



North Carolina Center for the Advancement of Teaching



**IMPACT
STUDENTS**



**SUPPORT
TEACHERS**



**RESPOND
TO STATE
INITIATIVES**



**Annual Report
2013–2014**

Supporting Teachers, Impacting Students, Responding to State Initiatives

While NCCAT is always ready for new opportunities in education, we never forget our core values. We provide high-quality, relevant professional development for teachers. We always make time for teachers to interact and share with colleagues in a constructive environment. We give teachers the opportunity to become active learners. We treat teachers as professionals.

Summary of Programming 2013–2014

Program Types	Participants
Digital Learning	791
Literacy	1049
Teacher Leadership	271
STEM	70
Classroom Management	64
Other Instructional Programs	291
Total	2536
Other Onsite Conferences and Meetings	1408

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June 30, 2014

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MESSAGE

From the chairman, foundation president, and executive director

For nearly three decades the North Carolina Center for the Advancement of Teaching has provided high-quality professional development to help teachers make a difference in the classroom. The fiscal year of 2013–2014 saw an increase in focus on areas such as digital learning, early grades literacy, and teacher leadership.

In 2013–2014, in response to state initiatives, NCCAT served more than 1,800 educators from across North Carolina in the areas of early grades literacy and digital learning. In early grades literacy, NCCAT launched the program “Reading, Writing, and Ready by Third Grade: An Early Grades Literacy Course.” This program brings together early grades reading specialists from universities and master teachers to teach best practices in literacy education.

There have been a number of efforts in digital learning. One example is the NCCAT Data Literacy Initiative. NCCAT cooperated with the North Carolina Department of Public Instruction to develop a program that would help teachers become more comfortable using data in a constructive way. From 10 original teacher-experts, the program moved to having more than 150 facilitators throughout the state and online. It is constructed as a four-module program that has been well received by participants. Fifty-two school districts have been served to date, and the course is now available online through both NCCAT and DPI.

NCCAT also introduced a series of short and intense learning experiences including the Hour of Code, the NCCAT Literacy Festival, and a number of one-day events built around literacy techniques and other classroom interventions. These programs were offered to help boost teachers’ skills as they worked to accomplish their curricular goal including planning for summer programs to support students in attaining literacy.

In 2013–2014, NCCAT served more than 100 school districts in North Carolina. In the center’s history, NCCAT has served every county and district in the state of North Carolina.

NCCAT continues to work toward offering more online and offsite programs while maintaining the residential component that so many teachers say helps create a unique learning environment. Our alumni make a difference for the children of North Carolina. A self-reporting survey shows 94 percent of participants who respond say that NCCAT programming had a direct impact on classroom practice when they returned to their schools. And 78 percent of principals reported observable improvement in instructional practice by teachers upon return from NCCAT.

Building on a proud legacy of being ready to meet today’s educational opportunities, NCCAT looks forward to 2014–15. NCCAT’s goals to impact students, support teachers, and respond to state initiatives remain the focus for the year ahead. Our commitment is to ensure that all students in North Carolina will graduate ready for the opportunities of the twenty-first century.



Gregory E. West
Chair, Board of Trustees



Richard A. Schwartz
President, Development Foundation



Richard L. Thompson
Executive Director

FINANCIALS 2013–2014

STATE BUDGET

Personnel	\$ 2,651,723
• Wages, salaries, and benefits for 46.75 full-time and part-time employees	
Visiting Presenters	25,945
Current Services	337,985
• Other services, including maintenance contracts and services, utilities, telephone, building and equipment repairs, travel, printing, and contracted food services	
Supplies	121,298
• Program materials, books, videos, food products, office supplies, cleaning materials, and maintenance materials for building and grounds	
Equipment and Technology	25,571
• Furnishings, computers, network and infrastructure upgrades, and office equipment	
Fixed Charges	<u>70,142</u>
• Insurance, rental agreements, professional publications, and memberships	
TOTAL:	<u><u>\$ 3,232,664</u></u>

HOW THE 2013–2014 BUDGET WAS SPENT

65.1%–Seminars and Programs

Planning, registration, lodging services, visiting presenters, staff services, substitute teachers, supplies and materials, teacher and staff travel, and teacher services

28.4%–Direct Support Services

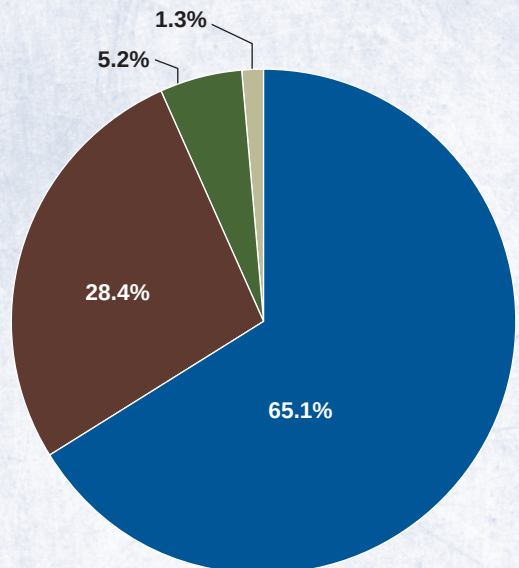
Dining services, building and grounds maintenance, repairs, minor improvements, cleaning, utilities and telephone equipment, and contracted services

5.2%–Administration

Management, planning, reporting, budget, policy analysis, and personnel

1.3%–Development

Administrative costs and expenses of the Development Foundation of NCCAT Inc.



“ I’ve enjoyed meeting teachers across the state and I’ve enjoyed all the new concepts and learning. I see ways I can improve as a teacher leader. The information here is good and I can take this right back to my students, too. The program here is excellent. I can’t wait to share what I learned here with others.”

- Everlene Davis,
South Columbus High
58 years teaching in the classroom

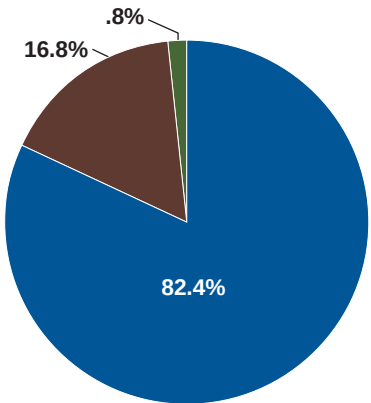


“ Coming here, I had an image of what a good teacher should be, but when I actually met all the teachers here I really saw what good teachers we have in North Carolina. And it shows how one teacher can cultivate learning. It is inspiring. This visit has given me more than I need to take back into the classroom. It showed me that I can do more than I ever thought I could.”

- James Ford
North Carolina Teacher of the Year 2015
World History teacher at Garinger High



2013–2014 TOTAL OPERATING FUNDS



82.4%–State Funding \$3,232,664
16.8%–Grant/Contractual Funding \$660,386
.8%–Foundation Funding \$28,359
TOTAL: \$3,921,409

“ I learned more **practical** information from this seminar than I did in the last two years in college.”

- Teresa Bambury
Clover Garden Charter
Alamance County



The Development Foundation of

NCCAT Inc. is extremely grateful for the generous support of our grant partners, sponsors, and donors. Their financial commitment to NCCAT's instructional programming during the 2013–2014 fiscal year has provided much-needed support so that NCCAT can continue to inspire great teaching.

PROGRAM GRANTS

Z. Smith Reynolds Foundation: beginning teachers' sustainability program

Conference on Jewish Material Claims Against Germany Inc.: Holocaust education

National Endowment for the Humanities: "Beyond the Trail of Tears: A View from the Cherokee Homeland"

BB&T Charitable Foundation: teacher leadership

Burroughs Wellcome Fund: Western North Carolina P-16 Education Consortium

PROGRAM CONTRACTS

Communities in Schools North Carolina: professional development

Henderson Middle School: behavior management strategies

Kenan Fellows Program: professional advancement institute

North Carolina Department of Public Instruction: data literacy project

Research Foundation for the State University of New York: teaching inquiry using NASA earth system science education

Sandhills Regional Education Consortium: principal licensure development

Wilson County Public Schools: leadership, teachers of the year

Winston-Salem/Forsyth County Public Schools: teacher leadership support

SPECIAL EVENTS

Western North Carolina P-16 Education Consortium: "Mathematics and the WNC Workforce: Voices of Business Leaders"

Ninth annual A. Craig Phillips "Old Fossil" Golf Tournament, held in Southern Pines, in honor of Dr. Phillips, proceeds to go toward the third scholarship in his name.

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June 30, 2014

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FINANCIALS 2013–2014

DEVELOPMENT FOUNDATION OF NCCAT INC.

The Development Foundation of NCCAT Inc. is a 501(c)(3) that was established to help the North Carolina Center for the Advancement of Teaching more effectively leverage state resources. Through the support of friends, private foundations, and corporate partners, NCCAT is able to provide highly effective professional development for North Carolina's public and charter school teachers. The following contributions reflect their commitment to the vital role NCCAT plays in strengthening public education in North Carolina. The Foundation offers sincere appreciation for this support during the 2013–2014 fiscal year.

Income

Honored Educator Scholarship and Holocaust Education Endowments	\$ 22,128
Annual Fund	59,748
Investment Income	46,708

Subtotal

\$ 128,584

Program Grants

Z. Smith Reynolds Foundation	\$ 140,897
Conference on Jewish Material Claims Against Germany Inc.	25,000
National Endowment for the Humanities	155,950
BB&T Charitable Foundation	15,000
Burroughs Wellcome Fund	5,000

Subtotal

\$ 341,847

Program Contracts

\$ 318,539

Grand Total

\$ 788,970

HONORED EDUCATOR SCHOLARSHIPS

NCCAT's Honored Educator Scholarship Program pays tribute to outstanding individuals and educators by providing scholarship funds in their names. NCCAT administers each scholarship that reaches the endowment goal of \$25,000. Each fully endowed scholarship is awarded annually to a North Carolina teacher, who also receives \$250 for a classroom project.

To make a donation honoring these educators or to start a new scholarship fund, please contact the Development Foundation of NCCAT Inc. at foundation@nccat.org.

Honored Educator Scholarships for Teachers in these Counties

Boldface indicates funds have reached the \$25,000 level as of June 30, 2014.

Mary Jo Allen: Teacher of the Year Edgecombe County

Mary Jo Allen: Hertford County

William M. and Carol H. Bass: Statewide

The Belk Foundation: Statewide

Robert E. and Hattie H. Bridges: Wake County

Robert E. Bridges: Cary Academy

George R. Brinson: Pamlico County

Marjorie T. and John S. Britt: Statewide

Brian Bryson: Jackson County

William Byrum: Teacher of the Year Perquimans County

Jerry Lea Cole and Elizabeth Long Cole in honor of

William Edward Niven: Caswell County

Anne Marie Collins: Alamance County

Dare County Schools: Teacher of the Year Dare County

Boyce T. Deitz: Swain County

Devonwood Foundation: Durham Academy

Mary Jane Coward Dillard: Jackson County

Duplin County Schools: Teacher of the Year Duplin County

Jerome D. Franson: Statewide

Luz M. Frye: Foreign Language Teachers

Karen Gerring: Principal Fellows Interns

Robert C. Grimes: Brunswick County

Guilford County Schools: Teacher of the Year Guilford County

R. Phillip Haire: Statewide

John F. and Emy Swindell Hinnant: Wilson County

Elsie Brame Hunt and Norma Henderson Leonard: Wilson County

Phillip J. Kirk Jr.: Rowan-Salisbury Schools

Phillip J. and Margaret Simmons Kirk: Statewide

Mary D. McDuffie: Statewide

Susan S. McHugh: Polk County

Mabel Roberson McIntyre: Nash and Wilson Counties

Scott Penland: Clay County

Lynda Petty: Randolph County*

A. Craig Phillips: Statewide**

Jean P. Powell: Clinton City and Sampson County

A. M. Primm: Alamance County

Eugene and Jean Rogers: Martin County

Richard A. Schwartz: Statewide

Scotland County Schools: Teacher of the Year Scotland County

Gracia and John Slater Family: Jackson and Henderson Counties

Simon F. Terrell: Durham, Orange, Wake, Warren Counties*

Richard L. Thompson: Statewide

Beulah Padgett Whichard: Clay and Durham Counties

Willis P. Whichard: Statewide

C. Fletcher Womble Jr.: Cumberland County

An asterisk (*) indicates a second or third Honored Educator Scholarship has been initiated.
Two asterisks (**) indicate that a second Honored Educator Scholarship has been fully funded.



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NCCAT's Core Values

Provide high-quality, relevant professional development for teachers

Always make time for teachers to interact and share with their colleagues

Give teachers the opportunity to become active learners

Treat teachers as professionals



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200 copies of this public document were printed at a cost of \$261 or \$1.31 per copy