

STATE OF NORTH CAROLINA
COUNTY OF WAKE

IN THE GENERAL COURT OF JUSTICE
SUPERIOR COURT DIVISION
95-CVS-1158

HOKE COUNTY BOARD OF
EDUCATION; HALIFAX COUNTY
BOARD OF EDUCATION;
ROBESON COUNTY BOARD OF
EDUCATION; CUMBERLAND
COUNTY BOARD OF EDUCATION;
VANCE COUNTY BOARD OF
EDUCATION; RANDY L. HASTY,
individually and as Guardian Ad
Litem of RANDELL B. HASTY;
STEVEN R. SUNKEL, individually
and as Guardian Ad Litem of
ANDREW J. SUNKEL; LIONEL
WHIDBEE, individually and as
Guardian Ad Litem of JEREMY L.
WHIDBEE; TYRONE T.
WILLIAMS, individually and as
Guardian Ad Litem of TREVELYN
L. WILLIAMS; D.E. LOCKLEAR,
JR., individually and as Guardian
Ad Litem of JASON E. LOCKLEAR;
ANGUS B. THOMPSON II,
individually and as Guardian Ad
Litem of VANDALIAH J.
THOMPSON; MARY ELIZABETH
LOWERY, individually and as
Guardian Ad Litem of LANNIE RAE
LOWERY, JENNIE G. PEARSON,
individually and as Guardian Ad
Litem of SHARESE D. PEARSON;
BENITA B. TIPTON, individually
and as Guardian Ad Litem of
WHITNEY B. TIPTON; DANA
HOLTON JENKINS, individually
and as Guardian Ad Litem of
RACHEL M. JENKINS; LEON R.
ROBINSON, individually and as
Guardian Ad Litem of JUSTIN A.
ROBINSON,

NORTH CAROLINA STATE BOARD OF
EDUCATION'S
FIRST REPORT ON PROGRESS ON
COMPREHENSIVE REMEDIAL PLAN

Plaintiffs,
and
CHARLOTTE-MECKLENBURG
BOARD OF EDUCATION,
Plaintiff-Intervenor,
and
RAFAEL PENN; CLIFTON JONES,
individually and as Guardian Ad
Litem of CLIFTON MATTHEW
JONES; DONNA JENKINS
DAWSON, individually and as
Guardian Ad Litem of NEISHA
SHEMAY DAWSON and TYLER
ANTHONY HOUGH-JENKINS,
Plaintiff-Intervenors,
v.
STATE OF NORTH CAROLINA and
the STATE BOARD OF
EDUCATION,
Defendants,
and
CHARLOTTE-MECKLENBURG
BOARD OF EDUCATION,
Realigned Defendant.

OVERVIEW

On June 7, 2021, the Court ordered the State of North Carolina (“the State”) and the North Carolina State Board of Education (“SBE”) (together, the “State Defendants”) to implement the Comprehensive Remedial Plan (CRP) in full and in accordance with the timelines set forth in the CRP. The State Board of Education now submits this Report describing actions it has taken to implement the CRP Action Steps that are within its authority. The State of North Carolina is submitting a separate report in the same format that recounts actions the State of North Carolina has taken to implement the other Action Steps in the CRP.

In June 2020, the Parties submitted a Joint Report to the Court on Sound Basic Education For All: Fiscal Year 2021 Action Plan For North Carolina (Joint Report). The Joint Report identified certain Action Steps that the State Defendants committed to “take in Fiscal Year 2021 (2020-21) to begin to address the constitutional deficiencies previously identified by this Court” (the “Year One Plan”). The Parties all agreed that the Actions Steps specified in the Year One Plan were necessary and appropriate to remedy the constitutional deficiencies in North Carolina public schools.

On September 11, 2020, the Court ordered the State Defendants to implement the Actions Steps identified in the Year One Plan and file timely reports with the Court on their progress. Defendants submitted their First Status Report on December 15, 2020. While State Defendants were able to successfully implement many of the Action Steps, they could not complete all the Action Steps listed in the Year One Plan.

On March 15, 2021, the State Defendants submitted the CRP with an Appendix to the Court. The CRP identified the programs, policies, and resources that “are necessary and appropriate actions that must be implemented to address the continuing constitutional violations and to provide the opportunity for a sound basic education to all children in North Carolina.” The Action Steps in the CRP were scheduled to be implemented over eight years and completed in Fiscal Year 2028.

In its Order of June 2021, the Court noted that the Action Steps required by the Year One Plan that had not been implemented as ordered in the September 2020 Order were “rolled over” to the CRP. However, the Court emphasized that failure to implement all of the actions in the Year One Plan will necessarily make it more difficult for the State Defendants to implement all the actions described in the CRP in a timely manner and that the urgency of implementing the CRP on the timeline currently set forth by the State Defendants could not be overstated. Accordingly, the Court ordered the State Defendants to submit quarterly status reports of progress made toward achieving each of the Actions Steps identified in the CRP.

The State Board of Education submits this August 2021 Report in fulfillment of its obligations to keep the Court informed of progress the State Board of Education has made in achieving the Action Steps within its authority in the CRP scheduled for FY 2020-21. The State is submitting a companion report, in

the same format, documenting its progress in implementing the Action Steps that are within its authority.

SIGNIFICANT ACTIONS DESCRIBED IN THIS REPORT:

I. A Qualified and Well-Prepared Teacher in Every Classroom

I.A.ii.2 The Human Capital Roundtable developed a plan for competency-based licensure and the State Board of Education has approved the plan.

I.F.iii.2 The SBE and State Superintendent Truitt have established the Office of Equity and hired Dr. Catherine Edmonds as the Deputy Superintendent for Educational Equity.

I.H.iii.1 After the General Assembly enacted the Advanced Teaching Roles program, S.L. 2020-78, and the Governor signed the bill, the State Board of Education expanded the previous Advanced Teaching Roles pilots to include three more LEAs in the statutorily created program. There are now seventeen LEAs approved for Advanced Teaching Roles pilots or programs.

II. A Qualified and Well-Prepared Principal in Every School

II.A.ii.1 The SBE and the Department of Public Instruction (DPI) have completed the alignment of the State's school administrator preparation standards with the National Education Leadership Preparation (NELP) standards.

II.C.iii.1 Beginning in August 2021, the first NC Instructional Leadership Academy cohort was trained.

III. A Finance System that Provides Adequate, Equitable, and Efficient Resources

These Action Steps are not within the responsibility or authority of the SBE.

IV. An Assessment and Accountability System that Reliably Assesses Multiple Measures of Student Performance

IV.A.ii.1 The NC Check-Ins have been expanded to include 3rd grade reading for the 2020-21 school year and Biology and Math 3.

IV.A.ii.2 / VI.F.ii.2 The SBE approved the alignment of the 14 NC Early Learning Inventory dimensions to the Early Learning Developmental Standards and the NC Standard Course of Study.

IV.E.ii.1 The SBE has contracted with DataWorks Partners to develop the Data Dashboard prototype which will permit users to disaggregate available school report card data on a large variety of subgroups. The SBE plans to review the working prototype at its September 2021 meeting.

V. An Assistance and Turnaround Function that Provides Necessary Support to Low-Performing Schools and Districts

V.A.iii.1 DPI has added eight state funded positions to provide enhanced support to 130 Restart Schools, district curriculum coaches for Low Performing Districts, and diagnostic support. ESSER1 funds have provided and additional nine School Leadership Coaches for six districts and 44 schools.

V.C.ii.2 The SBE secured 98 waivers from federal regulations which permitted it to provide meals to ALL students at no cost.

VI. A System of Early Education that Provides Access to High-Quality Prekindergarten and Other Early Childhood Learning Opportunities

VI.F.ii.1 The SBE approved grants for the pilots and extension of the Pre-K to K Transition pilot program to six additional districts. The General Assembly passed, and the Governor signed into law, S.L. 2021-8 which modifies the Read to Achieve Program to require every child to have a transition portfolio. New standardized use of the PreK Teaching Strategies Gold (TS Gold) assessment creates the basis for the required portfolio.

VII. Alignment of High School to Postsecondary and Career Expectations for All Students

VII.A.ii.2 The SBE has approved a Career and Technical Education Strategic Plan.

VII.B.v.1 DPI has utilized departmental resources to create college and career advising guides for students and staff and has translated the guides into Spanish with voiceover support to improve access for economically disadvantaged students.

Adoption of North Carolina State Plan for the American Rescue Plan Elementary and Secondary School Emergency Relief Fund (ARP ESSER Plan).

The State of North Carolina, through the SBE and the State Superintendent, has adopted an American Rescue Plan and Secondary School Emergency Relief Fund Plan (ARP ESSER Plan) for allocating \$5.1 billion in federal COVID relief funds. The complete ARP ESSER Plan can be found at:

<https://oese.ed.gov/files/2021/06/North-Carolina-ARP-ESSER-State-Plan.pdf>

The SBE and DPI have worked with external stakeholders to determine the top issues currently facing students and schools across North Carolina. That work has identified three primary issues, some of which are long-standing but exacerbated by the COVID-19 pandemic. These top issues include:

1. Academic recovery in reading and math;
2. Addressing the social, emotional health and well-being of children throughout the state; and
3. Accountability reform.

The State Board of Education has developed the following strategic goals and focus areas:

1. Eliminate opportunity gaps by 2025
 - a. Literacy
 - b. Student Services
2. Improve school and district performance by 2025
 - a. Accountability Reform
3. Increase educator preparedness to meet the needs of every student by 2025
 - a. Human Capital

(ARP ESSER Plan p.6)

Consistent with the SBE concern for those issues and commitment to those goals, the ARP ESSER Plan addresses multiple components of the CRP. Allotment of COVID relief funds to individual public school units and expenditures of those funds can be reviewed at:

<https://www.dpi.nc.gov/districts-schools/district-operations/financial-and-business-services/covid-funds>

The SBE’s spending initiatives are in line with federal requirements that these funds be targeted at those students most disproportionately impacted by COVID-19 and that these funds be used to implement evidence-based programs in the following categories: address lost instructional time, summer programs, afterschool enrichment programs, and other needs directly related to the COVID-19 pandemic. Among other initiatives, the SBE has approved expenditure of COVID funds for these programs:

\$10.8 million for Digital Curricula

\$10 million for Instructional Support Reserve Funding for Exceptional Children

\$20 million for Supplemental Instructional Services for Academic Needs

\$8.2 million for Summer Competency-based assessment

\$10 million for School Health Support Personnel Funding for school health support for students. school counselors, school nurses, school psychologists, and school social workers.

(ARP ESSER Plan, pp. 15-18)

The SBE has sent its approved high level spending categories to the NC General Assembly and the General Assembly is considering the SBE’s plans for ESSER III expenditures.

**State Board of Education
Actions to Implement the Comprehensive Remedial Plan
August 6, 2021**

I. Qualified and Well-Prepared Teacher in Every Classroom

Action Item	Actions Taken	Risks to Implementation
<i>A. Increase the pipeline of diverse, well-prepared teachers who enter through high-retention pathways and meet the needs of the State’s public schools.</i>		
I.A.ii.1 - Funding to support the work of the Professional	<ul style="list-style-type: none"> • See State Report 	

Action Item	Actions Taken	Risks to Implementation
Educator Preparation and Standards Commission		
<p>I.A.ii.2 - Develop a plan for implementing a licensure and compensation reform model designed offer early, inclusive, clear pathways into the profession, reward excellence and advancement, and encourage retention.</p>	<ul style="list-style-type: none"> • The Human Capital Roundtable developed a plan for competency-based licensure and the SBE has approved the plan. The plan can be found at https://www.sreb.org/sites/main/files/file-attachments/feb_nc_sbe3_noanimation.pdf?161230139. • The State Board of Education has requested that the Professional Educator Preparation Standard Commission (PEPSC) study and make recommendations to the SBE on how to best implement the recommended model. • A description of the work of the DRIVE Task Force and its Final Report and Recommendations are available at: https://hunt-institute.org/equity-in-education/drive-taskforce and https://hunt-institute.org/wp-content/uploads/2020/12/HI-DRIVE-Final-Report.pdf • Impact of these policies can be followed on the Human Capital Dashboard at: http://bit.ly/nc_hcd • Superintendent Truitt has launched Operation Polaris to reimagine teachers' licensure and professional career paths to remove barriers to entry into the profession and open the door to a more diverse workforce. • https://www.dpi.nc.gov/documents/sbe/operation-polaris. 	
<p>I.A.ii.3 - Analysis of resources and structures necessary for the State's</p>	<ul style="list-style-type: none"> • See State Report 	

Action Item	Actions Taken	Risks to Implementation
EPPs to increase their production.		
I.A.ii.4 - Provide personnel and programmatic support for TeachNC, an initiative that seeks to provide accurate and compelling information about the teaching profession.	<ul style="list-style-type: none"> • See State Report 	
I.A.ii.5 - Support for the expansion of student recruitment programs	<ul style="list-style-type: none"> • See State Report 	
I.A.iii.1 - Targeted funding and structures necessary to increase the number of teachers and instructional support personnel graduating by 10 percent annually.	To be initiated in FY 2023	
I.A.iii.2 - Targeted funding and structures to increase teachers and instructional support personnel of color graduating by 5 percent annually	To be initiated in FY 2023	
I.A.iii.3 - Develop plan for a statewide system/entity to coordinate teacher recruitment and support	To be initiated in FY 2023	
I.A.iv.1 - Implement and fund plan for a statewide system/entity to coordinate teacher recruitment and support.	To be initiated in FY 2024	
<i>B. Increase the pipeline of diverse, well-prepared teachers by expanding the North Carolina Teaching Fellows program.</i>		
I.B.ii.1 - Increase the number of eligible teacher preparation programs for the Teaching Fellows Program from 5 to 8.	<ul style="list-style-type: none"> • See State Report 	
I.B.iii.1 - Increase funding to recruit and support up to 1,500 Teaching Fellows annually.	<ul style="list-style-type: none"> • See State Report 	

Action Item	Actions Taken	Risks to Implementation
<i>C. Support high quality teacher residency programs in high need rural and urban districts through a State matching grant program that leverages ESSA Title II funding.</i>		
I.C.ii.1 - Provide support for high quality teacher preparation residency programs in high need rural and urban districts	To be initiated in FY 2023	
<i>D. Provide support for high quality teacher recruitment and development programs.</i>		
I.D.ii.1 - Increase access to high quality teacher recruitment and development programs, such as TAs to Teachers, Troops to Teachers, and Pathway to Practice.	To be initiated in FY 2025	
<i>E. Provide support for Grow-Your-Own and 2+2 programs that help recruit and prepare teachers in high need communities.</i>		
I.E.ii.1 - Expand Partnership TEACH and similarly successful, research-based Grow-Your-Own and 2+2 programs in all regions of the State.	<ul style="list-style-type: none"> See State Report 	
<i>F. Significantly increase the racial and ethnic diversity of North Carolina's qualified and well-prepared teacher workforce and ensure all teachers employ culturally responsive practices.</i>		
I.F.ii.1 - Develop a plan of actions by the State will take to increase the racial and ethnic diversity of qualified and well-prepared teachers through the work of the DRIVE Task Force.	<ul style="list-style-type: none"> On Dec. 7, 2020, the DRIVE Task Force approved its recommendations to the Governor on actions the State should take to improve the racial and ethnic diversity of the educator workforce. The report is available at https://hunt-institute.org/wp-content/uploads/2020/12/HL-DRIVE-Final-Report.pdf. 	
I.F.iii.1 - Implement the plan of actions recommended by Governor Cooper's DRIVE Task Force.	<ul style="list-style-type: none"> See State Report 	
I.F.iii.2 - Establish the Office of Equity Affairs at NCDPI to direct the recruitment and retention of a diverse educator workforce.	<ul style="list-style-type: none"> The SBE and State Superintendent Truitt reallocated existing resources to create the Office of Equity. In December 2020, Superintendent Truitt hired Dr. Catherine Edmonds as the Deputy 	Full implementation of the equity work in the SBE Strategic Plan is dependent on new funding

Action Item	Actions Taken	Risks to Implementation
	Superintendent for Educational Equity	
I.F.iii.3 - Monitor, review, coordinate, and implement programs and efforts to increase teacher diversity.	<ul style="list-style-type: none"> See State Report 	
<i>G. Provide high-quality comprehensive mentoring and induction support for novice teachers in their first three years of teaching to increase both their effectiveness and their retention.</i>		
I.G.ii.1 - Provide comprehensive induction services through the NC New Teacher Support Program to beginning teachers in low performing, high poverty schools.	<ul style="list-style-type: none"> See State Report 	
<i>H. Implement differentiated staffing models that include advanced teaching roles and additional compensation to retain and extend the reach of high performing teachers.</i>		
I.H.ii.1 - Create a permanent advanced teaching roles program that provides start-up funds to districts in FY21, class size waivers and other flexibility, and enables participating districts to study the effectiveness of aligned compensation models.	S.L. 2020-78, signed into law by the Governor on July 1, 2020, created a permanent Advanced Teaching Roles program that will provide grants and policy flexibility to districts seeking to implement a differentiated staffing model. The bill did not provide any new funding to provide additional grants to school districts.	SBE will need new funding to monitor, evaluate and support the LEAs participating in the Advanced Teaching Roles pilots and programs.
I.H.iii.1 - Provide grants to additional districts to implement an advanced teaching roles initiative.	<ul style="list-style-type: none"> On July 24, 2020, the State Board approved Advanced Teaching Roles program grants for four new school districts (Winston-Salem/Forsyth County Schools, Guilford County Schools, Wilson County Schools, and Thomasville City Schools). The grants totaled \$1,000,000. These grants were provided with existing state funding available through the Advanced Teaching Roles program. On January 7, 2021, the SBE approved Harnett County, McDowell County, and Cumberland County to participate in the legislatively created 	

Action Item	Actions Taken	Risks to Implementation
	<p>Advanced Teaching Roles program. Grants to those three LEAs were funded from grant money that became available when Thomasville declined to participate in the pilot. There are now seventeen LEAs approved for Advanced Teaching Roles pilots or programs.</p> <ul style="list-style-type: none"> • DPI is providing webinars to support new applicants for the Advance Teaching Roles program. 	
<p><i>I. Develop a system to ensure that all North Carolina teachers have the opportunity they need for continued professional learning to improve and update their knowledge and practices.</i></p>		
<p>I.I.ii.1 - Implement Learning Forward's Standards for Professional Learning.</p>	<ul style="list-style-type: none"> • No action to report. 	
<p>I.I.iii.1 / III.C.iii.1 - Increase capacity for schools and districts to provide personalized, job-embedded, collaborative professional learning opportunities and to build the capacity to implement, support, improve, and evaluate these activities.</p>	<ul style="list-style-type: none"> • See State Report 	
<p><i>J. Increase teacher compensation and enable low wealth districts to offer salaries and other compensation to make them competitive with more advantaged districts.</i></p>		
<p>I.J.ii.1 / III.E.ii.1 - Conduct a North Carolina-specific wage comparability study to determine competitive pay for educators in comparison to professions that require similar education and credentials.</p>	<ul style="list-style-type: none"> • See State Report 	
<p>I.J.ii.2 - In accordance with the study described above, increase salaries for teachers and instructional support staff by 5 percent in FY 2021 and incrementally after that based on study findings.</p>	<ul style="list-style-type: none"> • See State Report 	

Action Item	Actions Taken	Risks to Implementation
<i>K. Low wealth districts and high poverty schools will provide incentives for the recruitment and retention of qualified teachers.</i>		
I.K.ii.1 - Provide funds for the cost of National Board certification for up to 1,000 teachers annually with priority to educators in high needs and low performing schools.	<ul style="list-style-type: none"> • See State Report 	
I.K.ii.2 - Establish a district-level grant program focused on the implementation of multi-year recruitment bonuses and other compensation options for certified teachers who commit to teach in a low wealth or high needs district or school for multiple years.	<ul style="list-style-type: none"> • See State Report 	

II. A Qualified and Well-Prepared Principal in Every School

Action Item	Actions Taken	Risks to Implementation
<i>A. Update the State's school administrator preparation and principal licensure requirements to align program approval standards with effectiveness practices.</i>		
II.A.ii.1 - Update the State's school administrator preparation standards and principal licensure requirements to align with the National Education Leadership Preparation (NELP) standards.	<ul style="list-style-type: none"> • DPI has completed the alignment of the State's school administrator preparation standards with the NELP standards. The revised standards will be piloted during the 2021-22 school year. • See: https://app.luminpdf.com/viewer/61080c5b0e12a000124c9d75 • https://www.dpi.nc.gov/documents/sbe/principal-evaluation-process • https://www.dpi.nc.gov/documents/sbe/principal-standards-revision-process 	
II.A.ii.2 - Complete expansion of the Transforming Principal	<ul style="list-style-type: none"> • In the spring of 2020, the newly merged NC Principal Fellows Program / Transforming Principal 	

Action Item	Actions Taken	Risks to Implementation
Preparation Program (TP3) to three additional postsecondary institutions.	Preparation Program (TP3) Commission selected three new sites to host TP3 partnerships, bringing the total number of partnerships to 8 across the state. The following universities are now serving principal candidates through the merged program: East Carolina University, High Point University, North Carolina Central University (through Central Carolina Regional Education Service Alliance), North Carolina State University, University of North Carolina at Charlotte, University of North Carolina at Greensboro, University of North Carolina at Pembroke (through Sandhills Regional Education Consortium), and Western Carolina University.	
<i>B. Continue to expand access to high quality principal preparation programs to all North Carolina school districts.</i>		
II.B.ii.1 - Every North Carolina school district will have a partnership with at least one school administrator preparation program that meets the NELP standards and provides full-time, year-long internships.	•See State Report	
II.B.iii.1 - The North Carolina Principal Fellows Program will prepare 300 new principals annually.	• See State Report	
II.B.iii.2 - The North Carolina Principal Fellows Program and North Carolina school administrator preparation programs will recruit and prepare candidates that better match the diversity of the State's student population.	• See State Report	

Action Item	Actions Taken	Risks to Implementation
<i>C. Expand professional learning opportunities for current principals and assistant principals.</i>		
II.C.ii.1 - Develop a plan for the creation of a School Leadership Academy to provide initial and ongoing support to the State’s district and school leaders.	<ul style="list-style-type: none"> The SBE has initiated the NC Instructional Leadership Academy to build leadership capacity in districts through proficiency with core content and initiate local implementation with a select group of schools and supervisors 	
II.C.iii.1 - In accordance with the plan, provide resources and support for the implementation of the School Leadership Academy.	<p>To be initiated in FY 2023 THE SBE HAS TAKEN THE ACTIONS DESCRIBED BELOW</p>	
II.C.iii.1 - In accordance with the plan, provide resources and support for the implementation of the School Leadership Academy.	<ul style="list-style-type: none"> SBE has requested CAREs allocation to begin implementation. DPI has reallocated funds from the District and Regional Support State budget to contract for one year with Leverage Leadership Institute/Relay Graduate School for training in Robeson County and for NCDPI coaches and staff to develop the internal structure for long term sustainability of the newly launched North Carolina Instructional Leadership Academy (NCILA). For scope of this work see https://www.dpi.nc.gov/documents/sbe/ncila-contract-relay-graduate-school-education 	
II.C.ii.2 - Increase capacity for districts to expand professional learning opportunities for district and school administrators.	<ul style="list-style-type: none"> Beginning in August 2021, the first NCILA cohort was trained. Robeson County serves as the first academy “proof point” district. The contract has been approved through the 2021-22 school year. 	
<i>D. Revise the principal and assistant principal salary structures and improve working conditions to make positions in high need schools and districts more attractive to well-qualified educators.</i>		
II.D.ii.1 - Incrementally increase principal and assistant principal pay consistent with teacher salary increases.	<ul style="list-style-type: none"> See State Report 	

Action Item	Actions Taken	Risks to Implementation
II.D.ii.2 - Develop a plan for a state grant program to implement and evaluate the effectiveness of incentive programs to encourage well-qualified school leaders to work in high need schools.	<ul style="list-style-type: none"> See State Report 	
II.D.iii.1 - Implement state grant program (described above) to implement and evaluate the effectiveness of incentive programs to encourage well-qualified school leaders to work in high need schools.	To be initiated in FY 2023	
II.D.ii.3 - Provide district leaders and principals with more autonomy to allocate resources, including autonomy to make decisions on funding and personnel assignments.	<ul style="list-style-type: none"> See State Report 	

III. A Finance System that Provides Adequate, Equitable, and Efficient Resources

Action Item	Actions Taken	Risks to Implementation
<i>A. Increase Local Education Agency (LEA) budgetary flexibility by lifting restrictions on a number of critical allotments through the ABC transfer system.</i>		
III.A.ii.1 - Allow transfers to or from most allotment categories	<ul style="list-style-type: none"> See State Report 	
<i>B. Revise the state's school funding formula so that current and additional funding is distributed to students with the greatest need.</i>		
III.B.ii.1 - Remove children with disabilities funding cap and increase supplemental funding to provide funding for students with disabilities equivalent to 2.3 times the cost of an average student.	<ul style="list-style-type: none"> See State Report 	
III.B.iii.1 - Revise children with disabilities formula to differentiate per-student funding based on level of required student support	To be initiated in FY 2024	

Action Item	Actions Taken	Risks to Implementation
III.B.ii.2 - Combine the DSSF and at-risk allotments and increase funding such that the combined allotment provides an equivalent supplemental weight of 0.4 on behalf of all economically-disadvantaged students.	<ul style="list-style-type: none"> See State Report 	
III.B.ii.3 - Increase low wealth funding to provide eligible counties supplemental funding equal to 110% of the statewide local revenue per student.	<ul style="list-style-type: none"> See State Report 	
III.B.ii.4 - Eliminate the limited English proficiency funding cap, simplify formula, and increase funding to provide per-student support equivalent to a weight of 0.5.	<ul style="list-style-type: none"> See State Report 	
III.B.iv.1 - Fund a study to determine how to phase-in a weighted student funding formula that retains position allotments.	To be initiated in FY 2027	
<i>C. Increase the investment in overall spending for public education incrementally over the next eight years to provide a sound basic education.</i>		
III.C.ii.1 - Complete the final two years of funding of the enhancement teacher allotment.	<ul style="list-style-type: none"> See State Report These funds were appropriated and allocated to the districts for the 2021-2022 school year. 	
III.C.iii.1 - Increase professional development funding to provide districts with adequate funding for professional development and mentoring.	<ul style="list-style-type: none"> All PSUs have received significant funds through ESSER2 and ESSER3 funding through an approved application process administered through NCDPI Federal Programs Division which could be used for professional development. Details for allotments and expenditures of nonrecurring COVID funds are available at: 	

Action Item	Actions Taken	Risks to Implementation
	<ul style="list-style-type: none"> • https://www.dpi.nc.gov/districts-schools/district-operations/financial-and-business-services/covid-funds 	
III.C.iii.2 / VI.F.iii.3 - Simplify teacher assistant formula and increase funding until funding will provide approximately one teacher assistant for every 27 K-3 students.	<ul style="list-style-type: none"> • See State Report 	
III.C.iv.1 - Increase funding for non-instructional support to reverse budget cuts that have hampered districts' abilities to provide all students with a sound basic education.	To be initiated in FY 2024	
III.C.iv.2 - Increase funding for classroom supplies until combined funding for supplies and textbooks equals \$150 per student.	To be initiated in FY 2024	
III.C.iv.3 - Increase funding for textbooks until combined funding for supplies and textbooks equals \$150 per student.	To be initiated in FY 2024	
III.C.iv.4 - Increase allotted assistant principal months of employment to provide one month of employment for every 80 students.	To be initiated in FY 2024	
III.C.iv.5 - Increase funding for central office staff to ensure sufficient funding to implement the reforms necessary to provide all students with a sound basic education.	To be initiated in FY 2024	
III.C.iv.6 - Issue a \$2 billion bond to support school capital needs.	To be initiated in FY 2024	
<i>D. Scale up flexible funding for SISP to meet the academic, physical, and mental health needs of students and to ensure that schools are safe and supportive learning environments.</i>		

Action Item	Actions Taken	Risks to Implementation
III.D.ii.1 / VI.F.iii.4 - Provide funding for SISP to meet national guidelines.	<ul style="list-style-type: none"> See State Report 	
<p><i>E. Increase educator compensation to make it competitive with educator compensation in other states in the region and with other career options that require similar levels of preparation, certification, and levels of experience.</i></p>		
III.E.ii.1 / I.J.ii.1 - Conduct a North Carolina-specific wage comparability study to determine competitive pay for educators.	<ul style="list-style-type: none"> See State Report 	
III.E.ii.2 - Increase salaries for teachers and instructional support staff by 5 percent in FY 2022 and incrementally after that based on study findings.	<ul style="list-style-type: none"> See State Report 	
III.E.ii.3 - Increase principal and assistant principal pay consistent with teacher salary increases.	<ul style="list-style-type: none"> See State Report 	
<p><i>F. Modify the school finance system to ensure future stability in funding for public education, including predictable, anticipated funding levels that acknowledge external cost factors.</i></p>		
III.F.ii.1 - Establish mechanism for continually updating state funding amounts.	To be initiated in FY 2024	
III.F.ii.2 - Simplify position allotments by combining the enhancement teacher and classroom teacher allotments.	To be initiated in FY 2024	
III.F.ii.3 - Revise charter school funding so that funding is directly appropriated to each charter school.	To be initiated in FY 2024	
III.F.ii.4 - Combine all dollar allotments that are distributed on a per-ADM basis into a single allotment.	To be initiated in FY 2024	

IV. An Assessment and Accountability System that Reliably Assesses Multiple Measures of Student Performance

Action Item	Actions Taken	Risks to Implementation
<i>A. Establish a more instructionally-focused and student-centered assessment system.</i>		
IV.A.ii.1 - Expand the use of NC Check-Ins in grades 3-8 to additional school districts and schools.	<ul style="list-style-type: none"> The NC Check-Ins have been expanded to include 3rd grade reading for the 2020-21 school year and Biology and Math 3. 	DPI will need new funding to engage an external evaluator to assess impact of program.
IV.A.ii.2 / VI.F.ii.2 - Better align the Kindergarten Entry Assessment (KEA) with birth through third grade and rename the KEA the Early Learning Inventory.	<ul style="list-style-type: none"> On March 5, 2020, the State Board of Education officially approved the KEA name change to NCELI and approved the alignment of the 14 NCELI dimensions to the Early Learning Developmental Standards and the NC Standard Course of Study. All Kindergarten classrooms in school districts currently administer the NCELI through the use of the Teaching Strategies Gold platform. All NC Pre-K programs received access this year to the platform through grant funding, which impacts 55% of NC Pre-K programs in school districts. DPI will begin training for the remaining 45% of NC Pre-K programs in school districts in Spring 2021. In Fall 2021, 100% of all NC Pre-K programs across NC (both private and public programs) will use Teaching Strategies Gold for ongoing alignment expansion between Pre-K and Kindergarten. 	
<i>B. Clarify alignment between the assessment system and the State's theory of action.</i>		
(IV.B.ii.1.) Launch the Innovative Assessment Demonstration pilot approved by the US Department of Education beginning in 16 districts and charters to improve and personalize formative assessment and to evaluate the feasibility of utilizing through-	<p>To be initiated in FY 2023</p> <p>THE SBE HAS TAKEN THE ACTIONS DESCRIBED BELOW</p>	

Action Item	Actions Taken	Risks to Implementation
grade results to provide summative assessment results.		
IV.B.ii.1 - Launch the Innovative Assessment Demonstration pilot approved by the US Department of Education beginning in 16 districts and charters to improve and personalize formative assessment and to evaluate the feasibility of utilizing through-grade results to provide summative assessment results.	<ul style="list-style-type: none"> • This Action Step was scheduled for FY 2023. However, with a grant from the USDOE and SBE approval, Superintendent Truitt created the Polaris Workgroup to study and develop recommendations on innovative assessments. Working with the Polaris Workgroup which includes DPI staff and outside participants, in May 2021, the Friday Institute conducted cognitive labs in six PSUs across North Carolina to gain insight into how students approach and respond to new test questions formats, such as: drag and drop, fill-in-the blank, and select all that apply. The SBE will use information to navigate between federal and state testing requirements and develop recommendations for new multi-indicator assessments. • See • https://www.dpi.nc.gov/documents/sbe/friday-institute-educational-innovation-findings-cognitive-labs-spring-2021 and • https://www.dpi.nc.gov/documents/sbe/operation-polaris 	<ul style="list-style-type: none"> • .
<i>C. Improve coherence among curriculum, instruction, and assessment.</i>		
(IV.C.ii.1.)Evaluate the curricular materials selected by school districts and report on the degree of alignment with State-adopted content standards.	<p>To be initiated in FY 2023</p> <p>THE SBE HAS TAKEN THE ACTIONS DESCRIBED BELOW</p>	
IV.C.ii.1 - Evaluate the curricular	<ul style="list-style-type: none"> • This Action Step was scheduled for FY 2023. However, during the pandemic, the SBE and DPI used Federal ESSER and ReThink grant funds to produce 	

Action Item	Actions Taken	Risks to Implementation
materials selected by school districts and report on the degree of alignment with State-adopted content standards.	<p>model lessons, videos (PBS), remote and blended learning content, and professional learning communities.</p> <ul style="list-style-type: none"> The PBS content is available at: https://www.pbsnc.org/at-home-learning/classroom-connection/ PSUs remain statutorily responsible for curricula and support materials. G.S. 115C-98. 	
<i>D. Amend the current accountability system to include measures of progress toward providing all students with access to a sound basic education.</i>		
IV.D.ii.1 - Adopt a coherent and singular definition of proficiency, aligning grade level expectations and college- and career-ready expectations.	<ul style="list-style-type: none"> Implementation of this Action Step will await finalization of the innovative assessments. (IV.B.ii.1.) 	
IV.D.iii.1 - Revise the NC General Statutes and the State’s Every Student Succeeds Act (ESSA) plan to adjust the weighting between student proficiency and student growth in the State’s School Performance Grades.	To be initiated in FY 2023	
IV.D.iii.2 - Include in the State’s accountability system additional measures of	To be initiated in FY 2023	

Action Item	Actions Taken	Risks to Implementation
progress toward meeting the Leandro tenets.		
IV.D.iii.3 - Implement a system for evaluating instructional quality, rigor, and equity at the school-level to provide feedback and support to schools and districts.	To be initiated in FY 2023	
<i>E. Use the data provided in the North Carolina Dashboard and School Report Cards to identify appropriated evidence-based interventions and supports.</i>		
IV.E.ii.1 - Develop and implement a plan for including on annual school report cards school-level information on the race/ethnicity, socioeconomic status, and other demographic information on all students, staff, students identified for exceptional children services, students participating in advanced learning opportunities.	<ul style="list-style-type: none"> • The SBE has contracted with DataWorks Partners to develop the Data Dashboard prototype. • See https://www.dpi.nc.gov/documents/sbe/sbe-dashboards-project-dataworks-partners • The Data Dashboard will incorporate available school report card data which users will be able to disaggregate by: state, district, and school level; student subgroups, specifically, all students, American Indian, Asian, Black, Economically Disadvantaged, English Learner, Hispanic, Students with Disabilities, Two or More Races, and White; county economic distress tiers; Comprehensive Support and Improvement (CSI) Schools; and reporting year (to view the data longitudinally). The Data Dashboard will also allow users to view: summary demographic data (overall population as a benchmark), incoming student readiness indicator, chronic absenteeism, teacher effectiveness, novice, and provisional teachers (or beginning teachers), and teacher mobility/attrition. • The SBE plans to review the Data Dashboard prototype at its September 2021 meeting. • See https://www.dpi.nc.gov/documents/sbe/sbe-dashboard-screen-shots 	
IV.E.ii.2 - Provide training and support on	<ul style="list-style-type: none"> • The SBE has contracted with DataWorks Partners to provide training and a road map for subsequent development of additional dashboards and for overall 	

Action Item	Actions Taken	Risks to Implementation
the use of data from the NC Dashboard, the accountability system, and school and district data to guide planning, budget, instructional decisions, and improvement efforts.	sustainability of new information resources. Once the Data Dashboard is complete, DataWorks Partners will present a plan to the SBE for expansion of the dashboards to incorporate the other strategic plan metrics and other relevant data. The plan will include recommendations to ensure quality, sustainability, and adoption/engagement. The contract includes support for post-implementation presentation(s) of the dashboard to the SBE and other stakeholder groups.	
IV.E.ii.3 - Amend the NC Dashboard to provide data on State, district, and school performance and growth on a comprehensive set of measures that indicate progress toward meeting the Leandro requirements and is inclusive of the reporting requirements under ESSA.	<ul style="list-style-type: none"> <li data-bbox="451 764 1187 842">• This information is being incorporated into the Data Dashboard prototype. 	

V. An Assistance and Turnaround Function that Provides Necessary Support to Low-Performing Schools and Districts

Action Item	Actions Taken	Risks to Implementation
<i>A. Develop the State's capacity to fully support the improvement of its lowest performing schools and districts.</i>		

Action Item	Actions Taken	Risks to Implementation
<p>V.A.ii.1 - Implement the NC State Board of Education's regional support model to support the improvement of low performing and high poverty schools</p>	<ul style="list-style-type: none"> • On September 28, 2020, the State Board allocated \$4,528,800 in set-aside federal CARES Act funding to increase DPI's staff capacity to provide supports to low-performing schools and districts to provide a regional and statewide system of support to all districts. • To assure that there was a single point for school transformation, Superintendent Truitt refreshed the District and Regional Support as two divisions: the Division of Transformation and the Division of District and Regional Support. • Regional Directors with the Division of District and Regional Support collaborate with leaders in the Division of Transformation to provide customized support to identified schools/districts. That division is now separate from the Regional Directors. Positions filled and working with districts and schools. Development of success indicators for this work in process. • Participating districts report high levels of satisfaction with the regional support model. The SBE and DPI have prepared plans for extension and expansion of the model. 	<p>The Superintendent has requested \$19 million of ESSER3 for future support. Districts need incentives for participating and be held accountable for implementation.</p>
<p>V.A.ii.2 - Develop the NC State Board of Education's District and Regional Support model to provide direct and comprehensive assistance for the improvement of low performing and high poverty schools and districts</p>	<ul style="list-style-type: none"> • The State Board of Education and the Department of Public Instruction have created the Leandro Support Office, headed by Dr. Beverly Emory, to spearhead intervention and turnaround programs for low-performing schools and districts. The District and Regional Support Division in the Leandro Support Office, working with the Regional Directors, have prepared a turnaround plan to be implemented in six low performing districts and forty-four low performing schools. Using the \$4.5 million in CARES Act funding, the Regional Directors will partner with those districts and schools to deliver diagnostic, implementation, coaching, and leadership support. The Leandro Support Office has sent invitation letters to superintendents in each district and is identifying instructional and administrative support coaches to begin work in schools and districts in early 2021. 	
<p>V.A.iii.1 - Implement the NC State Board of Education's</p>	<ul style="list-style-type: none"> • DPI has added eight state funded positions to provide enhanced support to 130 Restart Schools, district curriculum coaches for Low Performing Districts, and diagnostic support. 	

Action Item	Actions Taken	Risks to Implementation
District and Regional Support model to provide direct and comprehensive assistance for the improvement of low performing and high poverty schools and districts	<ul style="list-style-type: none"> • ESSER1 funds have provided nine additional School Leadership Coaches for six districts and 44 schools. School Leadership Coaches provide training and strategic planning for principal development in Low Performing Schools. • DPI has conducted district meetings/visits, identified 2021-22 focus areas for those districts. • DPI has used its district and regional model to leverage support to help districts through Math Foundations training and root cause analysis. • See HBhttps://www.dpi.nc.gov/documents/sbe/june-2021-report-governors-commission-access-sound-basic-education 	
<i>B. Provide statewide and/or regional support to help schools and districts select high quality standards-aligned, culturally-responsive core curriculum resources and to prepare teachers to use those resources effectively.</i>		
V.B.ii.1 - Review, update, and strengthen the state-level process for reviewing and adopting core curriculum resources	<ul style="list-style-type: none"> • In January 2021, the SBE approved the Social Studies standards and supplemental support documents for the Social Studies Standard Course of Study. • Science and Healthful Living standards are in the research phase. DPI staff are researching other state standards and professional reviews. • S.L. 2021-8, which modifies the Read To Achieve Program, effects the Literacy Instruction Standards and a plan for the development of new standards has been presented to the SBE. 	
<i>C. Provide resources, opportunities, and supports for low performing and high poverty schools to address out of school barriers to learning using a community schools or other evidence-based approach.</i>		
V.C.ii.1 - Provide resources and support to high poverty schools to adopt a community schools or other evidence-based model to address out of school barriers	<ul style="list-style-type: none"> • See State Report. 	
V.C.ii.2 - Develop a plan to	<ul style="list-style-type: none"> • During the pandemic and through the 2021-2022 school year, North Carolina secured 98 waivers 	

Action Item	Actions Taken	Risks to Implementation
<p>maximize the use of the federal CEP funding and provide state funding to ensure all schools and districts can offer free meals to all students.</p>	<p>from federal regulations which permitted it to provide meals to ALL students at no cost. North Carolina leadership urging Congress to reauthorize the National Child Nutrition program. If approved, it will allow North Carolina to continue to provide all meals to all students at no cost.</p>	
<p>V.C.iii.1 - Provide funding to cover the reduced-price lunch co-pays for all students who qualify for reduced-price meals so that those students would receive free lunches.</p>	<p>To be initiated in FY 2023</p>	
<p>V.C.iv.1 - Implement plan to maximize the use of the federal CEP funding and provide state funding to ensure all schools and districts can offer free meals to all students.</p>	<p>To be initiated in FY 2024</p>	
<p><i>D. Extend the supports already available to schools to help them further implement a Multi-Tiered System of Supports (MTSS) framework, a school improvement plan, and NC Check-Ins approaches.</i></p>		

Action Item	Actions Taken	Risks to Implementation
V.D.ii.1 - Provide support to schools and districts to implement evidence-based approaches to instructional improvement	<ul style="list-style-type: none"> • In the fall of 2020, the State Superintendent repurposed permanent state positions and allocated them to District and Regional Support. • In the spring of 2021, Superintendent Truitt approved \$110,000 in state fund for the one year contract with Leverage Leadership Institute/Relay Graduate School for the NCILA. • See Appendix -- NCILA Contract with Relay Graduate School of Education • By April 2021, DPI had filled eight positions in the new Division of Transformation. • In May 2021, DPI contracted with three retired local superintendents to serve as District Coaches in the Division of Transformation. • By August of 2021, DPI had employed nine School Leadership Coaches in the Division of Transformation . • These experienced professionals have conducted district visits/meetings and developed plans for school improvement. Staff have also provided specific services to districts on request. • The impact of this work in the districts is measured by district based indicators, e.g., increased student enrollment in summer learning, number of principals/CO supervisors participating in training. 	

VI. A System of Early Education that Provides Access to High-Quality Prekindergarten and Other Early Childhood Learning Opportunities

Action Item	Actions Taken	Risks to Implementation
<i>A. Expand the NC Pre-K program to make high-quality, full year services available to all eligible four-year-old children and enroll at least 75 percent of eligible four-year-old children in each county.</i>		
VI.A.ii.1 - Expand NC Pre-K through incremental rate and slot increases.	<ul style="list-style-type: none"> • See State Report 	
VI.A.ii.2 - Continue an ongoing annual evaluation of NC Pre-K program.	<ul style="list-style-type: none"> • See State Report 	

Action Item	Actions Taken	Risks to Implementation
VI.A.iii.1 - Implement strategies to ensure equity of access for NC Pre-K program.	To be initiated in FY 2023	
VI.A.iii.2 - Conduct a feasibility study for new funding model for NC Pre-K program.	To be initiated in FY 2023	
VI.A.iii.3 - Conduct a transportation study for NC Pre-K program.	To be initiated in FY 2023	
VI.A.iv.1 - Increase state-level staffing for NC Pre-K program.	To be initiated in FY 2024	
VI.A.v.1 - Provide transportation for all NC Pre-K enrollees.	To be initiated in FY 2025	
VI.A.vi.1 - Implement policy for teacher licensure and pay for NC Pre-K program.	To be initiated in FY 2027	
<i>B. Increase high-quality early learning opportunities for children from birth.</i>		
VI.B.ii.1 - Implement a feasibility study for a state model for early learning programs for eligible children birth through age three.	<ul style="list-style-type: none"> See State Report 	
VI.B.v.1 - Conduct a pilot of the state model for early learning programs for eligible children birth through age three.	To be initiated in FY 2024	
VI.B.v.2 - Conduct an evaluation of the pilot.	To be initiated in FY 2024	
VI.B.ii.2 - Implement a child care subsidy study.	<ul style="list-style-type: none"> See State Report 	
VI.B.iv.1 - Implement child care subsidy improvements and increase funding.	To be initiated in FY 2023	
VI.B.iii.1 - Implement a pilot of Family Connects universal home visiting model	<ul style="list-style-type: none"> See State Report 	
VI.B.v.3 - Expand the Family Connects universal home visiting model	To be initiated in FY 2024	

Action Item	Actions Taken	Risks to Implementation
<p><i>C. Expand and improve access to individualized early intervention services and supports to families with eligible children birth to age three and include at-risk children in North Carolina’s definition of eligibility for the Part C Individuals with Disabilities Education Act (NC Infant Toddler Program).</i></p>		
<p>VI.C.ii.1 - Provide funding for staffing, interpreter services, a centralized provider network system, professional development, and addressing salary inequities for the NC Infant Toddler Program.</p>	<ul style="list-style-type: none"> • See State Report 	
<p>VI.C.ii.2 - Conduct a cost study for expanding eligibility for the NC Infant Toddler Program.</p>	<ul style="list-style-type: none"> • See State Report 	
<p>VI.C.ii.3 - Conduct infrastructure readiness assessment for expanding eligibility for the NC Infant Toddler Program.</p>	<ul style="list-style-type: none"> • See State Report 	
<p>VI.C.iii.1 - Solicit stakeholder feedback for expanding enrollment for the NC Infant Toddler Program.</p>	<p>To be initiated in FY 2023</p>	
<p>VI.C.iii.2 - Work with the US DOE to change eligibility criteria for the NC Infant Toddler Program.</p>	<p>To be initiated in FY 2023</p>	
<p>VI.C.ii.4 - Provide professional development for early intervention staff and providers in the NC Infant Toddler Program.</p>	<ul style="list-style-type: none"> • See State Report 	
<p>VI.C.iv.1 - Scale up early intervention services for children birth to age three who meet expanded eligibility criteria estimating an additional 10,000 children per year.</p>	<p>To be initiated in FY 2025</p>	
<p><i>D. Incrementally scale up the Smart Start program to increase quality, access, and support for all children birth to age five and families, especially those in under resourced communities.</i></p>		
<p>VI.D.ii.1 - Incrementally increase funding annually for Smart Start.</p>	<ul style="list-style-type: none"> • See State Report 	

Action Item	Actions Taken	Risks to Implementation
VI.D.ii.2 - Revise Smart Start's county needs formula.	<ul style="list-style-type: none"> See State Report 	
VI.D.ii.3 - Recommend readjustments to local planning and funding requirements for Smart Start.	<ul style="list-style-type: none"> See State Report 	
VI.D.ii.4 - Continue an ongoing annual evaluation of Smart Start.	<ul style="list-style-type: none"> See State Report 	
<i>E. Increase the volume and quality of the early childhood educator pipeline.</i>		
VI.E.ii.1 - Expand participation statewide in Child Care WAGES salary supplements.	<ul style="list-style-type: none"> See State Report 	
VI.E.ii.2 - Promote the NC Model Salary Scale for Early Education Teachers.	<ul style="list-style-type: none"> See State Report 	
VI.E.ii.3 - Develop state plan for progress on early childhood teacher education, salary and benefits.	<ul style="list-style-type: none"> See State Report 	
VI.E.iii.1 - Develop plan for an early childhood teacher preparation program that provides community college tuition.	To be initiated in FY 2023	
VI.E.ii.4 - Implement recruitment strategies and professional development for early childhood teachers.	<ul style="list-style-type: none"> See State Report 	
<i>F. Ensure quality transitions and alignment from early childhood programs to K-3 classrooms and strengthen elementary schools' readiness to support children to achieve early grade success.</i>		
VI.F.ii.1 - Implement a Pre-K to K Transitions pilot program.	<ul style="list-style-type: none"> The SBE approved grants for the pilots and extension of the Pre-K to K Transition pilot program to six additional districts. Details for the pilot project can be found here: https://ncchildcare.ncdhhs.gov/Portals/0/documents/pdf/R/RFA_004_PDG_2021_NC_Pre-K_Program_Outcomes_Driven_Pilot_Project.pdf?ver=eHEg3Rjrf8ET7UJ_Y_C3IA%3d%3d 	

Action Item	Actions Taken	Risks to Implementation
	<ul style="list-style-type: none"> S.L. 2021-8 modifies the Read to Achieve Program to require every child to have a transition portfolio. New standardized use of the PreK Teaching Strategies Gold (TS Gold) assessment creates the basis for the required portfolio. For the 2021-22 school year, the portfolio will be a paper transmission. The program plans to support an electronic transmission of the TS Gold assessment in the future. 	
VI.F.v.1 - Incrementally scale up the Pre-K to K Transitions program to all districts.	To be initiated in FY 2024	
VI.F.v.2 - Establish requirements for Pre-K to K transition plan for each child.	To be initiated in FY 2024	
VI.F.v.3 - Provide support for local professional development on Pre-K to K transition planning.	To be initiated in FY 2024	
VI.F.v.4 - Provide technical assistance for local collaborative family engagement plans for birth through third grade.	To be initiated in FY 2024	
VI.F.ii.2 / IV.A.ii.2 - Align the NC Early Learning Inventory within birth through third grade learning standards.	<ul style="list-style-type: none"> See information under, IV.A.ii.2, above: Better align the Kindergarten Entry Assessment (KEA) with birth through third grade and rename the KEA the Early Learning Inventory. 	
VI.F.iii.1 - Develop implementation fidelity measure for the NC Early Learning Inventory and evaluate effectiveness.	<ul style="list-style-type: none"> See information under, IV.A.ii.2, above: Better align the Kindergarten Entry Assessment (KEA) with birth through third grade and rename the KEA the Early Learning Inventory. 	
VI.F.iv.1 - Replace the Kindergarten diagnostic with extended version of NC Early Learning Inventory.	To be initiated in FY 2023	

Action Item	Actions Taken	Risks to Implementation
VI.F.iii.2 - Provide support for professional development in implementing the NC Early Learning Inventory as intended.	<ul style="list-style-type: none"> DPI is providing training in the TS Gold assessment and other transition requirements of the NC Early Learning Inventory. 	
Review the NC Early Learning Inventory and Read to Achieve legislation/policies to establish an aligned formative and summative assessment continuum. (VI.F.iv.2.)	To be initiated in FY 2023 SEE NOTE BELOW	
VI.F.iv.2 - Review the NC Early Learning Inventory and Read to Achieve legislation/policies to establish an aligned formative and summative assessment continuum.	<i>S.L. 2021-8</i> modifies the Read To Achieve Program to requires all PreK teachers be trained in the Science of Reading to ensure consistency and promote successful transitions for early learners.	
VI.F.iv.3 - Establish an Early Childhood Education Expert Advisory Team to identify target districts/schools for multi-tiered support.	To be initiated in FY 2023	
VI.F.iv.4 - Implement targeted professional development plans for each identified district/school.	To be initiated in FY 2023	
VI.F.iii.3 / III.C.iii.2 - Incrementally increase funding for teacher assistants.	<ul style="list-style-type: none"> See State Report 	
VI.F.iv.5 - Require that prekindergarten and kindergarten classrooms have full-time teacher assistants.	To be initiated in FY 2023	
VI.F.iii.4 / III.D.ii.1 - Incrementally increase funding for school counselors, nurses, social workers and psychologists.	<ul style="list-style-type: none"> See State Report 	
<i>G. Facilitate reliable access to high-quality data supporting early childhood education.</i>		

Action Item	Actions Taken	Risks to Implementation
VI.G.ii.1 - Implement a real-time early childhood workforce data system.	<ul style="list-style-type: none"> See State Report 	
VI.G.ii.2 - Expand and improve the NC Early Childhood Integrated Data System and connect to the NC Longitudinal Data System	<ul style="list-style-type: none"> See State Report 	
VI.G.ii.3 - Provide technical assistance to build local capacity to use quality early childhood data.	<ul style="list-style-type: none"> See State Report 	
VI.G.iii.1 - Implement a real-time data collection and sharing process to identify children eligible for early childhood programs.	To be initiated in FY 2024	

VII. Alignment of High School to Postsecondary and Career Expectations for All Students

Action Item	Actions Taken	Risks to Implementation
<i>A. Strengthen alignment between career pathways and workforce demands.</i>		
VII.A.ii.1 - Develop an updated and consistent definition of Career and College Readiness	<ul style="list-style-type: none"> Implementation of this Action Step is pending legislative action on H 486v3 --Replace EOC with National Assessment See https://www.dpi.nc.gov/documents/sbe/h486v3-replace-eoc-national-assessment 	
VII.A.ii.2 - Develop model career pathways that align high school Career Technical Education (CTE) courses with workforce demands	<ul style="list-style-type: none"> The SBE has approved a Career and Technical Education Strategic Plan. View Policy SPLN-002: Strengthening Career and Technical Education for the 21st Century Act (Perkins V) (eboardsolutions.com) North Carolina Full Perkins State Plan DPI CTE staff has developed a model course integrating Advanced Placement Computer Science into CTE Pathway and continues to work on additional integrations. 	

Action Item	Actions Taken	Risks to Implementation
VII.A.ii.3 - Provide funding for an independent alignment study of all NC dual credit courses and basic graduation requirements	<ul style="list-style-type: none"> • See State Report 	
VII.A.iii.1 - Develop State Board of Education policy and guidance for a course review and approval process for all dual enrollment courses	<p>Policy research and development is underway. DPI has administered a statewide survey and conducted focus groups to gather information to guide policy development. Although the pandemic slowed this process, DPI expects the policy to be developed in 2021-22.</p>	
VII.A.ii.4 - Ensure students graduate prepared for college-level coursework at the NC Community Colleges through the Career and College Ready Graduate program	<ul style="list-style-type: none"> • Implementation of the CCRG is dependent on General Assembly appropriations. • NCDPI has worked with the NCCCS to offer more local flexibility in the CCRG program offerings. The CCRG NROC Mathematics modules may be embedded in existing courses or through another intervention opportunity. The CCRG ELA modules have been embedded into an English IV. • See https://www.dpi.nc.gov/documents/sbe/ccrg-update-july-2021 	Implementation of this Action Step requires new funding.
<p><i>B. Ensure all high school students have the option to complete high school courses leading to college credit, an associate degree, or a career-ready credential.</i></p>		
VII.B.iv.1 - Provide funds to examine barriers and supports impacting all students' ability to complete dual enrollment courses	<p>To be initiated in FY 2023</p>	

Action Item	Actions Taken	Risks to Implementation
<p>VII.B.v.1 - Expand funds to remove barriers to economically disadvantaged students' participation in dual enrollment courses</p>	<p>This Action Step was scheduled for FY 2023. However, DPI has utilized departmental resources to create college and career advising guides for students and staff and has translated the guides into Spanish with voiceover support to improve access. DPI work on K-12 initiatives on equity and excellence will have a positive effect on “access” to high school courses.</p>	
<p>VII.B.iii.1 - Revise the funding approach for NCVPS to remove barriers that prevent students in low-wealth districts from participating</p>	<ul style="list-style-type: none"> • See State Report 	
<p>VII.B.iii.2 - Expand funds for credentials and certifications for Career and Technical Education students</p>	<ul style="list-style-type: none"> • See State Report 	
<p>VII.B.iii.3 - Adopt the necessary policies to allow school calendar flexibility</p>	<ul style="list-style-type: none"> • See State Report 	
<p>VII.B.ii.1 - Provide recurring funding for Cooperative Innovative High Schools approved to open from 2018-2021</p>	<ul style="list-style-type: none"> • See State Report 	

Action Item	Actions Taken	Risks to Implementation
VII.B.iv.2 - Provide recurring funding for up to 3 additional Cooperative Innovative High Schools annually	To be initiated in FY 2023	
<i>C. Strengthen college and career advising for high school students.</i>		
VII.C.ii.1 - Provide support to the NC Community College System (NCCCS) Career Coaches program	<ul style="list-style-type: none"> • See State Report 	
VII.C.iii.1 - Provide matching funds to the College Advising Corps to expand the placement of college advisers	<ul style="list-style-type: none"> • See State Report 	
VII.C.iii.2 - Provide funds for a Career and Postsecondary Planning Director at NCDPI and Career Development Coordinators in grades 6-12 across state	<ul style="list-style-type: none"> • See State Report 	