



A legacy of inspired educators

A REPORT ON THE NORTH CAROLINA
TEACHING FELLOWS PROGRAM
1986-2015



THE UNIVERSITY OF NORTH CAROLINA
CHIEF OFFICERS AND FACULTY
WROTE THE FIRST STATE TEACHER
EDUCATION ACT IN 1870. THE
ACT ESTABLISHED THE NORTH
CAROLINA TEACHER EDUCATION
SOCIETY AS THE FIRST TEACHER
EDUCATION SOCIETY IN THE
SOUTH. THE SOCIETY HAS
CONTINUED TO GROW AND
EVOLVE THROUGH THE YEARS,
GIVING OF ONE MILE TO ANOTHER
TO THE UNIVERSITY.


**PUBLIC SCHOOL
FORUM** of north carolina

EXECUTIVE SUMMARY

The North Carolina Teaching Fellows Program, created in 1986, was a breakthrough initiative that addressed a critical need for teachers in the state by recruiting top North Carolina high school students into teaching.

The program provided holistic training and support to develop Teaching Fellows as exceptional teacher-leaders. To underscore the message that teaching was a career as prestigious as law, medicine, business or other prominent professions, the Teaching Fellows Program offered competitive, four-year scholarships in return for a commitment to teach in North Carolina public schools for at least four years. If a recipient could not repay the scholarship through teaching service, the loan had to be repaid to the state with 10 percent interest.

The strategy worked, creating a corps of inspired and dedicated educators who continue to lead schools, classrooms, school districts and education programs throughout North Carolina.

Studies of the initiative conducted in 1995 and 2012, and interviews conducted for this report with former Teaching Fellows, program officials, and education leaders and experts, point to a common conclusion: The North Carolina Teaching Fellows Program made a big difference – in the quality of students it attracted, in the education they received, and for the students and schools they served.

BENEFITS OF THE NORTH CAROLINA TEACHING FELLOWS PROGRAM



- > **ELEVATED THE STATUS** of the teaching profession.
- > **RECRUITED TOP HIGH SCHOOL STUDENTS** from throughout North Carolina.
- > Gave those students a **HOLISTIC PREPARATION** for teaching that went far beyond traditional teacher training.
- > Helped those teacher candidates **BETTER UNDERSTAND THEIR STATE** and the deeper role they could play as teacher-leaders.
- > **PRODUCED EXCEPTIONAL EDUCATORS AND LEADERS** who have **CONTINUED TEACHING IN THE STATE LONGER THAN OTHER TEACHERS.**
- > **SHAPED EDUCATORS** who continually strive to inspire their students and improve themselves, their schools, their communities and their state.
- > **HELPED MEET THE DEMAND** for teachers in low-performing, high-poverty rural and urban schools, and for male and minority teachers.
- > Would have been **SELF-SUSTAINING AND SELF-FUNDING** had it not been for regular transfers from the Teaching Fellows Trust Fund to the General Fund.

With state funding for the program now ending, leaders in education, government and business are looking for ways to preserve and build on the best practices and lessons of the Teaching Fellows Program. Those ideas include:

- > **CREATING TEACHING FELLOWS 2.0** to offer financial incentives or scholarships for top students to become teachers, but possibly through a shorter program, or one targeting hard-to-staff subjects and schools.
- > **FORMING COHORTS** among college students in teacher-education programs and between programs at different campuses so they can learn from and support one another.
- > **GROUNDING TEACHER-EDUCATION PROGRAMS** in the realities of public schools, society, government, politics and the marketplace.
- > **CREATING A SCALABLE MODEL** for preparing teachers that will include financial and other incentives to build on regional and national best practices and will include University of North Carolina (UNC) system campuses as well as innovative, public-private initiatives.
- > **CREATING A BROAD AND FLEXIBLE MENU OF BEST PRACTICES** for the preparation of teachers, including those entering the profession from other fields.
- > **DEVELOPING A CONTINUUM OF CHOICES FOR PROSPECTIVE EDUCATORS** – from teaching through serving as principals – that clearly shows the career options they can pursue and the career paths they can follow; what will be expected of them in pursuing those options, including the investment they should expect to make themselves and the resources and rewards they can expect to receive; and metrics that will be used to track their progress and determine rewards.
- > **IMPROVING CONNECTIONS** between the training that teachers receive while they are in teacher-preparation programs and the support they receive after they enter the classroom.

This report highlights the strengths of the North Carolina Teaching Fellows Program, and areas where it could have worked better, and offers lessons learned to inform new efforts to develop teacher recruitment initiatives going forward.

CONTENTS

Preface: Decision time	1
The need: Critical shortage in the mid-1980s	2
The solution: Scholarships and immersion	3
How it worked	5
Teaching Fellows Program impact	9
What worked	10
What might have worked better	15
Legacies and lessons	17
Conclusion: Who will teach our children?	19
By the numbers	20
Acknowledgments	21

> PREFACE: DECISION TIME

North Carolina faces a critical decision about our schools and our future. While our state's continued growth and prosperity depend on the quality of learning students get in classrooms throughout the state, the teaching profession we count on to provide that learning faces huge challenges. Fourteen percent of North Carolina's teachers left the profession each of the past two years, up from 11 percent in 2010-11. From 2009-2014, individual districts experienced five-year average annual turnover rates of up to 28 percent. Every year, public schools in our state look to other states to hire thousands of teachers to lead our classrooms. Enrollment at teacher-education programs in the University of North Carolina system – the main incubators for our state's teacher workforce – has declined dramatically.

Compounding the strain on the teaching profession is the elimination of the North Carolina Teaching Fellows Program, which between 1986 and 2011 recruited nearly 11,000 of the state's best and brightest high school students to agree to teach in our classrooms in return for competitive four-year scholarships at

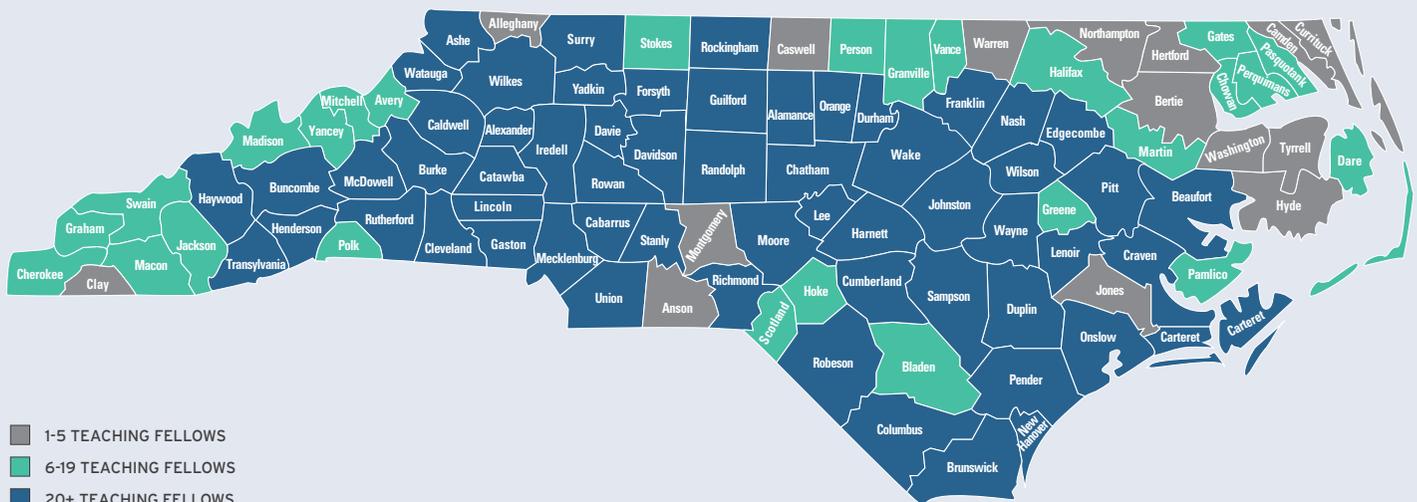
teacher-education programs throughout the state, along with a rigorous program of support, enrichment, leadership development and classroom training.

The end of the program – which was funded through an annual appropriation by state lawmakers, overseen by the nonpartisan North Carolina Teaching Fellows Commission, and staffed and administered by the Public School Forum of North Carolina – will leave a big gap in the pipeline for excellent teachers after state funding for the program ends on March 1, 2015. No new Fellows have been recruited since 2010.

The challenge for education, government and business leaders will be to find ways to continue to create incentives for our most promising students to become teachers, and to give them the training and support they need to be the best teachers they can be, continue in their education careers, and serve as leaders and change agents in their schools and communities, and in the profession and the state. Lessons for doing that can be found in looking at what worked, and did not work, in the Teaching Fellows program.

TEACHING FELLOWS IN THE FIELD

4,632 Fellows Employed in 2013-14



> THE NEED: CRITICAL SHORTAGE IN THE MID-1980s

The looming teacher shortage North Carolina now faces is nothing short of a crisis. And the state has faced it before.

A 1986 report by the Public School Forum, *Who Will Teach Our Children*, described a perfect storm created by thousands of pending teacher retirements, a projected rise in student enrollment, a sharp decline in the number of college graduates certified to teach in North Carolina, and the exodus from the teaching profession of over half of new teachers within the first five years of their career.

And that was not all. The report also cited research that showed a plunge in the academic ability of prospective teachers and found the most talented teachers were those most likely to leave within their

first few years of teaching. What's more, the pool of minority candidates entering teacher education programs was shrinking quickly, and it also was becoming increasingly difficult to recruit teachers for rural areas.

"Our report found there were a limited percentage of minority teachers when we had a very high percentage of minority students," says Jo Ann Norris, who retired in January 2014 as executive director of the Public School Forum and who, as its long-time associate executive director, served as administrator of the Teaching Fellows Program. "Throughout North Carolina, an African-American child, particularly in the western part of the state, could go through 12 years of schooling and never have a teacher who looked like him or her."



> THE SOLUTION: SCHOLARSHIPS AND IMMERSION

In 1986, legislative leaders told the state's education community it needed to find a way to unify its fragmented and internally contentious approach to policy for our public schools.

What emerged from that challenge was the Public School Forum of North Carolina. With a board named by elected leaders and equally representing education, government and business, the nonprofit Forum has served for nearly 30 years as a nonpartisan champion for better schools. It has brought together leaders from the state's education, government and business sectors, and from local communities, to study education issues, develop ideas, seek consensus and ultimately inform and shape education policy.

The Forum's first major undertaking was to address the looming shortage of classroom teachers in the face of low teacher salaries, poor working conditions in schools, and the increasingly negative public perception of teaching as a career option. In *Who Will Teach Our Children*, the Forum laid out a breakthrough strategy for recruiting and training the most promising high school students to become teacher-leaders, and to elevate the prestige of the teaching profession. The report proposed that the state provide full scholarships, along with a program of training and leadership development, to attract promising high school students to teacher-education programs and prepare them to be teacher-leaders.

State lawmakers passed legislation that adopted the Forum's proposal nearly word-for-word, creating the North Carolina Teaching Fellows Program, rooted in bipartisan and active collaboration among North Carolina's education, government and business communities. The creation of the program

underscored the message that teaching was a career as prestigious as law, medicine, business or other prominent professions. Modeled on the Morehead Scholars program at the University of North Carolina at Chapel Hill, now the Morehead-Cain Scholars program, the Teaching Fellows Program offered competitive four-year scholarship loans to students who agreed to teach for at least four years. Fellows repaid the loans by teaching in North Carolina public schools for four years. Those who did not complete their four years of teaching service repaid the loans with 10 percent interest.

The General Assembly funded the Teaching Fellows Program with an annual appropriation beginning in 1987. From 1987 to 1997, the General Assembly funded scholarships of \$5,000 a year for up to four years for each new group of 400 Teaching Fellows, and scholarships of \$6,500 a year from 1998 to 2005. From 2006 to the end of the Program, the General Assembly funded 500 scholarships of \$6,500 a year. In its final year, the Program received over 2,000 applications for the 500 scholarships available.

The Teaching Fellows Program has been offered at 17 public and private colleges and universities in North Carolina, generated 47,611 applications, enrolled 10,708 Fellows, and produced 8,523 graduates. Over 5,300 of those graduates have completed their four-year teaching-service obligation, and 147 have gone on to participate in and graduate from the Principal Fellows Program, which is offered at 11 campuses of the University of North Carolina system. Teaching Fellows have consistently persisted in the teaching profession: Seventy percent of Teaching Fellows remain employed after four years, with 64 percent employed six years or more after completing their initial four-year teaching service requirement.

Four hundred thirty-four Fellows went on to work in local school systems as school directors, supervisors or instructional support officers, while 262 became principals or assistant principals, and 11 became superintendents or assistant superintendents. A number are currently serving as college and university professors with one as a college president in NC. In the 2013-14 school year, more than 4,600 Fellows were teaching in public schools in all 100 counties in North Carolina.

The North Carolina Teaching Fellows Program has become a national model for recruiting and developing high-quality teachers and elevating the prestige of the teaching profession as a career of choice for talented high school students.

Seventy percent of Teaching Fellows remain employed after four years, with 64 percent employed six years or more after completing their initial four-year teaching service requirement.



> HOW IT WORKED

The North Carolina Teaching Fellows Program aimed to create a pipeline of exceptional teacher-leaders for public schools throughout the state.

The program reached out to high-performing students in North Carolina's public schools. Not only did the program target top-performing students academically, it also looked for candidates who were leaders in their schools and communities.

The program's approach was to recruit top high school students by offering a significant financial incentive, promoting teaching as a profession second to none, and enriching Teaching Fellows' traditional college education through leadership development, peer networking, extensive and meaningful in-school observation and assistance, and exposure to the theories, policies and realities that shape society, the economy, politics and culture.

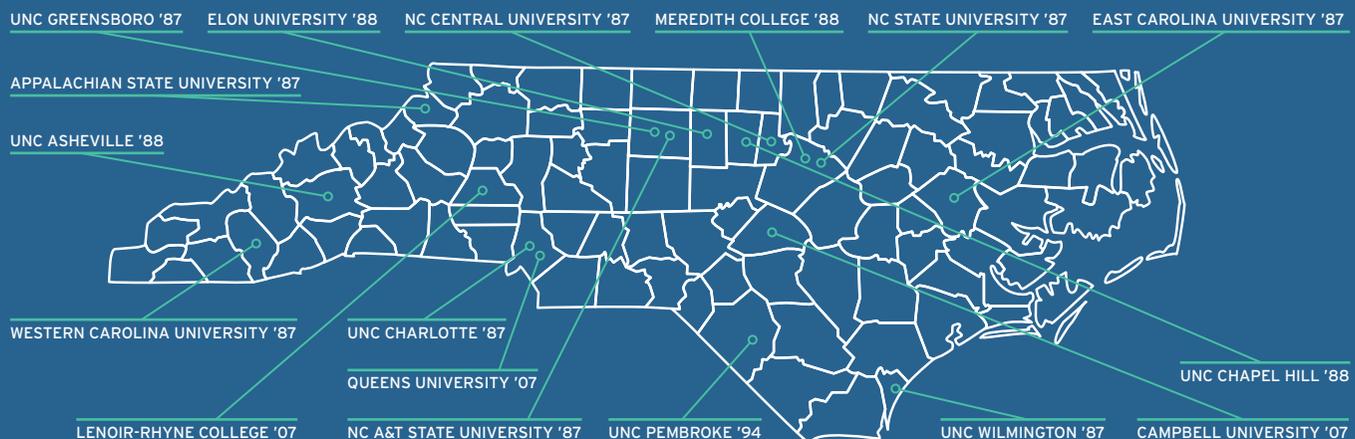
Teaching Fellows were part of an elite corps of college students preparing to be teacher-leaders. Unlike other education majors, who typically did not begin their education studies until their junior year, Teaching Fellows were part of their colleges' teacher-education programs from the first day of their freshman year.

"They develop an identity with education from the moment they come on campus," says Linda Patriarca, dean, College of Education at East Carolina University (ECU). "They had a director or coordinator who shepherded them, like a housemother or den mother who advised their course selection."

Starting in the second semester of their freshman year, their preparation as teachers included training in public school classrooms and other community youth programs. They also networked with mentors and with one another, had opportunities to travel abroad, and participated in activities designed to help them develop leadership skills and better understand education policy issues, the role of education in society, and the diversity of the state and the ensuing complex challenges it faced.

Like the Morehead Scholars Program that served as its model, the Teaching Fellows Program was designed to develop teachers to be leaders and to understand issues and challenges in education and in their communities and state. The legislation required participating campuses to provide special year-round enrichment programs for the Teaching Fellows. Every summer while they were in school, Teaching Fellows participated in a range of those professional development and enrichment activities, including summer conferences and a bus trip across the state.

TEACHING FELLOWS CAMPUSES



FULL-COURT RECRUITING

A collaborative, broad-based and diverse recruiting effort was critical to enlisting outstanding high school students as Teaching Fellows.

The North Carolina Teaching Fellows Commission oversaw the recruiting effort. Members of the nonpartisan Commission were business, education and political leaders appointed by the governor, lieutenant governor, Senate president pro tem, House speaker and chair of the State Board of Education.

Each year, 1,200 education, elected, business and community leaders from across the state served on selection committees in local school districts. The Commission then selected 500 to 800 finalists. Volunteers in each of eight regions throughout the state interviewed the finalists and made recommendations to the Commission, which made the final decision on accepting students into the Teaching Fellows Program. The exposure of these bright, eager Teaching Fellow candidates to so many community leaders, business people and elected officials elevated the image of teachers and the teaching profession.

The final selection was based largely on students' scores and academic achievement, but race, gender and geography also were factors. In particular, the program aimed to recruit more males, minorities and, if possible, students from rural counties.

"We thought it was important they be a representative group," says Tom Lambeth, who served as the commission's first chair and later served a second term. "A lot of them tended to go back to teach in their communities. Had we not had intentionally focused on

Teaching Fellows averaged an SAT score of **1,100** and a high school grade point average of **3.8**, and ranked **14th**, on average, in an average high school graduating class of **214**. They were selected from all of the state's **100** counties.

geographic diversity, they would have overwhelmingly come from the state's main metro areas in the Triangle, the Triad and Charlotte."

In 1987, "the North Carolina Teaching Fellows Program was a prestigious honor," says Dr. Darrin Hartness, superintendent of the Davie County Schools. He was a Teaching Fellow in the inaugural class in 1987, when he was a student at the University of North Carolina at Charlotte. The Teaching Fellows Program was "training to be a professional," Hartness says. "There was a sense within the College of Education and within the University that this was a distinguished program. These were some of the best students in North Carolina who had been selected to become the next generation of teachers."

Every year, the goal of the Commission was for at least 30 percent of the Teaching Fellow scholarships to go to males, and at least 20 percent to minorities. Where Teaching Fellows taught was a function of local demand for teachers, as well as decision-making by the personnel officer in the school district serving each county.

Wake, Guilford and Mecklenburg counties employed 559, 258 and 204 Teaching Fellows, respectively, in the 2013-14 school year, while dozens of rural counties each employed over 20, some of them two or three times that total or more (see map on page one).

LEARNING LABS

The teacher-education programs at the colleges and universities that participated in the Teaching Fellows Program were expected to incubate innovative and creative approaches to teacher preparation, and to serve as laboratories to develop their own program components. They served as catalysts for change. Some added new courses for credit that incorporated new research and thinking about teacher preparation and more opportunities for the Fellows to be in schools and interact with students.

Appalachian State University in Boone, for example, developed a course for Fellows that focused on working with children with developmental disabilities. It later became a required course for all education majors.

> HOW IT WORKED (CONTINUED)

East Carolina University in Greenville assigned coaches for Teaching Fellows and also videotaped Fellows teaching to provide a tool they could use to assess themselves. Other campuses adopted that approach for education majors.

Teaching Fellows had a campus structure and an infrastructure at the state and local level that supported them throughout the program, and each university funded a one or more positions who worked with the Teaching Fellows.

Each teacher-education program participating in the Teaching Fellows Program assigned a full-time faculty member to serve as campus director. The campus directors worked closely with the Teaching Fellows staff to develop year-round enrichment activities designed specifically for Teaching Fellows. Each campus was expected to design its own program to complement and enhance the campus' existing teacher-education program. The idea was for each participating campus to develop innovative, non-traditional approaches to teacher preparation in line with the goals set forth by the Commission. Seminars and other required activities were designed to prepare Fellows to think in new ways about school structure, collegiality and parental involvement.

At the University of North Carolina at Greensboro, for example, a Teaching Fellow worked with families and students in a low-income neighborhood to fulfill a requirement for a special project. The school later required all its Teaching Fellows to participate in that effort.

Mentors, faculty sponsors, graduate assistants, faculty advisers and campus directors were involved in the development of the Fellows, who were required to attend designated cultural and multicultural activities as a group, and participate in follow-up discussions and seminars. On many campuses, faculty outside the teacher-education programs agreed to serve as mentors for Teaching Fellows on topics such as how to navigate campus life.

Every participating campus provided Teaching Fellows with a year-long freshman seminar, which also functioned as a kind of readiness program for the college experience. The campuses also provided year-long seminars for Teaching Fellows in their sophomore and junior years, and a first-semester seminar in their senior year. The seminars included campus leaders, as well as state and national figures who focused on individual reflections and priority topics.

"It gave you a sense of confidence and professionalism," says Hartness, who attributes the opportunity to become a Teaching Fellow to his decision to turn down an offer from UNC-Charlotte to study architecture and abandon his ambition to become an architect.

IN THE CLASSROOM

Hands-on experience in public-school classrooms was fundamental to the Teaching Fellows' preparation. The 17 participating colleges and universities offered a sequential program, starting in the Teaching Fellows' freshman year, that included structured observations as part of their classroom teaching. Several institutions placed the same students in the same schools over the course of the four-year program for their pre-student-teaching experience.

As rising college seniors, Teaching Fellows were required to attend a three-day or four-day "Orientation Experience" in a school system. That experience was designed to introduce Teaching Fellows to the school system community and help them understand the overall operation of a school district. Teaching Fellows interacted with superintendents, curriculum supervisors, personnel directors, transportation staff, clerical and custodial staff, as well as teachers, and local governmental bodies. They attended school board meetings and shadowed school superintendents.

The experience also gave students a chance to take a look at potential places of employment. And some school systems offered paid internships following the Orientation Experience. It was not about observing classrooms, but to broaden the Fellows' understanding of how school systems worked.

ADDING VALUE

Teaching is much more than working with kids in a classroom, and the Teaching Fellows Program immersed Teaching Fellows in a holistic experience, including year-round enrichment activities. Developed and coordinated by Public School Forum staff, those activities were designed to help Teaching Fellows during the summer see the social and economic context in which public schools operate, and the larger calling that teaching can be in making our communities and state a better place to live and work.

“Teaching Fellows campuses had to provide an academically and culturally enriched program that went beyond the regular college programs,” Norris says. “And there needed to be leadership development, exposing Fellows to leaders” not only on campus but through trips to Washington, D.C., and other locations where they could see leadership models.

Lambeth says the Teaching Fellows Program “put a cadre of professionals in the public schools of North Carolina who had learned about the art of teaching in an environment in which they also learned the history of North Carolina, learned how North Carolina public schools and government operate, and had important experiences of learning across racial and geographic lines and economic lines and gender lines, all of which prepared them to be productive public school teachers.”

After their freshman year, Teaching Fellows took a “Discovery Trip” across North Carolina. Traveling on 11 buses over 1,500 miles for six days, the Teaching Fellows visited schools, industries, farms, high-tech facilities and corporations.

The Discovery Trip had three elements. The primary element was visiting schools and seeing the wide diversity across the State. The second was visiting businesses to see the relationship between education and the economy. In the Triangle Fellows visited CP&L’s nuclear facility and IBM. In the east Fellows toured farms and canning facilities. In the mountains Fellows visited lumber yards and establishments catering to the tourist trade. The third element was the culture of North Carolina. Each evening there would be a different cultural event.

In the Piedmont it might be hearing North Carolina poets and authors read from their work. In the mountains it might be a clogging performance. By the end of the week-long trip most Fellows had seen more of North Carolina than their parents. It was all a part of our goal to have them realize that teaching was about much more than their classroom; rather it was about contributing to the economy and the culture of North Carolina.

After their sophomore year, Teaching Fellows had an opportunity to travel abroad, and then participated in a three-day conference for rising juniors that focused on diversity.

The conference included presentations and workshops on a wide range of topics delivered by outstanding teachers identified by the North Carolina Center for the Advancement of Teaching, as well as Teaching Fellows Program alumni and other professionals.

As rising juniors, Teaching Fellows attended an “enrichment experience,” choosing from a list of over 24 options such as a four-day Outward Bound course, environmental education, wellness and relaxation workshops, and numerous opportunities for international travel, including some that qualified for credit for study abroad.

DEVELOPING LEADERS

Leadership development, including visionary thinking and risk-taking, was a focus of the Teaching Fellows’ campus experience. Business and political leaders challenged and encouraged the Teaching Fellows to see beyond the teacher in the classroom and think about the connections of education to the quality of life and the state’s economic survival. Through internships, mentor relationships, seminars and other activities, Teaching Fellows were exposed to university and community leaders who expanded their perspectives and challenged them to think differently.

“Not only were we looking for the top scholastically performing students, but we were looking for students who were leaders in their schools and communities,” Norris says. “We believe that teachers also had to be teacher-leaders in their schools once they were employed.”

› TEACHING FELLOWS PROGRAM **IMPACT**

Evidence suggests the competitive scholarships Teaching Fellows received “enhanced the human capital of the teacher workforce and improved student achievement in North Carolina,” according to a 2012 study of the program funded by the General Administration at the University of North Carolina, and prepared by the Education Policy Initiative at UNC-Chapel Hill.

Teaching Fellows prepared at UNC colleges and universities had significantly higher academic qualifications than other teachers who received traditional teacher-preparation at UNC system schools, said the study, *The North Carolina Teaching Fellows Program: A Comprehensive Evaluation*, which was prepared by Gary T. Henry, Kevin C. Bastian and Adrienne A. Smith.

The study found that the Teaching Fellows produced large increases in student test scores in all high school exams and in third-through-eighth-grade mathematics exams, and that Teaching Fellows were far more likely to remain in North Carolina public schools than other teachers.

An earlier study commissioned by the North Carolina Teaching Fellows Commission in 1995 found that Teaching Fellows’ teaching performance “far exceeded the performance of other new teachers” in every area assessed, according to principals of public schools in North Carolina surveyed for the study. Those areas

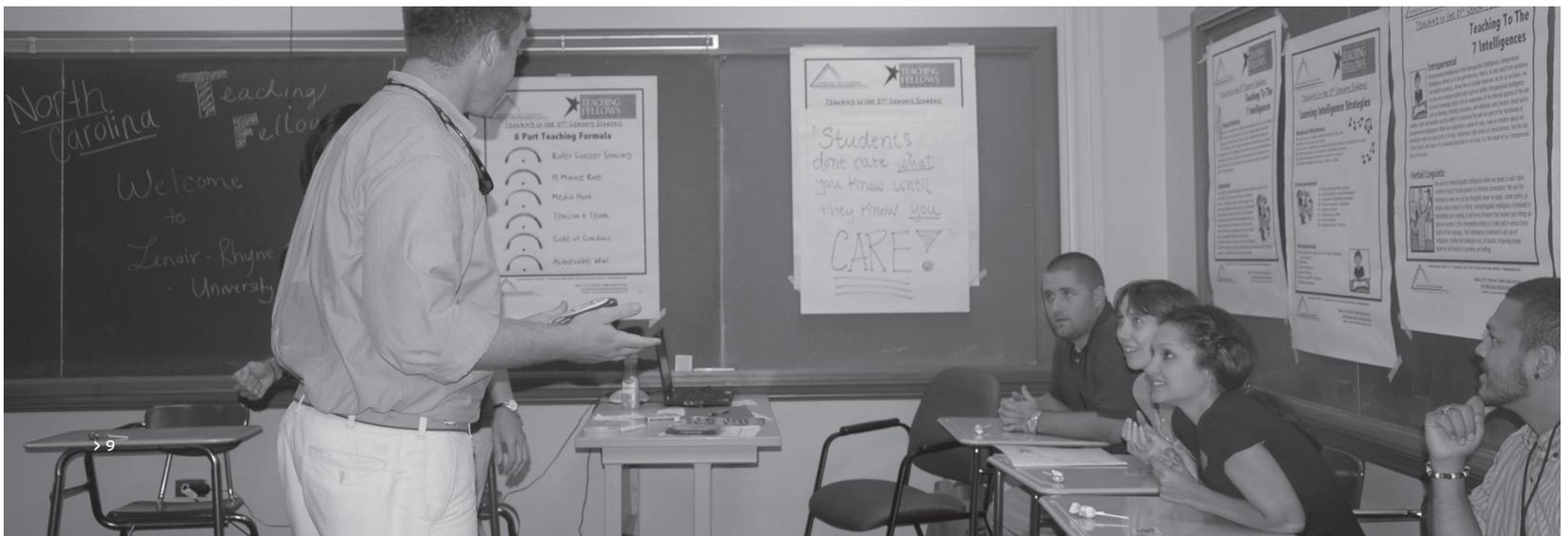
included student discipline; curriculum; instructional methods; adjusting to the school environment; working with parents; site-based decision-making; student assessment; and student diversity.

“Fellows increasingly viewed themselves as innovative teachers who were learning how to help their students know, apply and analyze information,” says the study, *Keeping Talented Teachers*, which was funded by the Z. Smith Reynolds Foundation and prepared by Barnett Berry, a consultant who at the time was associate professor of education leadership and policies, University of South Carolina.

Teaching Fellows surveyed for the study “asserted that their programs, for the most part, prepared them for the multiple and demanding roles they play as teachers,” it says, and had “high expectations about making a better place for children to learn.” And the Teaching Fellows Program helped transform the pool of new teachers.

“The intensive selection procedures of the Teaching Fellows Program is marking a shift in the kind of teacher candidate entering the field,” the 1995 study says.

The program also “increased the likelihood that students will be taught by talented and well-prepared racial minorities and males,” the 1995 study says. Compared to national averages, it says, the corps of Teaching Fellows consisted of roughly 50 percent more minorities and males. And it says 55 percent of Teaching Fellows were teaching in rural areas.



> WHAT WORKED

The Teaching Fellows Program is recognized as having accomplished what it set out to do, including:

- > Elevating the status of the teaching profession.
- > Recruiting top high school students from throughout North Carolina.
- > Giving those students a holistic preparation for teaching that went far beyond traditional teacher-training.
- > Helping those teacher candidates better understand their state and the deeper role they could play as teacher-leaders.
- > Producing exceptional educators and leaders who are more likely to continue teaching in the state longer than other teachers, and who continually strive to inspire their students and improve themselves, their schools, their communities and their state.
- > Helping to meet the demand for teachers in high-risk rural and urban schools, and for male and minority teachers.

The Teaching Fellows Program also served as a model for the Principal Fellows Program in the UNC system and for the North Carolina Nurse Scholars Program.

Strengths of the program, according to the 2012 evaluation, the 1995 study, and former Fellows, program officials and education leaders and experts interviewed for this report, include:

- > Scholarships were critical to attracting top students.
- > Recruiting underscored teaching as a select profession.
- > The cohort model created a sense of mission.
- > The summer experience provided statewide perspective.
- > Enrichment provided insight into public education.
- > Leadership development prepared Teaching Fellows to lead.

> Classroom experience geared Teaching Fellows for the real world.

- > The role of business was critical.
- > Legislative involvement was essential.
- > The impact on schools of education was rooted in innovation.
- > Community service emphasized schools' community role.

SCHOLARSHIPS

The financial incentive of competitive, four-year scholarships was critical to attracting top students to the Teaching Fellows program. In 1998, the four-year scholarship was increased to \$26,000.

"You had money to recruit a core group of promising students," says Dean Patriarca, ECU College of Education.

That "elite" scholarship "gave public press to teaching and teacher education in North Carolina," she says. "Every counselor and public school knew about it. They would push their promising students toward that application process. Our students told us that if they didn't have that, they wouldn't have gone into public education. That tipped the balance for them."

Greg Little, the Mount Airy city schools superintendent and a North Carolina Teaching Fellow from 1993 to 1997, says the scholarship "allowed me to go to college and not have crippling student loans. I became a superintendent in large part because I did not have crippling school loans that precluded me from pursuing my master's degree and doctorate."

The Teaching Fellows repaid their loans, including 5,310 through service and 2,053 in cash. Loans were forgiven for 56 Teaching Fellows, while 1,847 still are paying back through service and 906 in cash, with 536 still to graduate.

> WHAT WORKED (CONTINUED)

RECRUITING

The Teaching Fellows Program “attracted academically competitive individuals into teacher education programs and the teaching profession,” the 2012 study says.

J.B. Buxton, founding principal at consulting firm Education Innovations Group, and former deputy state superintendent of public instruction, senior education advisor to Gov. Mike Easley, and director of policy and research for the Public School Forum, says the competitive nature of the program “created an allure, a sense that teaching was a select profession” and “raised the profile of entering candidates in schools of education.”

From the very start, he says, the process for selecting Teaching Fellows “created a sense of competitiveness for the scholarships that enriched the pool” of candidates.

“I would not be the education leader I am today without my Teaching Fellows experience,” says Superintendent Greg Little. “There has never been anything more effective at getting the type of teachers we want. The death of the North Carolina Teaching Fellows is one of the saddest moments for me as an educator.”

COHORT MODEL

The activities of the Teaching Fellows Program that had the greatest impact by far were “the opportunities for the Fellows to get to know each other,” says Buxton. “The broader network it created – bringing people together for summer conferences, the Discovery bus trip and summer enrichment programs – created a sense of something bigger and a sense of mission for the Fellows.”

Patriarca says the strategy of networking the Teaching Fellows through cohorts helped them identify with education and with one another from the moment they arrived on campus.

“They become supports for each other, and in many cases lifelong friends,” she says. “They become a corps of educators who recognize each other in and around the state, and support each other through the program.”

Little says being part of a cohort helped him do better as a student.

“Because they were exceptional, I wanted to be,” he says. “Because they were really pushing the envelope, and because they were doing so well in school, I wanted to do well in school and take the profession seriously.”

SUMMER EXPERIENCE

The Discovery bus trip, in particular, provided an opportunity for the Teaching Fellows “to learn the state in a way they did not know it,” Buxton says.

“They knew their backyards,” he says. “It allowed them to see it at a school and community-culture level. It helped them glimpse the importance of public schools to local communities. It both strengthened their commitment to what they were doing, and helped them view it as more than just a profession they were preparing for. It became part of service to the state at a deeper level.”

Little says the summer experiences “added so much to my understanding of education, both micro and macro, and I felt like they put me in a position to understand, when I walked into the classroom for the first time, a deep appreciation of the profession and what I was getting into.”

ENRICHMENT

The Teaching Fellows Program “offered you an opportunity to gain insight into public education long before other typical students had that opportunity,” says Hartness, the Davie County Schools superintendent. “It gave you additional experiences to see what education was really about and prepare you for the classroom. It also provided you with a network of support. A lot of people wanted to ensure we were successful educators.”

Norris, the retired executive director of the Public School Forum, agrees. “From the beginning of the program,” she says, “graduates went into their classrooms with a level of confidence in their ability that was higher than other beginning teachers.”

LEADERSHIP DEVELOPMENT

Preparing Teaching Fellows to be leaders was fundamental to the program and counted on the Teaching Fellows themselves to be active participants in promoting and shaping the program.

“The students had to understand the mission of the program, believe in it and help develop it,” Norris says. “The students had to want to be leaders and avail themselves of the opportunities to do that. Students had to help recruit others to come into the Teaching Fellows Program. The students had to help spread this new image of teacher candidates in North Carolina.”

CLASSROOM EXPERIENCE

Giving Teaching Fellows hands-on experience in classrooms was an essential part of their training.

The Teaching Fellows Program “sensitized them to what local schools were like, and began preparing them from the beginning to be a teacher,” Buxton says. “They were from the beginning thinking about what they needed to be to become a good and effective teacher.”

The program, he says, “showed the importance of a longer preparation for teachers that involved more time in classrooms and helped them understand the context of education and communities.”

Norris says the real-world lessons that Teaching Fellows received by spending time in classrooms and public schools was indispensable to their development as exceptional teachers.

“A school is a culture, a classroom is a culture,” she says. “And you don’t learn about it by reading about it.”



> WHAT WORKED (CONTINUED)

ROLE OF BUSINESS

Like the Public School Forum, the Teaching Fellows Program was closely tied to North Carolina's business community.

In 1986, when the legislative leaders were pushing education leaders to present a unified strategy for public schools to the General Assembly, the Z. Smith Reynolds Foundation in Winston-Salem agreed to make a planning grant to develop the Public School Forum. Then, Sherwood Smith, who was a member of the board of trustees of the Foundation, and chairman, president and CEO of Carolina Power & Light Co., now Duke Energy, agreed that CP&L would provide financial support for the program, and pledged to help secure financial support for the Public School Forum from other corporations, says Lambeth.

Lambeth, who at the time was executive director of the Z. Smith Reynolds Foundation, says Smith told him: "All I ask is that I want this to be a group that will speak truth to power. I want its work to be objective. And I want you, when you look to those of us who are corporate CEOs, to be as interested in our ideas as in our pocketbooks. That doesn't mean you have to do what we suggest but that we get a respectful listening."

The state's business community was instrumental in creating the Public School Forum, and always has represented one third of its board, Lambeth says. And it has played an indispensable role in the Teaching Fellows Program, with business executives serving on the Teaching Fellows Commission and on volunteer review panels that interviewed candidates for the program.

When the program was having difficulty attracting African Americans to apply, for example, Lambeth contacted R.J. Reynolds Tobacco Co. in Winston-Salem. The company's human resources department, in turn, held focus groups with African-American parents and students throughout the state and then developed a strategy designed to help the program recruit more African Americans.

"The recruiting plan for African Americans came right out of corporate North Carolina," Lambeth says.

LEGISLATORS' INVOLVEMENT

State lawmakers played a vital role in the Teaching Fellows Program.

The General Assembly approved the legislation that created the Program, and voted every year on an appropriation to fund it. The House speaker and Senate president pro tem were among the state's elected leaders who appointed members of the Teaching Fellows Commission. State legislators served as volunteers on the eight regional panels that interviewed candidates for the program.

"We always had a bipartisan commission and selection process," Lambeth says. "It means we always had in the General Assembly scores of people who knew the program from having gone to campuses and helped select the individuals."

Legislators' participation also helped ensure they understood the program's financial history, including Teaching Fellows' nearly perfect record of repaying their loans through service or cash payments, Lambeth says.

IMPACT ON SCHOOLS OF EDUCATION

The Teaching Fellows Program envisioned that the participating colleges and universities would serve as testing grounds for innovative approaches to teacher-education.

"It caused schools of education that wanted to be involved to design a program that was a new and intense education program that made them think about their own schools of education for non-Teaching Fellows, and to some extent made them think about how to run their overall programs," says Buxton, the former deputy state superintendent of public instruction and former senior educator adviser to Gov. Mike Easley.

At East Carolina University, the Teaching Fellows Program generally did not operate as a "silo," Partiarca says, and even prompted a philanthropic contribution of \$200,000 a year to support 10 scholars per class, or 40 at any given time, in addition to the 200 Teaching Fellows enrolled at ECU in any year.

The gift was from Jim Maynard, co-founder and chairman of Golden Corral Corporation, and his wife, Connie Maynard, both ECU alumni. They liked the Teaching Fellows Program and wanted to give more students the opportunity to participate in it, Patriarca says. The Maynard Scholars were part of the Teaching Fellows cohort at ECU.

“If we didn’t have the Teaching Fellows Program, we probably wouldn’t have had the Maynard Scholars Program,” Patriarca says. “And that affected another 40 students who studied alongside the Teaching Fellow students. They were taking the same classes and were in the same group.”

Gary Henry, co-author of the 2012 study of the Teaching Fellows Program and the Patricia and Rodes Hart Professor of Public Policy and Education at Vanderbilt University, says faculty members at the School of Education at UNC-Chapel Hill told him and his co-researchers that many of their most engaged, committed students were Teaching Fellows who asked great questions, took control of their learning more than their classmates, and enhanced their classes by having a positive peer effect on their classmates.

Many of the students in classes he taught at UNC-Chapel Hill were Teaching Fellows, and nearly all of them told him “they would not be preparing to be teachers but for the Teaching Fellows Program,” he says. “So we felt it raised the human capital these individuals brought into classrooms.”

Teaching Fellows were ahead of students in traditional teacher-preparation programs, particularly in the area of technology, says Norris, the retired executive director of the Public School Forum.

“We were requiring their programs to provide that experience for them,” she says. “It was a period when graduates were going into our public schools and being asked to do things with technology they weren’t prepared to do. Teaching Fellows had a leg up.”

COMMUNITY SERVICE

Helping Teaching Fellows understand the role that schools play in their communities was central to the Teaching Fellows Program, and that focus was groundbreaking.

“It was the first time we had a program that called on the recipients to give more of themselves than just the academics,” Norris says. “They had to give more of themselves to the college community and to the school community around them – meaning leadership and caring. All these programs involved a philanthropic initiative in the community.”

Greg Little, the Mount Airy Schools Superintendent, agrees. “School leadership is not really about schools,” he says. “School leadership is about the community. We’re leading communities. You have to be involved in the community for them to understand where you’re coming from and that you care about them first. That’s what you learn from the Teaching Fellows. It’s about more than the school. It’s about the community.”



> WHAT MIGHT HAVE WORKED BETTER

WHERE TEACHING FELLOWS TEACH

The 2012 UNC study found two shortcomings in the Teaching Fellows Program.

First, while a key goal of the program was to help deploy teachers to schools with lower-performing, higher-poverty students, the study found that Teaching Fellows taught in schools and classrooms with greater concentrations of higher-performing, lower-poverty students. There were no restrictions regarding where a Teaching Fellow taught, only that service payback had to be in a public school in North Carolina. So while Teaching Fellows today work in every county in North Carolina, they tend to be clustered in the larger metropolitan areas where teacher recruitment overall has historically been less problematic than in the state's poorer and rural districts.

"Because Teaching Fellows were so highly sought after and coming into the market as a teacher with the Teaching Fellow scholarship, a lot of those individuals were sought after and able to get employment in higher-performing schools," says Henry, a co-author of the study. "So they did not teach struggling students as frequently as other teachers might have."

To address that issue, the study recommended that the program provide additional financial incentives or a faster pay-off rate for teaching in hard-to-staff schools.

For several years, a Teaching Fellow who taught in a low-performing system for three straight years could pay off the Teaching Fellows scholarship loan in three years. But the State Board of Education eliminated the classification of low-performing systems and replaced it with the classification of low-performing schools. Teachers sign contracts with school systems, not with individual schools. Because school systems could reassign teachers to different schools – moving them to a high-performing school from a low-performing school, for example – the change removed any guarantee that a Teaching Fellow would be teaching for three straight years at a low-performing school. The Commission therefore eliminated the possibility of confusion in this opportunity to repay the loan through three years of service in a low-performing school.

IMPACT ON TEACHER EDUCATION PROGRAMS

The second weakness identified in the 2012 study was that there was too little benefit from the programmatic aspects of the Teaching Fellows program on the broader quality of the teacher-preparation programs at the 17 colleges and universities that participated.

The study recommended that the program be restructured "so the activities that were funded at each institution were more directly related to improving the performance of teachers in the classroom."

To enhance the student teaching experience, for example, funds might be provided to hire coaches to observe Teaching Fellows in the classroom and provide feedback on their effectiveness, study co-author Gary Henry says.

Initiatives at some schools, such as the coaching and videotaping at East Carolina University, were in fact designed to improve teaching performance.

The 1995 study found from its survey that Teaching Fellows' assessment of the preparation they received varied depending on the college or university they attended, and on the area of preparation.



In particular, Teaching Fellows gave low marks to the effectiveness of their teacher-education programs in preparing them to handle student discipline, work with parents and make site-based decisions.

While most Teaching Fellows were satisfied with the general assistance they received from their schools, they were “far less satisfied with the day-to-day support” from mentors and administrators during their “Initial Licensure Program,” which assists and assesses beginning teachers in their first two years of employment. One in four Teaching Fellows said they had received either “poor” or “no support” from their mentors.

ACCOUNTABILITY AND DATA

While the Teaching Fellows Program encouraged each of the 17 participating colleges and universities to be innovative in preparing teachers, it failed to follow up “to see if it actually enhanced the teachers’ performance,” Henry says. “In my view, the accountability for innovation was absent from the program. The campuses should be allowed some discretion in a designing the program, but also should be held accountable for the effectiveness of those innovations in terms of improving teacher performance.”

Buxton, the former deputy state superintendent of public instruction, agrees. “In a lot of ways, schools of education were never really held to account to think about what lessons could be learned from the Teaching Fellows Program,” he says.

Schools of education “missed an opportunity,” for example, “to find a way to network Teaching Fellows graduates as a support system,” he says.

He adds that accountability was not necessarily the responsibility of the Public School Forum or Teaching Fellows Program, and that he “would hold myself and others in policy roles accountable to find ways to get schools of education to adopt lessons.”

Ultimately, he says, “It was a very strong program. People came out much better prepared for the classroom.”

The Teaching Fellows Commission conducted periodic three-day, on-site evaluations of each campus – initially every three years, and later every five years – and received annual reports from campuses in years it was not evaluating them on site.

Dean Patriarca says the program did not collect enough data on its effectiveness.

“Do teachers stay longer, do they produce higher student achievement than others, do they become leaders in the field?” she asks. “All this longitudinal data on the program could have been enormously helpful in times of challenge.”

FUNDING

The 2011 decision by state lawmakers to end the annual appropriation effectively ended the Teaching Fellows Program, but decisions by Democratic and Republican governors and legislative majorities alike depleted a Trust Fund that was created to sustain the program for the long-term. The purpose of creating the Trust Fund was for the program to ultimately sustain itself.

Teaching Fellows repaid nearly every dollar in their scholarship loans, either by completing their teaching service in North Carolina public schools, or by making cash payments. Any cash the Teaching Fellows repaid went into the Trust Fund, which over time was expected, including income earned on investment of the Trust Fund assets, to pay an increasing share of the cost of the program and ultimately the entire cost.

Every governor and legislature regardless of party has transferred funds from the Teaching Fellows Trust Fund to the General Fund. Since 2001, nearly \$35 million has been transferred from the Teaching Fellows Trust Fund to the General Fund.

> LEGACY AND LESSONS

The North Carolina Teaching Fellows Program was an unprecedented effort to elevate the prestige, value and leadership potential of the teaching profession.

“This program was the first time there was a focus on teaching as a career in North Carolina,” says Norris, a former teacher, teacher-principal and North Carolina Teacher of the Year who had received a \$350-a-year North Carolina Prospective Teacher Scholarship each of her four years at Women’s College, now UNC-Greensboro.

“It was the first time the selection process openly said, ‘We want the state’s best and brightest as teachers in our classrooms,’” she says. “It was the first time a scholarship program said we wanted diversity among the teachers in our classrooms so that students have some hope of having teachers who look like themselves.”

And the strategy worked.

“Virtually all of the Fellows indicated that to be effective they have altered the way they teach in order to serve all children,” the 1995 study says. “They said that to be successful, teacher education programs must offer a broad range of opportunities to investigate different classroom settings. It is these diverse experiences that helped Fellows understand the importance of teaching in a new way. Virtually all of the Teaching Fellows embraced a vision of teaching and learning increasingly

called for by the business community and educational reformers. The Fellows also expected their colleagues to embrace this vision. In fact, a very high percentage indicated that their ‘colleagues must alter the way they teach in order to serve all children.’”

In challenging Teaching Fellows to strive continually to improve their teaching, the program also helped them see the realities of trying to make change happen in the complex environment of public schools.

“Because the Fellows are well prepared and have high expectations, they also have very high standards,” the 1995 study concludes. “In some ways, the Fellows are sufficiently knowledgeable to recognize that even with their extended preparation, they do not know enough to tackle the daunting educational tasks at hand.”

The study also says the vast majority of Teaching Fellows “specifically called for more powerful, long-term, and realistic student internship experiences focused on student diversity, curriculum development and new forms of student assessment, school reform, and an even broader array of teaching strategies.”

Eric Guckian, senior education adviser to Gov. Pat McCrory, says the key to creating a “sustainable pipeline” of the most talented teachers is to “open up” teacher-education programs in the UNC system.

“We have best practices we know work for teacher development and sustainability,” he says. “There’s a mosaic of best practices both inside and outside the university that we need to turn into a coherent system of talent development for our educators and our kids.”

Those best practices, he says, include the cohort model from the Teaching Fellows Program; providing teachers with “real hands-on experience with real responsibility for student achievement;” giving teachers the “time and tools to evaluate one another and have ownership over their own development;” using the “right data” to drive instruction; understanding, particularly in younger grades, what is age-appropriate for child development and literacy; and avoiding “single solutions” and instead “creating a robust cadre and menu of best practices and options, and then creating a coherent pipeline.”



The UNC system is “crucial” to creating that sustainable pipeline, says Guckian, who is also a former regional director of New Leaders in North Carolina, and former executive director of Teach for America in the state. “We can’t do it entirely outside the system.”

A special called subcommittee of the UNC Board of Governors that has spent nearly a year assessing educator-preparation programs within the 17-campus UNC system, made recommendations in January 2015 for improving those programs.

Alisa Chapman, vice president for academic and university programs for UNC General Administration, says the recommendations target “strengthening, focusing and, if needed, even redesigning components of our educator-preparation programs, including teacher preparation and school-leader preparation.”

The recommendations call for “greater accountability for teacher preparation with each of our institutions,” as well as “greater collaboration and communication within the University and across the spectrum” of education from pre-kindergarten through college, she says.

The recommendations address the recruitment, selection and preparation of teachers and school leaders.

“Our analysis showed the great value of the Teaching Fellows Program being recruitment and selection into the program,” Chapman says.

The subcommittee has met with superintendents, principals, teachers and retired educators across the state, as well as policymakers, business leaders, legislators and other constituents, and also national leaders in education.

“The subcommittee and the board really see this as one of the University’s highest priorities,” Chapman says.

Former Fellows, program officials, and education leaders and experts interviewed for this report agree the future success of North Carolina’s public schools depends on keeping alive the legacy of the Teaching Fellows Program and putting its lessons to work in preparing teachers.

Building a sustainable pipeline of exceptional teachers, they say, will require:

- > **OFFERING FINANCIAL INCENTIVES** for top students to become teachers. Options might include creating a new 2.0 version of the Teaching Fellows Program, but possibly one that is shorter or that targets hard-to-staff subjects and schools.
- > **FORMING “COHORTS”** among college students in teacher-education programs so they can learn from one another.
- > **GROUNDING TEACHER-EDUCATION PROGRAMS** in the realities of public schools, society, government, politics and the marketplace.
- > **CREATING A SCALABLE MODEL** for preparing teachers that will include financial and other incentives to build on regional and national best practices and will include UNC system campuses as well as innovative, public-private initiatives.
- > **CREATING A BROAD MENU OF BEST PRACTICES** for the preparation of teachers, including those entering the profession from other fields.
- > **DEVELOPING A CONTINUUM OF CHOICES FOR PROSPECTIVE EDUCATORS** – from teaching through serving as principals – that clearly shows the career options they can pursue and the career path they can follow; what will be expected of them in pursuing those options, including the investment they should expect to make themselves and the resources and rewards they can expect to receive; and metrics that will be used to track their progress and rewards.
- > **IMPROVING CONNECTIONS** between the training that teachers receive while they are in teacher-preparation programs, and the support they receive after they enter the classroom.

> CONCLUSION: WHO WILL TEACH OUR CHILDREN?

The philosopher George Santayana warned that “those who cannot remember the past are condemned to repeat it.”

The North Carolina Teaching Fellows Program was created in 1986 in the face of an imminent crisis in the supply of new teachers to meet rising student enrollment, to prepare new teachers to be the best educators they could be. Now, with state funding for the program ending, the state again faces the critical questions of how it will inspire the best high school students to become teachers, and provide the tools and resources they need to become exceptional teachers who will inspire our children to become informed, engaged and productive adults.

“It’s more than the content you teach the kids,” says Greg Little, the Mount Airy City Schools superintendent, whose parents both were teachers. “The human part of teaching is the most important part. The relationships are what drive teaching. Kids don’t care how much you know until they know how much you care. Teachers have the ability to build those relationships.”

Who would not want their child to learn from teachers who care, who continually strive to do better, and whose commitment and motivation are rooted in an understanding of the complex issues and policies affecting children, families, education, society, the economy, government, and our communities and state?

Addressing the urgent challenge of who will teach our children is essential because while our public schools face a growing demand to prepare students who can thrive in the global economy, they receive limited resources to effectively educate children who face unprecedented challenges, many of them rooted in systemic problems outside the classroom and school.

Recruiting and preparing the most qualified students to become exceptional educators was the mission of the North Carolina Teaching Fellows Program and its legacy.

To make our public schools the best they can be, we need to work together to find ways to preserve what worked best in the Teaching Fellows Program, and to address what did not work, in any future teacher-education scholarship programs. We need to enlist top high school students and prepare them to be inspired teachers who will inspire their students. At stake is nothing less than North Carolina’s hopes and dreams for a better future.



> BY THE NUMBERS: FACTS ABOUT TEACHING FELLOWS PROGRAM

47,611

APPLICANTS

10,708

PARTICIPANTS

8,523

GRADUATES

1,141

AVERAGE SAT SCORE

3.8

AVERAGE HIGH SCHOOL GPA

14

AVERAGE RANK IN HIGH SCHOOL SENIOR CLASS (AVERAGE CLASS SIZE 213)

4,632

FELLOWS TEACHING IN NORTH CAROLINA (100 COUNTIES IN 2013-14)

79%

TEACHING FELLOWS EMPLOYED AFTER COMPLETING INITIAL FOUR-YEAR TEACHING SERVICE REQUIREMENT

64%

TEACHING FELLOWS EMPLOYED 6+ YEARS AFTER COMPLETING INITIAL FOUR-YEAR TEACHING SERVICE REQUIREMENT

434

PROGRAM DIRECTORS, CURRICULUM SUPERVISORS OR INSTRUCTIONAL SUPPORT OFFICERS IN SCHOOLS

262

PRINCIPALS OR ASSISTANT PRINCIPALS

11

SUPERINTENDENTS OR ASSISTANT SUPERINTENDENTS

725-750

VOLUNTEERS SCREENING APPLICANTS A YEAR

17

COLLEGES AND UNIVERSITIES HOSTING TEACHING FELLOWS PROGRAM

\$253.1

MILLION TOTAL VALUE OF SCHOLARSHIPS

> ACKNOWLEDGMENTS

This report was written by Todd Cohen, founder and principal of Philanthropy North Carolina. He was founding editor and publisher of the *Philanthropy Journal*, and a reporter and business editor at *The News & Observer* in Raleigh.

Thank you for their assistance in the preparation of this report to:

- > **JO ANN NORRIS** former executive director, Public School Forum of North Carolina
- > **MICHAEL PRIDDY** chairman, board of directors, Public School Forum, and former chairman, North Carolina Teaching Fellows Commission
- > **TOM LAMBETH** former chairman, North Carolina Teaching Fellows Commission
- > **JANE NORWOOD** chair, North Carolina Teaching Fellows Commission
- > **DARRIN HARTNESS** superintendent, Davie County Schools
- > **GREG LITTLE** superintendent, Mount Airy City Schools
- > **LINDA PATRIARCA** dean, College of Education, East Carolina University
- > **GARY HENRY** Patricia and Rodes Hart Professor of Public Policy and Education, Vanderbilt University
- > **J.B. BUXTON** former deputy state superintendent of public instruction, former senior education advisor to Gov. Mike Easley, and former director of policy and research, Public School Forum
- > **ERIC GUCKIAN** senior education advisor to Governor Pat McCrory
- > **ALISA CHAPMAN** vice president for academic and university programs, University of North Carolina General Administration
- > **KEITH POSTON** president and executive director, Public School Forum of North Carolina
- > **JOE ABLEIDINGER** senior director, Policy & Programs, Public School Forum of North Carolina
- > **LARA NOWELL** coordinator, Teaching Fellows Information Services



Public School Forum of North Carolina
3739 National Drive, Suite 100, Raleigh, NC 27612
Phone: 919.781.6833 Fax: 919.781.6527
www.ncforum.org