



A Publication for Members of the
N.C. Association of School Administrators

August 5, 2021

The State Board of Education (SBE) held its monthly meeting on August 4-5.

The pages that follow summarize highlights from the meeting and the Board's actions for this month.

For complete SBE information, visit their website: <http://stateboard.ncpublicschools.gov/>

ACTION ITEMS

STUDENT LEARNING & ACHIEVEMENT COMMITTEE

Action on First Reading

SLA 2 - SBE Policy Amendment: 2021-22 Read to Achieve Implementation Guide (KNEC-003)

The Office of Early Learning is requested State Board of Education (SBE) approval of the 2021-22 Read to Achieve Implementation Guide. The purpose of the 2021-22 Read to Achieve Implementation Guide is to provide a reference with supporting resources in one location aligned to SB387 updates. Specific components of the guide will continue to be updated and fully developed based on the new legislative timelines and dates noted within the guide. Monthly updates will be presented to the SBE prior to releasing updated versions to school districts.

Recommendations: The Office of Early Learning recommended the SBE approve the Read to Achieve Implementation Guide as presented understanding that the policy will return for SBE approval with additional changes.

APPROVED

Action

SLA 3 - Standard Setting Recommendation for Reading and NCEXTEND1 Science

The State Board of Education (SBE) adopted new English language arts/reading content standards in June 2017 (general content standards for Grades K–8 and the extended content standards for Grades K–12). To support implementation of the content standards, aligned assessments (general and alternate) were developed and administered in the 2020–21 school year. At the July 2021 SBE meeting, the North Carolina Department of Public Instruction staff presented information on the process and the technical rationale for standard setting for grades 3–8 reading general and alternate assessments, the English II alternate assessment, grades 5 and 8 alternate assessment science tests, and the biology alternate assessment. Recommended academic descriptors (specific content knowledge students at each level demonstrate), and the scale score required for each academic achievement level were presented for action at the August 2021 SBE meeting.

Recommendations: It was recommended the SBE approve the recommended academic achievement levels as presented.

APPROVED

BUSINESS OPERATIONS COMMITTEE

Action on First Reading

BSOP 2 – 21st Century Community Learning Centers (CCLC) Grant Recommendations

The 21st Century Community Learning Centers (CCLC) program provides grants to create community learning centers that provide academic enrichment opportunities for children during non-school hours. The funds are awarded by formula to states, which then make competitive three-year grants available to eligible entities. Agencies and organizations eligible under the 21st CCLC grant program include, but are not limited to, local education agencies (LEAs), non-profit agencies, city or county government agencies, faith-based organizations, institutions of higher education, and for-profit corporations. Eligible entities may request funds in amounts between \$50,000 and \$400,000 per year. The 21st CCLC program is designed to help students meet state and local standards in core academic subjects by offering students a broad array of enrichment activities that complement regular school day programs. The services may include the following activities: academic enrichment, remediation, math and science, tutoring, drug and violence prevention, and character education. In addition, programs must offer activities that promote parental involvement and family literacy services to the families of participating children.

Recommendations: The Federal Program Monitoring and Support Division recommended the SBE approve the 21st Century Community Learning Center sub-grant allocations outlined in the accompanying documents.

APPROVED

BSOP 3 – ESSER II Leadership Funds request for Governor School

In response to the economic and public health emergency associated with the spread of the novel coronavirus, COVID-19, Congress passed the Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act, in which North Carolina was appropriated Elementary and Secondary School Emergency Relief Funds (ESSER II). The State may use up to 10% of these funds for State level leadership and administration. On March 11, 2021, the North Carolina General Assembly passed House Bill 196/SL 2021-3, which provided requirements for the use of the 10% of ESSER II funds that the State is permitted to reserve for emergency needs under the CRRSA. There remains approximately \$6.8 million in undesignated leadership funds. This item is requesting funds from the undesignated balance for the Governor's School. The Governor's School is operating a summer program on 2 campuses for close to 700 students. To ensure the safety of the staff and students, the DPI Division of Advanced Learning and Gifted Education, which manages the Governor's School, worked in close collaboration with a team at DHHS to develop the Governor's School COVID-19 Mitigation Plan. This plan required a significant amount of supplies, but efforts were taken to reduce the costs by accessing the following resources from other State agencies.

Recommendations: It was recommended the SBE approve the ESSER II Leadership Funds Request for Governor School.

APPROVED

BSOP 4 – American Rescue Plan (ARP) IDEA Grant Programs (PRCs 185, 186, and 187) Allotment Policy - ALOT-003

Under Section 2014 of the American Rescue Plan Act of 2021 (ARP Act), the U.S. Congress appropriated \$2,580,000,000 for additional grants to States under Section 611 of the Individuals with Disabilities Education Act (IDEA), and \$200,000,000 for preschool grants under Section 619 of IDEA. From those funds, the U.S. Department of Education has awarded North Carolina grants of \$81,359,406 (for the grants corresponding to Section 611) and \$6,121,734 (for the grants corresponding to Section 619). These amounts are in addition to the regular IDEA grant awards received by the State. To ensure proper accounting for these funds given they represent a separate grant program with a unique CFDA number from the regular IDEA grants, NC DPI must create a new PRC for both the ARP IDEA 611 Grants to States

(PRC 185) and the ARP IDEA Preschool (PRC 186). However, it is important to highlight that, per Federal guidance, both the ARP IDEA 611 funds and the ARP IDEA Preschool funds must be allotted in conjunction with the corresponding regular IDEA 611 and IDEA Preschool funds through single allotment calculations rather than through an independent allotment formula. In addition, because the funds are subject to all of the same requirements as standard IDEA funds, for PSUs that have been identified as having significant disproportionality based on race and ethnicity with respect to the identification of children with disabilities (including particular impairments), the placement in particular educational setting of children, and the incidence, duration, and types of disciplinary actions (including suspensions and expulsions), the PSU is required to set-aside 15% of its ARP IDEA funds for both ARP IDEA 611 and ARP IDEA Preschool grants for use for coordinated early intervening services (CEIS). In order to assist PSUs with ensuring compliance with that requirement for the ARP IDEA funds, DPI will utilize a PRC for ARP IDEA CEIS (PRC 187) that will function similarly to how the PRC for IDEA CEIS (PRC 070) functions; DPI will calculate 15% of the ARP IDEA awards for each PSU identified for significant disproportionality and allot those funds through PRC 187.

Recommendations: It was recommended the SBE approve the modifications to the ALOT-003 Policy - (Policy Amendment - SBE Policy ALOT-003 - ARP IDEA 611 Grants to States (PRC 185), ARP IDEA Preschool (PRC 186), and APR IDEA CEIS (PRC 187).

APPROVED

BSOP 5 - Request to Use Unallotted ESSER II Funds to Support Leandro & Strategic Priorities/Efforts

The State Board of Education (SBE) is requested to approve, in advance, the issuance of the following manuals upon the adjournment of the General Assembly, allowing the Department to incorporate changes approved by legislative action that do not require State Board approval to change any policy directives. It will also allow the Department to distribute resources and disseminate these documents to the local education agencies (LEAs) and charter schools in a timely manner (example, the state salary schedules cannot be implemented by the LEAs until passed in legislation and approved by the SBE). Approximately \$6,000,000 ESSER II funds remain that can be allocated by the Board to support the Leandro mandates, Office of Learning Recovery, Federal Programs, and Financial and Business Services to:

- Fund NCSBE staff salary to maintain data, run data analytics, and evaluate and report on progress toward Board and DPI Priorities (Strategic Plan, Leandro, Operation Polaris, and COVID-19 Recovery Efforts);
- Partner with Harvard University through a fellowship to build internal capacity and support validity and reliability of data analytics related to Board and DPI Priorities in response to COVID-19; and
- Amend contract to expand the current Data Dashboard to be a central location for SBE and DPI public data by consolidating various dashboard under development related to COVID-19 and established priorities as previously directed.

Recommendations: It was recommended the SBE approve \$450,182.00 of \$6,000,000.00 unallotted funds for the reasons listed above.

APPROVED

BSOP 6 - NC Education Corps Funding Request

NC Education Corps is requesting \$246,622 from the State Board of Education's NC Education Fund. Specifically, the State Board of Education approved the use of the NC Education Fund for Education Corps use in response to its COVID-19 response. North Carolina Education Corps seeks to provide quality whole child and academic supports to prek-12 public school unit students in North Carolina in alignment with the State Board of Education's 2025 strategic plan.

Recommendations: It was recommended the SBE approve the \$246,622 funding request from NC Education Corps from the NC Education Fund.

APPROVED

BSOP 7 - SBE Policy Amendment: PRC 169 CARES ACT GEER - Specialized Instructional Support Personnel for COVID-19 Response (ALOT-003)

The Governor's Emergency Education Relief Fund (GEER) authorized by the Coronavirus Aid, Relief and Economic Security Act of 2020 (CARES Act), provided, at the discretion of the Governor, subgrants to K-12 public school units. \$40m was approved in September 2020 to be allocated to public school units to employ or contract with specialized instructional support personnel to provide physical and mental health support services for students in response to COVID-19, including remote and in-person services. The allocation policy was approved by the State Board of Education as Program Report Code (PRC)169. Based on the expressed need from the public school units, it is requested to expand the allowable use of the funds to include costs associated with delivering wellness programming and mental health training in accordance with the public school unit's mental health plan to school level staff and personnel with direct contact with students and students and families.

Recommendations: It was recommended the SBE approve the Policy Amendment: PRC 169 CARES ACT GEER - Specialized Instructional Support Personnel for COVID-19 Response (ALOT-003).

APPROVED

EDUCATOR STANDARDS AND PRACTICE COMMITTEE

Action on First Reading

ES & P 1 – Recommendation from the Advisory Board on Requests for Exception from Teaching Licensing Requirements

State Board of Education policy LICN-021: Procedures for seeking Exception from Licensure Requirements, allows individuals who have not met licensing requirements due to extenuating circumstances to request an exception from the requirement or an extension of time. The request must include documents from the teacher, the principal, the superintendent, and the chair of the local board of education. A similar policy, TCED-009: Minimum Admissions Requirements and Exceptions for Initial Teacher Preparation Programs (EPPs), allows colleges and universities to submit requests for exception to Praxis I testing requirements on behalf of students seeking admission to teacher education programs. Requests are evaluated by a panel chaired by a member of the State Board. Panel recommendations will be presented in closed session.

Recommendations: It was recommended the SBE accept the Appeal Panel's recommendation(s).

APPROVED

To view the agendas for the State Board of Education's meetings, including links to all handouts and PowerPoint presentations presented to the Board, which may include discussion and informational items not discussed above, please click [here](#).

To view the monthly State Board of Education newsletter archive, including this month's newsletter, please click [here](#).

Members of the NCASA staff represent NCASA at all meetings of the State Board of Education. If you have questions about the issues discussed in this State Board Review, please contact Katherine Joyce, Executive Director, at kjoyce@ncasa.net or Elizabeth Yelverton, Legal Affairs & Policy Manager, at eyelverton@ncasa.net.