780.53	8,000.00	-4,219.47	47.26%
Total 625 Professional Development	$	60,272.81	$ 106,438.00	-$ 46,165.19	56.63%
650 Capital Outlay				0.00	
Furniture		3,386.88	3,500.00	-113.12	96.77%
Technology		4,678.85	1,000.00	3,678.85	467.89%
Total 650 Capital Outlay	$	8,065.73	$ 4,500.00	$ 3,565.73	179.24%
700 Sales Tax Paid		1,565.81	2,400.00	-834.19	65.24%
900 DPI Programming				0.00	
DLC - Administrative Costs			9,000.00	-9,000.00	0.00%
DLC - Food & Beverage		9,348.41	18,788.00	-9,439.59	49.76%
DLC - Room/Equipment Rental		10,995.00	15,000.00	-4,005.00	73.30%
DLC - Travel/Mileage		105.55	1,200.00	-1,094.45	8.80%
Total 900 DPI Programming	$	20,448.96	$ 43,988.00	-$ 23,539.04	46.49%
910 LATP Programming				0.00	
LATP - Contracted Services		53,526.61	215,750.00	-162,223.39	24.81%
LATP - Course Supplies/Books/Materials			5,000.00	-5,000.00	0.00%
LATP - Food & Beverage		64.25	40,000.00	-39,935.75	0.16%
LATP - Printing		610.90	2,500.00	-1,889.10	24.44%
LATP - Room/Equipment Rental			12,500.00	-12,500.00	0.00%
LATP - Testing Materials & Fees		327.00	22,000.00	-21,673.00	1.49%
LATP - Travel/Mileage			19,500.00	-19,500.00	0.00%
Total 910 LATP Programming	$	54,528.76	$ 317,250.00	-$ 262,721.24	17.19%
915 LATP Grant Start-Up Expenses				0.00	
LATPS - Contracted Services		189,564.19	221,092.00	-31,527.81	85.74%
LATPS - Food & Beverage		4,267.23	15,000.00	-10,732.77	28.45%
LATPS - Furniture		7,215.73	8,000.00	-784.27	90.20%
LATPS - Room/Equipment Rental		2,905.00	5,000.00	-2,095.00	58.10%
LATPS - Supplies		5,169.54	5,000.00	169.54	103.39%
LATPS - Technology		6,645.17	5,000.00	1,645.17	132.90%
LATPS - Travel		4,034.76	7,000.00	-2,965.24	57.64%
Total 915 LATP Grant Start-Up Expenses	$	219,801.62	$ 266,092.00	-$ 46,290.38	82.60%
Bank Charges		36.41		36.41	
Total Expenditures	$	542,501.75	$ 951,469.00	-$ 408,967.25	57.02%
Net Operating Revenue	$	362,012.92	$ 6,950.00	$ 355,062.92	5208.82%
Net Revenue	$	362,012.92	$ 6,950.00	$ 355,062.92	5208.82%

D

Update on LATP Program

LATP LOCAL ALTERNATIVE TEACHER PREPARATION

TO: CCRESA Board of Directors
FROM: Lisa Sonricker
DATE: May 11, 2018
RE: Local Alternative Teacher Preparation Program Update

Thank you!
Thank you for supporting and promoting our work in the LATP Program. Our CCRESA LATP program success is possible because of you, and the investment and commitment you made to the CCRESA and to one another. We are grateful for your support as we strive to assist you in growing and developing your teachers to be caring and instructional champions for our students.

Summer Institute
As we conclude our Foundations of Teaching for Learning Course this coming week, we look forward to our Summer Institute which is a 90-hour blended course with a deeper focus on effective Unit Planning and Instructional Design. Your teachers will be engaged in a 3-week course in June and July that will teach them about maximizing student learning using backwards design.

LATP Interview Process coming soon
We hope to help support districts in the selection process of LATP candidates soon. We are partnering with RTI to develop a group interview process that we believe will serve to identify candidates who demonstrate the following:
- Ability to identify with and value diverse populations
- Receptiveness to feedback and ability to adjust practice based on feedback
- Enthusiasm for teaching/commitment to making a difference in a child's life through teaching
- Critical thinker/problem solver

2018-20 LATP Recruitment and Application Process:
In addition to attending job fairs across the region, we are supporting districts by presenting LATP information sessions to advise lateral entry teachers on their options for licensure and the benefits of the LATP program. We have just begun the information sessions so please let us know if we can help you in this way. (Information sessions held or scheduled to be held include: Halifax, Wilson, Wake, and Person thus far)

Online applications were sent to all districts to streamline the application process. Please see attached table for a current look at district numbers for lateral entry teachers and 2018-20 LATP candidates.
Deadlines for selecting 2018-20 LATP program participants:

- Districts select participants by August 8, 2018
- Districts select "late hires" by September 7, 2018

Looking Back to Move Ahead
Our teachers are completing an evaluation on provided program coursework and facilitation, coaching, and mentoring support so that we can assess and respond to teacher needs for next year. In addition, we will be holding focus groups for coaches so that we can learn how to better support those who have such a direct influence on our teachers' success.

A New Name? We are requesting your approval.
We are asking for your consideration of our proposed new name for the LATP Program. To capture the innovative, collaborative essence of our program, we are recommending the following name and tag line:

The Central Carolina Teaching Initiative: A collaborative approach to educating new teachers.

Please provide any feedback/suggestions.

We asked our CCRESA Human Resource leaders to provide an estimate of participants in next year's cohort. This is an update on the numbers who have submitted applications to the LATP Program.

CCRESA School District	2017-19 Current LATP Cohort Participants	2018-20 Anticipated LATP Cohort Participants	2017-18 Total Number of Lateral Entry Teachers in District	Current Number of Applications submitted online
Chapel Hill-Carrboro City	0	Unsure		0
Durham	23	25	235	1
Edgecombe	0	Unsure		
Franklin	5	5	49	0
Granville	5	5-8	53	0
Greene	0	Unsure		0
Halifax	2	20-25	49	5
Johnston	12	20	116	1
Nash- Rocky Mount	0	0		
Northampton	1	3	39	0
Orange	0	Unsure		
Person	5	5	37	0
Pitt	6	Unsure		0
Roanoke Rapids	2	2		0
Vance	0	Unsure		
Wake	18	25	334	4
Warren	2	2-4	47	0
Wilson	1	8-10		2
Total	**82**	**120-132**		**13**

We look forward to serving the Districts of the Central Carolina Region and are thankful for your support and encouragement.

E

Update on Equity & Professional Learning Councils

Request for Superintendents to meet with Equity Advisory Council Members

Neil Pedersen <director@ccresa.net>   Tue, Apr 24, 2018 at 8:41 AM
To: Dana Stutzman <officemanager@ccresa.net>, "Dr. Alisa McLean" <mcleana@gcs.k12.nc.us>, "Dr. Anthony Jackson" <ajackson@vcs.k12.nc.us>, "Dr. Barbria Bacon" <Barbria.Bacon@esdb.nc.gov>, "Dr. Dain Butler" <butlerd.co@rrgsd.org>, "Dr. Del Burns" <aburns@wcpss.net>, "Dr. Eric Cunningham" <cunninghame@halifax.k12.nc.us>, "Dr. Monica Smith-Woofter" <smith-wooferm@northampton.k12.nc.us>, "Dr. Ray Spain" <rspain@warrenk12nc.org>, "Dr. Shelton Jefferies" <sljefferies@nrms.k12.nc.us>, "Dr. Todd Wirt" <todd.wirt@orange.k12.nc.us>, "Dr. Valerie Bridges" <vbridges@ecps.us>, Ethan Lenker <lenkere@pitt.k12.nc.us>, Lane Mills <lane.mills@wilsonschoolsnc.net>, Pam Baldwin <pbaldwin@chccs.k12.nc.us>, Pascal Mubenga <pascal.mubenga@dpsnc.net>, Patrick Miller <patrickmiller@greene.k12.nc.us>, Rodney Peterson <petersonr@person.k12.nc.us>, Ross Renfrow <rossrenfrow@johnston.k12.nc.us>
Cc: Allie Evans <evansa.co@rrgsd.org>, Antonio Blow <antonioblow@greene.k12.nc.us>, Crystal Roberts <crystalroberts@johnston.k12.nc.us>, Dan Huddleston <dhuddleston@chccs.k12.nc.us>, Daniel Bullock <daniel.bullock@dpsnc.net>, "Dr. Linda Mason" <lmason@warrenk12nc.org>, Freda Clifton <FredaClifton@fcschools.net>, Jill McKenna <mckennaj@person.k12.nc.us>, Karen Harrington <harrink3@pitt.k12.nc.us>, Leondus Farrow <LLFarrow@nrms.k12.nc.us>, Maurice Barnes <maurice.barnes@wilsonschoolsnc.net>, Meredith Mauer <mlmaier@live-unc.edu>, "Michael A. Myrick" <myrickm@gcs.k12.nc.us>, Pauletta Thompson <thompsonp@gcs.k12.nc.us>, Rodney Trice <rtrice@wcpss.net>, Sheldon Lanier <slanier@chccs.k12.nc.us>, Sherita Cobb <sherita.cobb@orange.k12.nc.us>, Teresa Bunner <tbunner@wcpss.net>, Travis Lewis <lewist@pitt.k12.nc.us>

CCRESA Superintendents,
The Equity Advisory Council had a very productive meeting earlier this month that resulted in good discussion and recommendations for next steps. I'm sharing this information with you because we are asking that you meet with your Equity Advisory representative by the end of May.

We agreed that we needed to better define what we mean by equity and answer the Why Question: Why should the CCRESA become involved in its district's efforts to achieve greater equity in their school communities? We also are in agreement that if the CCRESA is to embark on any type of equity initiative, it should be something that the superintendents embrace and request.

Consequently, we agreed to ask each of the district's representatives on the Equity Advisory Council to meet with their respective superintendents and answer the following questions:

1. Understanding that most, if not all, districts include the achievement of greater equity in their districts in their strategic plans, what exactly does equity mean in your district (e.g. Is it limited to racial equity or does it include other groups such as gender, special populations, English language learners, poverty, or sexual orientation? Does it include greater diversity among staff members or among student populations? What measures do you use to determine whether or not there is equity in your district (e.g. test scores, staff demographics, opportunity gaps, allocation of resources, disciplinary actions, school demographics, race relations, etc.)?
2. To what extent do you believe that your district has achieved equity? Are you there yet? What successes have you had and what are the major challenges that you still face?
3. Is there a role for the CCRESA to play in supporting your district in its efforts to achieve equity? If so, how could the CCRESA be helpful?
4. If you believe that there is a role for the CCRESA, could you identify up to three aspects of equity on which we might focus next year?

The Equity Advisory Council will reconvene on Friday, June 1st, from 9 a.m. until noon to process the feedback from these meetings. Its goal for their next meeting will be to develop some recommendations that it can take to you in September in a joint meeting with the Equity Advisory Council representatives and you in attendance (perhaps at your first board meeting).

I know that this is a busy time of the year, but please try to schedule a meeting with your Equity Advisory Council representative to answer these questions so that we can support your efforts to promote equity in your district next year.

Thanks,
Neil

--
Neil G. Pedersen, Ph.D., Executive Director
Dana Stutzman, Office Manager
Central Carolina RESA
7208 Falls of the Neuse, Suite 104
Raleigh, NC 27615
919-882-5951 (office)
919-882-5952 (fax)

F

Preliminary Plan for Programs & Services Offered in 2018-19

Preliminary Plans for Professional Learning in 2018-19

Normally, at this time of the year, we present to the Board a fairly specific plan for program offerings for the following year. Instead, this year, I am sharing some more general plans for the Board's consideration with the intention of firming up plans by the end of June.

Programs that we'll continue to offer
- Job-alike Councils: C&I, Technology, Human Resources, Finance, PIOs, and Principals
- Five book studies that I will lead
- Programs for one cohort on <u>Crucial Conversations</u>, <u>Crucial Accountability</u>, and <u>Influencer</u>
- Collaborative programs with DPI as requested (e.g. EVAAS, curriculum areas)

Extension of Future-Focused Schools

Collaborative Curriculum Design: If there is sufficient interest, I am recommending that Connie Kamm return for a second year to work with teams of teachers from interested districts on the development of Multi-Disciplinary, Problem/Solution-Based Units of Study. Our proposal was outlined in more detail in a recent email to CAOs and Superintendents with a request that districts let us know as soon as possible if they are interested in participating. So far, Person County Schools, Roanoke Rapids Graded School District, Warren County Schools, and Johnston County Schools have responded positively. Pitt County Schools has indicated that it would not participate due to the number of other initiatives taking place in its district. <u>A flyer that Dr. Kamm has developed for our program is attached.</u> We envision districts sending two teams of elementary teachers from several different schools to learn the process for developing units. Each team will develop one unit to be implemented in the second half of 2018-19. Dr. Kamm will provide the tools that districts will need to conduct training sessions for other teachers in the participating schools. Dr. Kamm will conduct five two-day workshops as well as a one-day workshop for principals of the participating schools. Districts' only financial responsibility will be for substitutes and travel expenses.

Equity

We are in the process of working with our Equity Advisory Committee to determine interest in conducting professional learning programs around equity issues. Each district's equity leader has been asked to meet with his/her superintendent and have a discussion around the following questions:

1. *Understanding that most, if not all, districts include the achievement of greater equity in their districts in their strategic plans, what exactly does equity mean in your district (e.g. Is it limited to racial equity or does it include other groups such as gender, special populations, English language learners, poverty, or sexual orientation? Does it include greater diversity among staff members or among student populations? What measures do you use to determine whether or not there is equity in your district (e.g. test scores, staff*

demographics, opportunity gaps, allocation of resources, disciplinary actions, school demographics, race relations, etc.)?

2. *To what extent do you believe that your district has achieved equity? Are you there yet? What successes have you had and what are the major challenges that you still face?*
3. *Is there a role for the CCRESA to play in supporting your district in its efforts to achieve equity? If so, how could the CCRESA be helpful?*
4. *If you believe that there is a role for the CCRESA, could you identify up to three aspects of equity on which we might focus next year?*

On June 1st, the Equity Advisory Committee will reconvene and share feedback from these meetings, after which we will decide what, if any, role the CCRESA should play in the equity work going on in our districts.

Other Possible Areas for Professional Learning
I would be interested in superintendents' interest in us pursuing programs in any of the following areas:

- School safety, restorative justice, disciplinary practices, etc.
- Leadership program for school-based administrators (principals, new principals, aspiring principals or assistant principals)
- Adaptive Schools (4-day commercial program)
- Facilitative Leadership (3-day commercial program)
- Implementation Science (National Implementation Research Network)
- What can we do for superintendents? Would you be willing to do a book study? How about an overnight retreat (dinner on a Thursday evening and a program on Friday morning concluding with a late lunch)?

May 11, 2018

Engaging STEAM Units That Connect Disciplines and Enrich Learning!

Formative Learning Practices That Ensure Improved Student Achievement!

Problem/Solution-Based Learning That Stimulates Critical Thinking!

Collaborative CURRICULUM Design

A CUSTOMIZED CURRICULUM MODEL

KAMM SOLUTIONS
Educators • Researchers • Presenters

THE WORLD IS CHANGING RAPIDLY AND SO MUST OUR SYSTEM OF EDUCATING OUR CHILDREN.

As a world, we have entered a new era where global change is occurring exponentially. With the advent of today's cyber-physical systems (the integration of computation, networking, and physical processes), entirely new capabilities for people and machines are occurring so rapidly that it is nearly impossible to keep up.

As the world is changing, so must our system of educating our children. Our students are no longer served well by the old model of a classroom where the teacher is the sole repository and administrator of knowledge following a school curriculum that concentrates primarily on the content found in a textbook.

There is great demand on today's educators to transform teaching, leading, and learning so that schools are more dynamic, authentic, responsive, and personalized in order to effectively

prepare students to meet the challenges and choices they will face in the future.

Future-focused learning emphasized in **Collaborative Curriculum Design (CCD)** supports educators as activators of learning and students as leaders of their own learning. In addition, through the CCD Units of Study, students also develop the following future-focused skills and qualities:

- ▸ **Thinking Dynamically** – Curiosity, creativity, innovation, initiative, and critical thinking;
- ▸ **Knowing Oneself** – Formative learning, mindfulness, brain awareness, growth mindset;
- ▸ **Caring About Others** – Cultural awareness and empathy for others;
- ▸ **Engaging With Others** – Collaboration, social skills, and emotional intelligence.
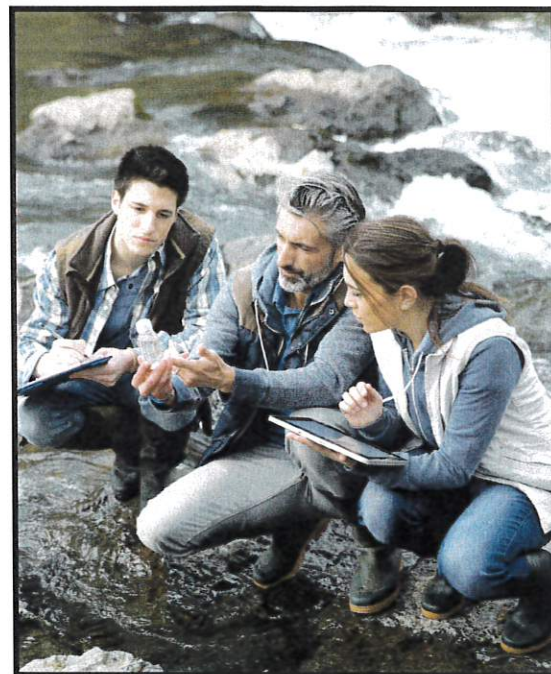
TEACHERS AS ACTIVATORS OF LEARNING AND STUDENTS AS LEADERS OF THEIR OWN LEARNING

Collaborative Curriculum Design personalizes learning through **multidisciplinary, problem/ solution-based** units of study that embrace **formative learning** and emphasize **research-based teaching practices.**

One pivotal aspect of the CCD model is **customization.** Teachers in a school district **collaboratively create** each dynamic unit with the students from their community in mind. It is this process of teachers working together combined with the future-focused CCD design that makes this model so powerful.

PERSONALIZING LEARNING THROUGH COLLABORATIVE CURRICULUM DESIGN

CCD PERSONALIZES LEARNING BY GIVING STUDENTS A VOICE AND CHOICE IN WHAT, HOW, AND WHEN THEY LEARN.

The CCD model is comprised of units of study that flow into one another through carefully planned learning progressions that guide learners to higher levels of rigor and innovation. Each unit of study anchors on interdisciplinary standards and contains multiple formative assessments. The units follow a series of logical sequences that build deep understanding about a specific topic or problem:

- **Sequence One** engages students as they build foundational knowledge about a problem/topic.
- **Sequence Two** requires students to independently and collaboratively deepen their understanding of the problem/topic through research, higher-level thinking, and application.
- **Sequence Three** challenges students to build on learning from previous sequences to determine a solution to a current, real-world problem.
- **The Learning Showcase** provides students an opportunity to present their problem and solution to an authentic audience.

- Engage in authentic, real-world learning
- Explore cross-cultural perspectives
- Design innovative solutions to a problem
- Showcase learning for an authentic audience

FUTURE-FOCUSED LEARNING

KAMM SOLUTIONS
Educators · Researchers · Presenters
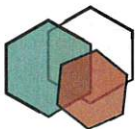
An Introductory Series to a Customized CCD Model

SESSION 1: Develop overview of unit of study (topic, standards cluster, engaging questions, problem/solution statement, and sequence outline).

SESSION 2: Examine learning progressions, formative learning, literacy foundations, multiple strategies, differentiation, and ELD integration. Build Sequence 1. Include magnet & reinforcing literacy standards, multidisciplinary standards, assessments, and learning progressions.

SESSION 3: Examine multiple models for individual & group work. Explore research methods, the use of digital tools, and collaboration guidelines. Build Sequence 2 with magnet & reinforcing literacy standards, multidisciplinary standards, assessments, and a learning progression.

SESSION 4: Concentrate on problem/solution-based learning. Emphasize authentic/real-world connections, student voice and choice, innovative solutions, cross cultural perspectives, and presentation skills. Build Sequence 3 & the Showcase. Plan implementation & presentation.

SESSION 5: After teaching the unit to students, share the unit with other curriculum writers. Include student feedback and assessment results. Note revisions and begin planning next unit.

A SMALL SAMPLE OF KAMM SOLUTIONS' PROJECTS

Kamm Solutions has immense experience working with education agencies around the world including state departments of education, ministries of education, regional service agencies, school districts/divisions, and individual schools. Following is a small sample of the 171 public agencies with whom we have engaged. Most of our work involves multiyear contracts (See Table 4).

Table 4: Small Sample of Kamm Solution's Clients

School, District, Governmental Agency	Content of Keynotes, Seminars, and Workshops	Dates
Alvord Unified School District, CA	• Facilitated 7-12 English and Social Science curriculum development • Presented train-the-trainer series on developing common formative assessments	9/2012 - 6/2014
Arkansas Association of Education Administrators	• Facilitated the development and implementation of the Statewide Superintendents' Evaluation System	11/2013 - 4/2015
Arkansas Dept. of Ed	• Facilitated the development and implementation of the Statewide Principal's Evaluation System	9/2010 - 10/2015
Barstow Unified School District, CA	• Developed K-12 math, science, social studies, and English curriculum aligned with the CCSS	8/2011-5/2013
Bridgeport Public Schools, CT	• Conducted multiple leadership workshops • Guided the implementation of teacher-based collaborative teams	6/2006-5/2011
Central Carolina Regional Education Agency	• Created and Facilitated series on "Building Future-Focused Schools"	10/2017-present
Chino Valley USD, CA	• Led the development of K-12 ELA curriculum	1/2014-6/2016
Colorado League of Charter Schools	• Presented curriculum development, team building, cultural development, and unit development workshops to charter schools throughout Colorado	4/2010-10/2012

School, District, Governmental Agency	Content of Keynotes, Seminars, and Workshops	Dates
Duarte USD, CA	• Facilitating the development of 6-12 ELA and social science curriculum • Guiding school improvement and writing across the curriculum initiative	8/2015-present
Elgin School District # 46, IL	• Facilitated a task force charges with creating a policy for more equitable grading practices	3/2014-3/2015
ESSARP Argentina	• Delivered multiple keynotes and workshops on *Learning for the Future*	8/2009-9/2010
Fort Bend ISD, TX	• Led a Design Team in developing a Districtwide Accountability Framework	10/2007-4/2009
Hartford Public Schools ACES, CT	• Led Curriculum Development • Facilitated PLC implementation	7/2008-5/2010
Hawaii Dept. of Ed	• Numerous keynotes • Train the trainer on collaborative teams • Implementation of Statewide initiatives from the HIDOE Strategic Plan • Facilitated the development of common formative assessments • Redefined leadership training with PDERI (Leadership division with HIDOE)	2/2010-Present
Missouri Dept. of Elementary & Secondary Ed	• Facilitated the development of the Statewide 10/20 Strategic Plan	1/2011-4/2012
Montebello Unified School District, CA	• Led Design Team in creating a districtwide continuous learning framework • Keynotes • Guided assessment development	11/2011-4/2015
North Monterey County USD, CA	• Facilitated school improvement efforts with principals • Led the curriculum development process	9/2014-6/2016

School, District, Governmental Agency	Content of Keynotes, Seminars, and Workshops	Dates
	for K-12 English and social science unit development	
NC Western Regional Education Service Agency, NC	• Gave numerous workshops on a variety of topics: formative learning, collaboration, school improvement, future-focused learning	2/2013-12/2014, 3/2017
New Haven Public Schools, CT	• Coached administrators on school improvement and building a collaborative culture where all learners could thrive	1/2008-5/2010
Ohio Buckeye Association of School Administrators and Ohio State Department of Education	• Co developed the Ohio Improvement Process • Numerous keynote addresses • Supervised and authored online modules to support the Ohio Improvement Process	4/2009-6/2011
Salinas City Elementary School District, CA	• Facilitating the development of K-6 multidisciplinary, problem/solutions-based Curriculum	4/2015-present
San Bernadino USD, CA	• Worked on school improvement with SIG schools • Facilitated the K-12 curriculum development project in ELA and social science	5/2013-7/2016
Santa Rosa City Schools, CA	• Guiding principals in building future-focused learning cultures • Facilitating the development of multidisciplinary, problem/solution-based units of study	4/2015-present
Tempe Union HSD, AZ	• Working with business services to develop a continuous learning framework	2/2017-present
Valley Central School District, NY	• Guided evaluation system development • Supported school improvement in all district schools	1/2007-5/2014

School, District, Governmental Agency	Content of Keynotes, Seminars, and Workshops	Dates
	• Worked with large design team to build a comprehensive accountability plan aligning school and district practices	
Zambia, Africa (Ministry of Education)	• Worked with college lecturers to improve their teaching style and further their knowledge of formative learning	6/2014 (Three weeks)

Central Carolina RESA
2017-2018 Meeting Schedule

Date	Session	Chapel Hill-Carrboro City	Durham	Edgecombe	Franklin	Granville	Greene	Halifax	Johnston	Nash-Rocky Mount	Northampton	Orange	Person	Pitt	Roanoke Rapids	Vance	Wake	Warren	Wilson	ESDB	NCDPI	Total
Jul-31	Licensure Primer	1	4	2	3	3	2	2	2	1	2	3	1		2	1	13	2	1			45
Sep-19	PIO Council	1	1	1	1				1			1				1		1	1			9
Sep-20	Principal Council	1	1	1		1	1		1	1		1		1	1	1	1	1	1	1	1	16
Sep-26	C&I/Tech Council	2	1	1	1	2	1		3	2	3	3	1	1	1	2	2	1	1	1	3	32
Sep-28	HR/Finance Council	2	3	1	2	1		1	3	2	2	1	2	2	2	1	3	1	3			32
Sep-29	Board of Directors		1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1		18
Oct-3	LCA Crucial Conversations	2	2			1					2	5	1						1	1		15
Oct-5	Future-Focused Schools: Instructional Leaders	8	3	1	5	4		7	6		2	6	7	5	5	2						61
Oct-6	Future-Focused Schools: School Administrators	2	6		6	4		5	5		2	2	4	5	2	4						47
Oct-10	"Drive" Leadership Roundtable	1				1		1	1					1								5
Oct-24	C&I/Tech Council	3	1		2	2	2	1	1	2	4	1	2	1	2	1	2	3		1		31
Oct-26	Finance Council	1	1			1					1	1		1	1		1	2	1	1		11
Oct-26	HR Council		1	1	2	1			1		1	1	1	1	1	1	2	1	1	2		1	18
Oct-27	Board of Directors	1	1		1	1			1			1	1	1	1	1		1	1			12
Nov-2	LCA Influencer	1	2			1					2	3							1	1		11
Nov-8	"Coherence" Leadership Roundtable	7	1														4			1		13
Nov-14	Principal Council			1	.		1			1		1	1	1	1	1	2	1	1	1	1	14
Nov-16	PD Administrators Meeting	2	1		1	1	1		1	1	4		1			2		1	1	1		1	19
Dec-4	LCA Crucial Accountability	1	2			1					1	1							1	1		8
Dec-5	PIO Council	1		1	1	1		1		1		1	1									8
Dec-6	Equity Meeting	1		1	1	1			1	1	2	1	1	2	1	1	1	1	1		1	18
Dec-11	"Learning Transformed" Leadership Roundtable	3			1	1		1				1				1	3					11
Dec-13	Holiday BOD w/ Admins (Board attendees)	1	1		1	1	1		1		1		1	1	1			1	1	1		13
Dec-14	Future-Focused Schools: Instructional Leaders	7	4		6	3			4		1	4	1	2	2							34
Dec-15	Future-Focused Schools: School Administrators	2	7		5	4		1			1	1	2	4		4						31
Jan-8	C&I/Tech Council	3	1	2	1	3	1		1	1		1	1			1	2		2	1	1	22
Feb-1	Finance Council	1	1			1			1	1	1	1		1		1	2		1			12
Feb-1	HR Council		2	1	3	2	1		2	1	1	1	1	1		2	1	1				20
Feb-2	"Most Likely to Succeed" Leadership Roundtable	2			1			1	6			1		1	1		1					14
Feb-6	Future-Focused Schools: Instructional Leaders	4	1		4	5		3			5	2	4	4	3							35
Feb-7	Future-Focused Schools: School Administrators	1	5		4	5		3			3	2	3	3	2	2						33
Feb-13	PD Administrators Meeting	1	1		2	2	1		1	1								1				10
Feb-27	PIO Council	1		1	1			1		1		1		1					1			8

5/10/2018

Central Carolina RESA
2017-2018 Meeting Schedule

		Chapel Hill-Carrboro City	Durham	Edgecombe	Franklin	Granville	Greene	Halifax	Johnston	Nash-Rocky Mount	Northampton	Orange	Person	Pitt	Roanoke Rapids	Vance	Wake	Warren	Wilson	ESDB	NCDPI	Total
Mar-1	Principal Council	1				1			1	1		1	1		1	1	1		1	1	1	12
Mar-2	Board of Directors		1		1		1		1	1	1	1	1	1	1	1	1	1	1			14
Mar-6	Tech Council				1	1	1				1								1		1	6
Mar-6	C&I/Tech Book Study																		1	1		2
Mar-19	Future-Focused Schools: Instructional Leaders	6	2		5	4		3	5		3	2	5		3							38
Mar-20	Future-Focused Schools: School Administrators		3		3	3			1		5	1	3	4	2	1						26
Mar-22	HR Council	1		1	2	1				2	1		1	1		1	1		1			13
Mar-27	"Grit" Leadership Roundtable	3	1		1								1				2			1		9
Apr-10	Future-Focused Schools: Instructional Leaders	5	2		5	5		2	6		3	3	4		2							37
Apr-11	Future-Focused Schools: School Administrators		2		3	2					4	2	3	5	2	5						28
Apr-12	Equity Meeting	2			1	1						1	1		1		1		1			9
Apr-13	Make-up "Grit" Leadership Roundtable							1					1				2					4
Apr-17	PIO Council		1	1	1					1	1								1			6
Apr-24	C&I/Tech Council	1	1	2	1	1	1		3	3		1				1	2	1	2		1	21
Apr-25	Principal Council						1		1	1			1	1		1	1	1			1	9
Apr-26	"Decisive" Leadership Roundtable	2						1	1			2								1		7
Apr-26&27	Pearson Math Test Prep		7	3		2	1	1	7	1		1	2	2				7				34
May-11	Board of Directors																					0
May-24	HR/Finance Council																					0
	TOTAL	85	75	23	80	76	18	34	72	29	62	62	63	55	43	42	54	28	32	15	13	961

5/10/2018

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Proposed Budget for 2018-19

Central Carolina RESA
Budget Overview: 2018-2019 CCRESA Budget - FY19 P&L Classes
July 2018 - June 2019

	LATP Class of 2017-2019	LATP Class of 2018-2020	Total LATP	RESA	TOTAL
Revenue					
400 Dues Income			0.00	242,000.00	242,000.00
440 LATP Program Fees			0.00		0.00
LATP - Carryover	200,000.00		200,000.00		200,000.00
LATP - District Fees		300,000.00	300,000.00		300,000.00
LATP - Participant Fees		100,000.00	100,000.00		100,000.00
Total 440 LATP Program Fees	$ 200,000.00	$ 400,000.00	600,000.00	$ 0.00	$ 600,000.00
Total Revenue	$ 200,000.00	$ 400,000.00	600,000.00	$ 242,000.00	$ 842,000.00
Gross Profit	$ 200,000.00	$ 400,000.00	600,000.00	$ 242,000.00	$ 842,000.00
Expenditures			0.00		
500 Salary & Benefits			0.00		0.00
Employer Taxes			0.00	11,800.00	11,800.00
Executive Director Compensation			0.00	76,000.00	76,000.00
Executive Director Retirement Contribution			0.00	7,600.00	7,600.00
Office Manager Compensation			0.00	63,425.00	63,425.00
Office Manager Retirement Contribution			0.00	6,342.00	6,342.00
WCPSS On Loan Employees	50,000.00	150,000.00	200,000.00		200,000.00
Total 500 Salary & Benefits	$ 50,000.00	$ 150,000.00	200,000.00	$ 165,167.00	$ 365,167.00
525 Professional Services			0.00		0.00
Attorney Fees			0.00	1,000.00	1,000.00
CPA Firm/Yearly Audit			0.00	5,500.00	5,500.00
Financial Management			0.00	4,000.00	4,000.00
Insurance			0.00	2,200.00	2,200.00
Payroll & Accounting			0.00	1,150.00	1,150.00
Total 525 Professional Services	$ 0.00	$ 0.00	0.00	$ 13,850.00	$ 13,850.00
550 Office Occupancy			0.00		0.00
Custodial Services			0.00	1,680.00	1,680.00
Recycling			0.00	550.00	550.00
Rent			0.00	21,300.00	21,300.00
Total 550 Office Occupancy	$ 0.00	$ 0.00	0.00	$ 23,530.00	$ 23,530.00
575 Communications			0.00		0.00
Gmail/Website			0.00	450.00	450.00
Telephone/Internet			0.00	3,600.00	3,600.00
Total 575 Communications	$ 0.00	$ 0.00	0.00	$ 4,050.00	$ 4,050.00
600 Office Supplies & Expenses			0.00		0.00
Copier Lease			0.00	5,000.00	5,000.00
Office Supplies & Materials			0.00	4,000.00	4,000.00
Printing			0.00	1,000.00	1,000.00
Total 600 Office Supplies & Expenses	$ 0.00	$ 0.00	0.00	$ 10,000.00	$ 10,000.00
625 Professional Development			0.00		0.00
Contracted Consultants			0.00	66,903.00	66,903.00
Food & Beverage			0.00	20,000.00	20,000.00
Mileage Reimbursement			0.00	1,000.00	1,000.00
Registration Fees	700.00	700.00	1,400.00	1,500.00	2,900.00
Room/Equipment Rental			0.00	5,000.00	5,000.00
Staff Travel		1,000.00	1,000.00	4,000.00	5,000.00
Supplies/Books/Materials	1,000.00		1,000.00	5,000.00	6,000.00
Total 625 Professional Development	$ 1,700.00	$ 1,700.00	3,400.00	$ 103,403.00	$ 106,803.00
650 Capital Outlay			0.00		0.00
Furniture			0.00	1,000.00	1,000.00
Technology			0.00	1,000.00	1,000.00
Total 650 Capital Outlay	$ 0.00	$ 0.00	0.00	$ 2,000.00	$ 2,000.00
910 LATP Programming			0.00		0.00
LATP - Contracted Services	10,000.00	78,800.00	88,800.00		88,800.00
LATP - Course Supplies/Books/Materials	3,500.00	12,000.00	15,500.00		15,500.00
LATP - District Subs		10,000.00	10,000.00		10,000.00
LATP - Food & Beverage	7,000.00	7,000.00	14,000.00		14,000.00
LATP - Printing		2,500.00	2,500.00		2,500.00
LATP - Room/Equipment Rental	3,000.00	5,000.00	8,000.00		8,000.00
LATP - Technology		3,000.00	3,000.00		3,000.00
LATP - Testing Materials & Fees	20,000.00	22,000.00	42,000.00		42,000.00
LATP - Travel/Mileage	2,000.00	8,000.00	10,000.00		10,000.00
Total 910 LATP Programming	$ 45,500.00	$ 148,300.00	193,800.00	$ 0.00	$ 193,800.00
Total Expenditures	$ 97,200.00	$ 300,000.00	397,200.00	$ 322,000.00	$ 719,200.00
Net Operating Revenue	$ 102,800.00	$ 100,000.00	202,800.00	-$ 80,000.00	$ 122,800.00
Net Revenue	$ 102,800.00	$ 100,000.00	202,800.00	-$ 80,000.00	$ 122,800.00