

NORTH CAROLINA DEPARTMENT OF PUBLIC INSTRUCTION

Office of Teaching and Learning

Brief Office Description

The Office of Teaching and Learning (formerly the Office of Academic Standards) is responsible for facilitating the review, revision, and implementation of the North Carolina Standard Course of Study in Arts Education (Dance, Music, Theatre Arts, and Visual Arts), English Language Arts, English Language Development, Guidance, Healthful Living (Health and Physical Education), Mathematics, Science, Social Studies, and World Languages. The Office also provides technical assistance, professional development, and resources to support all K-12 educators with standards-based instruction. The Office additionally supports multiple legislative and grant-related programs, initiatives, and reporting requirements, related to the federal Every Student Succeeds Act (ESSA); Title III, Part A (English Language Acquisition); Title V (Sexual Risk Avoidance); CDC Physical Activity, Physical Education, Nutrition, and Chronic Disease Management; Specialized Instructional Support Personnel; and state legislative and policy requirements related to areas such as Character Education, Multilingual Learners, Dual/Language Immersion, Global Education, Healthy Active Children, Middle School Athletics, and STEM.

The Office provides leadership for equity and access to support the field and tools for standards and program implementation, collaboration, and engagement with internal and external stakeholders, (including cross area work groups around materials adoption/alignment, assessments, district and regional support), and professional learning and support for grades K-12 in order to actualize the State Board of Education's vision that every public school student will graduate ready for post-secondary education and work, prepared to be a globally engaged and productive citizen through access to needed resources and rigor.

Office Organizational Chart

- Director: Dr. Kristi Day
- 4 sections (see attached organizational chart)
 - English Language Arts and Languages
 - Healthy Schools
 - Mathematics, Science, & STEM
 - Social Studies & the Arts
- 40 members when fully staffed
- Share one Administrative Officer and one Business Services Coordinator with another Office

Essential Functions

We liaise with CAOs, content area Directors, state organizations, other state agencies, and national organizations.

Critical work of the Office of Teaching & Learning including but not limited to:

Overall:

- Facilitate the standards review, revision, and implementation process
- Provide statewide, regional, and PSU-specific professional development
- Create and share statewide resources
- Manage state and federal grants

ELA & Languages:

- Assist with PSU implementation of the K-12 English Language Arts (ELA), English Language Development (ELD), and World Languages Standard Course of Study, as well as the Literacy Instruction Standards
- Provide support to Dual Language/Immersion programs and their educators
- Promote and provide support for the Global Languages Endorsement (NC's Seal of Biliteracy)
- Co-manage the Title III grant (approximately \$850,000 of the \$19 million) and the M2-Si grant (approximately \$3 million)
- Collaborate with the Office of Accountability and Testing on ELA test item development and identification and exit of ELs using the WIDA Screener and ACCESS test
- Conduct statewide EL and Immigrant headcounts and their subsequent data collection and reporting
- Collaborate with the Office of Charter Schools to assist charters during the Performance Framework process

Healthy Schools:

- Coordinate work using the Whole School, Whole Community, Whole Child Model
- School Social Work: Provide TA, PD and support for social workers and homeless Ed.
- School Counseling: Provide TA, PD and support for K-12 School Counseling and support for Student Success Standards.
- School Psychology: Works to recruit new school psychologists and provide support to school psychologists
- Data: Facilitate the Youth Risk Behavior survey/Youth Tobacco Survey, School Health Profiles, Healthy Active Children Report, School Mental Health Plans
- School Health Partnerships and Policy: Facilitates relationships with partners and funders, business owner for Whole Child NC
- Reproductive Health: Manages Title V SRAE federal funding, provides support for schools related to reproductive health and safety, manages the Feminine Hygiene grant.
- Project AWARE: Federally funded grant supporting 3 LEAs to provide mental health support.
- Healthy Schools Consultant: Manages CDC funding to increase health, physical education, physical activity, nutrition and chronic condition management.
- Healthful Living Consultant: Supports the K-12 Health and Physical Education standards, provides guidance and technical assistance for Middle School Athletics

- ADS/FAST Grant manager: Manages grants and provides support for the recruitment and retention of School Social Workers and School Counselors
- The section oversees facilitation, budgets, and reporting for 6 federal grants (approximately \$20 million)

Mathematics, Science, & STEM:

- Assist with PSU implementation of the K-12 Math and Science Standards and the integration of pedagogy connected with STEM education and programming
- Collaborate with the Office of Accountability and Testing on 3rd-8th grade Math EOGs, Math 1 and Math 3 EOCs, 5th and 8th grade Science EOGs, and Biology EOCs
- Manage the Betabox, Plasma Games, After-School Robotics, and Increasing Engagement in STEM grants
- Manage the PRISM Grant from the US Dept. of Education in collaboration with Carnegie Learning Inc. and WestEd (approximately \$8 million)
- Coordinate the STEM Schools of Distinction Program
- Coordinate with the Office of Advanced Learning & Gifted Education on the Advanced Mathematics Course legislation and required reporting

Social Studies & the Arts:

- Assist with PSU implementation of the K-12 Arts Education (Music, Visual Art, Theatre, Dance), and Social Studies Standard Course of Study
- Coordinate the Character Education program (approximately \$100,000)
- Coordinate the Senate Youth program
- Promote and provide support for the Civic Education Endorsement
- Promote and provide support for the Arts Education Endorsement
- Coordinate the Gizella Abramson Holocaust Education work
- Coordinate with the Office of Advanced Learning & Gifted Education on the American History: Founding Principles: Civic Literacy legislation and required reporting
- Coordinate the Arts Education Course legislation

Critical Publications and Reports

We have added a 10-year standards review and revision timeline in State Board policy SCOS-012. See attached for upcoming content areas.

Our Office handles a multitude of General Assembly-required reports due throughout the year.

Our Office has created a 24-25 Statewide Support [document](#) that provides a yearlong look at webinars, meetings, and resources.

Our Office has created an External Implementation [Guide](#) that houses clear and consistent hubs of resources for each of the content areas

Office of Teaching and Learning

Director

Standards Implementation Specialist

Administrative Officer (shared with another Office)

Business Services Coordinator (shared with another Office)

English Language Arts & Languages	Mathematics, Science, & STEM	Social Studies & Arts Education	Healthy Schools
Section Chief	Section Chief	Section Chief	Section Chief
K-5 ELA Consultant	K-5 Science Consultant	K-12 Dance/Visual Arts Consultant	School Counseling Consultant
K-5 ELA Consultant	6-8 Science Consultant	K-12 Music/Theatre Arts Consultant	School Psychology Consultant
6-8 ELA Consultant	6-12 Science Consultant	K-12 Social Studies Consultant	School Social Work Consultant
9-12 ELA Consultant	6-12 Science Consultant	K-12 Social Studies Consultant	Reproductive Health Consultant
ML/Title III Consultant	K-5 Mathematics Consultant	K-12 Social Studies Consultant	Healthful Living Consultant
ML/Title III Consultant	K-8 Mathematics Consultant	K-12 Social Studies & Character Education Consultant	School Health Partnerships and Policy Consultant
ML/Title III Consultant	6-12 Mathematics Consultant		Data/Policy Consultant
ML/Title III Consultant	6-12 Mathematics Consultant		Healthy Schools Consultant
K-12 World Languages Consultant	Integrative STEM Consultant		ADS/FAST Project Manager
	PRISM Grant Manager		Project AWARE Director

Standard Course of Study 10-year Timeline

2024-2025	2025-2026	2026-2027	2027-2028	2028-2029
Review: - Mathematics - Computer Science	Review: Social Studies	Review: Science	Review: World Language	Review: Arts (Dance, Music, Theatre Arts, Visual Arts)
Revision: English Language Arts	Revision: - Mathematics - Computer Science	Revision: Social Studies	Revision: Science	Revision: World Language
Installation: - Healthful Living (Health, Physical Education) - Arts (Dance, Music, Theatre Arts, Visual Arts) - World Language - NC Student Success	Installation: English Language Arts	Installation: - Mathematics - Computer Science	Installation: Social Studies	Installation: Science
Initial Implementation: Science	Initial Implementation: - Healthful Living (Health, Physical Education) - Arts (Dance, Music, Theatre Arts, Visual Arts) - World Language - NC Student Success	Initial Implementation: English Language Arts	Initial Implementation: - Mathematics - Computer Science	Initial Implementation: Social Studies

Standard Course of Study 10-year Timeline

2029-2030	2030-2031	2031-2032	2032-2033	2033-2034
Review: • Healthful Living (Health, Physical Education)	Review: • English Language Arts	Review: • Mathematics • Computer Science	Review: • Social Studies	Review: • Science
Revision: • Arts (Dance, Music, Theatre Arts, Visual Arts)	Revision: • Healthful Living (Health, Physical Education)	Revision: • English Language Arts	Revision: • Mathematics • Computer Science	Revision: • Social Studies
Installation: • World Language	Installation: • Arts (Dance, Music, Theatre Arts, Visual Arts)	Installation: • Healthful Living (Health, Physical Education)	Installation: • English Language Arts	Installation: • Mathematics • Computer Science
Initial Implementation: • Science	Initial Implementation: • World Language	Initial Implementation: • Arts (Dance, Music, Theatre Arts, Visual Arts)	Initial Implementation: • Healthful Living (Health, Physical Education)	Initial Implementation: • English Language Arts

Standards Review, Revision, and Implementation

Brief Description

The NC Department of Public Instruction (NCDPI) will review the standards for each content area every five-to-seven years to ensure the NCSCOS consists of clear, relevant standards and objectives. The standards review, revision, and implementation process comprehensively studies each content area organized by grade-level, proficiency level, and/or course. The five-to-seven-year cycle allows time for review, revision, and consistent implementation of the standards. Alignment with the statewide assessment program, extended content standards, and materials review will be addressed throughout the process, as appropriate.

Initiative Information

To promote transparency and stakeholder engagement in every standards review, revision, and implementation, NCDPI will use a uniform and formalized system built on four guiding principles:

- A. Feedback-Based: NCDPI will formally collect feedback on the current standards from educators, administrators, parents, students, institutions of higher education, business/industry representatives, national organizations, and other education agencies.
- B. Research-Informed: NCDPI will review contemporary and current research on standards and learning in the content area under review. Benchmarking with other states, third-party reviews, and comparability of national and international standards and trends will inform the process.
- C. Improvement-Oriented: NCDPI will provide the State Superintendent and State Board of Education an annual report summarizing feedback received from stakeholders concerning standards and implementation.
- D. Process-Driven: The system process includes three phases: review, revision, and implementation.

NCDPI Support Available

- Professional development for the standards review, revision, and implementation process
- Professional development for installation and implementation resources provided by content areas
- [External Implementation Guide](#) and office hours for installation support

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STUDENT STANDARDS

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English Language Arts (ELA)

Brief Description

The [ELA Standard Course of Study \(SCOS\)](#) is divided into four strands: Reading, Writing, Speaking and Listening, and Language. Reading is further divided into Reading Foundational Skills, Reading for Informational Texts, and Reading for Literature. Within each strand, standards are grouped in clusters, containing anchor standards that span K-12. Although the standards are divided into strands for conceptual clarity, they are intended to be integrated. View the table below to see the current SCOS' adoption and implementation years as well as the review, revision, and implementation for the draft 2025 ELA SCOS.

Table 1: This table provides the timeline for the standards revision process, based on SCOS-012.

Phase	Approved	Implementation	Review	Revision	Implementation
Timeline	April 2017	2018-2026	2023-2024	2024-2025	2025-2030

Available Supports

The ELA Team, staffed by four full-time employees, [creates standards-aligned resources](#), provides regional [professional development](#), and tailors support to PSUs on a range of topics. Supports may include:

- supporting state-wide literacy initiatives;
- providing guidance on understanding and implementing the ELA standards;
- networking and collaborating with literacy leaders to ensure they stay informed on best practices; and
- communicating and clarifying legislation, policy, professional development opportunities, etc. via listservs, publications, emails, and calls.

Legislative Requirements

The work of the ELA Team is related to the following policies and legislation: [Gizella Abramson Holocaust Education Act](#); [Excellent Public Schools Act of 2021](#); [Read to Achieve Program](#), [Career and College Ready Graduate \(CCRG\)](#); [Back to Basics](#).

Important Takeaways

- Meets quarterly with district-level leaders to provide updates, promote collaboration, and seek input.

- Collaborates within and beyond the agency to support all stakeholders on literacy-related topics.
- Facilitates the process for the review, revision, and implementation of ELA standards.
- Supports the Office of Testing and Accountability by reviewing selections/test items for the ELA EOGs/EOCs.
- Coordinates the ELA Collaborative Committee, made up of NC educators in various roles, who provide insight into the current needs of the field and provide feedback on and create resources.
- Produces a variety of publications throughout the year: SCOOPs (quarterly), Coach's Corner (monthly), BT Newsletter (monthly), two major resources (fall and spring).

English Language Development (ELD)

Brief Description

In March 2021, the State Board of Education approved the [2020 WIDA English Language Development \(ELD\) Standards](#) as North Carolina's (NC's) ELD Course of Study. This ELD framework emphasizes Equity of Opportunity, Integration of Content and Language, Collaboration, and a Functional Approach to Language Development. The standards aim to provide student-centered experiences that leverage Multilingual Learners' (MLs) strengths. The ELD Standards are in the Implementation phase. These standards will be revised when [WIDA](#) releases revisions.

Available Supports

The ML/Title III team, staffed by four full-time employees, provides resources, technical assistance, and professional development on [ELD Standards](#) implementation, program quality, and program compliance. The team tailors support to PSUs through:

- federal requirements for English Learner and Immigrant headcount, [program quality review](#), and data collection for Consolidated State Performance Reporting
- professional learning on ELD program quality including academic language, ELD and content area integration, supporting MLs with the LIS and SoR, Dual Language/Immersion
- a [virtual repository](#) that offers a comprehensive collection of resources, ranging from compliance requirements and evidence-based teaching strategies
- networking and collaboration with PSU leaders: State Partners for Multilingual Learners, ML Teacher Network, DL/I in NC, Multilingual Learners (MLs) in DL/I, MLs and MTSS, and MLs and Institutes of Higher Education (ML IHE)

Federal and State Requirements

Title III of the **Elementary and Secondary Education Act (ESEA)**, as amended by the **Every Student Succeeds Act (ESSA)**, provides federal funding to support MLs in public schools. In addition, the [U.S. Department of Education](#) and the [1964 Civil Rights Act \(Title VI\)](#) provide guidance and a framework for meeting the needs of MLs and for the use of federal and state funding.

North Carolina State Board policy [Test-011](#) and NC Administrative Code [16 NCAC 06D .0106](#) (currently being updated) provide state-specific guidance.

Important Takeaways

- Equitable services for students identified as English Learners are required by federal law
- Critical partnerships with the Office of Federal Programs, Office of Accountability, School Business Services, and Application Development for implementation and oversight of Title III Grant
- MLs are the fastest-growing population in NC public schools with 50 % growth in the last 10 years
- Quarterly district-level leaders meetings that provide updates, promote collaboration and seek input
- Title III (Administration and Leadership) and M2-Si grant management

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Dance

Brief Description

The latest Dance standards were approved in July 2024.

Most recent standards are being installed and will be implemented in the 2025-2026 school year. Old standards should be sunset by the end of the 24-25 school year.

Dance Standards are built to align with the National Coalition of Arts Standards' four artistic processes: Connect, Create, Present, and Respond.

Each of the four artistic processes has two standards and objectives that develop student knowledge of thematic content from kindergarten through twelfth grade.

The four artistic processes and eight standards for Dance share the same language for the Music, Theatre, and Visual Arts Standards to promote consistency and alignment across all arts education disciplines.

Additional Information

Legislation requires students to graduate with one arts credit. This can be earned in grades six through twelve. [Policy Link](#)

Enrollment in four NC SCOS Dance Courses satisfies the Arts Diploma Endorsement course requirement. [Policy Link](#)

NCDPI Support Available

[Arts Education Standards Hub](#)

[Installation Timeline](#)

[Dance Standard Course of Study \(2024\)](#)

[Dance Crosswalk](#)

[Glossary](#)

[Vertical Alignment Document](#)

[Arts Education Horizontal Alignment](#)

[Arts Education Course Manual](#)

[On-Demand Professional Learning:](#) Webinars that provide information about the standards, unpacking documents, and other support tools

[Canvas Course:](#) Literacy Inherent in Arts Education

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Healthful Living

Healthful Living Standard Course of Study

Healthful Living is a combination of Health and Physical Education. It is standard practice for the two subject areas to be taught within one class. The standards were updated and approved by the State Board of Education in June 2024. Initial Implementation will occur in the 24-25 school year. Within each grade level, standards are grouped in strands containing anchor standards that span K-9. Health is divided into 5 strands; Mental and Emotional Health (MEH), Personal and Consumer Health (PCH), Interpersonal Communications and Healthy Relationships (ICHR), Nutrition and Physical Activity (NPA), and Alcohol, Nicotine, Cannabis and Other Drugs (ANCOD). Physical Education is divided into 4 strands; Motor Skills (MS), Movement Concepts (MC), Health Related Fitness (HF), and Personal/Social Responsibility (PR).

State Board Policy and Legislative Requirements

- Healthy Active Children Policy [SHLT-000](#)
- State Graduation Requirements [GRAD-004](#)
 - Ninth Grade Healthful Living is a graduation requirement along with the successful completion of CPR instruction.
- CPR Graduation Requirement [HB-837](#)
- Healthy Youth Act [HB-88](#)
- Sex Trafficking Prevention and Awareness [SB-279](#)
- Standard Course of Study [G.S.115c-81](#)

Available Supports

The Healthful Living Consultant creates standards-aligned resources, provides regional professional development, and tailors support to PSUs on a range of topics. Supports may include:

- Facilitates the process for the review, revision and implementation of the HL standards
- Providing guidance on understanding and implementing the Healthful Living standards;
- Communicating and clarifying legislation, policy, professional development opportunities, etc. via listservs, publications, emails, and calls.
- Meets quarterly with regional Healthful Living Coordinators
- Creation and maintenance of two websites to assist with Healthful Living Instruction statewide
 - o [NC Healthy Schools](#)

- o [NCDPI Healthful Living Hub](#) - Provides materials and resources for the newly adopted Healthful Living Standards Course of Study including, standards, crosswalks, glossaries, implantation guidelines, professional development, and parent guides.

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NC Student Success Standards

Brief Description

The NC Student Success Standards are the adopted standard course of study for school counseling (formerly the K-12 Guidance Standards) in North Carolina. These standards are adapted from the American School Counselor Association (ASCA) Student Standards: Mindsets & Behaviors for Student Success, which are part of the ASCA National Model framework.

- Adopted from ASCA's national standards
- Four domains of ASCA National Model Framework: define, manage, deliver and assess (standards are in the define domain)
- Data driven comprehensive framework for student development
- Focuses on academic, career, and social/emotional domains
- 36 standards that address K-12 learning span
- Divided into two main categories: Mindsets and Behaviors
- Focus of service delivery emphasized for classroom instruction and small group counseling

Table 1: This table provides the timeline for the 2024 NC SSS SCOS, based on SCOS-012.

PHASE	SBE APPROVED	INSTALLATION	INITIAL IMPELEMENATION	FINAL IMPLEMENTATION
Timeline	December 2023	2024-2025	2025-2026	2026-2027

Available Supports

We tailor K-12 support including:

- providing cross-curricular guidance on understanding and implementing the NC Student Success Standards across all content areas;
- delivering and facilitating district, regional and state level professional development and networking opportunities for school counselors, administrators, educator, district and state leadership; and
- developing and disseminating standards aligned resources and updates through multiple channels of communication.

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Mathematics

Program Description

The vision of the Math, Science, and STEM section is for all teachers and school/district leaders to have the capacity to support accessible, equitable, and meaningful educational experiences and learning opportunities for all students.

The K-12 Math team consists of 4 consultants with one for elementary, one for middle, and two focused on high school. The team's primary responsibility is the facilitation of the review/revision/implementation of the [K-12 Math Standard Course of Study](#). The team is currently in the review phase with the expectation to present a recommendation to the State Board in April 2025 to move the revision phase.

Table 1: This table provides the timeline for the standards revision process, based on SCOS-012.

Phase	Review	Revision	Installation	Implementation
Timeline	2024-2025	2025-2026	2026-2027	2027-2031

Critical Information

- Current Math Standards were implemented in stages with Math 1, Math 2, Math 3 - implemented 2016-2017, K-8 Math - implemented in 2018-2019, and Math 4 - implemented 2020-2021
- Under the review phase the following steps have been completed:
 - 8 regional in-person focus groups for each State Board region, with one virtual focus group for charter schools.
 - 1 general survey available to all stakeholders asking for overall feelings regarding the current K-12 math standards as well as 2 Standard-by-Standard surveys, one available to all stakeholders and one specifically for PSUs to complete, allowing participants to provide feedback on each standard/objective within each grade or course.
 - The window for applications for the Data Review Committee is open and will close on December 2nd.

Available Supports

- Monthly Math Newsletter Update
- Math Content Series Webinars - Professional development webinars for each grade span (K-5, 6-8, 9-12)

- Monthly Math Office hours hosted to share information from the DPI Math team as well as other areas from NCDPI
- [K-12 Math Canvas Hub](#) houses all documents related to the standards, recordings from previous professional development sessions, and a schedule of upcoming webinars.
- Respond to regional or PSU requests.

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Music

Brief Program Description

Support for the review, revision, and implementation of Music (General Music as well as the Vocal and Instrumental Music SCOS):

- District and virtual professional development (Professional Development Catalog)
- Resource development
- The latest music standards were approved in July 2024
- Most recent standards are being installed and will be implemented in the 2025-2026 school year. Old standards should be sunset by the end of the 24-25 school year
- Music education course catalog maintenance

Support for District Arts Education Leaders

- Quarterly meetings
- Monthly PLCs
- Virtual hub for redelivery PD modules

Comprehensive Arts Education (CAE) - Arts Education, Arts Integration, Arts Exposure

- Annual CAE conference (early September)
- Collaboration with the NC Arts Council Arts Education Director, A+ Schools of NC (Arts Integration Network), NC Symphony Education Committee Ex-Officio Member

Arts Education Leadership Coalition - Coalition for arts education professional organizations

- Non-voting facilitating member
- Ex-officio board member for NC Music Ed Association

Music Education Spotlights - showcasing student works, including gubernatorial proclamations

- Arts In Education Week, second week in September
- December Performances in the DPI lobby
- Arts In Our Schools Month (March) performances in the DPI lobby
- As requested for DPI events

Legislation and Policy

- Arts Education Graduation Requirement
- Arts Education Diploma Endorsement

Available NCDPI Support

- Arts Education Standards Hub
- Arts Education Course Manual
- On-Demand Professional Learning: Webinars that provide information about the standards, unpacking documents, and other support tools
- Canvas Course: Literacy Inherent in Arts Education

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Science

Program Description

The vision of the Science, Science, and STEM section is for all teachers and school/district leaders to have the capacity to support accessible, equitable, and meaningful educational experiences and learning opportunities for all students.

The K-12 Science team consists of 4 consultants, one for elementary, one for middle, and two focused on high school. The team's primary responsibility is the facilitation of the review/revision/implementation of the [K-12 Science Standard Course of Study](#). The team is currently in the first year of the implementation phase.

Due to the time since the last Science SCOS revision (2009), the standards were reviewed and revised during the 2022-2023 school year.

Table 1: This table provides the timeline for the standards revision process, based on [SCOS-012](#).

Phase	Review	Revision	Installation	Implementation
Timeline	Spring and Fall 2022	Winter 2022 and Spring 2023	2023-204	2025-2027

Critical Information

- The 2023 Science Standards shifted from a content only basis to now also include the Science and Engineering Practices to assess students' engagement with science.
- The Science SCOS is in its first year of full implementation. During the 2023-2024 school year the Science team conducted in-person regional professional development sessions to support district and school leaders.
- The Science team intends to conduct regional in-person professional development sessions in the Spring of 2025 to support ongoing implementation efforts.
- Published newly designed extensive [K-12 Science support documents](#).

Available Supports

- Monthly Science Newsletter Update
- Monthly Science Office hours hosted to share information from the DPI Science team as well as other areas from NCDPI

- [K-12 Science Canvas Hub](#) houses all documents related to the standards, recordings from previous professional development sessions, and a schedule of upcoming webinars.
- Respond to regional or PSU requests.
- Joint presentations with the Multilingual Learner team.

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Social Studies

Brief Program Description

- The latest Social Studies standards were approved in 2021, except EPF, which was approved in 2020.
- Most recent standards are being implemented, and almost all old standards are gone except for 5th-year high school students. Old standards should be sunset by the end of the 24-25 school year.
- NCDPI social studies will begin the process of reviewing current standards in 2025
- Social Studies standards are built around five disciplinary strands: Behavioral Sciences (Psychology, Sociology, Anthropology, etc.), Civics and Government, Economics, Geography, and History. A sixth strand is built into the standards but is skill-based and content-neutral – Inquiry.
- Students should be able to practice skills from each discipline in the strands throughout the K-12 social studies courses.

Critical Information

- Legislatively required courses:
 - EPF (taken as an upperclassman as suggested by the General Assembly)
 - Founding Principles of the United States of America and North Carolina: Civic Literacy (including a report due to the GA every odd-numbered year in October)
 - Civics in Middle School
 - State History: 4th Grade
- Legislated Programs: [Character Education](#), [Holocaust Education](#)

Available NCDPI Support

- [Unpacking Documents](#)
- [Strand Maps](#) (showing the progression through the grades in each of the strands)
- [Crosswalks with the Old Standards](#)
- [Glossary](#)
- [Parent Guides](#)
- [On-Demand Professional Learning:](#) Webinars that provide information about the standards, unpacking documents, and other support tools
- Primary source suggestions for American History and World History courses.
- 8th Grade Digital course created in partnership with NC State University
- [Canvas Courses](#)

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Theatre Arts

Brief Program Description

Support for the review, revision, and implementation of Theatre (Theatre Arts as well as the Technical Theatre SCOS)

- District and virtual professional development (Professional Development Catalog)
- Resource development
- The latest theatre standards were approved in July 2024
- Most recent standards are being installed and will be implemented in the 2025-2026 school year. Old standards should be sunset by the end of the 24-25 school year
- Theatre Arts education course catalog maintenance

Support for District Arts Education Leaders

- Quarterly meetings
- Monthly PLCs
- Virtual hub for redelivery PD modules

Comprehensive Arts Education (CAE) - Arts Education, Arts Integration, Arts Exposure

- Annual CAE conference (early September)
- Collaboration with the NC Arts Council Arts Education Director, A+ Schools of NC (Arts Integration Network)

Arts Education Leadership Coalition

- Non-voting facilitating member
- Ex-officio board member for NC Theatre Arts Educators

Theatre Arts Education Spotlights - showcasing student works, including gubernatorial proclamations

- Arts In Education Week, second week in September
- December Performances in the DPI lobby
- Arts In Our Schools Month (March) performances in the DPI lobby
- As requested for DPI events

Legislation and Policy

- [Arts Education Graduation Requirement](#)
- [Arts Education Diploma Endorsement](#)

Available NCDPI Support

- [Arts Education Standards Hub](#)
- [Arts Education Course Manual](#)
- [On-Demand Professional Learning](#): Webinars that provide information about the standards, unpacking documents, and other support tools
- [Canvas Course](#): Literacy Inherent in Arts Education

Visual Arts

Brief Program Description

The latest Visual Arts standards were approved in July 2024.

Most recent standards are being installed and will be implemented in the 2025-2026 school year. Old standards should be sunset by the end of the 24-25 school year.

Visual Arts Standards are built to align with the National Coalition of Arts Standards' four artistic processes: Connect, Create, Present, and Respond.

Each of the four artistic processes has two standards and objectives that develop student knowledge of thematic content from kindergarten through twelfth grade.

The four artistic processes and eight standards for Visual Arts share the same language for the Dance, Music, and Theatre Standards to promote consistency and alignment across all arts education disciplines.

Additional Information

Legislation requires students to graduate with one arts education credit. This can be earned in grades six through twelve. [Policy Link](#)

Enrollment in four NC SCOS Visual Arts Courses satisfies the Arts Diploma Endorsement course requirement. [Policy Link](#)

Available NCDPI Support

Arts Education Standards Hub

Installation Timeline

Visual Arts Crosswalk and Glossary

Vertical Alignment Document

Arts Education Horizontal Alignment

Arts Education Course Manual

On-Demand Professional Learning: Webinars

Canvas Course: Literacy inherent in Arts Education

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World Languages

Brief Overview

The [WL Standard Course of Study \(SCOS\)](#) uses the three modes of communication as standards (interpretive, interpersonal, and presentational), and highlights the importance of literacy, interdisciplinary, intercultural, and community connections in learning another language. The objectives are proficiency-based to account for multiple entry points across the K-12 spectrum, and student outcome charts are available to show what students should know and be able to do by the end of a course or grade span when they hear, sign, speak, read, view, or write the language they are studying in different types of WL programs: Classical, Dual Language/Immersion (DL/I), Heritage, and Modern, including American Sign Language (ASL).

Table 1: *This table provides the timeline for the 2024 WL SCOS, based on [SCOS-012](#).*

Phase	Approved	Installation	Implementation	Review	Revision
Timeline	July 2024	2024-2025	2025-2030	2027-2028	2028-2029

Available Supports

The WL Team, staffed by one full-time employee, [creates standards-aligned resources](#), provides online and regional [professional development](#) and tailors support to PSUs on a range of topics. Supports may include:

- providing guidance and materials on understanding and implementing the WL standards;
- supporting state, regional, and national language learning initiatives, such as the Seal of Biliteracy;
- networking and collaborating with WL leaders, including [quarterly meetings](#), to ensure they stay informed on policies and practices and have the opportunity to give input on resources to adapt for local use;
- creating and maintaining the [WL webpages](#) and [resource hub](#) that contains essential resources for WL educators, including [statewide directories](#), [classroom resources](#), [program support materials](#), etc.
- communicating and clarifying legislation, policy, professional development opportunities, etc. via listservs, publications, emails, and calls.

Legislative Requirements

The work of the WL Team is related to the following policies and legislation: [CCRE-001 Course](#)

[for Credit](#), [GRAD-004 State Graduation Requirements](#), [GRAD-007 High School Diploma Endorsements](#), [GRAD-009 High School Transcript Standards](#), [SCOS-009 NC SCOS, World Languages](#), [§ 115C-81.45 Classes conducted in English except foreign language classes](#), [§115C-81.85 Instruction in American Sign Language](#), [§115C-83.32 High School Diploma Endorsements](#), [§115C-301 Allocation of Teachers: Class Size with Program Enhancement Teacher Allotment for K-5](#), and [Global Education Task Force Commitment 2 Leading-edge Language Instruction](#).

Important Takeaways

- Champions the academic, cognitive, economic, and sociocultural benefits of language learning for all.
- Collaborates locally, within the agency and state, and globally, across the nation and around the world, to support North Carolina stakeholders and PSUs as they implement K-12 WL programs in 19 languages.

Teaching and Learning

North Carolina Department of Public Instruction

GRANTS

CDC 2302: School-Interventions to Promote Equity and Improve Health, Academic, and Well-Being of Students Grant

CDC 2302 Grant Overview

In July 2023, the Centers for Disease Control and Prevention awarded 20 recipients with a 5-year cooperative agreement. The project was created to protect and improve the health and wellbeing of school-aged children and adolescents in communities that are underserved and disproportionately affected by chronic disease and related risk factors. The North Carolina Department of Public Instruction received \$390,00 from June 2023-2028.

Goals and Strategies

The CDC 2302 cooperative agreement using the Whole School, Whole Community, Whole Child model as a framework to accomplish three goals

- Establish key partnerships to support school health programs.
- Promote implementation of CDC school health guidelines, tools and resources through Professional Development and Technical Assistance.
- Use action planning to implement physical activity, school nutrition, and school health policies, practices, programs, and services in state and local education agencies, schools, and Out-of-School Time.

In June of 2023, the Healthy Schools and Specialized Instruction Section of the North Carolina Standard begin implementing two intensive strategies:

- Strategy 1: Providing statewide support. NC DPI provides statewide PD and TA on topics related to creating healthy schools including school-based mental health, health and physical education, and nutrition. Creating statewide coalition, establish new and strengthened partnerships to support school health policies, practices programs, and services to improve the health and education outcomes of students.
- Strategy 2: Implementation in Priority LEA and Corresponding. NC DPI is working Vance County to 1) Provide PA and TA 2) Provide follow-up support post-PD events to troubleshoot and support school health action plan adoption 3) Support the assessment of school health policies, practices, programs, and services and develop individualized action plans based on the assessment

results 4) Support the implementation of evidence based school health policies, practices, program and services using results from the school health action plan 5) Disseminate accomplishments and success stories.

Multilingual Multimodal Science Inventory (M2-Si) Grant

Brief Description

The [North Carolina Department of Public Instruction](#) (NCDPI) received an almost \$3 million U.S. Department of Education's 2022 [Competitive Grants for State Assessments](#). Partnering with the [Center for Applied Linguistics](#) (CAL), the team will build a Multilingual Multimodal Science Inventory (M2-Si) e-portfolio assessment that educators can use to adjust instruction and that is intended to increase proficiency of students in grades 3-5 science. Multilingual learners (MLs) are at the center of the inventory design, which aims for a "bridge to educational equity" (Gottlieb, 2016). The purpose of the assessment is to ensure that educators learn what students know and can do in science, without limiting teachers' understanding to what students know and can do in science *in English*. Three agency staff members serve on the grant team and collectively dedicate 40% of their time to this work.

Goals and Timeline

The M2-Si formative assessment tool provides relevant, timely, and frequent information to MLs and to their teachers that can inform instruction. The tool aligns with NC 3-5 Science Standards, allows students to access their full linguistic repertoire to demonstrate their science abilities through the use of multimodalities, and includes a robust system of electronic record-keeping in an e-portfolio platform including reporting formats that are useful for students, parents, and teachers. The grant goals are:

- Goal 1: Develop score reporting mechanisms that improve the utility of information about student performance that provides better and more timely information to educators and families
- Goal 2: Produce a classroom rubric that can be used with the range of multilingual and multimodal strategies that upper elementary students use to express science knowledge.
- Goal 3: Develop a set of standards-aligned science tasks
- Goal 4: Develop and validate an electronic portfolio process that draws upon multiple observations to provide an interpretable and meaningful score report
- Goal 5: Disseminate project activities and outcomes

Study 1 began in September of 2022 and focused on gathering information to inform goals 1, 2, and 3 through family, student and educator interviews. Study 2 included educator researchers in the development and testing of tasks and data analysis, goal 3. In year three, the focus is on refining the tasks and developing the rubric and e-portfolio system, goals 2 and

4. Dissemination, Goal 5, including [Presentations, Publications, and Webinars](#) has been very active as can be seen on the [grant website](#)

The [Year 1 Report](#) for the four-year grant is available. Note that the grant offers a fifth year no-cost extension that would extend grant work to September of 2027, if all funds have not been used.

As the grant enters year 3 in October of 2024, preliminary findings indicate that families do not like to see their students ranked against other students and would like to know more about how the students are progressing in science. Using the M2-Si formative assessment activities helps educators and students better access grade-level science curriculum using multimodalities and the full linguistic repertoire.

Patterns® for Reaching and Impacting Students in Math (PRISM)

Program Description

In January 2024, NCDPI received a 5-year \$8 million grant to study the implementation of Carnegie Learning's Patterns online professional development platform in partnership with WestEd as the lead on implementation and evaluation of the study. The PRISM grant was one of 45 grants awarded from 266 that were submitted for fiscal year 2024.

The study aims to engage up to 300 4th grade Math teachers serving as many as 7,000 students, in a unique, ongoing professional learning experience. Study enrollment will comprise at least 51% of schools identified as rural according to the US Dept. of Education.

The grant partners include:

- NCDPI - Overseeing the project, supporting recruiting and coordination between schools, teachers, Carnegie Learning, and WestEd while also ensuring alignment between professional development and NC content standards
- Carnegie Learning - Leading the implementation of the Patterns™ professional development platform and coaching
- WestEd - Leading the research and evaluation of the project to determine its impact on teachers and students

The Patterns Professional Learning Platform was chosen based on its successful use in 19 states, a focus on deepening a teacher's conceptual understanding of the content, and the opportunity to build a network of teachers across the state.

Critical Information

- The study's goals are:
 - 1) Provide teachers with individualized support in math content and instruction to meet the needs of math educators coming to the profession from non-traditional pathways.
 - 2) Increases in growth and math proficiency for all students
- The program combines independent self-paced learning time with scheduled online coaching
- Teachers will receive stipends for participation

- The initial cohort of teachers will start the study in October 2025 with the 2026-2027 school year used to study impacts on student and teacher outcomes. The second cohort of teachers will start in the 2027-2028 school year.

Helpful Links

- [Overview of PRISM Participation](#)
- [Overview of Patterns Professional Learning Platform](#)
- [PRISM Talking Points - Presentation to the 2024 Summer WRESA Conference](#)
- [PRISM Grant Up-dates presented to SBE on April 23, 2024](#)

Teaching and Learning

North Carolina Department of Public Instruction

Project ADS: Adding Direct Support

Grant amount: \$5.54 million across five years (2023 – 2027)

Project Goals

- Increase the number of licensed school counselors and social workers in Alamance-Burlington, Catawba, Charlotte-Mecklenburg, Harnett, Pender, Pitt, Scotland, and Wayne school districts.
- Train LEAs, SBMH providers, and SBMH provider candidates.
- Increase the number of SBMH provider candidates that can be recruited, trained, respecialized, and eligible for NCDPI licensure at NCSU, UNC Charlotte, and UNC Pembroke.

Data from 2023 (Year 1)

Mental Health Service Providers (MHSP)	Target Number	Actual Number
Number of MHSP Trained by IHEs	44	0
Number of MHSP Enrolled in IHEs	0	0
Number of MHSP Placed in LEAs	12	0
Number of MHSP Hired by LEAs	12	0

(We were not approved to spend, allot and use the grant funds for Year 1 till 10/01/2023. As a result we were unable to meet any of our goals during Year 1 of the grant.)

Data from 2024 (Year 2)

Mental Health Service Providers (MHSP)	Target Number	Actual Number
Number of MHSP Trained by IHEs	44	147
Number of MHSP Enrolled in IHEs	44	147
Number of MHSP Placed in LEAs	44	101
Number of MHSP Hired by LEAs	40	147

(We partnered with and provided support to three NC IHEs and eight NC LEAs selected for the ADS grant. We were able to exceed all of our goals for the first two years during Year 2.)

Teaching and Learning

North Carolina Department of Public Instruction

NC Project AWARE/ACTIVATE

Advancing Wellness and Resiliency in Education/

Advancing Coordinated and Timely InterVentions, Awareness, Training, and Education

Overview

North Carolina's Project AWARE/ACTIVATE is a collaboration between the NC Department of Public Instruction and the NC Department of Health and Human Services to develop a comprehensive plan of activities, services, and strategies for connecting youth and families to mental health services in six pilot school districts. Project AWARE/ACTIVATE addresses the three tiers of mental health (promotion, prevention, and intervention) through a continuum of education, universal screening, and appropriate services and supports for all students in response to varying levels of need. Recognizing the interrelatedness of academic outcomes and mental health/well-being of students, Project AWARE/ACTIVATE seeks to provide an embedded approach within an existing system (schools) versus fragmented and reactive approaches.

The Substance Abuse and Mental Health Services Administration ([SAMHSA](#)) awards [Project AWARE](#) State Education Agency grants to US states/territories and tribal organizations for 5-year funding cohorts. NC has been awarded a 2018-2023 and a 2021-2026 AWARE grant. The Project AWARE grant serves to build state and local education agencies' capacity to develop a comprehensive, coordinated, and integrated program to advance wellness and resilience in educational settings for school-aged youth. NC has chosen to locally brand this project as NC Project ACTIVATE.

Goals and Outcomes

The NC Department of Public Instruction in collaboration with the NC Department of Health and Human Services has the following goals for Project AWARE/ACTIVATE:

1. Improve behavioral and psychological indices of school engagement and decrease school disciplinary events for preschool through 12th grade by implementing universal prevention activities within a Multi-Tiered System of Support.
2. Reduce school dropout, rate of attempted suicide, and substance abuse by increasing the number of at-risk students receiving supplemental and intensive mental health and substance use supports within a Multi-Tiered Systems of Supports.
3. Improve coordination and sustainability of mental health supports and services through increased family and community agency engagement.
4. Increase the knowledge and effective practice of all school staff in recognizing and responding to student mental health needs.

The NC Project AWARE/ACTIVATE evaluation shares lessons learned in leveraging community partnerships, building district infrastructure and capacity, and best practice to inform North Carolina schools and communities interested in accomplishing similar goals to improve mental health awareness and responses. Evaluation reports can be found under the Related Content section of the Project AWARE/ACTIVATE NC DPI [website](#).

Teaching and Learning

North Carolina Department of Public Instruction

Project FAST: Further Access to Support Teams

Grant amount: \$12.3 million across five years (2023 – 2027)

Project Goals

- Increase the number of highly qualified and skilled school counselors, social workers, and mental health clinicians in Cabarrus, Davidson, Randolph, Scotland, Stanly, and Winston-Salem/Forsyth school districts.
- Train LEAs, SBMH providers, and SBMH provider candidates.

Data from 2023 (Year 1)

Mental Health Service Providers (MHSP)	Target Number	Actual Number
Number of MHSP Hired by LEAs	18	0
Number of MHSP Trained in LEAs	58	0

(We were not approved to spend, allot and use the grant funds for Year 1 till 10/01/2023. As a result we were unable to meet any of our goals during Year 1 of the grant.)

Data from 2024 (Year 2)

Mental Health Service Providers (MHSP)	Target Number	Actual Number
Number of MHSP Hired by LEAs	18	19
Number of MHSP Trained in LEAs	58	136
Number of MHSP Retained in LEAs	200	136
Number of Students Who Received Grant-Based SBMH Services	6000	6372

(We partnered with and provided support to six NC LEAs selected for the FAST grant. We were able to meet or exceed three of our goals during Year 2.)

Teaching and Learning

North Carolina Department of Public Instruction

OTHER INITIATIVES

Character Education

Brief Description

- The [Student Citizen Act of 2001 \(SL 2001-363\)](#) was passed into law by the North Carolina State Legislature in 2001. This Act requires every local board of education to develop and implement character education instruction with input from the local community. Character development is an essential part of a child's education. It is not an add-on to the packed school day, but an essential ingredient that helps shape the school climate and culture. It is not merely education for life; it is life itself.
- With the passage of this Act, the state of North Carolina has affirmed that the development of character in our children is the cornerstone of education. NCDPI provides the leadership, resources, and support to develop ethical and caring citizens. NCDPI has developed several resources to assist districts and schools with character development efforts.
- State Schools of Character are designated on the [NC School Report Cards](#).

Critical Information

- NCDPI partners with [Character.org](#) to recognize [North Carolina Schools of Character and National School of Character](#) that implement the rigorous standards of the *11 Principles Framework for Schools: A Guide to Cultivating a Culture of Character*. Schools of Character serve as an exemplary model for all schools across the United States and worldwide. [Character.org](#) is a nonprofit, nonpartisan, nonsectarian coalition of organizations and individuals committed to fostering effective character education in schools nationwide and a national advocate and leader in the character education movement.
- The Application for the State School of Character opens in June and closes in November each year. State Schools of Character are announced in January, and National Schools of Character are announced in May.

NCDPI Support Available

- Monthly Character Education Newsletter Update and [webpage](#)
- Annual Character Education Summit
- Annual Reviewer training for the State School of Character Applications
- In-depth professional learning opportunities, as [requested by LEAs](#)
- Live and On-Demand webinars to provide professional learning on Character Education to LEAs
- State Board Recognition for State and National Schools of Character
- Canvas Course to Support Schools in Applying for State and National Schools of Character

Dual Language/Immersion (DL/I)

Brief Description

DL/I programs use both English and another language for content instruction, aiming to help students become proficient in a second language alongside English. In these K-12 programs, students receive the same academic content and meet state standards as in traditional programs, but with instruction delivered in English and/or the program language. There are now 280+ DL/I programs in eight languages in NC.

DL/I programs benefit all students, including academic excellence, bilingualism and biliteracy, creative and critical thinking, enhanced career opportunities, and global collaboration. Additionally, these programs further support multilingual students by promoting high academic achievement and bilingual proficiency, often helping them match or exceed the academic performance of their monolingual peers.

Available Supports

There are no full-time positions allocated to DL/I. However, one consultant per language area (ELA, ML/Title III, and WL) supports this initiative. [The DL/I Team](#) develops standards-aligned resources, provides professional development, and offers customized K-12 support for PSUs. Some supports include:

- supporting the planning, launch, and maintenance of DL/I programs that deliver rigorous, [standards-aligned](#) instruction, ensuring excellence in both language acquisition and content mastery.
- creating and maintaining a [webpage](#) that contains essential resources for DL/I educators, including [two program directories](#), an [FAQ document](#) addressing several key topics, and a curated [research collection](#).
- communicating and clarifying legislation, policy, PD, opportunities, etc. via listservs, emails, and calls.

Legislative Requirements

The work of the DL/I Team is related to these policies and legislation: [Excellent Public Schools Act of 2021](#); [Read to Achieve Program](#), [Senate Bill 387 / SL 2021-8](#), [§ 115C-81.45 Classes conducted in English except foreign language classes](#), [§115C-301 Allocation of Teachers; Class Size with exception for DL/I classes](#), and [Global Education Task Force Commitment 2.1](#).

Important Takeaways

- Continues to be a national leader in DL/I education, with the first Spanish DL/I program in Guilford County Schools launching in 1990. North Carolina now ranks fifth nationally and leads the Southeast in DL/I program numbers, per the [2021 Canvass of DL/I Programs in U.S. Public Schools](#).
- Organizes and manages the DL/I in NC Committee, made up of NC educators in various roles. The committee advises on policies, materials, and the professional development needs of DL/I educators.
- Collaborates within and beyond the agency and state, partnering with OEL, OALGE, other content area teams, the Foreign Language Association of North Carolina (FLANC), etc. to support stakeholders and facilitate the development, growth, and improvement of one-way and two-way DL/I programs.
- Participates in the organization of the International Conference on Immersion and Dual Language Education, including hosting in 2019 and preparing to host again in 2027.

Gizella Abramson Holocaust Education Act

Brief Description

North Carolina's Gizella Abramson Holocaust Education Act was passed in November 2021. With the passing of this Act, the North Carolina General Assembly asserted that "Knowledge of the Holocaust is essential to provide students with the fundamental understanding of geography, history, and political systems necessary to make informed choices on issues that affect individuals, communities, states, and nations."¹ The Gizella Abramson Holocaust Education Act is a manifestation of their commitment to this assertion. This North Carolina law is based on the intent articulated in the federal Never Again Education Act, passed by the U.S. Congress in 2020. The Never Again Education Act encourages the development and dissemination of accurate, relevant, and accessible resources to promote understanding about how and why the Holocaust happened, along with the development, dissemination, and implementation of principles of sound pedagogy and best practices for educators for teaching about the Holocaust. The North Carolina Department of Public Instruction (NCDPI) is legislatively responsible for overseeing the implementation of the provisions of the Gizella Abramson Holocaust Education Act. In carrying out this responsibility NCDPI has collaborated with the N.C. Council on the Holocaust, the U.S. Holocaust Memorial Museum, NCCAT, local universities, and other Holocaust education experts to curate and develop curriculum resources for both social studies and ELA that support the teaching of the Holocaust and other genocides.

Legislative Requirements

General Assembly of North Carolina. Session Law 2021-180 Senate Bill 105 (2021). The Act requires the North Carolina Department of Public Instruction (NCDPI) to:

1. Integrate Holocaust Education: Incorporate Holocaust and genocide topics into the social studies and English curriculum for grades 6-12.
2. Develop Curriculum: Create comprehensive resources and a course framework for the Holocaust and Genocide Studies elective.
3. Support Educators: Offer professional development on Holocaust pedagogy and trauma-informed teaching strategies.

In compliance with this provision, the NCDPI K-12 Social Studies and ELA teams performed an extensive review of the standards in each middle and high school social studies and ELA

course. As a result of the review, the teams were able to identify the specific objectives of each course that best align with teaching about the Holocaust or topics related to the Holocaust and genocide.

Curated Resources: A curated selection of links to resources that can be used by teachers to support and teach the Holocaust and Holocaust related topics were organized for NCDPI by a committee working with the NC Holocaust Council. These curated links are to resources that have been aligned with appropriate standards in social studies courses, grades 6-12. Teachers have flexibility in selecting the resources that best suit their classrooms.

The NC Holocaust Files is a meticulously crafted series of short-form educational videos exploring the Holocaust from an uncommon perspective. These videos delve into lesser-known aspects of each video's topic, aiming to shed light on stories often overlooked in mainstream narratives. Designed to complement classroom lessons, each video has undergone extensive research, review, and vetting by Holocaust education experts to ensure accuracy and authenticity. Tailored for students in grades 6-12, these videos offer age-appropriate insights, providing valuable resources to educators seeking to enhance their curriculum with engaging and informative content. To further enhance the educational experience, discussion guides have been created to accompany each video, offering purposeful activities aimed at enriching student comprehension through reflective exercises, emotive responses, and comparative analyses.

Professional Development Programs for Holocaust Education in North Carolina

The North Carolina Department of Public Instruction (NCDPI) has implemented a variety of professional development programs, in partnership with NCCAT, to equip educators with the knowledge, skills, and resources necessary to fulfill the Gizella Abramson Holocaust Education Act requirements. These programs support teachers in developing sensitive and informed approaches to teaching Holocaust and genocide content.

Teaching About Trauma: Holocaust and Genocide An intensive two-and-a-half-day program for teachers focused on trauma-informed strategies and sensitive approaches to Holocaust education. Emphasizes balancing historical narratives with victim-centered perspectives. Geared toward 6-12 Social Studies and English Teachers. Interactive sessions on trauma-informed pedagogy, unpacking course objectives, and best practices for teaching about the Holocaust and genocide.

NC History Unfolded: Inquiry Based Project Training for educators on creating inquiry-based curriculum units. Teachers learn to design lessons that encourage critical thinking and analysis of Holocaust-related materials. For Social Studies Teachers (Grades 6-12). Focus on using primary sources, like local newspaper archives, to promote historical inquiry and support students' engagement with complex historical content.

Holocaust and Genocide Studies Elective Training: Collaborative curriculum planning for the Holocaust and Genocide Studies elective. Educators develop competencies in guiding students through a critical exploration of the Holocaust's causes, events, and legacies. For Social Studies and English Teachers. Framework includes unpacking Jewish history, Holocaust events, and the impact on society; supports both chronological and thematic instructional approaches.

International Teacher Exchange: Partnership with UNC-Charlotte and Ludwigsburg University to facilitate exchanges between U.S. and German educators. This program allows teachers to discuss varying perspectives and methodologies in Holocaust education. Serving Social Studies, English, and World Language Teachers. In-depth exchanges on teaching differences between the U.S. and Germany, including the rise of antisemitism and the Holocaust's lasting global impact.

Holocaust Pedagogy at the State Social Studies Conference: Four (4) face-to-face presentations on integrating Holocaust education into middle and high school courses. Sessions feature hands-on activities, lesson planning, and previews of new resources. All Social Studies and ELA Teachers welcome. Includes preview of NC Holocaust Files videos, insights into age-appropriate strategies, and collaborative development of classroom activities and discussion guides.

These professional development programs collectively build educators' confidence and expertise in teaching the Holocaust, addressing legislative requirements while promoting responsible and informed Holocaust education across North Carolina schools.

The initiatives under the Gizella Abramson Holocaust Education Act demonstrate North Carolina's commitment to fostering a nuanced and impactful Holocaust education program. Through carefully designed curriculum resources and comprehensive professional development opportunities, the North Carolina Department of Public Instruction empowers educators to teach the Holocaust with historical accuracy, sensitivity, and an emphasis on critical thinking. By equipping students with the knowledge to understand this pivotal part of history, North Carolina is preparing a generation of informed, empathetic individuals who are better able to recognize and respond to issues of injustice, prejudice, and human rights. The collaborative work between NCDPI, local and international partners, and dedicated educators ensures that Holocaust education in North Carolina remains meaningful, accurate, and engaging for students across the state.

Teaching and Learning

North Carolina Department of Public Instruction

Global Education

Brief Description

The vision of the North Carolina State Board of Education is that every public school student in North Carolina will be empowered to accept academic challenges, prepared to pursue their chosen path after graduating high school, and encouraged to become lifelong learners who will engage in a globally collaborative society. Global Education is the means to ensuring that our North Carolina public school graduates are globally engaged and productive citizens.

Initiative Information

Promote and support five commitments to ensure every public school student graduates fully prepared for the world in which he or she will live, work, and contribute.

- Commitment 1: Robust and Cutting-edge Teacher Support and Tools- Global Educator Digital Badge
- Commitment 2: Leading-edge Language Instruction- Dual Language/Immersion opportunities
- Commitment 3: New School Models- Strategic Partnerships (UNC World View, UNC Area Studies, DC Public Schools)
- Commitment 4: District Networking and Recognition- Global Ready Schools and Global Ready Districts Recognitions
- Commitment 5: Strategic International Relationships- International Agreements (China, France, Spain)

Preparing students for the world final report

Preparing Students for the World Exec Summary

NCDPI Support Available

Global Ready School initial and renewal applications

Global Ready District initial and renewal applications

Global Educator Digital Badge Canvas Course

Professional development and technical assistance for global school initiatives

Teaching and Learning

North Carolina Department of Public Instruction

Global Languages Endorsement - North Carolina' Seal of Biliteracy

Brief Description

The Global Languages Endorsement (GLE), North Carolina's Seal of Biliteracy (SoBL), is one of seven High School Diploma Endorsements that students who are graduating may earn. The purpose of the GLE is to provide an avenue for students to show their multiliteracy in English and at least one World Language. The GLE was originally adopted by the SBE in January 2015, and then the policy was updated in July 2024 to provide more options for students to demonstrate mastery of the English language and a World Language in order to earn this diploma endorsement, as shown in the table below.

Table 1: This table reflects the most recent policy language for the GLE.

World Languages	English Language Arts
Complete a Level IV (<i>or higher</i>) course with a cumulative unweighted WL GPA of 2.5+	Complete English IV (<i>or equivalent</i>) with a cumulative unweighted ELA GPA of 2.5+
or	or
Earn CDM credit for a Level IV (<i>or higher</i>) WL course	Earn CDM credit for English IV
or	or
Achieve Intermediate Mid or above proficiency on a nationally or internationally norm-referenced external exam	Meet or exceed English proficiency cut score on a nationally norm-referenced external exam

Available Supports

There are no full time positions allocated to this work. The GLE Team is made up of the K-12 World Languages Consultant and the 9-12 English Language Arts Consultant, who serve PSUs by communicating and clarifying policy via emails and calls, creating and sharing [listserv messages](#), and maintaining a [webpage](#) with resources, including a [policy infographic](#), external exam lists for [English](#) and [World Languages](#), an [FAQ document](#), a [communications toolkit](#), a [brochure](#), and data for each graduating class about GLE earners in [districts](#) and [charter schools](#). The GLE data for each high school is also displayed in the Career and College Ready section of the [School Report Card](#).

Legislative Requirements

The work of the GLE Team is related to these policies and legislation: [GRAD-007 High School Diploma Endorsements](#), [§115C-83.32 High School Diploma Endorsements](#), [§ 115C-81.45 Classes conducted in English except foreign language classes](#), and [CCRE-001 Course for Credit, including CDM](#).

Important Takeaways

- Over 50,000 North Carolina graduates have earned the GLE since 2015 in 15 World Languages, including languages studied in K-12 programs, learned in community-based heritage language schools, and/or used as a home or first language: American Sign Language (ASL), Arabic, Chinese, French, German, Hebrew, Italian, Japanese, Latin, Persian, Pohnpeian, Russian, Spanish, Swahili, and Ukrainian.
- North Carolina is a national leader in the Seal of Biliteracy (SoBL) movement, and is recognized for being one of the first 10 states to establish a SoBL and ranking annually in the top five states for SoBL earners.

Teaching and Learning

North Carolina Department of Public Instruction

Integrative STEM

Program Description

The vision of the Science, Science, and STEM section is for all teachers and school/district leaders to have the capacity to support accessible, equitable, and meaningful educational experiences and learning opportunities for all students.

The K-12 Integrative STEM Specialist organizes and facilitates a rigorous analysis to understand current and future workforce needs in the eight regions across the state. The position supports implementations of high-quality instructional practices integrating multiple content areas.

External from NCDPI, the position supports the growth and maintenance of regional STEM Ecosystems to benefit both local school/district leaders and local businesses looking to enhance STEM education in schools.

Critical Activities

The K-12 Integrative STEM Specialist collaborates within the Office of Academic Standards as well as additional Offices within DPI to align work that is related to and supportive of STEM including:

- Collaboration on the review, revision, installation, and implementation of standards
- Coordination with STEM related efforts in other sections of DPI CTE programs, Office of Exceptional Children, and OER teaching resources coming from the Office of Digital Teaching and Learning.
- Technical assistance related to STEM education programming
- Implementation of the STEM Schools of Distinction
- incentivize and sustain partnerships (connecting NCDPI, PSUs with local organizations and businesses)
- Connecting schools/districts with STEM opportunities including related to robotics, on-site career exploration, STEM pipeline industries
- Regional and local STEM Leader development and local capacity building

Available Supports

The K-12 Integrative STEM Specialist is housed within the Office of Academic Standards and reports to the Math, Science, and STEM Section Chief. Support is provided through

collaboration with NCDPI leadership as well as other Educational Consultants within the agency, by means of:

- On-site visits
- Conducting professional development with NCCAT
- Conducting professional development with Office of Academic Standards
- Present at state educator conferences
- [Maintain the STEM website](#)

Launch Years Initiative for Math Pathways

Program Description

The Launch Years Initiative is a three-year multi-state effort examining how to better align current high school math standards and courses with students' interests as students transition between secondary and post-secondary opportunities. Specifically, the initiative looks to create multiple math pathways for students to consider beyond the traditional calculus-only pathway. The initiative is facilitated by the Dana Center located at the University of Texas-Austin campus broken into three cohorts. North Carolina is part of cohort 2, along with approximately 25 other states including Texas, Georgia, Utah, Maryland and Ohio.

The North Carolina initiative is co-chaired by Dr. Charles Aiken (NCDPI), Dr. Tracey Howell (App. State) and Michele Soler (UNC-System Office). The task force is comprised of representatives from all three institutions (NCDPI, UNC-System, and NC Community College System) including teachers, math instructional coaches, district staff, advisors, counselors, NCDPI staff (OAS, Testing/Accountability, CTE), UNC System staff, and NCCCS staff.

The North Carolina Task Force has been meeting for the past two years and has primarily been considering questions such as:

- What math do all students need to know to graduate?
- How to better align math options to students' career interests and create opportunities for exploration and student choice?
- How to Improve math outcomes for all students?
- How to improve alignment between K-12 instruction, workforce development, and post-secondary options

Critical Information

- The task force has members from all three North Carolina educational institutions with members at every level within those institutions including system leaders, district leaders, and classroom educators.
- The task force has established 7 general recommendations and will finalize a report by January 1st, 2025.
- The report will be included as part of the research for the Math Standards review process.
- The 2025-2026 school year is the final year of the Dana Center's grant to facilitate this work.

Helpful Links

- [Launch Years: A New Vision for Transition from High School to Postsecondary Mathematics](#)
- [A Case for Math Pathways](#)
- [NC Launch Years 7 Recommendations](#)
- [NC Launch Years presentation at the 2024 NCCTM Conference](#)

Literacy Instruction Standards

Brief Description

While the NC Standard Course of Study (NCSCOS) sets student expectations, the Literacy Instruction Standards (LIS) outline research-informed practices and set expectations for teaching literacy. The LIS, anchored by twelve components, are broken down into the following components:

- **K-2:** Phonological Awareness (*12 total components*)
- **K-5:** Phonics, Fluency, Small Group Instruction (*11 total components*)
- **K-12:** Reading Materials, Academic Language & Vocabulary, Comprehension: Discussion & Writing, Comprehension: Strategy Instruction, Comprehension: Knowledge-building, Writing, Observation & Assessment, and Engagement (*8 total components*)

In addition to guiding English Language Arts instruction, many of these practices can be integrated into content area instruction, assisting students in acquiring necessary literacy skills and disciplinary knowledge.

Table 1: This table provides the timeline for LIS Implementation, based on [SB387](#).

April 2021	October 2021	2022-2024 SY	2024-2025 SY
SB 387 Passed	SBE Approved LIS	Installation	Implementation

Available Supports

The ELA Team, staffed by four full-time employees, [creates standards-aligned resources](#), provides regional [professional development](#), and tailors K-12 support to PSUs. Supports include:

- providing guidance on understanding and implementing the LIS across all content areas;
- networking and collaborating with literacy leaders to ensure they stay informed on best practices; and
- communicating and clarifying legislation, policy, professional development opportunities, etc. via listservs, publications, emails, and calls.

Legislative Requirements

The LIS work of the ELA Team is guided by the following legislation: [Senate Bill 387 / SL](#)

[2021-8.](#)

Important Takeaways

- Meets quarterly with [district-level leaders](#) to provide updates, promote collaboration, and seek input.
- Collaborate within and beyond our agency, partnering with OEC, OEL, OALGE, other content area teams, etc. to support stakeholders and facilitate the implementation of the LIS across all grades and subjects.
- Coordinates the ELA Collaborative Committee, made up of NC educators in various roles, who provide insight into the current needs of the field and provide feedback on and create resources.
- Produces a variety of publications throughout the year, including newsletters and [major resources](#).

NC Healthy Schools Data

Youth Risk Behavior Survey (YRBS)

In the spring of every odd numbered year, NC Healthy Schools implements a statewide Youth Risk Behavior Survey (YRBS). The NC YRBS helps assess behaviors in youth that impact their health now and in the future. Topics include violence, personal safety, physical activity, nutrition, mental health, tobacco, drugs and alcohol, protective factors and sexual behavior questions.

[View available data and reports from the NC YRBS](#)

School Health Profiles (Profiles)

In every even numbered year, the statewide School Health Profiles Survey is conducted. The Profiles survey has two parts. The Principal survey assesses policies related to health education and school climate, and the Lead Health Education Teacher survey looks at health programs and implementation as well as student skills development. Available data and reports from the NC School Health Profiles are shared below.

[View available data and reports from the NC Profiles](#)

NC State Board of Education Policies

Healthy Active Children Policy Report (SHLT-000):

- All LEAs are required to report annually, by September 15th, on their efforts related to the [Healthy Active Children Policy](#). This policy was last revised on July 11, 2024 and consists of seven sections.
- Section 1: Local School Health Advisory Council (SHAC); Section 2: Whole School, Whole Community, Whole Child (WSCC) Model; Section 3: Local Wellness Policy; Section 4: Physical Education and Healthful Living; Section 5: Physical Activity and Recess; Section 6: Policy Monitoring; Section 7: Data Collection – Youth Risk Behavior Survey

School-Based Mental Health Policy Report (SHLT-003)

- All PSUs are required to report annually, by September 15th, on their efforts related to the [School-Based Mental Health Policy](#). This policy was last revised on September 5, 2024, and PSUs must submit their School Mental Health Improvement Plan as part of their report.

NC STEM Schools of Distinction Recognition Program

Brief Program Description

To identify and recognize exemplary STEM Schools and STEM Programs, the STEM Schools of Distinction recognition program was developed.

- This program provides a standard definition of quality STEM implementation.
- Makes use of the [STEM School Progress Rubric](#) as the framework and backbone of the application process for implementing the 5 Overarching STEM Principles.
- Open to ALL schools (Public, Charter, Lab Schools, Private Institutions).

Critical Information

- Operates on an annual cycle beginning with an 'Intent to Apply' communicated starting in August of each year, finishing with recommendations presented to the SBE for recognition the following Fall.
- Supported in cooperation with the North Carolina Science, Mathematics, and Technology Education Center, the Friday Institute, and the NCDPI Division of Career and Technical Education.
- Schools submit a completed application which includes narratives and artifacts. Applications undergo a multi-tiered peer review process, potentially earning an on-site visitation to finalize rank scoring.
- Distinctions carry for a three-year term followed by a one-time renewal (attestation) opportunity. Schools may seek a redesignation following a renewal by reapplying for full review..
- Funding to support the Distinction process has been provided by the NC SMT Center with supplemental support from the NCDPI Division of Career and Technical Education.

Available Supports

- *STEMtastic News* newsletters (list-serv)
- Periodic webinars to address needs related to the process for applying
- NCCAT, regional workshops, and state conference presentations to encourage and support the opportunity
- Annual Peer Reviewer training
- Site visit facilitation for alignment and fidelity to Rubric elements and the Distinction process
- Recognition before the State Board of Education and celebration of honored schools

Data Points

- Other states as well as foreign nations have sought to utilize the Rubric and replicate the program

- The STEM Schools of Distinction (SSoD) has been used by the Smithsonian as a model for the creation of a National Recognition opportunity
- Seven NC Districts hold SSoD representation
- 27 NC PSUs, Charter and Private schools represented
- 52 NC schools have held the Distinction (as of Fall '24)

Presidential Awards for Excellence in Mathematics and Science Teaching

Program Description

The Presidential Awards for Excellence in Mathematics and Science Teaching (PAEMST) are the top honors bestowed by the U.S. Government to K-12 STEM teachers. The National Science Foundation (NSF) administers the PAEMST program on behalf of The White House Office of Science and Technology Policy (OSTP). Applications are accepted from specific grade levels each year, alternating between Grades K-6 and Grades 7-12.

Critical Information

Application Components:

- Eligibility Requirements
- Reflective narrative addressing the Five Dimensions of Outstanding Teaching
- A 30-minute classroom video
- Three letters of recommendation
- Supplemental information about the teacher and his/her classroom

Selection:

- 2024-2025 cycle is focused on Grades 7-12
- State/Jurisdiction Level: 6 Finalists (3 Mathematics, 3 Science)
- National Level: 2 Awardees (1 Mathematics, 1 Science) recommended by NSF to White House OSTP

Each Presidential Awardee receives:

- A certificate signed by the President of the United States
- A paid trip to Washington, D.C., to attend a series of recognition events and PD
- An opportunity to network and build lasting relationships with colleagues across the US
- A \$10,000 award from the National Science Foundation

Available PAEMST Supports

Supports can be accessed via the PAEMST website <https://paemst.nsf.gov/> and application portal:

- Application Webinars
- Mentors for Applicants
- PAEMST Help Desk

Reproductive Health Program

Program Description

The Healthy Schools Reproductive Health Program provides resources, training and technical assistance, and standard course of study and policy guidance to PSUs related to interpersonal communications and healthy relationships programming and curriculum. The program does this through two grant programs, Title V Sexual Risk Avoidance Education (SRAE) and the Feminine Hygiene Product Grant. The NC Title V SRAE is a ~\$2 million/year federal grant program that aims to provide students with foundational skills and strategies that increase opportunities for success and mental, emotional, and social well-being. The Feminine Hygiene Grant Program that provides direct funding to PSUs to purchase feminine hygiene supplies and aims to impact absenteeism by reducing period poverty.

Title V

[Title V principles](#) are centered in the [Positive Youth Development](#) framework to increase protective factors for young people through support networks, peer-to-peer connections, and classroom-based programming. The NC Title V program focuses on supporting youth through building skills around self-regulation, goal setting, fostering healthy relationships, developing a strong sense of self, decision-making, focusing on the future, and understating risky behaviors. The Title V program is operationalized through:

Direct Funding

- Intensive, direct support of ~\$70,000/year to 13 high-need districts provides those communities most in need with targeted support to impact health outcomes.

Training and Technical Assistance (T&TA)

- Targeted T&TA provided to funded LEAs and to PSUs across the state, through an in-person, annual intensive training Institute, five regional trainings with unique topics, ad-hoc training requests on reproductive and mental health, bi-monthly cohort gatherings, and district site visits.

State-wide Support

- Provide state representation and leadership on coalitions, through presentations at universities and conferences, and by sharing expertise for media inquiries.

Subject Matter Expertise

- Provide reproductive health expertise through resource sharing, troubleshooting issues, making connections with other experts, and sharing lessons learned and best practices from the field.

Reporting, Budgeting, Contracting, and Grant Writing

- Develop, manage, and submit required reports quarterly, develop budgets and work with finance departments to maintain budgets, navigate and manage contracting processes and shepherd contracts through processes, develop LOIs, MOUs, and NOFO proposal responses.

Feminine Hygiene Products Grant

The [Feminine Hygiene Products Grant Program](#) began in 2021 and was codified in 2022. The [statute](#) provides the NC Department of Public Instruction (NC DPI) with \$250,000-\$500,000 annually to provide grants of up to \$5,000 to PSUs across the state to purchase feminine hygiene products for students. The program provides much needed support for students to stay in school during their menstrual cycle, provides feminine hygiene supplies for those who cannot afford the expensive products, and offsets PSU/educator expenses for such products. NC DPI manages the program by:

Developing and Distributing Application

- Develop application, create communication to advertise the application, and track the numbers of applications received to ensure funding limit is not exceeded.

Analyzing Application Data

- Review applications, prioritize awardees based on statute, finalize awardee list, and work with the School Business Office to provide grants.

Reporting

- Develop charts, write reports, and recommendations for the General Assembly.

On-going Communication

- Send award notifications to awardees with information on how to access funding and who to contact for help.
- Respond to awardees issues and questions, troubleshoot issues with the School Business Office, and respond to inquiries about program availability throughout the year.

Teaching and Learning

North Carolina Department of Public Instruction

School Counseling

Brief Program Description

The School Counseling Consultant at the North Carolina Department of Public Instruction (NCDPI) supports and advances comprehensive school counseling programs across the state. This position ensures that school counseling services align with state educational goals and best practices by:

- Developing and maintaining school counseling standards of course of study
- Providing guidance on implementing the ASCA National Model
- Designing and delivering professional development for school counselors, district and state leadership
- Advising on legislation and policies affecting school counseling services
- Collecting and analyzing data on program effectiveness
- Providing technical assistance to stakeholders supporting school counseling programming

Legislative Requirements

- North Carolina General [Statutes §115C-316.1](#) requires school counselors to spend at least 80% of their work time providing direct services to students to which supports comprehensive school counseling.
- [HB 605](#) ensures school counselors focus on providing direct support to students and contribute to creating safer school environments by establishing peer to peer support programs.

Available Supports

Our support includes:

- district, regional, state and national -level training meetings, sessions and workshops for school counselors, administrators, and educational leaders.
- Multiple channels of resources and communication updates (listservs, [website](#), emails, etc.)

Data Points

- Recommended ratio from American School Counselor Association - 1:250; NC Ratio from 2023 - 1:346
- Currently 4331 school counselors in NC according to [state full-time personnel data](#).

School Health Partnerships and Policy

Focus Areas

Policy Efforts

- Provide leadership to [Whole Child NC Advisory Committee](#) (ADVS-009), created to provide recommendations to the NC State Board of Education and other entities regarding non-academic barriers to student success.
- Initiate and expand collaborative efforts to increase access to Medicaid reimbursement for school health services. This includes the creation of the NC [Healthy Students, Promising Futures Collaborative](#) and work funded through the National Governors' Association, in collaboration with the NC Office of the Governor.
- Support School Health Advisory Committees (SHACs) across the state as part of the [Healthy Active Children Policy](#) (SHLT-000).

Federal Competitive Grants

- Develop applications and provide support for federal funding related to the [Whole School, Whole Community, Whole Child](#).
- Manage grant activities, contracts, and budgets for federal funding opportunities.
- Engage and facilitate unfunded initiatives as part of federal funding to increase NC's access to support through provided Technical Assistance federal NGOs, e.g., the National Center for School Mental Health and CASEL.

State and National Leadership

- Serve as President for the 2023 – 2025 cycles of the [Society of State Leaders of Health and Physical Education](#), a national organization that utilizes advocacy, partnerships, professional development and resources to build the capacity of school health leaders to implement effective health education and physical education policies and practices that support success in school, work, and life.
- Serve on numerous committees in North Carolina, including:
 - NC School Based Health Alliance Board of Directors
 - NC Coalition Against Domestic Violence State Steering Committee
 - Comprehensive Suicide Prevention Team
 - Sexual Violence Prevention Advisory Committee
 - NCIOM Task Forces
 - Eat Smart, Move More NC Executive Committee

Partnership Building

- Continue to build upon existing relationships and identify opportunities for further collaboration to positively impact our students, staff, families, and communities.

School Psychology

Brief Overview

School psychologists are uniquely qualified members of school teams who have training and expertise in mental health, learning, behavior, and educational systems and collaborate with families, teachers, school administrators, and other Specialized Instructional Support Personnel (SISP) to create safe, healthy, and supportive learning environments. North Carolina faces a [significant shortage of school psychologists](#), both relative to the needs of students and relative to the staffing ratios of other states; North Carolina falls in the bottom 20% of states when comparing school psychologist-to-student ratios.

Roles in the Agency

Recruitment and Retention of School Psychologists

The School Psychology Consultant position was created through legislation by the NCGA in 2021 ([SL 2021-180](#), Section 7.8.(a)), to lead recruitment and retention efforts for school psychologists in North Carolina. Ongoing recruitment and retention activities include:

- Maintain school psychologist job postings and internship opportunities on NC DPI School Psychology [webpage](#)
- Travel to school psychology conferences and conventions in other states, as well as an annual national convention, to share recruitment opportunities as an exhibitor
- Create connections with school psychology training programs, both in-state and out-of-state, to connect school psychology interns with LEAs to increase the numbers of school psychology graduate students completing their year-long internships in NC
- Support of school psychologists currently in the field to provide opportunities for networking and professional learning to improve retention of school psychologists and improve practice of [NC School Psychology Professional Standards](#)
- Collaboration with professional organizations to advocate for school psychologists at national, state, and local levels

Collaboration to Support Student Wellbeing

The School Psychology Consultant engages with collaborative teams to help support the implementation of programs that center on student mental health and social-emotional learning to improve whole-child wellbeing. Partners in this collaborative work include staff within DPI, as well as professionals in DHHS, LEAs, and nonprofit organizations.

Current work includes collaboration with DHHS and other stakeholders to create policies for implementation of a CMS grant to expand Medicaid reimbursement opportunities for school-based services, including school-based mental health supports, and reinvest reimbursed funds to support staffing of SISPs and other school mental health providers.

Teaching and Learning

North Carolina Department of Public Instruction

School Social Work

Brief Description

School social workers play a vital role in promoting student well-being by addressing social/environmental, emotional, and behavioral challenges, collaborating with families and staff, and ensuring every child has access to the support and resources needed to thrive academically and personally. **There are currently over 1,550 school social workers in schools all over NC.** We work with school social workers and directors of school social work/student services to develop and support efforts that eliminate barriers to student achievement and overall success.

Additional Information

In addition to supporting school social workers (SSW) and directors, we oversee the following:

- NC School Mental Health Policy
 - Ensure all PSUs are in compliance with SL 2019-245, SL 2021-132, & SL 2020-7
- NC Compulsory Attendance Requirements
 - Ensure compliance with GS 115C-378, reviewing all versions of parent notifications
- Federal School Mental Health Grants ADS/FAST (Co-manage)
 - Monitor program activities and compliance for these 5 year, 17-million-dollar grants
- McKinney-Vento Federal Programs: School Social Work Service Delivery
 - Ensure compliance with federal mandates and quality service delivery by SSW to over **30,000 students** experiencing homelessness in NC

Available Technical Assistance

In addition to assisting PSUs in full compliance with the above, we provide technical assistance by offering training on data-driven decision-making, referral processes, and record-keeping to ensure effective student support services. We also support the professional development of staff through discipline-specific guidance and promote best practices for addressing students' physical, psychological, and social-emotional needs.

Collaborations & Partnerships

We work to develop and strengthen relationships between student support services staff and community organizations to address preventive, whole-child-directed activities. **Some** current partners and teams we serve on include NCDHHS, NC Child Welfare, NC Collaborative for Children, Youth, & Families, NC Human Trafficking Commission, Positive Childhood Alliance, NC Homeless Education Program, National Association of Social Workers, & School Social Work Association of America.

The United States Senate Youth Program

Brief Program Description

The United States Senate Youth Program (USSYP) is a national initiative funded by the William Randolph Hearst Foundation that fosters the growth of future leaders by immersing high school students in governmental processes. Participants receive a unique educational experience, including exposure to high-level government operations and a \$10,000 college scholarship. Since its inception in 1962, the USSYP has inspired students to pursue careers in public service, leadership, and civic engagement.

Program Benefits for Students

USSYP provides students with invaluable learning opportunities that bridge their academic interests in government with real-world experience. Participants interact with national leaders, which strengthens their understanding of civic duty, leadership, and policymaking. This experience is transformative, opening doors to a deeper understanding of democratic principles and offering insights into potential career paths.

North Carolina's Distinguished and Equitable Process

North Carolina's process for USSYP selection has been nationally recognized by the Hearst Foundation for its rigor, quality, and dedication to equity. Since 2008, North Carolina has continuously refined its selection process to ensure it upholds values of fairness and inclusivity, ensuring access for a diverse range of students from all eight-state board of education regions. The North Carolina program has moved beyond solely focusing on academic achievements, traditional student government roles, and students with frequent access to extracurricular opportunities to a more holistic approach that values civic engagement and leadership as highly as academic achievement. This has brought the North Carolina program into tight alignment with the vision and mission of the national program.

Commitment to Equity and Access

Broad Outreach: North Carolina has worked to ensure that information about the program reaches all regions of the state, especially underrepresented areas. This inclusive outreach

encourages applications from students of various backgrounds, including those in rural and underserved communities.

Accessible Application and Evaluation Processes: Recognizing potential resource disparities, North Carolina's process is accessible to ALL students via its open website and includes virtual options for participation, making the program accessible for all finalists regardless of location or financial constraints. All entry forms and materials are electronic and can be easily accessed by anyone with a phone, tablet, or computer. Students do not have to be nominated by their school or an adult official. They can apply on their own.