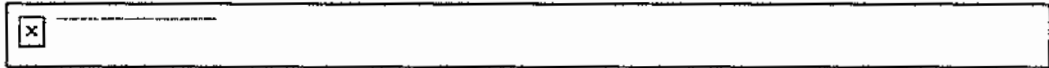


Anna Yount

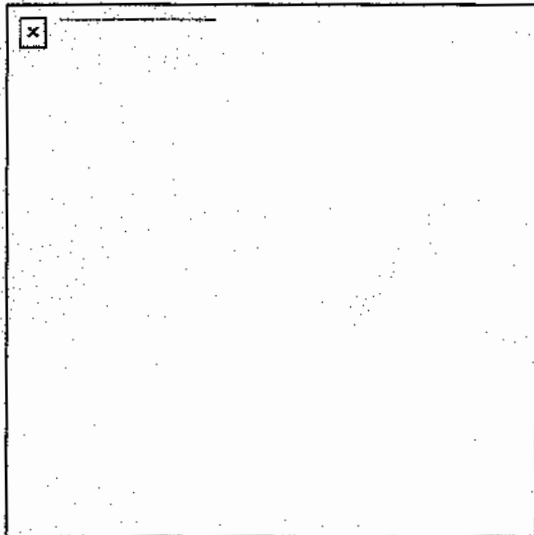
From: mng=prestelligence.com@email.myteamscoop.com on behalf of High Point E
<mng@prestelligence.com>
Sent: Thursday, November 15, 2018 3:06 AM
To: Dale Folwell
Subject: Daily Headlines from hpenews.com



Manning loses bid, but helps local Democrats

Manning's campaign generated a strong turnout in her home county, as she carried Guilford County by a substantial margin.

[Read More](#)

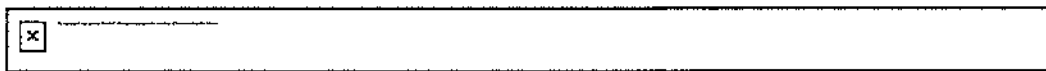


Parks plan headed to council

What better way to ring in the holidays
than some inspirational music?

[Read More](#)

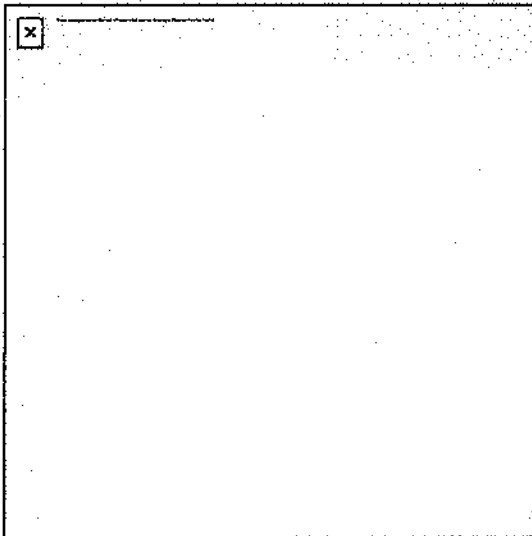
News



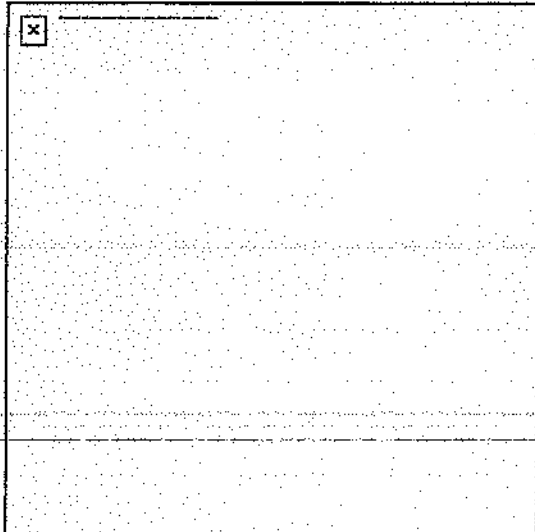
Walker gains leadership role in Republican caucus

Republican House members named Rep. Mark Walker as vice chairman of the House GOP Conference.

[Read More](#)



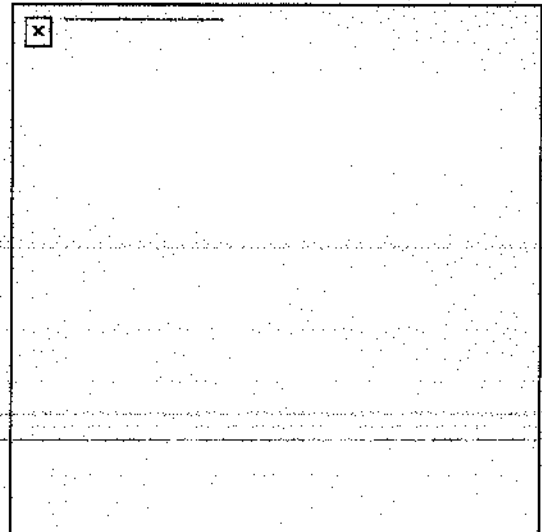
School board meets in High Point tonight



Holiday brings higher gas prices than last Thanksgiving

Motorists can expect to pay the highest average Thanksgiving prices at the pump in four years.

[Read More](#)

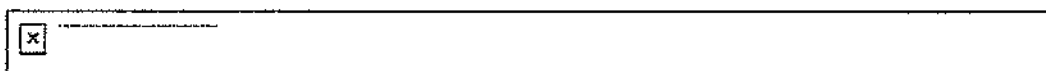


Storm could bring isolated icy conditions

Forecasters weren't expecting widespread freezing rain in the Triad.

[Read More](#)

Sports



HPU crushes Mars Hill, 86-36

Once the High Point University women's basketball team became focused, the rout was on Wednesday night in the Millis Center,

[Read More](#)

Letter: Trump's anti-media words are dangerous

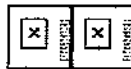
President Trump has declared the Fourth Estate, the news media, the enemy of the people.

[Read More](#)

Letter: Amazon says no to North Carolina

What's the Amazon scoresheet with North Carolina?

[Read More](#)



Visit Us On Social Media

Visit www.hpenews.com for more news



213 Woodbine Street

High Point, NC 27260

Phone: 336-888-3500

© Copyright 2018 All Rights Reserved



[Click here to unsubscribe from newsletters.](#)

Anna Yount

From: NCVIP_DoNotReply@nc.gov
Sent: Thursday, November 15, 2018 4:31 AM
To: Dale Folwell
Subject: Performance Management - Task Step Assignment

Dear **Dale**,

The performance task(s) have been submitted to you for your review and approval. Please see the task(s) details below.

Summary of Assigned Step:

Task: Review & Sign 18-19 Perf. Plan for Milton Richardson | **Step Title:** Indirect Manager Review & Sign Performance Plan | **Due Date:** 11/28/2018

To complete this/these review task(s), log into the **Integrated HR-Payroll System** portal, select the "LMS & NCVIP" tab and click the **Submit** button to access the learning portal.

Once logged into the NC Learning Center, hover over the **Home** tab in the navigation bar and click on the **Inbox** link. Click on the "Approve Evaluation for ..." action item. If the evaluation is not listed in the Inbox, click on *Your Action Items* to search for it. You can then click on the link for the title of the task and begin work on the selected task.

If you have any questions or need technical assistance, contact your designated Performance Management Liaison or Agency Performance Administrator. Your agency performance administrator contact information is located at: **NCVIP Performance Agency System Administrators**.

Thank you for using the NC Learning Center.

Anna Yount

From: North Carolina Association of CPAs <DoNotReply@ConnectedCommunity.org>
Sent: Thursday, November 15, 2018 5:37 AM
To: Dale Folwell
Subject: Open Forum Digest for Wednesday November 14, 2018

Please do not forward this message using your desktop email client. Please use the 'Forward' link in the email.



Open Forum

Post New Message

Nov 14, 2018

started 19 hours ago, [Moira Gill](#) (0 replies)

Financial Literacy Speaker in Charlotte



1. In case you missed it, we shared a financial... Moira Gill

started 19 hours ago, [John Rigsbee](#) (1 reply)

New laptop evaluation



2. In Dec 2015 I purchased a Lenovo Yoga 2-N-1 to... John Rigsbee
3. Hi John, This is a problem with QuickBooks... Andrew Edmundson

started 15 hours ago, [Eugene Smith](#) (0 replies)

Cell Tower lease valuation



4. Looking or someone who can provide a cell tower... Eugene Smith

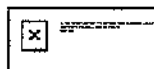
[top](#)

[next](#)

1. Financial Literacy Speaker in Charlotte

[Reply to Group](#)

[Reply to Sender](#)



Nov 14, 2018 10:31 AM
[Moira Gill](#)

In case you missed it, we shared a [financial literacy opportunity](#) on Volunteer Match earlier this week.

[Reply to Group Online](#) [View Thread](#) [Recommend](#) [Forward](#)

[top](#)

[previous](#) [next](#)

3 [Re: New laptop evaluation](#)

[Reply to Group](#)

[Reply to Sender](#)



Nov 14, 2018 1:00 PM

[Andrew Edmundson](#)

Hi John,

This is a problem with QuickBooks on a high-resolution monitor. It is not a problem with your laptop. One solution would be to buy a laptop with a monitor with a resolution of 1920 x 1080 or less. There are two other alternatives:

Download this free app and give it a try: http://windows10_dpi_blurry_fix.xpexplorer.com/

Sometimes it messes up the size of fonts for other applications.

The more time consuming, but perhaps better in the long run, is to right click on the QuickBooks short-cut you use to start the program. Click the Compatibility tab and click the button towards the bottom that says Change high DPI settings. On the next dialog box, click the box under Program DPI. I use the little app I mentioned above so I cannot recall the exact settings for QuickBooks. You may have to try the High DPI scaling override towards the bottom of the dialog box. Yes, you have to do this for every version of QuickBooks.

This is a problem with all Intuit products, except perhaps for Lacerte. I do not use Lacerte.

Drew Edmundson, CPA
Cary, NC

[Reply to Group Online](#) [View Thread](#) [Recommend](#) [Forward](#)

-----Original Message-----

In Dec 2015 I purchased a Lenovo Yoga 2-N-1 to replace an existing Dell laptop that had died. I chose this product over the Microsoft Surface because the Surface (with exact same configuration) was 2x the price of the Yoga. Overall, it has performed okay but has fallen short of some of my expectations. One thing that has been an extreme aggravation is how it displays Quickbooks desktop. In the default resolution some of the fields such as menu line, etc, are so tiny I can hardly read them, much less click on them. If I lower the resolution then the screen becomes very fuzzy. The default resolution is fine for every other application that I run. Since this machine is now 3 years old, I am considering proactively replacing it. Dell has a computer line called XPS that appears to be similar to the Yoga and Surface machines. My question is: have any of you purchased the Dell XPS product, and if so have you been pleased? Do you run Quickbooks on it and how does it display? Any other quirks I might want to know about? Thanks in

Anna Yount

From: Finance Insights Bulletin <bulletin@insightsbulletin.com>
Sent: Thursday, November 15, 2018 7:24 AM
To: Dale Folwell
Subject: 4 Often Overlooked Accounting Software Costs

[View in browser](#)

This Week's Featured Resources

Knowledge and Insights

4 Often Overlooked Accounting Software Costs

Best Practices for Monthly Reconciliation

4 Often Overlooked Accounting Software Costs

Don't overpay for business accounting software. Save time and money with this guide based on extensive market research. Explore how to:

- Learn about relevant pricing models
- Understand common price ranges
- Account for additional cost factors
- Compare prices of popular systems

[Download Now](#)

Best Practices for Monthly Reconciliation

Automating the reconciliation process helps reduce, and in many cases eliminate, the problems, inconveniences and workarounds that exist today during the close. Read further if you are looking for an affordable option to streamline the close and automate the reconciliation process without incurring lots of implementation costs and getting overrun by consultants.

[Read More](#)

Anna Yount

To: malinda

Dale R. Folwell, CPA

NC State Treasurer
Office of the State Treasurer
Office: (919) 814-3807

3200 Atlantic Avenue, Raleigh, NC 27604
www.NCTreasurer.com



NORTH CAROLINA
DEPARTMENT OF STATE TREASURER



Dale R. Folwell, CPA
STATE TREASURER OF NORTH CAROLINA
DALE R. FOLWELL, CPA

E-mail correspondence to and from this address is subject to North Carolina's Public Records Act, N.C. Gen. Stat. Sec. 132, and may be disclosed to third parties. However Federal and State law protects personal health and other information that may be contained in this e-mail from unauthorized disclosure. If you are not the intended recipient, please delete this e-mail and any accompanying documents and contact the sender immediately. Unauthorized disclosure, copying or distribution of any confidential or privileged content of this e-mail is prohibited.

Anna Yount

Subject: Weekly Legal Update

Location: Treasurer's Office

Start: Thu 11/15/2018 3:30 PM

End: Thu 11/15/2018 4:00 PM

Recurrence: Weekly

Recurrence Pattern: Occurs every Wednesday from 11:00 AM to 11:30 AM effective 2/8/2017. (UTC-05:00) Eastern Time (US & Canada)

Meeting Status: Accepted

Organizer: Anna Yount

Required Attendees: Sam Hayes; Dale Folwell; Cindy Aiken

Optional Attendees: Chris Farr; Andrew Norton

Anna Yount

From: The North Carolina Sheriff <nlsa@multibriefs.com>
Sent: Thursday, November 15, 2018 11:04 AM
To: Dale Folwell
Subject: The North Carolina Sheriff E-Newsletter

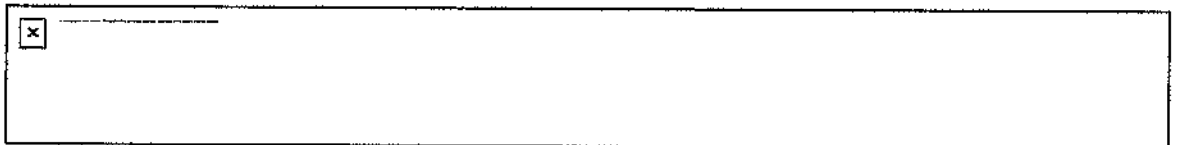
This message was sent to dale.folwell@nctreasurer.com

November 15, 2018



Home | About | Directory | Services | Legislative | Subscribe | Archive | Advertise

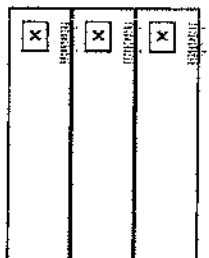
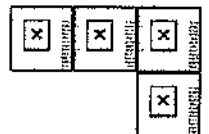
Search Past Issues
View Web Version
Advertise



FCSO Explorers win Survival Weekend 2018

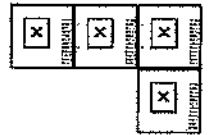
Forsyth County Sheriff's Office

"Survival Weekend" is an annual competition open to Explorers from across the state. Hosted at BSA Camp Raven Knob in Mt. Airy, the competition tests physical agility, strength, and teamwork, all while building quality leadership characteristics. The Forsyth County Sheriff's Office is proud of its Explorers and their many accomplishments. FCSO Explorer Post 975 placed in every event but one. In eight out of nine events, Explorers secured at least one of the top six places. **READ MORE**



NCSA Specialty License Plates Available Now!
[Click here](#) for more information and to order your specialty plate.

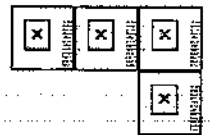
Greensboro police create memorial to remember fallen officer



Greensboro.com

Blue and white flowers are draped across a patrol car outside police headquarters downtown. Nearby, flowers cover the base of a statue of a police officer holding a child's hands. The inscription reads: "We honor those who have gone before us and challenge those who will come after us to continue the tradition of excellence." **READ MORE**

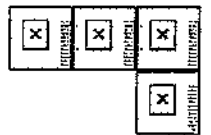
Speaking on the unspeakable: Ending the pandemic of police officer suicide



Police Magazine

Imagine if 154 officers were feloniously killed in the line of duty in a single year. The outrage would be intense. And yet, even though that number of police officers died by suicide in 2017, very few police officers or agencies have demonstrated the level of urgency that this issue merits. **READ MORE**

This remote control vest trains rescue dogs using flashlights



Smithsonian

As K9 cops, search and rescue teams, and drug enforcement agents know, a well-trained dog is an incredibly useful tool — not to mention an excellent furry companion. But there are some situations where that relationship breaks down, like in loud settings or when a dog has to travel into an area where it can't see or hear its handler. Now, a Japanese lab has come up with a new vest that allows dog handlers to control their puppies via "remote control." **READ MORE**

Shop at the NCSA Store



Mens Apparel



Ladies Apparel



Just for Fun



Hats

[Click here](#) to shop all NCSA Online Store departments

The North Carolina Sheriff

Connect with NCSA



Anna Yount

Subject: Confirmed Call with UHC - Follow-up from 11/14 Meeting
Location: Croatan (Phone: 1.888.363.4734 Access Code: 5281580#)

Start: Fri 11/16/2018 8:15 AM
End: Fri 11/16/2018 9:00 AM

Recurrence: (none)

Meeting Status: Accepted

Organizer: Lorraine Munk

Required Attendees: Dale Folwell; Dee Jones ; Matthew Rish; Charles Sceiford; Andrew Norton; Rensi,
Geoffrey A

Anna Yount

From: Cecilia Holden <Cecilia.Holden@dpi.nc.gov>
Sent: Thursday, November 15, 2018 11:53 AM
To: SBE Members; Mark Johnson
Cc: Anne Murtha; Deanna Townsend-Smith; Eric Snider
Subject: NASBE IDEA Recommendations Discussion Draft
Attachments: NASBE IDEA Recommendations Discussion Draft.docx

Dear SBE Members,

J.B. received the attached draft set of recommendations for Congress on the Individuals with Disabilities Education Act (IDEA) as part of his work with the National Association of State Boards of Education Government Affairs Committee (NASBE GAC). We have been requested to provide feedback and input and would appreciate any you would like to share for us to forward along. In order to meet a deadline on our end, will you please provide any input to me by close of business Friday, November 23rd? I have also reached out to agency "experts" to solicit their input. Thanks in advance for your reply.

Regards,
Cecilia

Visit us on the web at www.ncpublicschools.org. All e-mail correspondence to and from this address is subject to the North Carolina Public Records Law, which may result in monitoring and disclosure to third parties, including law enforcement.

**National Association of State Boards of Education
Draft IDEA Reauthorization Recommendations**

INTRODUCTION

The National Association of State Boards of Education (NASBE) exists to serve and strengthen State Boards of Education in their pursuit of high levels of academic achievement for all students. State Board members are committed to promoting educational equity and excellence, including ensuring that students with disabilities have access to the free and appropriate public education (FAPE) and the other rights conferred by the Individuals with Disabilities Education Act ("IDEA", 20 U.S.C. § 1400 et. seq.). Congress has not comprehensively updated IDEA since 2004, when President Bush signed the Individuals with Disabilities Education Improvement Act (P.L. 108-446). Since that time, new research has emerged, federal education law and policy has evolved, and many states and school districts have developed, tested, and implemented new special education practices. Given these and other related developments, NASBE believes the time is now right for Congress to begin evaluating ideas for updating and strengthening IDEA to better support students with disabilities and their families.

NASBE believes achieving IDEA's promise will require significant improvements to the law. These updates must be grounded in the best available evidence and guided by a shared commitment to better meet the learning needs of students with disabilities and their families. This important work must also include a commitment by Congress to: (1) provide the significant additional federal funding required to help states and local school districts satisfy IDEA's requirements; (2) develop a stronger and more collaborative partnership between local, state, and federal entities; and (3) align the law with the field's current needs and use of evidence-based special education and student-centered practices. With these guiding principles in mind, this paper describes NASBE's ideas for strengthening the IDEA based on the input provided by State Board members from across the United States and NASBE's partners.

CONGRESS SHOULD STRENGTHEN AND EXPAND IDEA'S FOCUS ON EARLY LEARNING

Many State Boards are working with school districts and community partners to expand high quality early learning and care opportunities. Why? Research shows that the positive effects of high-quality early childhood interventions on young learners remain evident for decades after those interventions are provided.¹ One of the benefits of such programs is lowering rates of special education placement, which not only significantly benefits students but also decreases special education costs.² Given these advantages, and science showing the vital importance of early brain development to later academic and other life success, State Boards recognize that schools and communities must pay greater attention to meeting infants' and toddlers' developmental needs.

IDEA-Part C appropriately provides supports for infants and toddlers (birth through age 2) and their families, but these programs should be expanded and improved to better serve very young children and their families. This work must begin with a renewed, long-term commitment to Part C inclusive of the diverse range of settings where young children receive care, and a strong commitment to collaboration and secure data sharing among the agencies and community providers that serve them.

¹ Effects of a School-Based, Early Childhood Intervention on Adult Health and Well-being A 19-Year Follow-up of Low-Income Families; Arthur J. Reynolds, PhD; Judy A. Temple, PhD; Suh-Ruu Ou, PhD; et al

² Informing Investments in Preschool Quality and Access in Cincinnati Evidence of Impacts and Economic Returns from National, State, and Local Preschool Programs; Lynn A. Karoly, Anamarie Whitaker

preschool aged special education students, this challenge can, at least in part, be addressed by updating and expanding Section 619 of IDEA-Part B.

IDEA PART B (Sec. 619) RECOMMENDATIONS

NASBE urges Congress to expand and improve Section 619 of Part B by:

- Enabling parents to choose community-based preschool settings, while receiving individualized education plan (IEP) services with minimal disruption. Congress should direct the Department of Education to provide stronger guidance and examples of models that can be used to deliver services in this manner.
- Clarifying that the designated "619 agency" is responsible for services delivered in the setting where the child was enrolled at the time of diagnosis.
- Clarifying that children can receive services in a wide range of settings. For example, the services location could be the child's current preschool or Head Start setting, the child's home if the parent prefers the child to remain at home, or another setting. Children with disabilities should be fully included to the maximum extent possible in settings with their nondisabled peers.
- Ensuring the law recognizes the collaboration between local education agencies and early childhood education providers that is already required in Title I of the Every Student Succeeds Act, Head Start, and other laws. The next IDEA should reinforce this collaboration and provide fiscal and other supports for state efforts to design systems where schools and community providers work together on behalf of children who have or need IEPs.
- Providing fiscal and other supports to increase the number of qualified teachers of preschool education in order to help improve the quality of service across all settings. This work should include both increasing the number of qualified specialists in special education, and also increasing the capacity of all preschool teachers to support students with IEPs.
- Recognizing that children who have or need IEPs may be particularly vulnerable to suspension and expulsion. The next IDEA should ensure that children with disabilities are not improperly or disproportionately removed from their preschool program (see additional discipline recommendations below).
- Providing support for state and community efforts to develop stronger screening and referral systems, which require extensive collaboration and effective data systems. States and communities are increasingly looking to strengthen screening and referral programs in order to do a better job of connecting children to services that meet their needs, including but not limited to, special education services.

CONGRESS SHOULD ACT TO REDUCE DISPROPORTIONATE DISCIPLINE OF SPECIAL EDUCATION STUDENTS
According to the Department of Education, Office for Civil Rights, students with disabilities account for only 12% of all students, but they represent:

- 71% of all instances of restraint and 66% of all instances of seclusion; and

opportunity to learn hinges on access to the general education curriculum...”⁵ As a result, we strongly support IDEA’s requirement that student with disabilities have access to the general education curriculum. We also embrace the concept of “universal design” embedded in IDEA, which is aimed at ensuring, whenever possible, that materials are usable by people with the widest possible range of functional characteristics.⁶ The next IDEA should help states and school districts ensure that students with disabilities have maximum access to the full array of educational tools used in the general education curriculum and tools designed to increase their access to the general education curriculum.

MATERIALS AND TOOLS RECOMMENDATIONS

NASBE urges Congress to promote access to the general education curriculum by encouraging and investing in state and local efforts to:

- Integrate and increase the use of openly licensed, accessible digital content and technologies (“open educational resources”). Digital educational resources designated as open educational resources can further facilitate the iterative processes of modification and customization of digital content for students with disabilities.
- Ensure materials used by students with the most significant disabilities are updated frequently, aligned with state standards and assessments, and are vetted by subject matter experts and educators to ensure quality.
- Use materials that engage learners through multiple media (e.g., in print, online, audio, video), as well as through interaction and simulation.
- Ensure that all educational content, whether developed in-house or purchased from outside vendors, incorporates the principles of Universal Design for Learning and be compatible with technology used by the students.
- Ensure that students with disabilities have access to the same appropriate accommodations in their instruction, as well as federally required state and district assessments.

CONGRESS SHOULD STRENGTHEN IDEA’S EMPHASIS ON EDUCATOR RECRUITMENT AND RETENTION

IDEA-Part D provides cross-cutting supports to teachers, school leaders and other professionals serving students with disabilities, but additional steps must be taken to help them succeed. According to the National Coalition on Personnel Shortages in Special Education and Related Services “forty-nine states report a shortage of special education teachers and specialized instructional support personnel and 51% of all school districts and 90% of high poverty school districts report difficulty attracting highly qualified special education teachers.”⁷ The IDEA already notes that, “[h]igh quality, comprehensive professional development programs are essential to ensure that the persons responsible for the education or transition of children with disabilities possess the skills and knowledge necessary to address the

⁵ Cortiella, C., Burnette, J. (2008). *Challenging Change: How schools and districts are improving the performance of special education students*. New York, NY: National Center for Learning Disabilities.

⁶ Individuals with Disabilities Education Act, 20 U.S.C. §1401

⁷ *Special Education Shortages Fact Sheet*, National Coalition on Personnel Shortages in Special Education and Related Services. <https://specialedshortages.org/wp-content/uploads/2014/03/NCPSSERS-Fact-Sheet.pdf>. Accessed September 19, 2018.

Anna Yount

From: FTSE Russell <email@ftserussell.com>
Sent: Thursday, November 15, 2018 1:03 PM
To: Dale Folwell
Subject: Last chance to win a Starbucks gift card courtesy of FTSE Russell

We value your opinion

[VIEW ONLINE](#)



Hello Dale,

We are nearly ready to close our Client Satisfaction Survey and wanted to give you one last chance to share your feedback with FTSE Russell.

We'd greatly appreciate you taking five minutes to answer a few short questions. By completing this survey, you will have a chance to enter a drawing to receive one of five \$100 Starbucks gift cards courtesy of FTSE Russell.*

TAKE THE CLIENT SURVEY



Your responses are immensely valuable to us. Thank you in advance for your time.

Sincerely,



Caroline O'Shaughnessy

Global Head of Sales & Marketing

London Stock Exchange Group - Information Services

*To qualify for the Starbucks gift card draw, you must have received a survey request addressed to you and submit a complete survey response before the closing date of November 16, 5 p.m. EST. The winners will be selected randomly and notified within 2 weeks of the survey close date. Each winner will receive a \$100 Starbucks eGift card, or local currency equivalent prize. Use of the Starbucks eGift card is governed by its own terms of use, which may be accessible on the Starbucks website. By entering the prize draw, you agree to the Prize Draw Terms and Conditions, which are

accessible [HERE](#)



[CONTACT US](#) | [FTSERUSSELL.COM](#) | [BLOG](#) |  

Anna Yount

From: Mail Delivery System <MAILER-DAEMON@nctreasurer.com>
To: noschner@wbvtv.com
Sent: Thursday, November 15, 2018 1:20 PM
Subject: Undeliverable: RELEASE: Attorney General Josh Stein Announces Settlement with Atrium over Healthcare Pricing

Delivery has failed to these recipients or groups:

noschner@wbvtv.com

The e-mail address you entered couldn't be found. Please check the recipient's e-mail address and try to resend the message. If the problem continues, please contact your helpdesk.

The following organization rejected your message: mxh-002c3101.gslb.pphosted.com.

Diagnostic information for administrators:

Generating server: ZixGateway01.nctreasurer.com

noschner@wbvtv.com

mxh-002c3101.gslb.pphosted.com #<mxh-002c3101.gslb.pphosted.com #5.1.1 smtp; 550 5.1.1 User Unknown>
#SMTP#

Original message headers:

Return-Path: <dale@nctreasurer.com>
Received: from 127.0.0.1 [ZixVPM [127.0.0.1]]
by Outbound.nctreasurer.com (Proprietary) with SMTP id 408E31F310D
for <noschner@wbvtv.com>; Thu, 15 Nov 2018 13:15:35 -0500 (EST)
Received: from smtp-outbound.dst.local (unknown [10.22.47.116])
(using TLSv1 with cipher AES128-SHA (128/128 bits))
(No client certificate requested)
by ZixGateway01.nctreasurer.com (Proprietary) with ESMTPS id 6E46E1E3092
for <noschner@wbvtv.com>; Thu, 15 Nov 2018 13:15:34 -0500 (EST)
Received: from PST-EMBP4C.dst.local ([fe80::ad67:50eb:dnd6:9f2c]: By
PST-EMBP4C.dst.local ([fe80::31cbr18d:2d63:4895:121]) with napi id
14.03.0415.000; Thu, 15 Nov 2018 13:20:13 -0500
From: Dale Folwell <Dale@Nctreasurer.com>
To: "noschner@wbvtv.com" <noschner@wbvtv.com>
Subject: FW: RELEASE: Attorney General Josh Stein Announces Settlement with
Atrium over Healthcare Pricing
Thread-Topic: RELEASE: Attorney General Josh Stein Announces Settlement with
Atrium over Healthcare Pricing
Thread-Index: AdE89aaJ8BrC4dg6GcW-Es04eN7WQAAAWLoAACXYHKABo/ScA==
Date: Thu, 15 Nov 2018 13:20:12 -0500
Message-ID: <B5F6D62F640A4742B0C64113421AB8438896CE73D908T-EMBP4C.dst.local>

Anna Yount

From: dave@taekion.capital
Sent: Thursday, November 15, 2018 1:21 PM
To: Dale Foiwell
Subject: AI / Blockchain / Cybersecurity on the Edge

Hello Dale,

Taekion will be the first AI/Blockchain based cybersecurity platform addressing the \$6T in projected annual global cyber damage.

- We're filing 7 patents for the first AI and Blockchain based IPS, that will protect critical Cyber Physical Systems.
- With \$2M in seed financing, we're proving concept > from power grids and nuclear plants to global financial markets.
- Our current \$10M raise will beta test and launch our platform in Q3/19, with SaaS, transactive and data analytics revenue streams.

Our team has started, scaled and successfully exited several ventures; however, our mission now is more important than ever.

Will you join us in securing the cyberworld for our next generation?

Thank you for your consideration.

Kind regards,

Dave Cohen
CEO
Taekion, LLC
www.taekion.com

Anna Yount

From: Karen Womack <kwomack@ncsheriffs.net> on behalf of Eddie Caldwell
<ecaldwell@ncsheriffs.net>
Sent: Thursday, November 15, 2018 1:21 PM
To: Dale Folwell
Cc: Distribution List --- NC Sheriffs' Association
Subject: IMPORTANT - Funeral Notice
Attachments: Funeral Notice for Former Sheriff Billy Vandiford.pdf

To: All Sheriffs

The North Carolina Sheriffs' Association has been provided the funeral arrangements for Former Sheriff Billy Vandiford, Pitt County. Attached is a memo to all sheriffs concerning the details.

If you have any questions, please do not hesitate to contact your Association at (919) SHERIFF (743-7433).

Thanks....Eddie C.



Edmond W. (Eddie) Caldwell, Jr.
Executive Vice President and General Counsel
North Carolina Sheriffs' Association, Inc.
Post Office Box 20049
Raleigh, North Carolina 27619-0049
Telephone: (919) 459-1052 Fax: (919) 783-5272
Email: ecaldwell@ncsheriffs.net Webpage: www.ncsheriffs.org

North Carolina Sheriffs' Association

Proudly Serving the Sheriffs and Citizens of North Carolina since 1922



NORTH CAROLINA SHERIFFS' ASSOCIATION
LAW ENFORCEMENT OFFICERS AND STATE OFFICIALS
OF NORTH CAROLINA

President
SHERIFF JAMES E. CLEMMONS, JR.
Richmond County

First Vice President
SHERIFF JOHN W. INGRAM, V
Brunswick County

Second Vice President
SHERIFF DAVID A. MAHONEY
Transylvania County

Third Vice President
SHERIFF ED McMAHON
New Hanover County

Secretary
SHERIFF CHARLES S. BLACKWOOD
Orange County

Treasurer
SHERIFF ALAN CLONINGER
Gaston County

Chairman - Executive Committee
SHERIFF CARSON H. SMITH, JR.
Pender County

Executive Vice President
and General Counsel
EDMOND W. CALDWELL, JR.

**EXECUTIVE COMMITTEE
MEMBERS
(Past Presidents)**

SHERIFF BRAD RILEY
Cabarrus County

SHERIFF STEVE BIZZELL
Johnston County

SHERIFF JERRY G. MONETTE
Craven County

SHERIFF SAM PAGE
Rockingham County

SHERIFF KEVIN FRYE
Avery County

SHERIFF ASA B. BUCK, III
Carteret County

SHERIFF HUBERT A. PETERKIN
Hoke County

MEMORANDUM

TO: All Sheriffs

**FROM: Edmond W. Caldwell, Jr.
Executive Vice President and General Counsel
North Carolina Sheriffs' Association**

DATE: November 15, 2018

**RE: Funeral Notice for Former Sheriff Billy Vandiford, Pitt
County**

The North Carolina Sheriffs' Association has been informed by the Pitt County Sheriff's Office that Former Sheriff Billy Vandiford passed away on November 11, 2018. He was 79 years old.

Billy Vandiford was a veteran and former military policeman who joined the Pitt County Sheriff's Office after retiring from the Fairfax County Police Department in Virginia. He became Sheriff in 1990 and served until 1998. He retired with 45 years in law enforcement.

Visitation for the family of Former Sheriff Billy Vandiford will be tomorrow, November 16, 2018 from 1:00 p.m. to 3:00 p.m. at the Little Creek Free Will Baptist Church, 55 Edwards Bridge Road, Grifton, North Carolina 28530. A celebration of Life service will immediately follow.

Condolences for the family of Former Sheriff Billy Vandiford may be sent to his wife, Antonia Vandiford at 5592 NC Highway 903 South, Ayden, North Carolina 28513.

For additional information, please contact Farmer Funeral Service at (252) 746-3510.



100% Membership

Post Office Box 20049 • Raleigh, N.C. 27619-0049 • Telephone: (919) SHERIFF (743-7433)

Fax: (919) 783-5272 • E-mail: ncsa@ncsheriffs.net • www.ncsheriffs.org

The North Carolina Sheriffs' Association is a Non-Profit, tax exempt organization recognized by the I.R.S.

Anna Yount

From: Wanda Pipkin
Sent: Thursday, November 15, 2018 1:36 PM
To: NCDST- ALL USERS
Subject: Continuous Rain
Attachments: NWSRaleighLatestBriefing_20181115_1140.pdf

Hello DST Team,

Please be mindful of the highway during your travels. Several roads are flooding or have high water and there are several reported accidents.

Wanda Pipkin

Assistant HR Director
Office of the State Treasurer
Office: (919) 814-3834

3200 Atlantic Avenue, Raleigh, NC 27604
www.NCTreasurer.com



NORTH CAROLINA
DEPARTMENT OF STATE TREASURER



Dale R. Folwell, CPA
STATE TREASURER OF NORTH CAROLINA
DALE R. FOLWELL, CPA

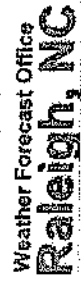
Electron correspondence to and from this address may be subject to the North Carolina Public Records Law. It may be subject to monitoring and disclosure to third parties, including law enforcement personnel, if an authorized state official.

DO NOT REPLY to this e-mail; confidential or sensitive information may be included.



WEATHER-READY NATION

✓ Flood Watch Continues



Follow us on Twitter

f Follow us on Facebook

Presentation Created
11/15/2018 11:34 AM



NATIONAL WEATHER SERVICE

NATIONAL OCEANIC AND ATMOSPHERIC ADMINISTRATION

Created at 11:31 AM on
November 15, 2018



River Flooding as of 10 AM Thursday

River Forecast Point	Current Height	Forecast Crest Height	(Current) or Highest Expected Flood Category	Time of Forecast Crest
<u>Neuse River at Smithfield</u>	18.9 ft	Crested	(Moderate)	Crested at 8 PM Wednesday
<u>Neuse River at Goldsboro</u>	14.0 ft	21.0 ft	Moderate	10 AM Sunday
<u>Little River at Manchester</u>	24.4 ft	Crested	(Moderate)	Crested at 6 AM Thursday
<u>Tar River at Tarboro</u>	12.8 ft	23.5 ft	Minor	10 AM Sunday
<u>Cape Fear River at Fayetteville</u>	40.8 ft	42.4 ft	Minor	4 PM Friday
<u>Cape Fear River at Lillington</u>	14.3 ft	14.7 ft	Minor	7 PM Thursday
<u>Deep River at Moncure</u>	10.5 ft	Crested	(Minor)	Crested at 10 AM Thursday
<u>Tar River at Louisburg</u>	20.4 ft	Crested	(Minor)	Crested at 6 PM Wednesday
<u>Haw River at Bynum</u>	8.28 ft	10.8 ft		3 PM Friday
<u>Haw River at Haw River</u>	11.6 ft	16.4 ft		1 AM Friday
<u>Neuse River at Clayton</u>	5.1 ft	5.2 ft	None	7 PM Friday
<u>Rocky River at Norwood</u>	9.4 ft	15.6 ft	None	7 PM Thursday

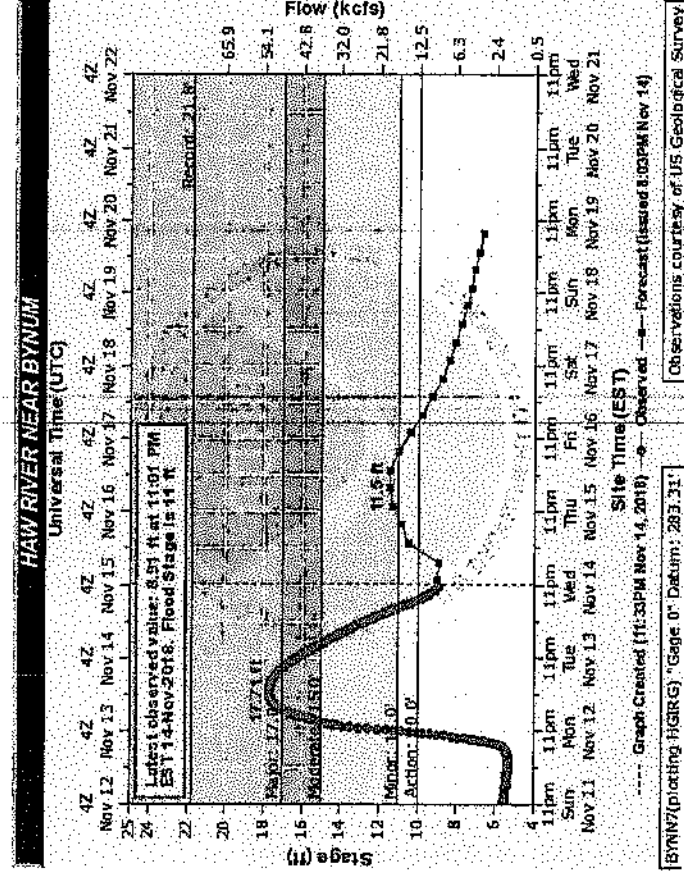
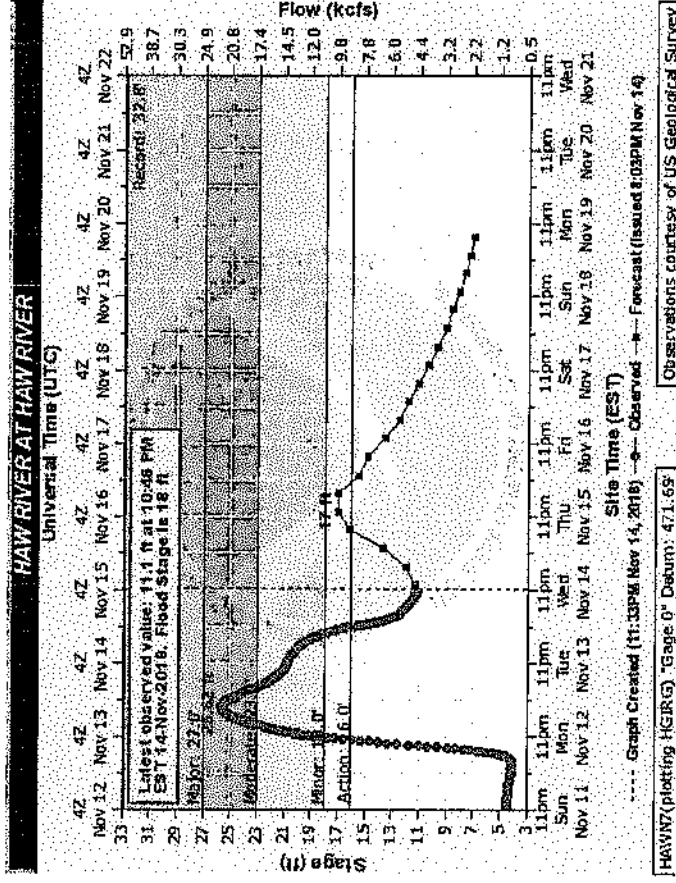


Haw River Hydrographs

Here are the latest hydrographs for the Haw River.

The blue line is observed stage data and the purple line is the forecast from the River Forecast Center. This data can be found on the AHPs site here:

<https://www.weather.gov/rah/rivers>





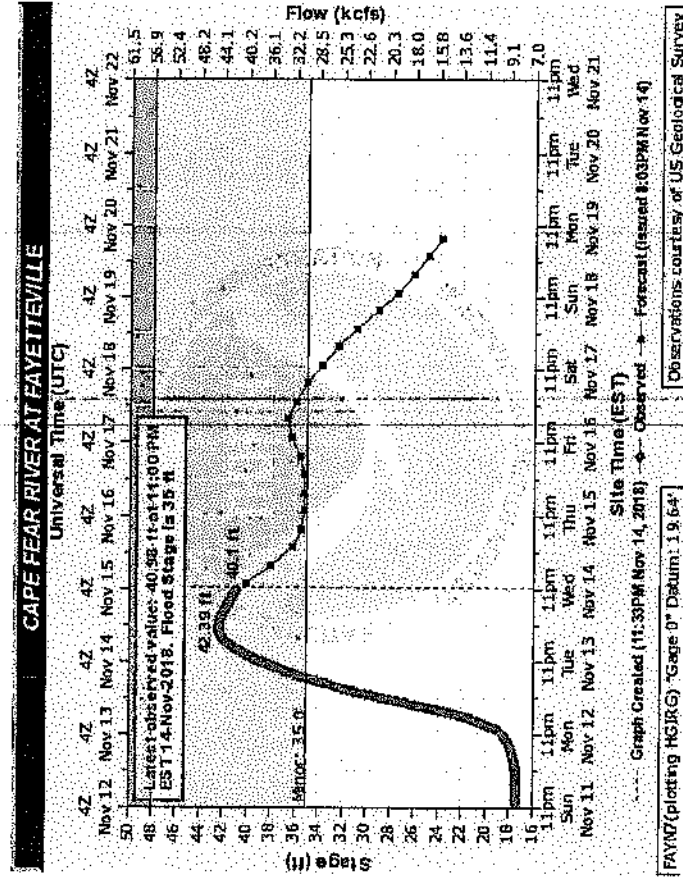
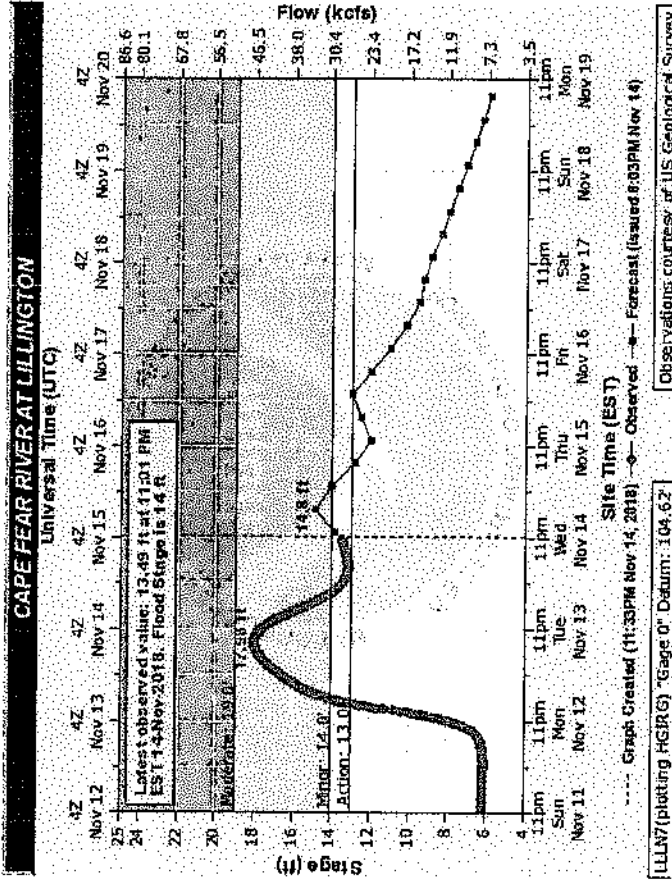
NATIONAL WEATHER SERVICE
NATIONAL OCEANIC AND ATMOSPHERIC ADMINISTRATION

Created at 11:27 AM on
November 15, 2018

Cape Fear River Hydrographs

Here are the latest hydrographs for the Cape Fear River:

The blue line is observed stage data and the purple line is the forecast from the River Forecast Center. This data can be found on the AHPS site here: <https://www.weather.gov/rah/rivers>

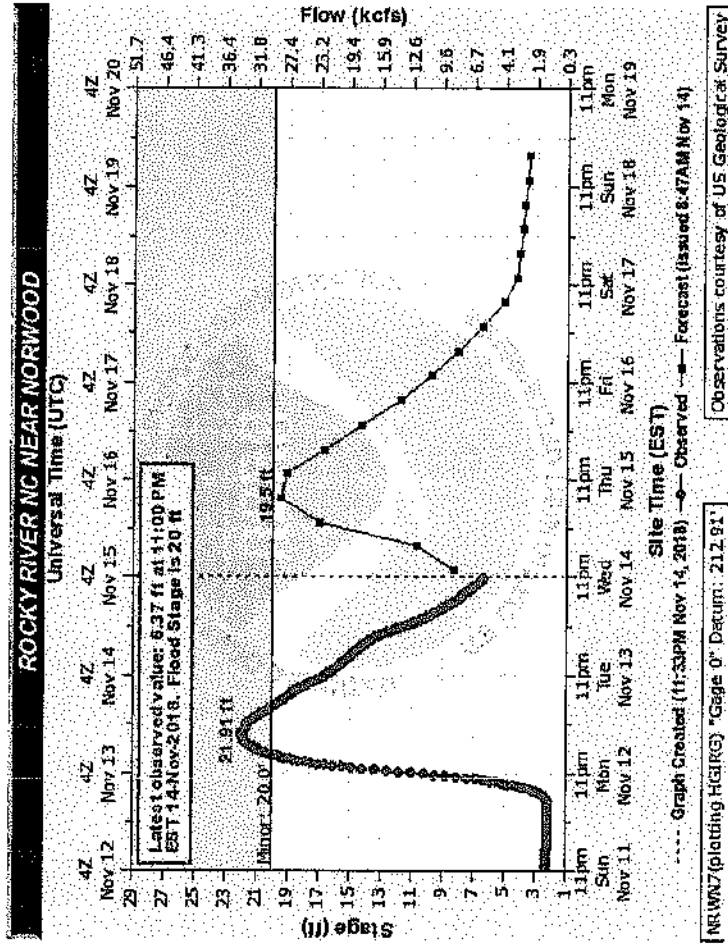




Rocky River Hydrograph

Here is the latest hydrograph for the Rocky River at Norwood.

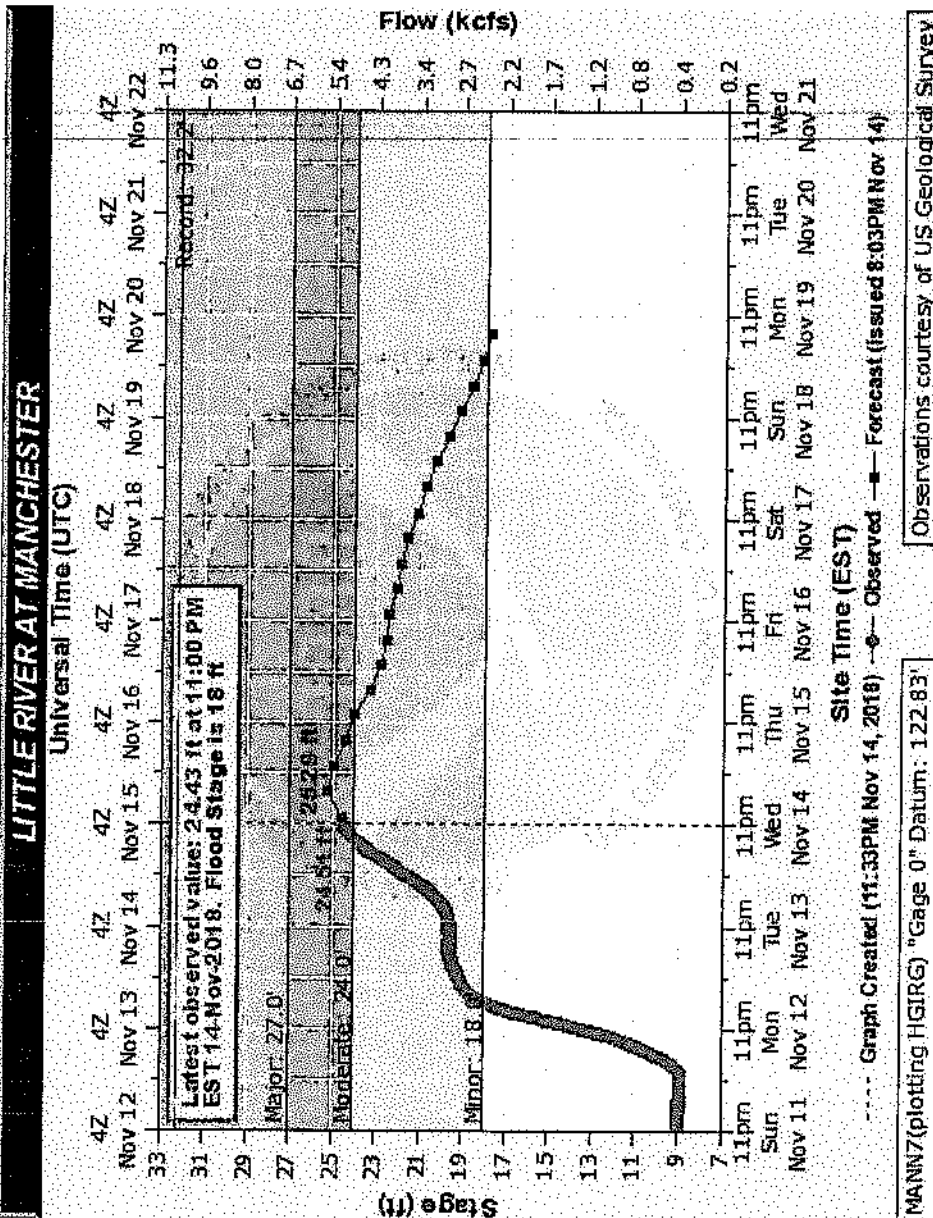
The blue line is observed stage data and the purple line is the forecast from the River Forecast Center. This data can be found on the AHPS site here:
<https://www.weather.gov/rah/rivers>





Little River at Manchester Hydrograph

The blue line = observed, purple line = NWS forecast. This data can be found here:
<https://www.weather.gov/rah/rivers>





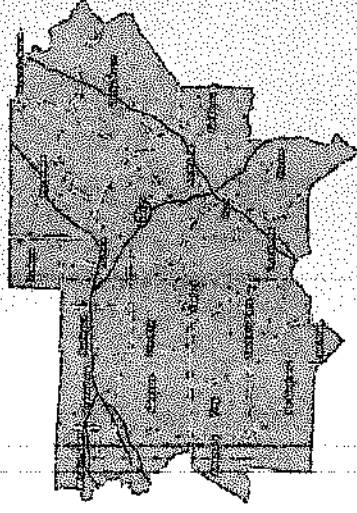
NATIONAL WEATHER SERVICE
NATIONAL CLIMATE AND AERONAUTICS ADMINISTRATION



Contact and Next Briefing Information

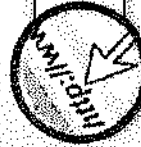


Next Briefing
When: As needed
Method: E-mail



Briefing Webpage:

<http://www.weather.gov/media/rah/briefing/NWSRaleighLatestBriefing.pdf>



Web:
<http://weather.gov/rah>



Phone (public):
(919) 326-1042



E-mail:
rah_reports@noaa.gov



Facebook:
[NWSRaleigh](#)



Twitter:
[@NWSRaleigh](#)



YouTube:
[NWSRaleigh](#)

Disclaimer: The information contained within this briefing is time-sensitive, do not use after 11 PM November 15th, 2018

Weather Forecast Office
Raleigh, NC



Follow us on Twitter



Follow us on Facebook

Presentation Created
11/15/2018 11:34 AM

Anna Yount

From: Deanna Townsend-Smith <Deanna.Townsend-Smith@dpi.nc.gov>
Sent: Thursday, November 15, 2018 2:11 PM
To: SBE Members
Cc: Eric Snider; Cecilia Holden
Subject: FW: Parents' Perspective Survey: Testing

Please see the bulletin below and use the embedded link to access responses to the survey. Thanks.

Deanna Townsend-Smith, Ed.D.

Director of Board Operations and Policy

State Board of Education

6302 Mail Service Center

Raleigh, NC 27699-6302

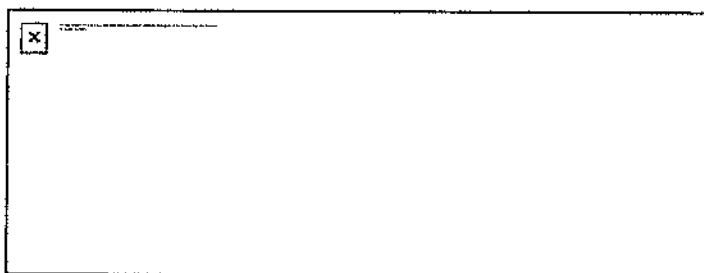
deanna.townsend-smith@dpi.nc.gov

(P) 919-807-3608

(F) 919-807-3199

****Here to Serve, Transform, Empower and Inspire****

From: NC Superintendent <NCSuperintendent@public.govdelivery.com>
Sent: Thursday, November 15, 2018 1:29 PM
To: Deanna Townsend-Smith <Deanna.Townsend-Smith@dpi.nc.gov>
Subject: Parents' Perspective Survey: Testing



Educators and partners,

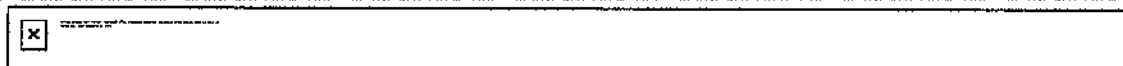
In May, we sent educators an NC Educators' Perspective Survey regarding standardized testing. Nearly 26,000 of you responded, telling us overwhelmingly that students are tested too much.

Today, we sent an email to parents and caregivers, asking them to complete a survey on testing in schools. You can view a copy of the survey via the link below this message.

North Carolina Public Records Law, which may result in monitoring and disclosure to third parties, including law enforcement.

Anna Yount

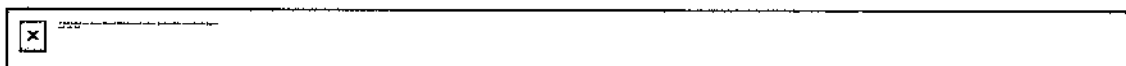
From: Marsha <marsha@firmroom.com>
Sent: Thursday, November 15, 2018 2:59 PM
To: Dale Folwell
Subject: firmroom new customer special



How does 50% off sound?

FirmRoom is an innovative VDR, designed for today's M&A. Features such as drag and drop, bulk upload, and smart search enable seamless collaboration between users.

From now until 12/31/18, new customers will get **50% off** of FirmRoom!



- \$250/Month flat rate
- Unlimited data storage
- Unlimited users

Click here to see the full list of features!

Get Started!

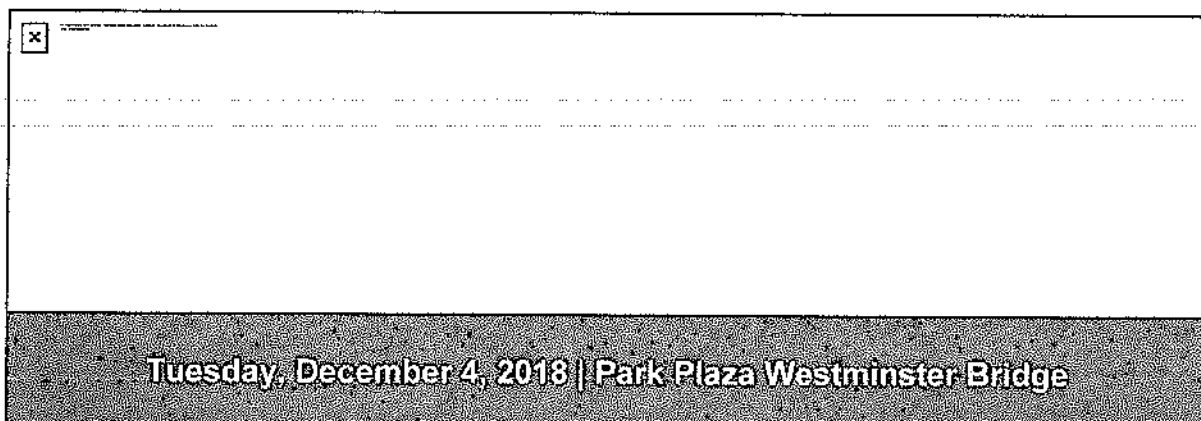
Sincerely,
Marsha Lewis

DealRoom, 205 W. Wacker, Suite 617, Chicago, Illinois, 60606, United States, 312-344-3442

Anna Yount

From: Milken Institute <events@milkeninstitute.org>
Sent: Thursday, November 15, 2018 3:04 PM
To: Dale Folwell
Subject: Announcing the Milken Institute London Summit 2018 Agenda and Speakers

[View web version](#)



Dear Dale,

We look forward to seeing you at the Milken Institute London Summit, on Tuesday, December 4, 2018, at the Park Plaza Westminster Bridge. The full London Summit agenda is now **available online**.

Below are some of the sessions and speakers to expect at this year's London Summit, which will provide unique perspectives on and insights into what is destined for the United Kingdom and Continental Europe in a moment of great anticipation.

London Summit 2018 will feature more than 20 sessions, including:

- The Future of the United Kingdom and the European Union
- How Artificial Intelligence Will Change Business and People In The Coming Decade
- Global Trade Outlook in Perspective
- European Values, Identity and Politics in 2019
- Blockchain Applications on the Brink of Transforming Business
- Global Capital Markets In The Year Ahead

Our program will feature more than 120 speakers, including:

Anna Yount

From: PwC's CFOdirect <CFOdirect@cfodirect.com>
Sent: Thursday, November 15, 2018 9:13 PM
To: Dale Folwell
Subject: What's new on CFOdirect: Q4 Current accounting and reporting developments webcast, Bankruptcies and liquidations guide, Accounting change survey results, Global Digital IQ Survey 2018, and more

If you are viewing this on a mobile device and can't see links or graphics [click here to view it as a webpage](#).



cfodirect.pwc.com

CFOdirect® Weekly newsletter

Welcome to PwC's weekly update on accounting and financial reporting, business news, and highlights from regulators and standard setters. Also available as a [PDF download](#).

PwC's accounting and reporting insights



Webcast: Q4 Current accounting and reporting developments - 12/12

Join us December 12 for a live discussion on what needs to be top of mind for year-end reporting, including comment letter trends, cash flow statements, balance sheet classification of debt, tax accounting and disclosures.

Register today

All in: Shaping tomorrow's manufacturing workforce through diversity and inclusion

As securing and retaining talent becomes more challenging in a tight labor market, organizations are striving to cultivate innovation through building more diverse workforces.

[More industries and services](#)

Highlights from regulators and standard setters

FASB issues narrow-scope improvements to credit losses standard

November 14 FASB board meeting (tentative decisions): (1) codification improvements—nonemployee share-based payments, (2) disclosures by business entities about government assistance, (3) disclosure framework: income taxes, (4) financial reporting effects of the Tax Cuts and Jobs Act, and (5) agenda request

Our insights. Your choices.

Select 'CFODirect' as your Topic of interest to receive more content like this.

[Set your preferences today](#)

[Download](#) a PDF version of this newsletter.

Share this newsletter



Connect with our thought leaders

Anna Yount

From: North Carolina Association of CPAs <DoNotReply@ConnectedCommunity.org>
Sent: Friday, November 16, 2018 5:33 AM
To: Dale Folwell
Subject: Open Forum Digest for Thursday November 15, 2018

Please do not forward this message using your desktop email client. Please use the 'Forward' link in the email.



Open Forum

[Post New Message](#)

Nov 15, 2018

started 18 hours ago, [Holly Bazemore](#) (0 replies)

Volunteer Opportunity in Raleigh - Organization looking for a CPA volunteer



1. The Raleigh Midtown Rotary Club has a four... Holly Bazemore

started 23 hours ago, [Jaime Campbell](#) (0 replies)

New forum exclusively for auditors!



2. I don't know about you, but I use Facebook... Jaime Campbell

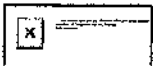
[top](#)

[next](#)

1. Volunteer Opportunity in Raleigh - Organization looking for a CPA volunteer

[Reply to Group](#)

[Reply to Sender](#)



Nov 15, 2018 11:03 AM
[Holly Bazemore](#)

The Raleigh Midtown Rotary Club has a four member team that would love to have a CPA volunteer offer guidance as they answer the questions on the IRS 1023 application to change their 501(c)4 designation to a 501(c)(3) designation. The team would like to have an initial meeting and present the project to the Club Board this month for approval and then write the IRS 1023 application.

Tier One Services, LLC
"What a Partner Should Be"
jcampbellcpa@tieroneservices.net
www.tieroneservices.net
CPA Member

[Reply to Group Online](#) [View Thread](#) [Recommend](#) [Forward](#)

You are subscribed to "Open Forum" as dale@ndtreasurer.com. To change your subscriptions, go to [My Subscriptions](#). To unsubscribe from this community discussion, go to [Unsubscribe](#). In no event will NCACPA or its members be liable to anyone for any decision made or action taken in reliance on the information in this site or advice provided. There is no substitute for consulting with professional accounting, tax, legal or other advisors who can tailor advice to your specific needs.

Anna Yount

From: Anna Yount
Sent: Friday, November 16, 2018 8:23 AM
To: Dale Folwell

Welcome to the building. Sorry I cannot be with you. I am westbound today. I know you will appreciate having Chris Farr sit in my absence. Thank you.

Anna Yount

Executive Assistant to the Treasurer

Office of the State Treasurer

Office: (919) 814-3807

3200 Atlantic Avenue, Raleigh, NC 27604

www.NCTreasurer.com



NORTH CAROLINA
DEPARTMENT OF STATE TREASURER



Dale R. Folwell, CPA
STATE TREASURER OF NORTH CAROLINA
DALE R. FOLWELL, CPA

E-mail correspondence to and from this address is subject to North Carolina's Public Records Act, N.C. Gen. Stat. Sec. 132, and may be disclosed to third parties. However Federal and State law protects personal health and other information that may be contained in this e-mail from unauthorized disclosure. If you are not the intended recipient, please delete this e-mail and any accompanying documents and contact the sender immediately. Unauthorized disclosure, copying or distribution of any confidential or privileged content of this e-mail is prohibited.

Anna Yount

From: Chris Farr
Sent: Friday, November 16, 2018 8:28 AM
To: NCDST- ALL USERS
Subject: Would you like to join a Focus Group?

Greetings, fellow Department of State Treasurer employees!

As you may have heard, the State Health Plan is launching a new provider reimbursement initiative to help control the rising cost of health care while keeping its focus on quality care, affordability and transparency.

We need your help as we get this project under way.

We're looking for DST volunteers, who are State Health Plan members to be a part of focus groups regarding this initiative. We'd like an hour of your time to briefly explain the project, and then ask you for your thoughts and feedback. Your feedback will assist us as we start to build some of our communication materials.

For a few more details on the initiative, click here to [read Treasurer Folwell's recent press release](#). To sign up for a focus group, please get supervisor approval and then visit [Compass](#) to register.

Thanks in advance for your help!

Chris Marie Farr

Chief of Staff/ Chief Deputy Treasurer
Office of the State Treasurer
Office: (919) 814-3817
Cell: (919) 588-0009

3200 Atlantic Avenue, Raleigh, NC 27604
www.NCTreasurer.com



NORTH CAROLINA
DEPARTMENT OF STATE TREASURER



Dale R. Folwell, CPA
STATE TREASURER OF NORTH CAROLINA
DALE R. FOLWELL, CPA

E-mail correspondence to and from this address is subject to North Carolina's Public Records Act, N.C. Gen. Stat. Sec. 132, and may be disclosed to third parties. However Federal and State law protects personal health and other information that may be contained in this e-mail from unauthorized disclosure. If you are not the intended recipient, please delete this e-mail and any accompanying documents and contact the sender immediately. Unauthorized disclosure, copying or distribution of any confidential or privileged content of this e-mail is prohibited.

Anna Yount

From: Bryan Jenkins <jenkinsb@nccommunitycolleges.edu>
Sent: Friday, November 16, 2018 8:52 AM
To: Ann Whitford; Bill McBrayer; Bobby Irwin; Breeden Blackwell; Brian Long; Bryan Jenkins; Burr Sullivan; Candler Willis; Chris Farr; Clark Twiddy; Dale Folwell; Dan Forest; Edward Lynn Raye; Elizabeth Grovenstein; Ernest Pearson; Frank Johnson; Hal Weatherman; Jennifer Haygood; Jerry Vaughan; Jim Parker; Jim Rose; Lisa Chapman; Lisa Estep; Mary Shuping; Maureen Little; Peter Hans; Q. Shanté Martin; Robert Stephens; Sam Powell; Scott Shook; Todd Johnson; Toni Formato; William Holder
Cc: Anna Yount; Sondra Jarvis
Subject: Treasurer Folwell message

All –

Please see the message below courtesy of Treasurer Folwell.

Best,
B

Bryan W. Jenkins, CPA
Executive Director of Accountability and State Board Affairs
North Carolina Community College System
200 West Jones Street
Raleigh, NC 27603-1379
Phone: [919.807.7147](tel:919.807.7147)
Fax: [919.807.7164](tel:919.807.7164)
jenkinsb@nccommunitycolleges.edu

E-Mail correspondence to and from this address may be subject to the North Carolina Public Records Law (NCGS 132) and may be disclosed to third parties.

From: Dale Folwell <Dale@Nctreasurer.com>
Sent: Friday, November 16, 2018 8:50 AM
To: Bryan Jenkins <jenkinsb@nccommunitycolleges.edu>
Subject: [External]Welcome to the building. Sorry I cannot be with you. I am westbound today. I know you will appreciate having Chris Farr sit in my absence. Thank you.

CAUTION: This email originated from outside of the organization. Do not click links or open attachments unless you verify that the attachment and content are safe.

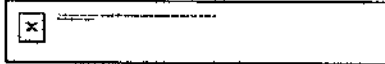
Dale R. Folwell, CPA
NC State Treasurer
Office of the State Treasurer
Office: (919) 814-3807

3200 Atlantic Avenue, Raleigh, NC 27604
www.NCTreasurer.com

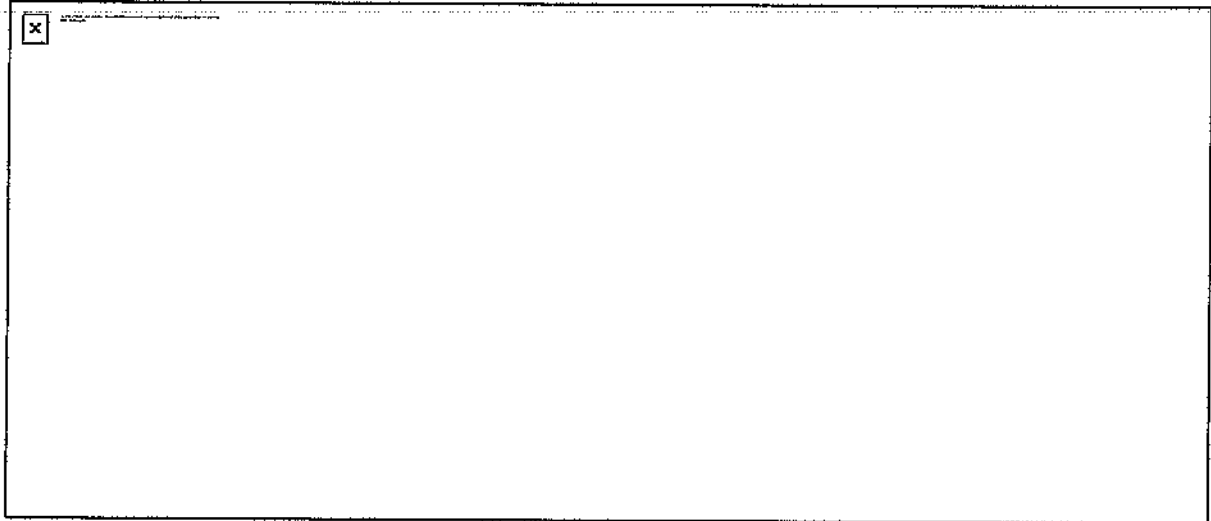


Anna Yount

From: Charlotte Business Journal <replycharlotte@engage.bizjournals.com>
Sent: Friday, November 16, 2018 11:17 AM
To: Dale Folwell
Subject: A can't miss discussion with Charlotte marketing leaders.



EVENTS



Wednesday, Dec 12
4:00 p.m. - 6:30 p.m.

Junior Achievement
1516 Statesville Ave
Charlotte, NC 28206

Discuss. Connect. Unplug.

Calling all marketing professionals! Join us for sips, snacks and a panel discussion with marketing leaders at top Charlotte companies. Hear how they tackle problems, break norms and capitalize on new opportunities.

Moderator:

- **Blair Primis**, VP of Marketing, OrthoCarolina

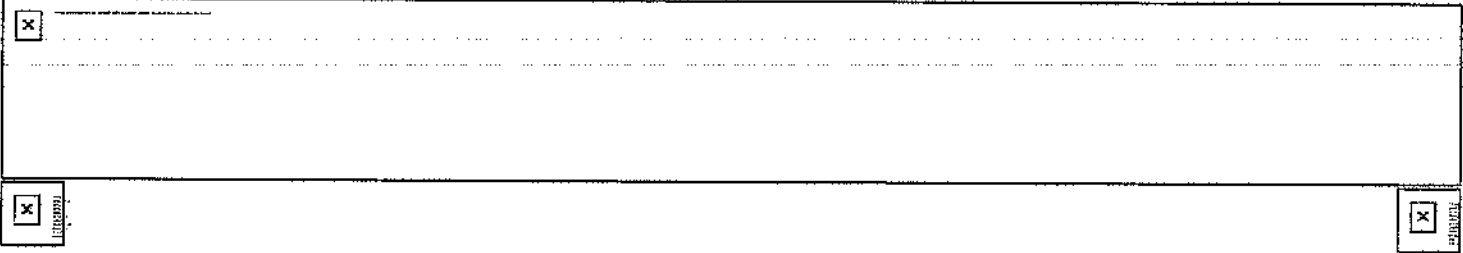
Panelists:

- **Davis Hunt**, Director of Marketing, Remi
- **Winn Maddrey**, VP of Marketing, Technikes
- **Trey Rigdon**, AVP, Director of Digital Experience, Movement Mortgage

Anna Yount

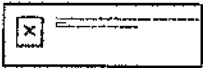
From: Jason Christie, Publisher <reply@mail-1.bizjournals.com>
Sent: Friday, November 16, 2018 3:19 PM
To: Dale Folwell
Subject: Afternoon Edition: Grocery store coming to new south Durham development

[View as Webpage](#)



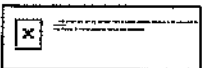
AFTERNOON EDITION

November 16, 2018



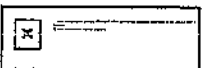
Grocery store coming to new south Durham development

COMMERCIAL REAL ESTATE



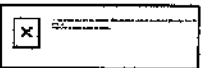
Help Wanted: 15 Triangle companies hiring in 2019 (Slideshow)

CAREER & WORKPLACE



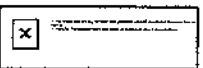
10-year-old Durham startup acquired

TECHNOLOGY



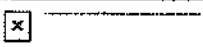
AT&T's NC president headed for Georgia

CAREER & WORKPLACE



Traveling for Thanksgiving? Here's how airlines are stacking up when it comes to delays

TRANSPORTATION



Guest Opinion: So you lost Amazon HQ2. Now what?



TECHNOLOGY



Connect with local business professionals View the latest networking opportunities, award events, and panel discussions happening in your city. [View Now](#)

RDU scores nonstop flight to San Jose

TRANSPORTATION

15 most expensive downtown Raleigh restaurants (Slideshow)

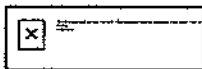
50 best restaurants in the Triangle, according to Yelp (Slideshow)

How much a typical worker makes at Intel, Facebook, Google, Netflix, Twitter and other big tech employers

Tracking Triangle wage changes among region's highest and lowest paying jobs (Slideshow)

The Triangle's wealthiest ZIP codes of 2018 (Slideshow)

PEOPLE ON THE MOVE



Mollie Owen

Hodge & Kittrell Sotheby's
International Realty



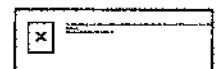
Annie Freed

Coldwell Banker Howard
Perry and Walston



Dave Haines

Deloitte & Touche LLP



Shepard Hockaday, PE, LEED AP

Dewberry

[See All People on the Move](#)

COMPANIES ON THE MOVE

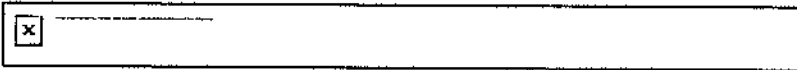
Bizjournals Customer Service; 120 W. Morehead St., Charlotte, North Carolina 28202

© 2018 American City Business Journals. All rights reserved. Use of the material on this site constitutes acceptance of our User Agreement (updated 3/14/12) and Privacy Policy (updated 3/14/12). The material on this site may not be reproduced, distributed, transmitted, cached, or otherwise used, except with the prior written permission of Bizjournals.

Anna Yount

From: slagasse@johnstoncountync.org on behalf of Sarah Elizabeth Lagasse
<slagasse@johnstoncountync.org>
Sent: Friday, November 16, 2018 4:20 PM
To: Dale Folwell
Subject: Visitors Bureau Angel Tree Event

We are excited about the response to our Angel Tree event scheduled for December 5th - if you haven't RSVP'd yet, please follow [this link](#) or give us a call for a list of available items for the Johnston County Angel Tree Project.



Join us on December 5th from 2pm to 4pm at 234 Venture Drive in Smithfield. We will be supporting the Angel Tree Project again this year which is organized by the Johnston County Department of Social Services. Each year the Angel Tree helps to provide Christmas gifts to children in the foster care system (150+), participants in the Adolescent Parenting Program (80+), as well as families who contact them requesting help due to financial need.

Follow [this link](#) to see a list of items for children in need this Christmas. Angel Tree items may be dropped off any time on the 5th, with a social from 2pm-4pm with Christmas treats and music. Please email or give us a call at 919-989-8687 to let us know if you will be attending the social and which child or items you would like to cover and we will put your name next to them on the list.

Link: https://docs.google.com/spreadsheets/d/1d2W8PMdFspGlxJ7iqisNPmAwQskRk6LogMyMMk5T_Uk/edit?usp=sharing

If anyone would rather donate by giving a check it can be made out to "Johnston County Department of Social Services" and place "Angel Tree Project" on the memo line. DSS will use these funds to purchase any gifts that were not donated and be sure that each child receives something for Christmas.

Thanks for helping spread some Christmas joy!



Sarah Elizabeth Lagasse

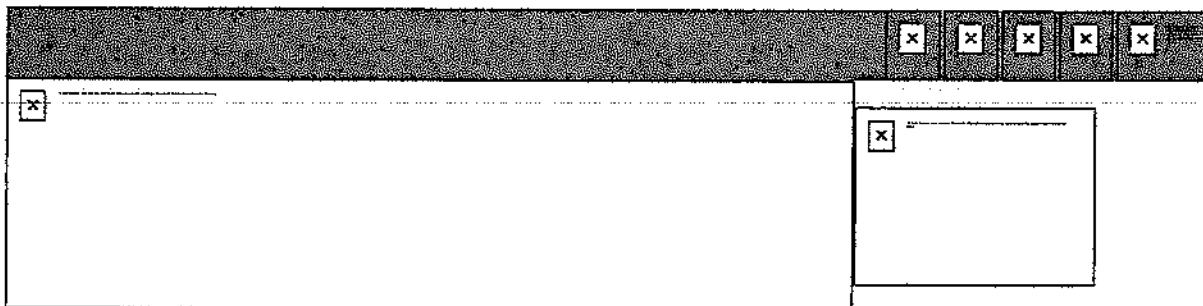
Sports & Leisure Sales Manager

slagasse@johnstoncountync.org
919.989.8687

234 Venture Drive Smithfield, NC 27577
www.johnstoncountync.org

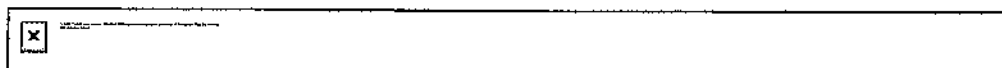
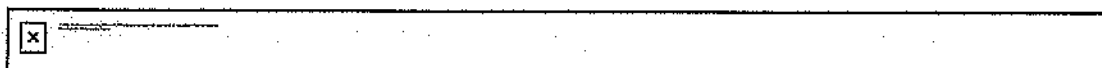
Anna Yount

From: California Life Sciences Association <noreply@califesciences.org>
Sent: Friday, November 16, 2018 4:48 PM
To: Dale Folwell
Subject: Here is Your Copy of the 2019 California Life Sciences Industry Report!



2019 Life Sciences Industry Report From California Life Sciences Association Shows Strong Growth In Jobs, Investments And Therapeutic Pipeline In California

Sector Employs 311,226 People, has 1,300+ Therapies in Development Pipeline, Leads Nation in NIH and Life Sciences VC Funding



California Life Sciences Association (CLSA), the trade association representing California's life sciences industry, and PwC US are pleased to release the 2019 California Life Sciences Industry Report, which provides a snapshot of the largest life sciences cluster in the world.

Download the 2019 California Life Sciences Industry Report Now.

About PwC

PwC's Pharmaceutical and Life Sciences Industry Group helps organizations – from biopharmaceutical and medical technology firms to generic manufacturers – better connect to consumer needs to develop and deliver the treatments of tomorrow. We work with clients to uncover their most valuable strengths, identify complementary partnerships and keep up with the latest advances in technology, so they can better compete in an evolving health market and improve cost-efficiency and profitability. For more information visit: www.pwc.com/us/pharma

CALifeSciences.org • Tel: (650) 871-3250



California Life Sciences Association 701 Gateway Boulevard Suite 440 South San
Francisco CA 94080 USA

You received this email because you are subscribed to Marketing Information from California Life Sciences Association.

[Update your email preferences to choose the types of emails you receive.](#)

[Unsubscribe from all future emails](#)

Anna Yount

From: Sharon Smith
Sent: Friday, November 16, 2018 4:59 PM
To: SHP - All Users
Cc: Dale Folwell; Frank Lester; Sam Hayes; Chris Farr; Fran Lawrence; Charles Branch; Travis Avery; SHP Contracting
Subject: Silent Period - RFP # 270-20181116GDPS, Graphic Design & Production Services

The State Health Plan Division (Plan) of the Department of State Treasurer is in the process of procuring a vendor to provide graphic design & production services through an open market Request for Proposals (RFP) process. Today, November 16, 2018, the Plan posted RFP # 270-20181116GDPS, Graphic Design & Production Services to the Interactive Purchasing System (IPS).

Therefore, the Plan and members of the SHP Evaluation Committee must adhere to the **silent period requirements beginning immediately.**

Should there be an inquiry regarding the above referenced RFP, the Plan and members of the Evaluation Committee or any sub-committee, whether serving in a voting or advisory capacity shall have no conversation (written, electronic or verbal) regarding the solicitation. All inquiries shall be referred to Amy Ruggiero, Contracts Specialist at Amy.Ruggiero@nctreasurer.com with a copy to SHPContracting@nctreasurer.com.

Please share this email with others that may receive inquiries about the solicitation.

The posted RFP can be accessed by clicking on the following link: <https://www.ips.state.nc.us/ips/AGENCY/PDF/12800900.pdf>

Thank you.

Sharon L. Smith

Manager of Contracting and Compliance
State Health Plan
Office: (919) 814-4432

3200 Atlantic Avenue, Raleigh, NC 27604
www.SHPNC.org



STATE TREASURER OF NORTH CAROLINA
DALE R. FOLWELL, CPA

E-mail correspondence to and from this address is subject to North Carolina's Public Records Act, N.C. Gen. Stat. Sec. 132, and may be disclosed to third parties. However Federal and State law protects personal health and other information that may be contained in this e-mail from unauthorized disclosure. If you are not the intended recipient, please delete this e-mail and any accompanying documents and contact the sender immediately. Unauthorized disclosure, copying or distribution of any confidential or privileged content of this e-mail is prohibited.

Anna Yount

From: NCGOP Communications <communications@nc.gop>
Sent: Friday, November 16, 2018 5:39 PM
To: Dale Folwell
Subject: Republican Recap 11/16/18

North Carolina Republican Party

Friends,

As newly-elected Members of Congress made their way to Washington this week for orientation, things still rage on in Florida as Democrats go all out to suppress Republican votes and enable voter fraud. The NCGA is still unsettled as recounts will undoubtedly begin next week in the 103rd House District and the 9th Senate District.

WHAT HAPPENED

STORIES FROM THE NATION

Add this to the ever-growing "Remember folks, voter fraud doesn't exist" file as this story revealed how Democrats planned to commit election fraud regarding absentee ballots. *Naples Daily News*

With the 2018 cycle nearly over, we turn to 2020. Democrat Governor Roy Cooper starts his re-election campaign under investigation after bipartisan agreement concerning his lack of transparency over the Atlantic Coast Pipeline and pay-to-play antics. [WRAL](#)

State Treasurer Dale Folwell continues to be an excellent steward of the taxpayers' money. This story sheds a few more details concerning the state health plan and what Secretary Folwell is doing to help reign in costs. [Carolina Journal](#)

Occupational licensing has been a topic of discussion for quite some time. Democrats love regulation, and addressing occupational licensing reform is an area the GOP can use to expand its tent. How much does the excessive regulation cost NC in money and jobs? [Carolina Journal](#)

The suburbs have usually been an area of GOP strength. In this election, they swung to the left as Democrats stoked fear and division as their campaign message. How can we recoup these voters? John Hood has some ideas: [Carolina Journal](#)

As discussed above, the election revealed an urban/rural divide and the suburban battleground. Was there necessarily a blue wave in the state? Former McCrory DEQ spokesman Mike Rusher gives his take. [Washington Examiner](#)

Travel during Thanksgiving - or holidays in general - is always difficult. For those who take to the roads to travel next week, please drive safely. The NC Highway Patrol is taking travel seriously this season as they plan to place at least one

Created with [NationBuilder](#), software for leaders.

Anna Yount

From: Shaun Snyder <shaun@statetreasurers.org>
Sent: Friday, November 16, 2018 5:51 PM
To: Treasurers
Subject: [Treasurers] Washington, DC Update - November 16, 2018
Attachments: WJ Washington Update 11-16-2018.pdf

Dear NAST,

Attached is the weekly update. I do not anticipate an update next week, so I hope you have a nice weekend and a Happy Thanksgiving!

Shaun

Shaun Snyder
Executive Director
National Association of State Treasurers
(202) 744-6663
shaun@statetreasurers.org



[Treasurers](#) | [Archives](#) | [Modify Your Subscription](#)



November 16, 2018

Washington Update

This Week in Congress

House – The House passed H.R. 2615, the Gulf Islands National Seashore Land Exchange Act; H.R. 5787, the Strengthening Coastal Communities Act and H.R. 6784, the Manage our Wolves Act.

Senate – The Senate passed S. 140, the Coast Guard Reauthorization Act; S. 3554 to extend the effective date for the sunset for collateral requirements for Small Business Administration disaster loans; S. 3321, the Hidden Figures Congressional Gold Medal Act; S. 2152, the Amy, Vicky, and Andy Child Pornography Victim Assistance Act of 2018 and confirmed Michelle Bowman to be a member of the Board of Governors of the Federal Reserve System.

Next Week in Congress

House – The House is in recess until November 27.

Senate – The Senate is in recess until November 26.

TAX

Ways and Means Chairman Says Draft Technical Corrections Bill To Be Released Soon

Key Points:

- *House Ways and Means Committee Chairman Kevin Brady (R-TX) said committee members are reviewing a list of 70 to 80 technical corrections that could be addressed in the lame duck session.*
- *Ways and Means Democrats have expressed reluctance in pursuing the technical corrections right now and have suggested holding oversight hearings on the new tax law in which they would seek concessions.*

On Tuesday, House Ways and Means Committee Chairman Kevin Brady (R-TX) said the legislative language for between 70 and 80

“very technical and very minor” clarifications to the Tax Cuts and Jobs Act (TCJA) is near ready to be reviewed by House and Senate lawmakers. In particular, one proposed correction would fix a drafting error that excludes qualified improvement property from 100 percent bonus depreciation.

However, several House Ways and Means Committee Democrats have indicated that they had not seen the list of proposed technical corrections. Following the passage of the TCJA

Table of Contents

Taxes	1
Financial Services	3
Health	9
Trade	11

for low- and middle-income taxpayer contributions of up to \$1,000 per year made to 401(k)-type plans or IRAs. According to a section-by-section summary of the bill, the full 50 percent match would be offered to individuals earning up to \$32,500 per year and couples earning up to \$65,000 per year. The bill which was sponsored by Ranking Member Ron Wyden (D-OR) would also reestablish the Obama Administration's myRA retirement savings program, which was eliminated by the Treasury Department in 2017. Finance Committee Chair Orrin Hatch (R-UT) has in the past praised the program's end.

For more information about tax issues you may email or call Christopher Hatcher at 202-659-8201. Nick Kavellas, Henry Homans, and Ryan Schnepf contributed to this section.

FINANCIAL SERVICES

Senate Confirms Michelle Bowman as Federal Reserve Board Governor

Key Point:

- *The Senate confirmed Michelle Bowman as a Governor of the Federal Reserve Board by a vote of 64-34.*

On November 15, the Senate confirmed Michelle Bowman to be a member of the Board of Governors of the Federal Reserve System for the unexpired term of fourteen years from February 1, 2006. The nomination was approved by a vote of 64-34. The Senate Banking Committee favorably reported Bowman's nomination on June 12, 2018 by a vote of 18-7. Bowman's confirmation fulfills a requirement in the Terrorism Risk Insurance Program Reauthorization Act of 2015 that the Federal Reserve Board include at least one member with community bank experience.

With Bowman's confirmation five of the seven seats on the Federal Reserve Board are now filled.

Office of Financial Research Releases Annual Report

Key Point:

- *The report detailed various risks to the market. The report described cybersecurity as a key risk, while suggesting that digital assets are not a concern at this point, but are worth monitoring.*

On November 15, the Office of Financial Research (OFR) released its 2018 Annual Report to Congress. A press release issued by the OFR summarized the key findings of the report:

- Macroeconomic risks remain moderate. Although unemployment is exceptionally low, growth remains healthy, and inflation is close to the Federal Reserve's target, the OFR sees more risks to the outlook than in the previous year.
- Market risks remain high. Similar to last year, stock prices remain historically high, and bond prices are more vulnerable to price declines than in the previous year because of the possibility that interest rates could rise quickly.
- Credit risk is moderate. Nonfinancial corporate credit growth is robust, credit quality shows signs of weakening, and credit risk is rising with growth in leveraged lending. Consumer credit remains a lesser concern.
- Solvency and leverage risks remain low under most

to ensure banks are behaving because they will no longer think there is a federal backstop.

House and Senate Receive Testimony on Federal Reserve Supervision

Key Points:

- *House Financial Services Chairman Jeb Hensarling (R-TX) suggested the Federal Reserve's recent tailoring proposals are a welcome sign of progress but do not represent success.*
- *Vice Chairman of Supervision Randal Quarles stated the intent of the tailoring proposal is to create a framework for all banks for when enhanced prudential standards apply.*

On November 14 and November 15, the House Financial Services Committee and the Senate Banking Committee held hearings to receive the Semi-Annual Testimony on the Federal Reserve's Supervision and Regulation of the Financial System.

Chairman Jeb Hensarling (R-TX) suggested the Dodd-Frank Act (DFA) dramatically increased the Federal Reserve's powers beyond its traditional monetary policy responsibilities. He welcomed the Federal Reserve's proposed changes to the supervisory requirements for some financial institutions, but he suggested they do not yet represent success. Hensarling noted the Vice Chairman previously expressed his support for a comprehensive evaluation and improvement of the post-crisis regulatory regime, guided by the principles of efficiency, transparency, and simplicity of regulation. He stated while he is pleased to see the Federal Reserve's willingness to better tailor, perform cost-benefit analyses, implement prudential regulatory risk adjustments, and propose amendments to the Volcker Rule, each of these should be viewed simply as first steps. Ranking Member Maxine Waters (D-CA) expressed concern over the efforts to weaken capital

standards and "roll back" protections in the DFA. She explained capital standards are an effective means of preventing bank failures, and she expressed concern over proposals to reduce capital and liquidity requirements put forth by the Federal Reserve this year.

Chairman Mike Crapo (R-ID), stated the Federal Reserve's proposals to revise the application of enhanced prudential standards across four categories of firms to reflect each category's varying risks are a step in the right direction. Crapo noted the proposal incorporates a number of very positive changes to the current framework for regional banks, including: relief from advanced approaches capital requirements; a reduced liquidity coverage ratio; and changes to the frequency of supervisory and company-run stress testing and, some cases, the disclosure of the results. Despite this positive step, he suggested the agencies have left a number of items unaddressed, including: the treatment of foreign banking organizations (FBOs); additional details on stress testing, including the Federal Reserve's Comprehensive Capital Analysis and Review (CCAR); and resolution planning. Ranking Member Sherrod Brown (D-OH) noted the Federal Reserve's responsibility is to ensure that the economy works for average Americans. Brown suggested the Federal Reserve failed in its mission ten years ago which is why immediately after the crash, Congress put in place rules to strengthen taxpayer protections from big bank risk and to protect consumers from predatory practices. Brown stated despite record bank profits, with legislation enacted earlier this year, and the actions of this Administration, they are witnessing "the dismantling of these protections for American workers."

Several Members of both Committees raised questions about the Federal Reserve's recent proposals related to improving stress test transparency. Quarles stated that there will be

He stressed that private market solutions are faster, more flexible, and provide better long-term solutions for markets, and therefore the SEC seeks consensus before crafting regulations. He stated that obtaining a shareholder vote is a simple concept but is difficult in execution due to the presence third party intermediaries. He contended that the current proxy process works fairly well but acknowledged there are legitimate concerns. He said that both over-voting and under-voting remain a problem and he expressed concern about the process for distributing proxy materials. Hinman expressed optimism that new ideas like blockchain technology can deliver solutions for Main Street investors. He expressed interest in how innovation and technology can provide a path forward. He questioned whether a majority vote that does not meet the submission threshold is the same problem today as it was when previous guidance was released. He questioned whether shareholders are given ample time to respond and whether proxy advisers are making recommendations on faulty evidence or data. He expressed interest in hearing about the bipartisan “Corporate Governance Fairness Act” that six Senators spoke about the previous day.

Commissioner Kara Stein, in a statement, noted it has been eight years since the SEC took public comments on the proxy system. She stressed that the laws and rules that govern a shareholder’s relationship with the company they own are central to providing investors a valuable voice. She said the current proxy regime is “arcane” because of the way proxy materials are distributed. She added that intermediaries, like broker-dealers, add another layer of complexity. She said these and other third parties create a “tangled web” of cottage industries that have not provided transparency to shareholders. She expressed interest in how technology can be used to aid proxy mechanics,

specifically related to the use of distributed ledger technology. She expressed interest in the market’s response to SEC staff guidance on the proxy process and whether this guidance is true to the SEC’s rules. She questioned the role of proxy advisers in the overall proxy process. She acknowledged the bipartisan Senate bill and explained that it would require the SEC to regulate proxy advisers under the Investment Advisers Act.

Commissioner Robert Jackson said there is broad agreement that the investor vote process needs to be fixed. He expressed particular interest in the third panel and said there is a bipartisan and clear path forward to address proxy advisers.

Commissioner Hester Peirce said that principal-agent problems arise in all of the issues being discussed in this roundtable. She identified the goal of the proxy process as giving shareholders a voice. She said there is a principal-agent problem that shareholders are funds, and that managers of these funds are also agents of the funds. She said there is an additional “manufactured” principal-agent problem because one shareholder often acts on behalf of multiple other shareholders. She advocated for putting rules in places to prevent the “idiosyncratic” preferences of one shareholder from having undue influence.

Commissioner Elad Roisman encouraged participants to continue the dialogue on this issue through the SEC’s comment file. He stressed the need for data on this issue, rather than just opinion. He said proxy advisors can provide valuable research to asset managers which it would be too costly for them to create themselves. He suggested that it would make sense to create a rebuttal period to address errors in reports.

Upcoming Hearings and Events

Williams & Jensen, PLLC
701 8th Street, N.W. Suite 500 Washington, D.C. 20001
Telephone: (202) 659-8201 Fax: (202) 659-5249
www.williamsandjensen.com

social, and governance (ESG) topics; a discussion regarding unpaid arbitration awards; subcommittee reports; and a nonpublic administrative work session during lunch.

For more information about financial services issues you may email or call Joel Oswald at 202-659-8201. Alex Barham and Rebecca Konst contributed to the articles.

HEALTH

FDA Proposes New Step to Curb Youth Tobacco Use

Key Points:

- The Food and Drug Administration (FDA) and the Centers for Disease Control and Prevention announced the 2018 National Youth Tobacco Survey which found a dramatic increase in the number of youth who use e-cigarettes.
- FDA Commissioner Scott Gottlieb announced new initiatives to make it more difficult for youth to have access to flavored cigarettes, to address the use of menthol in products, and limit the use of flavors in cigars.

On November 15, the Food and Drug Administration (FDA) and the Centers for Disease Control and Prevention released data from the 2018 National Youth Tobacco Survey. The data shows from 2017 to 2018, there was a 78 percent increase in e-cigarette use among high school students and a 48 percent increase among middle school students. More than a quarter of high school students use e-cigarettes regularly and more than two-thirds use flavored e-cigarettes.

This new data has prompted FDA Commissioner Scott Gottlieb to take new action to curb youth use of e-cigarettes. He asserted he “will not allow a generation of children to become addicted to nicotine through e-cigarettes...We’ll take what action is necessary

to stop these trends from continuing.” Department of Health and Human Services (HHS) Secretary Alex Azar agreed, saying “this new data shows that America faced an epidemic of youth e-cigarette use...HHS’s work will continue to balance the need to prevent youth e-cigarettes with ensuring they are available as an off-ramp for adults who are trying to quit combustible cigarettes.”

Gottlieb directed the FDA’s Center for Tobacco Products (CTP) to reexamine the 2017 compliance policy which extended dates by which manufacturers of deemed tobacco products that were already on the market as of August 8, 2016 were expected to submit premarket applications to the FDA for review. CTP is directed to review the policy as it applies to deemed e-cigarette products that are flavored other than tobacco, mint, and menthol flavors. The aim is to protect kids by having all flavored e-cigarette products sold in age-restricted, in-person locations or online with heightened age verification.

Gottlieb explained the data shows the mint and menthol flavors are more popular with adults. He noted any new approaches must consider the availability of these flavors will be important to adult smokers transitioning away from cigarettes. He also stressed the intent is not to create a situation where menthol-flavored combustible products have features that make them more attractive than the non-combustible options.

Gottlieb expressed concern about the availability of menthol-flavored cigarettes and called for addressing the impact of menthol cigarettes on public health. The data shows 54 percent of youth smokers age 12-17 use menthol cigarettes, and use is even higher among African American youth with seven out of 10 selecting menthol cigarettes. He stated the FDA will advance a proposed rule which will seek to ban

For more information about healthcare issues you may email or call Nicole Ruzinski Bertsch or George Olsen at 202-659-8201.

TRADE

U.S., China Resume Trade Dialogue

Key Points:

- *The U.S. and China have reengaged in trade discussions in anticipation of a meeting between President Trump and President Xi Jinping at the G20 summit later this month.*
- *The Office of the U.S. Trade Representative (USTR) refuted a report that USTR Robert Lighthizer told executives future 301 tariffs were paused.*

With President Trump and President Xi Jinping set to meet later this month, White House economic adviser Larry Kudlow confirmed the U.S. and China have resumed trade talks “at all levels.” Chinese Vice Premier Liu He will reportedly travel to the U.S. to meet with Treasury Secretary Steve Mnuchin prior to the G20 summit. Both Kudlow and Secretary Mnuchin have been proponents of reaching a deal with China.

Meanwhile, Vice President Mike Pence said in an interview with the *Washington Post* that President Trump is open to a deal with China if President Xi agrees to massive economic, military, and political changes. Vice President Pence stated the G20 meeting is China’s best chance to avoid a cold war with the U.S. Commerce Secretary Wilbur Ross said the meeting is “going to be big picture, but if it goes well, it’ll set the framework for going forward... We certainly won’t have a full formal deal by January. Impossible.”

White House trade adviser Peter Navarro last week accused “globalist billionaires” of “putting

a full-court press on the White House in advance of the G20 in Argentina... The mission of these unregistered foreign agents -- that’s what they are, unregistered foreign agents -- is to pressure this president into some kind of deal.” Navarro, a China hawk on par with USTR Lighthizer, went on to say, “You’re in good hands with Donald J. Trump and Robert E. Lighthizer. You’re not in good hands when the negotiations get outside of those two people.” Kudlow refuted these remarks and argued Navarro “did the president a great disservice.” These conflicting statements underline the tension in the Administration between China hawks (USTR Lighthizer and Navarro) and those who are more open to a deal (Secretary Mnuchin and Kudlow).

Automakers Testify on USMCA Rules of Origin

Key Points:

- *Automakers believe the new rules of origin are stringent but “workable.”*
- *Representatives stressed the importance of resolving the Section 232 steel and aluminum tariffs.*

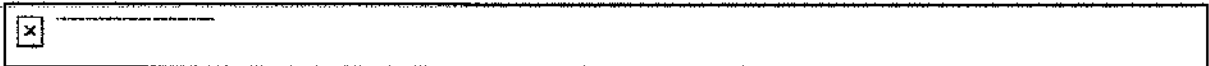
Auto industry representatives appeared before the U.S. International Trade Commission (ITC) Thursday and provided their thoughts on the new U.S.-Mexico-Canada Agreement (USMCA) automobile rules of origin. Numerous representatives, including American Automotive Policy Council President Matt Blunt, argued the Administration must resolve the Section 232 tariffs for USMCA to reach its full potential. Representatives expressed concern about the complexity of the new labor value content provisions, largely because of their complexity. The representatives also requested the Administration communicate with stakeholders as the rules of origin are finalized.

Upcoming Hearings and Events

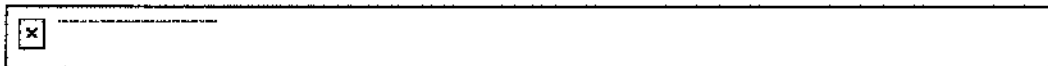
Williams & Jensen, PLLC
701 8th Street, N.W. Suite 500 Washington, D.C. 20001
Telephone: (202) 659-8201 Fax: (202) 659-5249
www.williamsandjensen.com

Anna Yount

From: mng=prestelligence.com@email.myteamscoop.com on behalf of High Point Enterprise <mng@prestelligence.com>
Sent: Saturday, November 17, 2018 3:05 AM
To: Dale Folwell
Subject: Daily Headlines from hpenews.com



News



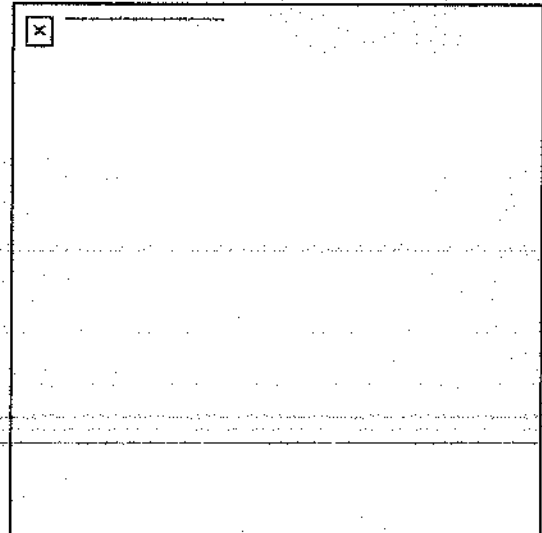
Young voters pack punch in midterms

Three students spearheaded a voter registration and get-out-the-vote effort at HPU.

[Read More](#)

walking together at this year's parade, set for 3 p.m. Sunday. The combined groups reunite men separated by race for more than 230 years since the Revolutionary War.

[Read More](#)

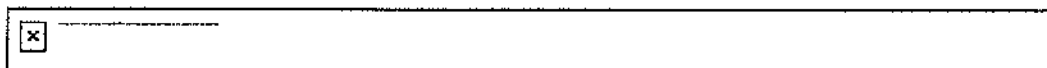


United Way sets annual Backpack drive

Early donations will be accepted before the event, which was started as a response to Black Friday and Cyber Monday to focus attention on helping others.

[Read More](#)

Sports



Bishop races to historic playoff win

The eighth-seeded Villains keyed by an unstoppable running game and a stout defensive effort routed ninth-seeded North Duplin 25-0 on Friday night at Bishop in the first round of the NCHSAA 1A West football playoffs for their first-ever playoff victory.

[Read More](#)

Letter: Here's why Amazon went elsewhere

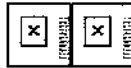
This is a response to Mr. Stephen F. Bagnell (Your View, Nov. 15) calling out Roy Cooper for Amazon's choice of its HQ2 home.

[Read More](#)

Editorial: Be last off the bus

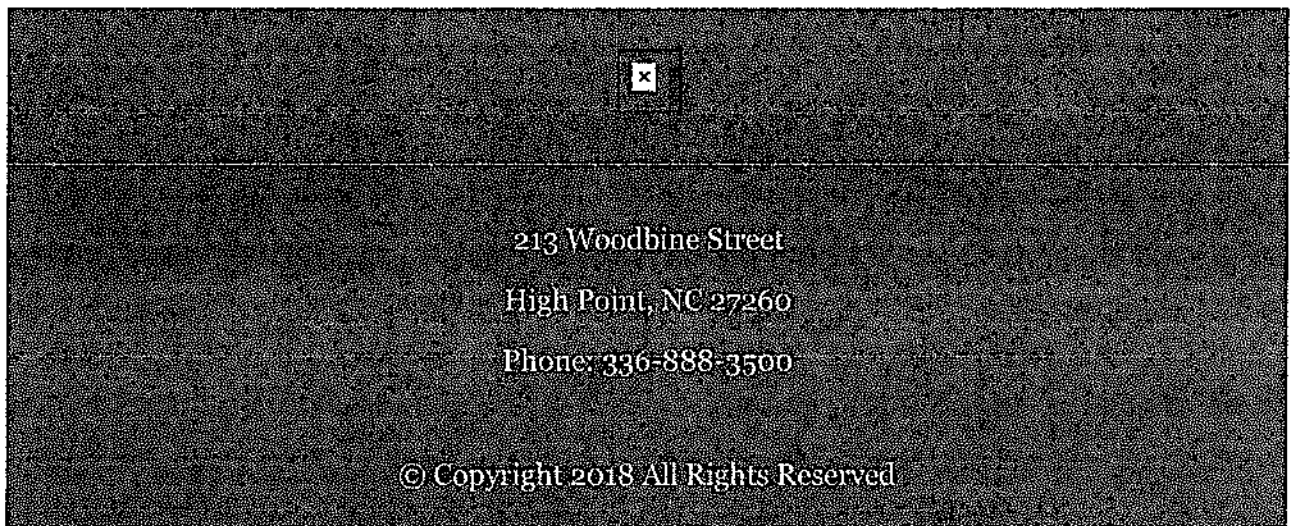
THUMBS DOWN to the bus driver in Bertie County in northeastern North Carolina who left a 4-year-old student on a school bus Wednesday.

[Read More](#)



Visit Us On Social Media

Visit www.hpenews.com for more news



[Click here to unsubscribe from newsletters.](#)

Anna Yount

From: Zoës Kitchen <noreply@zoemail.com>
Sent: Saturday, November 17, 2018 10:21 AM
To: Dale Folwell
Subject: What's Your Table Missing?

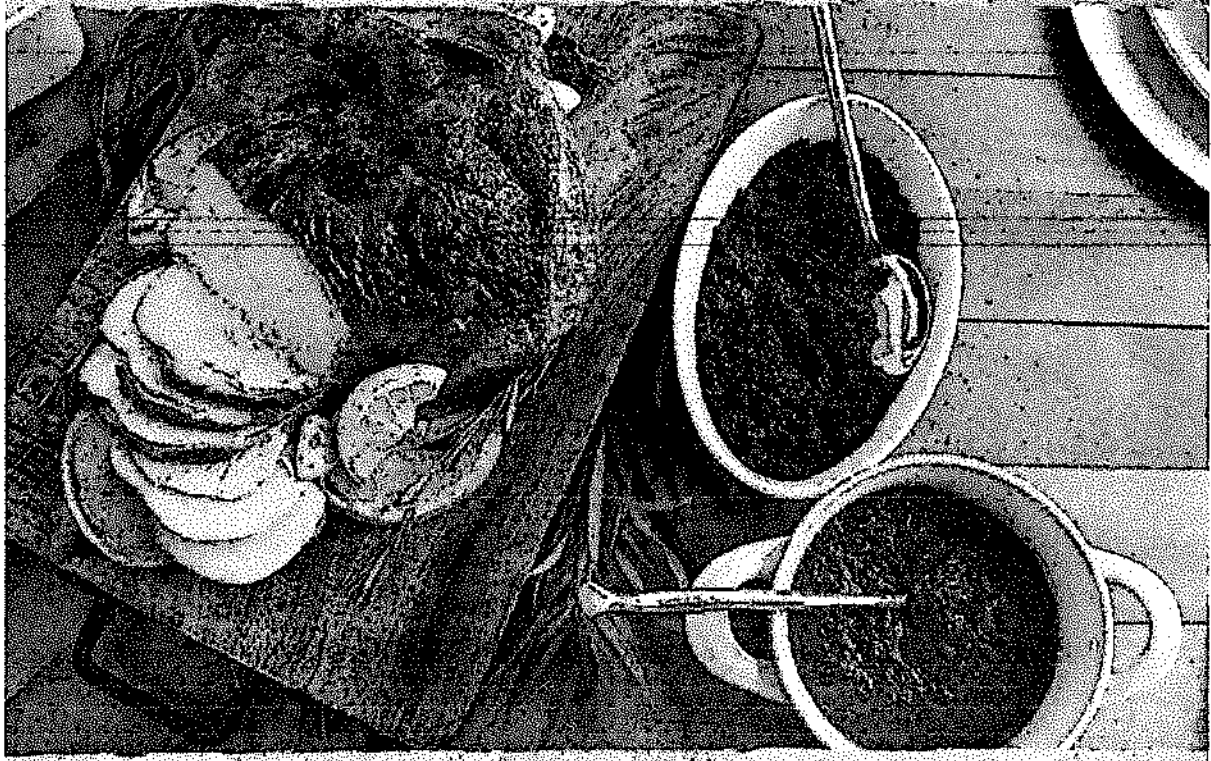
ZOËS KITCHEN
FRESH MADE MEDITERRANEAN

COUNTDOWN TO TURKEY TIME!

Start a new tradition this Thanksgiving with our
flavorful, scratch-made holiday turkey selections
that everyone will love!

ORDER NOW

à la carte
HOLIDAY TURKEY



◀◀◀ **Only \$39.99** ▶▶▶

Serves 8-10

Gotta have grandma's stuffing?
Then pick up our heat and serve holiday turkey
to add to your family's favorites!

Our all-natural Moroccan Citrus Roasted Turkey Breast comes with
Mediterranean Cranberry Chutney and Moroccan Harissa sauce.

ORDER NOW

Holiday Turkey Dinners not available at:

AL - Auburn
AL - Bryant Denny
AL - Downtown Birmingham
AL - Montgomery
AL - Patton Creek
AL - SoHo

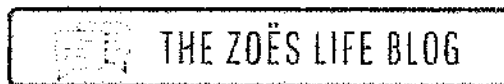
AL - Summit
AL - Tuscaloosa
AZ - McDowell
KY - Louisville Downtown
KY - Louisville Summit
KY - Louisville Vogue

LA - Baton Rouge
LA - Lafayette
TN - Brentwood
TN - Green Hills
TX - Snider Plaza
VA - Reston

LOCATIONS

CATERING

CAREERS



This email was sent because you joined our email club in one of our restaurants, online or at one of our events. Your email address will not be shared with anyone. You can take your name out of our email club at any time by clicking the [unsubscribe](#) link on this email and you will be removed immediately.

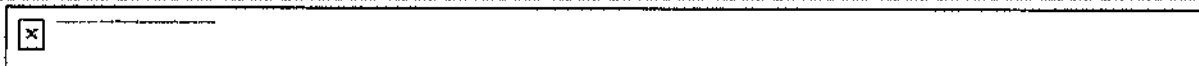
©2018 Zoës Kitchen. All Rights Reserved

Zoës Kitchen USA, LLC, 5760 State Highway 121; Suite 250, Plano, TX 75024

[Unsubscribe](#) | [Privacy Policy](#) | [Terms](#)

Anna Yount

From: mng=prestelligence.com@email.myteamscoop.com on behalf of High Point Enterprise
<mng@prestelligence.com>
Sent: Sunday, November 18, 2018 3:04 AM
To: Dale Folwell
Subject: Daily Headlines from hpenews.com

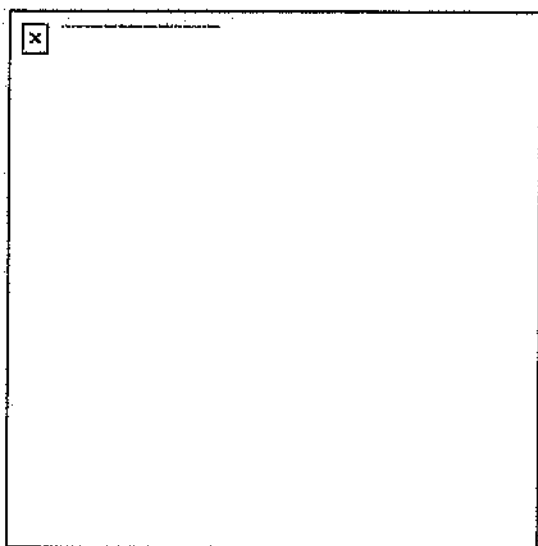


News

Southwest to get HVAC improvements

The Board of Education has approved a contract with Professional Air Systems for a \$636,431 renovation.

[Read More](#)



**Local historian works to
preserve, share**

A 21-year-old High Point man is dead following a shooting early Saturday evening.

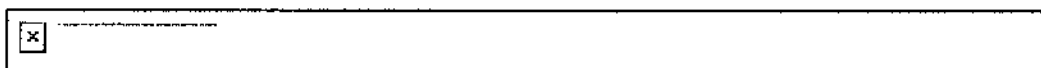
[Read More](#)

Obituaries for Nov. 18, 2018

Sarah Armstrong, 100 Howard E. Brown, 83 Milton Lee Candler, 64 Nancy Hawkins, 79 Peggy Hinkle, 86 Jay Edward Hodges, 53 Gerald Lakin Raymond Simmons Luther (Luke) Smith III, 67 Jean Summey, 81 Jean Cooper Thomas, 79 Charles Rufus Worthy Sr

[Read More](#)

Sports



Glenn ousts Ragsdale with 14-0 shutout

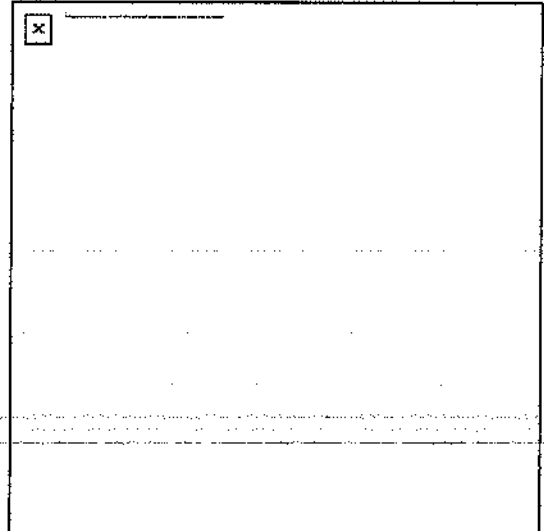
Glenn scored in each of the middle two quarters while its defense pitched a shutout to beat Ragsdale 14-0 on Saturday afternoon at Ragsdale's Kenneth T. Miller Stadium in the opening round of the NCHSAA 4A West football playoffs.

[Read More](#)

Letter: We need common sense gun laws

I dropped my 6-year-old off at school the morning after the Thousand Oaks Shooting in California. I wasn't thinking about what he would learn today or eat in the cafeteria. I was thinking about how a shooter might access his classroom, about where he could hide, and that I need to make sure my last words to him every morning are "I love you."

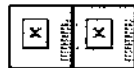
[Read More](#)



Editorial cartoon

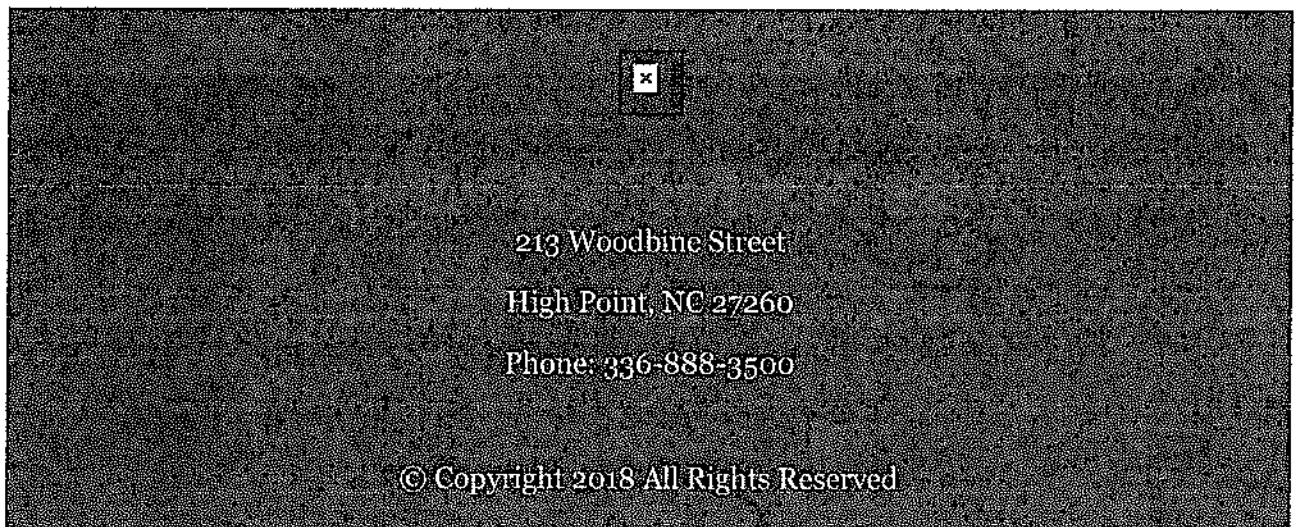
Georgia governor's race

[Read More](#)



Visit Us On Social Media

Visit www.hpenews.com for more news



Anna Yount

From: Zoës Kitchen <noreply@zoemail.com>
Sent: Sunday, November 18, 2018 10:28 AM
To: Dale Folwell
Subject: Free Delivery = Sunday Funday



ZOËS KITCHEN
FRESH MADE MEDITERRANEAN

LOCATIONS

CATERING

CAREERS



The free delivery offer is valid only for orders placed and fulfilled between November 12 and November 18, subject to earlier termination of the promotion at Zoë's sole discretion. Offer valid on orders under \$100 with no minimum delivery order required. Zoë's delivery is only available from participating Zoë's locations within Zoë's and DoorDash's delivery areas during normal operating hours, and menu items are subject to availability. This promotion cannot be combined with other offers or promo codes, is non-transferable, and is valid only at www.zoeskitchen.com or on the Zoë's app and not on orders placed via third party delivery platforms. Taxes, gratuities and additional restrictions and service fees may apply. This offer is void where prohibited.

This email was sent because you joined our email club in one of our restaurants, online or at one of our events. Your email address will not be shared with anyone. You can take your name out of our email club at any time by clicking the unsubscribe link on this email and you will be removed immediately.

©2018 Zoë's Kitchen. All Rights Reserved

Zoë's Kitchen USA, LLC, 5760 State Highway 121, Suite 250, Plano, TX 75024

[Unsubscribe](#) | [Privacy Policy](#) | [Terms](#)

Anna Yount

From: PitchBook News <news@pitchbook.com>
Sent: Monday, November 19, 2018 5:05 AM
To: Dale Folwell
Subject: Blackstone, KKR ink Blackberry deal

[Read online](#) | [Don't want to receive these emails? Manage your subscription.](#)

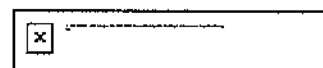
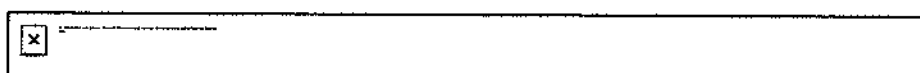


[Log In](#)

The Daily Pitch: VC, PE and M&A

November 19, 2018

Like our newsletter? The data comes from
the [PitchBook Platform](#) — our data software for VC, PE and M&A



TODAY'S TOP STORIES

Blackberry still exists, buys Cylance from heavyweights for \$1.4B



Blackberry, the Canadian tech company behind the coolest phone of 2009, has agreed to acquire AI and cybersecurity specialist Cylance from a host of VC and PE backers for \$1.4 billion in cash.

Among those backers are Blackstone and KKR. For both private equity titans, Cylance represented a rare foray into the world of venture capital:

[read more](#)

Share:

The top 11 PE investors in the US Midwest

Who's in the newsletter today?

People

Andrew Leto

Bob Kelly

Maurizio Caio

S. Somasegar

Tim White

Wale Ayeni

Investors

1776

and PayPal, along with basketball player Kevin Durant and actor Ashton Kutcher. The Irvine, CA-based business brought in \$50 million in a round led by BlackRock in May.

Related read: **A look at Kevin Durant's search for slam dunks in VC**

Share:    

Gett weighs sale amid competition from ridehailing rivals

Tel Aviv-based ridehailing company Gett has approached possible buyers about a sale, according to Bloomberg. The decision comes as the business, which was valued at \$1.4 billion with an \$80 million funding earlier this year, looks for ways to compete with rival ridehailing companies. Gett operates in more than 120 cities around the world, including London, New York and Moscow, and while it's dominant in its home country of Israel, the company is facing stiff competition in other markets, particularly from Uber in the US.

Gett may decide to sell the entire business, or it could divide itself up by region and sell some of the pieces. One possibility is a complete exit from the US, a market it doubled down on last year with the \$200 million acquisition of Juno. The company is also considering other ways to raise capital, including a public offering or partnership. Gett has raised nearly \$600 million in equity funding from investors including Volkswagen and Vostok New Ventures.

Here's more on ridehailing companies

Share:    

Recommended Reads

Smoke is smothering much of California. But in San Francisco, construction workers are still toiling away in the toxic air. [Wired]

Companies

ABB
Acorns
Airbnb
BillDesk
Convey Health Solutions
Cordenka
Ecoserv
Ecoserv Industrial Disposal
GE Capital
Gett
HealthScape Advisors
IronGate Energy Services
Ixon
Juno
Knight Oil Tools
MapAnything
Shyft
State Grid of China
Twiga Foods
Uber
White Company
a \$1.5 billion portfolio
blockchain
intelligence and analytics division
Service Providers
Barings
Goldman Sachs

Convey Health agrees to three-way merger

Portfolio Companies

Airbnb hits record revenue

Visa claims stake in Indian payment processor

US Ecology bags PE-backed Ecoserv arm for \$87M

Exits

Blackstone to exit Ixom for \$810M

Fundraising

Dunes Point brings in \$376M

Corporate M&A

GE continues sell-offs with \$1.5B healthcare deal

ABB sees interest from Asian companies for power grids

THE DAILY BENCHMARK

2003 Vintage Global Venture Funds

Median IRR

2.60%

Top Quartile IRR Hurdle Rate

6.45%

0.99x
Median DPI

1.15x
Median TVPI

Select top performers

New Enterprise Associates 11

Caduceus Private Investments II

Technology Crossover Ventures V

**IRR; net of fees*

20 Funds in Benchmark »

Check out the latest version of **PitchBook Benchmarks**

Ignition Partners and Madrona Venture Group have led a \$6.5 million Series A for Shyft, which provides a communication app to help retail and service workers swap shifts. Bob Kelly of Ignition and S. Somasegar of Madrona are joining the company's board.

[View round](#)[View 3 competitors »](#)

PE DEALS

BMC takes over rayon maker in SBO

Synthetic Textiles | Obernburg, Germany | Secondary Buyout

Beautiful Mind Capital has bought Cordenka from Chequers Capital for €240 million (about \$274 million). Cordenka manufactures industrial rayon, a cellulose-based fiber used in tires. Chequers had owned the company since 2011.

Lenders:

Goldman Sachs, Barings

[View deal](#)[View similar companies »](#)

Apis makes blockchain acquisition

Financial Software | New York, NY | Buyout

Apis Ventures, the AI-focused private equity arm of Apis Capital Management, has acquired the blockchain intelligence and analytics division previously owned by the White Company. Founded in 2017, the White Company operates a platform for managing cryptocurrency assets and conducting transactions.

[View deal](#)[View similar companies »](#)

Clearlake creates oil tools company

[View details](#)[View 3 competitors »](#)

Visa claims stake in Indian payment processor

Financial Software | Mumbai, India | Secondary Transaction

Visa has announced a minority investment in BillDesk, the operator of a platform for online payments in India. The Times of India reported in June that Visa was nearing a deal with the company to acquire a stake worth more than \$250 million at a valuation between \$1.5 billion and \$2 billion. BillDesk's other backers are believed to include General Atlantic and Temasek.

[View details](#)[View 2 competitors »](#)

US Ecology bags PE-backed Ecoserv arm for \$87M

Energy Services | Abbeville, LA | Corporate Acquisition

Lariat Partners portfolio company Ecoserv has sold its Ecoserv Industrial Disposal subsidiary to US Ecology for \$87.2 million. US Ecology expects the unit, which provides disposal services for non-hazardous wastewater on the Gulf Coast, to generate up to \$10 million of adjusted EBITDA in 2019. Lariat has backed Ecoserv since 2014.

[View details](#)[View 1 competitors »](#)

2019-01-01 to 2019-01-01

EXITS

Blackstone to exit Ixom for \$810M

Multi-line Chemicals | East Melbourne, Australia | Acquisition

ABB sees interest from Asian companies for power grids

Electrical Equipment | Zurich, Switzerland

ABB has conducted talks with Hitachi, Mitsubishi Electric and the State Grid of China about a partial or total sale of the conglomerate's power grid unit, according to Reuters. The division could reportedly sell for around \$11 billion including debt. Stock in ABB (NYSE: ABB) has declined nearly 17% since mid-September.

[View details](#)

[View 14 competitors »](#)




CHART OF THE DAY



"At a time when fewer mega-funds have closed, first-time funds continued their resurgence in 2018, making up 13.3% of all funds to close YTD—a rise above the 10.7% totaled in 2017. These figures remain well below their pre-recession highs, though. Through 3Q 2018, first-time managers held a final close on 19 funds totaling \$6.5 billion."

Source: **PitchBook's 3Q 2018 US PE Breakdown**

[About PitchBook](#) | [Terms of use](#) | [Advertise with us](#) | [Contact](#)

Follow us:   

This email was sent to dale.folwell@nctreasurer.com via the PitchBook Platform.

Do you want to change your email address, get a different edition or unsubscribe? [Manage your subscription here.](#)

© 2018 PitchBook Data. All rights reserved.
Venture capital, private equity and M&A financial information technology provider.

Anna Yount

From: North Carolina Association of CPAs <DoNotReply@ConnectedCommunity.org>
Sent: Monday, November 19, 2018 5:36 AM
To: Dale Folwell
Subject: Open Forum Digest for Friday November 16, 2018 to Sunday November 18, 2018

Please do not forward this message using your desktop email client. Please use the 'Forward' link in the email.



Open Forum

[Post New Message](#)

Nov 16, 2018 - Nov 18, 2018

started 2 days ago, [Dennis Walsh](#) (0 replies)

Donor Incentives: A Double-Edged Sword

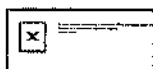


1. [It's crunch time again for nonprofit development...](#) [Dennis Walsh](#)

1 Donor Incentives: A Double-Edged Sword

[Reply to Group](#)

[Reply to Sender](#)



Nov 16, 2018 1:45 PM | [view attached](#)

[Dennis Walsh](#)

It's crunch time again for nonprofit development teams scrambling with solicitations and the production of donor events as we enter peak giving season.

It's also a good time for CPAs to review recent IRS guidance and refresh a few tax provisions affecting gifts made through donor advised funds, individual retirement accounts, and private foundations that can have a most unwelcome and potentially chilling effect on donor relations. Donor incentives can produce marvelous giving results, but their fraught with peril for the unwary. See article attached.

Dennis R. Walsh, CPA
[The Micah Project](#)
Voice & fax (336)285-6753

[Reply to Group Online](#) [View Thread](#) [Recommend](#) [Forward](#)

Anna Yount

From: Eric Snider <Eric.Snider@dpi.nc.gov>
Sent: Monday, November 19, 2018 6:44 AM
To: SBE Members
Subject: 2018 Ethics Holiday Newsletter (Please review)
Attachments: 2018 Holiday Newsletter Vol 21 Issue 6 (srl)(11-16-18).pdf

Good morning, Board Members.

Please see the attached newsletter from the State Board of Elections and Ethics Enforcement. It contains a brief, helpful reminder about your ethical obligations, with an eye toward holiday-related scenarios.

Also, with 2019 on the horizon it's not too early to remind you that the 2019 filing period for statements of economic interests begins January 15. The filing deadline is April 15.

Have a nice Monday,
Eric

Eric Snider
General Counsel
North Carolina State Board of Education
North Carolina Department of Public Instruction
(919) 807-3405

From: Lundberg, Sr <sr.lundberg@ncsbe.gov>
Sent: Friday, November 16, 2018 4:33 PM
To: Lundberg, Sr <sr.lundberg@ncsbe.gov>
Subject: 2018 Ethics Holiday Newsletter
Importance: High

CAUTION: External email. Do not click links or open attachments unless verified. Send all suspicious email as an attachment to Report Spam.

Dear Ethics Liaisons:

Foremost, thank you for all of your assistance with keeping our records regarding your boards up to date and your members in compliance with the State Government Ethics Act. Your assistance is critical to our operation!

Can you believe that the Holiday season is here already? I know I can't nor am I ready! With the Holidays comes gift giving from all different people to those who are covered under the State Government Ethics Act (Ethics Act) and its gift ban. **Attached is the State Board of Elections and Ethics Enforcement's 2018 Ethics Holiday Newsletter** to assist you in guiding your covered individuals and to assist them in determining who they cannot accept "gifts" (any thing or service with any monetary value -- no de minimus exception) from unless an exception for that particular item or service exists under the Ethics Act.

Visit us on the web at www.ncpublicschools.org. All e-mail correspondence to and from this address is subject to the North Carolina Public Records Law, which may result in monitoring and disclosure to third parties, including law enforcement.



NORTH CAROLINA

State Board of Elections & Ethics Enforcement

Mailing Address:
P.O. Box 27255
Raleigh, NC 27611-7255

Phone: (919) 814-0700
Fax: (919) 715-0135

Vol. 21, Issue 6

Holiday Edition

November 2018

The Holidays Are Quickly Approaching!

Each year at holiday time the State Ethics Commission, now the State Board of Elections and Ethics Enforcement (State Board), receives numerous questions concerning the gift bans of the State Government Ethics Act (SGEA) and the Lobbying Law and what exceptions, if any, might be applicable to holiday events and holiday gift-giving. This newsletter summarizes those gift bans and provides general information on a few of the common gift-giving situations and holiday events. As always, you should contact the Ethics Unit of the State Board if you have any doubt about what you should do in a particular situation.

The SGEA's Gift Ban prohibits public servants, legislators and legislative employees from accepting gifts from certain givers *unless* an exception to the gift ban applies and allows the gift to be received.

The Lobbying Law Gift Ban prohibits direct and "indirect" gift giving from lobbyists, lobbyist principals and liaison personnel to a public servant, legislator or legislative employee *unless* a gift ban exception applies and allows the gift to be given. (An **indirect gift** is a gift given to another with the intent that a legislator, legislative employee or public servant be an "ultimate recipient.")

There is **no de minimus or small gift exception**. In other words, unless a gift ban exception applies, all gifts from these certain givers are prohibited regardless of value.

Happy
Thanksgiving

If You Are A:	You Generally Cannot Accept Gifts From:
Public Servant	<ul style="list-style-type: none">• Lobbyists• Lobbyist Principals• "Interested Persons"
Legislator or Legislative Employee	<ul style="list-style-type: none">• Lobbyists• Lobbyist Principals• Liaison Personnel
If You Are A:	You Generally Cannot Give Gifts To:
Lobbyist or Lobbyist Principal	<ul style="list-style-type: none">• Legislators• Legislative Employees• Public Servants
Liaison Personnel	<ul style="list-style-type: none">• Legislators• Legislative Employees

Names of lobbyists, lobbyist principals and liaison personnel can be found at:
<https://lobby.ncsbe.gov>

Names of public servants, legislators and legislative employees can be found at:
<https://ethics.ncsbe.gov/coverage/coveredPersons.aspx>

There is no list of "interested persons." However, **interested persons are individuals or organizations:**

- 1) doing or seeking to do business of any kind with the public servant's agency or board;
- 2) engaged in activities that are regulated by the public servant's agency/board; or
- 3) having a financial interest that may be substantially affected by the public servant's action or inaction.

Holiday Gift Giving Hypo

Gifts Given Generally to all Others:

You are a public servant and your insurance company is a lobbyist principal. Around the holidays, the company gives calendars to all of its clients and to the general public.

Q. Are you allowed to accept a calendar?

A. Yes. G.S. 163A-212(f)(6) exception applies. Gifts of items generally made available or distributed to the general public or all other State employees by a prohibited giver do not violate the gift ban and are allowed to be given and accepted.



Charitable Solicitations

The Holidays present many opportunities for charitable donations. However, legislators, public servants and judicial officers are prohibited from soliciting charitable donations from subordinate State employees. This rule does not apply to generic written solicitations to all members of a class of subordinates.

HAPPY★NEW★YEAR



Contact the State Board's Ethics Advice Unit for detailed guidance and advice at 919-814-3600 or ethics@ncsbe.gov.

Food & Beverage Exception

There are several exceptions allowing for food and beverages for immediate consumption at certain types of events. However, if the person paying for or funding the event is a prohibited giver, the specific conditions/rules of the particular exception must be met for the legislator, legislative employee or public servant to eat and drink the food and beverages at the event.



Holiday Party Hypo

You are a covered public servant. Your neighbor is a lobbyist and is having a neighborhood holiday party where food and beverages will be served.

Q. May you attend the party and eat and drink the food and beverages being served to all of the attendees?

A. Because the food and beverages are a gift under the SGEA and are being given by a lobbyist, for you to be able to eat and drink an exception must apply. Gifts given as part of a business, civic, religious, fraternal, personal or commercial relationship are permissible if two conditions are met: (1) the relationship is not tied to your public service or position; and (2) the gift is given under circumstances that a reasonable person would conclude that the gift was not given to lobby you.

In this case, (1) You were invited to a neighborhood party because you are a neighbor, not because you are a public servant. The food and beverages are being given to you as a neighbor of this lobbyist and this relationship is not tied to your public service or position; and (2) you are being given the same gift of food and beverages as all of the attending neighbors. Therefore, a reasonable person would conclude that the gift was not being given to lobby you.

The two conditions of this exception are met so you may attend the neighborhood holiday party and eat and drink food and beverages.

Anna Yount

From: osc.scd.agency.heads.ceos-bounces@lists.ncmail.net on behalf of Prevo, Jan P
<jan.prevo@osc.nc.gov>
Sent: Monday, November 19, 2018 7:23 AM
Subject: [Osc.scd.agency.heads.ceos] Office of the State Controller Releases General Fund Cash
Watch Numbers for Week Ending November 16, 2018
Attachments: ATT00001.txt

Office of the State Controller Releases General Fund Cash Watch Numbers for Week Ending November 16, 2018

Raleigh, NC – November 19, 2018 – The Office of the State Controller (OSC) today released the General Fund Cash Watch numbers for the week ending November 16, 2018. OSC provides a weekly update on the State's General Fund cash position which can be found at www.osc.nc.gov.

Beginning Cash, Monday, November 12	\$4,453,795,270.95
<u>Add Receipts:</u>	
Tax and Non-Tax Receipts	303,714,125.42
Other Receipts	354,130,661.98
<u>Less Disbursements:</u>	
Payroll	280,968,153.73
State Aid	52,909,373.02
Medicaid/Other Provider Payments	185,119,192.89
Tax Refunds/Distributions	316,882,028.78
Debt Service	—
General Operating	185,637,062.98
Ending Cash, Friday, November 16	<u>\$4,090,124,246.95</u>
<u>Less Reserved Cash:</u>	
Due to Local Governments -	
Sales and Use Tax Payable	333,326,614.91
Medicaid Transformation Reserve	435,000,000.00
Medicaid Contingency Reserve	186,372,673.00
Repairs and Renovations Reserve	11,585,462.00
Project Reserve	0.00
Savings Reserve	1,254,299,585.75
Other Reserves	29,770,152.04
State Emergency Response/Disaster	96,884,452.38
Carry Forward Reserve	56,790,148.74
Hurricane Florence Disaster Reserve	765,000,000.00
Unreserved Cash Balance,	
Friday, November 16	<u>\$921,095,158.13</u>

About OSC

The State Controller is North Carolina's chief fiscal officer. The Office of the State Controller serves as an independent resource to ensure the financial integrity of the State

ATT00001

Osc.scd.agency.heads.ceos mailing list
Osc.scd.agency.heads.ceos@lists.ncmail.net

Anna Yount

From: Finance Insights Bulletin <bulletin@insightsbulletin.com>
Sent: Monday, November 19, 2018 7:24 AM
To: Dale Folwell
Subject: Price Comparison for Popular Budgeting and Forecasting Systems

[View in browser](#)

This Week's Featured Resources

Knowledge and Insights

Pricing Comparison for Popular Budgeting and Forecasting Systems

Four characteristics of a strong month-end close

Price Comparison for Popular Budgeting and Forecasting Systems

Discover the go-to-guide that helps accounting professionals improve their budgeting and forecasting efforts:

- Learn about relevant pricing models
- Understand common price ranges
- Account for additional cost factors
- Compare prices of popular systems

[Download Now](#)

Four characteristics of a strong month-end close

It takes companies 40% to 50% of their working month to focus on the month-end close. Discover the 4 signs of a weak month-end close process and learn how to adopt the 4 best principles to close the books efficiently and effectively every month.

[Read More](#)

Anna Yount

From: Bownes, Janice H <jbownes@nccob.gov>
Sent: Monday, November 19, 2018 8:09 AM
To: Dale Folwell
Cc: Grace, Raymond
Subject: RE: [External] Re: Campbell Business School

This message was sent securely using Zix

Will do. Thank you.

From: Dale Folwell [mailto:Dale@Nctreasurer.com]
Sent: Saturday, November 17, 2018 8:37 AM
To: Bridges, Zeke <bridges@campbell.edu>
Cc: Bownes, Janice H <jbownes@nccob.gov>; Grace, Raymond <rgrace@nccob.gov>
Subject: [External] Re: Campbell Business School

CAUTION: External email. Do not click links or open attachments unless verified. Send all suspicious email as an attachment to Report Spam.

This message was sent securely using Zix

Thanks,
Janice

I dont need to be in the loop. Would you mind forwarding this to the board member who is working on the "banking team competition " and was having trouble forming a NC team.

Zeke will forward to the Trust School in Buies Creek.

Dale

Dale R. Folwell, CPA
NC State Treasurer
Office of the State Treasurer
Office: (919) 814-3807

3200 Atlantic Avenue, Raleigh, NC 27604
www.NCTreasurer.com

=====

E-mail correspondence to and from this address is subject to North Carolina's Public Records Act, N.C. Gen. Stat. Sec. 132, and may be disclosed to third parties. However Federal and State law protects personal health and other information that may be contained in this e-mail from unauthorized disclosure. If you are not the intended recipient, please delete this e-mail and any accompanying documents and contact the sender immediately. Unauthorized disclosure, copying or distribution of any confidential or privileged content of this e-mail is prohibited.

On Nov 15, 2018, at 3:20 PM, Bridges, Zeke <bridges@campbell.edu> wrote:

Treasurer Folwell:

Anna Yount

From: Tom Joyner <tom@tomjoyner.net>
Sent: Monday, November 19, 2018 4:31 PM
To: Lynette Leto
Subject: Today's Commentary

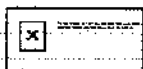
<https://soundcloud.com/joyner-radio/joyner-commentary-2018-11-19a>

Tom Joyner
tom@tomjoyner.net

Anna Yount

From: PwC's CFOdirect <CFOdirect@cfodirect.com>
Sent: Monday, November 19, 2018 5:06 PM
To: Dale Folwell
Subject: Leasing — Reminders as you prepare for adoption

If you are viewing this on a mobile device and can't see links or graphics [click here to view it as a webpage](#).



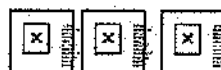
cfodirect.pwc.com

CFOdirect® podcast series

The new leases standard will impact companies across all industries, and the effective date is quickly approaching. In this episode, PwC partner Heather Horn is joined by leasing specialists as they discuss some important updates and reminders to consider before adoption, including overall readiness, new standard setting on transition elections and practical expedients, implementation challenges, and best practices.



Leasing — Reminders as
you prepare for adoption



[Listen to podcast](#)

Q4 Current accounting and reporting developments webcast — December 12

Join PwC's National Professional Services Group on December 12 for our quarterly webcast designed to keep you informed about emerging accounting, regulatory, and market developments impacting financial reporting. Our 90-minute live discussion will focus on what needs to be top of mind for year-end, including comment letter trends, cash flow statements, balance sheet classification of debt, tax accounting and disclosures.

Anna Yount

From: Deanna Townsend-Smith <Deanna.Townsend-Smith@dpi.nc.gov>
Sent: Monday, November 19, 2018 9:08 PM
To: SBE Members; Janet Mason; Roberta Scott
Cc: Eric Snider; Cecilia Holden
Subject: Innovative Assessment Stakeholders 'Meeting
Attachments: Innovative Assessment Demonstration Authority - Stakeholders List.docx

FYI.....thanks.

Innovative Assessment Demonstration Authority Stakeholders' Meeting

The North Carolina Department of Public Instruction (NCDPI) is developing an application for the Innovative Assessment Demonstration Authority which is administered by the U.S. Department of Education. The purpose of this program is to provide up to seven states with the authority to establish, operate, and evaluate an innovative assessment system to meet the academic assessment and statewide accountability system requirements. As part of the application process, the NCDPI is seeking input on a proposed innovative assessment design and is convening a stakeholders meeting on Monday, December 3, 2018, from 1 pm until 3:30 pm, at the Education Building, 301 N. Wilmington St., Raleigh, NC, in the State Board Room on the 7th floor. Interested persons must register at <https://tinyurl.com/yb269brp> by November 30, 2018. For additional information contact Tanja Carroll at (919) 807-3769.

Attached is a list of organizations/associations it should go to.

Deanna Townsend-Smith, Ed.D.

Director of Board Operations and Policy

State Board of Education

6302 Mail Service Center

Raleigh, NC 27699-6302

deanna.townsend-smith@dpi.nc.gov

(P) 919-807-3608

(F) 919-807-3199

****Here to Serve, Transform, Empower and Inspire****

Visit us on the web at www.ncpublicschools.org. All e-mail correspondence to and from this address is subject to the North Carolina Public Records Law, which may result in monitoring and disclosure to third parties, including law enforcement.

NC Association of School Administrators
Professional Educators of NC
New Teacher Center
NC Congress of Parents and Teachers
NC School Boards Association
Personnel Administrators of NC
SERVE Center at the University of North Carolina at Greensboro
Classroom Teachers Association of NC
The University of NC General Administration
NC Business Committee for Education
Teach for America
NC Community College System
NC Association of Educators
Regional Education Service Alliances
The Centers for Quality Teaching and Learning
Classroom Teachers Association of NC
Southeast Comprehensive Center
Southwest Educational Development Laboratory
BEST NC
NC Music Educators Association
NC National Network of State Teachers of the Year (NSTOY)
NC Justice Center
The Public School Forum of NC
The John Locke Foundation

Anna Yount

From: Biller, Anthony J (78744) <ajbiller@michaelbest.com>
Sent: Monday, November 19, 2018 9:23 PM
To: Anna Yount; Dale Folwell
Cc: Hrkman, Katie S (53824); Sorey, Jane (78749); Lawrence, James R (78746); Sorey, Jane (78749)
Subject: RE: Reince Event

Anna,

That time would work out well. We look forward to meeting with the Treasurer then.

Kind regards,

Tony

Anthony J. Biller

Partner

Managing Partner, Raleigh Office

T 984.220.8744 | michaelbest.com



From: Anna Yount <Anna.Yount@nctreasurer.com>

Sent: Monday, November 19, 2018 5:02 PM

To: Biller, Anthony J (78744) <ajbiller@michaelbest.com>; Dale Folwell <Dale@Nctreasurer.com>

Cc: Hrkman, Katie S (53824) <kshrkrman@michaelbest.com>; Sorey, Jane (78749) <jsorey@michaelbest.com>; Lawrence, James R (78746) <jrlawrence@michaelbest.com>

Subject: RE: Reince Event

Good afternoon, Mr. Biller,

The Treasurer is available at 11:00 am on Wednesday, December 12th. Would this time work with your schedule? If not, I am more than happy to look at other days.

Thank you,

Anna

Anna Yount

Executive Assistant to the Treasurer

Office of the State Treasurer

Office: (919) 814-3807

3200 Atlantic Avenue, Raleigh, NC 27604

www.NCTreasurer.com



NORTH CAROLINA
DEPARTMENT OF STATE TREASURER



Dale R. Folwell, CPA
STATE TREASURER OF NORTH CAROLINA
DALE R. FOLWELL, CPA

Excellent. How about lunch Wednesday December 12?

Anthony J. Biller

Partner

Managing Partner, Raleigh Office

T 984.220.8744 | michaelbest.com

<image001.png>

Michael Best &
Friedrich LLP

From: Dale Folwell [mailto:Dale@Nctreasurer.com]

Sent: Saturday, November 17, 2018 8:38 AM

To: Biller, Anthony J (78744)

Cc: Hrkman, Katie S (53824)

Subject: Re: Reince Event

I am in RDU all week, most every week. Thanks

Dale R. Folwell, CPA

NC State Treasurer

Office of the State Treasurer

Office: (919) 814-3807

3200 Atlantic Avenue, Raleigh, NC
27604
www.NCTreasurer.com

E-mail correspondence to and from this address is subject to North Carolina's Public Records Act, N.C. Gen. Stat. Sec. 132, and may be disclosed to third parties. However Federal and State law protects personal health and other information that may be contained in this e-mail from unauthorized disclosure. If you are not the intended recipient, please delete this e-mail and any accompanying documents and contact the sender immediately. Unauthorized disclosure, copying or distribution of any confidential or privileged content of this e-mail is prohibited.

On Nov 15, 2018, at 5:50 PM, Biller, Anthony J (78744) <ajbiller@michaelbest.com> wrote:

Treasurer Folwell,

We were honored by your presence. Please let us know next time you're in town and available for lunch.

Kind regards,

Tony

Anthony J. Biller

Partner

Managing Partner, Raleigh Office

T: 984.220.8744 | michaelbest.com

Michael Best & Friedrich LLP

-----Original Message-----

Anna Yount

From: North Carolina Association of CPAs <DoNotReply@ConnectedCommunity.org>
Sent: Tuesday, November 20, 2018 5:36 AM
To: Dale Folwell
Subject: Open Forum Digest for Monday November 19, 2018

Please do not forward this message using your desktop email client. Please use the 'Forward' link in the email.



Open Forum

[Post New Message](#)

Nov 19, 2018

started 13 hours ago, [Moira Gill](#) (0 replies)

Chelsea Theater Seeks Treasurer for Board of Directors



1. [Any CPAs moonlighting as film buffs? I'd like to...](#) Moira Gill

started 19 hours ago, [Kenya Cherry Cook](#) (0 replies)

QuickBooks Data Transfer



2. [A new Quickbooks file was started for a client...](#) Kenya Cherry Cook

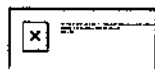
[top](#)

[next](#)

1. Chelsea Theater Seeks Treasurer for Board of Directors

[Reply to Group](#)

[Reply to Sender](#)



Nov 19, 2018 3:37 PM

[Moira Gill](#)

Any CPAs moonlighting as film buffs? I'd like to direct your attention to a [new volunteer opportunity](#). The Chelsea Theater in Chapel Hill is looking for a treasurer on its Board of Directors.

Click on the volunteer opportunity link above for the details, and sign up by Dec. 7 if interested! [Email me](#) with any questions.

Moira Gill

Anna Yount

From: Arlina Allen <aallen@adobe.com>
Sent: Tuesday, November 20, 2018 7:48 AM
To: Dale Folwell
Subject: Quick question

Dale R ,

Maybe I've been catching you at off times, but hope my professional persistence speaks to the value I see in having a conversation about Adobe Sign for your business.

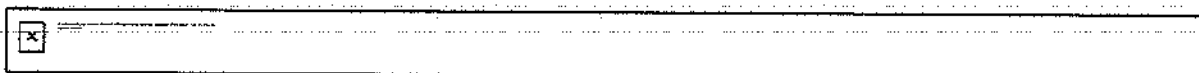
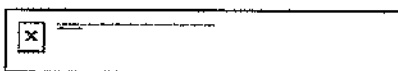
I completely understand that you are insanely busy, but would love to schedule some time to chat for a few minutes about your current document processes.

What is your schedule like this week for a quick call?

Arlina Allen - Digital Practice Lead, Adobe Document Cloud & Sign
State & Local Government / Higher Education

Anna Yount

From: Capital Economics <research@email.capitaleconomics.com>
Sent: Tuesday, November 20, 2018 7:56 AM
To: Dale Folwell
Subject: Global Economics Update - Households can cope with rate hikes (in most cases)



Global Economics

20 November 2018

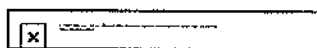
GLOBAL ECONOMICS UPDATE

Households can cope with rate hikes (in most cases)

Households' balance sheets are mostly in good shape and so are unlikely to cause any major trouble. But households in a few economies would be vulnerable if interest rates were to rise by more than we expect.

[Open full article here.](#)

Reports are available via a link or .PDF attachment. To change your preference click [here](#).



Clients can access a full archive of publications from their subscriptions by logging onto our website or via our App.

Contact: To request further information about the content of this report please contact the author directly (details listed within the report). For sales or account support contact your local office or simply reply to this email.

Anna Yount

From: Hershell Smith <hsmith@canamwireless.com>
Sent: Tuesday, November 20, 2018 8:30 AM
To: Dale Folwell
Subject: Easy Steps to lower your IT Expenses

[View this email in your browser](#)



My name is Hershell Smith, and I am the IT Solutions Architect here at Can-Am Wireless. My role is to assist in reducing your company's direct and indirect IT spend while providing the most PROACTIVE service in the industry.

Many of the nation's leading Fortune500 companies utilize Can-Am Wireless solutions and services for lower pricing, better availability, customized product/service, and a more proactive & responsive service approach than traditional resellers.

I would like to invite you to join me in a 15-minute phone call so that we can discuss your company plus some of the more than 400k+ distinct IT products that Can-Am can provide with the lowest market price and the highest level of responsive consultative support available.

If you are not in charge of IT decisions or purchasing for your company, can you please connect me with someone from your IT or purchasing department?

Thank you,

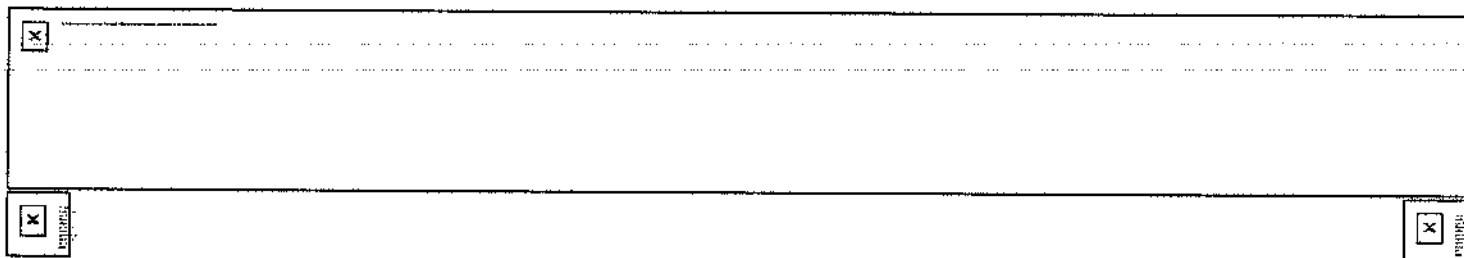
Hershell Smith

HSmith@Canamwireless.com

Anna Yount

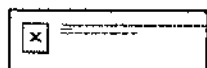
From: Jason Christie, Publisher <reply@mail-1.bizjournals.com>
Sent: Tuesday, November 20, 2018 8:42 AM
To: Dale Folwell
Subject: Morning Edition: New real estate fund invests near Raleigh's Dock 1053

[View as Webpage](#)

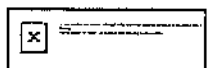


MORNING EDITION

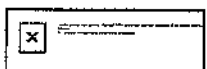
November 20, 2018



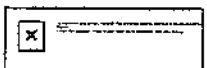
New real estate fund invests near Raleigh's Dock 1053
COMMERCIAL REAL ESTATE



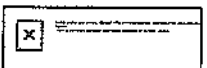
Former eastern NC health care president sued following fraud conviction
HEALTH CARE



RTI acquires Chicago-based credentialing organization
HEALTH CARE



2 years after acquisition, Chapel Hill bike retailer files for bankruptcy, plans store closures
RETAILING

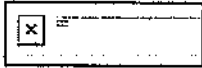


Lowe's to exit Mexico operations, beats market projections on earnings, revenue
RETAILING

15 most expensive downtown Raleigh restaurants



Connect with local business professionals View the latest networking opportunities, award events, and panel discussions happening in your city. [View Now](#)



Regency Woods II

BIZSPACE

[View Now](#)

FEATURED EVENTS



Power Breakfast - November 30, 2018

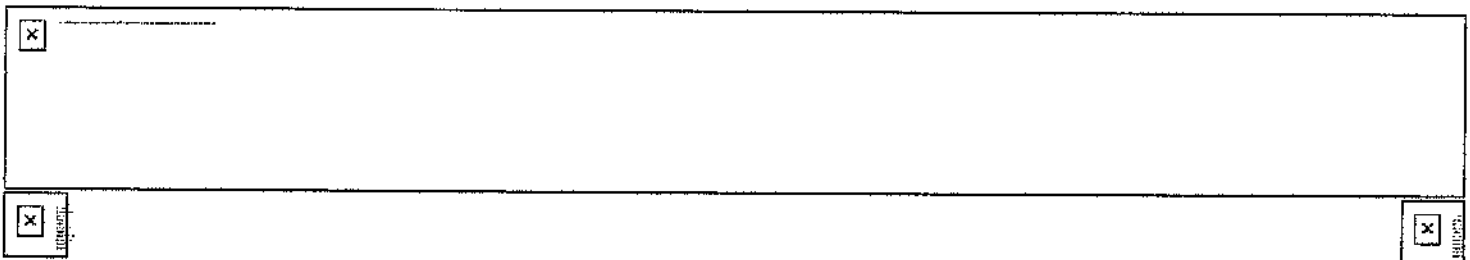
7:30 am - 9:30 am



Rural Health Care

8:00 am - 10:00 am

[See All Events](#)



FOLLOW US



[Unsubscribe](#)

[Newsletter Preferences](#)

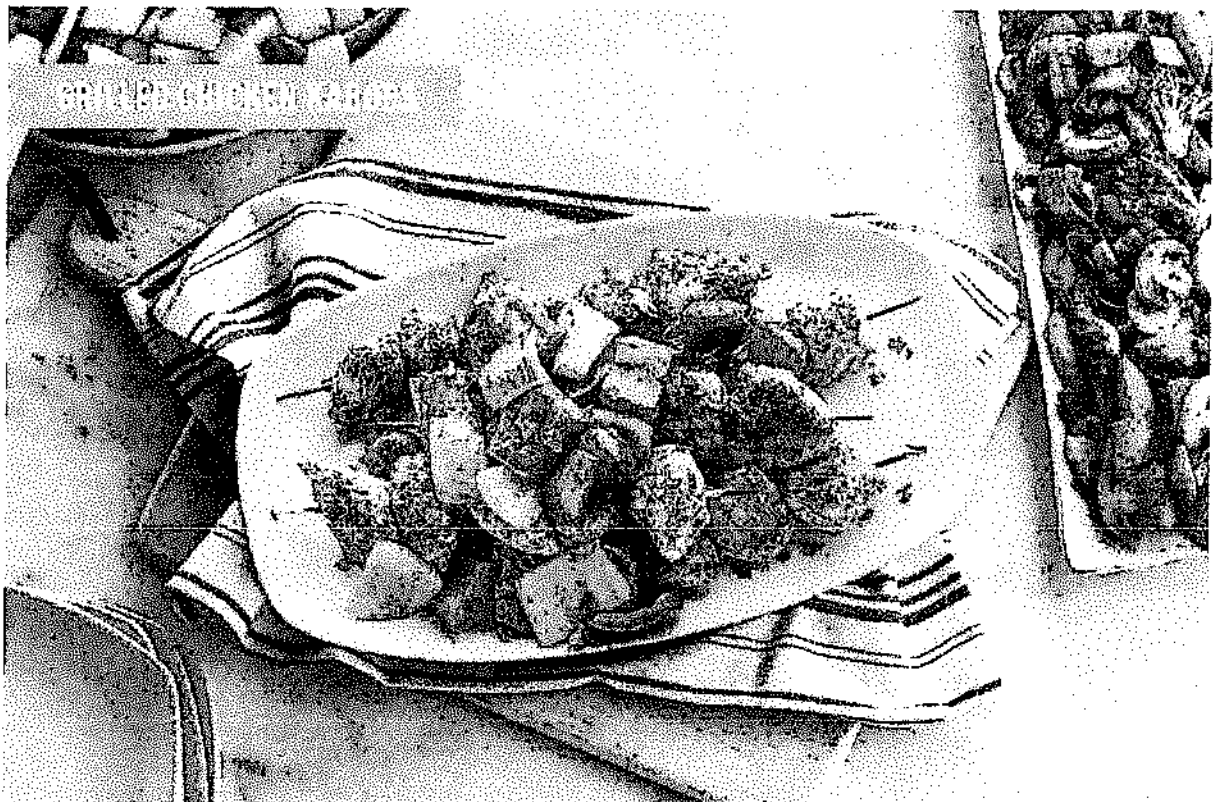
[Contact Us](#)

Bizjournals Customer Service, 120 W. Morehead St., Charlotte, North Carolina 28202

Anna Yount

From: Zoës Kitchen <noreply@zoemail.com>
Sent: Tuesday, November 20, 2018 10:09 AM
To: Dale Folwell
Subject: Give Thanks for No Cooking!

ZOËS KITCHEN
FRESH MADE MEDITERRANEAN



Let Us Do The
**THANKSGIVING
COOKING, TOO!**



**Feed 8-10 with our heat and serve Holiday
Turkey Dinner and all the fixings for only \$89.99!**

Don't need the entire feast? Order your á la carte
Turkey for 8-10 guests for only \$39.99!
Plus, we'll deliver for just \$15.

ORDER NOW

Holiday Turkey Dinners not available at:

AL - Auburn
AL - Bryant Denny
AL - Downtown Birmingham
AL - Montgomery
AL - Patton Creek
AL - SoHo

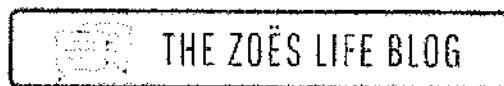
AL - Summit
AL - Tuscaloosa
AZ - McDowell
KY - Louisville Downtown
KY - Louisville Summit
KY - Louisville Vogue

LA - Baton Rouge
LA - Lafayette
TN - Brentwood
TN - Green Hills
TX - Snider Plaza
VA - Reston

LOCATIONS

CATERING

CAREERS



This email was sent because you joined our email club in one of our restaurants, online or at one of our events. Your email address will not be shared with anyone. You can take your name out of our email club at any time by clicking the unsubscribe link on this email and you will be removed immediately.

©2018 Zoës Kitchen. All Rights Reserved

Zoës Kitchen USA, LLC, 5760 State Highway 121; Suite 250, Plano, TX 75024

[Unsubscribe](#) | [Privacy Policy](#) | [Terms](#)

Anna Yount

From: FTSE Russell <email@ftserussell.com>
Sent: Tuesday, November 20, 2018 10:05 AM
To: Dale Folwell
Subject: A New Empirical Study of Diversified Portfolio Factor Exposures

Applied Research

[VIEW ONLINE](#)



DOWNLOAD THE PAPER NOW



MORE SMART BETA

RESEARCH



Factor index construction is currently a widely discussed topic among institutional investors and asset managers. A major area of debate concerns the construction of multi-factor indexes. Should construction be top-down where separate single factor indexes are created and then combined by averaging weights? Or should the construction be bottom-up where a single integrated portfolio is formed by weighting stocks in consideration of their all factor characteristics simultaneously?

In **ALTERNATIVE APPROACHES TO MULTI-FACTOR INDEX CONSTRUCTION: LIKE-FOR-LIKE COMPARISONS**, our second factor paper of this series, we undertake a theoretical comparison of the exposure and diversification outcomes of multi-factor portfolios that use a composite index, a composite factor and a multiple tilt approach to index construction.

It is not clear cut whether a composite index or composite factor approach provides investors with higher factor exposures for the same level of diversification. However, multiple tilt as a form of bottom-up approach exhibits higher factor exposures for any levels of correlation and for both concentrated and diverse portfolios.

Table of Contents

- Introduction
- Exposure and Diversification
- The Two Factor Case
- The Three Factor Case
- The Four and Five Factor Cases
- Relative Exposure: Matching Levels of Diversification
- Conclusions
- References



message. For extra information on how to contact FTSE Russell, visit our [WEBSITE](#)

FTSE Russell, 15 Paternoster Square, London EC4M 3LS

Your privacy is important to us. Please review FTSE Russell's [PRIVACY POLICY](#)



Anna Yount

From: Laura Dion <ConnectCFO@ev.quartzevents.com>
Sent: Tuesday, November 20, 2018 10:31 AM
To: Dale Folwell
Subject: Happy Thanksgiving from the CONNECT CFO Team!

Hi Dale,

Before we check out for the Thanksgiving holiday, I just wanted to remind you that you're invited to attend the **CONNECT CFO Leadership Summit** taking place April 14-16, 2019 at The Red Rock Casino Resort & Spa, Las Vegas with an all-access conference pass.

Your **complimentary pass** includes:

- Access to educational program and speakers selected by a peer executive steering committee
- **\$300 Travel voucher (Limited Availability)**
- Overnight hotel accommodations
- 5 star onsite catering (breakfast, lunch, dinner and networking receptions)
- Personal meetings with leading solution providers of your choice
- Private networking dinner
- Spouses are welcome!

To receive your pass, **RSVP here** with your personal invitation code:: **CFO19SDGIVING**.

If you need some more info, feel free to contact me directly or take a look at [our website](#).

If you have any questions or would like to talk through the format, here's my [calendar link](#).

Wishing you and your loved ones a happy and abundant Thanksgiving!

Sincerely,

Laura Dion, Attendee Relations Manager
424-363-9967
[Email Me](#) | [Schedule Call](#)



Anna Yount

From: Chris Farr
Sent: Tuesday, November 20, 2018 10:48 AM
To: Debra Haynes; Robert Jansen
Cc: Dale Folwell
Subject: RE: OST SECC 1st Week Pledgers

Debra and Robert,

The Treasurer and I want to thank you both for your hard work on the SECC campaign for OST. It was a great theme and strategy and became a complete success. It is much appreciated.

Chris Marie Farr

Chief of Staff/ Chief Deputy Treasurer
Office of the State Treasurer
Office: (919) 814-3817
Cell: (919) 588-0009

3200 Atlantic Avenue, Raleigh, NC 27604
www.NCTreasurer.com



NORTH CAROLINA
DEPARTMENT OF STATE TREASURER



Dale R. Folwell, CPA
STATE TREASURER OF NORTH CAROLINA
DALE R. FOLWELL, CPA

E-mail correspondence to and from this address is subject to North Carolina's Public Records Act, N.C. Gen. Stat. Sec. 132, and may be disclosed to third parties. However Federal and State law protects personal health and other information that may be contained in this e-mail from unauthorized disclosure. If you are not the intended recipient, please delete this e-mail and any accompanying documents and contact the sender immediately. Unauthorized disclosure, copying or distribution of any confidential or privileged content of this e-mail is prohibited.

From: Debra Haynes

Sent: Tuesday, November 20, 2018 10:29 AM

To: Wanda Pipkin <Wanda.Pipkin@nctreasurer.com>; Edgar Starnes <Edgar.Starnes@nctreasurer.com>; Cindy Aiken <Cindy.Aiken@nctreasurer.com>; Meryl Murtagh <Meryl.Murtagh@nctreasurer.com>; Micah Beasley <Micah.Beasley@nctreasurer.com>; Debra Haynes <Debra.Haynes@nctreasurer.com>; Chris Farr <Chris.Farr@nctreasurer.com>; Chris Frazier <chris.frazier@nctreasurer.com>; Reid Chisholm <Reid.Chisholm@nctreasurer.com>; Robert Jansen <Robert.Jansen@nctreasurer.com>

Cc: Debra Thomas <Debra.Thomas@nctreasurer.com>; Sam Hayes <Sam.Hayes@nctreasurer.com>; Chris Farr <Chris.Farr@nctreasurer.com>; Frank Lester <Frank.Lester@nctreasurer.com>; Karah Manning <Karah.Manning@nctreasurer.com>

Subject: OST SECC 1st Week Pledgers

Good Morning OST 1st week SECC Pledgers!

You have earned a casual day for your prompt and charitable giving! Please discuss with your supervisor the best time to take the casual day.

Anna Yount

From: Nikola Djordjevic <nikola@ileanmedia.co>
Sent: Tuesday, November 20, 2018 11:02 AM
To: Dale Folwell
Subject: Hi Dale, last follow-up

Hey Dale,

I reached out a little while ago regarding an infographic we made, but unfortunately, we haven't received any feedback from you yet.

Please let me know if you are interested, and I'll send a link right away!

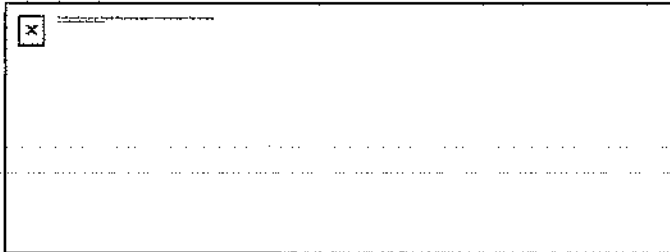
Looking forward to hearing from you.

Nikola Djordjevic
Head of Content
MedAlertHelp

(one-click unsubscribe)

Anna Yount

From: NC Superintendent <NCSuperintendent@public.govdelivery.com>
Sent: Tuesday, November 20, 2018 11:03 AM
To: Dale Folwell
Subject: Thank you



Educators:

We are officially in the season of giving thanks for our many blessings. Like many of you, I try hard to reflect and give thanks for our hard-working educators more than just this time each year. I hope you see that in our regular messages to you.

But, I thought we should send you a special message after all we have been through together this year.

The August excitement of back to school quickly turned into weathering storms of all kinds in North Carolina. Many lost everything in storms, and some schools were closed for months. Young students faced traumatic experiences that will be with them for the rest of their lives.

Through it all, North Carolina's educators stayed strong for their students and their communities. Local education leaders were instrumental in our work with the Governor and the General Assembly to secure the millions of dollars needed to re-open schools as quickly as possible.

As I traveled the state, I met teachers who personally lost everything. Still, many put their own needs aside because their top concern was getting their students back to the safe, warm environments of their classrooms. I met School Nutrition Services staff who showed up to schools to feed those in need without knowing if they would even be paid for the days they worked. And, I recently visited School Counselors and Exceptional Children educators at their annual conferences and discussed the critical role of mental health support professionals in our schools for our students to receive the proper attention they will need to recover from these events.

Anna Yount

From: Cindy Aiken
Sent: Tuesday, November 20, 2018 11:39 AM
To: Anna Yount; Dale Folwell
Subject: FW: Lunch will be served around 12:20 when Sharon and Greg returns instead of 12.
Thanks for your patience.

Cynthia S. Aiken

Assistant General Counsel
State and Local Government Finance Division
Office of the State Treasurer
Office: (919) 814-3846

3200 Atlantic Avenue, Raleigh, NC 27604
www.NCTreasurer.com



NORTH CAROLINA
DEPARTMENT OF STATE TREASURER



Dale R. Folwell, CPA
STATE TREASURER OF NORTH CAROLINA
DALE R. FOLWELL, CPA

This document is prepared for internal use only. It is not to be distributed outside the North Carolina Department of State Treasurer. It is not to be used for any other purpose. It is not to be used for any other purpose. It is not to be used for any other purpose.

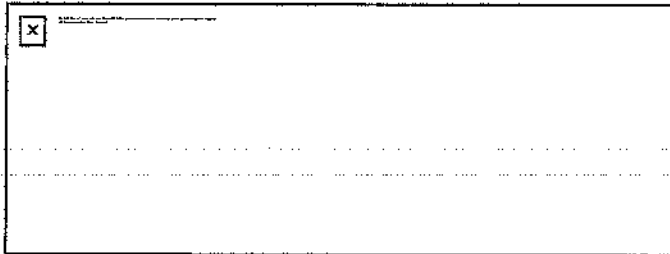
© 2018 by the State of North Carolina. All rights reserved. No part of this document may be reproduced without written permission from the State of North Carolina.

From: Alisia Smith
Sent: Tuesday, November 20, 2018 11:28 AM
To: LGC - All Local Government <LocalGovernmentDivision@nctreasurer.com>
Subject: Lunch will be served around 12:20 when Sharon and Greg returns instead of 12. Thanks for your patience.

Everything smells wonderful.

Anna Yount

From: NC Superintendent <NCSuperintendent@public.govdelivery.com>
Sent: Tuesday, November 20, 2018 11:46 AM
To: Dale Folwell
Subject: An additional note



School leaders:

I want to send an additional message of thanks to you. I am grateful for your leadership of our schools and for your service to your communities and to North Carolina.

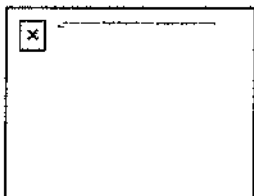
This year, I have personally witnessed the strength and resilience of leaders during the hurricane recovery, threats to safety at schools across the state, and the loss of life of students.

These challenges only scratch the surface of what each and every one of you face during the school year.

Through all of it, you lead your teachers and students to success. I am so grateful for all your dedication and work for our students and teachers. North Carolina is fortunate to have you.

Thanks again for your leadership, and have a great Thanksgiving.

Sincerely,



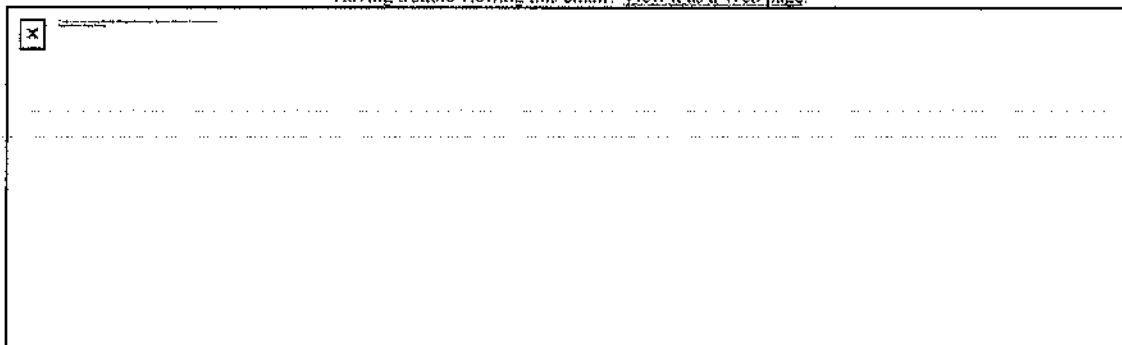
Mark Johnson

State Superintendent

Anna Yount

From: North Carolina Public Schools <NCPublicSchools@public.govdelivery.com>
Sent: Tuesday, November 20, 2018 1:30 PM
To: Dale Folwell
Subject: Superintendents' Weekly Message: Nov. 20

Having trouble viewing this email? [View it as a Web page.](#)



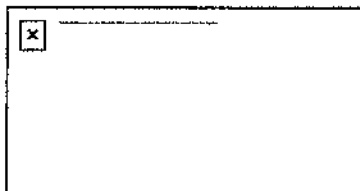
Nov. 20, 2018

2019 CCES Conference

The 2019 Connecting Communities of Education Stakeholders conference will be held March 18-21. The conference, themed Innovative Pathways to Personalize Learning, merges the best of Home Base Symposium and Collaborative Conference for Student Achievement (CCSA) by:

- Providing educators and leaders relevant, research-based strategies to affect short- and long-term change in adult practices that foster innovative practices for student success
- Providing support staff with professional learning and resources for the daily operations and needs of school communities
- Supporting student and educator growth through the dissemination (or sharing) of data-driven strategies and resources
- Recognizing and encouraging the collective contribution of communities of education stakeholders in individual and community-wide growth

The conference will be located at the Sheraton Greensboro Hotel & Koury Convention Center in Greensboro, NC (3121 West Gate City Boulevard, Greensboro, NC). [Click here for more information.](#)



New resources to support Personalized Learning

The North Carolina Digital Learning Initiative includes efforts to improve access to high-quality digital learning resources and the systems to locate, create, share, and use them. To support these efforts, the Department of

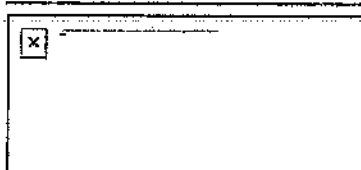
Public Instruction has investigated open educational resources (OER), instructional materials that are openly licensed, enabling users to freely access, use, adapt, and redistribute with no or limited restrictions.

Understanding the potential that OER offers, DPI has invested in strategies to provide access to high-quality, open educational resources. As one of twenty states, North Carolina has joined the national #GoOpen initiative,

FEMA has produced a concise, helpful checklist for complying with federal procurement requirements applicable to FEMA Public Assistance reimbursement. Local governments and your non-profit partners (such as VFDs) should review the information applicable to “non-state entities.”

Complying with these procurement requirements is critical to maximizing your opportunity for FEMA reimbursement of eligible disaster costs, including repairs to facilities and infrastructure. These requirements are found under the Uniform Guidance (2 CFR Part 200), and apply to most categories of federal grant funds, including FEMA Public Assistance reimbursement funds. Remember that you also must comply with state law procurement requirements applicable to local governments and your local procurement policies to the extent that either (or both) are more restrictive than federal requirements.

[Click here to view the checklist.](#)



Teacher nominations for the emPoweringSTEM Conference needed

Each district superintendent in North Carolina may nominate one middle school teacher to attend the emPoweringSTEM Conference in March.

There is a critical disconnect between the STEM skills needed to support the state’s current and future jobs ecosystem and our students’ interests and levels of mastery in those fields. By bringing together businesses leaders and educators from across North Carolina in a hands-on learning environment, this conference will help make that connection from classroom to career. This event was a partnership between GSK, NCBCE & Kenan Fellows and will enable over 100 of the state’s leading middle school educators to connect their classroom environments to career environments. Participants will receive meals, a \$50 travel stipend and – for those traveling more than 50 miles – lodging, as well as earn 1 CEU.

The conference will be held Mar. 25, 2019, at GSK Headquarters in Research Triangle Park.

Please work with your leadership team to nominate one middle school teacher. Superintendents should send teacher nominations (name and email) to ncbceadmin@nc.gov at NCBCE to receive further instructions on teacher registration.

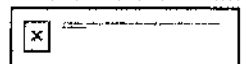


Stay Connected with North Carolina Public Schools:



SUBSCRIBER SERVICES:

[Manage Subscriptions](#) | [Unsubscribe from All Topics](#) | [Help](#)



Anna Yount

From: Debra Haynes
Sent: Tuesday, November 20, 2018 1:51 PM
To: Chris Farr; Robert Jansen
Cc: Dale Folwell
Subject: RE: OST SECC 1st Week Pledgers

Thanks Chris and Treasurer Folwell...it was a rewarding experience!

~debra

From: Chris Farr
Sent: Tuesday, November 20, 2018 10:48 AM
To: Debra Haynes <Debra.Haynes@nctreasurer.com>; Robert Jansen <Robert.Jansen@nctreasurer.com>
Cc: Dale Folwell <Dale@Nctreasurer.com>
Subject: RE: OST SECC 1st Week Pledgers

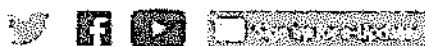
Debra and Robert,

The Treasurer and I want to thank you both for your hard work on the SECC campaign for OST. It was a great theme and strategy and became a complete success. It is much appreciated.

Chris Marie Farr

Chief of Staff/ Chief Deputy Treasurer
Office of the State Treasurer
Office: (919) 814-3817
Cell: (919) 588-0009

3200 Atlantic Avenue, Raleigh, NC 27604
www.NCTreasurer.com



NORTH CAROLINA
DEPARTMENT OF STATE TREASURER



Dale R. Folwell, CPA
STATE TREASURER OF NORTH CAROLINA
DALE R. FOLWELL, CPA

E-mail correspondence to and from this address is subject to North Carolina's Public Records Act, N.C. Gen. Stat. Sec. 132, and may be disclosed to third parties. However Federal and State law protects personal health and other information that may be contained in this e-mail from unauthorized disclosure. If you are not the intended recipient, please delete this e-mail and any accompanying documents and contact the sender immediately. Unauthorized disclosure, copying or distribution of any confidential or privileged content of this e-mail is prohibited.

From: Debra Haynes
Sent: Tuesday, November 20, 2018 10:29 AM
To: Wanda Pipkin <Wanda.Pipkin@nctreasurer.com>; Edgar Starnes <Edgar.Starnes@nctreasurer.com>; Cindy Aiken <Cindy.Aiken@nctreasurer.com>; Meryl Murtagh <Meryl.Murtagh@nctreasurer.com>; Micah Beasley <Micah.Beasley@nctreasurer.com>; Debra Haynes <Debra.Haynes@nctreasurer.com>; Chris Farr <Chris.Farr@nctreasurer.com>; Chris Frazier <chris.frazier@nctreasurer.com>; Reid Chisholm <Reid.Chisholm@nctreasurer.com>; Robert Jansen <Robert.Jansen@nctreasurer.com>
Cc: Debra Thomas <Debra.Thomas@nctreasurer.com>; Sam Hayes <Sam.Hayes@nctreasurer.com>; Chris Farr



NORTH CAROLINA COMMUNITY COLLEGE SYSTEM

Peter Hans, President

20 November 2018

IMPORTANT INFORMATION

MEMORANDUM

TO: Members of the State Board of Community Colleges
Community College Presidents
Boards of Trustees Chairs
Community College Chief Academic Officers, Chief Admissions Officers, Basic Skills Directors, Business Officers, Continuing Education Officers, Customized Training Directors, Distance Learning, Chief Financial Officers, Financial Aid Officers, Planners, Public Information Officers, Registrars, Student Development Administrators, & Other Interested Parties

FROM: Q. Shanté Martin, *NCCCS General Counsel*

RE: Amendment of 1D SBCCC 400.8 - "Courses for Curriculum Programs"

On 16 November 2018, the State Board of Community Colleges voted to amend **1D SBCCC 400.8 - "Courses for Curriculum Programs."** The newly created co-requisite courses, MAT-010, MAT-021, MAT-043, MAT-052, MAT-071, and ENG-011, will support the efforts of the RISE (Reinforced Instruction for Student Excellence) initiative. The above-mentioned courses are supplemental by design.

The rule will be effective 1 December 2018. The new rule will be published on the NC Community College System's website, www.nccommunitycolleges.edu, under "State Board Code." For your convenience, a copy of the rule is attached to this memorandum.

CC18-058
E-mail Copy

Attachment

- (3) The numbers 110-189 and 210-289 shall be assigned to associate degree level courses. These courses may also be included in certificate and diploma programs.
- (4) The numbers 190-199 and 290-299 shall be assigned to seminar or selected topic courses that may be offered for a single term and which courses offer content not found in existing courses. To offer the course content after the initial term, the Curriculum Review Committee shall approve the course for inclusion in the Combined Course Library.
- (c) A college shall use the course information (prefix; number; title; classroom, laboratory, clinical, and work-based learning contact hours; credit hours; prerequisites and corequisites; and course description) as listed in the Combined Course Library.
- (d) A college may add a fourth sentence to the course description to clarify instructional content or instructional methodology.
- (e) A college is responsible for ensuring that students have satisfied requisite course requirements by documenting that they have either completed the appropriate courses or have demonstrated that they have the appropriate knowledge and skills required for admission to the courses as determined by the college.
- (f) A college may establish a local policy for waiving requisite requirements for individual students.
- (g) A college may divide courses into incremental units for greater flexibility in providing instruction to part-time students or to provide shorter units of study for abbreviated calendars. Each of the following criteria applies to courses divided into incremental units:
 - (1) A course may be divided into two or three units that are designated with an additional suffix following the course prefix and number;
 - (2) The units shall equal the entire course of instruction, without omitting any competencies;
 - (3) The combined contact and credit hours for the units shall equal the contact and credit hours for the course;
 - (4) If the course is a prerequisite to another course, the student shall complete all component parts before enrolling in the next course; and

(3) To determine whether a curriculum course may meet a premajor/elective designation for Associate in Arts and Associate in Science degrees using the following standards:

(A) Focus on skills, techniques, and procedures specific to the student's occupation or profession;

(B) Similar in intended outcomes and competencies, and so, transferable between institutions.

(j) When a student receives credit for a Combined Course Library curriculum course, this credit shall be transferable to any college in the North Carolina Community College System.

History Note: Authority G.S. 115D-5; S.L. 1995, c. 625;

Temporary Adoption Eff. June 1, 1997;

Eff. July 1, 1998;

Amended Eff. December 1, 2018; November 1, 2017; June 1, 2009;

July 1, 2007; October 1, 2006; December 1, 2004; August 15, 2004.

Anna Yount

From: Anna Yount
Sent: Tuesday, November 20, 2018 3:45 PM
To: Dale Folwell
Subject: Thanksgiving Message

Proposed 2018

DST Employees,

During this time of Thanksgiving, we have an important opportunity to reflect on the things we are most grateful for. Included among them is our ability to serve the people of North Carolina.

I want to thank you for bringing your passion, integrity, and ability to the important work you do here day in and day out. May the good things of life be yours in abundance, not only during this Thanksgiving but throughout the coming year.

Enjoy the long weekend to relax, reflect, and spend some extra time with your loved ones. Come back refreshed and inspired to finish out the year strong.

Happy Thanksgiving,

Dale R. Folwell, CPA

2017

DST Employees,

During this month of Thanksgiving, we have an important opportunity to reflect on the things we are most grateful for. Included among them is our ability to serve the people of North Carolina. Each month, 1 in 10 North Carolinians are touched by this Department in some capacity. That responsibility is significant and humbling.

Thank you for bringing your passion, integrity, and ability to the important work you do here day in and day out. We've made significant accomplishments over this year and I look forward to what our Department will continue to do on behalf of North Carolinians in the years ahead.

I hope this holiday season is filled with joy and prosperity for each of you and your families. May the good things of life be yours in abundance, not only at Thanksgiving but throughout the coming year.

Enjoy the long weekend to relax, reflect, and spend some extra time with your loved ones. Come back refreshed and inspired to finish out 2017 strong.

Happy Thanksgiving,

Dale R. Folwell, CPA

Anna Yount

From: Cecilia Holden <Cecilia.Holden@dpi.nc.gov>
Sent: Tuesday, November 20, 2018 3:46 PM
To: SBE Members; Mark Johnson
Cc: Anne Murtha; Deanna Townsend-Smith; Eric Snider
Subject: RE: NASBE IDEA Recommendations Discussion Draft
Attachments: NASBE IDEA Recommendations Discussion Draft.docx

Hi, all.

Just a reminder that if you would like to provide any input on the draft set of recommendations on IDEA, please try to get those to me by close of business this Friday. Thanks so much in advance and Happy Thanksgiving!

Regards,
Cecilia Holden

From: Cecilia Holden
Sent: Thursday, November 15, 2018 11:53 AM
To: SBE Members <SBE@dpi.state.nc.us>; Mark Johnson <mark.johnson@dpi.nc.gov>
Cc: Anne Murtha <Anne.Murtha@dpi.nc.gov>; Deanna Townsend-Smith <Deanna.Townsend-Smith@dpi.nc.gov>; Eric Snider <Eric.Snider@dpi.nc.gov>
Subject: NASBE IDEA Recommendations Discussion Draft

Dear SBE Members,

J.B. received the attached draft set of recommendations for Congress on the Individuals with Disabilities Education Act (IDEA) as part of his work with the National Association of State Boards of Education Government Affairs Committee (NASBE GAC). We have been requested to provide feedback and input and would appreciate any you would like to share for us to forward along. In order to meet a deadline on our end, will you please provide any input to me by close of business Friday, November 23rd? I have also reached out to agency "experts" to solicit their input. Thanks in advance for your reply.

Regards,
Cecilia

Visit us on the web at www.ncpublicschools.org. All e-mail correspondence to and from this address is subject to the North Carolina Public Records Law, which may result in monitoring and disclosure to third parties, including law enforcement.

National Association of State Boards of Education
Draft IDEA Reauthorization Recommendations

INTRODUCTION

The National Association of State Boards of Education (NASBE) exists to serve and strengthen State Boards of Education in their pursuit of high levels of academic achievement for all students. State Board members are committed to promoting educational equity and excellence, including ensuring that students with disabilities have access to the free and appropriate public education (FAPE) and the other rights conferred by the Individuals with Disabilities Education Act ("IDEA", 20 U.S.C. § 1400 et. seq.). Congress has not comprehensively updated IDEA since 2004, when President Bush signed the Individuals with Disabilities Education Improvement Act (P.L. 108-446). Since that time, new research has emerged, federal education law and policy has evolved, and many states and school districts have developed, tested, and implemented new special education practices. Given these and other related developments, NASBE believes the time is now right for Congress to begin evaluating ideas for updating and strengthening IDEA to better support students with disabilities and their families.

NASBE believes achieving IDEA's promise will require significant improvements to the law. These updates must be grounded in the best available evidence and guided by a shared commitment to better meet the learning needs of students with disabilities and their families. This important work must also include a commitment by Congress to: (1) provide the significant additional federal funding required to help states and local school districts satisfy IDEA's requirements; (2) develop a stronger and more collaborative partnership between local, state, and federal entities; and (3) align the law with the field's current needs and use of evidence-based special education and student-centered practices. With these guiding principles in mind, this paper describes NASBE's ideas for strengthening the IDEA based on the input provided by State Board members from across the United States and NASBE's partners.

CONGRESS SHOULD STRENGTHEN AND EXPAND IDEA'S FOCUS ON EARLY LEARNING

Many State Boards are working with school districts and community partners to expand high quality early learning and care opportunities. Why? Research shows that the positive effects of high-quality early childhood interventions on young learners remain evident for decades after those interventions are provided.¹ One of the benefits of such programs is lowering rates of special education placement, which not only significantly benefits students but also decreases special education costs.² Given these advantages, and science showing the vital importance of early brain development to later academic and other life success, State Boards recognize that schools and communities must pay greater attention to meeting infants' and toddlers' developmental needs.

IDEA-Part C appropriately provides supports for infants and toddlers (birth through age 2) and their families, but these programs should be expanded and improved to better serve very young children and their families. This work must begin with a renewed, long-term commitment to Part C inclusive of the diverse range of settings where young children receive care, and a strong commitment to collaboration and secure data sharing among the agencies and community providers that serve them.

¹ Effects of a School-Based, Early Childhood Intervention on Adult Health and Well-being: A 19-Year Follow-up of Low-Income Families; Arthur J. Reynolds, PhD; Judy A. Temple, PhD; Suh-Ruu Ou, PhD; et al

² Informing Investments in Preschool Quality and Access in Cincinnati: Evidence of Impacts and Economic Returns from National, State, and Local Preschool Programs; Lynn A. Karoly, Anamarie Whitaker

preschool aged special education students, this challenge can, at least in part, be addressed by updating and expanding Section 619 of IDEA-Part B.

IDEA PART B (Sec. 619) RECOMMENDATIONS

NASBE urges Congress to expand and improve Section 619 of Part B by:

- Enabling parents to choose community-based preschool settings, while receiving individualized education plan (IEP) services with minimal disruption. Congress should direct the Department of Education to provide stronger guidance and examples of models that can be used to deliver services in this manner.
- Clarifying that the designated "619 agency" is responsible for services delivered in the setting where the child was enrolled at the time of diagnosis.
- Clarifying that children can receive services in a wide range of settings. For example, the services location could be the child's current preschool or Head Start setting, the child's home if the parent prefers the child to remain at home, or another setting. Children with disabilities should be fully included to the maximum extent possible in settings with their nondisabled peers.
- Ensuring the law recognizes the collaboration between local education agencies and early childhood education providers that is already required in Title I of the Every Student Succeeds Act, Head Start, and other laws. The next IDEA should reinforce this collaboration and provide fiscal and other supports for state efforts to design systems where schools and community providers work together on behalf of children who have or need IEPs.
- Providing fiscal and other supports to increase the number of qualified teachers of preschool education in order to help improve the quality of service across all settings. This work should include both increasing the number of qualified specialists in special education, and also increasing the capacity of all preschool teachers to support students with IEPs.
- Recognizing that children who have or need IEPs may be particularly vulnerable to suspension and expulsion. The next IDEA should ensure that children with disabilities are not improperly or disproportionately removed from their preschool program (see additional discipline recommendations below).
- Providing support for state and community efforts to develop stronger screening and referral systems, which require extensive collaboration and effective data systems. States and communities are increasingly looking to strengthen screening and referral programs in order to do a better job of connecting children to services that meet their needs, including but not limited to, special education services.

CONGRESS SHOULD ACT TO REDUCE DISPROPORTIONATE DISCIPLINE OF SPECIAL EDUCATION STUDENTS

According to the Department of Education, Office for Civil Rights, students with disabilities account for only 12% of all students, but they represent:

- 71% of all instances of restraint and 66% of all instances of seclusion; and

opportunity to learn hinges on access to the general education curriculum..."⁵ As a result, we strongly support IDEA's requirement that student with disabilities have access to the general education curriculum. We also embrace the concept of "universal design" embedded in IDEA, which is aimed at ensuring, whenever possible, that materials are usable by people with the widest possible range of functional characteristics.⁶ The next IDEA should help states and school districts ensure that students with disabilities have maximum access to the full array of educational tools used in the general education curriculum and tools designed to increase their access to the general education curriculum.

MATERIALS AND TOOLS RECOMMENDATIONS

NASBE urges Congress to promote access to the general education curriculum by encouraging and investing in state and local efforts to:

- Integrate and increase the use of openly licensed, accessible digital content and technologies ("open educational resources"). Digital educational resources designated as open educational resources can further facilitate the iterative processes of modification and customization of digital content for students with disabilities.
- Ensure materials used by students with the most significant disabilities are updated frequently, aligned with state standards and assessments, and are vetted by subject matter experts and educators to ensure quality.
- Use materials that engage learners through multiple media (e.g., in print, online, audio, video), as well as through interaction and simulation.
- Ensure that all educational content, whether developed in-house or purchased from outside vendors, incorporates the principles of Universal Design for Learning and be compatible with technology used by the students.
- Ensure that students with disabilities have access to the same appropriate accommodations in their instruction, as well as federally required state and district assessments.

CONGRESS SHOULD STRENGTHEN IDEA'S EMPHASIS ON EDUCATOR RECRUITMENT AND RETENTION

IDEA-Part D provides cross-cutting supports to teachers, school leaders and other professionals serving students with disabilities, but additional steps must be taken to help them succeed. According to the National Coalition on Personnel Shortages in Special Education and Related Services "forty-nine states report a shortage of special education teachers and specialized instructional support personnel and 51% of all school districts and 90% of high poverty school districts report difficulty attracting highly qualified special education teachers."⁷ The IDEA already notes that, "[h]igh quality, comprehensive professional development programs are essential to ensure that the persons responsible for the education or transition of children with disabilities possess the skills and knowledge necessary to address the

⁵ Cortiella, C., Burnette, J. (2008). *Challenging Change: How schools and districts are improving the performance of special education students*. New York, NY: National Center for Learning Disabilities.

⁶ Individuals with Disabilities Education Act, 20 U.S.C. §1401

⁷ *Special Education Shortages Fact Sheet*, National Coalition on Personnel Shortages in Special Education and Related Services. <https://specialshortages.org/wp-content/uploads/2014/03/NCPSSERS-Fact-Sheet.pdf>. Accessed September 19, 2018.

Anna Yount

From: Laura Rowe
Sent: Tuesday, November 20, 2018 4:14 PM
To: Dale Folwell; Chris Farr
Cc: Anna Yount; Sam Hayes; Steve Toole; Mary Buonfiglio; Maja Moseley
Subject: New SRP Board Member
Attachments: Chevella L. Thomas - Resume.pdf; Notice Of Appointment (21).pdf; Board Details Report.pdf; Thomas, Chevella (Gov. Prospect - exp. in finance & investments)2018.pdf

Good Afternoon Treasurer and Chris,

Attached is information on a new board appointment to the Supplemental Retirement Plan Board of Trustees. **Chevella Thomas is replacing Hal McKinney** on the board in the position of a "retired state or local gov't employee with experience in finance and investments." Her resume is also attached.

There is a special SRP meeting scheduled for Thursday November 29, 2018 at 2 pm. We have Ms. Thomas' SEI evaluation for ethics; however, we'll want to get her oath of office on file before the meeting and will work to do that next week.

Thank you,
Laura

Laura Rowe
Compliance Consultant
Office of the State Treasurer
Office: (919) 814-3851

3200 Atlantic Avenue, Raleigh, NC 27604
www.NCTreasurer.com



NORTH CAROLINA
DEPARTMENT OF STATE TREASURER



Dale R. Folwell, CPA
STATE TREASURER OF NORTH CAROLINA
DALE R. FOLWELL, CPA

E-mail correspondence to and from this address may be subject to the North Carolina Public Records Law. It may be subject to monitoring and disclosed to third parties, including law enforcement personnel, by an authorized state official.

IMPORTANT: When sending confidential or sensitive information, encryption should be used.

Chevella L. Thomas

1317 Fargo Street ☐Durham, NC 27707 ☐(919)864-9754

Objective

Gain extensive knowledge in the areas of Systems Accounting and Management.

Employment

NORTH CAROLINA CENTRAL UNIVERSITY

Reconciliation/Capital Assets Accountant - Accountant, April 1993 to Present

Maintain and monitor NCCU's General Disbursing account, the Perkins/Nursing Student Loan fund accounts, Payroll Cleared Check reconciliation, and Capital Assets. This includes the recording of the acquisition, modification, transfer, retirement and loss of Capital assets in the Capital Assets System (CAS). Establishes written accounting policies and procedures related to Capital assets and provides technical guidance and direction to program personnel to ensure consistent application within NCCU. Responsible for the general maintenance and analysis of the accounting records for the Perkins and Nursing Student Loan Funds. This includes reviewing, analyzing, and preparing journal entries, bank reconciliation, trial balances, and year-end accrual entries that are audited by the State Auditors. Ensure the integrity, accuracy, and consistency of NCCU's Capital asset system, State Disbursement account, Payroll cleared check process, and the Perkins/Nursing student loan funds. Responsible for overseeing the annual physical inventory and preparing the Statement of Changes in Capital Assets footnote for year-end financial statements that are audited by the State Auditors, finally create and provide WebFocus reports for Comptroller's Department personnel.

CITY OF DURHAM PARKS AND RECREATION

Facility Supervisor (Part-time) - Athletics, December 1989 to 2002

Supervise athletic programs at recreational centers throughout the City of Durham. Manage and facilitate safety procedures. Coordinate schedules for tournaments. Supervise officials and score-keepers.

NORTH CAROLINA CENTRAL UNIVERSITY

Accounting Technician I, July, 1989 to Present

Primary responsibility of maintaining the accounting records of the University's Perkins and Nursing Student Loan Funds; preparing journal entries, bank reconciliations, trial balances, fund reconciliations, and accrual entries for year-end close.

Account Representative - Clerk III, May, 1986 to June 1989

Carried out the due diligence process in collecting National Defense/Direct Student Loans (Perkins), maintained contact with borrowers in a courteous, respectful, accurate and thorough manner, transferred accounts to Billing Agent, Collection Agencies and/or the State Attorney General Office, performed skip-tracing activities, coordinated and processed Set-Off Debt Collection Act claims and payments, processed payments received in the office for deposit with the Bursar's Office and sent payment transmittals to Billing Agent, processed in-coming mail,

Supplemental Retirement Board of Trustees

Membership: 6 by Governor
9 Total

Chairman: State Treasurer

Term Length: 3 years; 2 max
consecutive

Cite: N.C. Gen. Stat. § 135-96

Department: State Treasurer's Office

Ethics: Yes

Purpose:

The board will administer the Supplemental Retirement Income Plan and the NC Public Employee Deferred Compensation Plan.

Ms. Chevelia L. Thomas	County: Durham	Date Appt: 11/20/2018 Term: 6/30/2021
-----------------------------------	-----------------------	---

Call Name:

1317 Fargo Street
Durham, North Carolina
27707

Home: 919-599-6119

Cell:

Business:

Email: cheveilat@gmail.com

Position: 1 Member

Appointed By: Governor

Description: Experience in finance & investments
(Retired State or local gov Employee)

Race: African
American

Sex: Female

Ms. Lorraine Johnson	County: Wake	Date Appt: 5/25/2018 Term: 6/30/2020
---------------------------------	---------------------	--

Call Name:

7030 Eastridge Drive
Apex, North Carolina
27539

Home:

Cell: 919-219-9187

Business: 919-789-3098

Email: lorraine@lifetimeasset.com

Position: 2 Member

Appointed By: Governor

Description: Experience in finance & investments

Race: Caucasian

Sex: Female

Mrs. Kelly A. Russell **County:** Wake **Date Appt:** 7/1/2018 **Term:** 6/30/2021

Call Name:

3020 Norman Blalock
Road
Willow Spring, North
Carolina 27592

Home: 919-394-0140**Cell:****Business:****Email:** kellyrussell1971@gmail.com**Position:** 6 Member**Appointed By:** Governor**Description:** Experience in finance & investment
(State Employee)**Race:** Caucasian**Sex:** Female

Mr. Michael H. Lewis **County:** Wake **Date Appt:** 8/20/2014 **Term:** 6/30/2019

Call Name:

1315 Rand Drive
Raleigh, North Carolina
27608

Home:**Cell:****Business:** 919-803-6736**Email:** michael.lewis@cpGRE.com**Position:** 7 Member**Appointed By:** Speaker of the House**Description:** Experience in finance & investments**Race:** Caucasian**Sex:** Male

Ms. Melinda L. Baran **County:** Wake **Date Appt:** 7/2/2012 **Term:** 6/30/2019

Call Name:

100 Mainsail Drive
Cary, North Carolina
27511

Home: 919.469.7915**Cell:** 919.609.5237**Business:** 919.831.1302**Email:** melinda.barab@wellsfargo.com**Position:** 8 Member**Appointed By:** Senate Pro-Tem**Description:** Experience in finance & investments**Race:** Caucasian**Sex:** Female

The Honorable Dale Folwell **County:** Wake **Date Appt:** 1/1/2017 **Term:**

Call Name:

NOTICE OF APPOINTMENT

Pursuant to G.S. 143-47.7

Notice is given that Ms. Chevella L. Thomas

is hereby appointed to the following public office:

Supplemental Retirement Board of Trustees

Citation to Law or Other Authority Authorizing the Appointment:

N.C. Gen. Stat. § 135-96

Specific Statutory Qualification for the Public Office (if applicable):

Experience in finance & investments (Retired State or local gov Employee)

Address of Appointee:

1317 Fargo Street, Durham, North Carolina 27707

County of Residence of the Appointee: Durham

Date Term of Appointment Began: 11/20/2018

Date Term of Appointment Ends: 6/30/2021

Name of Person the Appointee replaces, if applicable:

Mr. Heyward McKinney

Date of Appointment: 11/20/2018

Signature:

s/ Roy Cooper

Office of Appointing Authority:

Office of the Governor, Boards and Commissions

Distribution:

Governor

Secretary of State

Senate President Pro Tempore

Speaker of the House

Department of Cultural Resources

Ethics Commission

Board Contact



NORTH CAROLINA

State Board of Elections & Ethics Enforcement

Mailing Address:
P.O. Box 27255
Raleigh, NC 27611-7255

Phone: (919) 814-0700
Fax: (919) 715-0135

Via Email

November 20, 2018

The Honorable Roy A. Cooper III
Governor of North Carolina
20301 Mail Service Center
Raleigh, North Carolina 27699-0301

**Re: Evaluation of Statement of Economic Interest Filed by Ms. Chevella Thomas
Prospective Appointee – Supplemental Retirement Board of Trustees**

Dear Governor Cooper:

Our office has received **Ms. Chevella Thomas'** 2018 Statement of Economic Interest as a prospective appointee to the **Supplemental Retirement Board of Trustees (the "Board")**. We have reviewed it for actual and potential conflicts of interest pursuant to Chapter 163A of the North Carolina General Statutes ("N.C.G.S."), also known as the Elections and Ethics Enforcement Act (the "Act").

Compliance with the Act and avoidance of conflicts of interest in the performance of public duties are the responsibilities of every covered person, regardless of this letter's contents. This letter, meanwhile, is not meant to impugn the integrity of the covered person in any way. This letter is required by N.C.G.S. § 163A-193(a) and is designed to educate the covered person as to potential issues that could merit particular attention. Advice on compliance with the Act is available to certain public servants and legislative employees under N.C.G.S. § 163A-157.

We did not find an actual conflict of interest, but found the potential for a conflict of interest. The potential conflict identified does not prohibit service on this entity.

The Supplemental Retirement Board of Trustees was established through the Department of State Treasurer to coordinate and administer various supplemental retirement programs, including 457 plans, 401(k) plans and other similar investment vehicles. The Board has the authority to review contracts, agreements or arrangements pertaining to the administrative services and investment of deferred funds under the plans with service providers. Further, the Board may recommend continuation of or changes to such contracts.

The Act establishes ethical standards for certain public servants, including conflict of interest standards. N.C.G.S. § 163A-211 prohibits public servants from using their positions for their financial benefit or for the benefit of a member of their extended family or a business with which they are associated. N.C.G.S. § 163A-216 prohibits public servants from participating in certain official actions from which the public servant, his or her client(s), a member of the public servant's extended family, or a business or non-profit with which the public servant or a member of the public servant's immediate family is associated may receive a reasonably foreseeable financial benefit.

Ms. Thomas is a retired state employee who fills the role of a member who has experience in finance and investments. She serves as the treasurer for the State Employees Association of North Carolina ("SEANC") and the North Carolina Central University Alumni Association. Because Ms. Thomas serves for entities whose members could be affected by decisions made, or actions taken by the Board, she has the potential for a conflict of interest. Accordingly, Ms. Thomas should exercise appropriate caution in the performance of her public duties should the State Employees Association of North Carolina ("SEANC") or North Carolina Central University Alumni Association come before the Board for official action.

Anna Yount

From: Jim Charles <jim.charles@dimensional.com>
Sent: Tuesday, November 20, 2018 4:35 PM
To: Dale Folwell
Subject: Dimensional Webcast | Fixed Income Investing with a Flat US Yield Curve

Click [here](#) if you are having trouble viewing this message.



Fixed Income Investing with a Flat US Yield Curve

Wednesday, December 5
10:30 am CT

Dear Dale,



Please join us Wednesday, December 5, at 10:30 am CT for a webcast on the current interest rate environment.

Senior Fixed Income Investment Strategist and Vice President Doug Longo will review the term structure of yield curves in the US and around the globe and discuss how the components of expected returns in fixed income can provide information to position a fixed income strategy for higher expected returns.

The presentation will focus on:

- The movement of curves through time and how portfolio allocations can be adjusted
- Expanding the opportunity set by examining global yield curves
- Understanding different yield measures
- The importance of flexibility in implementation



PRESENTER

Doug Longo

Anna Yount

From: LaTeesa Allen <LaTeesa.Allen@dpi.nc.gov>
Sent: Tuesday, November 20, 2018 5:16 PM
To: SBE Members
Cc: Eric Hall; Mark Johnson
Subject: ISD Requested Documents
Attachments: Disaggregated Proficiency Data_2018.pdf; ISD School Selection Process.docx; ISD SUC Growth Trends_.pdf; Alamance-Burlington School System.Elem.Hillcrest Elementary School.2018.Final Report.pdf; Guilford County Schools.ELEM.Fairview Elementary School.2018.FINAL REPORT.pdf; Nash-Rocky Mount Schools.ELEM.Williford Elementary.2017 Final Report.pdf; Northampton.Gaston Middle.2015.FinalReport.pdf; Wayne County Schools.ELEM.Carver Heights Elementary School.2018.Final Report.pdf; Winston-Salem.Forsyth County Schools.Elem.Hall Woodward Elementary.2018.FINAL REPORT.pdf; Hall-Woodward docs.pdf; Hillcrest Innovative School District Letter (002).pdf; ISD SUC School Evaluation Summaries.pdf; Carver Heights - Renewal Application Year #3 - 2018.pdf; SIG Year-End Review 17-18.pdf; Carver Heights Reconfiguration and NC Check-Ins(2).pdf; ISD_Retention_Experience.xlsx; School Configuration Explanation.Accountability.pdf; 10.12.18 Renewal Application - REVISED Purple-lined.docx

Greetings State Board of Education Members,

I hope this emails finds each of you doing great during this season of Thanksgiving!

While Deanna has uploaded the requested documents, I just wanted to send them directly to you and ask if you have any additional requests or questions regarding the Carver Heights Elementary School recommendation. If possible, I am asking for all requests by next Tuesday, November 27th, in an effort to have adequate time to fully prepare for the upcoming SBE Meeting.

Additionally, I am excited about the new Innovative School District's video that was produced highlighting the progress at our first school, Southside Ashpole Elementary School. It was evident in the video that initially the community was skeptical about the ISD; however, after the decision was made to transfer the school, the community engagement expanded and the community became excited about the possibilities for Southside Ashpole Elementary School as part of the ISD. I have provided the following link to the ISD video: <https://youtu.be/CdNca8HLYg>.

Please contact me with any questions or comments. May you have a Happy Thanksgiving with family and friends.

Best,
LaTeesa



LaTeesa A. Allen
Superintendent
919.807.3435
lateesa.allen@dpi.nc.gov

NC INNOVATIVE SCHOOL DISTRICT
Education Building
MSC 6312
Raleigh, NC 27699-6312



ISD Schools Under Consideration Disaggregated Grade Level Proficient Performance 3-year Trend

Carver Heights Elementary—Wayne County Public Schools

Mathematics

Subgroup	Grade 3			Grade 4			Grade 5			Grade 3-5		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
All Students	21.2	21.6	22.2	13.1	14.1	11.0	NA	21.1	15.7	17.3	19.1	16.2
Female	20.0	18.3	21.5	<5	12.3	7.1	NA	28.6	21.7	9.7	19.9	16.4
Male	22.2	24.7	22.8	27.6	15.5	14.1	NA	14.3	10.4	24.6	18.3	16.0
Black	21.7	20.0	21.8	13.8	12.5	9.5	NA	21.7	15.3	17.8	18.2	15.5
Hispanic	*	36.4	*	*	21.4	*	NA	*	15.4	*	28.1	25.0
Two or More Races	*	*	*	*	*	*	NA	*	*	*	21.4	*
White	*	*	*	*	*	*	NA	*	*	*	*	10.0
Economically Disadvantaged	20.8	21.0	20.0	9.8	14.3	10.7	NA	18.6	14.9	15.4	18.2	15.1
English Learner	*	*	*	*	*	*	NA	*	*	*	27.3	26.1
Students with Disabilities	*	<5	<5	20.0	5.6	8.0	NA	17.4	<5	11.8	9.7	5.3

ELA/Reading

Subgroup	Grade 3			Grade 4			Grade 5			Grade 3-5		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
All Students	13.6	31.8	23.4	23.0	26.6	20.6	NA	27.8	15.9	18.1	28.9	20.2
Female	10.0	40.8	27.3	15.6	24.6	27.1	NA	25.4	18.6	12.9	30.9	24.6
Male	16.7	23.4	20.3	31.0	28.2	15.3	NA	30.0	13.4	23.1	27.1	16.5
Black	15.0	31.2	23.9	22.4	26.8	18.2	NA	28.3	14.5	18.6	28.9	19.2
Hispanic	*	36.4	*	*	14.3	*	NA	*	7.7	*	25.0	17.9
Two or More Races	*	*	*	*	*	*	NA	*	*	*	42.9	*
White	*	*	*	*	*	*	NA	*	*	*	*	30.0
Economically Disadvantaged	13.2	33.3	21.5	19.6	25.9	20.6	NA	28.0	16.0	16.3	29.3	19.6
English Learner	*	*	*	*	*	*	NA	*	*	*	27.3	21.7
Students with Disabilities	*	9.5	11.5	20.0	<5	8.0	NA	17.4	<5	11.8	9.7	7.9

Science

Subgroup	Grade 5		
	15-16	16-17	17-18
All Students	NA	31.6	19.7
Female	NA	33.3	21.7
Male	NA	30.0	17.9
Black	NA	30.0	17.1
Hispanic	NA	*	23.1
Economically Disadvantaged	NA	*	18.8
English Learner	NA	28.8	*
Students with Disabilities	NA	17.4	8.0

ISD Schools Under Consideration Disaggregated Grade Level Proficient Performance 3-year Trend

Hillcrest Elementary—Alamance-Burlington Schools

Mathematics

Subgroup	Grade 3			Grade 4			Grade 5			Grade 3-5		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
All Students	51.5	40.5	42.3	20.0	21.4	22.3	42.0	21.6	14.7	38.5	28.6	26.8
Female	52.3	50.0	47.1	26.7	20.5	26.9	50.0	22.5	15.2	44.6	32.9	30.2
Male	50.9	31.7	38.3	16.4	22.2	18.3	36.0	21.1	14.3	34.2	25.1	23.9
Black	37.8	32.1	36.5	11.8	14.0	12.5	22.2	9.3	5.6	24.5	19.2	18.2
Hispanic	63.3	43.2	48.3	8.7	18.5	30.6	50.0	25.0	18.5	43.2	30.7	32.6
Two or More Races	*	40.0	*	*	*	20.0	*	*	*	53.3	36.8	30.0
White	53.8	66.7	47.6	40.9	35.3	37.5	41.7	39.1	29.4	45.8	45.5	38.9
Economically Disadvantaged	47.3	39.3	36.2	15.5	21.7	10.9	34.5	18.9	12.5	32.1	27.3	20.6
English Learner	60.0	36.8	52.6	*	*	21.7	*	*	22.7	37.5	28.6	31.3
Students with Disabilities	*	6.3	*	*	38.5	<5	*	9.1	25.0	24.0	17.5	9.7

ELA/Reading

Subgroup	Grade 3			Grade 4			Grade 5			Grade 3-5		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
All Students	42.3	37.1	32.4	42.4	24.5	31.3	44.3	30.9	21.6	43.0	31.2	28.6
Female	45.5	46.4	41.2	63.3	27.3	38.5	52.6	37.5	19.6	52.7	37.9	33.6
Male	39.6	28.3	25.0	30.9	22.2	25.0	38.0	26.3	23.2	36.1	25.7	24.4
Black	24.3	26.4	28.8	26.5	14.0	22.9	25.9	14.0	18.5	25.5	18.5	23.4
Hispanic	50.0	40.5	34.5	34.8	25.9	30.6	42.9	25.0	14.8	43.2	31.8	27.2
Two or More Races	*	40.0	*	*	*	20.0	*	*	*	73.3	52.6	25.0
White	50.0	66.7	38.1	63.6	47.1	62.5	58.3	56.5	41.2	56.9	56.4	46.3
Economically Disadvantaged	34.5	32.1	30.4	39.7	15.9	23.4	40.0	28.4	23.2	38.1	26.0	25.9
English Learner	40.0	26.3	36.8	*	*	26.1	*	*	13.6	25.0	17.9	25.0
Students with Disabilities	*	6.3	*	*	30.8	<5	*	9.1	33.3	24.0	15.0	16.1

Science

Subgroup	Grade 5		
	15-16	16-17	17-18
All Students	39.8	28.9	18.6
Female	47.4	30.0	19.6
Male	34.0	28.1	17.9
Black	22.2	14.0	16.7
Hispanic	39.3	16.7	7.4
White	45.8	65.2	35.3
Economically Disadvantaged	40.0	25.7	19.6
English Learner	*	*	9.1
Students with Disabilities	*	18.2	33.3

* Insufficient data for reporting

NCDPI/Division of Accountability Services/Analysis and Reporting

ISD Schools Under Consideration Disaggregated Grade Level Proficient Performance 3-year Trend

Fairview Elementary—Guilford County Schools

Mathematics

Subgroup	Grade 3			Grade 4			Grade 5			Grade 3-5		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
All Students	47.7	35.3	34.9	28.8	20.0	20.7	23.6	30.5	31.6	34.1	29.4	28.2
Female	56.0	30.0	27.3	25.9	19.0	12.1	27.6	32.1	28.6	35.8	27.8	22.3
Male	42.5	39.5	43.3	31.3	20.7	26.5	19.2	29.0	34.5	32.7	30.6	33.3
Asian	*	*	*	*	*	54.5	*	*	*	60.0	72.2	52.2
Black	47.2	32.6	30.8	25.0	14.8	15.2	10.3	23.7	30.0	28.7	25.0	24.3
Hispanic	50.0	35.7	40.0	33.3	15.4	22.2	35.3	33.3	35.7	40.4	28.2	31.9
White	*	*	*	*	*	*	*	*	*	*	*	20.0
Economically Disadvantaged	54.3	33.3	30.6	26.1	20.0	15.5	24.4	29.5	33.3	35.3	28.3	25.7
English Learner	36.8	38.9	31.3	*	7.7	25.0	*	*	31.6	28.6	25.0	28.8
Students with Disabilities	18.2	*	8.3	<5	7.7	<5	9.1	<5	14.3	9.4	6.9	7.9

ELA/Reading

Subgroup	Grade 3			Grade 4			Grade 5			Grade 3-5		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
All Students	26.2	33.8	23.8	20.3	22.0	24.1	12.7	25.4	20.7	20.1	27.7	23.0
Female	36.0	26.7	24.2	18.5	33.3	24.2	13.8	17.9	21.4	22.2	25.3	23.4
Male	20.0	39.5	23.3	21.9	13.8	24.0	11.5	32.3	20.0	18.4	29.6	22.7
Asian	*	*	*	*	*	45.5	*	*	*	26.7	66.7	39.1
Black	25.0	32.6	20.5	13.9	22.2	28.3	10.3	18.4	16.1	16.8	25.0	22.4
Hispanic	22.2	21.4	20.0	33.3	23.1	11.1	17.6	33.3	21.4	23.4	25.6	17.0
White	*	*	*	*	*	*	*	*	*	*	*	40.0
Economically Disadvantaged	28.3	33.3	20.4	17.4	22.5	25.4	12.2	20.5	21.7	19.5	26.1	22.7
English Learner	15.8	33.3	12.5	*	<5	16.7	*	*	15.8	11.4	18.8	15.3
Students with Disabilities	<5	*	8.3	10.0	<5	16.7	9.1	<5	6.7	6.3	6.9	10.3

Science

Subgroup	Grade 5		
	15-16	16-17	17-18
All Students	29.1	35.6	25.9
Female	27.6	35.7	25.0
Male	30.8	35.5	26.7
Black	24.1	23.7	16.1
Hispanic	35.3	41.7	28.6
Economically Disadvantaged	29.3	31.8	23.9
English Learner	*	*	26.3
Students with Disabilities	9.1	20.0	6.7

ISD School Selection Process

- School data released September 3, 2018
- Met the DPI Accountability staff to define/confirm qualifying criteria.
- Applied legislated ISD qualifying school criteria"

Per G.S. 115C-75.5(5)

- School performance score in the lowest 5% of all schools in the prior year

Includes all or part of grades K-5

Did not exceed growth in at least one of the prior three school years and did not meet growth in at least one of the prior three school years

Did not adopt one of the established reform models in state statute (G.S. 115C-105.37B) for the immediate prior school year (had to be approved by the State Board of Education by June 30, 2018)

Should include rural and urban schools

Cannot engage in more than one school from a single LEA

✓ **Result: 14 Schools Qualified for the ISD**

- Applied ISD Business Rules for Narrowing the List

REMOVED...

- All schools rated as a "D" in the 2017-2018 school year
- All schools rated "F" but met growth in 2017-2018
- All schools who have met academic growth in both 2015-2016 and 2016-2017 AND earned a "D" rating for those same years

✓ **Result: 6 Schools Identified for Final Consideration**

Comparative Data for 6 Schools Under Final Consideration

SCHOOLS >	RURAL				URBAN	
	Carver Heights Elementary (Wayne)	Gaston Middle School (Northampton)	Hillcrest Elementary (Alamance)	Williford Elementary (Nash)	Fairview Elementary (Guilford)	Hall-Woodward Elementary (Forsyth)
Grade Level Proficiency 2017 - 18	18.4	32.0	26.5	19.1	25.6	31
Average School Performance Score (3-year average: 2015 - 2018)	29	39	38	31	37	43
School Performance Grades	2015-16 = F	2015-16 = F	2015-16 = D	2015-16 = F	2015-16 = F	2015-16 = D
	2016-17 = F	2016-17 = D	2016-17 = F	2016-17 = F	2016-17 = F	2016-17 = D
	2017-18 = F	2017-18 = F	2017-18 = F	2017-18 = F	2017-18 = F	2017-18 = F

ISD Considered Schools' Growth Trends

OVERALL GROWTH

(Includes growth for Mathematics, ELA/Reading, and Science)

School District	School	2015-16		2016-17		2017-18	
		Index	Status	Index	Status	Index	Status
Alamance-Burlington	Hillcrest Elementary	-1.19	Met	-8.53	Not Met	-5.68	Not Met
Forsyth County	Hall-Woodward Elementary	0.23	Met	-3.02	Not Met	-3.69	Not Met
Guilford County	Fairview Elementary	-0.4	Met	-1.97	Met	-2.8	Not Met
Nash-Rocky Mount	Williford Elementary	-1.27	Met	-6.53	Not Met	-2.05	Not Met
North Hampton County	Gaston Middle	-2.58	Not Met	0.52	Met	-3.23	Not Met
Wayne County	Carver Heights Elementary	-1.48	Met	-5.88	Not Met	-4.08	Not Met

MATHEMATICS GROWTH

School District	School	2015-16		2016-17		2017-18	
		Index	Status	Index	Status	Index	Status
Alamance-Burlington	Hillcrest Elementary	-1.05	Met	-7.88	Not Met	-2.87	Not Met
Forsyth County	Hall-Woodward Elementary	-0.67	Met	-2.1	Not Met	-1.68	Met
Guilford County	Fairview Elementary	0.57	Met	-2.69	Not Met	-1.57	Met
Nash-Rocky Mount	Williford Elementary	0.78	Met	-4.99	Not Met	-2.57	Not Met
North Hampton County	Gaston Middle	-2.76	Not Met	3.9	Exceeded	-2.2	Not Met
Wayne County	Carver Heights Elementary	2.22	Exceeded	-5.46	Not Met	-2.33	Not Met

ELA/READING GROWTH

School District	School	2015-16		2016-17		2017-18	
		Index	Status	Index	Status	Index	Status
Alamance-Burlington	Hillcrest Elementary	0.39	Met	-4.6	Not Met	-3.44	Not Met
Forsyth County	Hall-Woodward Elementary	1.42	Met	-0.8	Met	-1.77	Met
Guilford County	Fairview Elementary	-0.63	Met	-0.1	Met	-1.79	Met
Nash-Rocky Mount	Williford Elementary	-2.98	Not Met	-4.66	Not Met	0.49	Met
North Hampton County	Gaston Middle	0.1	Met	-0.27	Met	-1.41	Met
Wayne County	Carver Heights Elementary	-3.48	Not Met	-2.16	Not Met	-2.44	Not Met

NCDPI Comprehensive Needs Assessment SCHOOL FINAL REPORT



Public Schools of North Carolina
State Board of Education
Department of Public Instruction

LEA Name:	Alamance Burlington School System
School Name:	Hillcrest Elementary School
Street Address:	1714 West Davis Street
City, State, ZIP:	Burlington, NC 27215
Principal's Name:	Jeremy Wells
Dates of Assessment:	March 20 – 21, 2018
Lead Reviewer:	Kelli Briggs

North Carolina Department of Public Instruction

PART 1: The School Context

Information about the school:

Hillcrest Elementary School serves approximately 645 students in Pre-K through fifth grade. The ethnic makeup of the student population is 46 percent Black, 28 percent Hispanic, 16 percent White, 6 percent Multi-racial, 1 percent Asian, and less than one percent American Indian. The percentage of students receiving services through the Exceptional Children's program is 12 percent, and 15 percent of students are identified as Limited English Proficient. The current attendance rate is 96 percent, which is slightly above the state average.

This is the principal's first full year at Hillcrest Elementary. The principal accepted the leadership role in January of 2017. The school has an assistant principal who is also in her first year of service. As of February 2018, the school has an additional staff member (a veteran school leader) who is working alongside the administrative team to provide leadership coaching and advisement. The school is supported by a full-time academic coach, counselor, social worker, nurse, and two interventionists. In addition, a psychologist supports the school on a rotational schedule and as needed.

PART 3: Main Findings

The School's Overall Performance

The principal communicates both school and district-level expectations for improving teaching and learning. Teachers reiterate these expectations and partake in common planning with their grade-level team. However, the implementation and monitoring of the practices associated with school and district expectations is inconsistent. Therefore, although they are articulated, expectations are not yielding the level of teaching and learning necessary to improve student achievement.

Teachers have access to numerous student data points. There are two full-time interventionists that work with teachers to identify students for tier two and tier three intervention support. Therefore, some students are receiving additional instruction to close learning gaps. These students are typically pulled out of the regular classroom setting to receive support. Differentiation strategies are not consistently utilized to meet students' academic needs within the regular classroom setting. Also, the school counselor and administrative staff spend a significant amount of time working with students on behavior management strategies due to the lack of a school-wide behavior management plan. As a result, other counselor and administrative duties are neglected, which limits time spent on other action tasks linked to school improvement.

The school administration is aware of the need to instill a vision and mission for the school's improvement efforts. Also, there is ineffective communication and accountability around each stakeholders' role and responsibilities for ensuring school improvement efforts are successful. In some classrooms successful teaching and learning is happening for students. Yet, the administrative team is not leveraging these teacher leaders to take more of a role in leading improvement efforts. Also, the monitoring of and feedback on instruction is not occurring on a consistent basis so that implementation issues can be handled through a supportive coaching process. Consequently, improvement efforts are having little impact on improving teaching and learning.

Teacher turnover rates have been high, limiting the impact of school-wide professional development offerings on teacher and school growth. Most of the professional development provided by the school is facilitated by the district office staff. Professional development on guided reading and reading foundations were provided at the beginning of the year; however, feedback on the implementation of guided reading and foundations practices is just beginning. Teachers are provided time to work in professional learning community teams. However, there is no formal protocol for these teams to follow to ensure this work time is productive, limiting the potential for effectiveness.

The school utilizes the Title I process to analyze data and make informed decisions concerning Title I funds. The School Improvement Team (SIT) works over the summer to provide recommendations for school-level spending and improvement tasks. While the SIT helps

receives during this time. There is a full-time academic coach available to support grade-level planning; however, other assigned duties have resulted in inconsistent support during the scheduled planning times. While lesson plans are expected to be developed and implemented, there is no process for collecting or providing feedback on plans prior to or after their implementation. Also, there is no common lesson plan format to ensure research-based instructional practices such as the gradual release continuum are being consistently utilized. For example, some plans simply state the subject and what activity the student will do as opposed to including how the teacher will focus students on the learning target, model the process of learning, differentiate students' learning, and measure students' learning outcomes. As a result, the grade-level planning time is not consistently producing lessons that provide rigorous, differentiated, and engaging instruction which aligns to student needs.

Dimension A – Part II: Instructional Excellence and Alignment
--

Support for Student Achievement
--

This area of the school's work is lacking.

Grade-level teams meet weekly with the principal to discuss student data. However, there is not an intentional protocol linking data analysis to instructional planning. As a result, the meeting time is spent disseminating district and school logistical information. There are designated data days during which the school secures substitutes for teachers to meet and discuss Beginning of Year (BOY) and Middle of Year (MOY) data. During this time, interventionists facilitate the use of Multi-tiered System of Support (MTSS) strategies and work with teachers to group students into two levels of tiered support and plan intervention strategies for each level. Students recommended for tier two interventions are to receive extra support during core instruction from the classroom teacher. However, the use of differentiated strategies and instruction provided through the MTSS process is not evident in all classrooms. In addition, progress monitoring of students receiving tier two interventions is not happening on a consistent enough basis to determine if the classroom support is sufficient and if students are making progress. As a result, many tier two students become tier three and are added to the interventionist pull-out groups. Students receiving tier three interventions receive support in a separate setting from the regular classroom from one of the school's two interventionists. Interventionists determine when to pull students out of the classrooms and use programs such as Foundations to support students' literacy needs. They also do progress monitoring through mCLASS and AIMSweb to determine students' progress. Interventionists schedule weekly meetings, which parents and teachers are invited to attend, to discuss specific students' progress and continued needs. However, teachers are not always present during these meetings, reducing awareness of their student's academic progress and additional needs. Overall, neither the data analysis processes or interventions are being effectively utilized to help students make academic progress.

The school provides limited support to ensure behavioral needs are met with positive interventions and to minimize disruptions to daily instruction. There is no school-wide discipline plan utilized. The principal states that a team is working to reinstate Positive Behavior Intervention and Support (PBIS) processes; at this time, the focus is on hallway and bathroom procedures. A few teachers, who are familiar with PBIS, are using positive behavior strategies in their classrooms. Consequently, the number of discipline disruptions in these classes is lower.

to the actions in the plan to address this area. Staff members and parents report that many change efforts have not come to fruition due to inconsistent monitoring; therefore, change is slow to occur. Staff and parents report that leadership is open to their feedback but that there is a lack of follow through, leaving them unclear about the school's priorities and expectations. Also, inconsistent accountability for implementing school improvement efforts creates resistance among some staff to support them. Overall, the school's strategic planning and implementation processes are not yet sufficient to improve instruction.

Some teachers take on additional leadership roles such as serving on committees for planning academic and social events. Also, teachers are able to attend educational conferences and out of district professional development, and a few teachers have taken advantage of these opportunities. It is an expectation that teachers who attend conferences or professional development sessions share new information during their grade-level meeting or at staff meetings. For example, two teachers attended the North Carolina Reading Association conference and brought back information pertaining to Jan Richardson's Next Steps in Guided Reading. However, there is no formal plan to identify or grow teachers who exhibit leadership skills. Therefore, the development of teacher leaders to support and build instructional capacity and increase student achievement is hindered.

Walk-through observations to provide feedback to teachers on the implementation of specific instructional practices and expectations are no longer consistently occurring. Therefore, the administration's ability to identify trends in instruction and provide targeted professional development opportunities is limited. Currently, the academic coach and district-level support staff provide some feedback to teachers on the implementation of guided reading practices and Foundations. Using a guided reading lesson plan template and the Foundations fidelity checklist, teachers receive information about their inclusion of program components as opposed to the quality of the instruction. This feedback does provide some follow-up on the professional development provided at the beginning of the school year. However, the lack of a formal plan or process for continued support beyond the original professional development does not aid in improving the quality of implementation. Consequently, instructional monitoring and support is not sufficient to improve the quality of instruction and increase student growth and achievement.

Dimension C: Professional Capacity

This area of the school's work is lacking.

While over 50 percent of the staff has more than six years' experience, the school has experienced high teacher turnover. According to teacher intent forms, it appears this year's turnover rate will also be high, which is problematic for creating stability among the teaching staff and grade-level teams. Therefore, school improvement efforts are not sustainable and school-wide progress is hampered.

Most of the school's professional development offerings are facilitated by district-level support staff. The School Improvement Team decided that the staff needs support in guided reading and reading foundations based on end of year mCLASS and End-of-Grade (EOG) reading data. Teachers were provided professional development on guided reading and reading foundations.

result, technology is not used as effectively as it could be to develop globally competitive citizens.

Dimension E: Families and Communities

This area of the school's work is lacking.

The principal utilizes an automated phone system weekly to inform parents of school information and events. However, some parents state that they are not receiving phone calls due to the school not having access to updated phone information. Also, some school events are not communicated in a timely manner for parents and community members to attend. A few teachers regularly send weekly newsletters home, and some send home student work folders, but this is not a consistent practice across the school. Some teachers communicate with parents via text messages and through online communication platforms such as Remind App and Class Dojo; however, this is not a school-wide expectation. Additionally, progress reports and report cards are sent home, and PowerSchool provides parents access to academic information. However, the principal states not all parents are able to access PowerSchool, and not all teachers are consistently updating students' academic data. Consequently, inconsistencies in communication efforts and methods limit opportunities to engage parents in their child's education and improve outcomes.

The school has a Parent-Teacher Organization (PTO) that currently has five parent members, which is disproportionately low compared to the total student population. In addition, the student population is 74 percent minority, yet there is no minority representation on the five-member PTO. To begin improving home-school relationships, the principal encouraged all teachers to join the PTO and requires one teacher from each grade level to attend each PTO meeting. There is an intentional focus on involving teachers in the PTO. However, there is less focus on recruiting parents who represent various racial and ethnic subgroups that make up the student population. The PTO works with the school's Care committee on planning social and academic events to build better home-school relationships. A few events, such as a Community Bash and Skate Night, have been very successful in bringing together parents and school staff. The Community Bash had over 300 participants. Academic events, however, have not had the same level of parent participation as the outside social events. Parents and the principal both share that the low parent participation in academic events is in part due to the unwelcoming feeling experienced by some parents. While there have been some efforts to improve home-school relationships, the PTO lacks the inclusivity needed to represent and engage diverse perspectives. Overall, current efforts have had minimal impact on the development of collaborative relationships between all parents and school staff.

There are limited partnerships between the school and community businesses. At present, the school is partnering with the local McDonalds and is holding monthly family nights. There are a few faith-based partnerships that provide food and school supplies weekly to students in need. The school social worker and counselor work with these local organizations to deliver extra food to students through the backpack program. This program currently supports approximately 20 to 25 students, which is approximately four percent of the student population. Teachers work with the counselor and social worker to identify students who need this nutritional support. However,

NCDPI Comprehensive Needs Assessment

SCHOOL FINAL REPORT



Public Schools of North Carolina
State Board of Education
Department of Public Instruction

LEA Name:	Guilford County Schools
School Name:	Fairview Elementary School
Street Address:	608 Fairview Street
City, State, ZIP:	High Point, North Carolina 27260
Principal's Name:	Abe Hege
Dates of Assessment:	September 25-26, 2018
Lead Reviewer:	Kenneth Babineaux-Carter

North Carolina Department of Public Instruction

PART 1: The School Context

Information about the school:

Fairview Elementary School is located in High Point, North Carolina and is part of the Guilford County School system. The school serves 416 students. The student population is 56.6 percent Black, 23.3 percent Hispanic, 10.3 percent Asian, 6.0 percent White, 2.6 percent Multi-racial, and 1.2 percent American Indian. The Exceptional Children's program serves 12 percent of the students. Twenty-four percent of students are identified as Limited English Proficient. The Academically and Intellectually Gifted (AIG) teacher is currently attempting to gather information on students who have been previously served in the program. While some students have received AIG services, there is no accurate, up-to-date data on the number of students identified as AIG. The school reports that 100 percent of its students are eligible for free breakfast and snacks; however, families must now complete applications for free and reduced-price lunch this year. The school attendance rate is 96 percent, which is one percentage point above the State average.

This is the principal's first year as head administrator of Fairview. Additionally, the school has an assistant principal as well as a math curriculum facilitator and reading curriculum facilitator, all of whom are part of the administrative team. The student support staff consists of a counselor, nurse, social worker, and a Communities in Schools coordinator.

PART 3: Main Findings

The School's Overall Performance

Fairview Elementary School has experienced low academic achievement; however, the school culture is shifting in a positive direction. In addition, school leadership has established clear expectations and is articulating the need for changes to instructional practices for both teachers and students. While teachers, students, and family members embrace the culture and climate changes, the expectations are not yet effectively embedded in the teaching and learning process. High expectations for all students are not consistently demonstrated in classrooms as pedagogical practices do not regularly promote rigorous and relevant instruction. Therefore, academic gaps exist between what students can do and what they are expected to do according to the State standards.

The use of data to determine effective instructional strategies is in the initial stage of development. As a result, appropriately designed instruction and interventions to meet the needs of all individual students or subgroups of students are not being delivered. The school does, however, identify students' social, emotional, health, and other physical needs and addresses these in a variety of ways. As a result, some students are better equipped to participate in the educational process.

Change in leadership is bringing change to the strategic planning process. New vision and mission statements have recently been developed to align with current school philosophy and needs. Additionally, the School Leadership Team is working to make the school improvement plan a living document that drives action rather than a checklist as it currently is. The administrative team conduct formal observations and informal walk-through observations and provide feedback to teachers that is intended to improve the quality of teaching and learning. These processes are new, and therefore, the impact has yet to be realized.

Recent recruitment and retention practices have not stabilized the teaching staff. Most teachers are beginning teachers. The professional development that teachers have received has not significantly impacted the quality of teaching and learning in classrooms. However, the administration is adjusting processes for professional development, the impact of which is unknown at this time.

The grounds and facility are generally clean and welcoming. However, a few aspects of the campus, such as carpeting, could benefit from updating. Additionally, the absence of up-to-date technology tools hinders the development of both teachers' and students' technology skills and their access to information that could enhance learning. The School Leadership Team utilizes data to identify human and material resources that align with school needs.

Family engagement and empowerment is in the early phases of development, hindering the amount of support family members can provide to their children. Despite this, students and staff benefit from several community partners who provide academic, social, emotional, physical, and health

are too slowly paced, as teachers extend time for activities when most students are finished. In addition, teachers are inconsistent in encouraging all students to produce high-quality work that cultivates academic growth. There is a visible absence of high-quality work products in classrooms and throughout the building and only a few exemplars that demonstrate rigorous work on display for students to reference. Rubrics are not present in most classrooms. When asked about rubrics, students share that they do not know they are. As a result, students do not have access tools to assist them in developing work products that align to the rigor of the Standards.

Dimension A – Part II: Instructional Excellence and Alignment
--

Support for Student Achievement
--

This area of the school's work is lacking.

The student support staff emphasizes attendance and supports teachers and administrators while striving to ensure students are present for instruction. The social worker, Communities in Schools (CIS) coordinator, and the counselor are charged with addressing attendance concerns. When needed, home visits are made to determine courses of action to help improve student attendance. Also, staff members help coordinate efforts and support families in seeking assistance with such issues as medical care, transportation to school, and homes when families experience homelessness or who are often in a transient state in terms of living conditions. Therefore, more students attend school and have access to the curriculum.

The social worker and Communities in Schools coordinator address the physical, social and emotional needs of students. These individuals solicit donations and maintain a clothing closet and food pantry; thus, the school provides items to students and families as needed. For the most part, the school's responsiveness to students' needs is timely, however, delays in responses sometimes occur when the assistance of outside agencies is needed. Additionally, a community partner supplies food for a backpack weekend food program that provides food to 75-100 students weekly. The student support staff runs several programs with 140-150 community volunteers. Examples of these programs include a before school Big Brother/Big Sister program for 40-60 students with mentors coming from High Point University, and Lunch Buddies with 10-20 buddies from the community. This additional social, emotional, and physical support allows some students to focus better on academics, thus increasing their opportunity to succeed.

Counseling services for students are not as comprehensive as they could be. To explain, the counselor is part of the specials course rotation allowing time for all students to receive whole-group character education. The counselor provides some individual and group counseling. However, the counselor does not have a process that uses data and observation to seek out students in need, such as those whose family may be in crisis, relying instead solely on teacher referrals. Also, small group counseling has yet to begin this year. Some students and family members are unaware of who the counselor is, limiting their access to available services. As a result, some students are not receiving the social and emotional support they need to maximize their potential in the classroom.

Effective practices are not in place to ensure a rigorous, relevant core curriculum is available for all subgroups. For example, the Academically and Intellectually Gifted (AIG) program is in a

and the rigor of instruction. While this process exists, it is too early to determine its effectiveness at this point in the school year.

The administrative team used a collaborative process to update the school's vision and mission statements and better align them with the beliefs of current staff. To explain, this past summer, the administrative team created a vision and mission around their philosophy, which they then shared and got input on from the School Leadership Team (SLT). The SLT then surveyed the remainder of the staff, reviewed their input, and then finalized the statements. While many staff members are unable to quote the vision and mission, most staff members can summarize these statements. This process was effective in garnering staff buy-in and in engaging staff members, allowing their voices to be heard.

The administration encourages collaborative leadership opportunities for teachers. In turn, teachers welcome having a voice in and an opportunity to lead school transformation efforts. One teacher expresses how she thought about leaving teaching several times before the current administrator but is now back in love with the profession due to these opportunities. Another teacher states, "There is an opportunity to be a leader. I never thought of myself as a leader. It has empowered me to be a leader." Consequently, some teachers have stepped up as leaders in the school. For example, two male teachers offered to lead a mentoring group for male students. Another teacher took the lead in presenting a professional development. Staff members can serve on the School Leadership Team (SLT), the Instructional Leadership Team (ILT), serve as mentors, lead committees, such as the Positive Behavior Intervention and Support/Integrated Behavior Management System committee or student mentoring committees, or prepare and deliver professional development. As a result, engagement in the school transformation process is increasing, and staff morale is improving.

The School Improvement Plan (SIP) is not currently a living document that drives school improvement. The principal recognizes this and is encouraging the School Leadership Team (SLT) to make it a guiding tool for school improvement rather than a checklist. The SLT meets twice monthly to discuss school improvement. During planning meetings, the SLT is beginning to focus on data discussions specifically to determine the impact of improvement efforts and to develop appropriate tasks. It is too early to determine the impact of the SLT and SIP on school transformation at this point in the school year. However, positive changes are happening in terms of the culture and climate of the school. In addition, staff members are excited about being a part of school transformation efforts that are underway. Despite these early positive indicators, there is no documented, written long-range plan for school improvement that supports the school's vision and includes ways to measure the effects of current and future efforts on teaching and learning. Therefore, the sustainability of any improvements that are occurring under the current administration is reduced.

Dimension C: Professional Capacity

This area of the school's work is lacking.

The teaching staff consists mostly of beginning teachers (BTs) ranging from BT1s to BT4s. According to the principal, there are approximately five veteran teachers out of a staff of 28.

purchase of some technology, namely projectors. Therefore, most students and teachers remain unable to effectively integrate technology into the teaching and learning process.

The custodial staff as well as teachers and other staff members keep the building clean, welcoming, and inviting. The school engages in initiatives to enhance the facility. For example, a graffiti artist created murals in various areas of the building. To cultivate a sense of belonging students are allowed to sign designated walls. A cleanup day was held before the beginning of the year during which all the bathrooms were painted with supplies donated by a local business. The same business, family members, staff members, and other community members donated manpower. The outside grounds were also cleaned. However, there are areas in the facility in need of attention. For example, physical education is taught in a gym that has flooring that is older and according to staff is not conducive to physical activity and new basketball goals are needed. Also, carpets in classrooms are aged and despite cleaning, paid for by the school and some individual teachers, remain unclean. Several individuals report that the district looked into replacing the carpets; however, additional problems arose that are delaying the process. Despite these areas of concern, overall, the facilities are welcoming and conducive to learning.

The principal and School Leadership Team (SLT) engage in data analysis to identify specific teacher and student needs and to align resources to identified needs. For example, data was analyzed and revealed that the added time to the school day from the previous years was not positively impacting student performance. This data prompted the district to remove the extended day and create a new schedule for Fairview. The current schedule provides for an early start to school and earlier dismissal. The majority of stakeholders, including teachers and students, express satisfaction with the schedule, stating it has helped morale. Additionally, student and teacher performance data were analyzed and the SLT decided additional personnel were needed to positively impact teaching and learning. Therefore, funds were allocated to employ a math and a reading curriculum facilitator to support teachers. Also, a math and reading impact teacher were hired to provide additional instructional support to students. It is too early to draw conclusions on the effectiveness of these individuals. However, it is important to note some of these individuals are being used to complete required assessments of students, such as mClass, which decreases the time they devote to the duties they were hired to perform. Additionally, no one speaks of an accountability model to evaluate the effectiveness of these decisions, limiting future decisions around continuing these services.

Dimension E: Families and Communities

This area of the school's work is emerging.

Family engagement and empowerment are at the initial stages of development under the current administration, limiting the school's impact on family members supporting their children. To explain, the school has not had a formally organized parent-teacher-student organization for years. An individual known as an AmeriCorp Vista is mentoring the school staff and family members in the process of organizing a formal Parent-Teacher Association (PTA). Individuals are currently seeking members and funds to complete this task by the end of October according to the principal. However, some family members are part of the 140 or so volunteers the school has in their tutoring

NCDPI Comprehensive Needs Assessment

SCHOOL FINAL REPORT



Public Schools of North Carolina
State Board of Education
Department of Public Instruction

LEA Name:	Nash-Rocky Mount Public Schools
School Name:	Williford Elementary School
Street Address:	801 Williford Street
City, State, ZIP:	Rocky Mount, North Carolina 27803
Principal's Name:	Kendrick Alston
Dates of Assessment:	September 28-29, 2017
Lead Reviewer:	Susan Silver

North Carolina Department of Public Instruction

PART 1: The School Context

Information about the school:

Williford Elementary School is located in the city of Rocky Mount and serves 460 students in grades Pre-K through five. The school population is 97 percent Black and 2.5 percent White. The school's Exceptional Children's program serves 15 percent of the student body, which is higher than the state average of 12.5 percent.

The principal is in his third year of leadership at the school and the assistant principal is in her second year. The school was recently assigned an instructional coach from the district, but she is just beginning her work with the school. The school's elective teachers (art and P.E.), AIG teacher, nurse, and speech therapist are part time at the school. The school is designated as a site for Exceptional Children's classes that support students with behavioral exceptionalities. These students are sent to Williford from various schools within the district.

PART 3: Main Findings

The School's Overall Performance

At Williford Elementary School expectations and work are guided by the concept of learning for all, which is the school's loosely articulated mission. The staff have a passion for supporting students' needs at the school and identify that many students have significant barriers to learning. However, the instructional program is not sufficiently grounded in the North Carolina Standard Course of Study, creating misalignment in many lessons. In addition, instructional planning and monitoring of students' learning during lessons are not robust enough to support effective implementation of high quality-lessons. As a result, during lessons students are unable to successfully complete learning objectives and demonstrate proficiency.

The school provides multiple resources to meet students' social, emotional, and physical needs. These resources coupled with the effective use of behavior management tools are considered factors in the reduction in office referrals this school year. However, the effective planning and provision of academic interventions using data and knowledge of the state standards to differentiate instruction, support student's academic needs, and close learning gaps are not as effective. Therefore, classrooms are well managed and student's basic needs are met, providing an orderly environment for learning. The instructional support students receive within that environment, however, is not yielding evidence of high levels of student learning or academic growth.

The administration provides instructional leadership by setting clear instructional expectations and leading and promoting dialogue about teaching and learning. The administration regularly meets with teachers in grade level professional learning communities and staff meetings, regularly observes classes, and provides feedback and resources that promote reflection. This support is increasing consistency in practice across classrooms and the use of shared academic language. While expectations and feedback for improvement are clearly articulated neither is always fully understood by all staff, which reduces the realization of intended outcomes from them and the impact of instructional monitoring.

The school is just beginning to adopt a research-based structure (Data Wise) for professional learning communities (PLCs) making the impact of PLCs on instruction undeterminable at this time. The school does not receive specific support to decrease teacher turnover and increase teacher retention. Currently, thirty percent of teachers are lateral entry or Teach for America placements and forty-five percent of teachers have experience of three years or less. The district recently appointed an instructional coach to the school, but due to prior commitments she has yet to become an entrusted asset for teacher development. Therefore, the pace of development of an instructional program grounded in state standards is slow.

The school effectively leverages community resources to support students. In addition, methods and tools for communicating with parents are in place. Overall, parents report that the school provides a safe and welcoming environment for both them and their children.

about how to do the work. This confusion develops during the course of the lesson, but there are not effective and consistent practices to check for student understanding and then clarify as needed along the way. To explain, at times during the collaborative portion of lessons, students get the answers wrong or cannot verbalize what they are doing or why. Students carry out practices that are modeled for them, but often do so incorrectly. Yet, many times the lesson continues without stopping to clarify, without providing support resources to increase understanding, and without correcting misunderstandings. For example, in one class students practice crossing out a set of items that has fewer in it. During collaborative practice as a group, students get half the answers incorrect. During independent practice many students cross out the wrong items, indicating they do not understand how to demonstrate the concept of fewer. There is evidence of this confusion about content and completing work in homework as well. One parent expresses concern that some of the homework is “over his [her child’s] head.” Another consistent instructional practice is an emphasis on academic vocabulary, which is evident in most classes, but many students are not yet able to apply that vocabulary in their work. Overall, there is a focus on completion of lesson activities rather than comprehension. Therefore, many students struggle to successfully complete assignments and reach adequate levels of mastery.

With the exception of two classes, the depth of student engagement varies during lessons. In most classrooms, when teachers ask questions an average of six students (about half in most classes) raise their hands to respond. When students work in collaborative groups or in pairs their pace of work is sluggish. Most teachers do not utilize strategies to increase engagement. In one classroom, where the teacher does sustain high levels of engagement, the teacher explains the “I can” statement and connects it with previous learning as well as future learning, stating “this will help you with multiplication in third grade.” The teacher utilizes a brisk pace, seamlessly utilizes behavior management systems to encourage appropriate behavior, and utilizes online videos but stops to explain vocabulary and refocus students by explaining why the content is important. In addition, the teacher uses verbal cues to prepare students to answer questions, has students turn and talk about the concept being presented, has clearly established procedures to get students’ attention and bring them back together, and uses manipulatives to support students in their work. As a result, in this class most students are actively engaged in the learning process; however, this is not the norm across the school.

Dimension A – Part II: Instructional Excellence and Alignment
--

Support for Student Achievement
--

This area of the school’s work is lacking.

A more robust process for analyzing and using data is in the early phases of development. The staff is beginning to use Data Wise, which is a research-based structure that will support data analysis within professional learning communities. At this time, teachers administer and use data from pre- and post-assessments they develop using Teacher Net to group students for intervention and enrichment time. The school also uses Reading 3D assessments for all students in grades K-2 and for the students with the lowest levels of reading achievement in grades 3-5. Although teachers review and identify trends in data, teachers acknowledge, “our goal is to be data driven as we plan, we want to be effective in using data.” Intervention time is built into the daily schedule and teachers organize stations that are intended to allow students to practice

empowering them in a specific and intentional way as leaders in the school. Cabinet members report that they have autonomy in tackling issues as they arise. For example, one cabinet member shares that the principal gave her grade-level team flexibility in adjusting their daily classroom schedule. The grade-level team wanted to flip the math and reading times. The grade-level team shared its reasoning with the principal and the request was granted. Therefore, teachers have a method of communicating with administration and feel that their ideas are valued, which supports mutual respect between teachers and administration. While the principal provides some specific leadership opportunities to some staff, he is very cognizant of balancing the need for urgency and not overwhelming staff members and the assistant principal. For example, he is the primary person responsible for almost every task in the NC Star plan. Trying not to overwhelm staff is a guiding principle for him. However, more opportunities to distribute leadership, particularly to the assistant principal, are missed.

The principal clearly establishes himself as the instructional leader. As such, the administrative team facilitates ongoing communication and dialogue about instruction. The administration uses a weekly newsletter, staff meetings, grade-level meetings, and professional learning community (PLC) meetings to reiterate instructional expectations and the district's instructional framework with staff. The principal and assistant principal conduct regular walk-through observations in addition to formal observations. They utilize a common walk-through observation form and calibrate weekly. Trends that emerge from evidence collected during these observations are shared in the weekly Wildcat newsletter that teachers receive and during PLCs. One trend that was shared in the newsletter discussed teachers' use of key words as a strategy during math lessons. In the newsletter administration explained the dangers of doing this and suggested alternatives to this practice. During PLCs focus areas for observations are established and communicated. The sharing of feedback is evident as teachers articulate most of the same instructional trends as the principal. Individual feedback following observations is provided as well. Examples of feedback include direct feedback like "the warm-up is taking too long" and "the pacing of the lesson was fine." In addition, reflective questions such as "How did you model [for students]?" and "How much thought and planning went into that activity?" are also asked. One teacher shares that during an observation his lesson "went awry" and afterwards the principal asked what he would have done differently. This prompted the teacher to reflect and identify that he had not taken into account students fine motor skills when planning. Therefore, the instructional monitoring process is increasing awareness of instructional practice and teacher reflection. Despite this progress, the need for significant improvements to instruction remains, as too many students are not demonstrating learning during lessons. The principal acknowledges that after giving written feedback teachers sometimes do not understand what he is asking for, requiring more conversation about the feedback.

Upon receiving feedback, and in general, it is unclear if all teachers know how to determine and make the level of change necessary to improve the quality of instructional outcomes, particularly during the lesson planning phase. Monitoring and supporting teachers in instructional planning are the weakest components of the instructional monitoring process. The administration requires teachers to upload lesson plans to a Google Drive by Sunday evening every week. The school does not have a common lesson plan template, but teachers must include certain non-negotiables (which align to the instructional expectations). However, lesson plans are often based on the resources (in many cases an overreliance on the basal) rather than beginning with and being

Recognizing and making these distinctions in the standards when planning is not yet intuitive, which hinders more effective instructional planning and PLCs.

Teachers have a resource packet from the Tulare County Office of Education in California that includes standards for their grade level, the essential concepts and skills that match that standard, question stems, and academic vocabulary. The district has provided training on unpacking the North Carolina Standard Course of Study (NCSCOS) objectives, but the principal reports that it was not differentiated to support novice and lateral entry teachers. The first resource is new to teachers this school year and the latter training occurred last school year, so the impact now is unclear.

For this school year, a major professional development initiative is Data Wise. On Thursdays, while students are in specials, the principal and grade-level leaders facilitate teacher participation in a Massive Open Online Course (MOOC) developed by Harvard University. The goal is to use Data Wise to establish clear, consistent, and effective structures for improvement planning and for professional learning communities (PLCs) meetings, and to eventually develop effective data analysis processes. At this point, the staff is just beginning to explore the key tasks of the MOOC, which are establishing structures, establishing the tone, and taking stock, which is resulting in agendas and norms. During the 2nd grade Data Wise MOOC, one teacher states, “You can tell the difference already with using the norms and agendas. We have a clear sense of direction...[it] makes things clear and plain.” Early indications show that this professional learning opportunity is increasing consistency in practice, but any further impact is unknown at this time.

Dimension D: Planning and Operational Effectiveness

This area of the school’s work is emerging.

Some human resources are allotted based on school needs. For example, teacher placement is based on teacher expertise and strengths and overall school and student needs. This year, after determining that fourth and fifth grades were hard to staff, the administration moved a third and a fourth grade teacher with longevity at the school to those grades. One of those teachers previously taught the grade to which she was moved and the knowledge that each has of the grades below those to which they are currently assigned is seen as an asset to instructional planning. The impact of these changes is unknown at this time, but there is evidence of intentionality in allocating some resources.

Teachers and students have access to technology. To explain, all fourth graders have i-pads and all fifth graders have laptop computers. Grades K-3 have a station of five to six computers in the classroom and students use them to complete math and reading practice using online learning programs. In addition, the school has two computer labs and each classroom has an interactive board. Teachers regularly use the interactive boards to display information and model skills and concepts. In some classes, students have an opportunity to come up to the board and select a correct answer or to demonstrate a concept. However, students primarily use technology for consumption of information rather than the production of new learning products that reflect the information they acquire and consume. In addition, there is no training to support teachers in

services it provides. Therefore, effective resources are available but they are not fully maximized.

The school has many community partners and resources that support students' social, emotional, and physical needs, including the parent center. There is a Communities in Schools (CIS) Coordinator who works with students. The CIS Coordinator has created a Watch List, which is a list of approximately 30 students who struggled academically and behaviorally in their previous school. The CIS coordinator checks on these students regularly and additional support resources are directed to them if there are indications of a problem. This process facilitates early identification of issues before they become persistent. Thus far teachers, support staff, and the principal think this process has contributed to decreases in office referrals. The school partners with local churches and a local business to provide 118 students with meals over the weekend through its backpack buddies program. The school also partners with a local church (First Baptist) to provide after-school tutoring for 12 students one day per week. A local agency called Peace Makers provides an after-school program that 7-8 students attend. In addition, the social worker secured scholarships for six students to participate in the city parks and recreation program and is recruiting more students to participate. Over the summer, the school partnered with Peace Makers and approximately 60 students participated in a summer reading program. Overall, the school coordinates a cadre of community resources and partners to meet some student's needs.

NCDPI Comprehensive Needs Assessment

SCHOOL FINAL REPORT



Public Schools of North Carolina
State Board of Education
Department of Public Instruction

LEA Name:	Northampton County Schools
School Name:	Gaston Middle School
Street Address:	152 Hurricane Drive
City, State, ZIP:	Gaston, North Carolina 27832
Principal's Name:	Douglas Kilgore
Dates of Assessment:	May 5-6, 2015
Lead Reviewer:	Sharon Fink

DISTRICT AND SCHOOL TRANSFORMATION DIVISION
North Carolina Department of Public Instruction
July 2013

certification marks CFP®, CERTIFIED FINANCIAL PLANNER™, CFP® (with plaque design) and CFP® (with flame design) in the U.S., which it awards to individuals who successfully complete CFP Board's initial and ongoing certification requirements.

If you have any questions or concerns, please contact webcasts@dimensional.com

All expressions of opinion are subject to change without notice in reaction to shifting market conditions. This content is distributed for informational purposes, and it is not to be construed as an offer, solicitation, recommendation or endorsement of any particular security, products, or services.

This information is provided for registered investment advisors and institutional investors and is not intended for public use. Dimensional Fund Advisors LP is an investment advisor registered with the Securities and Exchange Commission.

Consider the investment objectives, risks, and charges and expenses of the Dimensional funds carefully before investing. For this and other information about the Dimensional funds, please read the prospectus carefully before investing. Prospectuses are available by calling Dimensional Fund Advisors collect at (512) 308-7400 or at us.dimensional.com. Dimensional funds are distributed by DFA Securities LLC.

To unsubscribe, please click [here](#).

PART 1: The School Content

Information about the school:

Gaston Middle School is located in Gaston, North Carolina and is part of the Northampton County Schools. The school serves 210 students in grades five through eight. The student population is 91 percent Black, 5.7 percent White, 1.4 percent Asian, 0.9 percent Multi-racial, 0.4 percent Hispanic, and 0.4 percent American Indian. One percent of students are Limited English Proficient, 6 percent of students are Academically and Intellectually Gifted, and 12 percent of students are identified as Exceptional Children (EC), which is just below the state average. The school reports an attendance rate of 92.5 percent, which is below the state average of 95 percent.

The principal and assistant principal are in their first year as leaders. The district's alternative program is housed in one wing of the school and is led by a director. Thirteen students are served in the program and range from fourth to twelfth grade. Five teachers serve students in the program. Students' test scores are assigned to their home schools, and teachers in the alternative program receive lessons from the teachers of record.

What the school needs to improve:

- Improve the quality of teaching and learning by:
 - providing challenging instruction that consistently aligns to the rigor of the state standards; and
 - engaging students in relevant, project-, problem-, and inquiry-based learning experiences to increase student application of new content.
- Utilize essential questions and learning targets to formatively assess student understanding, to provide closure at the end of each lesson, and to adjust daily instruction.
- Engage all stakeholders in the school improvement planning process by providing them with opportunities to increase their ownership in the change process.
- Develop systematic processes for creating, implementing, and monitoring the School Improvement Plan and utilize data to drive school reform efforts.
- Improve the instructional monitoring process by systematically providing all staff with ongoing, specific, and descriptive feedback on lesson plans and instruction.
- Provide more opportunities for students to participate in positive learning opportunities and extracurricular activities.
- Develop an ongoing plan to address and implement academic support for all subgroups and engage students and staff in the development and implementation of a consistent, schoolwide behavior management plan.

Many community members are involved in the academic program, serving as mentors who conference with students quarterly.

Dimension A – Part I: Instructional Excellence and Alignment

Teaching and Learning

This area of the school's work is emerging.

At the beginning of the year, the school's new leadership team assessed each staff member's needs by meeting individually with each person. Based on the information and trends gleaned from these meetings, the leadership established new routines and procedures to change what was viewed by staff as a "chaotic environment." School leadership communicated expectations to students and staff. Now, students line up before changing classes and walk on the right side of the hall in single-file lines while teachers position themselves at their doorways, greeting students as they enter the room. While this has brought order to the school and resulted in a safe and orderly learning environment, the school does not have a plan in place to scaffold these procedures and to prepare older students for class changes in high school. Leadership and support staff are highly visible during transitions. As a result, routines and procedures are well established, and transitions are safe and efficient. Staff reports that the "culture is better than the two previous years" and that "students respect teachers and administrators more now." Students articulate the new procedures and what is expected of them and describe the leadership as "strict." To explain, students know they are not able to leave the classroom for the first and last 20 minutes of the period to use the restroom. This protocol creates a need for students to proceed to class and minimizes bathroom infractions when transitioning. Overall, staff and students demonstrate understanding of the new procedures and expectations, creating a more orderly learning environment.

Administrators are raising expectations for the academic program as well. Teachers utilize EngageNY ELA and Eureka Math curricula, post word walls, and reference anchor charts, providing students with resources for learning. Teachers also submit weekly lesson plans and post learning targets and essential questions. Some learning targets and essential questions provide guidance for student thinking and help them make connections to their learning. For example, one essential question stated: "How can I use what I know about fractions to solve the area [of an object] given fractional parts?" The learning target stated, "I can solve real-world problems by multiplying fractions and mixed numbers." Students solved the area of different cell phones with fractional lengths and width, allowing students to employ strategies that are relevant and that align to the standard. The teacher revisited the learning target and essential question, providing closure and posing questions about students' new learning. Thus, learning targets and essential questions are used effectively in some classes to guide student learning and assess mastery.

There are classes in which students work collaboratively as teachers circulate, posing higher-level questions and probing the processes students use to solve problems. In these classes, strategies align to the learning targets and the essential question, and teachers are able to assess student understanding. Many students in classes such as this successfully demonstrate understanding and mastery of the standard.

While the utilization of common practices is a start towards higher quality instruction, some practices are not implemented as effectively as they could be in many classes. To explain, teachers start each class with a bell ringer. However, bell ringers range in quality and length of time, creating inconsistencies in the effectiveness of this routine activity. A few activities take an

receive “tickets or bucks” from many teachers anymore, minimizing the effectiveness of the PBIS initiative. While 6th, 7th, and 8th grade students participate in athletic teams or intramural sports, fifth graders do not, limiting opportunities that generate school pride. A student council was elected at the beginning of the year but had only one meeting. Thus, students no longer have opportunities to demonstrate their leadership or have input in school decisions. The school does not host a field day, awards ceremonies, or any academically-focused, extracurricular activities or academic field trips. After the first quarter, the school had a pizza party for students making the honor roll, but this has not occurred since then. Thus, the school misses opportunities to recognize academic success, develop student leadership, improve student behavior, and instill school pride among students, limiting school improvement efforts.

A full-time counselor, a part-time social worker, and a part-time nurse serve the school. The social worker follows up on attendance concerns, while the nurse implements care plans for students. As part of the elective schedule, the counselor teaches guidance lessons to 8th grade students on alternating days with the media class. Students are placed into either physical education, Career and Technical Education, or media/guidance. This limited selection reduces enhancement opportunities and choices for students, thus minimizing the development of life skills. Eighth graders are the only students who receive guidance/character education. Consequently, many students do not receive guidance instruction, academic advisement, or character education. While the counselor is available to provide individual counseling sessions, students express concerns that some teachers “ask you why you want to go” to her or just say, “You can’t go.” Thus, some students do not receive the counseling or academic support they need. In addition, several students demonstrate recurring behavior issues. However, there is no process for ensuring that students most in need receive ongoing development of social skills, character education, or counseling support, limiting their development.

The school offers after-school tutoring and transportation three days a week for students who wish to stay. Many students attend the tutoring, and students and parents value the support. One parent noted that her child said, “This is what it [teaching] is supposed to be like,” citing that students are all on task and participating in activities, because they choose to be there and are motivated to get help. However, there are no processes in place to ensure students with the most academic needs attend tutoring. Thus, without a comprehensive plan for providing academic, social, emotional support, some students continue to experience difficulty, creating additional barriers to student learning.

The staff expresses concern that student behavior has gotten worse as the year has progressed. To explain, leadership started the year by imposing clear consequences, including suspensions. The practice has shifted in an effort to reduce suspensions. Staff expresses concern that there is a lack of communication about consequences delivered by administrators and feel that mixed messages are sent to students about what will happen when an infraction occurs. The lack of buy-in for the school’s PBIS program perpetuates the problem. Without a schoolwide effort to manage student behavior, teacher morale and student learning are hampered.

Dimension B: Leadership Capacity

This area of the school’s work is emerging.

Leadership crafted the school’s vision and mission based on individual interviews with teachers at the beginning of the year. This process allowed leadership to individually assess the staff’s needs

Dimension C: Professional Capacity

This area of the school's work is emerging.

The school staff is comprised of a few Teach for America teachers, some beginning teachers, and several veteran staff members. At this time instructional monitoring and professional development are not robust enough to systematically increase capacity of all staff, particularly veterans and those who are effective. However, new teachers participate in district-led meetings once a month, providing them with strategies to help them transition to their new profession. Also, there is evidence that significantly underperforming teachers are identified and supported. For example, one teacher is on a monitored support plan and receives ongoing observations, feedback, and support to improve, all of which are beginning to improve instructional practices. As a result, the school is fully staffed by certified personnel and has support mechanisms in place to increase professional capacity of struggling and new staff.

The leadership uses district resources to recruit staff, receiving a list of candidates after the district posts positions on the state website. The principal and assistant principal conduct interviews and ask questions centered on examples of situations candidates have experienced, providing them with information about teachers' experiences. While administrators collaboratively make hiring decisions, teachers are not yet involved in the interview process. Thus, teachers do not have opportunities to offer input on which candidates would be a good fit for their respective grade levels.

Teachers participate in district- and school-led professional development. The district adopted the EngageNY ELA and Eureka Math curricula and led training for some teachers, providing them with support to begin teaching the curricula. The media specialist conducts weekly technology sessions, equipping teachers with frequent exposure to applications and resources, which teachers and students are using to enhance learning. Teachers also have opportunities to attend conferences outside of the district, broadening their professional experiences and improving some classroom practices. These teachers share their new learning with others, providing them with leadership opportunities. It is not clear that all teachers are aware of or understand the process for taking advantage of this opportunity to potentially increase their capacity. Also, the school does not have a plan in place for providing training on a schoolwide discipline initiative, hampering school improvement efforts. Overall, professional development opportunities are beginning to transfer into improved instructional practices for some staff.

Dimension D: Planning and Operational Effectiveness

This area of the school's work is emerging.

The school grounds are well maintained, and the foyer has benches and colorful, flowering topiaries, creating a welcoming atmosphere for visitors and students. The school has a number of colorful, attractive bulletin boards located throughout the building, providing information and student recognition. The school is generally clean; however, some walls are dirty and/or in need of new paint. Thus, the facility is inconsistently maintained. The principal and assistant principal painted school bathrooms over the summer, demonstrating awareness that the facility needs some updating. Routines and procedures are well established, creating a safe and orderly learning environment. Overall, the environment is conducive to learning and established procedures are setting the stage for more rigorous instruction to occur.

parent permission. Individual volunteers meet with each student one-on-one, explaining student progress and data and engaging students in conversations about what would help them succeed. Students share concerns about teaching styles, strategies, and ways teachers could be more helpful. Volunteers document the feedback students share, providing teachers and staff with valuable information about what students need to succeed, including their need for tutoring. In addition, while the school no longer holds awards ceremonies, volunteers individually recognize the success of students by distributing school-generated certificates (by data manager) for milestones such as honor roll and growth on benchmark assessments. Students value this personal recognition for their success. Thus, the school actively engages community members in relevant ways that support academic program.

NCDPI Comprehensive Needs Assessment

SCHOOL FINAL REPORT



**Public Schools of North Carolina
State Board of Education
Department of Public Instruction**

LEA Name:	Wayne County Schools
School Name:	Carver Heights Elementary School
Street Address:	411 Bunche Drive
City, State, ZIP:	Goldsboro, NC, 27530
Principal's Name:	Cortrina Smith
Dates of Assessment:	October 2-3, 2018
Lead Reviewer:	Tamara Thomas

North Carolina Department of Public Instruction

PART 1: The School Context

Information about the school:

Carver Heights Elementary School is located in Goldsboro, North Carolina, and is part of Wayne County Public Schools. The school serves 454 students in grades three through five. The student population is 91.4 percent Black, 4 percent Hispanic, 2.9 percent White, 1.5 percent Multi-racial, and 0.2 percent Asian. The Exceptional Children's program serves 16.3 percent of the student body, and the Academically and Intellectually Gifted Program serves 0.8 percent. Limited English Proficient students comprise 3.9 percent of the student population. One hundred percent of the students receive free breakfast and lunch through the Federal Community Eligibility Provision program. The attendance rate is 92.9 percent, which is below the state average.

The principal has been at the school since July 2016. In addition to classroom teachers, the school has the following full-time staff: two assistant principals, a school counselor, a qualified professional, a school nurse and a parent liaison. Part-time staff include a clinical social worker shared with two other schools, and a school resource officer available on call. The school is the recipient of two large grants, a School Improvement Grant (SIG) and an Apple ConnectEd grant. It is worth noting that students and staff recently returned to the school, and the community is recovering from the effects of Hurricane Florence.

PART 3: Main Findings

The School's Overall Performance

The school communicates expectations for behavior and uses the Integrated Behavior Management System/PBIS to support them. However, student perceptions of relationships with teachers do not resonate with the positive tone of the programs. Administration communicates expectations around instructional practices as well. Staff comply with these expectations, yet implementation levels vary across the school, causing instructional levels to remain too low. Consequently, student outcomes are diminished.

The school has systems in place to improve behavior, and these systems are evident school-wide, and overall, student behaviors are improving. The school collects and disseminates data, and there is an expectation that data should inform instructional needs; however, evidence of differentiated strategies are minimal. The school's attendance rate is below the state average; thus, some students are missing instructional time. The school has a large support staff that tends to the various non-academic needs of students. However, students' social and emotional needs are not met with equal intentionality through the counseling program. As a result, the social and emotional needs of many students remain unmet.

The school's mission and vision statements are in need of revision. Stakeholders are unaware of the direction for the school, and thus improvement efforts wane. The school has a School Improvement Team (SIT) that is a decision-making body and works collaboratively to make decisions impacting instruction. A number of their decisions are in a beginning phase of implementation; therefore, it is too soon to determine impact.

The school has many beginning teachers. Teachers have favorable views of the mentoring supports available to new teachers. Teacher recruitment efforts are limited to district processes while teaching vacancies persist at Carver Heights. As a result, students' opportunities to access the full range of the curriculum, to grow academically, and attain proficiency are limited.

The campus is bright, clean, and print-rich, creating an environment that is conducive to learning. Carver Heights has a 1:1 technology initiative. However, students have limited access to available devices, and staff use the available resources for basic tasks such as projecting information. Therefore, students are not gaining skills that prepare them for successful immersion in a global society. Budgetary decisions are made collaboratively, affording teachers voice in the budgetary decision-making process. The master schedule is created with support from the district, yet the number of instructional minutes falls below what is required for all core content areas. Consequently, student learning is not maximized.

Most families appreciate the two-way communication cultivated by Carver Heights Elementary. While family engagement is not at an optimal level, the school is beginning to put processes in place to increase family engagement. The school has a robust roster of community partnerships.

small groups and respond to the same questions. In a third classroom, several students finish the same independent activity early. One student shares that when he finishes early he has to wait until the teacher checks it. During this lesson, his work and that of several other early finishers is neither checked for accuracy nor to determine student understanding or if there is a need for re-teaching. One student states, "Teachers [do not] teach kids on their level because the lessons in my class are easy. It's like a snapback hat, one size fits all." Subsequently, current levels of instruction lack appropriate rigor to engage students, restricting their learning.

Dimension A – Part II: Instructional Excellence and Alignment
--

Support for Student Achievement
--

This area of the school's work is lacking.

The school collects and disseminates a variety of data; however, the data are not used strategically to modify instruction at a depth necessary to improve student achievement. To explain, the academic data the school disseminates include the third-grade mClass universal reading screener, weekly class assessments, beginning of the year assessments, Classworks individual learning pathways data, SchoolNet, and NC Check-In data. While the principal shares that mClass data informs ability groups in the third grade, the use of these data to personalize or differentiate instruction is not evident in most classrooms. For example, in many classrooms students complete homogenous fill-in worksheets and activities that require them to physically cut and paste information from a handout or workbook into their notebook. There is an administrative expectation around teacher use of data notebooks, but this practice has not yet begun. Consequently, data usage is not tailored to individual student needs, reducing outcomes for most students.

Parents, teachers, and administrators all report that truancy is a problem. To explain, the school's attendance rate is well below the North Carolina state average and has been for three consecutive years. The school is developing systems to address attendance issues and identifies students with attendance issues. The principal reports that some home visits have occurred, and that they have attempted to implement truancy court; however, this is a process that is not encouraged as a primary intervention to address attendance. The school partners with the Goldsboro Housing Authority to facilitate activities and provide information on the importance of student attendance. There were 358 parents signed up to attend the off-site September meeting, but it was cancelled due to Hurricane Florence. While the school is working to address pervasive attendance issues these practices remain in their infancy and thus, it is too early to determine impact.

An Integrated Behavior Management System process/ Positive Behavior Intervention and Support (PBIS) program is in place and improving student behavior. Students are well-behaved and comply with teacher directives. Fifth grade students report receiving prizes every Friday with teachers notes that read, "You had a really good day." Although a third-grade student shares, "If you do bad, they take points away," teachers state otherwise. One teacher reports, "Teachers do not take away points," while another teacher shares, "Students earn points and know where they earn them." The school adopted the Alternative Behavior Educator (ABE) system to track student behaviors while implementing a platform for progressive discipline due to the high suspension rate

participate in a SIT meeting. The SIT is a decision-making body. To explain, the SIT reviewed class performance and behavior data from the previous year and made the decision to change all classes to self-contained to minimize student movement and increase available learning time. In an effort to minimize the number of office referrals, the SIT reviewed student behavior data and decided to institute a progressive behavior tracking system. Other opportunities for teachers to lead, such as serving as grade-level leader, are minimal. Overall, teachers have a voice in the decision-making process, thereby better engaging them in strategic planning.

School leadership engages in instructional monitoring; however, the current practice is not sufficient to improve learning outcomes. To explain, walk-through observations are conducted by administrative team members including the principal and the two assistant principals. A teacher shares that when administrators observe, they sometimes leave a post-it note that states, "Good job, I like the way you did..." or teachers receive an email with a 12-page rubric with four rating areas. The principal shares an example of feedback given to a teacher that addressed student engagement after observing two students sleeping during the lesson. The principal also affirmed the teacher for positive aspects of the lesson. However, teachers comment that they do not have opportunities to engage in dialogue with administrators after receiving these observations. Teachers are required to submit lesson plans every Friday but report that they do not receive feedback on said plans. Without consistent, specific, and timely feedback, the instructional monitoring process is not effective in building teacher capacity, thus reducing student learning.

Dimension C: Professional Capacity

This area of the school's work is lacking.

There are several Beginning Teachers (BTs) at Carver Heights (11 out of 25 according to the district). The district BT coordinator meets with BTs once a month. During the monthly meetings, the district contracts with an education agency, such as a local University, to support BTs. In addition, BTs have mentors who support them in their acclimation to the profession. These mentors are selected using a rigorous application process that requires a principal recommendation. Final selections are made by the district office. There are three mentors at Carver Heights who meet collectively once per month with the principal. The principal shares that mentors are approachable, are on the hall with their mentees, share specials times so their planning times coincide with their mentees, and mentors are provided time away from the class to support mentees in real-time. Beginning teachers speak favorably of the mentoring support they receive. One teacher reports, "A veteran teacher showed me what I needed to know." Therefore, mentoring support for new teachers is effective and promotes professional growth and peer collaboration.

Professional development (PD) offerings are determined by teacher request and student and teacher performance data. Teachers report being asked by the principal to share their PD needs through a survey. Although some PD has occurred, evidence of its impact on student performance remains unclear. To explain, PD provided this year includes training on Apple ConnectEd technology and six teachers are currently attending a district Math PD. Teachers receive support from the assistant principal to improve classroom management, lesson modeling, and instructional strategies. This assistant principal also facilitated a one-hour workshop last week on the six-point lesson plan. While classroom management is improving, and students are well-behaved, many

previous years, the front doors were left open but are now secure such that visitors must enter through the main office, and cameras are installed throughout the school. Despite these improvements, student's express concerns stemming from students at the adjacent middle school jumping the fence into their school yard. Students on each grade-level also express concern around safety drills. A fifth-grade student shares, "We practice the fire drill, but we don't practice the shooter issue," and a third-grade student shares, "The school is so big we don't know where to go." There is a school resource officer assigned to Carver Heights; however, he reports on an as-needed basis since he is assigned to six Wayne County schools. Subsequently, stakeholder perceptions of campus safety vary, and not all students feel safe when at school.

The school's current schedule does not ensure maximum instructional time for students. To explain, the principal collaborates with the district data liaison to create the schedule format ensuring compliance with school board mandates such as student recess times. The schedule includes intervention and remediation times; however, students are not receiving enough core instructional time. Consequently, the school is missing opportunities to grow students and increase their proficiency in core content areas.

There is a shared process for budgetary decision making. To explain, in addition to local and State funding, the school receives School Improvement Grant (SIG) funding, and other external grants. The principal shares the budget and works together with the School Improvement Team (SIT) to determine school needs. All teachers then submit narrative requests that substantiate the instructional need for tools they would like to purchase. Requests are reviewed by the SIT and then decisions are made based on student needs. Teacher requests that are currently funded include Go Math and Reading Mastery. While the process for budgetary decision making is shared and various funds are allotted to the school, some funding has not yet been released to the school. As a result, some resources are not currently being maximized.

There is an abundance of technology resources that remain unutilized and some that are in a state of disrepair. To explain, although the school has a 1:1 technology initiative through the Apple ConnectEd grant, it is more common to see one device to a pair or trio of students. Accessibility to devices allows students to use iPads to type answers using the notepad function. Students can then submit their answers to their teacher using the AirDrop feature. However, this practice is isolated and not widely used. Most classrooms have document cameras and Promethean boards; yet, many teachers do not make full use of the available technology to enhance their instruction. Many boards that are in use serve as presentation screens, which diminishes student interaction with the resource. The principal reports that many of the Promethean Boards are in disrepair and need to be removed. A computer lab is available for larger group use of online learning programs such as Prodigy Math and ABC-ya, rather than building skills that promote college and career readiness. In addition, the principal reports that many devices in the computer lab require updates. There are also several computer laptop carts in the media center, but these remain unutilized awaiting distribution. Consequently, limitations concerning device access and usage restrict students' ability to develop many skills needed to succeed in a global community.

NCDPI Comprehensive Needs Assessment SCHOOL FINAL REPORT



Public Schools of North Carolina
State Board of Education
Department of Public Instruction

LEA Name:	Winston-Salem/Forsyth County Schools
School Name:	Hall-Woodward Elementary School
Street Address:	125 Nicholson Road
City, State, ZIP:	Winston-Salem, NC 27107
Principal's Name:	Kenneth Jordan III
Dates of Assessment:	September 25 – 26, 2018
Lead Reviewer:	Kelli Briggs

North Carolina Department of Public Instruction

PART 1: The School Context

Information about the school:

Hall-Woodward Elementary School is located in Winston-Salem, North Carolina and is part of the Winston-Salem/Forsyth County School system. The school serves approximately 684 students in grades Pre-K through 5th grade. The student population is 69 percent Hispanic, 23.6 percent Black, 4 percent White, and less than 2.3 percent Multi-racial. The Exceptional Children's program serves 3.5 percent of the student population. The Academically and Intellectually Gifted Program serves less than one percent of the student population and the Limited English Proficiency program serves 34.6 percent of the student body. The school reports that all students receive Free or Reduced-price Lunch. The attendance rate is 94.8 percent, which is slightly above the state average.

The principal is beginning his second year of leadership at Hall-Woodward Elementary. Additional leadership positions consist of an assistant principal and two instructional facilitators. The school also receives support from a full-time guidance counselor and two parent involvement coordinators. There are 35 classroom teachers and 16 teacher assistants, which provides a 1:14 ratio between teacher and students.

PART 3: Main Findings

The School's Overall Performance

At Hall-Woodward Elementary School the leadership and staff can clearly articulate the school's vision along with goals that address increasing students' proficiency scores by 10 percentage points. What is not as clearly articulated is how the school will achieve the stated goals. The principal has presented teaching and learning expectations that include using district and school level strategies for lesson planning and delivery. In addition, teachers work with instructional facilitators during Professional Learning Team meetings to increase their understanding of these strategies and how to utilize them during instruction. However, there is inconsistency in the level of implementation of these strategies, which limits the effectiveness of the teaching and learning expectations and the PLT processes.

Additional academic, social, and emotional support is provided to identified students through a model that provides services both in the classroom and in a separate setting. These support services remove some barriers to the academic success of students with the greatest needs. While some data are being used to make instructional and intervention decisions, there is not yet a consistent process for using data to guide and modify daily core instruction. Last year's End-of-Grade (EOG) data have been disseminated and discussed with the school's staff, along with the presentation of the school's priority goals. Teachers and support staff have utilized last year's literacy data to group students for guided reading instruction. Although data have informed small group instruction, teachers are not currently using formative assessments to inform weekly lesson planning and interventions. Consequently, data are not maximized to inform daily instructional decisions and practices.

The school's improvement plan is incomplete and is not yet operationalized. Many stakeholders are uncertain of their roles and responsibilities in implementing action tasks associated with attaining school-level goals. This lack of clarity hinders the development of processes to support implementation of a comprehensive improvement plan and ultimately slows progress towards the attainment of priority goals.

Higher than average teacher turnover rates for the past two years have delayed progress toward implementing consistent practices to improve instruction and student achievement. Teachers attend many professional learning sessions at the district level that utilize a train-the-trainer model. Teachers are expected to take newly learned instructional strategies back to their school and present the information to their peers. Currently, there are no definitive data to determine how effective professional development is in increasing teacher capacity and improving instructional practices.

At this time there is limited involvement of the School Improvement Team (SIT) in budgetary decisions, decreasing the level of buy-in and support around difficult budget decisions. The school has some technology, and students in fifth grade have a 1:1 ratio of Chromebooks that they use to work on computer-based programs such as iReady. There is a technology coordinator who works

Dimension A – Part I: Instructional Excellence and Alignment

Teaching and Learning

This area of the school's work is lacking

The leadership team communicates the need for academic improvement by clearly articulating expectations for teaching and learning. The principal communicates these expectations through various platforms, including in weekly emails and at monthly staff meetings. These expectations include lesson components teachers are expected to implement. While those components are clearly articulated, all school staff do not have a clear understanding of how to effectively implement them. One lesson component requires teachers to focus student learning and activate students' prior learning by connecting it to new learning. Yet, during many lessons attempts to make these connections do not result in the desired outcome. For example, most teachers use "I can" statements or post standards as means of focusing student learning. However, they rarely refer to the standards or "I Can" statements to focus student learning before, during, or after lessons. A few teachers use anchor charts and visual aides to connect prior learning to goals for that day's lesson, but this practice is not the norm. There is also little evidence of the use of effective questioning, writing prompts, brain teasers, guiding or essential questions, or other activating strategies/warm-up activities to focus students on the learning or to engage them in critical thinking or content specific discussions. In addition, collaborative group activities that introduce skills or information necessary to be successful during the lesson are not regularly occurring. Thus, opportunities to pique students' interests, fill knowledge gaps that may exist, and to create higher levels of engagement are missed.

Many learning activities lack rigor, and questions and tasks primarily activate students' lower-level thinking skills. During regular instruction, most students complete the same types of tasks and use the same resources, indicating little differentiation and scaffolding for students needing extra support. It is common for students to read passages and then answer questions that require only "yes" or "no" answers, such as, "Is he the main character?" and "Is the setting at school?". Teachers generally do not ask students follow-up questions that challenge them to justify their answer or to explain how they know the answer is correct. Thus, students are not developing crucial critical thinking, problem solving, communication, or reasoning skills.

Expectations for behavior are clear to students, but expectations around daily work are not as clearly articulated or understood, making it difficult for students to produce the level of work desired. To explain, students report that they typically receive instructions on how to complete tasks verbally from the teacher. Providing directions orally does not provide adequate support for students who are visual learners, nor does it provide a tool for students to refer to once they begin the task. Additionally, rubrics, exemplars, or ongoing feedback to ensure students are completing tasks correctly or making sufficient progress towards mastering standards are rarely provided. When asked how they know they are doing a task correctly, students state that they get a letter grade such as an "A" or "B" if the work is good and an "F" if it is bad. They do not articulate what it takes to get a specific grade or what constitutes "good" or "bad" work. As a result, students are not producing products that reflect grade level standards or that demonstrate high expectations and the production of quality work.

at this time. In addition to support staff, the principal has assigned teacher assistants to each classroom during their small group guided reading time, allowing teachers to use them to monitor their center times or to teach a guided reading group. While more students can be reached when a teacher assistant leads a group, not all teacher assistants or teachers have been provided the professional learning necessary to effectively teach and manage a guided reading program. Additional academic support will be offered in the fall and spring during afterschool tutoring, and the school will be able to provide transportation, but this is not occurring yet as it is still early in the school year. Currently; however, remediation and specific services to support students' academic needs are in their early stage of implementation. Therefore, there is little data to show the impact of these efforts on students' academic growth.

A counselor and two Parent Involvement Coordinators (PICs) provide numerous services that support students' and their families' social and emotional needs. The school counselor chairs the Positive Behavior Intervention System (PBIS) team and meets twice monthly with teachers from each grade level to discuss, plan, and implement components of the PBIS initiative. The counselor provides character education lessons that teachers can request during specific timeslots. The counselor was taken out of the special's rotation this year to support students in individual and in small group counseling sessions. Thus, the school counselor's time is being prioritized to serve and support students' social and emotional needs. The school has two PIC positions, one of which is a dual language coordinator who can serve the high English as a Second Language population within the school and community. The PICs go out into the community and work to bridge gaps between parents and the school by organizing volunteer opportunities and special school events. The PICs also mentor a small number of students and help them build skills necessary to manage social and emotional issues that impact their academic progress. As a result, the school is effectively providing support to students and families that remove barriers to academic success.

Dimension B: Leadership Capacity

This area of the school's work is lacking.

Stakeholders are aware of the school's vision and aspirations to unify improvement efforts. However, the school's NCStar plan has not been fully developed and stakeholders are unclear of how to implement actions or tasks associated with the improvement goals. While school staff can articulate goals around increasing the proficiency rates of students in math and reading on state tests, they are uncertain of the necessary and expected actions to attain these goals. Additionally, there are no formal processes for the School Improvement Team to communicate or monitor the impact and effectiveness of school improvement efforts. Thus, each stakeholder's understanding of their responsibilities and roles in school improvement efforts are limited, lowering engagement in and accountability for change.

Opportunities for teachers to take on leadership roles within the school are in the early stages of implementation. Some of these opportunities include membership on the School Improvement Team (SIT), chairing or membership on school committees, and mentoring beginning teachers. In addition, the district is promoting a train-the-trainer model for district and school-level initiatives. Due to the newness of the staff, efforts to build teacher capacity or increase student achievement through teacher leadership is slow to take root.

Teachers have scheduled times to meet weekly in a Professional Learning Team (PLT). There are two instructional facilitators who work with all teachers during their PLT times to unpack standards and present information and intended actions for district and school initiatives. This year the school has implemented a new lesson plan template based on the district's instructional framework. However, many teachers lack formal training on how to effectively utilize the new lesson planning template. Since PLT times are dedicated to discussing standards for math and reading and related activities, lesson planning is completed during teachers' individual planning times. Therefore, teachers are not yet collaborating on lesson development and implementation, therefore, they are not benefitting from a variety of perspectives and experiences. Also, teachers are responsible for uploading their plans into an online platform two weeks in advance. However, teachers are not yet receiving feedback on the quality of the plans so that they can make modifications prior to their delivery. Consequently, teachers do not have opportunities to improve their instructional plans prior to implementation; limiting opportunities for both teacher and student growth.

Dimension D: Planning and Effectiveness

This area of the school's work is lacking.

The School Improvement Team (SIT) does not have a process to determine and allocate needs. For this current year, decisions regarding a budget shortfall were made primarily by the principal. The principal referenced student academic data and a need to fund all student support positions. Once the budgeting decisions were made, the principal presented it to the SIT for approval. Because of the current budgeting process, stakeholders' input is limited, thus reducing the school's ability to gain multiple perspectives and support for budgetary decisions.

The school's master schedule was modified this year based on last year's EOG data and to ensure core instructional time is provided to all students. In addition, time is designated in the master schedule for students in all grade levels to receive intervention and enrichment. Since academic data is not currently available for this school year, it is not yet possible to determine if the master schedule modifications are impacting student progress and growth.

Student and teacher technology needs are supported by a newly hired, full-time technology coordinator. The technology coordinator provides training and support to classroom teachers and also teaches technology classes for students. Most classrooms are equipped with projectors, document cameras, and some laptop computers. The school has a 1:1 Chromebook initiative for fifth grade students. Staff report that the primary purpose of the Chromebook devices is to prepare students for online End-of-Grade (EOG) testing. Teachers state they are concerned students will not perform well on online EOG tests if they are not able to practice taking these types of test. Therefore, students are required to complete 45 minutes a week of online test taking practice. Students report the use of Chromebooks primarily to complete online work in iReady and to take Accelerated Reading test. Students do not report using technology to conduct research or to create learning products at this point in the school year. The school is currently working to secure more computers for a 1:1 initiative in third grade and fourth grade. Most teachers have students utilize computers during center time to complete activities on iReady, an online math and reading tutorial program. As a result, technology resources are not being utilized as effectively as possible to

Hall-Woodward's Counseling Program Can Help Students

With:

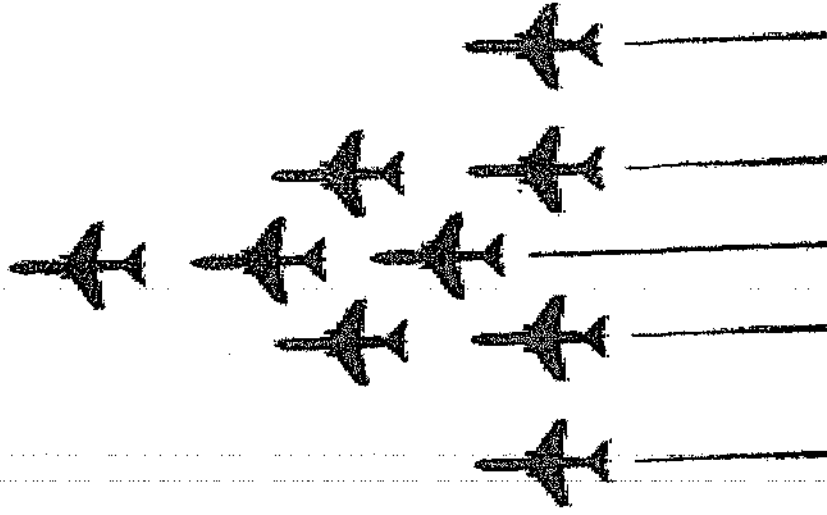
- ✓ Setting goals
- ✓ Working with others
- ✓ Feeling good about yourself
- ✓ Adjusting to a new school
- ✓ Learning how to make decisions
- ✓ Managing your feelings (stress, worry, anger, etc.)
- ✓ Dealing with peer pressure and bullying

HALL-WOODWARD ELEMENTARY SCHOOL
125 Nicholson Rd.
Winston-Salem, NC 27107

HALL-WOODWARD ELEMENTARY SCHOOL
125 Nicholson Rd.
Winston-Salem, NC 27107

HALL-WOODWARD ELEMENTARY SCHOOL

Welcome to Jet Land



Hall Woodward Master Schedule 2018-19

Time	K-Grade	Time	1st Grade	Time	2nd Grade
8:30-9:00	Breakfast/Morning Work	8:30-9:00	Breakfast/Morning Work	8:30-9:00	Breakfast/Morning Work
9:00-9:30	Intervention/Enrichment	9:00-9:30	Math/Spelling/SS	9:00-9:30	Read Aloud
9:30-10:05	Class Band	9:30-10:05	Specials	9:30-10:30	Class Band
10:05-10:45	Specials	9:30-10:45	Math	10:30-11:00	Read Band
10:45-10:55	Recess	10:45-11:00	Recess	10:55-11:05	Class Band
10:55-11:20	Lunch (Section 1 & 2)	11:00-11:25	Lunch (Section 1 & 2)	11:20-11:45	Math/Spelling/SS
11:20-11:25	Lunch (Section 3 & 4)	11:25-11:50	Lunch (Section 3 & 4)	11:45-12:10	Math/Spelling/SS
11:25-11:30	Lunch (Section 5 & 6)	11:50-12:15	Lunch (Section 5 & 6)	12:10-12:35	Math/Spelling/SS
	Continue Reading/SS		Continue Reading/SS		Continue Reading/SS
11:30-12:00	Read Band	12:35-1:00	Reading Time/Recess	1:00-1:25	Lunch (Section 1 & 2)
12:00-12:40	Guided Reading	1:00-1:20	Class Band	1:25-1:50	Lunch (Section 3 & 4)
12:40-1:10	Recess	1:20-1:50	Read Band	1:50-2:15	Lunch (Section 5 & 6)
1:10-2:40	Math	2:40-3:00	Guided Reading	2:15-2:40	Math/Spelling/SS
2:40-3:10	Math/Spelling/SS	3:00-3:10	Read Band	2:40-3:10	Intervention/Enrichment
3:10-3:15	Read Band	3:10-3:15	Read Band	3:10-3:15	Read Band

Hall-Woodward Elementary School Clubs and Support Services

Spanish Club

Elementary Battle of the Books

Girls on the Run

Girls with Pearls (mentor program for 5th grade girls)

Youth Basketball and Cheerleading

Tutoring

Toyota Family Literacy Program

Backpack Program

Breakfast in the Classroom

I-Ready

Onsite Mental Health Provider



Hall-Woodward Elementary School
125 Nicholson Rd.
Winston-Salem, NC 27107
"Home of the Jets"

Hall-Woodward Continuous Plan of Improvement 2018-2019

Develop and monitor a plan for Multi-Tier Systems of Support

1. Consult with Dr. Judy Elliot to support administration with developing and monitoring MTSS (Oct. 31, Dec. 7, Jan. 24, and April 18)
2. Quality Core Instruction in every classroom, every day, for every students
3. Interventions built in the schedule to protect core instruction
4. ESL teachers will push in for Moderate and Transition student and pull out for comprehensive only
 - a. ESL Teachers will co-teach during push in

Getting Better Faster Training for struggling teachers

1. Administration and Instructional Facilitators identify struggling teachers
2. Provide intermediate and necessary feedback to produce immediate results
3. Create opportunities for teachers to observe and be mentored by fellow teachers

Implement Fall and Spring Tutoring

1. Develop a Fall Tutoring
 - a. Offered to students who are high level II
 - b. 130 Student (Up to 20 per class, grades 3-5)
 - c. Fall Oct. 17 – Dec. 20 (18 Days)
 - d. Spring Feb. 6 – April 11 (18 Days)
 - e. Two days a week, Wednesday and Thursday from 3:30 pm – 4:45 pm.

Use i-Ready to collect data and make data driven decisions

1. Teachers will use i-Ready for diagnostic analysis during guided reading and math



Goal 3

Hall-Woodward Elementary School - Goal 4

To increase the math proficiency for Hispanic males across all grades by 10 percentage points.

The goal for Hall-Woodward Elementary is to increase Hispanic male's math proficiency from 39.8% proficient in 2017-2018 school year to 49.8% proficient by the end of the 2018-2019 school year as measured by EOG's.

Data to Support

Math EOG Proficiency – Grade Levels proficiency for Hall-Woodward Elementary students.

Strategies

Quality Core Instruction, Guided Math, After-school tutoring and enrichment, i-Ready

Goal 4

Hall-Woodward Elementary School - Goal 5- To decrease the teacher turnover rate by 5 percentage points from 28% to 21%.

Data to Support

Teacher Turnover Rate trends for Hall-Woodward over the past three years.

Strategies**Academic Support**

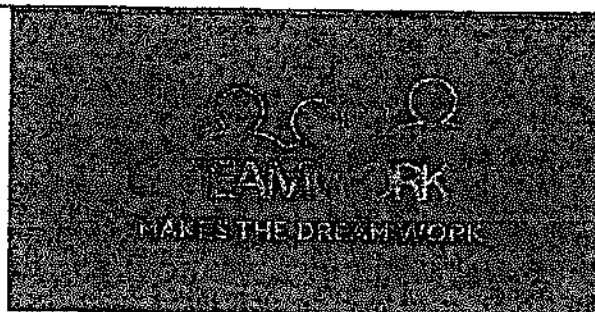
- K-2 Instructional Facilitators, PLT's
- 3-5 Instructional Facilitators,
- PD with PBIS & Guided Math

Other Support

- Build Relationships
- Collaborating across curriculum & grade level
- Short Interim Observation with feedback (praise and constructive criticism)

Accountability

- Principal
- Teacher



- Goal 2 (Discipline Goal)

To decrease discipline classroom disruption occurrences by 4 percentage points.

The goal for Hall-Woodward Elementary School is to decrease disruptive behavior office referrals by 4 percentage points from 12% in 2017-2018 school year to 8% by the end of the 2018-2019 school year.

- Goal 3 (Math Goal)

To increase the math proficiency for Hispanic males across all grades by 10 percentage points.

The goal for Hall-Woodward Elementary is to increase the Hispanic males math proficiency from 39.8% proficient in 2017-2018 school year to 49.8% proficient by the end of the 2018-2019 school year as measured by EOG's.

- Goal 4

To decrease the teacher turnover rate by 7 percentage points from 28.0% to 21.0%.

Data Review:

Needs Assessments, Accreditation Reports, Similar Feedback

all-Woodward ES conducted our annual Comprehensive Needs Assessment (CNA) which is critical to the development of a high quality school program. A systematic review of practices, processes, and systems within a school assists school leadership in determining needs, examining their nature and causes, and setting priorities for future action was conducted. The needs assessment consequently is being used to guide the development of a meaningful school plan and suggests benchmarks for evaluation. Research supports that schools that undergo a careful analysis of data and information make better decisions about what to change and how to institute systematic change. We used data identified from multiple sources as the basis for understanding the school and identifying priority areas for improvement. Review school data and consider a variety of perspectives including: student and community demographics; attendance/graduation & dropout rate; discipline & retention; student achievement & growth; EVAAS; benchmark data; professional capacity; perceptions of schools; school processes/instructional practices; and parental involvement.

Student Outcome Data:

The student achievement and growth data is inserted below as a sample of the data uploaded into the SDSA in the document folder which includes all the student outcome data reviewed.

Student Achievement and Growth:

OG Proficiency Over Time - Hall-Woodward Elementary School

growth; EVAAs; benchmark data; professional capacity; perceptions of schools; school processes/instructional practices; and parental involvement basis for understanding the school and identifying priority areas for improvement.

Selected Indicators:

Curriculum and instructional alignment

A2.04 Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)

Distributed leadership and collaboration

B2.03 The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)

Family Engagement

E1.06 The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)

High expectations for all staff and students

A1.07 ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)

Monitoring instruction in school

B3.03 The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)

Quality of professional development

C2.01 The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)

Strategic planning, mission, and vision

B1.01 The LEA has an LEA Support & Improvement Team.(5135)

B1.03 A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices.(5137)

Student support services

A4.01 The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)

A4.06 ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)

A4.16 The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)

Talent recruitment and retention

C3.04 The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)

Hillcrest Elementary
1714 West Davis Street
Burlington, NC 27215



Dr. Jennifer Reed, Principal
Mary Beth Chandler, Assistant Principal

September 25, 2018

Dr. Eric Hall
North Carolina Innovative School District
Education Building
MSC 6312
Raleigh, NC 27699-6312

Dear Dr. Hall,

Thank you for meeting with us on Friday, September 21, 2018, regarding the North Carolina Innovation School District selection process. During our meeting, you shared that more specific information about changes at Hillcrest Elementary and the transformation process currently underway would be helpful for your review. Below, please find specific changes that have taken place since I assumed the role of principal at Hillcrest on July 1, 2018:

New Staff Members

Thirty-one new staff members were hired over the summer. The percentage of classroom teachers that are new to Hillcrest Elementary is 47%. Title I funds have been utilized to provide additional student support services. The positions include a full-time nurse, social worker, physical education/behavior support teacher, and an interventionist. The Exceptional Children team at Hillcrest Elementary is also a new team and focused on providing social, emotional, and behavioral support and guidance for students.

Curriculum and Instructional Design Support

Teachers are focused on unpacking the standards with students, delivering rigorous student-centered lessons, and focusing on research-based, high-yield instructional strategies. The Multi-Tier Systems of Support (MTSS) is being implemented for the first time at Hillcrest this year. Professional development is focused on strengthening the core curriculum and implementing Tier II and Tier III interventions with consistency and fidelity. MTSS also bridges the academic element with the social-emotional behavioral piece in order to address our students holistically. Teacher teams have been established at each grade level. There are weekly meetings with grade-level teams to analyze student outcomes and design instruction with support from our administrative team and academic coach.

Schedule Alignment

After disaggregating data compiled over the course of last year, the master schedule now provides large blocks of instructional time for core curriculum in all grade levels. The schedule was amended over the course of six weeks this summer to make sure that every academic need of our student population was addressed, including but not limited to, individual intervention/enrichment time for all grade levels, additional time allocated for science, and small

Evaluation Summaries

WILLIFORD ELEMENTARY SCHOOL NASH-ROCKY MOUNT PUBLIC SCHOOLS

	2015 - 16	2016 - 17	2017 - 18
School Performance Grade	F	F	F
School Performance Score	29	31	27
Grade Level Proficiency	17.7	25.0	18.4
Growth Status	Met	Not Met	Not Met
EVAAS Growth (All)	-1.48	-5.88	-4.08

ENGAGEMENT WITH NASH-ROCKY MOUNT PUBLIC SCHOOLS AND COMMUNITY

- September 28th-29th, 2017 -- Comprehensive Needs Assessment (CNA) conducted
- Monday, September 17th- School Visit and Meeting with Superintendent, Dr. Jefferies, School Board Chair, Ann Edge.

COMPREHENSIVE NEEDS ASSESSMENT FINDINGS-BARRIERS TO SUCCESS

- Instructional program is not sufficiently grounded in the North Carolina Standard Course of Study, creating misalignment in many lessons.
- Multiple resources to meet students' social, emotional, and physical needs and behavioral tools however, the effective planning and provision of academic interventions using data and knowledge of the state standards to differentiate instruction, support student's academic needs, and close learning gaps are not as effective.
- Summative data analyzed and shared with students; however, daily formative assessments rarely occur
- While expectations and feedback for improvement are clearly articulated neither is always fully understood by all staff, which reduces the realization of intended outcomes from them and the impact of instructional monitoring.
- The school is just beginning to adopt a research-based structure (Data Wise) for professional learning communities (PLCs) making the impact of PLCs on instruction undeterminable at this time

Lacking > Emerging > Embedded > Leading					
Teaching & Learning	Support for Student Achievement	Leadership Capacity	Professional Capacity	Planning & Operational Effectiveness	Families & Communities
LACKING	LACKING	EMERGING	LACKING	EMERGING	EMERGING

ACTIONABLE PLAN FOR IMPROVEMENT

- Increased Academic Growth Index from 55.7 to 69.7.
- Reconfigured school to Pre-K-2nd grade to focus on Early Literacy
- Hired full time Literacy Coach and two (2) Early Learning Interventionist and these staff play a critical role in classrooms without permanent teachers.
- Hired new Assistant Principal
- School District conducts three-four internal Reviews, Site Based Instructional Rounds each 9wks and Daily Admin Walkthroughs
- Developed a school wide instructional monitoring tool centered around the 4 Characteristics of Effective Teaching and Learning (i.e., student engagement, differentiation of curriculum, instruction, & assessment, alignment, and effective use of instructional time)

Evaluation Summaries

HALL-WOODWARD SCHOOL WINSTON-SALEM/FORSYTH COUNTY SCHOOLS

	2015 - 16	2016 - 17	2017 - 18
School Performance Grade	D	D	F
School Performance Score	48	44	38
Grade Level Proficiency	39.6	38.3	31
Growth Status	Met	Not Met	Not Met
EVASS Growth (All)	0.23	-3.02	-3.69

ENGAGEMENT WITH WINSTON-SALEM/FORSYTH COUNTY SCHOOLS

- September 25 – 26, 2018 - Comprehensive Needs Assessment (CNA) conducted
- September 27, 2018 - Meeting and school visit with Superintendent Beverly Emory and Principal Kenneth Jordan

COMPREHENSIVE NEEDS ASSESSMENT SUMMARY OF FINDINGS (Conducted September 25-26, 2018)

- Consistent implementation of many components of the Integrated Behavior Management System (Positive Behavior Intervention Support- PBIS) initiative; many staff members and students report that it has led to improved behavior
- Many learning activities lack rigor, and questions and tasks primarily activate students' lower level thinking skills.
- Expectations for behavior are clear to students, but expectations around daily work are not as clearly articulated or understood, making it difficult for students to produce the level of work desired.
- Data analysis processes are in the early stage of development and are not fully understood by all stakeholders.
- Teachers do not have a consistent protocol to determine the impact of daily or weekly instruction on student learning.
- NCStar plan has not been fully developed and stakeholders are unclear of how to implement actions or tasks associated with the improvement goals
- Instructional monitoring processes are not yet resulting in rigorous and differentiated instruction necessary to significantly improve student achievement
- Teacher turnover rate has been above both the district and state averages for the past two years
- Comprehensive professional development plan is not in place
- The School Improvement Team (SIT) does not have a process to determine and allocate needs
- School staff uses various modes of communication to keep parents informed of students' academic and behavioral performance
- Processes and plans to ensure professional learning are implemented with clarity and fidelity are not in place, which slows professional growth

Lacking > Emerging > Embedded > Leading					
Teaching & Learning	Support for Student Achievement	Leadership Capacity	Professional Capacity	Planning & Operational Effectiveness	Families & Communities
LACKING	EMERGING	LACKING	LACKING	LACKING	EMERGING

Evaluation Summaries

HILLCREST ELEMENTARY SCHOOL ALAMANCE- BURLINGTON PUBLIC SCHOOLS

	2015 - 16	2016 - 17	2017 - 18
School Performance Grade	D	F	F
School Performance Score	47	34	34
Grade Level Proficiency	40.6	29.8	26.5
Growth Status	Met	Not Met	Not Met
EVAAS Growth (All)	-1.19	-8.53	-5.68

ENGAGEMENT WITH ALAMANCE-BURLINGTON COUNTY PUBLIC SCHOOLS AND COMMUNITY

- **Tuesday/Wednesday, March 20th-21st-- Comprehensive Needs Assessment (CNA) conducted**
- **Tuesday, September 11th—**Dr. Hall presented to the Alamance-Burlington Public Schools School Board during a work session.
- **Friday, September 21st-** Meeting with District Leadership: Superintendent Bruce Benson; Dr. Jean Maness, Senior Executive Director of Elem. Schools Leadership, and Dr. Reed, Principal.
- **Tuesday, September 25th-**Transformation Process

COMPREHENSIVE NEEDS ASSESSMENT SUMMARY OF FINDINGS (March 20th-21st)

- The principal communicates both school and district-level expectations for improving teaching and learning; however, the implementation and monitoring of the practices associated with school and district expectations is inconsistent. Therefore, although they are articulated, expectations are not yielding the level of teaching and learning necessary to improve student achievement.
- The school counselor and administrative staff spend a significant amount of time working with students on behavior management strategies due to the lack of a school-wide behavior management plan. As a result, other counselor and administrative duties are neglected, which limits time spent on other action tasks linked to school improvement.
- The monitoring of and feedback on instruction is not occurring on a consistent basis so that implementation issues can be handled through a supportive coaching process. Consequently, improvement efforts are having little impact on improving teaching and learning.
- Teacher turnover rates have been high, limiting the impact of school-wide professional development offerings on teacher and school growth.
- While the SIT helps develop the school improvement plan, it is unclear how the plan is communicated to staff and parents to gain support and engage them in efforts involving school improvement and transformation.
- Parent and community participation in school improvement efforts is low; however, parent participation in school social events is increasing.

Lacking > Emerging > Embedded > Leading					
Teaching & Learning	Support for Student Achievement	Leadership Capacity	Professional Capacity	Planning & Operational Effectiveness	Families & Communities
LACKING	LACKING	LACKING	LACKING	LACKING	LACKING

IMPLEMENTED SCHOOL TURNAROUND EFFORTS

- Hired New Superintendent and new Turnaround School Principal with a proven record of success
- Recruited new teachers (47%),
- Utilized Title I funds: Social Worker, Nurse, Behavior Support Specialists, PE, and Interventionist

Evaluation Summaries

CARVER HEIGHTS ELEMENTARY SCHOOL WAYNE COUNTY PUBLIC SCHOOLS

	2015 - 16	2016 - 17	2017 - 18
School Performance Grade	F	F	F
School Performance Score	29	31	27
Grade Level Proficiency	17.7	25.0	18.4
Growth Status	Met	Not Met	Not Met
EVAAS Growth (All)	-1.48	-5.88	-4.08

ENGAGEMENT WITH WAYNE COUNTY PUBLIC SCHOOLS AND COMMUNITY

- **Friday, September 28th**- Meeting with District Leadership: Superintendent Michael Dunsmore, Assistant Superintendent Tamara Berman-Ishee; Assistant Superintendent David Lewis and School Site Visit with Principal Cortrina Smith and Assistant Superintendent Tamara Berman-Ishee
- **Monday, October 1st**-Presented to Wayne County Board of Education; Patricia Burden, Chair and Vice Chair, Raymond E. Smith, Jr.
- **Tuesday/Wednesday, October 2nd-3rd** – **Comprehensive Needs Assessment (CNA) conducted**
- **Wednesday, October 3rd**- School District and Legal Counsel requested an informal meeting with Dr. Eric Hall and ISD Superintendent, LaTeesa Allen. Meeting took place immediately following the SBE Meeting. (Attendees: Superintendent, Assistant Superintendent, Wayne County School Board Chair, and Attorneys).
- **Thursday, October 4th**- Wayne County Superintendent Dunsmore and Assistant Superintendent Berman-Ishee requested a Conference Call without Legal Counsel. Dr. Hall and Superintendent Allen participated in conference call as requested.
- **Monday, October 8th**- Meeting with Wayne County Board of Commissioners at special called County Commissioners Meeting and Public Meeting was held at Carver Heights Elementary School.

COMPREHENSIVE NEEDS ASSESSMENT SUMMARY OF FINDINGS

- Integrated Behavior Management System/PBIS; however, student perceptions of relationships with teachers do not resonate with the positive tone of the programs.
- Administration communicates expectations around instructional practices as well, yet implementation levels vary across the school, causing instructional levels to remain too low. Consequently, student outcomes are diminished.
- Stakeholders are unaware of the direction for the school, and thus improvement efforts wane.
- SIT in a beginning phase of implementation; therefore, it is too soon to determine impact.
- Teacher recruitment efforts are limited to district processes. Many beginning teachers and teaching vacancies persist at Carver Heights. As a result, students' opportunities to access the full range of the curriculum, to grow academically, and attain proficiency are limited.
- The campus is bright, clean, and print-rich, creating an environment that is conducive to learning.
- Carver Heights has a 1:1 technology initiative. However, students have limited access to available devices, and staff use the available resources for basic tasks such as projecting information. Therefore, students are not gaining skills that prepare them for successful immersion in a global society.
- The master schedule is created with support from the district, yet the number of instructional minutes falls below what is required for all core content areas. Consequently, student learning is not maximized.
- Processes in place to increase family engagement and robust roster of community partnerships; as a result, some barriers to student success are removed.

Evaluation Summaries

FAIRVIEW ELEMENTARY SCHOOL GUILFORD COUNTY SCHOOLS

	2015-16	2016-17	2017-18
School Performance Grade	F	F	F
School Performance Score	38	38	35
Grade Level Proficiency	27.4	29.5	25.6
Growth Status	Met	Met	Not Met
EVASS Growth (All)	-0.4	-1.97	-2.80

ENGAGEMENT WITH GUILFORD COUNTY SCHOOLS

- September 25-26, 2018 - Comprehensive Needs Assessment (CNA) conducted
- Friday, September 21ST - Meeting with Superintendent Sharon L. Contreras and Chief Academic Officer Brian Schultz
- Tuesday, September 25th - Site Visit with Superintendent and Principal Abe Hege, Chief of Schools Tony Watlington, and School Support Officer Weaver Walden

COMPREHENSIVE NEEDS ASSESSMENT SUMMARY OF FINDINGS (Conducted September 25-26, 2018)

- Fairview Elementary School has experienced low academic achievement; however, the school culture is shifting in a positive direction.
- Recent recruitment and retention practices have not stabilized the teaching staff
- Family engagement and empowerment is in the early phases of development, hindering the amount of support family members can provide to their children
- Although teachers are required to follow the district's scope and sequence document, many lessons do not adequately align to State standards
- Effective instructional practices are not consistently utilized to support teaching and learning.
- Effective practices are not in place to ensure a rigorous, relevant core curriculum is available for all subgroups
- Fairview does not have a shared process for data collection and analysis that effectively supports delivery of appropriate instruction to all students
- The instructional monitoring process is an early phase of development
- The School Improvement Plan (SIP) is not currently a living document that drives school improvement
- Despite professional development and support from years past, teaching and learning remains of low quality in several classrooms.
- The school does not have a process or plan to acquire technology that ensure students have opportunities to develop twenty-first century skills
- Family engagement and empowerment are at the initial stages of development under the current administration, limiting the school's impact on family members supporting their children.

Lacking > Emerging > Embedded > Leading					
Teaching & Learning	Support for Student Achievement	Leadership Capacity	Professional Capacity	Planning & Operational Effectiveness	Families & Communities
LACKING	LACKING	EMERGING	LACKING	LACKING	EMERGING

Evaluation Summaries

GASTON MIDDLE SCHOOL NORTHAMPTON PUBLIC SCHOOLS

	2015-16	2016-17	2017-18
School Performance Grade	F	D	F
School Performance Score	38	41	38
Grade Level Proficiency	31.2	31.1	32.0
Growth Status	Not Met	Met	Not Met
EVAAS Growth (All)	-2.58	0.52	-3.23

ENGAGEMENT WITH NORTHAMPTON PUBLIC SCHOOLS

- May 5th-6th, 2015 - Comprehensive Needs Assessment (CNA) conducted
- Friday, September 21ST - Conference Call meeting with Dr. Smith-Woofter
- Monday, October 8th - Site Visit with Superintendent Monica Smith-Woofter and Principal Tomeka Robinson-Rescheduled for October 11th to accommodate Wayne County Superintendent's Public Meeting Date Request
- Thursday, October 11th - Site Visit with Superintendent Monica Smith-Woofter and Principal Tomeka Robinson-Rescheduled for October 15th
- Monday, October 15th - Site Visit with Superintendent Monica Smith-Woofter and Interim Principal Tomeka Robinson

COMPREHENSIVE NEEDS ASSESSMENT SUMMARY OF FINDINGS (Conducted May 5-6, 2015)

- New Leadership at the school beginning in May 2015, prompting a positive shift in school culture
- No plan for providing comprehensive support services, academic advisement, character education, or assistance to students most in need.
- Although strategies and activities align to the learning targets, they vary in the level of rigor required for mastery of the state standards
- PBIS not implemented with fidelity
- Summative data analyzed and shared with students; however, daily formative assessments rarely occur
- No shared direction or plan for improvement-limiting buy-in
- Inconsistency in teacher support and feedback
- SIT lacks an effective process for managing implementation of SIP and monitoring effectiveness, limiting school reform efforts.
- Structures in place to monitor instruction, but the process is not robust enough to improve the practices of all teachers, limiting learning for some students
- Minimized effectiveness of master schedule; poor use of extended time for planning and electives.
- Parent involvement includes same parents, but those who are engaged, find value in attending school events
- After-school tutoring and transportation offered three days a week for students who wish to stay; students and parents value the support

School would like another CNA for all schools in the district

Lacking > Emerging > Embedded > Leading					
Teaching & Learning	Support for Student Achievement	Leadership Capacity	Professional Capacity	Planning & Operational Effectiveness	Families & Communities
EMERGING	LACKING	EMERGING	EMERGING	EMERGING	EMERGING

**Local Education Agency Application:
2016 NC SIG Competition – Cohort IV
School Improvement Grant (SIG) 1003(g) Funding**

REVISED 8/14/18

LEA Wayne County Public Schools LEA Code 960

SCHOOL Carver Heights Elementary SCHOOL NCES # 370488000349

LEA SIG Contact Antonia Johnson Dr. Carol Artis

SIG Contact Title Director of Federal Programs Executive Director of C&I and Federal Programs

SIG Contact Phone 919-705-6165 919-705-6166

SIG Contact Email antoniajohnson@wcps.org carolartis@wcps.org

Purpose of the Program:

School Improvement Grants (SIG), authorized under section 1003(g) of Title I of the Elementary and Secondary Education Act of 1965, as amended by No Child Left Behind (Title I or ESEA), are grants to State educational agencies (SEAs) that SEAs use to make competitive subgrants to local educational agencies (LEAs) that demonstrate the greatest need for the funds and the strongest commitment to use the funds to provide adequate resources in order to raise substantially the achievement of students in their lowest-performing schools. The Department published final requirements for the SIG program in the *Federal Register* on October 28, 2010 (*Federal Register - Final Requirements for SIG - October 28, 2010*). In 2015, the Department revised the final requirements to implement language in the Consolidated Appropriations Act, 2014, and the Consolidated and Further Continuing Appropriations Act, 2015, that allows LEAs to implement additional interventions, provides flexibility for rural LEAs, and extends the grant period from three to five years. The revisions to the requirements also reflect lessons learned from four years of SIG implementation. Finally, since the final requirements for the SIG program were published in 2010, 44 SEAs received approval to implement ESEA flexibility, pursuant to which they no longer identify Title I schools for improvement, corrective action, or restructuring. To reflect this change, the revised requirements make an LEA with priority schools eligible to receive SIG funds. The SIG final requirements, published on February 9, 2015, are available at *Federal Register - Final Requirements for SIG - February 9, 2015*

State and LEA Allocations

Each State, the Bureau of Indian Education, and the outlying areas is eligible to apply to receive a SIG grant. The US Department of Instruction will allocate FY 2015 and FY 2016 SIG funds in proportion to the funds received in FY 2015 and FY 2016 by the States, the Bureau of Indian Education, and the outlying areas under Parts A, C, and D of Title I of the ESEA. An SEA must allocate at least 95 percent of its SIG funds directly to LEAs in accordance with the final requirements. The SEA may retain an amount not to exceed five percent of its allocation for State administration, evaluation, and technical assistance.

Applications are due September 9, 2016

Please forward: (2) Electronic LEA / Charter Applications to chris.vecchione@dpi.nc.gov at NCDPI by 5:00pm on September 9, 2016. (1) Final PDF version of LEA / Charter SIG Application with all identifiers noted, and (1) PDF version of LEA / Charter SIG application that removes ALL identifiers of specific LEA / Charter / School and replaces the LEA name with "LEA", or the Charter Organization name with "Charter", and the School name with "School". The second version will be used by the Peer Review / Scoring Team as a blind copy during the actual competition review September 12 – 15, 2016.

All SIG questions / correspondence should be directed to:

Dr. Chris Vecchione, NCDPI SIG Coordinator Email: chris.vecchione@dpi.nc.gov

ELIGIBLE SCHOOLS:

For SEAs approved for ESEA flexibility ~ Eligible Schools List: The SEA has provided a link to the page on its Web site or a link to the specific page(s) in its approved ESEA flexibility request that includes a list of its current priority schools. The list clearly indicates which schools are SIG-eligible for the 2016 SIG Competition – Cohort IV:

<http://ncstar.weebly.com/sig-iv.html>

NC Priority Schools Eligible for 2016 SIG Cohort IV Competition

LEA #	LEA Name	School Name	NCDPI School #	NCES School #
010	Alamance-Burlington	Eastlawn Elementary School	010326	370003000197
080	Bertie	Bertie High School	080312	370036000101
09A	Charter	Paul R Brown Leadership Academy	09A000	370035103285
230	Cleveland	Turning Point Academy	230330	370090002708
241	Whiteville City	North Whiteville Academy	241312	370492002510
320	Durham	Eastway Elementary School	320310	370126001850
320	Durham	Merrick-Moore Elementary School	320352	370126000543
320	Durham	Neal Middle School	320355	370126000544
320	Durham	C C Spaulding Elementary School	320374	370126000571
320	Durham	W G Pearson Elementary School	320388	370126000572
32B	Charter	Healthy Start Academy	32B000	370002302090
330	Edgecombe	North Edgecombe High School	330328	370132000555
330	Edgecombe	Phillips Middle School	330332	370132000556
330	Edgecombe	Stocks Elementary School	330354	370132001767
340	Winston-Salem / Forsyth	Ashley Academy	340308	370150002446
340	Winston-Salem / Forsyth	Carver High School	340330	370150000592
340	Winston-Salem / Forsyth	Easton Elementary School	340368	370150000601
340	Winston-Salem / Forsyth	Kimberley Park Elementary School	340424	370150000615
340	Winston-Salem / Forsyth	Mineral Springs Middle School	340452	370150000621
340	Winston-Salem / Forsyth	Philo-Hill Magnet Academy	340492	370150000633
340	Winston-Salem / Forsyth	Winston-Salem Preparatory Academy	340568	370150002729
34D	Charter	Carter G Woodson School	34D000	370002702112
360	Gaston	York Chester Middle School	360526	370162002195
410	Guilford	Cesar Cone Elementary	410349	370192000766

LEA #	LEA Name	School Name	NCDPI School #	NCES School #
780	Robeson	Fairgrove Middle School	780324	370393001570
780	Robeson	Janie C Hargrave Elementary School	780329	370393002234
780	Robeson	Peterson Elementary School	780374	370393002238
780	Robeson	R B Dean Elementary School	780390	370393002051
780	Robeson	Red Springs Middle School	780393	370393002240
780	Robeson	Rosenwald Elementary School	780394	370393002241
780	Robeson	Southside/Ashpole Elementary School	780408	370393001588
780	Robeson	Townsend Middle School	780410	370393002052
780	Robeson	W H Knuckles Elementary School	780417	370393002247
800	Rowan-Salisbury	Knox Middle School	800363	370405002252
810	Rutherford	Rutherford Opportunity Center	810386	370408002607
850	Stokes	Meadowbrook Academy	850324	370438002411
880	Transylvania	Davidson River School	880320	370453002351
910	Vance	Eaton-Johnson Middle School	910316	370465001816
910	Vance	Henderson Middle School	910320	370465001817
92Q	Charter	Hope Charter Leadership Academy	92Q000	370012402609
940	Washington	Plymouth High School	940316	370480001930
960	Wayne	Brogden Middle School	960312	370488001945
960	Wayne	Carver Heights Elementary School	960318	370488000349
960	Wayne	Dillard Middle School	960326	370488000398
980	Wilson	B O Barnes Elementary School	980308	370502001992
980	Wilson	Charles H Darden Middle School	980317	370502002061
980	Wilson	Vick Elementary School	980357	370502002564

		Proficient	Ready	Expected Growth
NC	2014-15	56.6	46.9	72.3
NC	2015-16	58.3	48.8	73.6
WCPS	2014-15	45.0	34.9	80.0
WCPS	2015-16	49.0	36.9	71.9

CHE READY Accountability Results:

		% Grade Level Proficient	% College & Career Ready	NC School Performance Grade	Growth Status	State Designation	Title I Federal Designation
CHE	2014-15	23.0	15.8	F	Met	Low Performing	Priority
CHE	2015-16	17.7	11.0	F	Met	Low Performing	Priority

The latest accountability results, released September 2, 2016, reflect that 82.3% of CHE students are performing BELOW grade level, compared to 41.7% statewide. The data reflects that school improvement efforts made last academic year were ineffective. CHE's accountability results demonstrate a troubling downward trend which is not reflective of the district's or the state's upward accountability results as reflected in the above tables. More troubling is the disparity in subject level proficiency between CHE students and their peers as reflected in the following table.

LEA/CHE Percentages of Grade Level Proficient & College & Career Readiness:

	WCPS 2014-15		CHE 2014-15		WCPS 2015-16		CHE 2015-16	
	% Grade Level Proficient	% College & Career Ready	% Grade Level Proficient	% College & Career Ready	% Grade Level Proficient	% College & Career Ready	% Grade Level Proficient	% College & Career Ready
Grade 3 Reading	46.1	33.3	20.3	17.2	46.0	35.7	13.6	10.6
Grade 4 Reading	51.0	38.2	29.8	21.3	47.5	34.6	13.1	23.0
Grade 3 Math	48.9	33.9	17.2	10.9	52.3	37.2	10.6	21.2
Grade 4 Math	45.7	37.5	27.7	14.9	46.7	39.1	9.8	13.1

Located in the depressed urban center of Goldsboro, NC, CHE is a low wealth school with a predominantly minority population. One hundred percent of students receive meals assistance through the federal Community Eligibility Provision program. The demographics of CHE are not reflective of the demographics of other WCPS elementary schools, and instructional staff is challenged with effectively teaching to a population that is completely made up of high poverty, high needs, and at risk students.

- *"...more parent involvement would be great."*
- *"More interaction with children with disabilities for understanding."*
- *"More information mailed home, holding meetings after school hours when parents can attend more often, notices coming home a week in advance when things are going on at school."*
- *"More one on one with students who need more time for understanding."*
- *"Providing updated information on the school web page regarding classroom activities."*
- *"Tutors and alternative behavior support."*
- *"Continue to work in small groups."*
- *"One on one time."*
- *"Homework instructions are sometimes hard to follow and understand."*

It is important to note that in October 2014, it was announced that Carver Heights Elementary was one of two NC schools selected to receive an Apple ConnectED grant. This award is designed to enable the school to offer a comprehensive 1:1 technology solution for every student and teacher, including Apple hardware, software, and services. In spring of 2016, after a year and a half of planning and technology infrastructure upgrades, at no cost to the school, approximately 300 Carver Heights Elementary students received iPads. Approximately 20 teachers and staff also received an iPad, a MacBook Air, and received their first training on how to use the devices. Regular professional development training will be delivered by Apple experts over the course of the next two years to help staff effectively use the devices as part of classroom instruction.

After assessing annual state performance and growth indicators, along with needs identified through stakeholder feedback and comprehensive studies of the school, WCPS recognizes that it must take immediate steps towards implementing a new instructional reform model at CHE in order to begin reversing negative accountability trends. While WCPS considers the Apple ConnectED grant to be a life changing opportunity for students attending the school, advancing digital teaching and learning alone will not be enough to move the academic performance of CHE students forward at a performance level and growth rate needed to be competitive with their peers across WCPS and NC.

B) School Leadership

The same principal led CHE from July 2011 through June 2016. The NCDPI Comprehensive Needs Assessment cites that the principal was a visible, approachable leader who was seen by stakeholders as a stable leader. It was stated that the principal routinely communicates academic expectations, though they failed to yield high quality instruction in many classrooms. It was also noted that CHE staff felt they had little input in school decisions and lacked understanding as to why decisions were made. The needs assessments determined that the principal failed to provide teachers feedback from walkthrough observations, reducing the impact of the walkthrough process. Consequently, the instructional monitoring processes that were in place did not result in improvement of school-wide instructional practices.

In July 2016, a new principal was assigned to CHE. Over the summer, the principal scheduled a weekly time that parents or community members could visit the school to ask questions, express concerns, and/or seek guidance for the upcoming school year. Two new assistant principals were also assigned to the school. One assistant principal has an instructional technology background and will be instrumental in helping further advance the Apple ConnectED efforts. In the coming year, the leadership will work to develop Professional Learning Communities that allow for a collaborative focus on student achievement, performance, and data analysis. In addition, they will work to provide meaningful classroom observation feedback and assist teacher PLCs with identifying instructional interventions that are research based and data driven.

WCPS recognizes that the success of any initiative is strongly correlated with the competencies of those leading it. It is vital that the school leadership continuously support and hold teachers accountable, and follow

Elements		
<i>I. Developing and increasing teacher and school leader effectiveness:</i>	Replace Principal	2016-17 School Year
	Employ SIG Specialist (FT/Certified) facilitate on-site professional development coaching to include, but not be limited to: <ul style="list-style-type: none"> ○ Leadership building ○ Lesson plan tuning ○ Co-teaching ○ Modeling ○ Classroom walkthrough assessments and feedback. 	2016-17 School Year Upon SIG Approval
	Develop and implement a new Leadership Development Model at CHE	2016-17 School Year
	Fill Assistant Principal vacancy and allot a 2nd Assistant Principal Position with instructional technology background Provide an Elementary Instructional Specialist, who will have administration credentials, however their primary focus will be instructional tasks.	2018
	Develop and implement a new rigorous, transparent, and equitable evaluation and support system(s) for teachers and school administrators to include: <ul style="list-style-type: none"> • Continual improvement for instruction • Meaningful differentiation • Using multiple performance measures to include student growth • Regular evaluation of teachers and school leadership • Effective use of feedback that identifies needs, guides professional development, and can be used in personnel decisions 	Implementation beginning 2017-18 School Year Upon SIG Approval
	Implementation of an Instructional Leadership Institute for teachers to include: <ul style="list-style-type: none"> • Modules led by state and/or national experts in focused PD areas with follow-up training facilitated by district level PD coaches and BMS instructional coaches • 10 dedicated PD days (in addition to the daily Common Planning, Coaching, and other PD supports) for staff to attend with two one days committed prior to the start of school • Up to 17 certified substitute teachers 	Beginning 2017-18 School Year Upon SIG Approval

	<ul style="list-style-type: none"> Title II Restructure scheduling and instructional practices for identified teachers (PD, coaching, resources) State Implemented a Literacy Initiative for 3rd grade teachers (PD, coaching, resources) Title I and Title II Provide digital software and professional to be utilized in small group and whole group instruction (Classworks) Title I and Title II Update classroom libraries and guided reading State Provide an additional instructional allotment (90K) to be used for resources, tutors, and school Improvement Title I 	
	<p>Added Behavioral Supports</p> <ul style="list-style-type: none"> Hiring of Behavioral Specialist (FT/Certified) Provide a behavioral QP to implement redirection and positive behavior strategies Title IV Provide onsite therapeutic support with a clinical social worker dedicated 	2018
III. Increasing learning time and creating community-oriented schools:	Scheduling flexibility to include extra time for tutoring and enrichment	2017-18 School Year
	Implementation of regular thematic/focused Parent/Student Engagement Nights to address specific topics and areas of need	2017-18 School Year
	Added School Social Worker Supports to include additional days of support	2016-17 School Year
	Implementation of Summer Academic Enrichment Camps	2017-18 School Year Upon SIG Approval
	Regular Web, Social Media & Mobile App Updates	2016-17 School Year
IV. Providing operational flexibility and sustained support:	School Regrouping/Grades 3-5 Configuration	2016-17 School Year
	Provide an Elementary Instructional Specialist, who will have administration credentials, however their primary focus will be instructional tasks	2016-17 School Year
	Added teacher allotments to include three extra certified teachers (one per grade-level) to reduce student/teacher ratio during the planning year; and provide additional	2016-17 School Year

Elementary, School Street Elementary, and Dillard Middle to CHE. As part of the plan, the district will repurpose School Street Elementary and seek to expand Pre-K services with the development of an early learning center on that campus, promoting school readiness for students living in this attendance zone.

Through the School Regrouping program, each school will have the following Academic Focus:

<i>School</i>	<i>Academic Focus</i>	<i>Impacted Grades</i>
School Street Early Learning Center	School Readiness Focus	Pre-K
North Drive Elementary	Foundational Literacy Focus Across Content Areas	Grades K – 2
Carver Heights Elementary	Technology Integration & STEM Focus	Grades 3 – 5
Dillard Middle	Project-Based & Student-Centered Learning Focus	Grades 6 – 8

WCPS intends to use the School Regrouping Plan to support CHE by building up the foundational literacy skills in the early grades of feeder schools. Through targeted professional development, smaller class sizes through increased allotments, and additional WCPS Central Services support, WCPS will be working with staff at feeder schools to help students to read at or above grade level by the time they enter the third grade at CHE. WCPS will leverage technology and instructional opportunities made available through the Apple ConnectED to further engage CHE students in the area of STEM in order to strengthen the academic program.

5.) (If Applicable) The LEA must describe actions it has taken, or will take, to recruit, screen, and select external providers to ensure their quality, and regularly review and hold accountable such providers for their performance:

Response: Not Applicable

6.) The LEA must describe actions it has taken, or will take, to align other resources (for example, Title I funding) with the selected intervention:

Response:

CHE receives local, state, and federal funds. The instructional staff receives district level supports and ongoing professional development in topics such as Thinking Maps, Flocabulary, iReady Classworks and technology, all of which are creating the foundation to begin increasing the capacity of teachers to enhance student engagement. To further advance transformation at CHE, WCPS will leverage its current resources to impact student success through the addition of key supports.

In alignment with intervention requirements, the district administration was able to identify deficiencies and differentiate funding streams in order to provide the following new comprehensive supports to CHE students and staff beginning 2016-17:

- Math Coach (FT/Certified) – Title I Funds
- ~~Science Coach (FT/Certified) – Title I Funds~~
- Behavioral Specialist (FT/Certified) – ~~EC Funds~~ QP Title IV
- Additional Social Worker Days of Support – State Funds
- Three Classroom Teachers (One extra FT/Certified teacher per grade level to reduce student/teacher ratio during the planning year, and teachers and/or tutors during subsequent years) – Title I and Local Funds

the selected intervention for each school it proposes to serve (for example, by creating an LEA turnaround office):

Response:

Using SIG funds, WCPS will hire a SIG Specialist (FT/Certified) to implement the grant at CHE and provide leadership and instructional coaching support. The District Level SIG Committee will work with SIG Specialist at CHE to provide oversight and logistical support.

WCPS will employ Dr. W. Art Rouse as the Third Party Evaluator. Dr. Rouse is an Associate Professor and department chair in the Department of Educational Leadership at East Carolina University and has had prior experience evaluating federal education grants for LEAs. The Third Party Evaluator will collect academic achievement data available through NCDPI and EVAAS classroom. Teacher efficacy data will be collected through walkthrough observations. The outside evaluator will review data, collaborate with project staff to develop and/or refine classroom walkthrough data collection instruments, and implement any necessary training to ensure consistency and accuracy in data collection. Survey instruments will be designed in cooperation with the project staff, using the National Staff Development Council's *Standards for Professional Learning* as a basis for designing survey questions. In addition, the outside evaluator will conduct interviews with project participants and project staff on a quarterly basis. Information from these interviews will be cross referenced to analyze participants' actual experiences with the intended outcomes of the project staff.

The Third Party Evaluator will analyze identified performance data and use data disaggregated by the SIG/PD Coordinator to measure academic achievement and growth trends of students. The data will then be compared to student performance data with schools of similar student make-up across NC. The outside evaluator will use notes, survey results and classroom walkthrough collection results to provide formative feedback to project staff and to develop summative reports for WCPS.

In addition to assessing performance data indicators, the Third Party Evaluator will review and assess activity schedules, meeting agendas and minutes, professional development planning documents, and other written documentation guiding project development as these materials are prepared. The evaluator will use this information in conjunction with comparison data to provide "just in time" feedback to advise and question program decisions through monthly conferences with the SIG/PD Coordinator and WCPS SIG Committee.

9.) The LEA must describe how it will meaningfully engage families and the community in the implementation of the selected intervention on an ongoing basis:

Response:

WCPS recognizes that for transformation to occur at CHE, it must have the support of its stakeholders. As such, through this transformation the following engagement strategies will occur through the SIG:

Implement regular thematic/focused Parent/Student Engagement Nights to address specific topics and areas of need. CHE will use these events to attract parents to the school, provide regular updates on the SIG, garner real-time parent/community feedback about ongoing initiatives, and provide valuable resources pertaining to specific topics or areas of need identified through ongoing evaluation of the SIG. One night per year will be a dedicated Open House & Project Reveal, which will allow:

- Parents to receive help for learning how to use Apple technology their children have been provided
- Students to hold performances, demonstrations, and project reveals

10.) The LEA must describe how it will sustain the reforms after the funding period ends:**Response:**

As reflected in the following table, WCPS works to fulfill its education mission and vision by locally implementing and sustaining innovative reform programs that strongly promote college- and career-readiness, increased teacher efficacy, and increased student engagement and achievement. In addition to the Apple ConnectED grant currently underway at CHE, below are a few examples of programs and initiatives supported by the district.

Wayne School of Engineering	Launched in 2006, the Wayne School of Engineering is a self-inclusive grades 6-13 STEM school, which has become a state and national model recently studied by the National Science Foundation in 2012. WSE is open to students from across the district and is committed to offering students an individualized educational experience steeped in STEM courses and ideas so that students are prepared to be competitive in today's global economy. Not only does WSE staff reach out to other WCPS schools to model and share best practices to model through hosted visits at the school, but in 2009, WSE was selected by the former NC New Schools Project to be one of four schools to serve as Learning Laboratory. As a Learning Laboratory school, WSE has hosted visits throughout the year from North Carolina educators. As a result, the school has served as a showcase for visitors from across the state, working in close collaboration with East Carolina University and the former NCNSP, to demonstrate how changing a school culture and instructional approaches can lead to graduating 100% of its students ready for college, careers, and life.
Project Lead The Way	Implemented in 2007, this project-based learning program, a type of "school within a school" concept, is currently offered at Charles B. Aycock High School and is designed to integrate academic and technical curriculums around the concepts of engineering. Students are exposed to design process, research and analysis, teamwork, communication methods, global and human impacts, engineering standards, and technical documentation. The academy actively involves related local employers, and the sequence of courses articulates with NC community colleges.
STEM Learning Centers	The STEM Learning Center is a state-of-the-art lab first implemented at Norwayne Middle School in 2012 through a Golden Leaf Foundation grant. Through DoDEA and additional Golden Leaf Foundation grants, the district has been able to open STEM Learning Centers at a total of seven middle schools. Each lab is utilized for a curriculum-based STEM class and features 10 to 14 computer work stations designed to provide students with hands-on collaborative problem-solving learning opportunities. As students engage in the STEM class, they develop basic technological literacy as well as decision-making, problem-solving, and creative-thinking skills. The district and school sites collaborated with multiple industry partners in the selection of learning modules, which have relevant industry applications, including: Alternative Energy; CADD; CNC Manufacturing; Electricity; Energy, Power, & Mechanics; Flight; Forensic Science; Plastics & Polymers; Robots; Simple Mechanics; Statistical Analysis; Sustainable Agriculture; and Video Production. Students also learn how these various areas are connected to careers in local industries.
DoDEA Grants	In 2012, WCPS was awarded a three year/\$1.6 million Department of Defense Education Activity (DoDEA) grant, which allowed the district to test and evaluate the effectiveness of an innovative Common Instructional Framework supported by 21 st Century STEM learning tools at seven target schools with concentrations of military connected students. The three year grant ended in spring of 2015. In Fall of 2015,

		<ul style="list-style-type: none"> Promote differentiation in the implementation of the following evidence based strategies in the classroom by implementing the following: <ul style="list-style-type: none"> Individualized Instruction Use of Technology Collaborative Learning Classroom Talk Strategy Effective Questioning and hands on opportunities Implementation of meaningful teacher PLCs that will be engaged through the following PD topics: <ul style="list-style-type: none"> Intervention strategies for targeted subject areas Differentiation and lesson plan tuning School-wide Instructional Rounds MTSS and PBIS 			
	<i>Curriculum Engineering & Design</i>	<ul style="list-style-type: none"> Reengaging with content, unpacking curriculum, and curriculum mapping Scaffolding curriculum from previous grades to build a cohesive 3-5 curriculum Innovative uses of technology to enhance delivery of curriculum and student engagement with content Teaching with a high level understanding of the various skill levels of students in the classroom Build upon PD from previous years to further mastery of evidence based strategies Teacher PLCs will be engaged through the following PD topics: <ul style="list-style-type: none"> STEAM & Project Based Learning Intervention strategies for grade level subject areas Data analysis in Curriculum engineering & design School-wide Instructional Rounds MTSS and PBIS 	2018-2019		
	<i>Purposeful Instruction for High Needs/At Risk Students</i>	<ul style="list-style-type: none"> Engaging ESL, Special Ed and behaviorally challenging students in learning Working with children of poverty, identifying bias, cultural understanding, and sensitivity training Build upon PD from previous years to further mastery of evidence based strategies Professional Learning Communities will be engaged through the following PD topics : 	2019-2020		

used by teachers and students.	<p>2015-2016: Baseline Year</p> <p>2016-2017: Baseline Year Planning Year (Gather of summative data)</p> <p>2017- 2018: Classroom walkthrough data will indicate at least a 25% increase in the effective use of technology to enhance WCPS' 21st century education when compared to baseline data.</p> <p>2018-2019: Classroom walkthrough data will indicate at least a 50% increase in the effective use of technology to enhance WCPS' 21st century education when compared to baseline data.</p> <p>2019-2020: Classroom walkthrough data will indicate at least a 75% increase in the effective use of technology to enhance WCPS' 21st century education when compared to baseline data.</p> <p>2020-2021: Classroom walkthrough data will indicate at least a 100% increase in the effective use of technology to enhance WCPS' 21st century education when compared to baseline data.</p>
<p>Collaborative Learning: By June 2021, WCPS classroom walkthrough data, instructional rounds data, observation data, and instructional feedback data on lesson plans, and PLC Minutes will indicate at least a 90% increase in the effective use of collaborative learning in the school as a whole</p>	<p>2015-2016: Baseline Year</p> <p>2016-2017: Baseline Year Planning Year (Gather of summative data)</p> <p>2017- 2018: Classroom walkthrough data will indicate at least a 30% increase in the effective use of collaborative learning in the school as a whole when compared to baseline data.</p> <p>2018-2019: Classroom walkthrough data will indicate at least a 50% increase in the use of collaborative learning in the school as a whole when compared to baseline data.</p> <p>2019-2020: Classroom walkthrough data will indicate at least a 70% increase in the use of collaborative learning in the school as a whole when compared to baseline data.</p> <p>2020-2021: Classroom walkthrough data will indicate at least a 90% increase in the use of collaborative learning in the school as a whole when compared to baseline data.</p>
<p>Classroom Talk Strategy: By June 2021, WCPS classroom walkthrough data, instructional rounds data, observation data, and instructional feedback data on lesson plans, and PLC Minutes will indicate at least a 90% increase in the use of the classroom talk strategy which allows for more student articulation and voice around content matter and moves the teacher to a more facilitative role.</p>	<p>2015-2016: -Baseline Year</p> <p>2016-2017: Baseline Year Planning Year(Gather of summative data)</p> <p>2017- 2018: Classroom walkthrough data will indicate at least a 30% increase in the effective use of classroom talk in the school as a whole when compared to baseline data.</p> <p>2018-2019: Classroom walkthrough data will indicate at least a 50% increase in the use of classroom talk in the school as a whole when compared to baseline data.</p> <p>2019-2020: Classroom walkthrough data will indicate at least a 70% increase in the use of classroom talk in the school as a whole when compared to baseline data.</p> <p>2020-2021: Classroom walkthrough data will indicate at least a 90% increase in the use of classroom talk in the school as a whole when compared to baseline data.</p>
<p>Effective Questioning & Hands-On Opportunities: By June 2021, WCPS classroom walkthrough data, instructional rounds data, observation data, and instructional feedback data on lesson plans, and PLC Minutes will indicate at least a 90% increase in effective questioning and hands-on opportunities utilizing the top three tiers of Revised Bloom's Taxonomy.</p>	

2015-2016- Baseline Year
 2016-2017: ~~Baseline Year~~ Planning Year
 2017- 2018: The percentage of students performing at or above grade level in each level will increase at least ~~14~~ ~~10.35~~ 5 percentage points and exceed growth.
 2018-2019: The percentage of students performing at or above grade level in each level will increase at least ~~14~~ ~~10.35~~ 5 percentage points and exceed growth.
 2019-2020: The percentage of students performing at or above grade level in each level will increase at least ~~14~~ ~~10.35~~ 5 percentage points and exceed growth.
 2020-2121: The percentage of students performing at or above grade level in each level will increase at least ~~14~~ ~~10.35~~ 5 percentage points and exceed growth.

Grades 3-5 Reading: By June 2021, NC performance data will indicate that the percentage of CHE students performing at or above grade level meet or exceed ~~60%~~ 40% in each level, with EVAAS growth data reflecting exceeded growth each year of the SIG.

2015-2016 Baseline Year
 2016-2017: ~~Baseline Year~~ Planning Year
 2017- 2018: The percentage of students performing at or above grade level in each level will increase at least ~~12~~ ~~9~~ 5 percentage points and exceed growth.
 2018-2019: The percentage of students performing at or above grade level in each level will increase at least ~~12~~ ~~9~~ 5 percentage points and exceed growth.
 2019-2020: The percentage of students performing at or above grade level in each level will increase at least ~~12~~ ~~9~~ 5 percentage points and exceed growth.
 2019-2121: The percentage of students performing at or above grade level in each level will increase at least ~~12~~ ~~9~~ 5 percentage points and exceed growth.

(b) Leading Indicators:

Leading Indicators/Metric	Leading Indicators/Metric
<i>School Data</i>	
Number of Minutes within the school year	WCPS Assistant Superintendent for Accountability will track and report CHE's number of minutes within each school year.
<i>Student Outcome/Academic Progress Data</i>	
Student participation rate on state assessments in reading/language arts and in mathematics, by student subgroup.	NCDPI will calculate annual student participation rates.
Dropout Rate	Not applicable
Student attendance rate	NCDPI will calculate the annual attendance rates for CHE.
Number and percentages of students completing advanced coursework, early-college, high schools or dual enrollment classes	Not applicable
<i>Student Connection and School Climate</i>	
Discipline incidents	In addition to the annual state calculated discipline report, the behavioral specialist will regularly track student discipline issues resulting in in-school or out-of-school suspensions.
Chronic absenteeism	The school social worker will work with the

Development Model	risk/needs low performing schools.	
	Work with WCPS SIG Committee to develop timeline for strategy implementation	Fall 2016-Spring 2017
	Develop a coaching schedule for principals and teacher leaders	Spring 2017
	Develop monitoring systems and classroom walkthrough instruments	Fall 2016-Spring 2017
	Description: WCPS recognizes that the principal and school leadership must be as consistent in communicating expectations as they are in modeling expectations. This Leadership Development Model, to be implemented beginning 2017-18, will help engage school leaders in the transformation efforts in order to increase instructional rigor and academic growth in the classroom.	
Develop a new rigorous, transparent, and equitable evaluation and support system(s) for teachers and school administrators	Work with WCPS SIG Committee to develop framework that is centered within the following research based strategies: <ul style="list-style-type: none"> • Continual improvement for instruction • Meaningful differentiation • Using multiple performance measures to include student growth • Regular evaluation of teachers and school leadership • Effective use of feedback that identifies needs, guides professional development, and can be used in personnel decisions 	Fall 2016
	Work with WCPS SIG Committee to develop timeline for strategy implementation	Fall 2016-Spring 2017
	Receive BOE contract approval for any required services or supplemental resources	Spring 2017
	Develop monitoring systems, evaluation tools, and classroom walkthrough instruments	Fall 2016-Spring 2017
	Implement training/coaching schedule for teachers and school administrators.	Spring 2017
	Description: WCPS recognizes that in order to have project fidelity, evaluation and support systems must be consistently and regularly applied school-wide. Additionally, feedback must be meaningful, consistently provided, and be a catalyst for continued school improvement, be it at the classroom level or with the school leadership itself.	
Develop new school-wide Instructional Professional Development Model in Conjunction with Instructional	Work with SIG Committee to develop framework of PD Model	Fall 2016-Spring 2017
	Contract state and/or national experts to facilitate focused PD modules and/or lead guest speaker series over the four years of implementation	Fall 2016-Spring 2017
	Work with district level PD coaches and	Fall 2016-Spring 2017

	as frame out the structure and theme of the four day academic enrichment camp.	
Implementation of Web, Social Media & Mobile App Updates	Description: CHE will begin utilizing communication tools to engage parents and stakeholders, provide information updates about ongoing SIG efforts, and promote activities or events that will directly benefit participating students and parents.	Fall 2016
Scheduling flexibility to include extra time for daily Common Planning and other professional development needs	Develop schedule of instructional day to be approved by the BOE	Spring 2017
	Develop PD topics/schedule/plan for Common Planning Time	Spring 2017
	Description: These steps will be vital in ensuring a meaningful daily common planning time that is facilitated, focused, and engaging to staff.	
Employ Third Party Evaluator to assess SIG and provide monitoring feedback	Description: WCPS will hire Dr. W. Art Rouse as the Third Party Evaluator. Dr. Rouse is an Associate Professor and department chair in the Department of Educational Leadership at East Carolina University and has had prior experience evaluating federal education grants for LEAs. Dr. Rouse will develop survey tools, observation/evaluation instruments, and monitoring tools.	Fall 2016-Spring 2017

15.) (If Applicable) For an LEA eligible for services under subpart 1 or 2 of part B of Title VI of the ESEA (Rural Education Assistance Program) that chooses to modify one element of the turnaround or transformation model, the LEA must 1.) identify which element it chooses to modify, and 2.) describe how it will meet the intent and purpose of that element:

Response: Not Applicable

16.) (If Applicable) For an LEA that applies to implement an evidence-based, whole-school reform model in one or more eligible schools, the LEA must describe how it will:

- a. **Implement a model with evidence of effectiveness that includes a sample population or setting similar to the population or setting of the school to be served:**
- b. **Partner with a whole school reform model developer, as defined in the SIG requirements:**

Response: Not Applicable

17.) (If Applicable) For an LEA that applies to implement the restart model in one or more eligible schools, the LEA must describe the rigorous review process (as described in the final requirements) it has conducted or will conduct of the charter school operator, CMO, or EMO that it has selected or will select to operate or manage the school or schools:

Response: Not Applicable

	Implement scheduling flexibility to include extra time for tutoring and enrichment <ul style="list-style-type: none"> • Implementation of tutoring and enrichment plan • Regular assessment and feedback to teachers providing tutoring or leading enrichment programs 		
	Implement thematic/focused Parent/Student Engagement Nights <ul style="list-style-type: none"> • Hold four quarterly Parent/Student Engagement Nights • Receive BOE approval to allocate stipends to coordinators, and activity resources • Development and distribution of promotional materials • Seek to garner feedback from attendees to assess effectiveness and identify areas for improvement • Assessment and feedback to coordinators and school leadership 		
	Implement scheduling flexibility to include extra time for daily Common Planning and other professional development needs <ul style="list-style-type: none"> • Ongoing facilitated PD • Regular assessment and feedback to teachers and school leadership 		
	Ongoing communication and stakeholder engagement efforts through web and social media Regular assessment of analytic tools to assess exposure to targeted audiences		
	Third Party Evaluator will provide regular assessments of SIG, provide monitoring feedback, and complete required quarterly and annual reports		
	Awarding of \$1,000-\$750 (28) Stipend upon completion of work & capstone project for first year focus of the Instructional Leadership Institute	Spring 2018	
	2nd Summer Academic Enrichment Camp <ul style="list-style-type: none"> • Receive BOE approval to allocate funds for staffing, stipends, and resources • Development and distribution of promotional materials • Use previous camp findings for scaffolding and program improvement • Facilitate Summer Academic Enrichment Camp • Assess camp success using various collection tools ranging from pre and post surveys, attendance data, and project outcomes 	Spring 2018-Summer 2018	
	Awarding of \$500 \$1000 Stipend for (26) core area and EC teachers who complete all annual requirement AND who demonstrate Exceeded Growth on 2017-18 state assessments	Upon the 2017-18 Data Release	
	Awarding of \$500 \$750 (28) Stipend to CHE instructional staff, support staff (to include Instructional Assistants, instructional coaches, EC staff, Student Support Coach, and SIG Specialist), and school administrators if the school can demonstrate as a whole Exceeded Growth on 2017-18 state assessments	Upon the 2017-18 Data Release	
	Awarding of \$500 stipend for up to 30 classroom teachers who		

	<ul style="list-style-type: none"> • Hold four quarterly Parent/Student Engagement Nights • Receive BOE approval to allocate stipends to coordinators, and activity resources • Development and distribution of promotional materials • Seek to garner feedback from attendees to assess effectiveness and identify areas for improvement • Assessment and feedback to coordinators and school leadership 		
	Ongoing assessment and implementation of scheduled flexibility to include extra time for daily Common Planning and other professional development needs <ul style="list-style-type: none"> • Ongoing facilitated PD • Regular assessment and feedback to teachers and school leadership 		
	Ongoing communication and stakeholder engagement efforts through web and social media <ul style="list-style-type: none"> • Regular assessment of analytic tools to assess exposure to targeted audiences 		
	<ul style="list-style-type: none"> • Third Party Evaluator will provide regular assessments of SIG, provide monitoring feedback, and complete required quarterly and annual reports 		
	Awarding of \$1,000 \$750 Stipend upon completion of work & capstone project for second year focus of the Instructional Leadership Institute		
	3rd Summer Academic Enrichment Camp <ul style="list-style-type: none"> • Receive BOE approval to allocate funds for staffing, stipends, and resources • Development and distribution of promotional materials • Use previous camp findings for scaffolding and program improvement • Facilitate Summer Academic Enrichment Camp <p>Assess camp success using various collection tools ranging from pre and post surveys, attendance data, and project outcomes</p>		
	Awarding of \$500 \$1000 Stipend for core area and EC teachers who complete all annual requirement AND have the classrooms that individually demonstrate Exceeded Growth on 2018-19 state assessments	Spring 2019	
	<ul style="list-style-type: none"> • Awarding of an additional \$500 \$750 \$1,250 Stipend to CHE instructional staff, support staff, and school administrators for up to 26 tested area teachers, 2 instructional coaches, and school administrators if the school can demonstrate as a whole Exceeded Growth on 2018-19 state assessments • Awarding of \$500 stipend to 46 staff members for no more than eight (8) absences on student days during the school year to exclude professional development days • Awarding of \$500 stipend for up to 30 classroom teachers who successfully implement PBIS in all areas of the school and follow the Progressive Discipline Plan resulting in fewer classroom disruptions and a reduction in office referrals as compared to 2017-18 school year. 	Spring 2019-Summer 2019 Upon the 2018-19 Data Release (or as soon thereafter as performance data is obtained from the State of NC)	

	<ul style="list-style-type: none"> Regular assessment and feedback to teachers providing tutoring or leading enrichment programs 	
	Ongoing assessment of thematic/focused Parent/Student Engagement Nights <ul style="list-style-type: none"> Hold four quarterly Parent/Student Engagement Nights Receive BOE approval to allocate stipends to coordinators, and activity resources Development and distribution of promotional materials Seek to garner feedback from attendees to assess effectiveness and identify areas for improvement Assessment and feedback to coordinators and school leadership 	
	Ongoing assessment and implementation of scheduled flexibility to include extra time for daily Common Planning and other professional development needs <ul style="list-style-type: none"> Ongoing facilitated PD Regular assessment and feedback to teachers and school leadership 	
	Ongoing communication and stakeholder engagement efforts through web and social media <ul style="list-style-type: none"> Regular assessment of analytic tools to assess exposure to targeted audiences 	
	<ul style="list-style-type: none"> Third Party Evaluator will provide regular assessments of SIG, provide monitoring feedback, and complete required quarterly and annual reports 	
	Awarding of \$1,000 \$750 Stipend upon completion of work & capstone project for third year focus of the Instructional Leadership Institute	
	4th Summer Academic Enrichment Camp <ul style="list-style-type: none"> Receive BOE approval to allocate funds for staffing, stipends, and resources Development and distribution of promotional materials Use previous camp findings for scaffolding and program improvement Facilitate Summer Academic Enrichment Camp <p>Assess camp success using various collection tools ranging from pre and post surveys, attendance data, and project outcomes</p>	
	Awarding of \$500 \$1000 Stipend for core area and EC teachers who complete all annual requirement AND have the classrooms that individually demonstrate Exceeded Growth on 2019-20 state assessments	Spring 2020
2020-21 Sustainability Year #4	<ul style="list-style-type: none"> Awarding of an additional \$500 \$750 Stipend to CHE instructional staff, support staff, and school administrators if the school can demonstrate as a whole Exceeded Growth on 2019-2020 state assessments 	Spring 2020 - Summer 2020
	SIG Specialist will complete all required SIG reports & budget form submissions	Upon the 2019-20 Data Release
	SIG Committee will meet regularly and as needed to provide	Upon the

	for daily Common Planning and other professional development needs		
	<ul style="list-style-type: none"> • Ongoing facilitated PD • Regular assessment and feedback to teachers and school leadership 		
	Ongoing communication and stakeholder engagement efforts through web and social media		
	<ul style="list-style-type: none"> • Regular assessment of analytic tools to assess exposure to targeted audiences • Third Party Evaluator will provide regular assessments of SIG, provide monitoring feedback, and complete required quarterly, annual, and summative reports. 		
	Awarding of \$1,000 \$750 Stipend to those who were delayed but yet still completed all required work & three capstone projects for Instructional Leadership Institute		
	Awarding of \$500 \$1000 Stipend for core area and EC teachers who complete all annual requirement AND have the classrooms that individually demonstrate Exceeded Growth on 2020-21 state assessments		
	Awarding of an additional \$500 \$750 Stipend to CHE instructional staff, support staff, and school administrators if the school can demonstrate as a whole Exceeded Growth on 2020-21 state assessments	Spring 2021	
September 2021		Upon the 2020-21 Data Release	
		Upon the 2020-21 Data Release	

C. BUDGET: An LEA must include a budget that indicates the amount of school improvement funds the LEA will use each year in each Priority School it commits to serve – and if applicable include a budget for conducting LEA-level activities designed to support the implementation of the selected school intervention models in the Priority Schools:

Note: An LEA's budget should cover all of the years of full implementation and be of sufficient size and scope to implement the selected school intervention model in each Priority School the LEA commits to serve. Any funding for activities during the pre-implementation period must be included in the first year of the LEA's budget plan. Additionally, an LEA's budget may include up to one year to support sustainability activities. An LEA may not receive more than five years of SIG funding to serve a single school.

An LEA's budget for each year may not exceed the number of Priority Schools it commits to serve multiplied by \$2,000,000.

No
to
ser
the

Ar
to

Wayne County Public Schools Activities/Commitment:		
Support Positions	<p>Beginning 2016-17 the following new support positions will be committed to CHE:</p> <ul style="list-style-type: none"> • Math Coach: Salary 40,250 + Benefits 15,038 = 55,288 • Reading Coach: Salary 40,250 + Benefits 15,038 = 55,288 • Science Coach: Salary 40,250 + Benefits 15,038 = 55,288 • Behavioral Specialist: Salary 44,280 + Benefits 15,996 = 60,276 • Added Social Worker Days: 22 (x1) + 21 (X2) = 64 days X (Salary 213 + Benefits 72 = 285 per day) = 18,240 • Technician (FT) = \$20,160 + Benefits \$5,339 = 25,499 	\$269,879
Total 2016-2017 YR WCPS Activities/Commitment		\$209,603
Total 2016-2017 YR Budget		\$426,491 \$368,076
2017 – 2018 (Implementation Year #1):		
Carver Heights Elementary		
Budget Alignment	Narrative Budget Justification	Total Cost
SIG Specialist	Fulltime Salary 71,000 - Benefits 22,110 = \$93,110	\$93,110
Instructional Leadership Institute /NEW PD Model	<p>State/National Experts/Module Facilitators/guest speakers series to include:</p> <ul style="list-style-type: none"> • Travel/Food/Lodging • PD Materials & Resources • Follow-Up Materials & Resources for Local Curriculum Leaders & Instructional Coaches • Professional Development – Travel = \$107,900 • Instructional Leadership Institute Stipend for up to 26 teachers, 2 coaches: \$1,000 \$750 upon completion of work and capstone project for each year's PD focus) = \$28,000 \$21,000 • Substitute Teachers 17 Subs per training day X 2 Days-month = \$3,502 X 8 months = \$28,016 • Instructional Leadership Institute Stipend for up to 35 teachers, 3 coaches: \$1,000 (Upon Completion of work & Capstone project for each year's PD Focus) = \$38,000 • Added \$500 Stipend for up to 25 core area & EC teachers who complete ILI annually + who demonstrate Exceeded Growth on 2017-18 state assessments = \$12,500 	\$103,016 \$128,900
School-Wide Stipend	<ul style="list-style-type: none"> • Additional \$1,250-\$750 bonus for up to 26 tested area teachers and 2 instructional coaches if the school exceeds expected growth as a whole on 2016-17 state assessments = \$35,000 \$21,000 • Separate \$750.00 Stipend for up to 46 instructional staff, support staff (to include Instructional Assistants, coaches, EC 	\$23,500 \$35,000

Support Positions	Beginning 2016-17 the following new support positions will be committed to CHE: <ul style="list-style-type: none"> • Math Coach: Salary 40,250 + Benefits 15,038 = 55,288 • Reading Coach: Salary 40,250 + Benefits 15,038 = 55,288 • Digital Learning Coach 2.5 Days per week @ 568.00 x 45 weeks 25,560 • Science Coach: Salary 40,250 + Benefits 15,038 = 55,288 • Behavioral Specialist QP: Salary 30,200 + Benefits 15,996 = 46,196 • Added Social Worker Days: 22 (x1) + 21 (X2) = 64 days X (Salary 213 + Benefits 72 = 285 per day) = 18,240 • Technician (FT) = \$20,160 + Benefits \$5,339 = 25,499 • Elementary Curriculum Specialist-(TBD) 	\$195,212
Mental Health Specialist	Fulltime Salary \$30,000 (1/2 for the 2017-18 school year = \$15,000) – Benefits = \$17,916 (1/2 for the 2017-18 school year = \$8,958)	\$23,958
Total 2017-2018 YR WCPS Activities/Commitment		\$219,170
Total 2017-2018 YR Budget		\$626,391
2018 – 2019 (Implementation Year #2):		
Carver Heights Elementary		
Budget Alignment	Narrative Budget Justification	Total Cost
SIG Specialist	Fulltime Salary 71,000 - Benefits 22,110 31,106 = 93,110 102,106	\$93,110 \$102,106
Instructional Leadership Institute /NEW PD Model	State/National Experts/Module Facilitators/guest speakers series \$75,000 to include: <ul style="list-style-type: none"> • Travel/Food/Lodging • PD Materials & Resources • Follow-Up Materials & Resources for Local Curriculum Leaders & Instructional Coaches • Substitute Teachers 17 Subs per training day X 2 Days month = \$3,502 X 8 months = \$28,016 • Instructional Leadership Institute Stipend for up to 35 teachers, 3 coaches: \$1,000 (Upon Completion of work & Capstone project for each year's PD Focus) = \$38,000 \$16,224 • Instructional Leadership Institute Stipend for up to 26 30 teachers, 2 coaches: \$1,000 \$750 upon completion of work and capstone project for each year's PD focus) = \$28,000 \$21,000 \$24,000 • Added \$500 Stipend for up to 25 core area & EC teachers who complete ILI annually + who demonstrate Exceeded Growth on 2017-18 state assessments = \$12,500 • Professional Development – Travel = \$107,900 	\$103,016 \$128,900 40,224.00 59,264.00 65,264.00
School-Wide Stipend	<ul style="list-style-type: none"> • Separate \$500 Stipend for up to 47 instructional staff, support staff (to include Instructional Assistants, coaches, EC staff, Student Services Coordinator, and SIG Specialist), and school 	\$23,500 \$21,000

Third Party Evaluator	\$7,000 for Third Party Evaluator Services	\$7,000
Student Resources	Study Island electronic resources to support student academic achievement	\$6,000
Summer PD for Teachers	2 days/grade level x 6 hours/day x \$25/hour x 26 core teachers = \$7,800 6 days x 6 hours x \$25/hour x 2 instructional coaches = 1,800	\$9,600
Carryover	Unpaid Stipend - Reduction in staff absences Unpaid Stipend - Reduction in Office Referrals Unpaid Stipend - PD/Capstone Pending stipend (school-wide) for exceeding expected growth - (17-18) Pending stipend for tested area teachers exceeding growth Contract Services - Solution Tree (rescheduled PD to August due to inclement weather) FICA on stipends (7.65%) (pending and unpaid) Retirement Match on stipends (16.54%) (pending and unpaid) Summer Enrichment Camp supplies Unpaid Stipends - Parent Engagement Night Coordinators (17-18) Summer Enrichment - Transportation Student opportunities, resources, and supplies to support recognition/celebrations/field trips/enrichment opportunities (includes all expenses related thereto) Resources (Electronic and print) Scholarship ABE system and professional development related thereto for student behavior management system. 2-day summer work session for Leadership Team Edmentum Study Island and Exact Path program/electronic resources to support student academic proficiency and growth Office supplies for SIG Specialist	\$5,500 \$1,500 \$17,150 \$34,500 \$26,000 \$5,200 \$7,000 \$15,000 \$10,000 \$1,000 \$3,000 \$10,000 \$9,000 7,500 \$3,000 11,865.50 \$200

	<p>Leaders & Instructional Coaches</p> <ul style="list-style-type: none"> Substitute Teachers 17 Subs per training day X 2 Days month = \$3,502 X 8 months = \$28,016 Instructional Leadership Institute Stipend for up to 35 teachers, 3 coaches: \$1,000 (Upon Completion of work & Capstone project for each year's PD Focus) = \$38,000 Instructional Leadership Institute Stipend for up to 26 teachers, 2 coaches: \$1,000 \$750 upon completion of work and capstone project for each year's PD focus) = \$28,000 \$21,000 Added \$500 Stipend for up to 25 core area & EC teachers who complete ILI annually + who demonstrate Exceeded Growth on 2017-18 state assessments = \$12,500 Professional Development – Travel = \$107,900 		
School-Wide Stipend	<ul style="list-style-type: none"> Separate \$500 Stipend for up to 47 instructional staff, support staff (to include Instructional Assistants, coaches, EC staff, Student Services Coordinator, and SIG Specialist), and school administrators if the school can demonstrate as a whole Exceeded Growth on 2017-18 state assessments = \$23,500 Separate \$500 bonus for up to 20 support staff (to include Instructional Assistants, EC staff, Student Services Coordinator, Behavior Specialist, Mental Health Specialist, Counselor, Media Coordinator, and SIG Specialist) if the school demonstrates as a whole Exceeded Expected Growth on 2017-18 state assessments = \$10,000 \$4,000 stipend for 2 administrators if the school achieves high growth/exceeds expected growth = \$8,000 Additional \$1,250 \$750 bonus for up to 26 tested area teachers and 2 instructional coaches if the school exceeds expected growth as a whole on 2018-19 state assessments = \$35,000 	<p>\$23,500</p> <p>\$21,000</p>	
Staff Incentives	<ul style="list-style-type: none"> \$500.00 stipend for up to 46 staff members for a reduction in staff absences and tardies to school as compared to the 2017-18 and 2018-19 school years – \$23,000 \$500 stipend for up to 30 classroom teachers who successfully implement PBIS in all areas of the school resulting in a reduction in office referrals as compared to the 2017-18 and 2018-19 school years = \$15,000 \$2,000 \$1000 bonus for up to 26 tested area teachers the classroom achieve high growth/exceed expected growth based on the students for whom they are directly accountable = \$52,000 \$26,000 	<p>\$52,000</p> <p>\$64,000</p>	
Student Recognition and Celebrations	<ul style="list-style-type: none"> Supplies for student recognition and celebrations - \$3,000 	\$3,000	
Summer Academic Enrichment Camp	<ul style="list-style-type: none"> Transportation up to \$2,000 Stipends for staff \$25 per hr X 6 hrs = \$150 X 4 days = \$600 x 	\$14,804	

	<ul style="list-style-type: none"> Follow-Up Materials & Resources for Local Curriculum Leaders & Instructional Coaches Substitute Teachers 17 Subs per training day X 2 Days month = \$3,502 X 8 months = \$28,016 Instructional Leadership Institute Stipend for up to 35 teachers, 3 coaches: \$1,000 (Upon Completion of work & Capstone project for each year's PD Focus) = \$38,000 Instructional Leadership Institute Stipend for up to 26 teachers, 2 coaches: \$1,000 \$750 upon completion of work and capstone project for each year's PD focus) = \$28,000 \$21,000 Added \$500 Stipend for up to 25 core area & EC teachers who complete ILI annually + who demonstrate Exceeded Growth on 2017-18 state assessments = \$12,500 Professional Development - Travel = \$107,900 	
School-Wide Stipend	<ul style="list-style-type: none"> Separate \$500 Stipend for up to 47 instructional staff, support staff (to include Instructional Assistants, coaches, EC staff, Student Services Coordinator, and SIG Specialist), and school administrators if the school can demonstrate as a whole Exceeded Growth on 2017-18 state assessments = \$23,500 Separate \$500 bonus for up to 20 support staff (to include Instructional Assistants, EC staff, Student Services Coordinator, Behavior Specialist, Mental Health Specialist, Counselor, Media Coordinator, and SIG Specialist) if the school demonstrates as a whole Exceeded Expected Growth on 2017-18 state assessments = \$10,000 \$4,000 stipend for 2 administrators if the school achieves high growth/exceeds expected growth = \$8,000 Additional \$1,250 \$750 bonus for up to 26 tested area teachers and 2 instructional coaches if the school exceeds expected growth as a whole on 2019-20 state assessments = \$35,000 \$21,000 	<p>\$23,500</p> <p>\$21,000</p>
Staff Incentives	<ul style="list-style-type: none"> \$500.00 stipend for up to 46 staff members for a reduction in staff absences and tardies to school as compared to the compared to the 2018-19 and 2019-20 school years – \$23,000 \$500 stipend for up to 30 classroom teachers who successfully implement PBIS in all areas of the school resulting in a reduction in office referrals as compared to the 2018-19 and 2019-20 school years = \$15,000 \$2,000 \$1000 bonus for up to 26 tested area teachers the classroom achieve high growth/exceed expected growth based on the students for whom they are directly accountable = \$52,000 \$26,000 	<p>\$52,000</p> <p>\$64,000</p>
Student Recognition and Celebrations	<ul style="list-style-type: none"> Supplies for student recognition and celebrations - \$3,000 	\$3,000
Summer Academic Enrichment Camp	<ul style="list-style-type: none"> Transportation up to \$2,000 Stipends for staff \$25 per hr X 6 hrs = \$150 X 4 days = \$600 x 16 teachers = \$9,600 Activity Resources \$2,500 	\$14,804

SIG Year End Review

Year 2 of 5
2017-2018

SEA SIG Visit Dates:

- 1) 10/18/2017
- 2) 12/13/2017
- 3) 02/07/2018
- 4) 04/18/2018

PSQR Visit Dates:

- 1) 11/20/2017
- 2) 03/22/2018

Demographics:

School: Carver Heights Elementary School (CHES)
LEA: Wayne County Schools
Date of Panel Review: 06/18/18

Renewal Rating:

- ☐ Recommended for Renewal
☒ Recommended for Renewal with Contingencies
☐ Recommended for Non-Renewal

Observable Strengths and Areas for Improvement

Observable Strengths – CHES showed marked improvement in reducing the number of ISS incidents from 255 in the 15-16 baseline year to 56 in 17-18. In addition, progress is noted in 3rd Grade Reading with GLP proficiency increasing from 13.6% in the 15-16 baseline year to 23.8% in 17-18, and CCR proficiency increasing from 10.6% in the 15-16 baseline year to 16.1% in 17-18.

Areas for Improvement – Student performance in Math is inconsistent with Total Composite GLP proficiency increasing from 17.3% in the 15-16 baseline year to 19.1% in 16-17, but decreasing to 15.8% in 17-18, and CCR proficiency increasing from 10.2% in 15-16 to 13.2% in 16-17, but decreasing to 9.6% in 17-18. Similarly, student performance in Reading is inconsistent with Total Composite GLP proficiency increasing from 18.1% in the 15-16 baseline year to 28.9% in 16-17, but decreasing to 21.1% in 17-18, and CCR proficiency increasing from 11.8% in 15-16 to 16.4% in 16-17, but decreasing to 11.0% in 17-18. This inconsistent trend is further reflected in the Total Composite with the GLP proficiency increasing from 17.7% in 15-16 to 26.5% in 16-17, but decreasing to 18.2% in 17-18, and CCR proficiency increasing from 11.0% in 15-16 to 15.9% in 16-17, but decreasing to 10.0% in 17-18. Student performance in Science showed a significant decline with GLP proficiency decreasing from 31.6% in 16-17 to 19.1% in 17-18. The student attendance rate is stagnant, remaining at approximately 92% for the past 3 years. Additionally, the number of OSS incidents has increased significantly from 99 in the 15-16 baseline year to 147 in 17-18.

Goal Summary

Data Point	Goal	Actual	/Not Met
Math	27.3/20.2	15.8/9.6	Not Met
Reading	28.1/21.8	21.1/11.0	Not Met
Science	36.6/23.0	19.1/9.5	Not Met
Total Composite	27.7/21.0	18.2/10.0	Not Met
(C) Attendance	93.9	92.3	Not Met
(S) Attendance	93.3	92.2	Not Met
ISS	183	56	
OSS	81	147	Not Met
1 of 8 Goals Met			

Conditions for Renewal with Contingencies: As projected in the LEA Application, CHES must attain the following data point goals for 2018-19 for continued funding for the 2019-20 school year: GLP proficiency rate of at least 33.1% and a CCR proficiency rate of at least 26.8% for Reading; GLP proficiency rate of at least 32.3% and a CCR proficiency rate of at least 25.2% for Math; GLP proficiency rate of at least 41.6% and a CCR proficiency rate of at least 28.0% for Science; and a GLP total composite proficiency rate of at least 32.7% and a CCR total composite proficiency rate of at least 26.0%. In addition, the number of OSS incidents must decrease to no more than 73, certified attendance rate must increase to at least 94.5%, and the student attendance rate must increase to at least 93.9%.

Dr. Chris Vecchione -
Assistant Director

Susan Brigman -
Section Chief ~ East

08/30/18

Carver Heights Reconfiguration – EDDIE System

Wayne County Public Schools reported their school configuration in 2015-2016 in the EDDIE system as a K-5 which is why the information was inaccurate on the accountability report presented at the November SBE Meeting. (Please see the attached memo from NCDPI's Accountability Division.)

Educational Directory and Demographical Information Exchange
The Educational Directory and Demographical Information Exchange (EDDIE) is an online application containing LEA (school district) and school information such as LEA numbers, school numbers, administrative contacts, school types, grade levels, calendar types, program types, addresses, and more. This information is maintained and edited by subscribed users LEAs and schools. EDDIE does not contain individual teacher or student information.
EDDIE is the authoritative source for NC public school numbers and demographic information, and is used by multiple systems including; Accountability, PowerSchool, NC School Report Cards, and is used to meet federal reporting requirements.
LEAs and schools are responsible for ensuring data are complete, accurate, and current

School Accountability Data is based on grades 3-5. The Carver Heights Elementary School reconfiguration removed grades K-2 which are not factored in the state's accountability data. The K-2 schools' school performance grades are based on their feeder school (includes all or part of grades K-5).

According to **G.S. 115C-75.5 (5)(a)(1)**, a qualifying school includes all or part of grades K-5 and Carver Heights Elementary has been a K-5 in part for the past three years.

G.S. 115C-75.5 - Qualifying school: A low-performing school, as defined in G.S. 115C-105.37, that meets one of the following criteria:

- a) The school earned an overall school performance score in the lowest five percent (5%) of all schools in the prior school year that meet all of the following requirements:
 1. The school includes all or part of grades kindergarten through fifth.

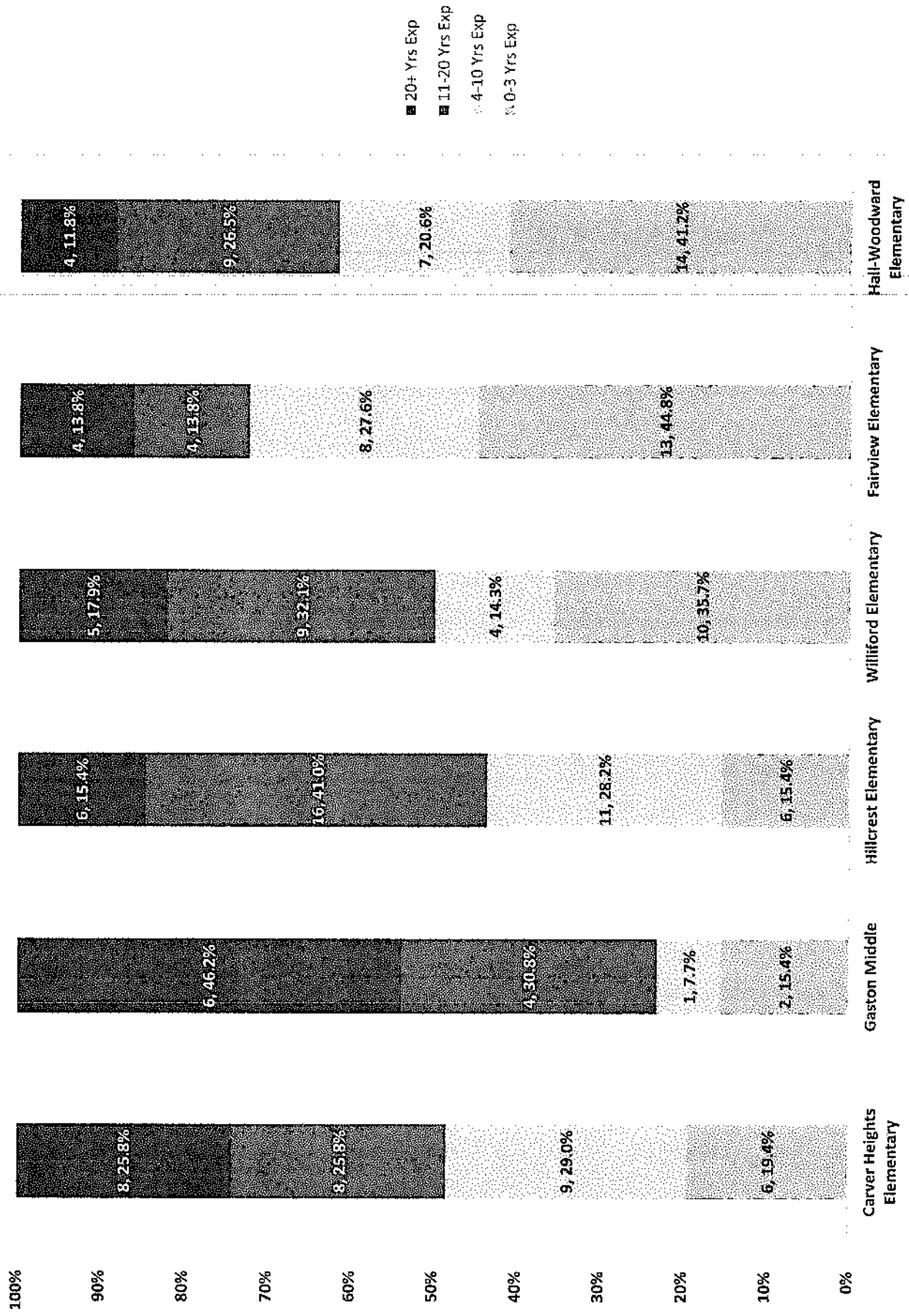
Carver Heights Elementary School Reconfiguration: 2015-18

2015-2016*	2016-2017*	2017-2018
K-4	3-5	3-5

* 71.2 percent of the 205 2nd-4th grade students in 2015-16 were still in the school after the grade reconfiguration in 2016-17 (3rd-5th grade students). Reportedly, there was a total of 411 enrolled students in the 2016-2017 school year.

Carver Heights Elementary School (CHES) has earned a school performance grade of "F" under both configurations (K-4 and 3-5) and the school performance and growth scores are trending downward, which causes great concern for the academic trajectory of the students at CHES.

Percentage of Teachers in Experience Categories (SY 2017-18)



Anita Holbrook

From: LaTeesa Allen
Sent: Thursday, November 15, 2018 3:27 PM
To: Anita Holbrook
Subject: FW: ISD Schools Under Consideration Data-Please print the email
Attachments: 960318_EDDIE_Archive_Extract.xlsx; SPG Growth Conversion Lookup Table LR.xlsx

From: Curtis Sonneman
Sent: Wednesday, November 14, 2018 4:28 PM
To: LaTeesa Allen <LaTeesa.Allen@dpi.nc.gov>
Cc: Tammy Howard <Tammy.Howard@dpi.nc.gov>
Subject: RE: ISD Schools Under Consideration Data

LaTeesa,

We have reviewed the data in our databases regarding the grade level configurations used for accountability reporting. We have confirmed that the grade level configurations used in our reporting came from the authoritative source, the Educational Directory and Demographical Information Exchange (EDDIE). In an analysis of the EDDIE archives, available on the EDDIE website, we have determined that the grade configuration entered for Carver Heights Elementary in 2015-16 was K-5. School and district data in the EDDIE system is updated by approved staff at the school or district level and archived annually.

I have attached a summary version of the EDDIE archive extract so that you can see the grade configurations for this school from 1993 to current based on this system.

If you need any other statement or information please let me know. This email is on behalf of Tammy, as I noted she would be sending you something.

Additionally, you requested from Tammy the conversion table of the EVAAS growth index to the 50-100 point scale used for School Performance Grades calculations and it is attached. If you have any questions about this please feel free to let me know.

Curtis

Curtis Sonneman
Section Chief, Analysis and Reporting
Accountability Services Division
NC Department of Public Instruction
6307 Mail Service Center, Raleigh, NC 27699-6307
(p) 919.807.3694 (f) 919.807.3772

ich may result in monitoring and disclosure to third parties, including law enforcement.

Visit us on the web at www.ncpublicschools.org. All e-mail correspondence to and from this address is subject to the

**Local Education Agency Application:
2016 NC SIG Competition – Cohort IV
School Improvement Grant (SIG) 1003(g) Funding**

REVISED 10/12/18

LEA Wayne County Public Schools LEA Code 960

SCHOOL Carver Heights Elementary SCHOOL NCES # 370488000349

LEA SIG Contact Antonia Johnson Dr. Carol Artis

SIG Contact Title Director of Federal Programs Executive Director of C&I and Federal Programs

SIG Contact Phone 919-705-6165 919-705-6166

SIG Contact Email antoniajohnson@weps.org carolartis@weps.org

Purpose of the Program:

School Improvement Grants (SIG), authorized under section 1003(g) of Title I of the Elementary and Secondary Education Act of 1965, as amended by No Child Left Behind (Title I or ESEA), are grants to State educational agencies (SEAs) that SEAs use to make competitive subgrants to local educational agencies (LEAs) that demonstrate the greatest need for the funds and the strongest commitment to use the funds to provide adequate resources in order to raise substantially the achievement of students in their lowest-performing schools. The Department published final requirements for the SIG program in the *Federal Register* on October 28, 2010 (*Federal Register - Final Requirements for SIG - October 28, 2010*). In 2015, the Department revised the final requirements to implement language in the Consolidated Appropriations Act, 2014, and the Consolidated and Further Continuing Appropriations Act, 2015, that allows LEAs to implement additional interventions, provides flexibility for rural LEAs, and extends the grant period from three to five years. The revisions to the requirements also reflect lessons learned from four years of SIG implementation. Finally, since the final requirements for the SIG program were published in 2010, 44 SEAs received approval to implement ESEA flexibility, pursuant to which they no longer identify Title I schools for improvement, corrective action, or restructuring. To reflect this change, the revised requirements make an LEA with priority schools eligible to receive SIG funds. The SIG final requirements, published on February 9, 2015, are available at *Federal Register - Final Requirements for SIG - February 9, 2015*

State and LEA Allocations

Each State, the Bureau of Indian Education, and the outlying areas is eligible to apply to receive a SIG grant. The US Department of Instruction will allocate FY 2015 and FY 2016 SIG funds in proportion to the funds received in FY 2015 and FY 2016 by the States, the Bureau of Indian Education, and the outlying areas under Parts A, C, and D of Title I of the ESEA. An SEA must allocate at least 95 percent of its SIG funds directly to LEAs in accordance with the final requirements. The SEA may retain an amount not to exceed five percent of its allocation for State administration, evaluation, and technical assistance.

Applications are due September 9, 2016

Please forward: (2) Electronic LEA / Charter Applications to chris.vecchione@dpi.nc.gov at NCDPI by 5:00pm on September 9, 2016. (1) Final PDF version of LEA / Charter SIG Application with all identifiers noted, and (1) PDF version of LEA / Charter SIG application that removes ALL identifiers of specific LEA / Charter / School and replaces the LEA name with "LEA", or the Charter Organization name with "Charter", and the School name with "School". The second version will be used by the Peer Review / Scoring Team as a blind copy during the actual competition review September 12 – 15, 2016.

All SIG questions / correspondence should be directed to:

Dr. Chris Vecchione, NCDPI SIG Coordinator Email: chris.vecchione@dpi.nc.gov

(REVISED 10/12/18)

ELIGIBLE SCHOOLS:

For SEAs approved for ESEA flexibility ~ Eligible Schools List: The SEA has provided a link to the page on its Web site or a link to the specific page(s) in its approved ESEA flexibility request that includes a list of its current priority schools. The list clearly indicates which schools are SIG-eligible for the 2016 SIG Competition – Cohort IV:

<http://ncstar.weebly.com/sig-iv.html>

NC Priority Schools Eligible for 2016 SIG Cohort IV Competition

LEA #	LEA Name	School Name	NCDPI School #	NCES School #
010	Alamance-Burlington	Eastlawn Elementary School	010326	370003000197
080	Bertie	Bertie High School	080312	370036000101
09A	Charter	Paul R Brown Leadership Academy	09A000	370035103285
230	Cleveland	Turning Point Academy	230330	370090002708
241	Whiteville City	North Whiteville Academy	241312	370492002510
320	Durham	Eastway Elementary School	320310	370126001850
320	Durham	Merrick-Moore Elementary School	320352	370126000543
320	Durham	Neal Middle School	320355	370126000544
320	Durham	C C Spaulding Elementary School	320374	370126000571
320	Durham	W G Pearson Elementary School	320388	370126000572
32B	Charter	Healthy Start Academy	32B000	370002302090
330	Edgecombe	North Edgecombe High School	330328	370132000555
330	Edgecombe	Phillips Middle School	330332	370132000556
330	Edgecombe	Stocks Elementary School	330354	370132001767
340	Winston-Salem / Forsyth	Ashley Academy	340308	370150002446
340	Winston-Salem / Forsyth	Carver High School	340330	370150000592
340	Winston-Salem / Forsyth	Easton Elementary School	340368	370150000601
340	Winston-Salem / Forsyth	Kimberley Park Elementary School	340424	370150000615
340	Winston-Salem / Forsyth	Mineral Springs Middle School	340452	370150000621
340	Winston-Salem / Forsyth	Philo-Hill Magnet Academy	340492	370150000633
340	Winston-Salem / Forsyth	Winston-Salem Preparatory Academy	340568	370150002729
34D	Charter	Carter G Woodson School	34D000	370002702112
360	Gaston	York Chester Middle School	360526	370162002195
410	Guilford	Cesar Cone Elementary	410349	370192000766

LEA #	LEA Name	School Name	NCDPI School #	NCES School #
780	Robeson	Fairgrove Middle School	780324	370393001570
780	Robeson	Janie C Hargrave Elementary School	780329	370393002234
780	Robeson	Peterson Elementary School	780374	370393002238
780	Robeson	R B Dean Elementary School	780390	370393002051
780	Robeson	Red Springs Middle School	780393	370393002240
780	Robeson	Rosenwald Elementary School	780394	370393002241
780	Robeson	Southside/Ashpole Elementary School	780408	370393001588
780	Robeson	Townsend Middle School	780410	370393002052
780	Robeson	W H Knuckles Elementary School	780417	370393002247
800	Rowan-Salisbury	Knox Middle School	800363	370405002252
810	Rutherford	Rutherford Opportunity Center	810386	370408002607
850	Stokes	Meadowbrook Academy	850324	370438002411
880	Transylvania	Davidson River School	880320	370453002351
910	Vance	Eaton-Johnson Middle School	910316	370465001816
910	Vance	Henderson Middle School	910320	370465001817
92Q	Charter	Hope Charter Leadership Academy	92Q000	370012402609
940	Washington	Plymouth High School	940316	370480001930
960	Wayne	Brogden Middle School	960312	370488001945
960	Wayne	Carver Heights Elementary School	960318	370488000349
960	Wayne	Dillard Middle School	960326	370488000398
980	Wilson	B O Barnes Elementary School	980308	370502001992
980	Wilson	Charles H Darden Middle School	980317	370502002061
980	Wilson	Vick Elementary School	980357	370502002564

		% Grade Level Proficient	% College & Career Ready	% Schools Meeting or Exceeding Expected Growth
NC	2014-15	56.6	46.9	72.3
NC	2015-16	58.3	48.8	73.6
WCPS	2014-15	45.0	34.9	80.0
WCPS	2015-16	49.0	36.9	71.9

CHE READY Accountability Results:

		% Grade Level Proficient	% College & Career Ready	NC School Performance Grade	Growth Status	State Designation	Title I Federal Designation
CHE	2014-15	23.0	15.8	F	Met	Low Performing	Priority
CHE	2015-16	17.7	11.0	F	Met	Low Performing	Priority

The latest accountability results, released September 2, 2016, reflect that 82.3% of CHE students are performing BELOW grade level, compared to 41.7% statewide. The data reflects that school improvement efforts made last academic year were ineffective. CHE's accountability results demonstrate a troubling downward trend which is not reflective of the district's or the state's upward accountability results as reflected in the above tables. More troubling is the disparity in subject level proficiency between CHE students and their peers as reflected in the following table.

LEA/CHE Percentages of Grade Level Proficient & College & Career Readiness:

	WCPS 2014-15		CHE 2014-15		WCPS 2015-16		CHE 2015-16	
	% Grade Level Proficient	% College & Career Ready	% Grade Level Proficient	% College & Career Ready	% Grade Level Proficient	% College & Career Ready	% Grade Level Proficient	% College & Career Ready
Grade 3 Reading	46.1	33.3	20.3	17.2	46.0	35.7	13.6	10.6
Grade 4 Reading	51.0	38.2	29.8	21.3	47.5	34.6	13.1	23.0
Grade 3 Math	48.9	33.9	17.2	10.9	52.3	37.2	10.6	21.2
Grade 4 Math	45.7	37.5	27.7	14.9	46.7	39.1	9.8	13.1

Located in the depressed urban center of Goldsboro, NC, CHE is a low wealth school with a predominantly minority population. One hundred percent of students receive meals assistance through the federal Community Eligibility Provision program. The demographics of CHE are not reflective of the demographics

Excerpts from the locally conducted needs assessment surveys highlight many parents' desires to see improvements in the areas of communications and supports for children.

- *"...more parent involvement would be great."*
- *"More interaction with children with disabilities for understanding."*
- *"More information mailed home, holding meetings after school hours when parents can attend more often, notices coming home a week in advance when things are going on at school."*
- *"More one on one with students who need more time for understanding."*
- *"Providing updated information on the school web page regarding classroom activities."*
- *"Tutors and alternative behavior support."*
- *"Continue to work in small groups."*
- *"One-on-one time."*
- *"Homework instructions are sometimes hard to follow and understand."*

It is important to note that in October 2014, it was announced that Carver Heights Elementary was one of two NC schools selected to receive an Apple ConnectED grant. This award is designed to enable the school to offer a comprehensive 1:1 technology solution for every student and teacher, including Apple hardware, software, and services. In spring of 2016, after a year and a half of planning and technology infrastructure upgrades, at no cost to the school, approximately 300 Carver Heights Elementary students received iPads. Approximately 20 teachers and staff also received an iPad, a MacBook Air, and received their first training on how to use the devices. Regular professional development training will be delivered by Apple experts over the course of the next two years to help staff effectively use the devices as part of classroom instruction.

After assessing annual state performance and growth indicators, along with needs identified through stakeholder feedback and comprehensive studies of the school, WCPS recognizes that it must take immediate steps towards implementing a new instructional reform model at CHE in order to begin reversing negative accountability trends. While WCPS considers the Apple ConnectED grant to be a life changing opportunity for students attending the school, advancing digital teaching and learning alone will not be enough to move the academic performance of CHE students forward at a performance level and growth rate needed to be competitive with their peers across WCPS and NC.

B) School Leadership

The same principal led CHE from July 2011 through June 2016. The NCDPI Comprehensive Needs Assessment cites that the principal was a visible, approachable leader who was seen by stakeholders as a stable leader. It was stated that the principal routinely communicates academic expectations, though they failed to yield high quality instruction in many classrooms. It was also noted that CHE staff felt they had little input in school decisions and lacked understanding as to why decisions were made. The needs assessments determined that the principal failed to provide teachers feedback from walkthrough observations, reducing the impact of the walkthrough process. Consequently, the instructional monitoring processes that were in place did not result in improvement of school-wide instructional practices.

In July 2016, a new principal was assigned to CHE. Over the summer, the principal scheduled a weekly time that parents or community members could visit the school to ask questions, express concerns, and/or seek guidance for the upcoming school year. Two new assistant principals were also assigned to the school. One assistant principal has an instructional technology background and will be instrumental in helping further advance the Apple ConnectED efforts. In the coming year, the leadership will work to develop Professional Learning Communities that allow for a collaborative focus on student achievement, performance, and data analysis. In addition, they will work to provide meaningful classroom observation feedback and assist teacher PLCs with identifying instructional interventions that are research based and data driven.

In planning and designing the Transformation Model for CHE, WCPS has already taken and/or will implement the following actions in accordance with the Final Requirements of SIG:

Required Intervention Elements	WCPS Actions	Timeline
<i>I. Developing and increasing teacher and school leader effectiveness:</i>	Replace Principal	2016-17 School Year
	Employ SIG Specialist (FT/Certified) facilitate on-site professional development coaching to include, but not be limited to: <ul style="list-style-type: none"> ○ Leadership building ○ Lesson plan tuning ○ Co-teaching ○ Modeling ○ Classroom walkthrough assessments and feedback. 	2016-17 School Year Upon SIG Approval
	Develop and implement a new Leadership Development Model at CHE	2016-17 School Year
	Fill Assistant Principal vacancy and allot a 2nd Assistant Principal Position with instructional technology background Provide an Elementary Instructional Specialist, who will have administration credentials, however their primary focus will be instructional tasks.	2018
	Develop and implement a new rigorous, transparent, and equitable evaluation and support system(s) for teachers and school administrators to include: <ul style="list-style-type: none"> • Continual improvement for instruction • Meaningful differentiation • Using multiple performance measures to include student growth • Regular evaluation of teachers and school leadership • Effective use of feedback that identifies needs, guides professional development, and can be used in personnel decisions 	Implementation 2017-18 School Year Upon SIG Approval
	Implementation of an Instructional Leadership Institute for teachers to include: <ul style="list-style-type: none"> • Modules led by state and/or national experts in focused PD areas with follow-up training facilitated by district level PD coaches and BMS instructional coaches • 10 dedicated PD days (in addition to the daily Common Planning, Coaching, and other PD supports) 	2017-18 School Year Upon SIG Approval

	<ul style="list-style-type: none"> • Provide additional instructional support or 1 or 2 tutors per grade level. • Pilot a Science/Reading Integration model by providing PD, resources, and program monitoring-State and Title II • Restructure scheduling and instructional practices for identified teachers (PD, coaching, resources) State • Implemented a Literacy Initiative for 3rd grade teachers (PD, coaching, resources) Title I and Title II • Provide digital software and professional to be utilized in small group and whole group instruction (Classworks) Title I and Title II • Update classroom libraries and guided reading State • Provide an additional instructional allotment (90K) to be used for resources, tutors, and school Improvement Title I 	
	<p>Added Behavioral Supports</p> <ul style="list-style-type: none"> • Hiring of Behavioral Specialist (FT/Certified) • Provide a behavioral QP to implement redirection and positive behavior strategies Title IV • WCPS will provide onsite therapeutic support with a clinical social worker/clinical counselor two (2) days per week. SIG funds will be used to provide this level of support for an addition three (3) days per week for the 2018-19 school year. 	2018
III. Increasing learning time and creating community-oriented schools:	Scheduling flexibility to include extra time for tutoring and enrichment	2017-18 School Year
	Implementation of regular thematic/focused Parent/Student Engagement Nights to address specific topics and areas of need	2017-18 School Year
	Added School Social Worker Supports to include additional days of support	2016-17 School Year
	Implementation of Summer Academic Enrichment Camps	2017-18 School Year Upon SIG Approval

**In-School
Suspensions**

3820

4246

49

225

WCPS Central Services Support will work with CHE to revise Positive Behavioral Intervention and Supports (PBIS) practices with both leadership and instructional staff. WCPS will also work to better address the personal needs of at risk students by hiring a fulltime Behavioral Specialist and increasing the number of days a School Social Worker is assigned to the school.

In addition to replacing school leadership and providing supports for staff and students, beginning 2016-17, WCPS implemented a School Regrouping plan impacting four low performing schools in the Central Attendance Zone where CHE is located. The plan essentially migrates all grades K-2 students from CHE and School Street Elementary to North Drive Elementary, and moves all grades 3-5 students from North Drive Elementary, School Street Elementary, and Dillard Middle to CHE. As part of the plan, the district will repurpose School Street Elementary and seek to expand Pre-K services with the development of an early learning center on that campus, promoting school readiness for students living in this attendance zone.

Through the School Regrouping program, each school will have the following Academic Focus:

<i>School</i>	<i>Academic Focus</i>	<i>Impacted Grades</i>
School Street Early Learning Center	School Readiness Focus	Pre-K
North Drive Elementary	Foundational Literacy Focus Across Content Areas	Grades K – 2
Carver Heights Elementary	Technology Integration & STEM Focus	Grades 3 – 5
Dillard Middle	Project-Based & Student-Centered Learning Focus	Grades 6 – 8

WCPS intends to use the School Regrouping Plan to support CHE by building up the foundational literacy skills in the early grades of feeder schools. Through targeted professional development, smaller class sizes through increased allotments, and additional WCPS Central Services support, WCPS will be working with staff at feeder schools to help students to read at or above grade level by the time they enter the third grade at CHE. WCPS will leverage technology and instructional opportunities made available through the Apple Connected to further engage CHE students in the area of STEM in order to strengthen the academic program.

5.) (If Applicable) The LEA must describe actions it has taken, or will take, to recruit, screen, and select external providers to ensure their quality, and regularly review and hold accountable such providers for their performance:

Response: Not Applicable

6.) The LEA must describe actions it has taken, or will take, to align other resources (for example, Title I funding) with the selected intervention:

Response:

CHE receives local, state, and federal funds. The instructional staff receives district level supports and ongoing professional development in topics such as Thinking Maps, Flocabulary, iReady Classworks and technology, all of which are creating the foundation to begin increasing the capacity of teachers to enhance student engagement. To further advance transformation at CHE, WCPS will leverage its current resources to impact student success through the addition of key supports.

- Provide a separate \$500 \$750 (28) Stipend to CHE instructional staff, support staff (to include Instructional Assistants, coaches, EC staff, Student Services Coordinator, and SIG Specialist), and school administrators if the school can demonstrate as a whole Exceeded Growth on state assessments
- Hire a Third Party Evaluator to assess the SIG and monitor project fidelity
- Approve allocation for staffing, stipends, and resources for Summer Academic Enrichment Camps
- Approve allocation for staffing, stipends, and resources for Student/Parent Engagement Nights
- Approve funding for renovations and addition of a Model READY! Classroom *[Find detailed description in Response #10]*

8.) The LEA must describe how it will provide effective oversight and support for implementation of the selected intervention for each school it proposes to serve (for example, by creating an LEA turnaround office):

Response:

Using SIG funds, WCPS will hire a SIG Specialist (FT/Certified) to implement the grant at CHE and provide leadership and instructional coaching support. The District Level SIG Committee will work with SIG Specialist at CHE to provide oversight and logistical support.

WCPS will employ Dr. W. Art Rouse as the Third Party Evaluator. Dr. Rouse is an Associate Professor and department chair in the Department of Educational Leadership at East Carolina University and has had prior experience evaluating federal education grants for LEAs. The Third Party Evaluator will collect academic achievement data available through NCDPI and EVAAS classroom. Teacher efficacy data will be collected through walkthrough observations. The outside evaluator will review data, collaborate with project staff to develop and/or refine classroom walkthrough data collection instruments, and implement any necessary training to ensure consistency and accuracy in data collection. Survey instruments will be designed in cooperation with the project staff, using the National Staff Development Council's *Standards for Professional Learning* as a basis for designing survey questions. In addition, the outside evaluator will conduct interviews with project participants and project staff on a quarterly basis. Information from these interviews will be cross referenced to analyze participants' actual experiences with the intended outcomes of the project staff.

The Third Party Evaluator will analyze identified performance data and use data disaggregated by the SIG/PD Coordinator to measure academic achievement and growth trends of students. The data will then be compared to student performance data with schools of similar student make-up across NC. The outside evaluator will use notes, survey results and classroom walkthrough collection results to provide formative feedback to project staff and to develop summative reports for WCPS.

In addition to assessing performance data indicators, the Third Party Evaluator will review and assess activity schedules, meeting agendas and minutes, professional development planning documents, and other written documentation guiding project development as these materials are prepared. The evaluator will use this information in conjunction with comparison data to provide "just in time" feedback to advise and question program decisions through monthly conferences with the SIG/PD Coordinator and WCPS SIG Committee.

9.) The LEA must describe how it will meaningfully engage families and the community in the implementation of the selected intervention on an ongoing basis:

Response:

Regular Web, Social Media & Mobile App Updates. In addition to providing regular updates at local Board of Education meetings, beginning 2016-17 School Year, CHE will utilize the following communication tools to engage its publics:

- Twitter
- Facebook
- Website
- Mobile App

In addition, CHE will utilize its automated call system and other communication applications to share important information about activities or events that will directly benefit participating students and parents.

10.) The LEA must describe how it will sustain the reforms after the funding period ends:

Response:

As reflected in the following table, WCPS works to fulfill its education mission and vision by locally implementing and sustaining innovative reform programs that strongly promote college- and career-readiness, increased teacher efficacy, and increased student engagement and achievement. In addition to the Apple ConnectED grant currently underway at CHE, below are a few examples of programs and initiatives supported by the district.

Wayne School of Engineering	Launched in 2006, the Wayne School of Engineering is a self-inclusive grades 6-13 STEM school, which has become a state and national model recently studied by the National Science Foundation in 2012. WSE is open to students from across the district and is committed to offering students an individualized educational experience steeped in STEM courses and ideas so that students are prepared to be competitive in today's global economy. Not only does WSE staff reach out to other WCPS schools to model and share best practices to model through hosted visits at the school, but in 2009, WSE was selected by the former NC New Schools Project to be one of four schools to serve as Learning Laboratory. As a Learning Laboratory school, WSE has hosted visits throughout the year from North Carolina educators. As a result, the school has served as a showcase for visitors from across the state, working in close collaboration with East Carolina University and the former NCNSP, to demonstrate how changing a school culture and instructional approaches can lead to graduating 100% of its students ready for college, careers, and life.
Project Lead The Way	Implemented in 2007, this project-based learning program, a type of "school within a school" concept, is currently offered at Charles B. Aycock High School and is designed to integrate academic and technical curriculums around the concepts of engineering. Students are exposed to design process, research and analysis, teamwork, communication methods, global and human impacts, engineering standards, and technical documentation. The academy actively involves related local employers, and the sequence of courses articulates with NC community colleges.
STEM Learning Centers	The STEM Learning Center is a state-of-the-art lab first implemented at Norwayne Middle School in 2012 through a Golden Leaf Foundation grant. Through DoDEA and additional Golden Leaf Foundation grants, the district has been able to open STEM Learning Centers at a total of seven middle schools. Each lab is utilized for a curriculum-based STEM class and features 10 to 14 computer work stations designed to provide students with hands-on collaborative problem-solving learning opportunities. As students engage in the STEM class, they develop basic technological

11.) The LEA must describe how it will implement, to the extent practicable, in accordance with its selected SIG intervention model(s), one or more evidence-based strategies

Response:

Through the Instructional Leadership Institute, CHE staff will take part in the following Professional Development Model that will include modules led on-site by state or nationally recognized experts and or guest speaker series. Professional development will be further supported locally by curriculum leaders instructional coaches:

Professional Development Focus	Professional Development Modules	Implementation Year
<i>Differentiation</i>	<ul style="list-style-type: none"> Formative Assessment Analysis of data & student work Promote differentiation in the implementation of the following evidence based strategies in the classroom by implementing the following: <ul style="list-style-type: none"> Individualized Instruction Use of Technology Collaborative Learning Classroom Talk Strategy Effective Questioning and hands on opportunities Implementation of meaningful teacher PLCs that will be engaged through the following PD topics: <ul style="list-style-type: none"> Intervention strategies for targeted subject areas Differentiation and lesson plan tuning School-wide Instructional Rounds MTSS and PBIS 	2017-2018
<i>Curriculum Engineering & Design</i>	<ul style="list-style-type: none"> Reengaging with content, unpacking curriculum, and curriculum mapping Scaffolding curriculum from previous grades to build a cohesive 3-5 curriculum Innovative uses of technology to enhance delivery of curriculum and student engagement with content Teaching with a high level understanding of the various skill levels of students in the classroom Build upon PD from previous years to further mastery of evidence based strategies Teacher PLCs will be engaged through the following PD topics: <ul style="list-style-type: none"> STEAM & Project Based Learning Intervention strategies for grade level subject areas 	2018-2019

2017- 2018: ~~Classroom walkthrough~~ data will indicate at least a 30% increase in the effective use of individualized instruction through data analysis and differentiated instruction when compared to baseline data.

2018-2019: ~~Classroom walkthrough~~ data will indicate at least a 50% increase in the effective use of individualized instruction through data analysis and differentiated instruction when compared to baseline data.

2019-2020: ~~Classroom walkthrough~~ data will indicate at least a 70% increase in the effective use of individualized instruction through data analysis and differentiated instruction when compared to baseline data.

2020-2021: ~~Classroom walkthrough~~ data will indicate at least a 90% increase in the effective use of individualized instruction through data analysis and differentiated instruction when compared to baseline data.

Use of Technology: By June 2021, WCPS classroom walkthrough data, instructional rounds data, observation data, and instructional feedback data on lesson plans, and PLC Minutes will indicate at least a 100% increase in the effective use of technology as a 21st century learning tool used by teachers and students.

2015-2016: Baseline Year

2016-2017: ~~Baseline Year~~ Planning Year (Gather of summative data)

2017- 2018: ~~Classroom walkthrough~~ data will indicate at least a 25% increase in the effective use of technology to enhance WCPS' 21st century education when compared to baseline data.

2018-2019: ~~Classroom walkthrough~~ data will indicate at least a 50% increase in the effective use of technology to enhance WCPS' 21st century education when compared to baseline data.

2019-2020: ~~Classroom walkthrough~~ data will indicate at least a 75% increase in the effective use of technology to enhance WCPS' 21st century education when compared to baseline data.

2020-2021: ~~Classroom walkthrough~~ data will indicate at least a 100% increase in the effective use of technology to enhance WCPS' 21st century education when compared to baseline data.

Collaborative Learning: By June 2021, WCPS classroom walkthrough data, instructional rounds data, observation data, and instructional feedback data on lesson plans, and PLC Minutes will indicate at least a 90% increase in the effective use of collaborative learning in the school as a whole

2015-2016: Baseline Year

2016-2017: ~~Baseline Year~~ Planning Year (Gather of summative data)

2017- 2018: Classroom walkthrough data will indicate at least a 30% increase in the effective use of collaborative learning in the school as a whole when compared to baseline data.

2018-2019: ~~Classroom walkthrough~~ data will indicate at least a 50% increase in the use of collaborative learning in the school as a whole when compared to baseline data.

2019-2020: ~~Classroom walkthrough~~ data will indicate at least a 70% increase in the use of collaborative learning in the school as a whole when compared to baseline data.

2020-2021: ~~Classroom walkthrough~~ data will indicate at least a 90% increase in the use of collaborative learning in the school as a whole when compared to baseline data.

Classroom Talk Strategy: By June 2021, WCPS classroom walkthrough data, instructional rounds data, observation data, and instructional feedback data on lesson plans, and PLC Minutes will indicate at least a 90% increase in the use of the classroom talk strategy which allows for

b. Measuring progress on the leading indicators as defined in the final requirements:*Response:*

	<i>Baseline 2015-2016</i>	<i>Planning Year 2016-2017</i>	<i>Year 1 2017-2018</i>	<i>Year 2 2018-2019</i>	<i>Year 3 2019-2020</i>	<i>Sustaining Year 2020-2021</i>
<i>R</i>	<i>17.3 18.1/11.8</i>	<i>26.9 22.3 23.1/16.8</i>	<i>G: 34 27.3 28.1/21.8 A: 21.1/11.0</i>	<i>G: 39.9 32.3 33.1/26.8 A:</i>	<i>G: 44 37.3 38.1/31.8 A:</i>	<i>49 42.3 43.1/36.8</i>
<i>M</i>	<i>16.5 17.3/10.2</i>	<i>19 21.5 22.3/15.2</i>	<i>G: 24 26.5 27.3/20.2 A: 15.8/9.6</i>	<i>G: 29 31.5 32.3/25.2 A:</i>	<i>G: 34 36.5 37.3/30.2 A:</i>	<i>38 41.5 42.3/35.2</i>

(a) Annual Goals:

Grades 3-5 Math: By June 2021, NC performance data will indicate that the percentage of CHE students performing at or above grade level will meet or exceed 60% 40% in each level, with EVAAS growth data reflecting exceeded growth each year of the SIG.

2015-2016- Baseline Year

2016-2017: Baseline Year Planning Year

2017- 2018: The percentage of students performing at or above grade level in each level will increase at least 14 10.35 5 percentage points and exceed growth.

2018-2019: The percentage of students performing at or above grade level in each level will increase at least 14 10.35 5 percentage points and exceed growth.

2019-2020: The percentage of students performing at or above grade level in each level will increase at least 14 10.35 5 percentage points and exceed growth.

2020-2121: The percentage of students performing at or above grade level in each level will increase at least 14 10.35 5 percentage points and exceed growth.

Grades 3-5 Reading: By June 2021, NC performance data will indicate that the percentage of CHE students performing at or above grade level meet or exceed 60% 40% in each level, with EVAAS growth data reflecting exceeded growth each year of the SIG.

2015-2016 Baseline Year

2016-2017: Baseline Year Planning Year

2017- 2018: The percentage of students performing at or above grade level in each level will increase at least 12 9 5 percentage points and exceed growth.

2018-2019: The percentage of students performing at or above grade level in each level will increase at least 12 9 5 percentage points and exceed growth.

2019-2020: The percentage of students performing at or above grade level in each level will increase at least 12 9 5 percentage points and exceed growth.

2019-2121: The percentage of students performing at or above grade level in each level will increase at least 12 9 5 percentage points and exceed growth.

(b) Leading Indicators:

Leading Indicators/Metric	Leading Indicators/Metric
<i>School Data</i>	

While many key action steps having been taken prior to SIG approval, the following activities and pre-implementation steps will be taken following SIG approval and notification of funding:

Planning Year Activities	Pre-Implementation Steps	Timeline
<i>Implementation of a District Level SIG Committee</i>	Description: The WCPS SIG Committee made up of district administrators, key central services directors/coordinators, and the SIG Specialist. The committee will meet weekly or as regularly as needed throughout the duration of the SIG to provide logistical support and district level monitoring. Through regular meeting activities, the committee will work to address and transformation program needs, issues, or concerns as they arise.	Fall 2016
<i>Employ SIG Specialist</i>	Advertise position online, with NCDPI, and Employment Security Commission	Fall 2016
	Interview & Hire Position	Fall 2016
	Description: The SIG Specialist will be instrumental in implementing the planning year activities listed below.	
<i>Develop a new Leadership Development Model</i>	Identify research-based strategies that would best impact administrators of high risk/needs low performing schools.	Fall 2016
	Work with WCPS SIG Committee to develop timeline for strategy implementation	Fall 2016-Spring 2017
	Develop a coaching schedule for principals and teacher leaders	Spring 2017
	Develop monitoring systems and classroom walkthrough instruments	Fall 2016-Spring 2017
	Description: WCPS recognizes that the principal and school leadership must be as consistent in communicating expectations as they are in modeling expectations. This Leadership Development Model, to be implemented beginning 2017-18, will help engage school leaders in the transformation efforts in order to increase instructional rigor and academic growth in the classroom.	
<i>Develop a new rigorous, transparent, and equitable evaluation and support system(s) for teachers and school administrators</i>	Work with WCPS SIG Committee to develop framework that is centered within the following research based strategies: <ul style="list-style-type: none"> • Continual improvement for instruction • Meaningful differentiation • Using multiple performance measures to include student growth • Regular evaluation of teachers and school leadership • Effective use of feedback that identifies needs, guides professional 	Fall 2016

	Description: These steps will be vital in preparing an agile teaching and learning space that can be used for both professional development and as a resource teachers seeking to implement flipped learning.	
<i>Scheduling flexibility to include extra time for tutoring and enrichment</i>	Develop schedule of instructional day to be approved by the BOE	Spring 2017
	Develop tutoring and enrichment schedule/plan	Spring 2017
	Description: These steps will be vital in ensuring a meaningful, focused, and targeted program for supplemental instructional services.	
<i>Develop thematic/focused Parent/Student Engagement Nights</i>	Description: Work with CHE staff, students, and parents to identify topics of interest and areas of need and develop framework with CHE leadership and teacher leaders.	Spring 2017
<i>Development and implementation of Summer Academic Enrichment Camps</i>	Work with SIG Committee to develop plan for the 1 st Summer Academic Enrichment Camp	Spring 2017
	Receive BOE approval to allocate funds for staffing, stipends, and resources	Spring 2017
	Develop and distributed promotional materials and information to students and parents	Spring 2017
	Description: These steps will ensure funding and resources are in place to cover the costs of transportation, meals, instructional resources and staffing needs, as well as frame out the structure and theme of the four day academic enrichment camp.	
<i>Implementation of Web, Social Media & Mobile App Updates</i>	Description: CHE will begin utilizing communication tools to engage parents and stakeholders, provide information updates about ongoing SIG efforts, and promote activities or events that will directly benefit participating students and parents.	Fall 2016
<i>Scheduling flexibility to include extra time for daily Common Planning and other professional development needs</i>	Develop schedule of instructional day to be approved by the BOE	Spring 2017
	Develop PD topics/schedule/plan for Common Planning Time	Spring 2017
	Description: These steps will be vital in ensuring a meaningful daily common planning time that is facilitated, focused, and engaging to staff.	
<i>Employ Third Party Evaluator to assess SIG and provide monitoring feedback</i>	Description: WCPS will hire Dr. W. Art Rouse as the Third Party Evaluator. Dr. Rouse is an Associate Professor and department chair in the Department of Educational Leadership at East Carolina University and has had prior experience evaluating federal education grants for LEAs. Dr. Rouse will develop survey tools, observation/evaluation instruments, and monitoring tools.	Fall 2016-Spring 2017

	<p>Implement a new rigorous, transparent, and equitable evaluation and support system(s) for teachers and school administrators</p> <ul style="list-style-type: none"> • Implement Coaching and PD plan • Regular assessment and feedback by SIG Specialist • Ongoing monitoring and needs-based modifications by SIG Specialist and SIG Committee 	
	<p>Implement new school-wide Instructional Professional Development Model in Conjunction with Instructional Leadership Institute</p> <ul style="list-style-type: none"> • Contract state and/or national expert(s) to lead PD modules and/or guest speaker series focusing on "Differentiation" • Implement and ongoing assessments of Coaching and PD plans • Regular feedback by SIG Specialist to teachers and school leadership • Ongoing monitoring and needs-based modifications by SIG Specialist and SIG Committee • Scheduling of dedicated PD days and sub assignments for upcoming implementation year 	
	<p>Implement Model READY! Classroom</p> <ul style="list-style-type: none"> • Ongoing PD led and modeled • Opportunities for teachers to use for Flipped teaching and learning • Regular assessment and feedback to teachers 	
	<p>Implement scheduling flexibility to include extra time for tutoring and enrichment</p> <ul style="list-style-type: none"> • Implementation of tutoring and enrichment plan • Regular assessment and feedback to teachers providing tutoring or leading enrichment programs 	
	<p>Implement thematic/focused Parent/Student Engagement Nights</p> <ul style="list-style-type: none"> • Hold four quarterly Parent/Student Engagement Nights • Receive BOE approval to allocate stipends to coordinators, and activity resources • Development and distribution of promotional materials • Seek to garner feedback from attendees to assess effectiveness and identify areas for improvement • Assessment and feedback to coordinators and school leadership 	
	<p>Implement scheduling flexibility to include extra time for daily Common Planning and other professional development needs</p> <ul style="list-style-type: none"> • Ongoing facilitated PD • Regular assessment and feedback to teachers and school leadership 	
	<p>Ongoing communication and stakeholder engagement efforts through web and social media</p> <p>Regular assessment of analytic tools to assess exposure to targeted audiences</p>	

	Ongoing monitoring and needs-based modifications by SIG Specialist and SIG Committee	
	Ongoing assessment and implementation of the school-wide Instructional Professional Development Model in Conjunction with Instructional Leadership Institute <ul style="list-style-type: none"> Contract state and/or national expert(s) to lead PD modules and/or guest speaker series focusing on "Early Curriculum Reform" Ongoing assessments of Coaching and PD plans Regular feedback by SIG Specialist to teachers and school leadership Ongoing monitoring and needs-based modifications by SIG Specialist and SIG Committee Scheduling of dedicated PD days and sub assignments for upcoming implementation year 	
	Ongoing assessment and implementation of the Model READY! Classroom <ul style="list-style-type: none"> Ongoing PD led and modeled Opportunities for teachers to use for Flipped teaching and learning Regular assessment and feedback to teachers 	
	Ongoing assessment and implementation of scheduled flexibility to include extra time for tutoring and enrichment <ul style="list-style-type: none"> Regular assessment and feedback to teachers providing tutoring or leading enrichment programs 	
	Ongoing assessment of thematic/focused Parent/Student Engagement Nights <ul style="list-style-type: none"> Hold four quarterly Parent/Student Engagement Nights Receive BOE approval to allocate stipends to coordinators, and activity resources Development and distribution of promotional materials Seek to garner feedback from attendees to assess effectiveness and identify areas for improvement Assessment and feedback to coordinators and school leadership 	
	Ongoing assessment and implementation of scheduled flexibility to include extra time for daily Common Planning and other professional development needs <ul style="list-style-type: none"> Ongoing facilitated PD Regular assessment and feedback to teachers and school leadership 	
	Ongoing communication and stakeholder engagement efforts through web and social media <ul style="list-style-type: none"> Regular assessment of analytic tools to assess exposure to targeted audiences 	
	<ul style="list-style-type: none"> Third Party Evaluator will provide regular assessments of SIG, provide monitoring feedback, and complete required quarterly and annual reports 	

Implementation Year #3	SIG Committee will meet regularly and as needed to provide ongoing logistical support and SIG monitoring.	
	Ongoing assessment and implementation of Leadership Development Model Regular assessment and feedback by SIG Specialist	
	Ongoing assessment and implementation of the rigorous, transparent, and equitable evaluation and support system(s) for teachers and school administrators <ul style="list-style-type: none"> Regular assessment and feedback by SIG Specialist Ongoing monitoring and needs-based modifications by SIG Specialist and SIG Committee	
	Ongoing assessment and implementation of the school-wide Instructional Professional Development Model in Conjunction with Instructional Leadership Institute <ul style="list-style-type: none"> Contract state and/or national expert(s) to lead PD modules and/or guest speaker series focusing on "Curriculum Engineering & Design." Ongoing assessments of Coaching and PD plans Regular feedback by SIG Specialist to teachers and school leadership Ongoing monitoring and needs-based modifications by SIG Specialist and SIG Committee Awarding of local credential upon completion of the Instructional Leadership Institute 	
	Ongoing assessment and implementation of the Model READY! Classroom <ul style="list-style-type: none"> Ongoing PD led and modeled Opportunities for teachers to use for Flipped teaching and learning Regular assessment and feedback to teachers 	Fall 2019
	Ongoing assessment and implementation of scheduled flexibility to include extra time for tutoring and enrichment <ul style="list-style-type: none"> Regular assessment and feedback to teachers providing tutoring or leading enrichment programs 	
	Ongoing assessment of thematic/focused Parent/Student Engagement Nights <ul style="list-style-type: none"> Hold four quarterly Parent/Student Engagement Nights Receive BOE approval to allocate stipends to coordinators, and activity resources Development and distribution of promotional materials Seek to garner feedback from attendees to assess effectiveness and identify areas for improvement Assessment and feedback to coordinators and school leadership 	
	Ongoing assessment and implementation of scheduled flexibility to include extra time for daily Common Planning and other professional development needs <ul style="list-style-type: none"> Ongoing facilitated PD 	

	<p>and scaffolding of PD from previous years to further mastery of evidence based strategies</p> <ul style="list-style-type: none"> • Ongoing assessments of Coaching and PD plans • Regular feedback by SIG Specialist to teachers and school leadership • Ongoing monitoring and needs-based modifications by SIG Specialist and SIG Committee • Awarding of added stipend to teachers who completed the third year of the Instructional Leadership Institute and who demonstrated growth and an increase in student performance on state assessments. • Continued awarding of local credential upon completion of the Instructional Leadership Institute 	
	<p>Ongoing assessment of the Model READY! Classroom</p> <ul style="list-style-type: none"> • Ongoing PD led and modeled • Opportunities for teachers to use for Flipped teaching and learning • Regular assessment and feedback to teachers 	
	<p>Ongoing assessment of scheduled flexibility to include extra time for tutoring and enrichment</p> <ul style="list-style-type: none"> • Regular assessment and feedback to teachers providing tutoring or leading enrichment programs 	
	<p>Ongoing assessment of thematic/focused Parent/Student Engagement Nights</p> <ul style="list-style-type: none"> • Hold four quarterly Parent/Student Engagement Nights • Receive BOE approval to allocate stipends to coordinators, and activity resources • Development and distribution of promotional materials • Seek to garner feedback from attendees to assess effectiveness and identify areas for improvement • Assessment and feedback to coordinators and school leadership 	
	<p>Ongoing assessment of scheduled flexibility to include extra time for daily Common Planning and other professional development needs</p> <ul style="list-style-type: none"> • Ongoing facilitated PD • Regular assessment and feedback to teachers and school leadership 	
	<p>Ongoing communication and stakeholder engagement efforts through web and social media</p> <ul style="list-style-type: none"> • Regular assessment of analytic tools to assess exposure to targeted audiences 	
	<ul style="list-style-type: none"> • Third Party Evaluator will provide regular assessments of SIG, provide monitoring feedback, and complete required quarterly, annual, and summative reports. 	
	<p>Awarding of \$1,000 \$750 Stipend to those who were delayed but yet still completed all required work & three capstone projects for Instructional Leadership Institute</p>	

	\$426,491					\$2,615,211
Justification for "Total Budget" identified above:						
2016 – 2017 (Planning Year):						
Carver Heights Elementary						
Budget Alignment	Narrative Budget Justification					Total Cost
SIG Specialist	Fulltime Salary 70,000 – Benefits 22,110 = 92,110					\$92,110
						\$44,568.42
	Fulltime Salary (6 months) \$34,358.30; Benefits (6 months) 10,210.12					
Model Classroom	1 time Expense					\$57,502
	Aver charging cart for laptops \$1,618					\$20,111.86
	Epson Brightlinks for \$5,700					
	\$1,329 for 60 inch Smart tv with /5yrwarranty = Apple TV + \$90 tax = \$1,419					
	Classroom (Paint, electrical, carpet) \$5,000					
	Delve Interiors LLC (furniture) \$6,609					
	Apple iPad Learning Center to include charging cart, 40 iPads, 3 year AppleCare, 40 iPad covers, 3 Apple TVs and Protection, 3 HDMI cables, and tax: \$24,129					
	35Levino Think Pads, 3 year warranty, 3 year Leveno Computrace Security /supports/Tax: \$13,027					
Third Party Evaluator	\$7,000 for Third Party Evaluator Services \$1,750					\$7,000
						\$1,750
Professional Development	Professional Development \$976.62					\$976.62
Summer Enrichment Camp	Supplies \$2,523.39					\$2,523.39
Total 2016-2017 YR CHE Budget					\$156,612	
Total 2016-2017 YR CHE Allotment					\$158,473	
Total Allotment Used					\$69,930	
2016-17 Carryover to 2017-18					\$88,542	
Wayne County Public Schools Activities/Commitment:						
Support Positions	2016-17 the following new support positions will be committed to CHE: <ul style="list-style-type: none">Math Coach: Salary 40,250 + Benefits 15,038 = 55,288Reading Coach: Salary 40,250 + Benefits 15,038 = 55,288Science Coach: Salary 40,250 + Benefits 15,038 = 55,288Behavioral Specialist: Salary 44,280 + Benefits 15,996 = 60,276Added Social Worker Days: 22 (x1) + 21 (X2) = 64 days X (Salary 213 + Benefits 72 = 285 per day) = 18,240Technician (FT) = \$20,160 + Benefits \$5,339 = 25,499					\$269,879
Total 2016-2017 YR WCPS Activities/Commitment					\$209,603	

	<p>professional development days) on student days as compared to the 2016-17 school year – \$23,000</p> <ul style="list-style-type: none"> • \$500 stipend for up to 30 classroom teachers who successfully implement PBIS in all areas of the school resulting in a reduction in office referrals as compared to the 2016-17 school year = \$15,000 • \$2,000 \$1000 bonus for up to 26 tested area teachers the classroom achieve high growth/exceed expected growth based on the students for whom they are directly accountable = \$52,000 \$26,000 	
Student Recognition and Celebrations	<ul style="list-style-type: none"> • Supplies for student recognition and celebrations – \$5,000 	\$5,000
Summer Academic Enrichment Camp	<ul style="list-style-type: none"> • Transportation up to \$2,000 • Stipends for staff \$25 per hr X 6 hrs = \$150 X 4 days = \$600 x 16 teachers = \$9,600 • Stipends for staff \$25 per hr x 5 hrs = \$125 x 5 days = \$625 x 12 teachers = \$7368.54 • Activity Resources (supplies/equipment) \$2,500 \$383.49 • Meals (Free through Child Nutrition Reimbursement) • Child Nutrition Staff – \$704 (2 staff + salary/benefits) 	\$14,804 \$7,752
Parent/Student Engagement Nights	<ul style="list-style-type: none"> • Parent/Student Curriculum and Activity Resources \$4,073 per year • Stipend for 2 coordinators = \$500 per year X 2 Coordinators = \$1,000 per year • Activity Resources 2,000 per year • Parent Engagement/Promotional iPad giveaway – 12 iPads given away (3 per night) as promotion X \$500 = \$6,000 	\$9,000 \$5,073
Third Party Evaluator	\$7,000 for Third Party Evaluator Services	\$7,000
Total YR 2 CHE Budget		\$299,930
Total 2017-2018 YR CHE Budget		\$318,970
Carryover		\$88,251
Total Budgeted Expenditures 2017-2018 YR		\$407,221
Wayne County Public Schools Activities/Commitment:		
Support Positions	<p>In 2016-17 the following new support positions will be committed to CHE:</p> <ul style="list-style-type: none"> • Math Coach: Salary 40,250 + Benefits 15,038 = 55,288 • Reading Coach: Salary 40,250 + Benefits 15,038 = 55,288 • Digital Learning Coach 2.5 Days per week @ 568.00 x 45 weeks 25,560 • Science Coach: Salary 40,250 + Benefits 15,038 = 55,288 • Behavioral Specialist QP: Salary 30,200 + Benefits 15,996 = 46,196 • Added Social Worker Days: 22 (x1) + 21 (X2) = 64 days X (Salary 213 + Benefits 72 = 285 per day) = 18,240 • Technician (FT) = \$20,160 + Benefits \$5,339 = 25,499 • Elementary Curriculum Specialist-(TBD) 	\$195,212

	expected growth as a whole on 2017-18 2018-19 state assessments = \$35,000 \$21,000 \$35,000	
Staff Incentives	<ul style="list-style-type: none"> • \$500.00 stipend for up to 46 staff members for a reduction in staff absences and tardies to school as compared to the 2016-17 and 2017-18 school years no more than eight (8) absences on student days during the school year. This number excludes professional development days – \$23,000 • \$500 stipend for up to 30 classroom teachers who successfully implement PBIS in all areas of the school resulting in a reduction in office referrals as compared to the 2016-17 and 2017-18 school years school and follow the Progressive Discipline Plan resulting in fewer classroom disruptions and a reduction in office referrals as compared to the 2017-18 school year = \$15,000 • \$2,000 \$1000 bonus for up to 26 tested area teachers the classroom who achieve high growth/exceed expected growth based on the students for whom they are directly accountable = \$52,000 \$26,000 	\$52,000 \$64,000
Student Recognition and Celebrations	<ul style="list-style-type: none"> • Supplies for student recognition and celebrations – \$3,000 Opportunities and resources for student celebrations, field trips, recognition, etc.	\$3,000 \$10,000
Summer Academic Enrichment Camp	<ul style="list-style-type: none"> • Transportation up to \$2,000 • Stipends for staff - \$25 per hr X 6 7.5 hrs = \$150 \$187.50 X 4 days = \$600 \$750 x 16 12 teachers = \$9,600 \$9,000 • Activity Resources \$2,500 Curriculum resources and supplies - \$8,296 • Meals (Free through Child Nutrition Reimbursement) • Child Nutrition Staff – \$704 (2 staff + salary/benefits) 	\$14,804 \$20,000
Parent/Student Engagement Nights	<ul style="list-style-type: none"> • Parent/Student Curriculum and Activity Resources \$4,000 per year • Stipend for 2 coordinators = \$500 per year X 2 Coordinators = \$1,000 per year 	\$5,000
Supplies & Materials	<ul style="list-style-type: none"> • Office Supplies, copies, etc. for SIG Specialist \$1,000 	\$1,000
Third Party Evaluator	\$7,000 for Third Party Evaluator Services	\$7,000
Student Resourees	Study Island electronic resources to support student academic achievement	\$6,000
Summer PD for Teachers	2 days/grade level x 6 hours/day x \$25/hour x 26 core teachers = \$7,800 6 days x 6 hours x \$25/hour x 2 instructional coaches = 1,800	\$9,600
Clinical Social Worker/Licensed	Onsite therapeutic support 3 days per week, 6 hours per day, 72 days, \$65 per hour	\$28,080

	Summer PD for Teachers	\$10,000
	Stipend for two (2) coaches to work 12 days in July/August (8 hours/day x 12 days x \$25/hr.)	\$4,800
		\$63,141.38
	Professional Development	\$26,746.49
		<u>\$34,180.99</u>
		\$185,256.88
	Total Carryover Funds	<u>\$189,596.49</u>
Carryover Funds from 2017-2018 YR		TBD
		189,596.49
		\$185,256.88
Total 2018-2019 YR CHE Budget		\$299,930
		\$318,970
Total Budgeted Expenditures 2018-2019 YR		TBD
		\$508,566.49
		\$504,226.88
Total 2018-2019 YR CHE Budget		\$299,930
		\$508,566.49
		\$504,226.88
Wayne County Public Schools Activities/Commitment:		
Support Positions	In 2016-17 the following new support positions will be committed to CHE: <ul style="list-style-type: none"> • Math Coach: Salary 40,250 + Benefits 15,038 = 55,288 • Reading Coach: Salary 40,250 + Benefits 15,038 = 55,288 • Science Coach: Salary 40,250 + Benefits 15,038 = 55,288 • Behavioral Specialist QP: Salary 34,280 + Benefits 15,996 = 60,276 • Added Social Worker Days: 22 (x1) + 21 (X2) = 64 days X (Salary 213 + Benefits 72 = 285 per day) = 18,240 • Technician (FT) = \$20,160 + Benefits \$5,339 = 25,499 • Elementary Curriculum Specialist (TBD) 	\$269,879
Total 2018-2019 YR WCPS Activities/Commitment		\$269,870
Total 2018-2019 YR Budget		\$569,809
2019 – 2020 (Implementation Year #3):		
Carver Heights Elementary		
Budget Alignment	Narrative Budget Justification	Total Cost
SIG Specialist	Fulltime Salary 70,000 71,000 - Benefits 22,110 = 92,110 93,110	\$92,110
		\$93,110

Student Recognition and Celebrations	<ul style="list-style-type: none"> Supplies for student recognition and celebrations - \$3,000 	\$3,000
Summer Academic Enrichment Camp	<ul style="list-style-type: none"> Transportation up to \$2,000 Stipends for staff \$25 per hr X 6 hrs = \$150 X 4 days = \$600 x 16 teachers = \$9,600 Activity Resources \$2,500 Meals (Free through Child Nutrition Reimbursement) Child Nutrition Staff - \$704 (2 staff + salary/benefits) 	\$14,804
Parent/Student Engagement Nights	<ul style="list-style-type: none"> Parent/Student Curriculum and Activity Resources \$4,000 per year Stipend for 2 coordinators = \$500 per year X 2 Coordinators = \$1,000 per year 	\$5,000
Supplies & Materials	<ul style="list-style-type: none"> Office Supplies for SIG Specialist \$1,000 	\$1,000
Third Party Evaluator	\$7,000 for Third Party Evaluator Services	\$7,000
Total 2019-2020 YR CHE Budget		\$299,930
Wayne County Public Schools Activities/Commitment:		
Support Positions	<p>In 2016-17 the following new support positions will be committed to CHE:</p> <ul style="list-style-type: none"> Math Coach: Salary 40,250 + Benefits 15,038 = 55,288 Reading Coach: Salary 40,250 + Benefits 15,038 = 55,288 Science Coach: Salary 40,250 + Benefits 15,038 = 55,288 Behavioral Specialist QP: Salary 34,280 + Benefits 15,996 = 50,275 Added Social Worker Days: 22 (x1) + 21 (X2) = 64 days X (Salary 213 + Benefits 72 = 285 per day) = 18,240 Technician (FT) = \$20,160 + Benefits \$5,339 = 25,499 Elementary Curriculum Specialist (TBD) 	\$269,879
Total 2019-2020 YR WCPS Activities/Commitment		\$269,879
Total Allotment Used Carryover		
Total 2019-2020 YR Budget		\$569,809
2020 - 2021 (Sustainability Year):		
Carver Heights Elementary		
Budget Alignment	Narrative Budget Justification	Total Cost
SIG Specialist	Fulltime Salary 70,000 71,000 - Benefits 22,110 = 92,110	\$92,110 \$93,110

Student Recognition and Celebrations	<ul style="list-style-type: none"> Supplies for student recognition and celebrations - \$3,000 	\$3,000
Summer Academic Enrichment Camp	<ul style="list-style-type: none"> Transportation up to \$2,000 Stipends for staff \$25 per hr X 6 hrs = \$150 X 4 days = \$600 x 16 teachers = \$9,600 Activity Resources \$2,500 Meals (Free through Child Nutrition Reimbursement) Child Nutrition Staff - \$704 (2 staff + salary/benefits) 	\$14,804
Parent/Student Engagement Nights	<ul style="list-style-type: none"> Parent/Student Curriculum and Activity Resources \$4,000 per year Stipend for 2 coordinators = \$500 per year X 2 Coordinators = \$1,000 per year 	\$5,000
Total 2020-2021 YR CHE Budget		\$247,132
Wayne County Public Schools Activities/Commitment:		
Support Positions	<p>In 2016-17 the following new support positions will be committed to CHE:</p> <ul style="list-style-type: none"> Math Coach: Salary 40,250 + Benefits 15,038 = 55,288 Reading Coach: Salary 40,250 + Benefits 15,038 = 55,288 Science Coach: Salary 40,250 + Benefits 15,038 = 55,288 Behavioral Specialist QP: -Specialist QP: Salary 34,280 + Benefits 15,996 = 50,275 Added Social Worker Days: 22 (x1) + 21 (X2) = 64 days X (Salary 213 + Benefits 72 = 285 per day) = 18,240 Technician (FT) = \$20,160 + Benefits \$5,339 = 25,499 Elementary Curriculum Specialist (TBD) 	\$269,879
Total 2020-2021 YR WCPS Activities/Commitment		\$269,879
Total 2020-2021 YR Budget		\$517,011
Total 5 Year Budget		
Total 5 YEAR CHE Budget		\$1,324,435
Total 5 YEAR WCPS Activities/Commitment		\$1,349,395
Total 5 YR Budget		\$2,673,830

Anna Yount

From: Zoës Kitchen <noreply@zoemail.com>
Sent: Wednesday, November 21, 2018 11:34 AM
To: Dale Folwell
Subject: One Team

The logo for Zoës Kitchen features the brand name in a large, bold, serif font. Above the letter 'e' in 'Zoës' are two small, dark square icons. Below the brand name, the phrase 'FRESH MADE MEDITERRANEAN' is written in a smaller, all-caps, sans-serif font.

ZOËS KITCHEN
FRESH MADE MEDITERRANEAN

LOCATIONS

CATERING

CAREERS



This email was sent because you joined our email club in one of our restaurants, online or at one of our events. Your email address will not be shared with anyone. You can take your name out of our email club at any time by clicking the unsubscribe link on this email and you will be removed immediately.

©2018 Zoës Kitchen. All Rights Reserved

Zoës Kitchen USA, LLC, 5760 State Highway 121, Suite 250, Plano, TX 75024

[Unsubscribe](#) | [Privacy Policy](#) | [Terms](#)

Anna Yount

From: Dallas Woodhouse <communications@nc.gop>
Sent: Wednesday, November 21, 2018 3:03 PM
To: Dale Folwell
Subject: NOTICE: Voter ID Public Hearing

Dale -- The people of North Carolina delivered a clear mandate this November with the bipartisan passage of the voter...

Hello, Dale! You are receiving this email because you signed up to receive emails from North Carolina Republican Party. To opt-out of future emails, [click here](#).

Dale --

The people of North Carolina delivered a clear mandate this November with the bipartisan passage of the voter ID constitutional amendment. Voter ID would help secure our elections process while ensuring that no person's vote is disenfranchised via voter fraud or voter suppression. This is why the NCGOP wholeheartedly endorsed the [voter ID amendment](#).

The North Carolina General Assembly is now tasked with writing the enacting legislation for the amendment. The initial framework has been released and can be read [here](#). Want to have input on the bill? A public hearing will be held this coming Monday, November 26 in the Legislative Office Building, Room 643 at 10am. Show up and make your voice heard!

Best,

Dallas Woodhouse


<http://www.nc.gop/>

This email was sent to dale@nctreasurer.com by North Carolina Republican Party.
To update your email preferences or unsubscribe, [click here](#).

Paid for by North Carolina Republican Party (www.nc.gop). Not authorized by any candidate or candidate's committee.

Anna Yount

From: Child Welfare Information Gateway <cwig-communications@lists.childwelfare.gov>
Sent: Wednesday, November 21, 2018 3:45 PM
To: Dale Folwell
Subject: Teens Can Shape Future of Adoption



Teens Can Shape the Future of Adoption

Youth who have spent time in foster care have diverse and valuable experiences that can help improve child welfare policies and practice. When given the support and opportunity, teens have a powerful perspective about ways agencies can do their work more effectively. Sharing their experiences with the public also supports leadership and communications skills, while deepening connections with the community.


Check out the [Resources for Youth](#) page on the [National Adoption Month website](#) to learn how some teens are making a difference in their communities. Find out what opportunities might exist near you, or how to create your own.

Consider the following ideas:

- Join a local foster care alumni chapter, youth advisory group, or other peer network. Search [this list](#) to find one in your state.
- Share your talent in art, music, acting, or something else as part of foster and adoptive parent recruitment campaigns or events.
- Watch these [videos](#) to hear stories from other youth who were in foster care and how they became part of a family.

Follow us on [Facebook](#) and [Twitter](#) to get more updates, and stay connected to the conversation with these hashtags: #NAM2018 #adoption

Take the [survey](#) and let us know what you think! For more information on National Adoption Month, contact Child Welfare Information Gateway at 1.800.394.3366 or info@childwelfare.gov.



Anna Yount

From: Powell Baggett
Sent: Wednesday, November 21, 2018 5:05 PM
To: Dale Folwell
Cc: Chris Farr; Anna Yount; Sam Hayes
Subject: Re: Death in Family

Thank you so much for all of your thoughtful comments (whether here or in text messages). It truly means a lot, both to my family and to me. I am incredibly grateful to work with such a caring and supportive group of people.

I hope y'all have a safe and relaxing Thanksgiving. Look forward to seeing everyone next week.

Powell

Powell K. Baggett
Assistant General Counsel
Office of the State Treasurer
O: (919) 814-3815

3200 Atlantic Avenue, Raleigh, NC 27604
www.NCTreasurer.com



E-mail correspondence to and from this address is subject to North Carolina's Public Records Act, N.C. Gen. Stat. Sec. 132, and may be disclosed to third parties. However Federal and State law protects personal health and other information that may be contained in this e-mail from unauthorized disclosure. If you are not the intended recipient, please delete this e-mail and any accompanying documents and contact the sender immediately. Unauthorized disclosure, copying or distribution of any confidential or privileged content of this e-mail is prohibited.

On Nov 20, 2018, at 9:08 PM, Dale Folwell <Dale@Nctreasurer.com> wrote:

Blessings

Dale R. Folwell, CPA
NC State Treasurer
Office of the State Treasurer
Office: (919) 814-3807

3200 Atlantic Avenue, Raleigh, NC
27604
www.NCTreasurer.com

E-mail correspondence to and from this address is subject to North Carolina's Public Records Act, N.C. Gen. Stat. Sec. 132, and may be disclosed to third parties. However Federal and State law protects personal health and other information that may be contained in this e-mail from unauthorized disclosure. If

Powell K. Baggett

Assistant General Counsel

Office of the State Treasurer

O: (919) 814-3815

3200 Atlantic Avenue, Raleigh, NC 27604

www.NCTreasurer.com

x

E-mail correspondence to and from this address is subject to North Carolina's Public Records Act, N.C. Gen. Stat. Sec. 132, and may be disclosed to third parties. However Federal and State law protects personal health and other information that may be contained in this e-mail from unauthorized disclosure. If you are not the intended recipient, please delete this e-mail and any accompanying documents and contact the sender immediately. Unauthorized disclosure, copying or distribution of any confidential or privileged content of this e-mail is prohibited.

Anna Yount

From: Chairman Robin Hayes <communications@nc.gop>
Sent: Wednesday, November 21, 2018 6:33 PM
To: Dale Folwell
Subject: Thanksgiving Thoughts

My Fellow Republicans, Let me take this opportunity to wish you a very happy Thanksgiving. This is a special time...

My Fellow Republicans,

Let me take this opportunity to wish you a very happy Thanksgiving. This is a special time of year when politics takes its rightful place behind friends, family, and the gifts granted to us by our Lord and savior.

To sum it up, the 2018 elections are over. We won a lot, lost more than we wanted to, but because of your hard work and dedication, we survive to fight back and win back seats in 2020.

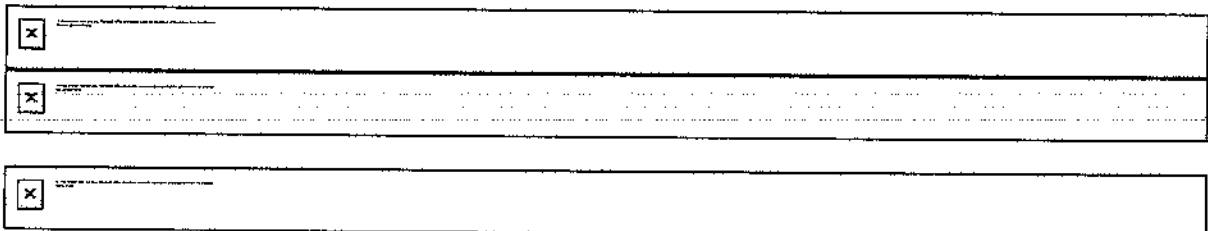
We had record fundraising for our organization in a "blue moon" election cycle. We spent more on races than ever before and we had the best field organization in NCGOP history. We have more than half of our counties on new websites using new data collection tools. We plan to add many more counties at NCGOP expense in the next year. These tools work to utilize the best data sources in the business powered by the RNC Data Center to make our record number of volunteers more successful. We made a record number of phone calls, individual contacts, and doors knocked. We shattered every known turnout number for a blue moon election. All that being said, we were buried under an avalanche of money from in-state and out-of-state liberals in key races. Powered by liberal special interest dark money groups, ten million was spent to defeat two of the amendments. Democrats spent \$26 million on legislative races. We were out spent at least 7 to one, perhaps more. A single NC House race in Charlotte saw more than \$1.5 million in advertising, a record for a state legislative race.

With that said, there are many lessons we can learn. I have ordered a comprehensive review of our efforts. This will be presented to our committees in the coming weeks. We will measure, evaluate, and start setting our 2020 plans in place immediately. Your feedback is also key to making us better: 2020 will be a different and far more favorable election cycle.

The path to winning in 2020 will be paved by the President's accomplishments, our legislative accomplishments, and grass roots efforts based on community building needs. We can use Apostle Wiggins and his outreach Church in our headquarters. We can highlight efforts by

Anna Yount

From: CLSA Partners <info@califesciences.org>
Sent: Wednesday, November 21, 2018 7:00 PM
To: Dale Folwell
Subject: CLSA Partners | Women's Health, A Rare Affair, Biotech Showcase, Festival of Biologics, and BIO International Convention!

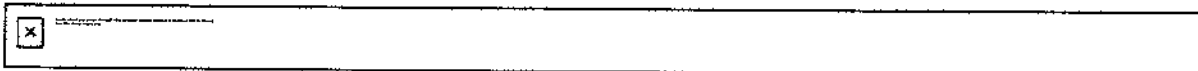
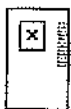


Women's Health: Driving Innovation & Cultural Change

December 10, 2018

South San Francisco, CA

Join us to discuss an exploration into women's health, including ways women pursue scientific knowledge, the impact of scientific/medical advancement and social conditions on their opportunities and identities, and gain better understanding of the wealth of opportunities related to women's health.

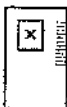


A Rare Affair: Networking & Wine Tasting Event

January 6, 2019

San Francisco, CA

Join venture capitalists, biotech and finance executives visiting San Francisco to attend the annual JP Morgan Health Care Conference for a spectacular networking and wine-tasting event. Proceeds from A Rare Affair benefit the EveryLife Foundation for Rare Diseases. Guests will enjoy unique, small-batch wines as well as delicious hors d'oeuvres and the hosted open bar.



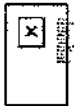
2019 BIO International Convention - Early Bird Discount

June 3-6, 2019

Philadelphia, PA

As a valued member of **CLSA**, we're offering you the opportunity to lock in a significant discount on two premier registration packages for the 2019 BIO International Convention in Philadelphia, June 3-6: Convention Access and Convention Access & Partnering. Please follow this link to complete the [form](#) and you will be sent your discount code prior to registration opening in early January 2019.

Take advantage of this opportunity by Friday, January 18th and save up to \$800!



Interested in partnering with CLSA?

Contact Leimmi Zhang at lzhang@califesciences.org to find out how!



California Life Sciences Association 701 Gateway Boulevard Suite 440 South San
Francisco CA 94080 USA

You received this email because you are subscribed to Marketing Information from California Life Sciences Association.

[Update your email preferences](#) to choose the types of emails you receive.

[Unsubscribe from all future emails](#)

Anna Yount

From: NCVIP_DoNotReply@nc.gov
Sent: Thursday, November 22, 2018 4:31 AM
To: Dale Folwell
Subject: Performance Management - Task Step Assignment

Hello **Dale**,

You have the following performance task(s) coming due:

Task: Review & Sign 18-19 Perf. Plan for Milton Richardson | **Step Title:** Indirect Manager Review & Sign Performance Plan | **Due Date:** 11/28/2018

Please complete these review tasks at your earliest convenience by logging into the **Integrated HR-Payroll System** portal, select the "LMS & NCVIP" tab and click the **Submit** button to access the learning portal.

Once logged into the NC Learning Center, hover over the **Home** tab in the navigation bar and click on the **Inbox** link. Then click on the desired action item. If the evaluation is not listed in the Inbox, click on *Your Action Items* to search for it. You can then click on the link for the title of the desired task and begin work on the selected task.

If you have any questions or need technical assistance, contact your designated Performance Management Liaison or Agency Performance Administrator. Your agency performance administrator contact information is located at: **NCVIP Performance Agency System Administrators.**

Thank you for using the NC Learning Center.

Anna Yount

From: North Carolina Association of CPAs <DoNotReply@ConnectedCommunity.org>
Sent: Thursday, November 22, 2018 5:36 AM
To: Dale Folwell
Subject: Open Forum Digest for Wednesday November 21, 2018

Please do not forward this message using your desktop email client. Please use the 'Forward' link in the email.



Open Forum

[Post New Message](#)

Nov 21, 2018

started 2 days ago, [Kenya Cherry Cook](#) (3 replies)

QuickBooks Data Transfer



1. [Thanks for an excellent answer. We use Q2Q and...](#) Terry Monday

started 7 days ago, [John Riggsbee](#) (2 replies)

New laptop evaluation



2. [I had an XPS for 3 years that was a replacement...](#) Jenni Middlebrook Case

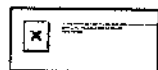
[top](#)

[next](#)

1. [Re: QuickBooks Data Transfer](#)

[Reply to Group](#)

[Reply to Sender](#)



Nov 21, 2018 9:26 AM
[Terry Monday](#)

Thanks for an excellent answer. We use Q2Q and have been very pleased with it.

Terry Monday CPA
Owner
Monday & Monday, CPAs, PA
Greenville NC
CPA Member

*Diversity and Inclusion Award, New Jersey Society of CPAs
Family-Friendly Business Award, Collier Family Resources*

Individual Awards:

Woman of Note, New Jersey Society of CPAs

CP"A-List", New Jersey Society of CPAs

Winner: Women to Watch, Florida Institute of CPAs

... Read more at: www.myfirstcfo.expert

Original Message-----

A new Quickbooks file was started for a client but client entered new information in old file. Can someone recommend a way to get new data transferred from old file into new file (other than manually). More specifically, checks and bill payments.

Kenya Cherry Cook, CPA

Cherry Cook, CPA, PLLC

Sent from my Sprint Samsung Galaxy S8+.

[top](#)

[previous](#)

2. [Re: New laptop evaluation](#)

[Reply to Group](#)

[Reply to Sender](#)



Nov 21, 2018 8:00 AM

[Jenni Middlebrook Case](#)

I had an XPS for 3 years that was a replacement Dell provided to me. It was a fair machine - nothing special. Around year 3 (as with most Dells and cheaper laptops) it began to overheat (the sink fans in Dells are almost always too small for the computer to save room, eventually they fill with dust and can't function properly) and developed a short in the hinge so my display would blink on and off. After years of trouble with Dell computers I would never recommend one.

I replaced mine with a Toshiba in 2014 and have been very happy. About a year ago I replaced the hard drive and am expecting it to run for another 3-4 years.

I do agree with Andrew; the issue probably has to do with resolution incompatibilities between your machine and the software. My Toshiba runs a 4K screen and since very few people have caught up to that yet, many of my programs either appear very (VERY) small or obnoxiously large. I purchased a 1080 monitor and run all software that isn't 4K on that screen. There are also typically graphics and run properties/settings you can adjust to help the issue. There's a bit of a learning curve, but I honestly think

Anna Yount

From: Capitol Broadcasting Opinion Editor <opinion@cbc-raleigh.com>
Sent: Thursday, November 22, 2018 8:38 AM
To: Dale Folwell
Subject: CBC opinion newsletter: Thursday, Nov. 22, 2018

Opinion, commentary and analysis you need from around and
about North Carolina. [Click here](#) to subscribe.

[View this email in your browser](#)



[Capitol Broadcasting Company](#)

Thursday, Nov.22, 2018



Thursday, Nov. 22, 2018 -- A round up of opinion, commentary and analysis on: Chemours to pay \$12 million fine as part of GenX agreement, ex- Gov. McCrory claims many college students commit voter fraud, permit issue stops some work on Atlantic Coast Pipeline, electric scooter ordinances differ by city, controversy over teaching Thanksgiving to kids and more.

GEN X ORDER

JANINE BOWEN: Consent order would make chemical plant reduce emissions (WRAL-TV reports) -- State environmental officials have obtained a consent order which calls on a N.C. chemical plant to reduce emissions of a compound and pay a \$12 million civil penalty.

STEVE DEVANE: Agreement calls for Chemours to pay \$13 million, provide drinking water (Fayetteville Observer reports) -- The state Department of Environmental Quality, Chemours, and Cape Fear River Watch have reached an agreement that requires the company to pay \$13 million and provide drinking water to homes near its Bladen County plant that have elevated levels of GenX.

ADAM WAGNER: Chemours to pay \$12 million fine as part of GenX agreement (Wilmington Star-News reports) -- Proposed consent order requires Chemours to limit emissions at Fayetteville Works while also conducting studies

ABBIE BENNETT: State fines Chemours \$13M, requires chemical company to provide drinking water (Durham Herald-Sun reports) -- State environmental

RICHARD BARRON: Greensboro City Council brings scooters back with new ordinance (Greensboro News & Record) — A day after Winston-Salem officials banned electric scooters from city streets, the Greensboro City Council Tuesday voted to allow the electric scooters to return to Greensboro but only on streets where the speed limit is no more than 35 mph.

17 sentenced in Texas drug ring, ties to NC (AP reports) — Prosecutors say 17 people have been sentenced for their convictions in a Central Texas cocaine and methamphetamine ring with ties to NC.

EDUCATION

ANN DOSS HELMS: 11 of 176 CMS schools have done active shooter training. Officials say that will grow (Charlotte Observer reports) — Barely two weeks after a gunman mowed down students and faculty in Parkland, Fla., Hough High School in Cornelius had created a video showing students strategies to survive such an attack.

VALERIE STRAUSS: Controversy over teaching Thanksgiving to kids - 2018 edition (Washington Post reports) -- A N.C. school district official calls for culturally appropriate Thanksgiving lessons. Some like it. Some don't.

NC State is closing its Chinese-backed Confucius Institute. Is politics behind decision? (Charlotte Observer reports) -- N.C. State University will shut down its Confucius Institute, a Chinese language and culture center that has been funded by the Chinese government for 12 years.

ENERGY & ENVIRONMENT

THEODORE DECKER: Hurricanes deliver devastating blows to NC communities hollowed out by disasters (Wilmington Star-News reports) -- Floodplain communities battered most recently by Hurricane Florence's epic flooding -- but dating back to Hurricane Floyd in 1999 and others in between, including Hurricane Matthew two years ago -- are asking themselves just how many more storms they can survive

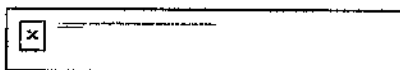
LEE FRANCIS: Virginia lawmakers must act on coal ash (Norfolk Virginian-Pilot column) – Like many Virginians, I watched the shifting path of Hurricane Florence with alternating horror and relief. Ultimately, we were spared the worst of this storm's wrath; our neighbors to the south weren't as lucky.

MARK PRICE: 100 miles of the Blue Ridge Parkway are shut down. When will it reopen? Nobody knows (Charlotte Observer reports) — The Blue Ridge Parkway has 100 miles of gaps in it just in time for the holiday weekend, including large sections near the Great Smoky Mountains National Park. National Park Service officials posted a video late Tuesday showing travelers "a sample" of the downed trees and debris that continue to litter the roadway after an ice storm that hit the scenic highway last week.

CRAIG JARVIS: River-crossing permit is now the latest hurdle to Atlantic Coast Pipeline (Durham-Herald Sun reports) — Clearing the way for the Atlantic Coast Pipeline in NC has been temporarily halted until another legal knot is untied. The Army Corps of Engineers ordered the stay on Tuesday at the

Anna Yount

From: Capital Economics <research@email.capitaleconomics.com>
Sent: Thursday, November 22, 2018 10:14 AM
To: Dale Folwell
Subject: Emerging Markets Chart Book - Drop in oil prices unlikely to stop EM tightening



Emerging Markets Economics

22 November 2018

EMERGING MARKETS CHART BOOK

Drop in oil prices unlikely to stop EM tightening

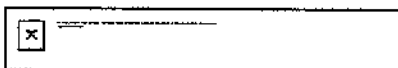
The fall in oil prices over the past couple of months will drag down food inflation across the emerging world, but it probably won't be enough to prompt policymakers to slow the pace of monetary tightening. After all, the impact of weaker fuel inflation on the headline rate is likely to be mitigated by other factors. Food inflation, which tends to make up a greater share of CPI baskets than fuel, is rising across EMs as the effects of favourable harvests in 2017 have started to fade. Moreover, a number of emerging economies are facing mounting capacity constraints and, as a result, core inflation is set to rise further over the next six months or so. All told, aggregate EM inflation is set to strengthen over the same period. The pick-up in inflation, particularly core prices, will be a concern to EM policymakers and supports our view that the tightening cycle we have seen in 2018 has further to run.

Open full article here.

Reports are available via a link or .PDF attachment. To change your preference click here.

Anna Yount

From: Capital Economics <research@email.capitaleconomics.com>
Sent: Thursday, November 22, 2018 10:31 AM
To: Dale Folwell
Subject: Global Markets Update - No deal Brexit would be a mixed bag for UK assets



Global Markets

22 November 2018

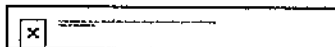
GLOBAL MARKETS UPDATE

No deal Brexit would be a mixed bag for UK assets

We think that the performance of UK financial assets would be varied in the event of a no deal Brexit, which has become increasingly likely given the recent political chaos in Westminster.

Open full article here.

Reports are available via a link or .PDF attachment. To change your preference click [here](#).



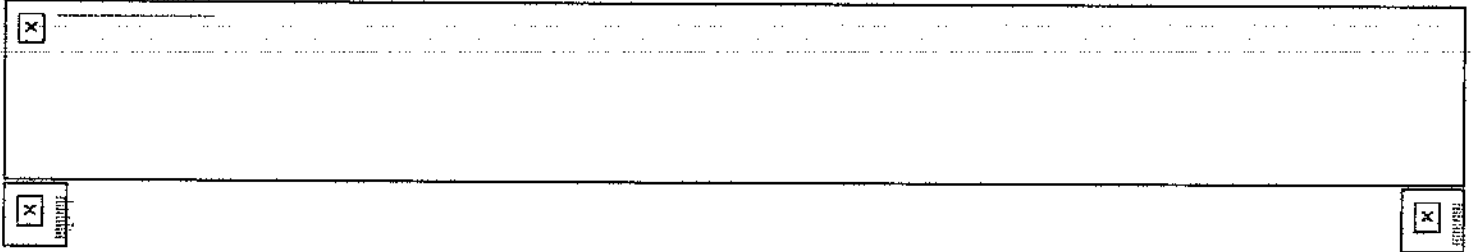
Clients can access a full archive of publications from their subscriptions by logging onto our website or via our App.

Contact: To request further information about the content of this report please contact the author directly (details listed within the report). For sales or account support contact your local office or simply reply to this email.

Anna Yount

From: T.J. McCullough, Publisher <reply@mail-1.bizjournals.com>
Sent: Thursday, November 22, 2018 3:12 PM
To: Dale Folwell
Subject: Afternoon Edition: EY's focus on employees adds up to a winning formula

[View as Webpage](#)



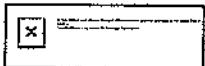
AFTERNOON EDITION

November 22, 2018



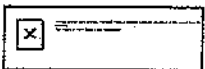
EY's focus on employees adds up to a winning formula

CAREER & WORKPLACE

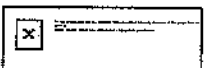


Team-building is a top priority for Barringer Construction

CAREER & WORKPLACE



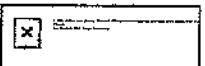
Best Places to Work [Extra Large Companies]



**Search Solution Group stays connected in a fast-growth
environment**



CAREER & WORKPLACE



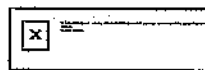
Best Places to Work [Large Companies]





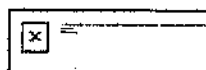
Connect with local business professionals View the latest networking opportunities, award events, and panel discussions happening in your city. [View Now](#)

PEOPLE ON THE MOVE



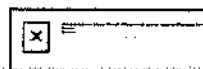
Heather Gordon

Summit Leadership Partners



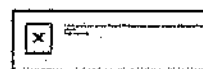
Billy Moore

Grant Thornton LLP



Jill Ecuyer

Crossman & Company

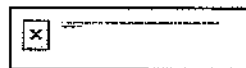


Cindy Szwarcop

Stewart

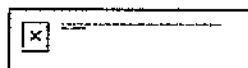
[See All People on the Move](#)

COMPANIES ON THE MOVE



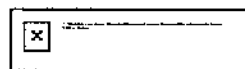
RapidOps, Inc.

Award Winner



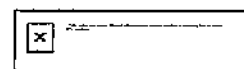
Shear Excellence

Expansion



Profile by Sanford

New Company



RETS Associates

Expansion

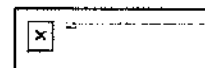
[See All Companies on the Move](#)

FEATURED JOBS

Risk Manager

City of Charlotte □ Charlotte, NC

ESPN Digital Marketing Consultant/Account Executive



Anna Yount

From: mng=prestelligence.com@email.myteamscoop.com on behalf of High Point Enterprise
<mng@prestelligence.com>
Sent: Friday, November 23, 2018 3:04 AM
To: Dale Folwell
Subject: Daily Headlines from hpenews.com

x

x

News

x

Legislators to hammer out photo ID details

The General Assembly will reconvene next week to take up enabling legislation on photo IDs at the polls.

[Read More](#)

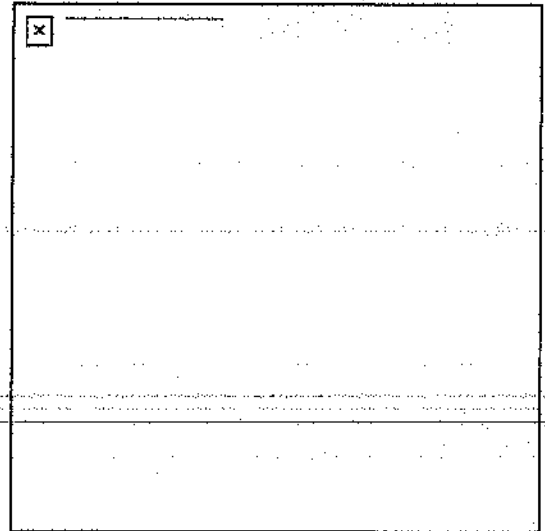
CVB: More billboards needed

High Point tourism leaders want the city to loosen billboard restrictions to allow more outdoor advertising on major corridors.

Local ministry provides Thanksgiving meals for all

THOMASVILLE Members of a Thomasville based ministry did their part to make sure no one would go hungry this Thanksgiving.

[Read More](#)

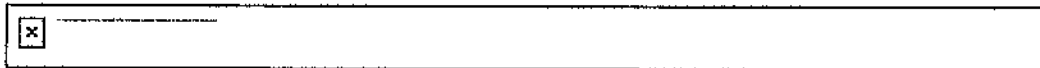


Stores ready for Black Friday

More shoppers expected to be phoning it in this year

[Read More](#)

Sports



Saints win 10th straight, eliminate Falcons from NFC South title race

Drew Brees threw four touchdown passes to inexperienced receivers and the New Orleans Saints won their 10th straight game Thursday night with a 31-17 victory over Atlanta that eliminated the Falcons from contention in the NFC South.

[Read More](#)

Guest column: I see the dangers of social media

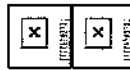
BY GARY PARKER

[Read More](#)

Letter: Enough about this already

"I'm sick to death of..." We've all said or felt that at one time or another when the same subject keeps coming up time and time again.

[Read More](#)



Visit Us On Social Media

Visit www.hpenews.com for more news



213 Woodbine Street
High Point, NC 27260
Phone: 336-888-3500

© Copyright 2018 All Rights Reserved



[Click here to unsubscribe from newsletters.](#)

Anna Yount

From: Zoës Kitchen <noreply@zoesmail.com>
Sent: Friday, November 23, 2018 10:46 AM
To: Dale Folwell
Subject: Your Free Gift for Black Friday Weekend

ZOËS KITCHEN
FRESH MADE MEDITERRANEAN

Holiday GIFT CARDS

PICK UP SOMETHING FOR EVERYONE ON YOUR LIST THIS YEAR!

TEACHERS ▶ NEIGHBORS ▶ FRIENDS ▶ FAMILY ▶ COWORKERS
COLLEGE STUDENTS ▶ CLIENTS ▶ BABYSITTERS ▶ COMMUNITY HEROES



ENJOY A
\$5 BONUS CARD

FOR EVERY \$25 YOU
BUY IN GIFT CARDS

FIND YOUR ZOËS

Offer valid through December 31, 2018

LOCATIONS

CATERING

CAREERS

Anna Yount

From: Dallas Woodhouse <communications@nc.gop>
Sent: Friday, November 23, 2018 3:23 PM
To: Dale Folwell
Subject: URGENT: You Are Needed In Raleigh At 10am Monday!

URGENT! YOU ARE NEEDED IN RALEIGH AT 10 AM ON MONDAY! Dale -- This coming Monday November 26, the NCGA...

Hello, Dale! You are receiving this email because you signed up to receive emails from North Carolina Republican Party. To opt out of future emails, [click here](#).

URGENT! YOU ARE NEEDED IN RALEIGH AT 10 AM ON MONDAY!

Dale --

This coming Monday November 26, the NCGA will meet to have a public hearing on the proposed legislation for the voter ID constitutional amendment. Make your voice heard by signing up to speak here: <https://www.ncleg.net/Applications/RTS/JLEO.aspx>

The people of North Carolina delivered a clear mandate this November with the bipartisan passage of the voter ID constitutional amendment. Voter ID would help secure our elections process while ensuring that no person's vote is disenfranchised via voter fraud or voter suppression. This is why the NCGOP wholeheartedly endorsed the voter ID amendment.

If you want to have a say in how the voter ID legislation looks, show up on Monday at the NCGA in room 544 and tell them how you feel! Sign up here: <https://www.ncleg.net/Applications/RTS/JLEO.aspx>

Best,

Dallas Woodhouse

<http://www.nc.gop/>

This email was sent to dale@nctreasurer.com by North Carolina Republican Party.
To update your email preferences or unsubscribe, [click here](#).

Anna Yount

From: Becky Strickland <stricklandbecky50@gmail.com>
Sent: Friday, November 23, 2018 10:43 PM
To: Lu Harvey; Gloria Vinson
Cc: Greg Gaskins; James Burke; eska@sog.unc.edu; linwood.peelee@ncdenr.gov; Dale Folwell
Subject: Comment on draft W/WW SDFees - posted to www.townofmiddlesexnc.org

1) **No Index:** Initially, this is a 25-page report prepared by a professional engineer for Middlesex Board of Commissioners and citizens to read, review, comprehend, and make comment. Where is the Index?? Are Council and we supposed to flip through 25 pages every time we open the document to look for a particular topic or table? All other local government SDF analyses by companies other than Envirolink have a detailed Index at the front of their reports. Though most of the "analysis" is duplicative, and repetitive, an INDEX SHOULD BE PREPARED and presented to the public and Council at the December 11 Public Hearing, before any Council vote.

2) **Duplicative NC General Statutes**, both in analysis text, which is supposed to be explanatory for us, and at Appendix A, pp. 16 - 22.. Four (4) pages (pp. 4- 7) contain nothing except recitation of the pertinent general statutes.. Then Appendix A, pp 15 - 22, another seven (7) pages, recites statutes again. Where's the beef??

3) **"System Development Fee Calculation Methodology"** started at the bottom of page 7 are just words with no reference to pertinent Town facts and figures or unindexed tables.

4) Then, on page 8 at **"Development Fee Calculation Methodology - Buy-In Asset Valuation,"** and thru page 10, there is mostly recitation of NC general statutes again, and the AWWA's manual. It is only at page 10 of this PE's report that actual Middlesex Water/WW facts and figures come to light for the reader, for the first time and the PE's analysis.

5) Town's **"System Infrastructure"** is briefly addressed in one short paragraph on page 10: Town has 533 water connections and 453 W/W connections. 11 miles of distribution lines, 4 wells with treatment facilities capacity of 0.565 Million GPD; water storage capacity of 0.100 MG; wastewater system connected to Raleigh City with calculated capacity of 0.6768 MGD based on Peak Hour Capacity limitation contract. He uses the average daily discharge for January 2017 (though I can't know why such old data here) of 0.158 MGD. Now the kicker:

The Town has an estimated growth rate of 3.3 percent.. " He doesn't say from where he retrieved this data, or whether this will be residential or commercial growth - the latter of which will have a greater maintenance/repair/eplacement impact on Town water and ww reserves.

6) Then the next paragraph on pg 10, a one-line sentence, states, **"The Town has no water or waste water capital projects under construction or anticipated at this time."** So not true.. Town has in progress water-ww capital projects for extensions /connect/service to a 6,000 sf shell building at Middlesex Corporate Park, owned by Nash County BUT within Middlesex municipality and for which Middlesex received a water-ww grant in excess of \$1.5 million dollars, signing it over to "Nash County" to construct infrastructure per Agreement. Then, after infrastructure is completed by Nash County, these assets will be turned back over to Middlesex Town for daily maintenance/upkeep./repair/replacement, and oversight by Envirolink which will increase their already outrageous monthly contract. I image there are a lot of 4-, 6-, and 8-inch pipes involved as well, not the usual 5/8ths inch pipe residential connection. So, where are the SYSTEM DEVELOPMENT FEES for THIS COMMERCIAL GROWTH addressed - facts and figures.? Why hasn't the Town collected up front fees from Nash County or plan to under the new law, and why is the PE pretending in this report that "no water-ww capital projects are under construction or anticipated at this time"? Are 533 residential water connections and 433 ww connections in this report based only on new residential builds supposed to support another \$1.5 mil+ in commercial water-ww pipes upkeep?? Keep in

Anna Yount

From: mng=presteligence.com@email.myteamscoop.com on behalf of High Point Enterprise
<mng@presteligence.com>
Sent: Saturday, November 24, 2018 3:06 AM
To: Dale Folwell
Subject: Daily Headlines from hpenews.com



News



Police chief recognized in opioid fight

High Point Police Chief Ken Shultz has received statewide recognition in battling the opioid crisis.

[Read More](#)

Enrollment specialists say they've had more clients sign up or re-enroll after Democrats secured the U.S. House.

[Read More](#)

Local store gives kids books

Sunrise Books, which recently moved to a larger location at 1101 N. Main St., plans to distribute 20 special-edition copies of bestselling author Jason Reynolds' "Ghost."

[Read More](#)

Sports



Ledford stops Roanoke Rapids, 44-0

The top-seeded Panthers keyed by their running game and stifling defense quickly pulled away to beat eighth-seeded Roanoke Rapids 44-0 on Friday night at Ledford in the second round of the NCHSAA 2AA East football playoffs.

[Read More](#)

[Read More](#)

Tom Campbell: It's time for state to end the chase

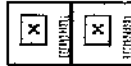
After more than a year dangling the carrot to Raleigh and other communities Amazon finally announced their choices for their HQ2 project.

[Read More](#)

Star Parker: Florida's lesson in racial politics


Now that, finally, the elections in Florida have reached a conclusion, there are lessons worth learning. One is on the subject of race.

[Read More](#)



Visit Us On Social Media

Visit www.hpenews.com for more news



213 Woodbine Street
High Point, NC 27260
Phone: 336-888-3500

© Copyright 2018 All Rights Reserved



Click here to unsubscribe from newsletters.

Anna Yount

From: Jason Christie, Publisher <reply@mail-1.bizjournals.com>
Sent: Saturday, November 24, 2018 10:11 AM
To: Dale Folwell
Subject: Exclusive: Expensive teardowns inside Raleigh's I-440 Beltline (Slideshow)



November 24, 2018

EXCLUSIVE



Expensive teardowns inside Raleigh's I-440 Beltline (Slideshow)

By **Ben Graham** / How much would you pay for a perfectly functional home, just to tear it down?

[Read Full Article](#)



MORE RESIDENTIAL REAL ESTATE NEWS



US homebuilder confidence falls to lowest in more than 2 years
RESIDENTIAL REAL ESTATE



The Triangle's fastest-selling neighborhoods of 2018 (Slideshow)
RESIDENTIAL REAL ESTATE

Anna Yount

From: Stephen A. Bibey <sabibey@embarqmail.com>
Sent: Saturday, November 24, 2018 7:00 PM
To: Dale Folwell
Subject: November Moore County Men's Reprepublican followup

Hello Sir,

It was nice seeing you and your wife at the meeting and I always enjoy hearing about how you are watching out for our NC purse spending, as well as 'fraud, waste & abuse'. Also, I pray your family is enjoying a blessed Thanksgiving!

As you may recall, I fell short in my re-election bid to serve. I am now considering all options as I go forward and am respectfully asking that you might consider the possibility of a position within your Dept; or in the alternative, any referral or suggestions you may have.

I am most appreciative.

--

STEPHEN A. BIBEY
District Court Judge 19B
910-639-9284
sabibey@embarqmail.com

Anna Yount

From: Eric Peters <eric.peters@oneriveram.com>
Sent: Sunday, November 25, 2018 1:11 AM
To: Dale Folwell
Subject: wknd notes

Hope all goes well... "You read my email?" I asked Jackson, Thanksgiving morning, the air around him electric. "Yeah, it was weird," he said, smiling. I'd sent him an anecdote I wrote five years ago (see below), when he was eleven. It captured a conversation I'd hoped would weave its way into his fabric, and figured it was worth repeating as he mentally prepared for man-to-man coverage of Connecticut's leading wide receiver in front of thousands at the Turkey Bowl -- Darien vs New Canaan, one of the great high-school football rivalries. "I read what you wrote but can barely even remember playing soccer goalie. Thanks for sending it though Dad," he said, racing out for yet another biggest game of his life. As Mara and I reminded him to have fun out there.

See you next Sunday with full weekend notes.

Week-in-Review (expressed in YoY terms): **Mon:** China launches anti-dumping action on Australian barley exporters, Japan trade deficit expands (exports +8.2%, imports +19.9%), Saudi King praises Prince MbS in first speech since Khashoggi murder, Dutch finance minister skeptical of need for common EU budget, Corbyn "Labor Brexit deal would leave UK in comprehensive customs union," Macron's popularity rating falls to 25%, US homebuilder confidence 2yr low, California wildfires estimated to cost insurers \$9bln-\$13bln, S&P -1.7%; **Tue:** China 2yr yields hit 2018 low of 2.80%, Mark Carney supports May's Brexit deal, Spain threatens to veto Brexit bill over Gibraltar status concerns, Bitcoin extends recent plunge to \$4,250, US 10yr breakevens fall below 2%, S&P -1.8%; **Wed:** US trade rep Lighthizer "China fundamentally has not altered its acts, policies and practices related to technology transfer, intellectual property and innovation and indeed appears to have taken further unreasonable actions in recent months," EU commission rejects Italian budget and recommends disciplinary actions, OECD forecasts 2018 global GDP +3.7% (2019 GDP -0.2 to +3.5%), Trump tweet "Oil prices getting lower. Great! Like a big Tax Cut for America and the World. Thank you to Saudi Arabia, but let's go lower!", US energy junk bond spreads hit 1yr high (widening nearly 200bps to 550bps since Sept), Oct existing home sales end

Korea -21.1% (-16.6%), South Africa -24.2% (-15.2%), China -27% (-22%), Greece -29.2% (-24.9%), Turkey -42.2% (-19.4%), Argentina -49.2% (+2.2%).

From: Eric Peters

Sent: Wednesday, November 21, 2018 9:09pm

To: Jackson Peters

Subject: Michael Jordan

Jackson, remember this story tomorrow and every day thereafter...

Anecdote (Feb 2013): "You know what impressed me most?" I asked Jackson, my 11yr-old, tears welling up in his eyes, unable to speak, as we sat in the car, looking across the empty field. "You played hard, kept your cool under pressure, and even in those couple games when you guys had no hope, you never lost yours." He plays goalie. Very well. And got pulled up in post-season play, to scrimmage with older kids. A few of whom hiss insults whenever he lets one slip by. "Look those cowards in the eye, hand them your gloves, tell 'em to either take the goal or shut up." And Jackson nodded. "But I want you to secretly thank them, learn to smile at their insults, treat them as a gift," I said, and he flashed me a puzzled look. "Because if you're ever going to be great at this, or great at anything, you need to train to keep your cool, your calm, your confidence." We discussed the importance of blocking out noise, of focusing on the process, and treating each moment in time as unique, as a new opportunity, unconnected to the previous failure or success. We talked about how that's an asset as valuable as ball skills — how it's the difference between good and great. Jackson's a serious kid. Earnest. Literal. And he nodded, the tears now gone. Then I told my first-born the story about Michael. How he missed 9,000 shots in his career. Lost nearly 300 games. 26 times, Michael's team entrusted him to take the game winning shot — and he missed. "Yup Jackson, that's Jordan, and you know what he has to say about it," I asked my wide-eyed boy. "I've failed over and over and over again in my life — and that is why I succeed."

Good luck out there,

Eric Peters

Chief Investment Officer

One River Asset Management

Greenwich, CT

Disclaimer: All characters and events contained herein are entirely

Anna Yount

From: mng=presteligence.com@email.myteamscoop.com on behalf of High Point Enterprise
<mng@presteligence.com>
Sent: Sunday, November 25, 2018 3:04 AM
To: Dale Folwell
Subject: Daily Headlines from hpenews.com...



News



Cheer Fund kicks off today

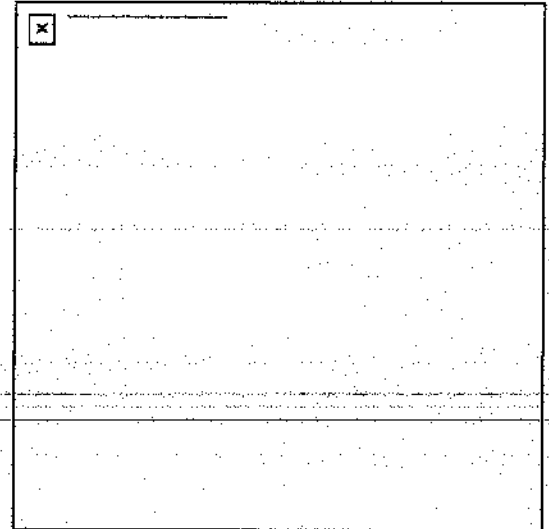
Christmastime officially has arrived in High Point. Or at least that's the view of many greater High Point area residents, because the 2018 Christmas Cheer Fund drive kicks off today.

[Read More](#)

Thomasville police investigate fatal crash

Police are investigating a traffic accident early Friday evening that resulted in the death of a Thomasville woman.

[Read More](#)

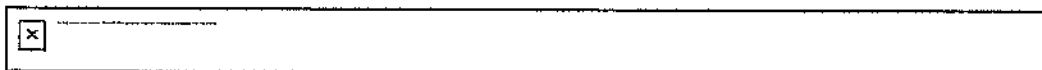


Police chief recognized in opioid fight

High Point Police Chief Ken Shultz has received statewide recognition in battling the opioid crisis.

[Read More](#)

Sports



Wolfpack's Gallaspy runs wild, scores five TDs in OT win over UNC

North Carolina State kept giving the ball to Reggie Gallaspy II, and he kept carrying it into the end zone. It added up to a historic day for the senior and yet another victory over the Wolfpack's fiercest rival.

Letter: Laws regulate legal, responsible gun owners

Laws regulate legal, responsible gun owners

[Read More](#)

Thumbs Up: Williams Memorial answers the call

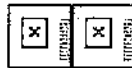
THUMBS UP to the congregation of Williams Memorial CME Church and its pastor, the Rev. Robert Williams, for the church's continued dedication to Christ's call to help your neighbor.

[Read More](#)

Letter: Nothing in this world is free

During the early years of my life, I learned valuable lessons that encourage me to be satisfied and thankful for my circumstances in this year of our Lord 2018.

[Read More](#)



Visit Us On Social Media

Visit www.hpenews.com for more news



213 Woodbine Street

High Point, NC 27260

Phone: 336-888-3500

© Copyright 2018 All Rights Reserved

Anna Yount

From: Edgar Starnes
Sent: Sunday, November 25, 2018 4:09 PM
To: Dee Jones; Andrew Norton; Frank Lester
Cc: Dale Folwell
Subject: Rep. Dobson

Representative Dobson's great grandmother died and the funeral is tomorrow. He wishes to reschedule at 9:30 Tuesday. Does this work for you?

Edgar V. Starnes
Senior Policy Advisor and Legislative Liaison
Office of the State Treasurer
Phone: (919) 814-3812

3200 Atlantic Avenue, Raleigh, NC 27604
www.NCTreasurer.com

E-mail correspondence to and from this address may be subject to the North Carolina Public Records Law. It may be subject to monitoring and disclosed to third parties, including law enforcement personnel, by an authorized state official.
IMPORTANT: When sending confidential or sensitive information, encryption should be used.

Anna Yount

From: Edgar Starnes
Sent: Sunday, November 25, 2018 8:03 PM
To: Dale Folwell
Subject: Re: Rep. Dobson

I have no idea. She was 96 is all he told me.

Edgar V. Starnes
Senior Policy Advisor and Legislative Liaison
Office of the State Treasurer
Phone: (919) 814-3812

3200 Atlantic Avenue, Raleigh, NC 27604
www.NCTreasurer.com

E-mail correspondence to and from this address may be subject to the North Carolina Public Records Law. It may be subject to monitoring and disclosed to third parties, including law enforcement personnel, by an authorized state official.
IMPORTANT: When sending confidential or sensitive information, encryption should be used.

On Nov 25, 2018, at 7:28 PM, Dale Folwell <Dale@Nctreasurer.com> wrote:

Her name?

Dale R. Folwell, CPA
NC State Treasurer
Office of the State Treasurer
Office: (919) 814-3807

3200 Atlantic Avenue, Raleigh, NC 27604
www.NCTreasurer.com

=====

E-mail correspondence to and from this address is subject to North Carolina's Public Records Act, N.C. Gen. Stat. Sec. 132, and may be disclosed to third parties. However Federal and State law protects personal health and other information that may be contained in this e-mail from unauthorized disclosure. If you are not the intended recipient, please delete this e-mail and any accompanying documents and contact the sender immediately. Unauthorized disclosure, copying or distribution of any confidential or privileged content of this e-mail is prohibited.

On Nov 25, 2018, at 4:09 PM, Edgar Starnes <Edgar.Starnes@nctreasurer.com> wrote:

Representative Dobson's great grandmother died and the funeral is tomorrow. He wishes to reschedule at 9:30 Tuesday. Does this work for you?

Anna Yount

From: Edgar Starnes
Sent: Sunday, November 25, 2018 8:25 PM
To: Dale Folwell
Subject: Re: Rep. Dobson

Ok I'll get it

Edgar V. Starnes
Senior Policy Advisor and Legislative Liaison
Office of the State Treasurer
Phone: (919) 814-3812

3200 Atlantic Avenue, Raleigh, NC 27604
www.NCTreasurer.com

E-mail correspondence to and from this address may be subject to the North Carolina Public Records Law. It may be subject to monitoring and disclosed to third parties, including law enforcement personnel, by an authorized state official.
IMPORTANT: When sending confidential or sensitive information, encryption should be used.

On Nov 25, 2018, at 8:24 PM, Dale Folwell <Dale@Nctreasurer.com> wrote:

Sorry about the news .. Please retrieve her name so I can send card..

Dale R. Folwell, CPA
NC State Treasurer
Office of the State Treasurer
Office: (919) 814-3807

3200 Atlantic Avenue, Raleigh, NC 27604
www.NCTreasurer.com

=====

E-mail correspondence to and from this address is subject to North Carolina's Public Records Act, N.C. Gen. Stat. Sec. 132, and may be disclosed to third parties. However Federal and State law protects personal health and other information that may be contained in this e-mail from unauthorized disclosure. If you are not the intended recipient, please delete this e-mail and any accompanying documents and contact the sender immediately. Unauthorized disclosure, copying or distribution of any confidential or privileged content of this e-mail is prohibited.

On Nov 25, 2018, at 8:03 PM, Edgar Starnes <Edgar.Starnes@nctreasurer.com> wrote:

I have no idea. She was 96 is all he told me.

E-mail correspondence to and from this address may be subject to the North Carolina Public Records Law. It may be subject to monitoring and disclosed to third parties, including law enforcement personnel, by an authorized state official.
IMPORTANT: When sending confidential or sensitive information, encryption should be used.

Anna Yount

From: Edgar Starnes
Sent: Sunday, November 25, 2018 8:35 PM
To: Dale Folwell
Subject: Re: Rep. Dobson

Mildred Causey

Edgar V. Starnes
Senior Policy Advisor and Legislative Liaison
Office of the State Treasurer
Phone: (919) 814-3812

3200 Atlantic Avenue, Raleigh, NC 27604
www.NCTreasurer.com

E-mail correspondence to and from this address may be subject to the North Carolina Public Records Law. It may be subject to monitoring and disclosed to third parties, including law enforcement personnel, by an authorized state official.
IMPORTANT: When sending confidential or sensitive information, encryption should be used.

On Nov 25, 2018, at 8:24 PM, Dale Folwell <Dale@Nctreasurer.com> wrote:

Sorry about the news .. Please retrieve her name so I can send card..

Dale R. Folwell, CPA
NC State Treasurer
Office of the State Treasurer
Office: (919) 814-3807

3200 Atlantic Avenue, Raleigh, NC 27604
www.NCTreasurer.com

=====

E-mail correspondence to and from this address is subject to North Carolina's Public Records Act, N.C. Gen. Stat. Sec. 132, and may be disclosed to third parties. However Federal and State law protects personal health and other information that may be contained in this e-mail from unauthorized disclosure. If you are not the intended recipient, please delete this e-mail and any accompanying documents and contact the sender immediately. Unauthorized disclosure, copying or distribution of any confidential or privileged content of this e-mail is prohibited.

On Nov 25, 2018, at 8:03 PM, Edgar Starnes <Edgar.Starnes@nctreasurer.com> wrote:

I have no idea. She was 96 is all he told me.

E-mail correspondence to and from this address may be subject to the North Carolina Public Records Law. It may be subject to monitoring and disclosed to third parties, including law enforcement personnel, by an authorized state official.
IMPORTANT: When sending confidential or sensitive information, encryption should be used.

Anna Yount

From: Capital Economics <research@email.capitaleconomics.com>
Sent: Monday, November 26, 2018 7:15 AM
To: Dale Folwell
Subject: Emerging Markets Economics Update - What the fall in oil prices means for EMs



Emerging Markets Economics

26 November 2018

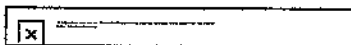
EMERGING MARKETS ECONOMICS UPDATE

What the fall in oil prices means for EMs

The recent drop in oil prices will help Turkey's balance of payments adjustment and should boost the terms of trade and growth in large EM oil importers including South Africa and India. The obvious losers are the oil producers, although the fall in prices so far is unlikely to have a severe impact on growth in the largest of these economies.

Open full article here.

Reports are available via a link or .PDF attachment. To change your preference click here.



Clients can access a full archive of publications from their subscriptions by logging onto our website or via our App.

Anna Yount

From: Dee Jones
Sent: Monday, November 26, 2018 8:56 AM
To: Edgar Starnes; Andrew Norton; Frank Lester
Cc: Dale Folwell
Subject: RE: Rep. Dobson

I can make 9:30 Tue work? Will just have to leave Sr Staff a little early.

Dee Jones

Executive Director
State Health Plan

From: Edgar Starnes
Sent: Sunday, November 25, 2018 4:09 PM
To: Dee Jones <Dee.Jones@nctreasurer.com>; Andrew Norton <andrew.norton@nctreasurer.com>; Frank Lester <Frank.Lester@nctreasurer.com>
Cc: Dale Folwell <Dale@Nctreasurer.com>
Subject: Rep. Dobson

Representative Dobson's great grandmother died and the funeral is tomorrow. He wishes to reschedule at 9:30 Tuesday. Does this work for you?

Edgar V. Starnes
Senior Policy Advisor and Legislative Liaison
Office of the State Treasurer
Phone: (919) 814-3812

3200 Atlantic Avenue, Raleigh, NC 27604
www.NCTreasurer.com

E-mail correspondence to and from this address may be subject to the North Carolina Public Records Law. It may be subject to monitoring and disclosed to third parties, including law enforcement personnel, by an authorized state official. IMPORTANT: When sending confidential or sensitive information, encryption should be used.

Anna Yount

From: Bob at That's Great News <bob@mail.thatsgreatnews.com>
Sent: Monday, November 26, 2018 10:30 AM
To: Dale Folwell
Subject: Ready for delivery - your press plaque for State treasurer talks about career, future

Hello Dale,

See, touch, hold and feel your plaque without paying

My team here thinks I've finally **lost my marbles** but I'm deadly serious about the offer I'm about to make you.

I want to send you your press article mounted on a plaque for a 30 day free inspection. There is no obligation to buy, no risk for you.

I'm offering you this because I believe you can only appreciate the plaque's quality by holding and touching it.

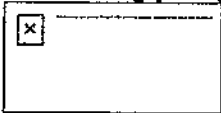
Make up your own mind when you've the plaque in your hands. If you don't love it and don't want to keep it, just tell us, rip up the invoice and we'll arrange and pay for return shipping. So there's no hassle for you. If you decide to keep it the plaque costs \$179.00.



Alternatively, call us on 1-888-681-2942 to get straight through to someone who can help.

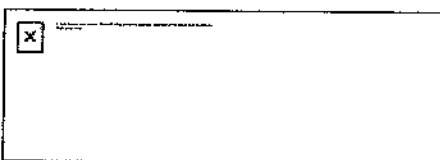
I'm keeping this free inspection offer open for the next 7 days.

Celebrating your great news,



Bob Roscoe
Founder
That's Great News

PS. There is no catch, we've delivered over 200,000 plaques to happy customers. It only takes a minute to confirm having the plaque delivered to you before you decide if you wish to buy.



State treasurer talks about career, future
published 01/04/2018
That's Great News is not affiliated with Rhino Times
No images shown? [View email online](#)

Anna Yount

From: Bob Luddy <bob@captiveaire.com>
Sent: Monday, November 26, 2018 11:31 AM
To: Dale Folwell
Subject: Civets

Dale

A supporting article. <https://www.fayobserver.com/opinion/20181124/brian-balfour-boomer-retirements-pose-fiscal-challenges>

BL

Bob Luddy *President*

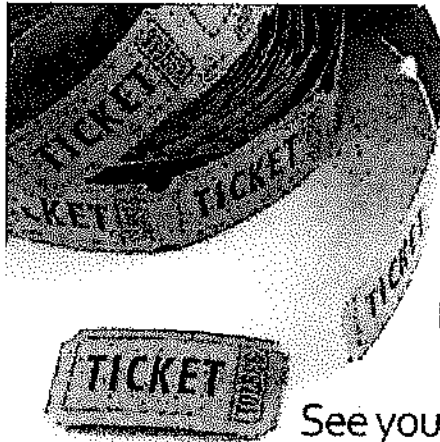
CaptiveAire commercial kitchen ventilation

4641 Paragon Park Road, Raleigh, NC 27616
p: 919.882.2410 x302 | www.captiveaire.com

Anna Yount

From: NCDST Communications
Sent: Monday, November 26, 2018 11:37 AM
To: NCDST- ALL USERS
Subject: TOMORROW: 50/50 Raffle and Book Harvest Holiday Donation Drive Begins!

ACE Team Begins Two Exciting Events Tomorrow!



ACE Team Presents...

50/50 Raffle

November 27 –
December 7 (until noon)

**Tickets
\$1**

See your ACE Team representative to purchase!

Holiday shopping is here! How does the chance to win some extra cash sound?

Back by popular demand, The ACE Team will host their final fundraiser of 2018, a 50/50 raffle where you have the chance to win big!

DST employees will be able purchase 50/50 raffle tickets starting tomorrow, November 27 through Friday, December 7 **until noon**.

If **you** are the lucky winner, **you** receive half of all funds raised. For example, earlier this year, the ACE Team raised a whopping \$700 total, with the lucky DST winner taking home \$350!

To enter, purchase a 50/50 raffle ticket for \$1 from your ACE Team representative. This is a **cash only** fundraiser.

The winner will be announced the afternoon of Friday, December 7.

See your ACE Team representative tomorrow to enter to win!

babies to high school seniors, especially board books and picture books for the youngest readers, as well as books in Spanish and bilingual books.

If you need suggestions, Book Harvest has an Amazon Wish List available by [clicking here](#).

**Please donate your new or gently used books by the holiday event on Wednesday,
December 12.**

Anna Yount

From: Steve Toole
Sent: Monday, November 26, 2018 11:52 AM
To: Anna Yount; Dale Folwell; Chris Farr
Subject: Debbie Thomas

Just met with Debbie, I think we got the right person for the job. She asked about the chicken in my office. She mentioned her birthday was last week. I'll bring the spring chicken to Anna today.

Steve Toole
Executive Director
Retirement Systems Division
Office: (919) 814-4197

3200 Atlantic Avenue, Raleigh, NC 27604
www.NCTreasurer.com



North Carolina
Total Retirement Plans

Dale R. Folwell, CPA
STATE TREASURER OF NORTH CAROLINA
DALE R. FOLWELL, CPA

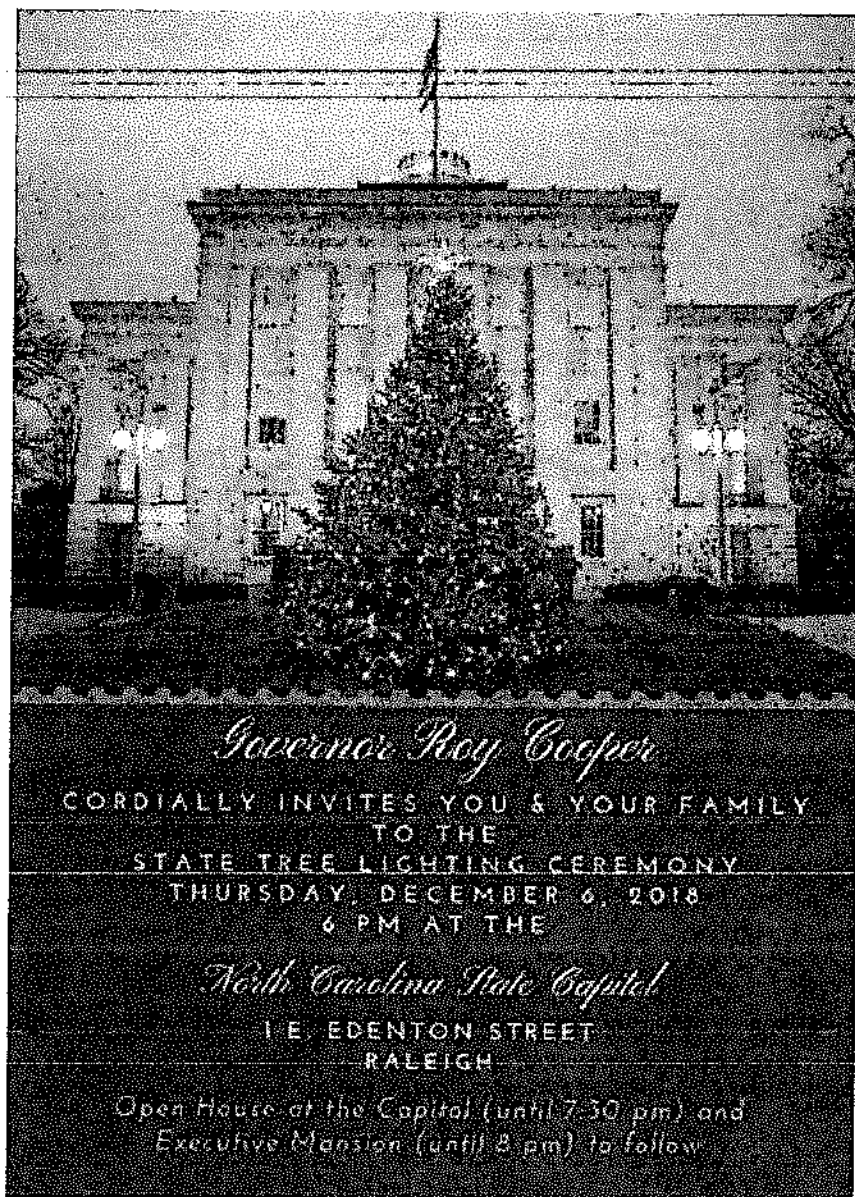


© 2018 by the State of North Carolina. All rights reserved. This document is the property of the State of North Carolina. It contains confidential information and is not to be distributed outside the State of North Carolina. It is not to be used for any purpose other than the one for which it was prepared. It is not to be reproduced without the written permission of the State of North Carolina.

RECEIVED: Voted on and adopted by the Board of the Retirement Systems Division.

Anna Yount

From: Schramm, Terra <terra.schramm@ncdcr.gov>
Sent: Monday, November 26, 2018 12:14 PM
To: Forest, Dan J; emarshal@sosnc.gov; Troxler, Steve; Mark Johnson; jstein@ncdoj.gov; Beth Wood; Causey, Mike; Berry, Cherie; Dale Folwell
Cc: Cooper, Roy A
Subject: Invitation: State Tree Lighting Ceremony & Open House



Please join us for the State Tree Lighting Ceremony at the Capitol on Thursday, Dec. 6, at 6 pm. RSVP to Terra Schramm, terra.schramm@ncdcr.gov or 919-715-3961.

Additionally, First Lady Kristin Cooper and the State Capitol have teamed up for Operation Toy Storm to collect toys for children affected by Hurricane Florence in eastern North Carolina. If you feel so moved, please bring a new, unwrapped toy to the Capitol by Wednesday, December 14. Thank you!!

Anna Yount

From: Press
Sent: Monday, November 26, 2018 12:42 PM
To: 'alamancenews@mail.com'; 'grobertson@ap.org'; 'aprleigh@ap.org';
'mwaggoner@ap.org'; 'sforeman@ap.org'; 'tom.mayer@mountaintimes.com';
'colin.tate@mountaintimes.com'; 'ian.taylor@mountaintimes.com';
'luke.weir@mountaintimes.com'; 'racriscoe@courier-tribune.com'; 'ajordan@courier-tribune.com'; 'jdwalker@courier-tribune.com'; 'jbiggs@courier-tribune.com';
'MBarrett@CITIZEN-TIMES.com'; 'cblake@citizen-times.com';
'bponder@citizentimes.com'; 'jburgess@citizen-times.com'; 'dwdavis@citizen-times.com'; 'jbowman@citizen-times.com'; 'editor@thetribunepapers.com';
'editor@averyjournal.com'; 'news@averyjournal.com'; 'paul@blackmountainnews.com';
'news@blackmountainnews.com'; 'anna.oakes@wataugademocrat.com';
'mabernethy@thetimesnews.com'; 'bcresenzo@thetimesnews.com';
'rich.jackson@thetimesnews.com'; 'dmildenberg@businessnc.com';
'chris.william@wellsfargoadvisors.com'; 'dway@carolinajournal.com';
'rhenderson@carolinajournal.com'; 'cashmichaels@yahoo.com';
'jackie@thenewstimes.com'; 'elise@thenewstimes.com'; 'anna@thenewstimes.com';
'espanberg@bizjournals.com'; 'jmorill@charlotteobserver.com';
'deroberts@charlotteobserver.com'; 'kperalta@charlotteobserver.com';
'gschwab@charlotteobserver.com'; 'aalexander@charlotteobserver.com';
'elyportillo@charlotteobserver.com'; 'rglassberg@charlotteobserver.com';
'tbatten@charlotteobserver.com'; 'deroberts@charlotteobserver.com';
'ccope@charlotteobserver.com'; 'ahelms@charlotteobserver.com';
'schisenhall@charlotteobserver.com'; 'ashley.mahoney@thecharlottepost.com';
'herb.white@thecharlottepost.com'; 'dotwell@cherokeescout.com';
'bmedina@nccivitas.org'; 'ray.nothstine@ncCivitas.org'; 'jeff@compassnews3360.com';
'ajordan@courier-tribune.com'; 'jdwalker@courier-tribune.com'; 'rpitkin@ciclt.com';
'jhawley@dailyadvance.com'; 'jeure@dailyadvance.com';
'jgordon@thedigitalcourier.com'; 'jgordon@thedigitalcourier.com';
'editors@dailyhaymaker.com'; 'tiabedwell@rddailyherald.com'; 'ben.coley@the-dispatch.com'; 'scott.jenkins@the-dispatch.com'; 'badams@mydailyrecord.com';
'news@mydailyrecord.com'; 'twoerner@mydailyrecord.com'; 'gscott@ncweeklies.com';
'zeanes@heraldsun.com'; 'vbridges@heraldsun.com'; 'agranados@ednc.org';
'news@theej.com'; 'jerrysnow@theej.com'; 'pwoolvertton@fayobserver.com';
'mfutch@fayobserver.com'; 'twhite@fayobserver.com'; 'jjjones02@aol.com';
'fayepress@aol.com'; 'zack@fin-news.com'; 'Jeff@firstinfreedomdaily.com';
'Jeff@firstinfreedomdaily.com'; 'kellis@gastongazette.com'; 'esmith@newsargus.com';
'pmoore@newsargus.com'; 'dick.barron@Greensboro.com';
'margaret.moffett@greensboro.com'; 'alien.johnson@greensboro.com';
'daniel.finnegan@greensboro.com'; 'jonnelle.davis@greensboro.com';
'steven.doyle@greensboro.com'; 'susan.ladd@greensboro.com';
'taft.wireback@greensboro.com'; 'glivingston@reflector.com'; 'baburns@reflector.com';
'kevin@kevinsodenmd.com'; 'nwykle@hendersondispatch.com';
'cnguyen@hendersondispatch.com'; 'mbates@hendersondispatch.com';
'rhedrick@hendersondispatch.com'; 'jlafontaine@hickoryrecord.com';
'ken@highcountrypress.com'; 'info@highcountrypress.com'; 'pjohnson@hpenews.com';
'news@independenttribune.com'; 'ehellerstein@indyweek.com';
'j.barhanovich@irei.com'; 'chris.segal@JDNews.com'; 'jannette.pippin@jdnews.com';
'colin.tate@mountaintimes.com'; 'lee.sanderlin@mountaintimes.com';
'jhood@johnlocke.org'; 'publisher@kernersvillenews.com';

To: 'gareth.mcgrath@starnewsonline.com'; 'jim.ware@starnewsonline.com';
'bhandgraaf@wilsontimes.com'; 'cfriedman@wilsontimes.com';
'olivia@wilsontimes.com'; 'dwilson@wilsontimes.com'; 'rcraver@wsjournal.com';
'ssexton@wsjournal.com'; 'amorrissey@wsjournal.com'; 'aherron@wsjournal.com';
'fdaniel@wsjournal.com'; 'mevans@wsjournal.com'; 'desk@witn.com';
'dave.jordan@witn.com'; 'news@wlos.com'; 'rmayfield@sbgnet.com';
'amadelson@wlos.com'; 'twatford@wlos.com'; 'newstips@cbs17.com';
'newsdesk@wnct.com'; 'admin@wptlradio.net'; 'tfain@wral.com'; 'cbrowder@wral.com';
'lauraleslie@wral.com'; 'dcrabtree@wral.com'; 'assignmentdesk@wral.com';
'rgall@wral.com'; 'sbeck@wral.com'; 'khinchcliffe@wral.com'; 'rarmstrong@wral.com';
'JSorber@wral.com'; 'assignment@wsoc-tv.com'; 'joe.bruno@wsoc-tv.com';
'henry@ibxmedia.com'; 'wtvdassignmentdesk@abc.com'; 'jonah.kaplan@abc11.com';
'bobby.semler@abc.com'; 'derek.rowles@abc.com'; 'djane.l.wilson@abc.com';
'jtiberii@wunc.org'; 'ddewitt@wunc.org'; 'news@wunc.org'; 'bwolfe@wunc.org';
'linge@wunc.org'; 'jdebruyn@wunc.org'; 'kloebrich@unctv.org'; 'kmccullen@unctv.org';
'rotterman@aol.com'; 'newsroom@wwaytv3.com'; 'boneil@hearst.com';
'newstips@wxii12.com'; Chris Farr; Anna Yount; Stephanie Hawco; Frank Lester; Micah
Beasley; Karah Manning; Brian Jackson; Chris Frazier; Beth Horner; Charles Winkler; Bill
Golden; Fran Lawrence; Steve Toole; Greg Gaskins; Brenda Williams; Christopher Morris;
Jeff Smith; Cindy Aiken; Dee Jones; Dale Folwell; Sam Hayes; Edgar Starnes; Sharon
Edmundson; Powell Baggett
Subject: Treasurer Folwell Comments on DOJ/Atrium Settlement



NORTH CAROLINA
DEPARTMENT OF STATE TREASURER

STATE
DA
/

FOR IMMEDIATE RELEASE
November 26, 2018
Contact: Frank Lester
919-814-3811

Treasurer Folwell Calls for US Department of Justice to Recover Hundreds of Millions Potentially owed to NC Taxpayers from Hospitals' Anti-Competitive Activities and to Enforce Transparency in Pricing

Calls for Pricing Transparency from all North Carolina Hospitals

(Raleigh, N.C.) – State Treasurer Dale R. Folwell, CPA, today called for the United States Department of Justice to take action and for all North Carolina hospitals to be transparent in their pricing. The announcement was made in light of the recent settlement of a lawsuit filed by the United States Department of Justice and the North Carolina Department of Justice against Atrium Health, formerly known as Carolinas Healthcare System.

The civil antitrust lawsuit challenged provisions in Atrium's contracts with major health insurers including Blue Cross and Blue Shield of North Carolina (Blue Cross NC) that prohibited what otherwise would have been used to direct consumers towards high quality, cost-effective health care providers.

E-mail correspondence to and from this address is subject to North Carolina's Public Records Act, N.C. Gen. Stat. Sec. 132, and may be disclosed to third parties. However Federal and State law protects personal health and other information that may be contained in this e-mail from unauthorized disclosure. If you are not the intended recipient, please delete this e-mail and any accompanying documents and contact the sender immediately. Unauthorized disclosure, copying or distribution of any confidential or privileged content of this e-mail is prohibited.

Anna Yount

To: downen
Subject: FW: Treasurer Folwell Comments on DOJ/Atrium Settlement

Dale R. Folwell, CPA

NC State Treasurer

Office of the State Treasurer

Office: (919) 814-3807

3200 Atlantic Avenue, Raleigh, NC 27604

www.NCTreasurer.com



NORTH CAROLINA
DEPARTMENT OF STATE TREASURER



Dale R. Folwell, CPA
STATE TREASURER OF NORTH CAROLINA
DALE R. FOLWELL, CPA

E-mail correspondence to and from this address is subject to North Carolina's Public Records Act, N.C. Gen. Stat. Sec. 132, and may be disclosed to third parties. However Federal and State law protects personal health and other information that may be contained in this e-mail from unauthorized disclosure. If you are not the intended recipient, please delete this e-mail and any accompanying documents and contact the sender immediately. Unauthorized disclosure, copying or distribution of any confidential or privileged content of this e-mail is prohibited.

From: Press

Sent: Monday, November 26, 2018 12:42 PM

To: 'alamancenews@mail.com' <alamancenews@mail.com>; 'grobertson@ap.org' <grobertson@ap.org>; 'aprleigh@ap.org' <aprleigh@ap.org>; 'mwaggoner@ap.org' <mwaggoner@ap.org>; 'sforeman@ap.org' <sforeman@ap.org>; 'tom.mayer@mountaintimes.com' <tom.mayer@mountaintimes.com>; 'colin.tate@mountaintimes.com' <colin.tate@mountaintimes.com>; 'ian.taylor@mountaintimes.com' <ian.taylor@mountaintimes.com>; 'luke.weir@mountaintimes.com' <luke.weir@mountaintimes.com>; 'racriscoe@courier-tribune.com' <racriscoe@courier-tribune.com>; 'ajordan@courier-tribune.com' <ajordan@courier-tribune.com>; 'jdwalker@courier-tribune.com' <jdwalker@courier-tribune.com>; 'jbiggs@courier-tribune.com' <jbiggs@courier-tribune.com>; 'MBarrett@CITIZEN-TIMES.com' <MBarrett@CITIZEN-TIMES.com>; 'cblake@citizen-times.com' <cblake@citizen-times.com>; 'bponder@citizentimes.com' <bponder@citizentimes.com>; 'jburgess@citizen-times.com' <jburgess@citizen-times.com>; 'dwdavis@citizen-times.com' <dwdavis@citizen-times.com>; 'jbowman@citizen-times.com' <jbowman@citizen-times.com>; 'editor@thetribunepapers.com' <editor@thetribunepapers.com>; 'editor@averyjournal.com' <editor@averyjournal.com>; 'news@averyjournal.com' <news@averyjournal.com>; 'paul@blackmountainnews.com' <paul@blackmountainnews.com>; 'news@blackmountainnews.com' <news@blackmountainnews.com>; 'anna.oakes@wataugademocrat.com' <anna.oakes@wataugademocrat.com>; 'mabernethy@thetimesnews.com' <mabernethy@thetimesnews.com>; 'bcresenzo@thetimesnews.com' <bcresenzo@thetimesnews.com>; 'rich.jackson@thetimesnews.com' <rich.jackson@thetimesnews.com>; 'dmildenberg@businessnc.com' <dmildenberg@businessnc.com>; 'chris.william@wellsfargoadvisors.com' <chris.william@wellsfargoadvisors.com>; 'dway@carolinajournal.com' <dway@carolinajournal.com>; 'rhenderson@carolinajournal.com' <rhenderson@carolinajournal.com>; 'cashmichaels@yahoo.com' <cashmichaels@yahoo.com>; 'jackie@thenewstimes.com' <jackie@thenewstimes.com>; 'elise@thenewstimes.com' <elise@thenewstimes.com>; 'anna@thenewstimes.com' <anna@thenewstimes.com>; 'espanberg@bizjournals.com' <espanberg@bizjournals.com>; 'jmorrell@charlotteobserver.com'

<nconley@mcdowellnews.com>; 'editor@mitchellnews.com' <editor@mitchellnews.com>;
 'reporter1@mitchellnews.com' <reporter1@mitchellnews.com>; 'dibach@statesville.com' <dibach@statesville.com>;
 'lwall@morganton.com' <lwall@morganton.com>; 'tom.mayer@mountaintimes.com'
 <tom.mayer@mountaintimes.com>; 'news@mountainx.com' <news@mountainx.com>; 'cmorrisroe@mountainx.com'
 <cmorrisroe@mountainx.com>; 'publisher@mountainx.com' <publisher@mountainx.com>; 'tjoyce@civitasmedia.com'
 <tjoyce@civitasmedia.com>; 'jlinville@civitasmedia.com' <jlinville@civitasmedia.com>; 'erika.edwards@nbcuni.com'
 <erika.edwards@nbcuni.com>; 'greg.kohler@nbcuni.com' <greg.kohler@nbcuni.com>; 'jen.croteau@nbcuni.com'
 <jen.croteau@nbcuni.com>; 'mike.mcfeeters@nbcuni.com' <mike.mcfeeters@nbcuni.com>; 'beta@ncbeaches.com'
 <beta@ncbeaches.com>; 'brian.balfoul@nccivitas.org' <brian.balfoul@nccivitas.org>; 'communications@ncgop.org'
 <communications@ncgop.org>; 'emily.weeks@ncgop.org' <emily.weeks@ncgop.org>; 'communications@ncgop.org'
 <communications@ncgop.org>; 'rose.hoban@gmail.com' <rose.hoban@gmail.com>; 'mark@flyingcar.cc'
 <mark@flyingcar.cc>; 'lhorsch@ncinsider.com' <lhorsch@ncinsider.com>; 'BFerrell@ncnn.com' <BFerrell@ncnn.com>;
 'newsroom@ncnn.com' <newsroom@ncnn.com>; 'phil@ncpress.com' <phil@ncpress.com>;
 'tomcamp@carolinabroadcasting.com' <tomcamp@carolinabroadcasting.com>; 'roberthoward@ncdemocraticparty.org'
 <roberthoward@ncdemocraticparty.org>; 'Eddie.Fitzgerald@newbernsj.com' <Eddie.Fitzgerald@newbernsj.com>;
 'sjnewsroom@newbernsj.com' <sjnewsroom@newbernsj.com>; 'cal.bryant@r-cnews.com' <cal.bryant@r-cnews.com>;
 'gene.motley@r-cnews.com' <gene.motley@r-cnews.com>; 'Holly.Taylor@r-cnews.com' <Holly.Taylor@r-cnews.com>;
 'info@nsjonline.com' <info@nsjonline.com>; 'emily@northstatemedia.com' <emily@northstatemedia.com>;
 'cory.lavalette@nsjonline.com' <cory.lavalette@nsjonline.com>; 'neel@obsentinel.com' <neel@obsentinel.com>;
 'info@outerbanksvoice.com' <info@outerbanksvoice.com>; 'r.rao@pageantmedia.com' <r.rao@pageantmedia.com>;
 'hbradford@pionline.com' <hbradford@pionline.com>; 'thepiloteditor@gmail.com' <thepiloteditor@gmail.com>;
 'mkmurphy@thepilot.com' <mkmurphy@thepilot.com>; 'lauradouglass145@gmail.com'
 <lauradouglass145@gmail.com>; 'news@portcitydaily.com' <news@portcitydaily.com>;
 'Michael.p@localvoicemedia.com' <Michael.p@localvoicemedia.com>; 'vcrowder@publicradioeast.org'
 <vcrowder@publicradioeast.org>; 'aromero@quepasamedia.com' <aromero@quepasamedia.com>;
 'etupayachi@quepasamedia.com' <etupayachi@quepasamedia.com>; 'icruz@quepasamedia.com'
 <icruz@quepasamedia.com>; 'lbonner@newsobserver.com' <lbonner@newsobserver.com>;
 'wdoran@newsobserver.com' <wdoran@newsobserver.com>; 'togburn@newsobserver.com'
 <togburn@newsobserver.com>; 'jdrescher@newsobserver.com' <jdrescher@newsobserver.com>;
 'nbarnett@newsobserver.com' <nbarnett@newsobserver.com>; 'jschrader@newsobserver.com'
 <jschrader@newsobserver.com>; 'jstancill@newsobserver.com' <jstancill@newsobserver.com>;
 'jmurawski@newsobserver.com' <jmurawski@newsobserver.com>; 'jschrader@newsobserver.com'
 <jschrader@newsobserver.com>; 'rchristensen@newsobserver.com' <rchristensen@newsobserver.com>;
 'khui@newsobserver.com' <khui@newsobserver.com>; 'tom.buerkle@thomsonreuters.com'
 <tom.buerkle@thomsonreuters.com>; 'john@rhinotimes.net' <john@rhinotimes.net>; 'elaine@rhinotimes.net'
 <elaine@rhinotimes.net>; 'ddouglas@civitasmedia.com' <ddouglas@civitasmedia.com>; 'cdavis@rmtelegram.com'
 <cdavis@rmtelegram.com>; 'jherrin@rmtelegram.com' <jherrin@rmtelegram.com>; 'aharper@rmtelegram.com'
 <aharper@rmtelegram.com>; 'gmetrick@rmtelegram.com' <gmetrick@rmtelegram.com>; 'johnnywhitfield@roxboro-
 courier.com' <johnnywhitfield@roxboro-courier.com>; 'josh.bergeron@salisburypost.com'
 <josh.bergeron@salisburypost.com>; 'mwineka@salisburypost.com' <mwineka@salisburypost.com>;
 'rebecca.rider@salisburypost.com' <rebecca.rider@salisburypost.com>; 'editor@sanfordherald.com'
 <editor@sanfordherald.com>; 'logan@sanfordherald.com' <logan@sanfordherald.com>; 'zhorner@sanfordherald.com'
 <zhorner@sanfordherald.com>; 'dturbyfill@shelbystar.com' <dturbyfill@shelbystar.com>;
 'jessi@smokymountainnews.com' <jessi@smokymountainnews.com>; 'garret@smokymountainnews.com'
 <garret@smokymountainnews.com>; 'cory@smokymountainnews.com' <cory@smokymountainnews.com>;
 'holly@smokymountainnews.com' <holly@smokymountainnews.com>; 'centralncnews@charter.com'
 <centralncnews@charter.com>; 'tim.boyum@charter.com' <tim.boyum@charter.com>; 'loretta.boniti@charter.com'
 <loretta.boniti@charter.com>; 'cltnews@charter.com' <cltnews@charter.com>; 'coastalncnews@charter.com'
 <coastalncnews@charter.com>; 'triadnews@charter.com' <triadnews@charter.com>; 'bj@stanlynewspress.com'
 <bj@stanlynewspress.com>; 'svlfreenews@gmail.com' <svlfreenews@gmail.com>; 'staylor@statesville.com'
 <staylor@statesville.com>; 'adodson@thestokesnews.com' <adodson@thestokesnews.com>;
 'shelly.sigo@sourcemedia.com' <shelly.sigo@sourcemedia.com>; 'derek.facey@blueridgenow.com'

<Dee.Jones@nctreasurer.com>; Dale Folwell <Dale@Nctreasurer.com>; Sam Hayes <Sam.Hayes@nctreasurer.com>; Edgar Starnes <Edgar.Starnes@nctreasurer.com>; Sharon Edmundson <Sharon.Edmundson@nctreasurer.com>; Powell Baggett <Powell.Baggett@nctreasurer.com>
Subject: Treasurer Folwell Comments on DOJ/Atrium Settlement



NORTH CAROLINA
DEPARTMENT OF STATE TREASURER



FOR IMMEDIATE RELEASE

November 26, 2018

Contact: Frank Lester

919-814-3811

Treasurer Folwell Calls for US Department of Justice to Recover Hundreds of Millions Potentially owed to NC Taxpayers from Hospitals' Anti-Competitive Activities and to Enforce Transparency in Pricing

Calls for Pricing Transparency from all North Carolina Hospitals

(Raleigh, N.C.) – State Treasurer Dale R. Folwell, CPA, today called for the United States Department of Justice to take action and for all North Carolina hospitals to be transparent in their pricing. The announcement was made in light of the recent settlement of a lawsuit filed by the United States Department of Justice and the North Carolina Department of Justice against Atrium Health, formerly known as Carolinas Healthcare System.

The civil antitrust lawsuit challenged provisions in Atrium's contracts with major health insurers including Blue Cross and Blue Shield of North Carolina (Blue Cross NC) that prohibited what otherwise would have been used to direct consumers towards high quality, cost-effective health care providers.

"For decades, the largest public hospital system in North Carolina has been engaging in this and other anti-competitive activities," said Treasurer Folwell. "In the spirit of this settlement, I'm calling on all North Carolina hospitals to be transparent and to publish their pricing so consumers can make informed decisions regarding health care. I'm also calling for the United States Department of Justice and the North Carolina Department of Justice, on behalf of the State Health Plan, to recover the potentially hundreds of millions overcharged to consumers by hospital management from this illegal activity."

Earlier this year, the State Health Plan (Plan) submitted a public records request to UNC Health Care for a copy of its contract and fee schedule with Blue Cross NC. Blue Cross NC is the third party administrator for the Plan and negotiates pricing for the Plan's 727,000 members.

In response, UNC Health Care provided more than 100 pages of redacted information with no visible prices. The state-owned hospital said that pricing information between Blue Cross NC and itself is confidential. Treasurer Folwell responded with a press release highlighting its absurdity.

"The taxpayers need to understand that the state treasurer cannot find out from the state hospital what the State Health Plan is paying for medical services for state workers," said Folwell. "It's beyond belief."

Anna Yount

From: Andrew Norton
Sent: Monday, November 26, 2018 1:26 PM
To: Frank Lester; Dee Jones; Edgar Starnes
Cc: Dale Folwell
Subject: RE: Rep. Dobson

Do we want to have a prep meeting?

Andrew J. Norton

Deputy General Counsel
State Health Plan
Office: (919) 814-4463

3200 Atlantic Avenue, Raleigh, NC 27604
www.SHPNC.org



E-mail correspondence to and from this address is subject to North Carolina's Public Records Act, N.C. Gen. Stat. Sec. 132, and may be disclosed to third parties. However Federal and State law protects personal health and other information that may be contained in this e-mail from unauthorized disclosure. If you are not the intended recipient, please delete this e-mail and any accompanying documents and contact the sender immediately. Unauthorized disclosure, copying or distribution of any confidential or privileged content of this e-mail is prohibited.

From: Frank Lester
Sent: Monday, November 26, 2018 10:09 AM
To: Andrew Norton <andrew.norton@nctreasurer.com>; Dee Jones <Dee.Jones@nctreasurer.com>; Edgar Starnes <Edgar.Starnes@nctreasurer.com>
Cc: Dale Folwell <Dale@Nctreasurer.com>
Subject: RE: Rep. Dobson

I can make that work as well. Frank

Frank G. Lester

Deputy Treasurer
Communications/Government Affairs
Office of the State Treasurer
Office: (919) 814-3811

3200 Atlantic Avenue, Raleigh, NC 27604
www.NCTreasurer.com



DeeJones

Executive Director
State Health Plan

From: Edgar Starnes

Sent: Sunday, November 25, 2018 4:09 PM

To: Dee Jones <Dee.Jones@nctreasurer.com>; Andrew Norton <andrew.norton@nctreasurer.com>; Frank Lester <Frank.Lester@nctreasurer.com>

Cc: Dale Folwell <Dale@Nctreasurer.com>

Subject: Rep. Dobson

Representative Dobson's great grandmother died and the funeral is tomorrow. He wishes to reschedule at 9:30 Tuesday. Does this work for you?

Edgar V. Starnes
Senior Policy Advisor and Legislative Liaison
Office of the State Treasurer
Phone: [\(919\) 814-3812](tel:(919)814-3812)

[3200 Atlantic Avenue, Raleigh, NC 27604](https://www.NCTreasurer.com)
www.NCTreasurer.com

E-mail correspondence to and from this address may be subject to the North Carolina Public Records Law. It may be subject to monitoring and disclosed to third parties, including law enforcement personnel, by an authorized state official. IMPORTANT: When sending confidential or sensitive information, encryption should be used.

Anna Yount

From: Edgar Starnes
Sent: Monday, November 26, 2018 1:29 PM
To: Andrew Norton; Frank Lester; Dee Jones
Cc: Dale Folwell
Subject: RE: Rep. Dobson

Not unless you think it necessary. Rep. Dobson wants to ask questions about referenced based pricing. I'm confident that you will know the answer to any questions he ask.

Edgar V. Starnes

Senior Policy Advisor and Legislative Liason
Office of the State Treasurer
Office: (919) 814-3812

3200 Atlantic Avenue, Raleigh, NC 27604
www.NCTreasurer.com



NORTH CAROLINA
DEPARTMENT OF STATE TREASURER



Dale R. Folwell, CPA
STATE TREASURER OF NORTH CAROLINA
DALE R. FOLWELL, CPA

E-mail correspondence to and from this address is subject to North Carolina's Public Records Act, N.C. Gen. Stat. Sec. 132, and may be disclosed to third parties. However Federal and State law protects personal health and other information that may be contained in this e-mail from unauthorized disclosure. If you are not the intended recipient, please delete this e-mail and any accompanying documents and contact the sender immediately. Unauthorized disclosure, copying or distribution of any confidential or privileged content of this e-mail is prohibited.

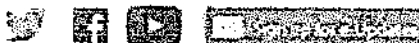
From: Andrew Norton
Sent: Monday, November 26, 2018 1:26 PM
To: Frank Lester <Frank.Lester@nctreasurer.com>; Dee Jones <Dee.Jones@nctreasurer.com>; Edgar Starnes <Edgar.Starnes@nctreasurer.com>
Cc: Dale Folwell <Dale@Nctreasurer.com>
Subject: RE: Rep. Dobson

Do we want to have a prep meeting?

Andrew J. Norton

Deputy General Counsel
State Health Plan
Office: (919) 814-4463

3200 Atlantic Avenue, Raleigh, NC 27604
www.SHPNC.org



North Carolina
State Health Plan
FOR TEACHERS AND STATE EMPLOYEES

A Division of the Department of State Treasurer



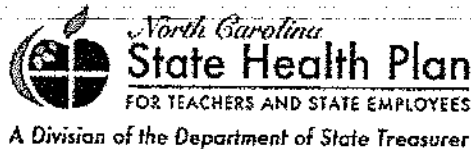
Dale R. Folwell, CPA
STATE TREASURER OF NORTH CAROLINA
DALE R. FOLWELL, CPA

I can make it work as well.

Andrew J. Norton

Deputy General Counsel
State Health Plan
Office: (919) 814-4463

3200 Atlantic Avenue, Raleigh, NC 27604
www.SHPNC.org



Dale R. Folwell, CPA
STATE TREASURER OF NORTH CAROLINA
DALE R. FOLWELL, CPA

E-mail correspondence to and from this address is subject to North Carolina's Public Records Act, N.C. Gen. Stat. Sec. 132, and may be disclosed to third parties. However Federal and State law protects personal health and other information that may be contained in this e-mail from unauthorized disclosure. If you are not the intended recipient, please delete this e-mail and any accompanying documents and contact the sender immediately. Unauthorized disclosure, copying or distribution of any confidential or privileged content of this e-mail is prohibited.

From: Dee Jones

Sent: Monday, November 26, 2018 8:56 AM

To: Edgar Starnes <Edgar.Starnes@nctreasurer.com>; Andrew Norton <andrew.norton@nctreasurer.com>; Frank Lester <Frank.Lester@nctreasurer.com>

Cc: Dale Folwell <Dale@Nctreasurer.com>

Subject: RE: Rep. Dobson

I can make 9:30 Tue work? Will just have to leave Sr Staff a little early.

DeeJones

Executive Director
State Health Plan

From: Edgar Starnes

Sent: Sunday, November 25, 2018 4:09 PM

To: Dee Jones <Dee.Jones@nctreasurer.com>; Andrew Norton <andrew.norton@nctreasurer.com>; Frank Lester <Frank.Lester@nctreasurer.com>

Cc: Dale Folwell <Dale@Nctreasurer.com>

Subject: Rep. Dobson

Representative Dobson's great grandmother died and the funeral is tomorrow. He wishes to reschedule at 9:30 Tuesday. Does this work for you?

Edgar V. Starnes
Senior Policy Advisor and Legislative Liaison
Office of the State Treasurer
Phone: (919) 814-3812

3200 Atlantic Avenue, Raleigh, NC 27604
www.NCTreasurer.com

Anna Yount

From: Frank Lester
Sent: Monday, November 26, 2018 1:31 PM
To: Edgar Starnes; Andrew Norton; Dee Jones
Cc: Dale Folwell
Subject: RE: Rep. Dobson

Let's get together for at least a few minutes prior to going down there. Frank

Frank G. Lester
Deputy Treasurer
Communications/Government Affairs
Office of the State Treasurer
Office: (919) 814-3811

3200 Atlantic Avenue, Raleigh, NC 27604
www.NCTreasurer.com



NORTH CAROLINA
DEPARTMENT OF STATE TREASURER



Dale R. Folwell, CPA
STATE TREASURER OF NORTH CAROLINA
DALE R. FOLWELL, CPA

E-mail correspondence to and from this address is subject to North Carolina's Public Records Act, N.C. Gen. Stat. Sec. 132, and may be disclosed to third parties. However Federal and State law protects personal health and other information that may be contained in this e-mail from unauthorized disclosure. If you are not the intended recipient, please delete this e-mail and any accompanying documents and contact the sender immediately. Unauthorized disclosure, copying or distribution of any confidential or privileged content of this e-mail is prohibited.

From: Edgar Starnes
Sent: Monday, November 26, 2018 1:29 PM
To: Andrew Norton <andrew.norton@nctreasurer.com>; Frank Lester <Frank.Lester@nctreasurer.com>; Dee Jones <Dee.Jones@nctreasurer.com>
Cc: Dale Folwell <Dale@Nctreasurer.com>
Subject: RE: Rep. Dobson

Not unless you think it necessary. Rep. Dobson wants to ask questions about referenced based pricing. I'm confident that you will know the answer to any questions he ask.

I can make that work as well. Frank

Frank G. Lester

Deputy Treasurer
Communications/Government Affairs
Office of the State Treasurer
Office: (919) 814-3811

3200 Atlantic Avenue, Raleigh, NC 27604
www.NCTreasurer.com



NORTH CAROLINA
DEPARTMENT OF STATE TREASURER



Dale R. Folwell, CPA
STATE TREASURER OF NORTH CAROLINA
DALE R. FOLWELL, CPA

E-mail correspondence to and from this address is subject to North Carolina's Public Records Act, N.C. Gen. Stat. Sec. 132, and may be disclosed to third parties. However Federal and State law protects personal health and other information that may be contained in this e-mail from unauthorized disclosure. If you are not the intended recipient, please delete this e-mail and any accompanying documents and contact the sender immediately. Unauthorized disclosure, copying or distribution of any confidential or privileged content of this e-mail is prohibited.

From: Andrew Norton

Sent: Monday, November 26, 2018 9:22 AM

To: Dee Jones <Dee.Jones@nctreasurer.com>; Edgar Starnes <Edgar.Starnes@nctreasurer.com>; Frank Lester <Frank.Lester@nctreasurer.com>

Cc: Dale Folwell <Dale@Nctreasurer.com>

Subject: RE: Rep. Dobson

I can make it work as well.

Andrew J. Norton

Deputy General Counsel
State Health Plan
Office: (919) 814-4463

3200 Atlantic Avenue, Raleigh, NC 27604
www.SHPNC.org



Anna Yount

From: Edgar Starnes
Sent: Monday, November 26, 2018 1:34 PM
To: Dale Folwell
Subject: RE: Please welcome a representative from SEANC to the provider reimbursement meeting on Monday at 3 o'clock. Thanks

She plans to attend.

Edgar V. Starnes

Senior Policy Advisor and Legislative Liason

Office of the State Treasurer

Office: (919) 814-3812

3200 Atlantic Avenue, Raleigh, NC 27604

www.NCTreasurer.com



NORTH CAROLINA
DEPARTMENT OF STATE TREASURER



Dale R. Folwell, CPA
STATE TREASURER OF NORTH CAROLINA
DALE R. FOLWELL, CPA

E-mail correspondence to and from this address is subject to North Carolina's Public Records Act, N.C. Gen. Stat. Sec. 132, and may be disclosed to third parties. However Federal and State law protects personal health and other information that may be contained in this e-mail from unauthorized disclosure. If you are not the intended recipient, please delete this e-mail and any accompanying documents and contact the sender immediately. Unauthorized disclosure, copying or distribution of any confidential or privileged content of this e-mail is prohibited.

From: Dale Folwell
Sent: Monday, November 26, 2018 12:35 PM
To: Edgar Starnes <Edgar.Starnes@nctreasurer.com>
Subject: RE: Please welcome a representative from SEANC to the provider reimbursement meeting on Monday at 3 o'clock. Thanks

Ardis.

Anna Yount

Executive Assistant to the Treasurer

Office of the State Treasurer

Office: (919) 814-3807

3200 Atlantic Avenue, Raleigh, NC 27604

www.NCTreasurer.com



NORTH CAROLINA
DEPARTMENT OF STATE TREASURER



Dale R. Folwell, CPA
STATE TREASURER OF NORTH CAROLINA
DALE R. FOLWELL, CPA



Anna Yount

From: Edgar Starnes
Sent: Monday, November 26, 2018 1:34 PM
To: Frank Lester; Andrew Norton; Dee Jones
Cc: Dale Folwell
Subject: RE: Rep. Dobson

That works

Edgar V. Starnes

Senior Policy Advisor and Legislative Liason

Office of the State Treasurer

Office: (919) 814-3812

3200 Atlantic Avenue, Raleigh, NC 27604

www.NCTreasurer.com



NORTH CAROLINA
DEPARTMENT OF STATE TREASURER



Dale R. Folwell, CPA
STATE TREASURER OF NORTH CAROLINA
DALE R. FOLWELL, CPA

E-mail correspondence to and from this address is subject to North Carolina's Public Records Act, N.C. Gen. Stat. Sec. 132, and may be disclosed to third parties. However Federal and State law protects personal health and other information that may be contained in this e-mail from unauthorized disclosure. If you are not the intended recipient, please delete this e-mail and any accompanying documents and contact the sender immediately. Unauthorized disclosure, copying or distribution of any confidential or privileged content of this e-mail is prohibited.

From: Frank Lester
Sent: Monday, November 26, 2018 1:31 PM
To: Edgar Starnes <Edgar.Starnes@nctreasurer.com>; Andrew Norton <andrew.norton@nctreasurer.com>; Dee Jones <Dee.Jones@nctreasurer.com>
Cc: Dale Folwell <Dale@Nctreasurer.com>
Subject: RE: Rep. Dobson

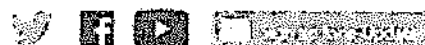
Let's get together for at least a few minutes prior to going down there. Frank

Frank G. Lester

Deputy Treasurer
Communications/Government Affairs
Office of the State Treasurer
Office: (919) 814-3811

3200 Atlantic Avenue, Raleigh, NC 27604

www.NCTreasurer.com



Do we want to have a prep meeting?

Andrew J. Norton

Deputy General Counsel
State Health Plan
Office: (919) 814-4463

3200 Atlantic Avenue, Raleigh, NC 27604
www.SHPNC.org



Dale R. Folwell, CPA
STATE TREASURER OF NORTH CAROLINA
DALE R. FOLWELL, CPA

E-mail correspondence to and from this address is subject to North Carolina's Public Records Act, N.C. Gen. Stat. Sec. 132, and may be disclosed to third parties. However Federal and State law protects personal health and other information that may be contained in this e-mail from unauthorized disclosure. If you are not the intended recipient, please delete this e-mail and any accompanying documents and contact the sender immediately. Unauthorized disclosure, copying or distribution of any confidential or privileged content of this e-mail is prohibited.

From: Frank Lester

Sent: Monday, November 26, 2018 10:09 AM

To: Andrew Norton <andrew.norton@nctreasurer.com>; Dee Jones <Dee.Jones@nctreasurer.com>; Edgar Starnes <Edgar.Starnes@nctreasurer.com>

Cc: Dale Folwell <Dale@Nctreasurer.com>

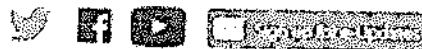
Subject: RE: Rep. Dobson

I can make that work as well. Frank

Frank G. Lester

Deputy Treasurer
Communications/Government Affairs
Office of the State Treasurer
Office: (919) 814-3811

3200 Atlantic Avenue, Raleigh, NC 27604
www.NCTreasurer.com



NORTH CAROLINA
DEPARTMENT OF STATE TREASURER



Dale R. Folwell, CPA
STATE TREASURER OF NORTH CAROLINA
DALE R. FOLWELL, CPA

E-mail correspondence to and from this address is subject to North Carolina's Public Records Act, N.C. Gen. Stat. Sec. 132, and may be disclosed to third parties. However Federal and State law protects personal health and other information that may be contained in this e-mail from unauthorized disclosure. If you are not the intended recipient, please delete this e-mail and any accompanying documents and contact the sender

Cc: Dale Folwell <Dale@Nctreasurer.com>

Subject: Rep. Dobson

Representative Dobson's great grandmother died and the funeral is tomorrow. He wishes to reschedule at 9:30 Tuesday. Does this work for you?

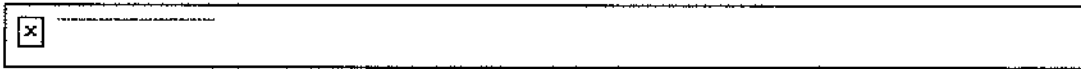
Edgar V. Starnes
Senior Policy Advisor and Legislative Liaison
Office of the State Treasurer
Phone: [\(919\) 814-3812](tel:(919)814-3812)

[3200 Atlantic Avenue, Raleigh, NC 27604](https://www.NCTreasurer.com)
www.NCTreasurer.com

E-mail correspondence to and from this address may be subject to the North Carolina Public Records Law. It may be subject to monitoring and disclosed to third parties, including law enforcement personnel, by an authorized state official.
IMPORTANT: When sending confidential or sensitive information, encryption should be used.

Anna Yount

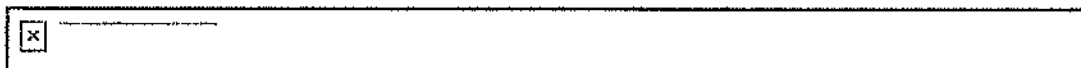
From: NC Total Retirement Plans <NCRetirementNews@nctreasurer.com>
Sent: Monday, November 26, 2018 1:39 PM
To: Dale Folwell
Subject: NC Retirement Systems: update your supplemental retirement account



How will you know if you're on track for retirement? Simple: track and update your income sources

It's that time of year! Time to log in to your NC 401(k), NC 457 and/or NC 403(b) account and update your outside assets in the Retirement Income Calculator (RIC). Doing this provides you with two benefits:

- Gives you the clearest picture of where you stand toward meeting your retirement goals
- Makes sure that your *myNCRetirement* Statement for this year is up-to-date with any sources of outside assets you may have



Log in to your supplemental retirement account before January 15, 2019, and review your account and sources of outside assets. If you have your North Carolina pension listed as an outside asset, be sure it's labeled "NC pension" so it will not be counted twice on your 2018 *myNCRetirement* Statement.

[Log in to NCPlans.Prudential.com](https://ncplans.prudential.com)

Anna Yount

To: Ronnie Smith (ronsmithville6@aol.com)
Subject: FW: Treasurer Folwell Comments on DOJ/Atrium Settlement

Dale R. Folwell, CPA

NC State Treasurer
Office of the State Treasurer
Office: (919) 814-3807

3200 Atlantic Avenue, Raleigh, NC 27604
www.NCTreasurer.com



NORTH CAROLINA
DEPARTMENT OF STATE TREASURER



Dale R. Folwell, CPA
STATE TREASURER OF NORTH CAROLINA
DALE R. FOLWELL, CPA

E-mail correspondence to and from this address is subject to North Carolina's Public Records Act, N.C. Gen. Stat. Sec. 132, and may be disclosed to third parties. However Federal and State law protects personal health and other information that may be contained in this e-mail from unauthorized disclosure. If you are not the intended recipient, please delete this e-mail and any accompanying documents and contact the sender immediately. Unauthorized disclosure, copying or distribution of any confidential or privileged content of this e-mail is prohibited.

From: Press

Sent: Monday, November 26, 2018 12:42 PM

To: 'alamancenews@mail.com' <alamancenews@mail.com>; 'grobertson@ap.org' <grobertson@ap.org>; 'apraleigh@ap.org' <apraleigh@ap.org>; 'mwaggoner@ap.org' <mwaggoner@ap.org>; 'sforeman@ap.org' <sforeman@ap.org>; 'tom.mayer@mountaintimes.com' <tom.mayer@mountaintimes.com>; 'colin.tate@mountaintimes.com' <colin.tate@mountaintimes.com>; 'ian.taylor@mountaintimes.com' <ian.taylor@mountaintimes.com>; 'luke.weir@mountaintimes.com' <luke.weir@mountaintimes.com>; 'racriscoe@courier-tribune.com' <racriscoe@courier-tribune.com>; 'ajordan@courier-tribune.com' <ajordan@courier-tribune.com>; 'jdwalker@courier-tribune.com' <jdwalker@courier-tribune.com>; 'jbiggs@courier-tribune.com' <jbiggs@courier-tribune.com>; 'MBarrett@CITIZEN-TIMES.com' <MBarrett@CITIZEN-TIMES.com>; 'cblake@citizen-times.com' <cblake@citizen-times.com>; 'bponder@citizentimes.com' <bponder@citizentimes.com>; 'jburgess@citizen-times.com' <jburgess@citizen-times.com>; 'dwdavis@citizen-times.com' <dwdavis@citizen-times.com>; 'jbowman@citizen-times.com' <jbowman@citizen-times.com>; 'editor@thetribunepapers.com' <editor@thetribunepapers.com>; 'editor@averyjournal.com' <editor@averyjournal.com>; 'news@averyjournal.com' <news@averyjournal.com>; 'paul@blackmountainnews.com' <paul@blackmountainnews.com>; 'news@blackmountainnews.com' <news@blackmountainnews.com>; 'anna.oakes@wataugademocrat.com' <anna.oakes@wataugademocrat.com>; 'mabernethy@thetimesnews.com' <mabernethy@thetimesnews.com>; 'bcresenzo@thetimesnews.com' <bcresenzo@thetimesnews.com>; 'rich.jackson@thetimesnews.com' <rich.jackson@thetimesnews.com>; 'dmildenberg@businessnc.com' <dmildenberg@businessnc.com>; 'chris.william@wellsfargoadvisors.com' <chris.william@wellsfargoadvisors.com>; 'dway@carolinajournal.com' <dway@carolinajournal.com>; 'rhenderson@carolinajournal.com' <rhenderson@carolinajournal.com>; 'cashmichaels@yahoo.com' <cashmichaels@yahoo.com>; 'jackie@thenewstimes.com' <jackie@thenewstimes.com>; 'elise@thenewstimes.com' <elise@thenewstimes.com>; 'anna@thenewstimes.com' <anna@thenewstimes.com>; 'espanberg@bizjournals.com' <espanberg@bizjournals.com>; 'jmorrell@charlotteobserver.com'

<nconley@mcdowellnews.com>; 'editor@mitchellnews.com' <editor@mitchellnews.com>;
 'reporter1@mitchellnews.com' <reporter1@mitchellnews.com>; 'dibach@statesville.com' <dibach@statesville.com>;
 'lwall@morganton.com' <lwall@morganton.com>; 'tom.mayer@mountaintimes.com'
 <tom.mayer@mountaintimes.com>; 'news@mountainx.com' <news@mountainx.com>; 'cmorrisroe@mountainx.com'
 <cmorrisroe@mountainx.com>; 'publisher@mountainx.com' <publisher@mountainx.com>; 'tjoyce@civitasmedia.com'
 <tjoyce@civitasmedia.com>; 'jlinville@civitasmedia.com' <jlinville@civitasmedia.com>; 'erika.edwards@nbcuni.com'
 <erika.edwards@nbcuni.com>; 'greg.kohler@nbcuni.com' <greg.kohler@nbcuni.com>; 'jen.croteau@nbcuni.com'
 <jen.croteau@nbcuni.com>; 'mike.mcfeeters@nbcuni.com' <mike.mcfeeters@nbcuni.com>; 'beta@ncbeaches.com'
 <beta@ncbeaches.com>; 'brian.balfoul@nccivitas.org' <brian.balfoul@nccivitas.org>; 'communications@ncgop.org'
 <communications@ncgop.org>; 'emily.weeks@ncgop.org' <emily.weeks@ncgop.org>; 'communications@ncgop.org'
 <communications@ncgop.org>; 'rose.hoban@gmail.com' <rose.hoban@gmail.com>; 'mark@flyingcar.cc'
 <mark@flyingcar.cc>; 'lhorsch@ncinsider.com' <lhorsch@ncinsider.com>; 'BFerrell@ncnn.com' <BFerrell@ncnn.com>;
 'newsroom@ncnn.com' <newsroom@ncnn.com>; 'phil@ncpress.com' <phil@ncpress.com>;
 'tomcamp@carolinabroadcasting.com' <tomcamp@carolinabroadcasting.com>; 'roberthoward@ncdemocraticparty.org'
 <roberthoward@ncdemocraticparty.org>; 'Eddie.Fitzgerald@newbernsj.com' <Eddie.Fitzgerald@newbernsj.com>;
 'sjnewsroom@newbernsj.com' <sjnewsroom@newbernsj.com>; 'cal.bryant@r-cnews.com' <cal.bryant@r-cnews.com>;
 'gene.motley@r-cnews.com' <gene.motley@r-cnews.com>; 'Holly.Taylor@r-cnews.com' <Holly.Taylor@r-cnews.com>;
 'info@nsjonline.com' <info@nsjonline.com>; 'emily@northstatemedia.com' <emily@northstatemedia.com>;
 'cory.lavalette@nsjonline.com' <cory.lavalette@nsjonline.com>; 'neel@obsentinel.com' <neel@obsentinel.com>;
 'info@outerbanksvoice.com' <info@outerbanksvoice.com>; 'r.rao@pageantmedia.com' <r.rao@pageantmedia.com>;
 'hbradford@pionline.com' <hbradford@pionline.com>; 'thepiloteditor@gmail.com' <thepiloteditor@gmail.com>;
 'mkmurphy@thepilot.com' <mkmurphy@thepilot.com>; 'lauradouglass145@gmail.com'
 <lauradouglass145@gmail.com>; 'news@portcitydaily.com' <news@portcitydaily.com>;
 'Michael.p@localvoicemedia.com' <Michael.p@localvoicemedia.com>; 'vcrowder@publicradioeast.org'
 <vcrowder@publicradioeast.org>; 'aromero@quepasamedia.com' <aromero@quepasamedia.com>;
 'etupayachi@quepasamedia.com' <etupayachi@quepasamedia.com>; 'icruz@quepasamedia.com'
 <icruz@quepasamedia.com>; 'lbonner@newsobserver.com' <lbonner@newsobserver.com>;
 'wdoran@newsobserver.com' <wdoran@newsobserver.com>; 'togburn@newsobserver.com'
 <togburn@newsobserver.com>; 'jdrescher@newsobserver.com' <jdrescher@newsobserver.com>;
 'nbarnett@newsobserver.com' <nbarnett@newsobserver.com>; 'jschrader@newsobserver.com'
 <jschrader@newsobserver.com>; 'jstancill@newsobserver.com' <jstancill@newsobserver.com>;
 'jmurawski@newsobserver.com' <jmurawski@newsobserver.com>; 'jschrader@newsobserver.com'
 <jschrader@newsobserver.com>; 'rchristensen@newsobserver.com' <rchristensen@newsobserver.com>;
 'khui@newsobserver.com' <khui@newsobserver.com>; 'tom.buerkle@thomsonreuters.com'
 <tom.buerkle@thomsonreuters.com>; 'john@rhinotimes.net' <john@rhinotimes.net>; 'elaine@rhinotimes.net'
 <elaine@rhinotimes.net>; 'ddouglas@civitasmedia.com' <ddouglas@civitasmedia.com>; 'cdavis@rmtelegram.com'
 <cdavis@rmtelegram.com>; 'jherrin@rmtelegram.com' <jherrin@rmtelegram.com>; 'aharper@rmtelegram.com'
 <aharper@rmtelegram.com>; 'gmetrick@rmtelegram.com' <gmetrick@rmtelegram.com>; 'johnnywhitfield@roxboro-
 courier.com' <johnnywhitfield@roxboro-courier.com>; 'josh.bergeron@salisburypost.com'
 <josh.bergeron@salisburypost.com>; 'mwineka@salisburypost.com' <mwineka@salisburypost.com>;
 'rebecca.rider@salisburypost.com' <rebecca.rider@salisburypost.com>; 'editor@sanfordherald.com'
 <editor@sanfordherald.com>; 'logan@sanfordherald.com' <logan@sanfordherald.com>; 'zhornier@sanfordherald.com'
 <zhornier@sanfordherald.com>; 'dturbyfill@shelbystar.com' <dturbyfill@shelbystar.com>;
 'jessi@smokymountainnews.com' <jessi@smokymountainnews.com>; 'garret@smokymountainnews.com'
 <garret@smokymountainnews.com>; 'cory@smokymountainnews.com' <cory@smokymountainnews.com>;
 'holly@smokymountainnews.com' <holly@smokymountainnews.com>; 'centralncnews@charter.com'
 <centralncnews@charter.com>; 'tim.boyum@charter.com' <tim.boyum@charter.com>; 'loretta.boniti@charter.com'
 <loretta.boniti@charter.com>; 'cltnews@charter.com' <cltnews@charter.com>; 'coastalncnews@charter.com'
 <coastalncnews@charter.com>; 'triadnews@charter.com' <triadnews@charter.com>; 'bj@stanlynewspress.com'
 <bj@stanlynewspress.com>; 'svlfreenews@gmail.com' <svlfreenews@gmail.com>; 'staylor@statesville.com'
 <staylor@statesville.com>; 'adodson@thestokesnews.com' <adodson@thestokesnews.com>;
 'shelly.sigo@sourcemediacom' <shelly.sigo@sourcemediacom>; 'derek.lacey@blueridgenow.com'

<Dee.Jones@nctreasurer.com>; Dale Folwell <Dale@Nctreasurer.com>; Sam Hayes <Sam.Hayes@nctreasurer.com>; Edgar Starnes <Edgar.Starnes@nctreasurer.com>; Sharon Edmundson <Sharon.Edmundson@nctreasurer.com>; Powell Baggett <Powell.Baggett@nctreasurer.com>
Subject: Treasurer Folwell Comments on DOJ/Atrium Settlement



NORTH CAROLINA
DEPARTMENT OF STATE TREASURER

STAT
DA
/

FOR IMMEDIATE RELEASE

November 26, 2018

Contact: Frank Lester
919-814-3811

**Treasurer Folwell Calls for US Department of Justice to Recover Hundreds of Millions
Potentially owed to NC Taxpayers from Hospitals' Anti-Competitive Activities and to Enforce
Transparency in Pricing**

Calls for Pricing Transparency from all North Carolina Hospitals

(Raleigh, N.C.) – State Treasurer Dale R. Folwell, CPA, today called for the United States Department of Justice to take action and for all North Carolina hospitals to be transparent in their pricing. The announcement was made in light of the recent settlement of a lawsuit filed by the United States Department of Justice and the North Carolina Department of Justice against Atrium Health, formerly known as Carolinas Healthcare System.

The civil antitrust lawsuit challenged provisions in Atrium's contracts with major health insurers including Blue Cross and Blue Shield of North Carolina (Blue Cross NC) that prohibited what otherwise would have been used to direct consumers towards high quality, cost-effective health care providers.

"For decades, the largest public hospital system in North Carolina has been engaging in this and other anti-competitive activities," said Treasurer Folwell. "In the spirit of this settlement, I'm calling on all North Carolina hospitals to be transparent and to publish their pricing so consumers can make informed decisions regarding health care. I'm also calling for the United States Department of Justice and the North Carolina Department of Justice, on behalf of the State Health Plan, to recover the potentially hundreds of millions overcharged to consumers by hospital management from this illegal activity."

Earlier this year, the State Health Plan (Plan) submitted a public records request to UNC Health Care for a copy of its contract and fee schedule with Blue Cross NC. Blue Cross NC is the third party administrator for the Plan and negotiates pricing for the Plan's 727,000 members.

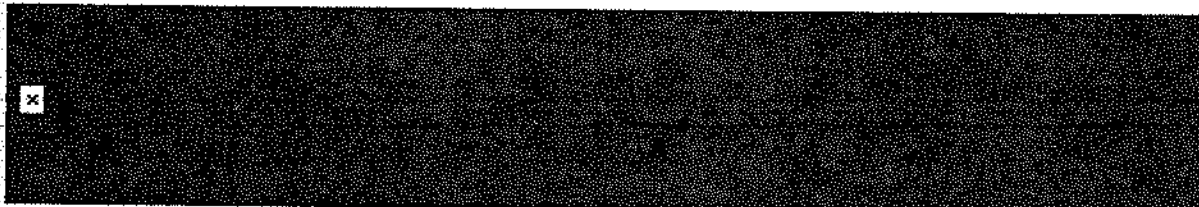
In response, UNC Health Care provided more than 100 pages of redacted information with no visible prices. The state-owned hospital said that pricing information between Blue Cross NC and itself is confidential. Treasurer Folwell responded with a press release highlighting its absurdity.

"The taxpayers need to understand that the state treasurer cannot find out from the state hospital what the State Health Plan is paying for medical services for state workers," said Folwell. "It's beyond belief."

From: FTSE Russell <email@ftserussell.com>
Sent: Monday, November 26, 2018 2:02 PM
To: Dale Folwell
Subject: Considerations for International Investing & Currency Hedging

Join the webinar

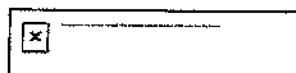
[VIEW ONLINE](#)



Join FTSE Russell and New York Life Investments for a macroeconomic overview, as well as a discussion on current opportunities in the international landscape and currency hedging strategies.

WHEN

Wednesday, December 5, 2018
12:00 p.m. ET



This webinar will explore:

- The current macroeconomic environment
- Currency hedging: methodology and implementation considerations of passive strategies
- Complementing passive and active strategies

SPEAKERS:

- Alec Young, managing director of global markets research, FTSE Russell
- Yan Yan, PhD, associate director of research & analysis, FTSE Russell
- Carlos Garcia Tunon, CFA, portfolio manager for MainStay MacKay International Equity Fund, New York Life Investments

[CONTACT US](#) | [FTSERUSSELL.COM](#) | [BLOG](#) |  

© 2018 London Stock Exchange Group plc and its applicable group undertakings (the "LSE Group"). The LSE Group includes (1) FTSE International Limited ("FTSE"), (2) Frank Russell Company ("Russell"), (3) FTSE Global Debt Capital Markets Inc. and FTSE Global Debt Capital Markets Limited (together "FTSE GDCM"), (4) MTSNext Limited ("MTSNext"), (5) Mergent, Inc. ("Mergent"), (6) FTSE Fixed Income LLC ("FTSE FI") and (7) The Yield Book Inc ("YB"). All rights reserved.

FTSE Russell is a trading name of LSE, Russell, FTSE FI, MTSNext Limited, Mergent, FTSE FI and YB. "FTSE", "Russell", "FTSE Russell", "MTS", "FTSE4Good", "YB", "Mergent", "WorldBio", "USING", "EuroBIO", "AustBIO", "The Yield Book" and all other trademarks and service marks used herein (whether registered

Anna Yount

From: Poynter, R. Kinney <kpoynter@nasact.org>
Sent: Monday, November 26, 2018 2:18 PM
To: NSAAAuditors; NASCComptrollers; StateTreasurers;
UniformGuidanceImplementationWorkgroup
Cc: Chebinou, Cornelia; O'Ryan, Kim; Rowland, Sherri; NSAAAuditorsCCs;
NASCComptrollersCCs; StateTreasurersCCs; NSAA2019SingleAuditCommittee; Johnson, Glenda
Subject: OMB releases draft grants management common data standards - Your feedback is requested by January 4, 2019
Attachments: Copy of GRM-Data-Standards-Full-Public-Comment-Template.xlsx
Importance: High

To: State Auditors, Comptrollers and Treasurers
NASACT Uniform Guidance Implementation Work Group
NSAA Single Audit Committee

Recently, OMB issued a [notice](#) in the Federal Register seeking comments on a set of **proposed grants management common data standards**. The proposed common data standards contained in the notice are a pre-decisional draft and should not be interpreted as setting policy or official guidance.

These common data standards have been created in support of the [Results-Oriented Accountability for Grants Goal](#) (CAP Goal #8) which was contained in the President's Management Agenda (March 2018). The intent of CAP Goal #8 is to: rebalance compliance efforts with a focus on results for the American taxpayer; **standardize grant reporting data** (emphasis added) and improve data collection in ways that will increase efficiency, promote evaluation, reduce reporting burden, and benefit the American taxpayer; measure progress and share lessons learned and best practices to inform future efforts, and support innovation to achieve results.

OMB is proposing 426 data standards outlined [here](#) (scroll to the bottom of the web page). For your convenience, we are also attaching an Excel spreadsheet that contains the proposed data standards. The proposed data standards cover the following areas:

010 Grant Program Administration
020 Grant Pre-Award Management
030 Grant Award Management
040 Grant Post-Award Management and Closeout
050 Grant Program Oversight
060 Grant Recipient Oversight

OMB is requesting feedback on the following areas:

- Are the data elements appropriately named?
- Are the data element definitions accurate?
- Is the authoritative reference(s) listed correct and comprehensive?
- Are the corresponding domain values accurate and complete?
- After reviewing all of the identified critical GRM data elements, do you believe OMB is missing any data elements?

OMB is holding Office Hour Sessions for any questions, comments or concerns you may have. Updated dates and times will be posted on the [Grants Feedback Site](#) and the [Community of Practice Page](#). To join an Office Hour Session, use the following number: 1-866-928-2008; 8514834#.

- November 29, Time 9:30 a.m.-10:30 a.m. (EST)
- December 6, Time TBD
- December 13, Time TBD

This list is a simplified view of the Grants FIBF Standard Data Elements list. It includes the columns to be published for public comment. Elements that are used in multiple process areas will appear only once in the first functional area in which the element is used, or it will be colocated with similar elements for context alignment.

When preparing feedback, consider the following:

For the new standard data elements identified and defined:

- Are the data elements appropriately named?
- Are the data element definitions accurate?
- Is the Authoritative Reference(s) listed correct and comprehensive?
- Are the corresponding domain values accurate and complete?

After reviewing all of the identified critical GRM data elements:

- Are we missing any data elements?

Process Area	Proposed Data Element Label	Data Element #	Proposed Data Element Definition	Proposed References	Proposed Domain Values
010 Grant Program Administration	AgencyTypeCode	1	A text code denoting the role of the Federal agency in the Grants management process (e.g. awarding agency, oversight agency, funding agency).	(2) 2 CFR 170.100; (3) 2 CFR 170.110; (4) 2 CFR 170.115; (17) 2 CFR 200.18; (19) 2 CFR 200.202; (20) 2 CFR 200.203; (21) 2 CFR 200.204; (22) 2 CFR 200.205; (23) 2 CFR 200.206; (24) 2 CFR 200.207; (25) 2 CFR 200.208; (26) 2 CFR 200.209; (96) 2 CFR 200.501; (99) 2 CFR 200.512; (100) 2 CFR 200.513; (101) 2 CFR 200.515; (102) 2 CFR 200.516; (112) 2 CFR 200.73; (134) 2 CFR Appendix I to Part 200; (160) Federal Funding Accountability and Transparency Act of 2006 or Transparency Act—Public Law 109-282, as amended by section 6202(a) of Public Law 110-	Awarding Agency; Cognizant Agency for Audit; Cognizant Agency for Indirect Cost; Funding Agency; Oversight Agency;
	AgencyDepartmentCode	2	A 3-digit CGAC Federal agency code of the department or establishment of the Government as used in the Treasury Account Fund Symbol (TAFS). (187, augmented)	(2) 2 CFR 170.100; (3) 2 CFR 170.110; (4) 2 CFR 170.115; (17) 2 CFR 200.18; (19) 2 CFR 200.202; (20) 2 CFR 200.203; (21) 2 CFR 200.204; (22) 2 CFR 200.205; (23) 2 CFR 200.206; (24) 2 CFR 200.207; (25) 2 CFR 200.208; (26) 2 CFR 200.209; (96) 2 CFR 200.501; (99) 2 CFR 200.512; (100) 2 CFR 200.513; (101) 2 CFR 200.515; (102) 2 CFR 200.516; (112) 2 CFR 200.73; (134) 2 CFR Appendix I to Part 200; (160) Federal Funding Accountability and Transparency Act of 2006 or Transparency Act—Public Law 109-282, as amended by section 6202(a) of Public Law 110-	

AgencySubTierCode	5	A code denoting the level 2 Federal agency that awarded, executed, or is otherwise responsible for the grants transaction. (187, augmented)	(2) 2 CFR 170.100; (3) 2 CFR 170.110; (4) 2 CFR 170.115; (17) 2 CFR 200.18; (19) 2 CFR 200.202; (20) 2 CFR 200.203; (21) 2 CFR 200.204; (22) 2 CFR 200.205; (23) 2 CFR 200.206; (24) 2 CFR 200.207; (25) 2 CFR 200.208; (26) 2 CFR 200.209; (96) 2 CFR 200.501; (99) 2 CFR 200.512; (100) 2 CFR 200.513; (101) 2 CFR 200.515; (102) 2 CFR 200.516; (112) 2 CFR 200.73; (134) 2 CFR Appendix I to Part 200; (160) Federal Funding Accountability and Transparency Act of 2006 or Transparency Act—Public Law 109-282, as amended by section 6202(a) of Public Law 110-	
AgencySharedContactText	6	A group contact method that multiple people access, so that someone will respond even if others are unexpectedly absent during critical periods. (134)	(2) 2 CFR 170.100; (3) 2 CFR 170.110; (4) 2 CFR 170.115; (17) 2 CFR 200.18; (19) 2 CFR 200.202; (20) 2 CFR 200.203; (21) 2 CFR 200.204; (22) 2 CFR 200.205; (23) 2 CFR 200.206; (24) 2 CFR 200.207; (25) 2 CFR 200.208; (26) 2 CFR 200.209; (96) 2 CFR 200.501; (99) 2 CFR 200.512; (100) 2 CFR 200.513; (101) 2 CFR 200.515; (102) 2 CFR 200.516; (112) 2 CFR 200.73; (134) 2 CFR Appendix I to Part 200; (160) Federal Funding Accountability and Transparency Act of 2006 or Transparency Act—Public Law 109-282, as amended by section 6202(a) of Public Law 110-	

AgencyPersonFirstName	9	A first name of a person from the Federal agency.	(2) 2 CFR 170.100; (3) 2 CFR 170.110; (4) 2 CFR 170.115; (19) 2 CFR 200.202; (20) 2 CFR 200.203; (21) 2 CFR 200.204; (22) 2 CFR 200.205; (23) 2 CFR 200.206; (24) 2 CFR 200.207; (25) 2 CFR 200.208; (26) 2 CFR 200.209; (99) 2 CFR 200.512; (100) 2 CFR 200.513; (134) 2 CFR Appendix I to Part 200; (160) Federal Funding Accountability and Transparency Act of 2006 or Transparency Act—Public Law 109-282, as amended by section 6202(a) of Public Law 110-252 (31 U.S.C. 6101); (187) DAIMS D2 V2; (191) CFDA Data Dictionary; (195) grants.gov	
AgencyPersonMiddleInitialOrName	10	A middle initial or middle name of a person from the Federal agency.	(2) 2 CFR 170.100; (3) 2 CFR 170.110; (4) 2 CFR 170.115; (19) 2 CFR 200.202; (20) 2 CFR 200.203; (21) 2 CFR 200.204; (22) 2 CFR 200.205; (23) 2 CFR 200.206; (24) 2 CFR 200.207; (25) 2 CFR 200.208; (26) 2 CFR 200.209; (99) 2 CFR 200.512; (100) 2 CFR 200.513; (134) 2 CFR Appendix I to Part 200; (160) Federal Funding Accountability and Transparency Act of 2006 or Transparency Act—Public Law 109-282, as amended by section 6202(a) of Public Law 110-252 (31 U.S.C. 6101); (187) DAIMS D2 V2; (191) CFDA Data Dictionary; (195) grants.gov	

AgencyPersonAddressLine1 Text	13	A first line of the street address for the Federal agency point of contact.	(2) 2 CFR 170.100; (3) 2 CFR 170.110; (4) 2 CFR 170.115; (19) 2 CFR 200.202; (20) 2 CFR 200.203; (21) 2 CFR 200.204; (22) 2 CFR 200.205; (23) 2 CFR 200.206; (24) 2 CFR 200.207; (25) 2 CFR 200.208; (26) 2 CFR 200.209; (99) 2 CFR 200.512; (100) 2 CFR 200.513; (134) 2 CFR Appendix I to Part 200; (160) Federal Funding Accountability and Transparency Act of 2006 or Transparency Act—Public Law 109-282, as amended by section 6202(a) of Public Law 110-252 (31 U.S.C. 6101); (187) DAIMS D2 V2; (191) CFDA Data Dictionary; (195) grants.gov;	
AgencyPersonAddressLine2 Text	14	A second line of the street address for the Federal agency point of contact.	(2) 2 CFR 170.100; (3) 2 CFR 170.110; (4) 2 CFR 170.115; (19) 2 CFR 200.202; (20) 2 CFR 200.203; (21) 2 CFR 200.204; (22) 2 CFR 200.205; (23) 2 CFR 200.206; (24) 2 CFR 200.207; (25) 2 CFR 200.208; (26) 2 CFR 200.209; (99) 2 CFR 200.512; (100) 2 CFR 200.513; (134) 2 CFR Appendix I to Part 200; (160) Federal Funding Accountability and Transparency Act of 2006 or Transparency Act—Public Law 109-282, as amended by section 6202(a) of Public Law 110-252 (31 U.S.C. 6101); (187) DAIMS D2 V2; (195) grants.gov; (196) JFMIP Grant Financial System	

AgencyPersonStateOrProvinceCode	17	A code denoting a state or foreign province of the address for the Federal agency point of contact.	(2) 2 CFR 170.100; (3) 2 CFR 170.110; (4) 2 CFR 170.115; (19) 2 CFR 200.202; (20) 2 CFR 200.203; (21) 2 CFR 200.204; (22) 2 CFR 200.205; (23) 2 CFR 200.206; (24) 2 CFR 200.207; (25) 2 CFR 200.208; (26) 2 CFR 200.209; (134) 2 CFR Appendix I to Part 200; (160) Federal Funding Accountability and Transparency Act of 2006 or Transparency Act—Public Law 109-282, as amended by section 6202(a) of Public Law 110-252 (31 U.S.C. 6101); (187) DAAMS D2 V2; (195) grants.gov; (196) JFMIP Grant Financial System Requirements, 2000, Grants Overview Process	
AgencyPersonZipPostalCode	18	A zip code of the address for the Federal agency point of contact. (134, augmented)	(2) 2 CFR 170.100; (3) 2 CFR 170.110; (4) 2 CFR 170.115; (19) 2 CFR 200.202; (20) 2 CFR 200.203; (21) 2 CFR 200.204; (22) 2 CFR 200.205; (23) 2 CFR 200.206; (24) 2 CFR 200.207; (25) 2 CFR 200.208; (26) 2 CFR 200.209; (99) 2 CFR 200.512; (100) 2 CFR 200.513; (134) 2 CFR Appendix I to Part 200; (160) Federal Funding Accountability and Transparency Act of 2006 or Transparency Act—Public Law 109-282, as amended by section 6202(a) of Public Law 110-252 (31 U.S.C. 6101); (187) DAAMS D2 V2; (195) grants.gov; (196) JFMIP Grant Financial System	

AgencyPersonFaxText	21	A facsimile number for the Federal agency point of contact.	(2) 2 CFR 170.100; (3) 2 CFR 170.110; (4) 2 CFR 170.115; (19) 2 CFR 200.202; (20) 2 CFR 200.203; (21) 2 CFR 200.204; (22) 2 CFR 200.205; (23) 2 CFR 200.206; (24) 2 CFR 200.207; (25) 2 CFR 200.208; (26) 2 CFR 200.209; (99) 2 CFR 200.512; (100) 2 CFR 200.513; (134) 2 CFR Appendix I to Part 200; (160) Federal Funding Accountability and Transparency Act of 2006 or Transparency Act—Public Law 109-282, as amended by section 6202(a) of Public Law 110-252 (31 U.S.C. 6101); (187) DAIMS D2 V2; (190) CDER; (195) grants.gov; (196) JEMIP Grant	
AgencyPersonPhoneText	22	A phone number for the Federal agency point of contact.	(2) 2 CFR 170.100; (3) 2 CFR 170.110; (4) 2 CFR 170.115; (19) 2 CFR 200.202; (20) 2 CFR 200.203; (21) 2 CFR 200.204; (22) 2 CFR 200.205; (23) 2 CFR 200.206; (24) 2 CFR 200.207; (25) 2 CFR 200.208; (26) 2 CFR 200.209; (99) 2 CFR 200.512; (100) 2 CFR 200.513; (134) 2 CFR Appendix I to Part 200; (160) Federal Funding Accountability and Transparency Act of 2006 or Transparency Act—Public Law 109-282, as amended by section 6202(a) of Public Law 110-252 (31 U.S.C. 6101); (187) DAIMS D2 V2; (190) CDER; (195) grants.gov; (196) JEMIP Grant	
GrantProgramCooperativeAgreementInvolvementText	23	A description of the level of substantial involvement that the Federal agency expects to have with the recipient of the cooperative agreement. (134, augmented)	(19) 2 CFR 200.202; (20) 2 CFR 200.203; (27) 2 CFR 200.210; (134) 2 CFR Appendix I to Part 200; (170) Public Law 95-224 Federal Grant and Cooperative Agreement Act;	

GRMGeneralEligibleApplicantBusinessTypeCharacteristicTypeCode	28	A collection of codes denoting the attributes further defining the non-Federal legal entity that the Federal agency has deemed eligible to apply for a specified funding opportunity.	(19) 2 CFR 200.202; (20) 2 CFR 200.203; (21) 2 CFR 200.204; (22) 2 CFR 200.205; (23) 2 CFR 200.206; (134) 2 CFR Appendix I to Part 200;	1862 Land Grant College; 1890 Land Grant College; 1994 Land Grant College; AbilityOne Non-Profit Agency; Accredited/Not accredited; Alaskan Native Serving Institution; Alaskan Native Corporation Owned Firm; Asian-Pacific American Owned Business; Black American Owned; Community Development Corporation Owned Firm; Community Development Corporation; DOT Certified Disadvantaged Business Enterprise (DBE); Domestic Shelter; Economically Disadvantaged Women Small Owned Business; Federally Funded Research and Development Center; Foundation; Hispanic American Owned; Hispanic-serving Institution; Historically Black College or University (HBCU); Hospital; Independent research institute; Indian/Native American Tribal Designated
GRMEligibilityOtherCriteriaTypeCode	29	A code enumerating the considerations or factors that determine applicant or application for an award eligibility for the specified funding opportunity (e.g., cost sharing, cost matching, other). (compiled from 134)	(19) 2 CFR 200.202; (20) 2 CFR 200.203; (21) 2 CFR 200.204; (22) 2 CFR 200.205; (23) 2 CFR 200.206; (134) 2 CFR Appendix I to Part 200;	cost matching; cost participation; cost sharing; other;
GRMEligibilityOtherCriteriaText	30	A description of the considerations or factors that determine applicant or application for an award eligibility for the specified funding opportunity (e.g., criteria that have the effect of making an application or project ineligible for Federal awards, whether referred to as "responsiveness" criteria, "go-no go" criteria, "threshold" criteria, "disqualification factors", or in other ways). This section should also address any eligibility criteria for beneficiaries or for program participants other than Federal award recipients (134, augmented)	(19) 2 CFR 200.202; (20) 2 CFR 200.203; (21) 2 CFR 200.204; (22) 2 CFR 200.205; (23) 2 CFR 200.206; (134) 2 CFR Appendix I to Part 200;	
GrantAwardInstrumentTypeCode	31	A code denoting the type of Federal financial assistance provided by the award, such as a grant or cooperative agreement. (187, augmented)	(18) 2 CFR 200.201; (20) 2 CFR 200.203; (21) 2 CFR 200.204; (22) 2 CFR 200.205; (24) 2 CFR 200.207; (25) 2 CFR 200.208; (27) 2 CFR 200.210; (39) 2 CFR 200.308; (91) 2 CFR 200.45; (92) 2 CFR 200.450; (134) 2 CFR Appendix I to Part 200; (187) DAIMS D2 V2; (198) USASpending.gov Data Dictionary;	Cooperative Agreement; Grant;

GrantAwardPerformanceMeasureText	36	A narrative describing the actual performance measure against which project/award progress and award activities can be measured. This can be quantitative or qualitative. For example, it can include counts, percentages, targeted dates, time periods, levels, milestones or indicators. It could also describe an accomplishment, a product, a condition, a result, or a status. (202, augmented)	(19) 2 CFR 200.202; (20) 2 CFR 200.203; (21) 2 CFR 200.204; (22) 2 CFR 200.205; (23) 2 CFR 200.206; (27) 2 CFR 200.210; (56) 2 CFR 200.328; (202) PERFORMANCE PROGRESS REPORT OMB Approval Number: Performance Measures SF-PPR-A;	
GrantAwardPerformanceMeasureBaselineMeasurementText	37	A description indicating the initial starting point or average amount or condition related to each measure. (202)	(19) 2 CFR 200.202; (20) 2 CFR 200.203; (21) 2 CFR 200.204; (22) 2 CFR 200.205; (23) 2 CFR 200.206; (27) 2 CFR 200.210; (32) 2 CFR 200.301; (56) 2 CFR 200.328; (202) PERFORMANCE PROGRESS REPORT OMB Approval Number: Performance Measures SF-PPR-A;	
GrantProgramFormulaCalculationText	38	A description of the calculation(s)/algorithm(s) used to determine distribution funding for formula grants as prescribed by law or administrative regulation. (190, augmented)	(19) 2 CFR 200.202; (20) 2 CFR 200.203; (190) CDEP;	
GrantProgramOutcomeText	39	A description of the intended results of the program.	(19) 2 CFR 200.202; (20) 2 CFR 200.203; (21) 2 CFR 200.204; (22) 2 CFR 200.205; (23) 2 CFR 200.206; (232) 2 CFR 200.519;	
GrantAwardFundingOpportunityIndirectCostRateReimbursementPolicyText	40	A reference to the Federal or Federal agency-specific policy on indirect cost rate reimbursement applicable to the program, including any limitations or exclusions as to types or amount of cost items.	(20) 2 CFR 200.203; (27) 2 CFR 200.210; (79) 2 CFR 200.414; (134) 2 CFR Appendix I to Part 200;	
GrantProgramDescriptionText	41	A description, including the purpose, of the grant program that is established based on authorizing legislation from which funding opportunities are developed.	(19) 2 CFR 200.202; (20) 2 CFR 200.203; (21) 2 CFR 200.204; (22) 2 CFR 200.205; (23) 2 CFR 200.206; (232) 2 CFR 200.519;	
GrantProgramPriorityText	42	A description of the priority objectives of the program.	(19) 2 CFR 200.202; (20) 2 CFR 200.203; (21) 2 CFR 200.204; (22) 2 CFR 200.205; (23) 2 CFR 200.206; (232) 2 CFR 200.519;	
GrantProgramGoalText	43	A description of the goals of the program.	(19) 2 CFR 200.202; (20) 2 CFR 200.203; (21) 2 CFR 200.204; (22) 2 CFR 200.205; (23) 2 CFR 200.206; (232) 2 CFR 200.519;	

GrantProgramSpendingPlan Text	48	A plan for spending the budgeted program amount over a specified period of time (e.g., quarterly, biannually, fiscal year).	(19) 2 CFR 200.202; (20) 2 CFR 200.203; (21) 2 CFR 200.204; (22) 2 CFR 200.205; (23) 2 CFR 200.206;	
GRMDateTypeCode	49	A code denoting the type of key, or important, date used in the Grants management process.	(7) 2 CFR 180.155; (19) 2 CFR 200.202; (20) 2 CFR 200.203; (21) 2 CFR 200.204; (22) 2 CFR 200.205; (23) 2 CFR 200.206; (27) 2 CFR 200.210; (32) 2 CFR 200.301; (33) 2 CFR 200.302; (39) 2 CFR 200.308; (55) 2 CFR 200.327; (56) 2 CFR 200.328; (62) 2 CFR 200.338; (63) 2 CFR 200.339; (79) 2 CFR 200.414; (84) 2 CFR 200.419; (96) 2 CFR 200.501; (98) 2 CFR 200.511; (99) 2 CFR 200.512; (100) 2 CFR 200.513; (101) 2 CFR 200.515; (102) 2 CFR 200.516; (134) 2 CFR Appendix I to Part 200; (136) 2 CFR Appendix III; (143) 2 CFR Part 180; (160) Federal Funding	AIDS Application Due; Advisory Council Review; Application Due; Application Provided to Reviewer; Audit Package Submission; Audit Past Due; Audit Report Signed; Award Action Binding Agreement; Award Action Issued/Signed; Corrective Action Expected Completion; Cost Accounting Effective; Cost Accounting Period End; Cost Accounting Period Start; Disclosure Statement Effective; Earliest Start; Earliest Submission; Executive Order 12372 Due; Expiration; Final Report Accepted/Rejected; Final Report Submitted; Fiscal Year End; Fiscal Year Start; Funding Opportunity Material Release; Grant Award Termination Effective; Grant Recipient Suspension Or Debarment Effective; Grant Recipient Suspension Or Debarment
GRMDate	50	A key, or important, date that is used in the Grants management process.	(7) 2 CFR 180.155; (19) 2 CFR 200.202; (20) 2 CFR 200.203; (21) 2 CFR 200.204; (22) 2 CFR 200.205; (23) 2 CFR 200.206; (27) 2 CFR 200.210; (32) 2 CFR 200.301; (33) 2 CFR 200.302; (39) 2 CFR 200.308; (55) 2 CFR 200.327; (56) 2 CFR 200.328; (62) 2 CFR 200.338; (63) 2 CFR 200.339; (79) 2 CFR 200.414; (84) 2 CFR 200.419; (96) 2 CFR 200.501; (98) 2 CFR 200.511; (99) 2 CFR 200.512; (100) 2 CFR 200.513; (101) 2 CFR 200.515; (102) 2 CFR 200.516; (134) 2 CFR Appendix I to Part 200; (136) 2 CFR Appendix III; (143) 2 CFR Part 180; (160) Federal Funding	
GRMTime	51	A key, or important, time that is used in the Grants management process.		
GRMPolicyRequirementText	52	A citation or text indicating the public policy, national policy, or Federal statutory and Federal agency-specific policy for which award applicants or award recipients need to certify as part of the grant program or award.	(19) 2 CFR 200.202; (20) 2 CFR 200.203; (22) 2 CFR 200.205; (23) 2 CFR 200.206; (20) 2 CFR 200.203; (21) 2 CFR 200.204; (22) 2 CFR 200.205; (23) 2 CFR 200.206; (24) 2 CFR 200.207; (25) 2 CFR 200.208; (26) 2 CFR 200.209; (27) 2 CFR 200.210; (134) 2 CFR Appendix I to Part 200;	

GrantAwardFundingOpportunityReviewAndSelectionProcessText	57	A description of or reference to the Federal agency's review and selection process for applications for an award of a grant program funding opportunity (e.g., the number of people on an evaluation panel and how it operates, the way reviewers are selected, reviewer qualifications, and the way that conflicts of interest are avoided). (134, augmented)	(20) 2 CFR 200.203; (21) 2 CFR 200.204; (27) 2 CFR 200.210; (134) 2 CFR Appendix I to Part 200;	
GrantAwardFundingOpportunityMeritReviewCriteriaText	58	A description of or reference to the Federal agency's merit review criteria for applications for an award of a grant program funding opportunity.	(20) 2 CFR 200.203; (21) 2 CFR 200.204; (27) 2 CFR 200.210; (134) 2 CFR Appendix I to Part 200;	
GrantProgramRiskEvaluationCriteriaText	59	A description of the criteria that the Federal agency identifies as having potential to increase applicant risk.	(20) 2 CFR 200.203; (22) 2 CFR 200.205; (27) 2 CFR 200.210; (134) 2 CFR Appendix I to Part 200;	
GRMLegalEntityGrantAwardRecipientFinancialReportingResponsibilitiesText	60	A description of the award recipient responsibilities for reporting financial information, including general information about frequency, means of submission (paper or electronic) of post-Federal award reporting requirements, and special requirements.	(20) 2 CFR 200.203; (21) 2 CFR 200.204; (22) 2 CFR 200.205; (23) 2 CFR 200.206; (24) 2 CFR 200.207; (25) 2 CFR 200.208; (26) 2 CFR 200.209; (27) 2 CFR 200.210; (32) 2 CFR 200.301; (33) 2 CFR 200.302; (55) 2 CFR 200.327; (56) 2 CFR 200.328; (57) 2 CFR 200.329;	
GRMLegalEntityGrantAwardRecipientPerformanceReportingResponsibilitiesText	61	A description of the award recipient responsibilities for reporting performance information, including general information about frequency, means of submission (paper or electronic) of post-Federal award reporting requirements, and special requirements.	(20) 2 CFR 200.203; (21) 2 CFR 200.204; (22) 2 CFR 200.205; (23) 2 CFR 200.206; (24) 2 CFR 200.207; (25) 2 CFR 200.208; (26) 2 CFR 200.209; (27) 2 CFR 200.210; (32) 2 CFR 200.301; (33) 2 CFR 200.302; (55) 2 CFR 200.327; (56) 2 CFR 200.328; (57) 2 CFR 200.329;	
FundingOpportunityInformationExceptionText	62	A description of information normally required by the relevant information collection, but not required as part of this Notice of Funding Opportunity. (compiled from 23)	(23) 2 CFR 200.206;	
FundingOpportunityAnnouncementTypeCode	63	A code denoting whether the Notice of Funding Opportunity is an initial announcement, modification, or reissue/renewal to a previously announced opportunity. (compiled from 20)	(20) 2 CFR 200.203; (27) 2 CFR 200.210; (134) 2 CFR Appendix I to Part 200;	Initial; Modification; Reissue;

FundingOpportunityIntergovernmentalReviewRequirementIndicator	72	An indicator of whether or not the application for an award is subject to Executive Order 12372, "Intergovernmental Review of Federal Programs." (134)	(20) 2 CFR 200.203; (27) 2 CFR 200.210; (134) 2 CFR Appendix I to Part 200; (190) ODER; (199) SF-424;	
FundingOpportunityOtherSubmissionInformationText	73	A description of submission requirements included in the funding opportunity not accounted for elsewhere. (134, augmented)	(20) 2 CFR 200.203; (27) 2 CFR 200.210; (134) 2 CFR Appendix I to Part 200;	
GrantApplicationCandidateReviewerQualificationsText	74	A description of a candidate reviewer's qualifications and responsibilities (e.g., evaluate applications for an award against merit criteria, make the final selection for a Federal award), as aligned with the information listed in the funding opportunity.	(134) 2 CFR Appendix I to Part 200;	
GrantApplicationSelectedReviewersText	75	A collection of information relating to the selected reviewers of the applications for an award.	(134) 2 CFR Appendix I to Part 200;	
GrantAwardCostShareOrMatchStatusCode	76	A code denoting the stage in the lifecycle of the cost sharing or matching amount, for example whether an amount is proposed or approved.	(20) 2 CFR 200.203; (21) 2 CFR 200.204; (22) 2 CFR 200.205; (27) 2 CFR 200.210; (38) 2 CFR 200.306; (55) 2 CFR 200.327; (68) 2 CFR 200.343; (69) 2 CFR 200.344; (88) 2 CFR 200.434; (134) 2 CFR Appendix I to Part 200; (248) Cost Accounting Standards Board Disclosure Statement (DS-2);	Approved; Discrepancy; Proposed;
GrantAwardCostShareOrMatchDescriptionText	77	A narrative description of the identified cost sharing or cost matching amount.	(20) 2 CFR 200.203; (21) 2 CFR 200.204; (22) 2 CFR 200.205; (27) 2 CFR 200.210; (38) 2 CFR 200.306; (88) 2 CFR 200.434; (134) 2 CFR Appendix I to Part 200; (248) Cost Accounting Standards Board Disclosure Statement (DS-2);	
GrantAwardCostShareOrMatchAmount	78	An amount of approved cost sharing or matching, where applicable. (27)	(20) 2 CFR 200.203; (21) 2 CFR 200.204; (22) 2 CFR 200.205; (27) 2 CFR 200.210; (38) 2 CFR 200.306; (55) 2 CFR 200.327; (68) 2 CFR 200.343; (70) 2 CFR 200.345; (88) 2 CFR 200.434; (134) 2 CFR Appendix I to Part 200; (248) Cost Accounting Standards Board Disclosure Statement (DS-2);	

GrantAwardSpecificTermsAndConditionsText	83	A description of the terms and conditions necessary to communicate requirements that are in addition to the requirements outlined in the Federal agency's general terms and conditions. (27)	(20) 2 CFR 200.203; (23) 2 CFR 200.206; (24) 2 CFR 200.207; (25) 2 CFR 200.208; (26) 2 CFR 200.209; (27) 2 CFR 200.210; (134) 2 CFR Appendix I to Part 200;	
GrantAwardResearchAndDevelopmentIndicator	84	An indicator that identifies whether an award is research and development related. (27)	(20) 2 CFR 200.203; (23) 2 CFR 200.206; (24) 2 CFR 200.207; (25) 2 CFR 200.208; (26) 2 CFR 200.209; (27) 2 CFR 200.210; (98) 2 CFR 200.511; (100) 2 CFR 200.513; (101) 2 CFR 200.515; (102) 2 CFR 200.516; (134) 2 CFR Appendix I to Part 200; (221) SF-SAC; (222) FAC Data Dictionary; (223) 2 CFR 200.510; (238) 2 CFR 200.507; (254) 2 CFR Appendix XI - Compliance Supplement; (259) 2 CFR 200, Appendix X;	
GRMResponseTypeCode	85	A code denoting the type of response to a request for additional information or approvals throughout the grants management lifecycle.	(26) 2 CFR 200.209; (27) 2 CFR 200.210; (62) 2 CFR 200.338; (63) 2 CFR 200.339; (68) 2 CFR 200.343; (73) 2 CFR 200.407; (98) 2 CFR 200.511; (99) 2 CFR 200.512; (100) 2 CFR 200.513; (102) 2 CFR 200.516; (104) 2 CFR 200.521; (188) 2 CFR 200.458; (190) CDER; (255) 2 CFR 200.503;	Adjustment to Negotiated Indirect (F&A) Cost Rates; Approval to Incur Pre-Award Costs; Audit Federal Program as Major Program; Availability of Funds for Commitment for Approved Award Applicant; Availability of Funds for Commitment for Funding Opportunity; Extension of Negotiated Indirect (F&A) Cost Rates; Financial issues and concerns; Grant Recipient delay in providing additional audit information; Management Decision - Additional Information; Management Decision on Audit Findings;
GRMResponseText	86	A description of the response to a request for additional information or approvals throughout the grants management lifecycle.	(26) 2 CFR 200.209; (27) 2 CFR 200.210; (62) 2 CFR 200.338; (63) 2 CFR 200.339; (68) 2 CFR 200.343; (73) 2 CFR 200.407; (98) 2 CFR 200.511; (99) 2 CFR 200.512; (100) 2 CFR 200.513; (102) 2 CFR 200.516; (104) 2 CFR 200.521; (188) 2 CFR 200.458; (255) 2 CFR 200.503;	

020 Grant Pre-Award Management

GRMLegalEntityUniqueID	89	A unique identification number for a non-Federal legal entity (221) involved in the grants management process assigned during the entity validation process. (27, 187, augmented)	(2) 2 CFR 170.100; (3) 2 CFR 170.110; (4) 2 CFR 170.115; (17) 2 CFR 200.18; (20) 2 CFR 200.203; (21) 2 CFR 200.204; (22) 2 CFR 200.205; (23) 2 CFR 200.206; (25) 2 CFR 200.208; (27) 2 CFR 200.210; (28) 2 CFR 200.211; (55) 2 CFR 200.327; (56) 2 CFR 200.328; (96) 2 CFR 200.501; (98) 2 CFR 200.511; (99) 2 CFR 200.512; (100) 2 CFR 200.513; (101) 2 CFR 200.515; (102) 2 CFR 200.516; (112) 2 CFR 200.73; (134) 2 CFR Appendix I to Part 200; (160) Federal Funding Accountability and Transparency Act of 2006 or Transparency Act—Public Law 109-282	
GRMLegalEntityDepartment Name	90	A name of the primary department, service, laboratory, or equivalent within the non-Federal legal entity which will undertake the grants management activity. This could include State Capital for State Grants. (190, augmented)	(2) 2 CFR 170.100; (3) 2 CFR 170.110; (4) 2 CFR 170.115; (17) 2 CFR 200.18; (20) 2 CFR 200.203; (21) 2 CFR 200.204; (22) 2 CFR 200.205; (23) 2 CFR 200.206; (25) 2 CFR 200.208; (27) 2 CFR 200.210; (28) 2 CFR 200.211; (55) 2 CFR 200.327; (56) 2 CFR 200.328; (96) 2 CFR 200.501; (98) 2 CFR 200.511; (99) 2 CFR 200.512; (100) 2 CFR 200.513; (101) 2 CFR 200.515; (102) 2 CFR 200.516; (112) 2 CFR 200.73; (134) 2 CFR Appendix I to Part 200; (160) Federal Funding Accountability and Transparency Act of 2006 or Transparency Act—Public Law 109-282	

GRMLegalEntityAddressLine 1Text	93	A first line of the street address of the non-Federal legal entity's (221) legal business address. (187)	(2) 2 CFR 170.100; (3) 2 CFR 170.110; (4) 2 CFR 170.115; (17) 2 CFR 200.18; (20) 2 CFR 200.203; (21) 2 CFR 200.204; (22) 2 CFR 200.205; (23) 2 CFR 200.206; (25) 2 CFR 200.208; (27) 2 CFR 200.210; (28) 2 CFR 200.211; (55) 2 CFR 200.327; (56) 2 CFR 200.328; (96) 2 CFR 200.501; (98) 2 CFR 200.511; (99) 2 CFR 200.512; (100) 2 CFR 200.513; (101) 2 CFR 200.515; (102) 2 CFR 200.516; (112) 2 CFR 200.73; (134) 2 CFR Appendix I to Part 200; (160) Federal Funding Accountability and Transparency Act of 2006 or Transparency Act—Public Law 109-282	
GRMLegalEntityAddressLine 2Text	94	A second line of the street address of the non-Federal legal entity's (221) legal business address. (187)	(2) 2 CFR 170.100; (3) 2 CFR 170.110; (4) 2 CFR 170.115; (17) 2 CFR 200.18; (20) 2 CFR 200.203; (21) 2 CFR 200.204; (22) 2 CFR 200.205; (23) 2 CFR 200.206; (25) 2 CFR 200.208; (27) 2 CFR 200.210; (28) 2 CFR 200.211; (55) 2 CFR 200.327; (56) 2 CFR 200.328; (96) 2 CFR 200.501; (98) 2 CFR 200.511; (99) 2 CFR 200.512; (100) 2 CFR 200.513; (101) 2 CFR 200.515; (102) 2 CFR 200.516; (112) 2 CFR 200.73; (134) 2 CFR Appendix I to Part 200; (160) Federal Funding Accountability and Transparency Act of 2006 or Transparency Act—Public Law 109-282	

GRMLegalEntityStateOrProvinceCode	97	A code denoting a state or foreign province portion of postal address for non-Federal legal entity location.	(2) 2 CFR 170.100; (3) 2 CFR 170.110; (4) 2 CFR 170.115; (17) 2 CFR 200.18; (20) 2 CFR 200.203; (21) 2 CFR 200.204; (22) 2 CFR 200.205; (23) 2 CFR 200.206; (25) 2 CFR 200.208; (27) 2 CFR 200.210; (28) 2 CFR 200.211; (55) 2 CFR 200.327; (56) 2 CFR 200.328; (96) 2 CFR 200.501; (98) 2 CFR 200.511; (99) 2 CFR 200.512; (100) 2 CFR 200.513; (101) 2 CFR 200.515; (102) 2 CFR 200.516; (112) 2 CFR 200.73; (134) 2 CFR Appendix I to Part 200; (160) Federal Funding Accountability and Transparency Act of 2006 or Transparency Act—Public Law 109-282	
GRMLegalEntityZipPostalCode	98	A zip code of the address of the non-Federal legal entity's (221) legal business address. (187)	(2) 2 CFR 170.100; (3) 2 CFR 170.110; (4) 2 CFR 170.115; (17) 2 CFR 200.18; (20) 2 CFR 200.203; (21) 2 CFR 200.204; (22) 2 CFR 200.205; (23) 2 CFR 200.206; (25) 2 CFR 200.208; (27) 2 CFR 200.210; (28) 2 CFR 200.211; (55) 2 CFR 200.327; (56) 2 CFR 200.328; (96) 2 CFR 200.501; (98) 2 CFR 200.511; (99) 2 CFR 200.512; (100) 2 CFR 200.513; (101) 2 CFR 200.515; (102) 2 CFR 200.516; (112) 2 CFR 200.73; (134) 2 CFR Appendix I to Part 200; (160) Federal Funding Accountability and Transparency Act of 2006 or Transparency Act—Public Law 109-282	

GRMLegalEntityPersonRole TypeCode	101	A code denoting the role of a person associated with the non-Federal legal entity.	(2) 2 CFR 170.100; (3) 2 CFR 170.110; (4) 2 CFR 170.115; (17) 2 CFR 200.18; (20) 2 CFR 200.203; (21) 2 CFR 200.204; (22) 2 CFR 200.205; (23) 2 CFR 200.206; (25) 2 CFR 200.208; (27) 2 CFR 200.210; (28) 2 CFR 200.211; (55) 2 CFR 200.327; (56) 2 CFR 200.328; (96) 2 CFR 200.501; (98) 2 CFR 200.511; (99) 2 CFR 200.512; (100) 2 CFR 200.513; (101) 2 CFR 200.515; (102) 2 CFR 200.516; (112) 2 CFR 200.73; (134) 2 CFR Appendix I to Part 200; (160) Federal Funding Accountability and Transparency Act of 2006 or Transparency Act—Public Law 109-282	Authorized Representative/Authorized Organizational Representative; Certifying Official; Co-Principal Investigator; Contact Person; Graduate Students; Grant Recipient Audit Corrective Action POC; Grant Recipient Auditor; Key/Senior Person; Lobbying Individual Performing Services; Lobbying Registrant; Other Participant; Payment POC; Post-Doctoral Associates; Principal Investigator; Project Director; Secretarial/Clerical; Undergraduate Students;
GRMLegalEntityPersonTitle Name	102	A title of a person associated with the non-Federal legal entity. (190, augmented)	(2) 2 CFR 170.100; (3) 2 CFR 170.110; (4) 2 CFR 170.115; (17) 2 CFR 200.18; (20) 2 CFR 200.203; (21) 2 CFR 200.204; (22) 2 CFR 200.205; (23) 2 CFR 200.206; (25) 2 CFR 200.208; (27) 2 CFR 200.210; (55) 2 CFR 200.327; (56) 2 CFR 200.328; (96) 2 CFR 200.501; (98) 2 CFR 200.511; (99) 2 CFR 200.512; (100) 2 CFR 200.513; (101) 2 CFR 200.515; (102) 2 CFR 200.516; (112) 2 CFR 200.73; (134) 2 CFR Appendix I to Part 200; (160) Federal Funding Accountability and Transparency Act of 2006 or Transparency Act—Public Law 109-282, as amended by section	

GRMLegalEntityPersonMiddleInitialOrName	105	A middle initial or middle name of a person associated with the award applicant or award recipient. (190, augmented)	(2) 2 CFR 170.100; (3) 2 CFR 170.110; (4) 2 CFR 170.115; (17) 2 CFR 200.18; (20) 2 CFR 200.203; (21) 2 CFR 200.204; (22) 2 CFR 200.205; (23) 2 CFR 200.206; (25) 2 CFR 200.208; (27) 2 CFR 200.210; (55) 2 CFR 200.327; (56) 2 CFR 200.328; (96) 2 CFR 200.501; (98) 2 CFR 200.511; (99) 2 CFR 200.512; (100) 2 CFR 200.513; (101) 2 CFR 200.515; (102) 2 CFR 200.516; (112) 2 CFR 200.73; (134) 2 CFR Appendix I to Part 200; (160) Federal Funding Accountability and Transparency Act of 2006 or Transparency Act—Public Law 109-282, as amended by section	
GRMLegalEntityPersonSuffixName	106	A suffix of the name of a person associated with the award applicant or award recipient. (184, 190, augmented)	(2) 2 CFR 170.100; (3) 2 CFR 170.110; (4) 2 CFR 170.115; (17) 2 CFR 200.18; (20) 2 CFR 200.203; (21) 2 CFR 200.204; (22) 2 CFR 200.205; (23) 2 CFR 200.206; (25) 2 CFR 200.208; (27) 2 CFR 200.210; (55) 2 CFR 200.327; (56) 2 CFR 200.328; (96) 2 CFR 200.501; (98) 2 CFR 200.511; (99) 2 CFR 200.512; (100) 2 CFR 200.513; (101) 2 CFR 200.515; (102) 2 CFR 200.516; (112) 2 CFR 200.73; (134) 2 CFR Appendix I to Part 200; (160) Federal Funding Accountability and Transparency Act of 2006 or Transparency Act—Public Law 109-282, as amended by section	

GRMLegalEntityPersonAddressLine1Text	109	A first line of the street address for the business address of a person associated with the award applicant or award recipient. (197, augmented)	(2) 2 CFR 170.100; (3) 2 CFR 170.110; (4) 2 CFR 170.115; (17) 2 CFR 200.18; (20) 2 CFR 200.203; (21) 2 CFR 200.204; (22) 2 CFR 200.205; (23) 2 CFR 200.206; (25) 2 CFR 200.208; (27) 2 CFR 200.210; (55) 2 CFR 200.327; (56) 2 CFR 200.328; (96) 2 CFR 200.501; (98) 2 CFR 200.511; (99) 2 CFR 200.512; (100) 2 CFR 200.513; (101) 2 CFR 200.515; (102) 2 CFR 200.516; (112) 2 CFR 200.73; (134) 2 CFR Appendix I to Part 200; (160) Federal Funding Accountability and Transparency Act of 2006 or Transparency Act—Public Law 109-282, as amended by section	
GRMLegalEntityPersonAddressLine2Text	110	A second line of the street address for the business address of a person associated with the award applicant or award recipient. (197, augmented)	(2) 2 CFR 170.100; (3) 2 CFR 170.110; (4) 2 CFR 170.115; (17) 2 CFR 200.18; (20) 2 CFR 200.203; (21) 2 CFR 200.204; (22) 2 CFR 200.205; (23) 2 CFR 200.206; (25) 2 CFR 200.208; (27) 2 CFR 200.210; (55) 2 CFR 200.327; (56) 2 CFR 200.328; (96) 2 CFR 200.501; (98) 2 CFR 200.511; (99) 2 CFR 200.512; (100) 2 CFR 200.513; (101) 2 CFR 200.515; (102) 2 CFR 200.516; (112) 2 CFR 200.73; (134) 2 CFR Appendix I to Part 200; (160) Federal Funding Accountability and Transparency Act of 2006 or Transparency Act—Public Law 109-282, as amended by section	

GRMLegalEntityPersonState OrProvinceCode	113	A code denoting a state or foreign province of the business address for a person associated with the award applicant or award recipient. (197, augmented)	(2) 2 CFR 170.100; (3) 2 CFR 170.110; (4) 2 CFR 170.115; (17) 2 CFR 200.18; (20) 2 CFR 200.203; (21) 2 CFR 200.204; (22) 2 CFR 200.205; (23) 2 CFR 200.206; (25) 2 CFR 200.208; (27) 2 CFR 200.210; (55) 2 CFR 200.327; (56) 2 CFR 200.328; (96) 2 CFR 200.501; (98) 2 CFR 200.511; (99) 2 CFR 200.512; (100) 2 CFR 200.513; (101) 2 CFR 200.515; (102) 2 CFR 200.516; (112) 2 CFR 200.73; (134) 2 CFR Appendix I to Part 200; (160) Federal Funding Accountability and Transparency Act of 2006 or Transparency Act—Public Law 109-282, as amended by section	
GRMLegalEntityPersonZipPo stalCode	114	A zip code of the address for the business address of a person associated with the award applicant or award recipient. (197, augmented)	(2) 2 CFR 170.100; (3) 2 CFR 170.110; (4) 2 CFR 170.115; (17) 2 CFR 200.18; (20) 2 CFR 200.203; (21) 2 CFR 200.204; (22) 2 CFR 200.205; (23) 2 CFR 200.206; (25) 2 CFR 200.208; (27) 2 CFR 200.210; (55) 2 CFR 200.327; (56) 2 CFR 200.328; (96) 2 CFR 200.501; (98) 2 CFR 200.511; (99) 2 CFR 200.512; (100) 2 CFR 200.513; (101) 2 CFR 200.515; (102) 2 CFR 200.516; (112) 2 CFR 200.73; (134) 2 CFR Appendix I to Part 200; (160) Federal Funding Accountability and Transparency Act of 2006 or Transparency Act—Public Law 109-282, as amended by section	

GRMLegalEntityPersonEmail Name	117	An email address of a person associated with the award applicant or award recipient. (190, augmented)	(2) 2 CFR 170.100; (3) 2 CFR 170.110; (4) 2 CFR 170.115; (20) 2 CFR 200.203; (21) 2 CFR 200.204; (22) 2 CFR 200.205; (23) 2 CFR 200.206; (25) 2 CFR 200.208; (27) 2 CFR 200.210; (55) 2 CFR 200.327; (56) 2 CFR 200.328; (96) 2 CFR 200.501; (98) 2 CFR 200.511; (99) 2 CFR 200.512; (100) 2 CFR 200.513; (101) 2 CFR 200.515; (102) 2 CFR 200.516; (112) 2 CFR 200.73; (134) 2 CFR Appendix I to Part 200; (160) Federal Funding Accountability and Transparency Act of 2006 or Transparency Act—Public Law 109-282, as amended by section 6202(a) of Public Law 110-	
GRMLegalEntityPersonPhoneText	118	A phone number of a person associated with the award applicant or award recipient. (190, augmented)	(2) 2 CFR 170.100; (3) 2 CFR 170.110; (4) 2 CFR 170.115; (17) 2 CFR 200.18; (20) 2 CFR 200.203; (21) 2 CFR 200.204; (22) 2 CFR 200.205; (23) 2 CFR 200.206; (25) 2 CFR 200.208; (27) 2 CFR 200.210; (55) 2 CFR 200.327; (56) 2 CFR 200.328; (96) 2 CFR 200.501; (98) 2 CFR 200.511; (99) 2 CFR 200.512; (100) 2 CFR 200.513; (101) 2 CFR 200.515; (102) 2 CFR 200.516; (112) 2 CFR 200.73; (134) 2 CFR Appendix I to Part 200; (160) Federal Funding Accountability and Transparency Act of 2006 or Transparency Act—Public Law 109-282, as amended by section	

GrantAwardBudgetJustificationText	123	A justification of the detailed cost items, including appropriate documentation and narratives to request and justify the proposed project for the grant application or award in each budget category. (compiled from 190, 196, 212)	(2) 2 CFR 170.100; (3) 2 CFR 170.110; (4) 2 CFR 170.115; (20) 2 CFR 200.203; (21) 2 CFR 200.204; (22) 2 CFR 200.205; (23) 2 CFR 200.206; (24) 2 CFR 200.207; (25) 2 CFR 200.208; (26) 2 CFR 200.209; (27) 2 CFR 200.210; (33) 2 CFR 200.302; (39) 2 CFR 200.308; (190) CDER; (196) JFMIP Grant Financial System Requirements, 2000, Grants Overview Process; (212) Budget Narrative Attachment Form; (217) R & R Subaward Budget Multi-Project 10 YR Subform;	
GRMLegalEntityEmployerIdentificationNumberID	124	A unique identifier denoting the Employer Identification Number (EIN) of the award applicant or award recipient that is a nine-digit number assigned by the IRS to identify the tax accounts of employers and certain others. The number is used to identify taxpayers that are required to file various business tax returns. (194, 236, augmented)	(2) 2 CFR 170.100; (3) 2 CFR 170.110; (4) 2 CFR 170.115; (17) 2 CFR 200.18; (20) 2 CFR 200.203; (21) 2 CFR 200.204; (22) 2 CFR 200.205; (23) 2 CFR 200.206; (25) 2 CFR 200.208; (27) 2 CFR 200.210; (28) 2 CFR 200.211; (55) 2 CFR 200.327; (56) 2 CFR 200.328; (96) 2 CFR 200.501; (98) 2 CFR 200.511; (99) 2 CFR 200.512; (100) 2 CFR 200.513; (101) 2 CFR 200.515; (102) 2 CFR 200.516; (112) 2 CFR 200.73; (134) 2 CFR Appendix I to Part 200; (160) Federal Funding Accountability and Transparency Act of 2006 or Transparency Act—Public Law 109-282	
GRMLegalEntityPersonSignatureTypeCode	125	A code denoting the role or authority of the non-Federal legal entity that is official signatory involved in the grants management process	(2) 2 CFR 170.100; (3) 2 CFR 170.110; (4) 2 CFR 170.115; (20) 2 CFR 200.203; (21) 2 CFR 200.204; (22) 2 CFR 200.205; (23) 2 CFR 200.206; (27) 2 CFR 200.210; (55) 2 CFR 200.327; (56) 2 CFR 200.328; (99) 2 CFR 200.512; (101) 2 CFR 200.515; (102) 2 CFR 200.516; (134) 2 CFR Appendix I to Part 200; (172) SF-428 Tangible Property Report; (177) SF-429 (9/2011) Real Property Status Report; (184) SF-425 - Revised 10/11/2011; (190) CDER; (197) SF-LLL (Rev. 7-97) Disclosure of Lobbying Activities; (201) PERFORMANCE	Grant Recipient Certification; Authorized Signatory for Application;

GrantAwardSeniorKeyPersonBiographicalSketchText	131	A biographical sketch for the Project Director/Principal Investigator, including Education and Training, Research and Professional Experience, Collaborators and Affiliations (for conflicts of interest), Publications and Synergistic Activities when submitting a grant application to a Federal agency. (219, augmented)	(2) 2 CFR 170.100; (3) 2 CFR 170.110; (4) 2 CFR 170.115; (18) 2 CFR 200.201; (20) 2 CFR 200.203; (21) 2 CFR 200.204; (22) 2 CFR 200.205; (39) 2 CFR 200.308; (134) 2 CFR Appendix I to Part 200; (219) Research & Related Senior/Key Person Profile (Expanded);	
GrantAwardSeniorKeyPersonCurrentAndPendingSupportText	132	A list of all current and pending support for the Project Director/Principal Investigator for ongoing projects and pending applications for an award, including the total award amount for the entire award period (including indirect costs), as well as the number of person-months per year to be devoted to the project by the senior/key person, regardless of source of support. (219, augmented)	(2) 2 CFR 170.100; (3) 2 CFR 170.110; (4) 2 CFR 170.115; (18) 2 CFR 200.201; (20) 2 CFR 200.203; (21) 2 CFR 200.204; (22) 2 CFR 200.205; (39) 2 CFR 200.308; (134) 2 CFR Appendix I to Part 200; (219) Research & Related Senior/Key Person Profile (Expanded);	
GrantAwardPersonRoleQuantity	133	A number of personnel proposed to support each role within the function or activity for an award. (217, augmented)	(2) 2 CFR 170.100; (3) 2 CFR 170.110; (4) 2 CFR 170.115; (20) 2 CFR 200.203; (21) 2 CFR 200.204; (22) 2 CFR 200.205; (73) 2 CFR 200.407; (134) 2 CFR Appendix I to Part 200; (217) R & R Subaward Budget Multi-Project 10 YR Subform; (227) 2 CFR 200.75; (231) 2 CFR 200.401;	
GrantAwardNumberOfParticipantsTraineesQuantity	134	A total number of proposed participant/trainees within the function or activity for an award. (217, augmented)	(2) 2 CFR 170.100; (3) 2 CFR 170.110; (4) 2 CFR 170.115; (20) 2 CFR 200.203; (21) 2 CFR 200.204; (22) 2 CFR 200.205; (73) 2 CFR 200.407; (134) 2 CFR Appendix I to Part 200; (217) R & R Subaward Budget Multi-Project 10 YR Subform; (227) 2 CFR 200.75; (231) 2 CFR 200.401;	
GrantAwardAreasAffectedText	135	A list of geographic areas or entities aided within the function or activity for an award using categories specified in the Federal agency instructions. (e.g., Cities, Counties, States). (199, augmented)	(2) 2 CFR 170.100; (3) 2 CFR 170.110; (4) 2 CFR 170.115; (20) 2 CFR 200.203; (21) 2 CFR 200.204; (22) 2 CFR 200.205; (134) 2 CFR Appendix I to Part 200; (199) SF-424;	

GrantAwardIndirectCostItem TypeText	138	A text description of an indirect cost item used in budgeting and budget reporting.	(2) 2 CFR 170.100; (3) 2 CFR 170.110; (4) 2 CFR 170.115; (20) 2 CFR 200.203; (21) 2 CFR 200.204; (22) 2 CFR 200.205; (33) 2 CFR 200.302; (38) 2 CFR 200.306; (39) 2 CFR 200.308; (55) 2 CFR 200.327; (56) 2 CFR 200.328; (67) 2 CFR 200.342; (75) 2 CFR 200.410; (76) 2 CFR 200.411; (78) 2 CFR 200.413; (79) 2 CFR 200.414; (88) 2 CFR 200.434; (98) 2 CFR 200.511; (101) 2 CFR 200.515; (102) 2 CFR 200.516; (134) 2 CFR Appendix I to Part 200; (136) 2 CFR Appendices III to Part 200; (137) 2 CFR Appendices IV to Part 200; (138) 2 CFR Appendices V	
GrantAwardCostItemAmount	139	A dollar amount associated with a cost item for direct or indirect costs used in budgeting and budget reporting.	(2) 2 CFR 170.100; (3) 2 CFR 170.110; (4) 2 CFR 170.115; (20) 2 CFR 200.203; (21) 2 CFR 200.204; (22) 2 CFR 200.205; (33) 2 CFR 200.302; (38) 2 CFR 200.306; (38) 2 CFR 200.308; (39) 2 CFR 200.308; (55) 2 CFR 200.327; (56) 2 CFR 200.328; (67) 2 CFR 200.342; (75) 2 CFR 200.410; (76) 2 CFR 200.411; (78) 2 CFR 200.413; (79) 2 CFR 200.414; (88) 2 CFR 200.434; (98) 2 CFR 200.511; (101) 2 CFR 200.515; (102) 2 CFR 200.516; (134) 2 CFR Appendix I to Part 200; (136) 2 CFR Appendices III to Part 200; (137) 2 CFR Appendices IV to Part 200;	

GrantAwardCostItemAllowableCostIndicator	142	An indication of whether the cost item is allowable or unallowable.	(2) 2 CFR 170.100; (3) 2 CFR 170.110; (4) 2 CFR 170.115; (20) 2 CFR 200.203; (21) 2 CFR 200.204; (22) 2 CFR 200.205; (33) 2 CFR 200.302; (38) 2 CFR 200.306; (38) 2 CFR 200.306; (39) 2 CFR 200.308; (55) 2 CFR 200.327; (56) 2 CFR 200.328; (67) 2 CFR 200.342; (75) 2 CFR 200.410; (76) 2 CFR 200.411; (78) 2 CFR 200.413; (79) 2 CFR 200.414; (88) 2 CFR 200.434; (98) 2 CFR 200.511; (101) 2 CFR 200.515; (102) 2 CFR 200.516; (134) 2 CFR Appendix I to Part 200; (136) 2 CFR Appendices III to Part 200; (137) 2 CFR Appendices IV to Part 200;	
GRMLegalEntityBusinessTypeCode	143	A code denoting the award applicant or award recipient organization, governmental or individual type.	(2) 2 CFR 170.100; (3) 2 CFR 170.110; (4) 2 CFR 170.115; (20) 2 CFR 200.203; (21) 2 CFR 200.204; (22) 2 CFR 200.205; (23) 2 CFR 200.206; (25) 2 CFR 200.208; (27) 2 CFR 200.210; (28) 2 CFR 200.211; (55) 2 CFR 200.327; (56) 2 CFR 200.328; (98) 2 CFR 200.511; (99) 2 CFR 200.512; (100) 2 CFR 200.513; (101) 2 CFR 200.515; (102) 2 CFR 200.516; (134) 2 CFR Appendix I to Part 200; (160) Federal Funding Accountability and Transparency Act of 2006 or Transparency Act—Public Law 109-282, as amended by section 6202(a) of Public Law 110-252 (31 U.S.C. 6101);	Domestic Local Government (includes territories unless otherwise specified); For-Profit Organization; Foreign Government; Foreign Non-Governmental Entity (not including Foreign Non-Profit); Indian/Native American Tribal Government (Federally-Recognized); Indian/Native American Tribal Government (Other than Federally-Recognized); International Organization; Nonprofit with 501C3 IRS Status; Nonprofit without 501C3 IRS Status (including Foreign Non-Profit); Private Educational Institution; Public/State Controlled Institution; Special District Governments or Interstate Entity; U.S. Federal Government; U.S. State Government (including The District of Columbia); U.S. Territory (or Possession) Government (including freely-associated states);

GRMLegalEntityIndirectCost Rate	146	A numeric value that represents the most recent indirect cost rate for a given indirect cost rate type for the non-Federal legal entity (e.g., Base, Estimated, Offsite) established with the cognizant or oversight Federal agency for indirect costs. (217 augmented)	(2) 2 CFR 170.100; (3) 2 CFR 170.110; (4) 2 CFR 170.115; (20) 2 CFR 200.203; (21) 2 CFR 200.204; (22) 2 CFR 200.205; (38) 2 CFR 200.306; (79) 2 CFR 200.414; (80) 2 CFR 200.415; (81) 2 CFR 200.416; (136) 2 CFR Appendices III to Part 200; (137) 2 CFR Appendices IV to Part 200; (138) 2 CFR Appendices V to Part 200; (139) 2 CFR Appendices VI to Part 200; (140) 2 CFR Appendices VII to Part 200; (141) 2 CFR Appendices VIII to Part 200; (142) 2 CFR Appendices IX to Part 200; (184) SF-425 - Revised 10/11/2011; (217) R & R Subaward	
GRMLegalEntityIndirectCost RateStatusCode	147	A code denoting status of an grant award indirect cost rate(s) for the non-Federal legal entity, such as Provisional, Predetermined, Final, or Fixed. (184, 187 augmented)	(2) 2 CFR 170.100; (3) 2 CFR 170.110; (4) 2 CFR 170.115; (20) 2 CFR 200.203; (21) 2 CFR 200.204; (22) 2 CFR 200.205; (38) 2 CFR 200.306; (79) 2 CFR 200.414; (80) 2 CFR 200.415; (81) 2 CFR 200.416; (136) 2 CFR Appendices III to Part 200; (137) 2 CFR Appendices IV to Part 200; (138) 2 CFR Appendices V to Part 200; (139) 2 CFR Appendices VI to Part 200; (140) 2 CFR Appendices VII to Part 200; (141) 2 CFR Appendices VIII to Part 200; (142) 2 CFR Appendices IX to Part 200; (184) Standard Form 425 - Revised 10/11/2012; (187) DAAMS D2 V2;	Final; Fixed; Predetermined; Provisional;
GRMAwardActionTypeCode	148	A code denoting initiation of or type of changes to a grant award.	(2) 2 CFR 170.100; (3) 2 CFR 170.110; (4) 2 CFR 170.115; (20) 2 CFR 200.203; (21) 2 CFR 200.204; (22) 2 CFR 200.205; (23) 2 CFR 200.206; (24) 2 CFR 200.207; (25) 2 CFR 200.208; (26) 2 CFR 200.209; (27) 2 CFR 200.210; (28) 2 CFR 200.211; (39) 2 CFR 200.308; (101) 2 CFR 200.515; (102) 2 CFR 200.516; (184) SF-425 - Revised 10/11/2011; (187) DAAMS D2 V2; (198) USASpending.gov Data Dictionary; (199) SF-424; (245) 2 CFR 200.231;	Competing Continuation; New; Non-Competing Continuation; Renewal;

BudgetObjectClassCode	153	A code denoting a category in a classification system that presents obligations by the items or services purchased by the Federal Government. (236)	(2) 2 CFR 170.100; (3) 2 CFR 170.110; (4) 2 CFR 170.115; (20) 2 CFR 200.203; (21) 2 CFR 200.204; (22) 2 CFR 200.205; (23) 2 CFR 200.206; (24) 2 CFR 200.207; (25) 2 CFR 200.208; (26) 2 CFR 200.209; (27) 2 CFR 200.210; (33) 2 CFR 200.302; (38) 2 CFR 200.306; (39) 2 CFR 200.308; (55) 2 CFR 200.327; (56) 2 CFR 200.328; (187) DAAMS D2 V2; (190) CDER; (198) USASpending.gov; (208) SF-424D; (209) SF-424A; (211) SF-424C; (228) 2 CFR 200.98; (236) OMB Circular No. A-11 (2016); (248) Cost Accounting Standards Board.	(236) OMB Circular No. A-11 (2016);
GRMFederalShareMultiplierPercentTypeCode	154	A code denoting the type of base value to which a multiplier is applied to determine the final Federal share of an asset or cost associated with a grant award.	(2) 2 CFR 170.100; (3) 2 CFR 170.110; (4) 2 CFR 170.115; (20) 2 CFR 200.203; (21) 2 CFR 200.204; (22) 2 CFR 200.205; (38) 2 CFR 200.306; (178) SF-429-A General Reporting; (179) SF-429-B Request to Acquire, Improve or Furnish; (180) SF-429-C Disposition of Encumbrance Request; (208) SF-424D; (211) SF-424C; (252) 2 CFR 200.43.	Real Property Appraised Value; Real Property Cost; Requested Total Budget Eligible Cost;
GRMFederalShareMultiplierPercent	155	A percent applied to the base value to determine the portion of the total grant project costs that are paid by Federal funds. (252, augmented)	(2) 2 CFR 170.100; (3) 2 CFR 170.110; (4) 2 CFR 170.115; (20) 2 CFR 200.203; (21) 2 CFR 200.204; (22) 2 CFR 200.205; (38) 2 CFR 200.306; (178) SF-429-A General Reporting; (179) SF-429-B Request to Acquire, Improve or Furnish; (180) SF-429-C Disposition of Encumbrance Request; (208) SF-424D; (211) SF-424C; (252) 2 CFR 200.43.	
GrantAwardRoleCalendarMonthsQuantity	156	A number indicating how many months were devoted to the function or activity supporting the award by each role. (217, augmented)	(2) 2 CFR 170.100; (3) 2 CFR 170.110; (4) 2 CFR 170.115; (20) 2 CFR 200.203; (21) 2 CFR 200.204; (22) 2 CFR 200.205; (55) 2 CFR 200.327; (56) 2 CFR 200.328; (134) 2 CFR Appendix I to Part 200; (217) R & R Subaward Budget Multi-Project 10 YR Subform; (225) RPPR.	

GrantAwardPerformanceMeasureTargetYearText	163	A year the performance measure target is expected to be accomplished. (compiled from 202)	(2) 2 CFR 170.100; (3) 2 CFR 170.110; (4) 2 CFR 170.115; (20) 2 CFR 200.203; (21) 2 CFR 200.204; (22) 2 CFR 200.205; (55) 2 CFR 200.327; (56) 2 CFR 200.328; (172) SF-428 Tangible Property Report; (202) PERFORMANCE PROGRESS REPORT OMB Approval Number: Performance Measures SF-PPR-A;	
GrantAwardPerformanceMeasureTargetText	164	A text description of the target performance measure against which actual project/award progress and award activities can be measured. This can be quantitative or qualitative. It could also describe a condition, a result, or a status. (compiled from 202)	(2) 2 CFR 170.100; (3) 2 CFR 170.110; (4) 2 CFR 170.115; (20) 2 CFR 200.203; (21) 2 CFR 200.204; (22) 2 CFR 200.205; (55) 2 CFR 200.327; (56) 2 CFR 200.328; (172) SF-428 Tangible Property Report; (202) PERFORMANCE PROGRESS REPORT OMB Approval Number: Performance Measures SF-PPR-A; (225) RPPR;	
GRMNotificationTypeCode	165	A code denoting the type or reason for notification involving and award applicant, award recipient or Federal agency.	(14) 2 CFR 182.225; (29) 2 CFR 200.212; (39) 2 CFR 200.308; (55) 2 CFR 200.327; (56) 2 CFR 200.328; (82) 2 CFR 200.338; (65) 2 CFR 200.340; (66) 2 CFR 200.341; (68) 2 CFR 200.343; (70) 2 CFR 200.345; (96) 2 CFR 200.501; (99) 2 CFR 200.512; (100) 2 CFR 200.513; (101) 2 CFR 200.515; (102) 2 CFR 200.516; (104) 2 CFR 200.521; (134) 2 CFR Appendix I to Part 200; (162) Generally Accepted Government Auditing Standards (GAGAS); (200) FAPIS Terms and Definitions - Records; (238) 2 CFR 200.507; (255) 2 CFR 200.503; (256) 2 CFR 200.518;	Additional Audit to be Conducted; Application Noncompliance; Approval of Request for Program Specific Audit; Audit Deficiencies Requiring Corrective Actions by Auditor; Audit Direct Reporting; Audit Failed Corrective Action; Audit Finding(s) Assigned for Follow Up; Audit Fraud Findings; Audit Inadequacies; Audit Possible Fraud and Abuse; Audit verifying cross-cutting audit finding(s) and corrective action plan and/or noting agency recommendations; Confirmation of Single Audit Package Information Receipt; Confirmation to Audit Federal Program as Major Program with Federal Awarding Agency to Pay Cost; Corrective Action Plan Recommendations; Cross-Cutting Audit Findings to Single Audit Liaison; Disapproval of Request for Program Specific Audit; Grant Application Award Selection; Grant Award Closeout;

GrantAwardAdvancePaymentScheduleText	173	A schedule of award advance payments, including a schedule of interest charged on advance payments.	(31) 2 CFR 200.3; (36) 2 CFR 200.305; (258) Cash Management Improvement Act of 1990;	
GrantAwardRiskConditionText	174	A description of additional specific award conditions imposed by the Federal agency or pass-through entity based on applicant risk. (24, augmented)	(22) 2 CFR 200.205; (24) 2 CFR 200.207;	
GrantAwardRiskConditionReasonText	175	A reason why the additional requirements are being imposed by the Federal agency or pass-through entity. (24, augmented)	(22) 2 CFR 200.205; (24) 2 CFR 200.207;	
GrantAwardRiskConditionActionDuration	176	A time allowed for completing the award action(s) imposed by the Federal agency or pass-through entity as specific conditions. (24, augmented)	(22) 2 CFR 200.205; (24) 2 CFR 200.207;	
GrantAwardRiskConditionReconsiderationMethodText	177	A method the applicant or non-Federal legal entity must use for requesting reconsideration of the additional requirements imposed by the Federal agency or pass-through entity. (24, augmented)	(22) 2 CFR 200.205; (24) 2 CFR 200.207;	
GrantAwardRiskConditionRemovalRequirementText	178	A description of the action to be taken by the applicant or non-Federal legal entity to remove the additional requirement imposed by the Federal agency or pass-through entity. (24, augmented)	(22) 2 CFR 200.205; (24) 2 CFR 200.207;	
BankName	179	The name of the financial institution. (253)	(36) 2 CFR 200.305; (182) SF-270 (Rev. 7-97); (183) SF-271 (Rev. 7-97); (190) CDER; (253) U.S. Department of the Treasury Fiscal Service Data Registry;	
BankBranchIdentifier	180	The identifier for a financial institution branch. (253)	(36) 2 CFR 200.305; (253) U.S. Department of the Treasury Fiscal Service Data Registry;	
NonDomesticBankIndicator	181	The identifier denoting whether the Fiscal Service considers an entity to be non-domestic. (253)	(36) 2 CFR 200.305; (182) SF-270 (Rev. 7-97); (183) SF-271 (Rev. 7-97); (190) CDER; (253) U.S. Department of the Treasury Fiscal Service Data Registry;	
BankAccountTypeCode	182	The code that identifies the type of account associated with the transaction, such as checking or savings. (253)	(36) 2 CFR 200.305; (253) U.S. Department of the Treasury Fiscal Service Data Registry;	

GrantAwardBudgetStatusCode	191	A code denoting the current state of the grant award project budget indicating whether it is proposed or approved status.	(20) 2 CFR 200.203; (21) 2 CFR 200.204; (22) 2 CFR 200.205; (23) 2 CFR 200.206; (24) 2 CFR 200.207; (25) 2 CFR 200.208; (25) 2 CFR 200.208; (26) 2 CFR 200.209; (27) 2 CFR 200.210;	Approved; Proposed;
FundingSubTierAgencyCode	192	A code denoting the level 2 Federal agency that provided the preponderance of the funds obligated by this transaction. (187 augmented)	(27) 2 CFR 200.210; (187) DAIMS D2 V2; (198) USASpending.gov Data Dictionary	
BusinessFundsIndicator	193	The Business Funds Indicator sometimes abbreviated BFI. Code indicating the award's applicability to the Recovery Act. (187)	(27) 2 CFR 200.210; (187) DAIMS D2 V2	
GrantAwardID	194	An unique ID within the Federal agency for each (non-aggregate) Federal financial assistance award (FAIN). (187)	(2) 2 CFR 170.100; (3) 2 CFR 170.110; (4) 2 CFR 170.115; (14) 2 CFR 185.225; (20) 2 CFR 200.203; (21) 2 CFR 200.204; (22) 2 CFR 200.205; (23) 2 CFR 200.206; (24) 2 CFR 200.207; (25) 2 CFR 200.208; (26) 2 CFR 200.209; (27) 2 CFR 200.210; (55) 2 CFR 200.327; (56) 2 CFR 200.328; (57) 2 CFR 200.329; (134) 2 CFR Appendix I to Part 200; (180) SF-429-C Disposition of Encumbrance Request; (187) DAIMS D2 V2; (198) USASpending.gov Data Dictionary; (199) SF-424; (221) SF-SAC; (222) FAC Data Dictionary; (259) 2 CFR 200	
UniqueRecordIdentifierID	195	A Federal agency defined identifier that (when provided) is unique for every reported action. (187)	(20) 2 CFR 200.203; (21) 2 CFR 200.204; (22) 2 CFR 200.205; (23) 2 CFR 200.206; (24) 2 CFR 200.207; (25) 2 CFR 200.208; (26) 2 CFR 200.209; (27) 2 CFR 200.210; (187) DAIMS D2 V2;	
GrantAwardAgreementStatusCode	196	A code denoting the status of award agreement (e.g., issued, signed, executed).	(91) 2 CFR 200.45;	executed; issued; signed;
GrantAwardDescriptionText	197	A description of the project that has been awarded under the grant program.	(20) 2 CFR 200.203; (21) 2 CFR 200.204; (22) 2 CFR 200.205; (23) 2 CFR 200.206; (24) 2 CFR 200.207; (25) 2 CFR 200.208; (26) 2 CFR 200.209; (27) 2 CFR 200.210;	

GrantAwardModificationAmendmentID	207	An unique identifier of an modification action being reported that indicates a specific subsequent change to the initial award. (187)	(39) 2 CFR 200.308; (63) 2 CFR 200.339; (73) 2 CFR 200.407; (187) DAIMS V2 D2;	
GrantAwardTrainingText	208	A description of opportunities provided for training and professional development to anyone who worked on the award for this reporting period. "Training" activities are those in which individuals with advanced professional skills and experience assist others in attaining greater proficiency. (225, augmented)	(55) 2 CFR 200.327; (56) 2 CFR 200.328; (225) RPPR;	
GrantAwardImpactStatementText	209	A description of ways in which the work, findings, and specific products of the award have had an impact during this reporting period. Description can include distinctive contributions, major accomplishments, innovations, successes, or any change in practice or behavior that has come about as a result of the award. This includes impact on development on principal disciplines, other disciplines, human resources, educational experiences, etc. (225, augmented)	(55) 2 CFR 200.327; (56) 2 CFR 200.328; (225) RPPR;	
GrantAwardResultsDisseminatedText	210	A description of how the results of the award were disseminated to communities of interest for this reporting period. Include any outreach activities that were undertaken to reach members of communities who are not usually aware of these activities, for the purpose of enhancing public understanding and increasing interest in learning and careers in science, technology, and the humanities. (225, augmented)	(55) 2 CFR 200.327; (56) 2 CFR 200.328; (225) RPPR;	
GrantAwardParticipantInternationalCollaborationTravelIndicator	211	An indication of whether the participant traveled to a foreign country as part of a collaboration on an award. (225)	(55) 2 CFR 200.327; (56) 2 CFR 200.328; (225) RPPR;	
GrantAwardParticipantInternationalCollaborationTravelDurationText	212	A text value denoting duration of the participant's stay in a foreign country as part of a collaboration on an award. (225, augmented)	(55) 2 CFR 200.327; (56) 2 CFR 200.328; (225) RPPR;	

GrantAwardPerformanceActivitiesNarrativeText	219	A narrative describing the performance of the award based on activities that have occurred during the timeframe for which the performance report is being submitted. (201, augmented)	(55) 2 CFR 200.327; (56) 2 CFR 200.328; (172) SF-428 Tangible Property Report; (190) CDER; (201) PERFORMANCE PROGRESS REPORT SF-PPR;	
GrantAwardGoalActivityName	220	A number, name or label used to track a project, function or activity under a Federal agency program goal, objective, or program priority area. (203, augmented)	(32) 2 CFR 200.301; (33) 2 CFR 200.302; (55) 2 CFR 200.327; (56) 2 CFR 200.328; (187) DAIMS D2 V2; (198) USASpending.gov; (203) PERFORMANCE PROGRESS REPORT OMB Approval Number; Program Indicators SF-PPR-B; (204) PERFORMANCE PROGRESS REPORT OMB Approval Number; Benchmark Evaluations SF-PPR-C; (206) PERFORMANCE PROGRESS REPORT OMB Approval Number; Activity Based Expenditures SF-PPR-E;	
GrantAwardRealPropertySignificantChangeDescriptionText	221	A description of a significant change in real property that occurred or is anticipated. (compiled from 225)	(55) 2 CFR 200.327; (56) 2 CFR 200.328; (178) SF-429-A General Reporting; (225) RPPR;	
GrantAwardProductProducedText	222	A description, such as citation or patent number, of the published products, intangible property, etc., resulting from the work under this award. (compiled from 225)	(45) 2 CFR 200.315; (55) 2 CFR 200.327; (56) 2 CFR 200.328; (225) RPPR;	
GrantAwardGoalTechnicalApproachText	223	A description of the technical approach to the project and activities that are intended to be accomplished in order to achieve the goals of the award. (225, augmented)	(55) 2 CFR 200.327; (56) 2 CFR 200.328; (98) 2 CFR 200.511; (100) 2 CFR 200.513; (101) 2 CFR 200.515; (102) 2 CFR 200.516; (225) RPPR;	
GrantAwardSignificantDevelopmentTypeCode	224	A code denoting whether developments that influence the outcome or performance of the award are positive or negative. (compiled from 225)	(56) 2 CFR 200.328; (225) RPPR;	Favorable; Unfavorable;
GrantAwardSignificantDevelopmentText	225	A description of developments that influence the outcome or performance of the award either positively or negatively. (compiled from 225)	(56) 2 CFR 200.328; (225) RPPR;	
GrantAwardConcernsText	226	A description of the issues or concerns identified during an award evaluation or review that require follow-up actions.	(24) 2 CFR 200.207; (56) 2 CFR 200.328; (62) 2 CFR 200.338; (66) 2 CFR 200.341;	
GrantAwardImprovementPlanTypeCode	227	A code denoting the type of review the improvement plan is addressing.	(24) 2 CFR 200.207; (56) 2 CFR 200.328; (66) 2 CFR 200.341;	Compliance; Financial; Performance;

GrantAwardCashDisbursementsCumulativeAmount	239	A cumulative amount of Federal fund disbursements (such as cash or checks) as of the reporting period end date. (184)	(32) 2 CFR 200.301; (33) 2 CFR 200.302; (55) 2 CFR 200.327; (56) 2 CFR 200.328; (184) SF-425 - Revised 10/11/2011;	
GrantAwardFinancialReportInformationAndPerformanceComparisonDescriptionText	240	A description of the relationship between the financial data and the performance accomplishments of the Federal award. (compiled from 32)	(32) 2 CFR 200.301;	
GrantAwardCostAdjustmentForUnallowedCostAmount	241	An amount of cost adjustments or refunds from payments made for costs determined unallowable and due to the Federal Government, including interest. (compiled from 75)	(75) 2 CFR 200.410; (248) Cost Accounting Standards Board Disclosure Statement (DS-2);	
GrantAwardCostAdjustmentForUnallowedCostAmountDescriptionText	242	A narrative description for the cost adjustments or refunds from payments made for costs determined unallowable and due to the Federal Government, including interest. (compiled from 75)	(75) 2 CFR 200.410; (248) Cost Accounting Standards Board Disclosure Statement (DS-2);	
GrantAwardEstimatedUnbilledLiabilityCostAmount	243	An estimated allowable amount of the liabilities incurred but not reported or collected by the award recipient as of the reporting date.	(55) 2 CFR 200.327; (94) 2 CFR 200.49; (95) 2 CFR 200.50; (159) Federal Financial Accounting Technical Release 12, Accrual Estimates for Grant Programs; (248) Cost Accounting Standards Board Disclosure Statement (DS-2);	
GrantAwardEstimatedUnbilledLiabilityCostDescriptionText	244	A description of the estimated allowable liabilities incurred but not reported or collected by the award recipient as of the reporting date.	(55) 2 CFR 200.327; (94) 2 CFR 200.49; (95) 2 CFR 200.50; (159) Federal Financial Accounting Technical Release 12, Accrual Estimates for Grant Programs; (248) Cost Accounting Standards Board Disclosure Statement (DS-2);	
GrantAwardRealPropertyReportCommentsText	245	A narrative text of special notes or comments regarding the real property being reported or the report itself. (177)	(57) 2 CFR 200.329; (177) SF-429 (9/2011) Real Property Status Report;	
GrantAwardPerformanceReviewText	246	A set of results from the performance review of the Federal award.		
GrantAwardFinancialReviewText	247	A set of results from the financial review of the Federal award.	(178) SF-429-A General Reporting;	
GrantAwardRealPropertyAddressLine1Text	248	A first line of the street address for the real property.	(57) 2 CFR 200.329; (178) SF-429-A General Reporting; (179) SF-429-B Request to Acquire, Improve or Furnish; (180) SF-429-C Disposition of Encumbrance Request;	

GrantAwardRealPropertyZoningText	257	A narrative describing the municipal or local government zoning laws or regulations that dictate how real property can and cannot be used in certain areas.	(57) 2 CFR 200.329; (178) SF-429-A General Reporting; (179) SF-429-B Request to Acquire, Improve or Furnish; (180) SF-429-C Disposition of Encumbrance Request;	
GrantAwardRealPropertyGPSLongitudeValue	258	A GPS Longitude value where the real property is located. (compiled from 178)	(57) 2 CFR 200.329; (178) SF-429-A General Reporting; (179) SF-429-B Request to Acquire, Improve or Furnish; (180) SF-429-C Disposition of Encumbrance Request;	
GrantAwardRealPropertyGPSLatitudeValue	259	A GPS Latitude value where the real property is located. (compiled from 178)	(57) 2 CFR 200.329; (178) SF-429-A General Reporting; (179) SF-429-B Request to Acquire, Improve or Furnish; (180) SF-429-C Disposition of Encumbrance Request;	
GrantAwardRealPropertyAreaTypeCode	260	A code denoting whether the measurement of area is for the land, gross structure area, or usable structure area.	(57) 2 CFR 200.329; (178) SF-429-A General Reporting; (179) SF-429-B Request to Acquire, Improve or Furnish;	Gross; Land; Usable;
GrantAwardRealPropertyAreaSizeValue	261	A value indicating the size of the land, gross, or usable area where the real property is located. (compiled from 178)	(57) 2 CFR 200.329; (178) SF-429-A General Reporting; (179) SF-429-B Request to Acquire, Improve or Furnish;	
GrantAwardRealPropertyAreaUnitOfMeasureTypeCode	262	A code denoting the unit of measure for Land Area, Gross, and Usable area. (compiled from 178)	(57) 2 CFR 200.329; (178) SF-429-A General Reporting; (179) SF-429-B Request to Acquire, Improve or Furnish;	Acres; Square Feet; Square Kilometers; Square Meters;
GrantAwardRealPropertyDocumentationInstrumentCode	263	A code indicating the type of documentation that has been recorded to establish Federal interest in this real property. (compiled from 178)	(57) 2 CFR 200.329; (178) SF-429-A General Reporting; (179) SF-429-B Request to Acquire, Improve or Furnish;	covenant; deed; lien; none; other;
GrantAwardRealPropertyRecordedJurisdictionName	264	A name indicating the jurisdiction (e.g. county, city, municipality, etc.) where the documentation has been recorded to establish Federal interest in this real property. (compiled from 178)	(57) 2 CFR 200.329; (178) SF-429-A General Reporting;	
GrantAwardRealPropertyFederallyRequiredInsuranceIndicator	265	An indication of whether or not Federally required insurance coverage has been secured for this real property. (compiled from 178)	(57) 2 CFR 200.329; (178) SF-429-A General Reporting;	No; Yes;
GrantAwardRealPropertyURARequirementsApplicableIndicator	266	An indication of whether or not there are any Uniform Relocation Act (URA) requirements applicable to this real property. (compiled from 178)	(57) 2 CFR 200.329; (178) SF-429-A General Reporting; (179) SF-429-B Request to Acquire, Improve or Furnish;	No; Yes;

GrantAwardRealPropertyIntendedUseText	278	A description of the intended use of the real property and how it will benefit the program. (compiled from 179)	(57) 2 CFR 200.329; (179) SF-429-B Request to Acquire, Improve or Furnish;	
GrantAwardRealPropertyProposedOwnershipTypeText	279	A description of the proposed real property ownership type. (compiled from 179)	(57) 2 CFR 200.329; (179) SF-429-B Request to Acquire, Improve or Furnish;	
GrantAwardRealPropertySustainablePracticesTypeCode	280	A code denoting the type of green/sustainable practices the proposed action employs. (compiled from 179)	(57) 2 CFR 200.329; (179) SF-429-B Request to Acquire, Improve or Furnish;	Enhances Indoor Environmental Quality; Integrated Design Principles; Optimizes Energy Performance; Protects and Conserves Water;
GRMLegalEntityComplianceReviewPreSiteVisitChecklistText	281	A check-list of items to be accomplished prior to a site visit for a grant award compliance review, based on program package and award agreement.		
GrantAwardSubAwardComplianceReportText	282	A consolidated compliance report containing sub-award recipients' compliance review results regarding the achievement of the following objectives: (1) transactions are properly recorded and accounted for, (2) transactions are executed in compliance with Federal statutes, regulations, and applicable terms and conditions, and (3) funds, property, and other assets are safeguarded against loss from unauthorized use or disposition. (110, augmented)	(110) 2 CFR 200.62; (254) 2 CFR Appendix XI - Compliance Supplement;	
GRMLegalEntityProcurementMethodText	283	A description of the method or procedure used by the award recipient to obtain or purchase goods and services in support of a grant award. (48, augmented)	(48) 2 CFR 200.320;	
GRMLegalEntityProcurementMethodTypeCode	284	A code denoting the type of method or procedure used by the non-Federal legal entity to obtain or purchase goods and services used to support a grant award. (48, augmented)	(48) 2 CFR 200.320;	Procurement by competitive proposals; Procurement by micro-purchases; Procurement by noncompetitive proposals; Procurement by sealed bids (formal advertising); Procurement by small purchase procedures;
GRMLegalEntityProcurementPoliciesAndProceduresText	285	A description of policy and procedures followed by the award recipient to obtain or purchase goods and services.	(28) 2 CFR 200.320; (52) 2 CFR 200.324; (54) 2 CFR 200.326; (135) Appendix II to Part 200;	
GRMLegalEntityProcurementPoliciesAndProceduresTypeCode	286	A code denoting a type of policy and procedures followed by the award recipient to obtain or purchase goods and services.	(28) 2 CFR 200.320; (52) 2 CFR 200.324; (54) 2 CFR 200.326; (135) Appendix II to Part 200;	Breach of Contract; Byrd Anti-Lobbying Amendment; Clean Air Act; Contract Work Hours and Safety Standards Act; Davis-Bacon Act; Debarment and Suspension; Equal Employment Opportunity; Other; Procurement of recovered materials; Rights to Inventions Made Under a Contract or Agreement; Termination for cause and for convenience;

GrantProgramPerformanceMeasureText	297	A description of goals used to monitor and evaluate progress, communicate the priorities and results. Performance measures assess progress. (190, augmented)	(190) CDER; (236) OMB Circular No. A-11; (249) Performance Accountability Report (PAR);	
GRMLegalEntityAuditReportText	298	A single audit report on grant recipient internal controls regarding financial reporting and compliance with provisions of laws, regulations, contracts, and award agreements, noncompliance with which could have a material effect on the financial statements. (101, augmented)	(101) 2 CFR 200.515; (240) 2 CFR 200.508; (241) 2 CFR 200.514; (249) Performance Accountability Report (PAR);	
GrantProgramRiskFactorsText	299	A description of risk factors contributing to program efficiency and effectiveness including cost variances between planned and actual, age of the program, and congressional and other public policy interest. (compiled from 159)	(94) 2 CFR 200.49; (95) 2 CFR 200.50; (159) Federal Financial Accounting Technical Release 12, Accrual Estimates for Grant Programs; (232) 2 CFR 200.519;	
GrantProgramHighRiskIndicator	300	An indication that the Federal program is considered high risk, based on a review and risk assessment of the program. (compiled from 232)	(232) 2 CFR 200.519;	
GrantProgramPriorAuditSignificantFindingsText	301	A description of significant findings reported in past program audits. (159, augmented)	(159) Federal Financial Accounting Technical Release 12, Accrual Estimates for Grant Programs; (232) 2 CFR 200.519;	
GrantProgramPerformanceReviewText	302	A set of results from a review of overall program performance against program objectives and other program level information.		
GrantProgramFinancialReviewText	303	A set of results from the financial review of the Federal program.	(232) 2 CFR 200.519;	
GrantProgramFundsReprogrammingText	304	A description of the need for grant program funds reprogramming after evaluation of program performance and financial reports.		
GrantProgramCloseoutInformationText	305	A description of program level closeout information provided to OMB designated source(s).		
060 Grant Recipient Oversight				
GRMLegalEntityAuditDeMinimisCostRateUsedIndicator	306	An indicator denoting whether the award recipient elected to use the 10% de minimis cost rate in preparing the Schedule of Expenditures of Federal Awards. (223, augmented)	(98) 2 CFR 200.511; (100) 2 CFR 200.513; (101) 2 CFR 200.515; (102) 2 CFR 200.516; (223) 2 CFR 200.510;	

GRMLegalEntityCostAccountingUnallowableCostRecordTypeCode	314	A code denoting the method by which costs that are not reimbursable as allowable costs are recorded in the cost accounting system for award recipients that are Institutions of Higher Education (IHEs).	(84) 2 CFR 200.419; (248) Cost Accounting Standards Board Disclosure Statement (DS-2);	Combination of A, B, or C; Determinable by other means; Identifiable through use of less formal accounting techniques that permit audit verifications; Identified in separately maintained accounting records or workpapers; Specifically identified and recorded separately in the formal financial accounting records;
GRMLegalEntityCostAccountingInventoryRequisitionsTypeCode	315	A code denoting the valuation method used to charge projects for inventory requisitions from central or common, institution-owned inventory for award recipients that are Institutions of Higher Education (IHEs).	(84) 2 CFR 200.419; (248) Cost Accounting Standards Board Disclosure Statement (DS-2);	Average Costs; First In, First Out; Last In, First Out; Not Applicable; Others; Predetermined Costs;
GRMLegalEntityCostAccountingDirectPersonalServicesCategoryCode	316	A code denoting a type of direct personal service provided whose salary and wages are paid through the Federally sponsored agreement for award recipients that are Institutions of Higher Education (IHEs).	(84) 2 CFR 200.419; (248) Cost Accounting Standards Board Disclosure Statement (DS-2);	Faculty; Other; Staff; Students;
GRMLegalEntityCostAccountingInventoryValuationMethodTypeCode	317	A code denoting the valuation method used to charge direct salary and wage costs to Federally sponsored award agreements or similar cost objectives for award recipients that are Institutions of Higher Education (IHEs).	(84) 2 CFR 200.419; (248) Cost Accounting Standards Board Disclosure Statement (DS-2);	After-the-fact Activity Records; Multiple Confirmation Records; Other; Payroll Distribution Method; Plan-Confirmation;
GRMLegalEntityCostAccountingSalaryAndWageDistributionIndicator	318	An indication for award recipients that are Institutions of Higher Education (IHEs) of whether or not there are any employees whose compensation is not captured as a Cost Accounting Direct Personal Services Category and Cost Accounting Inventory Valuation Method.	(84) 2 CFR 200.419; (248) Cost Accounting Standards Board Disclosure Statement (DS-2);	
GRMLegalEntityCostAccountingCostTransfersIndicator	319	An indication for award recipients that are Institutions of Higher Education (IHEs) of whether or not the same amount(s) or rate(s) are used for direct personal services, materials, other direct charges, and applicable indirect costs when Federally sponsored agreements or similar cost objectives are credited for cost transfers to other projects, grants, or contracts.	(84) 2 CFR 200.419; (248) Cost Accounting Standards Board Disclosure Statement (DS-2);	

GRMLegalEntityCostAccountingServiceCenterTypeCode	325	A code denoting the departments or functional units which perform specific technical or administrative services primarily for the benefit of other units within a reporting unit (248) for award recipients that are Institutions of Higher Education (IHEs).	(84) 2 CFR 200.419; (248) Cost Accounting Standards Board Disclosure Statement (DS-2);	Animal Care Facilities; Business Data Processing; Other Service Centers with Annual Operating Budgets exceeding \$1,000,000; Scientific Computer Operations;
GRMLegalEntityCostAccountingServiceCenterCategoryTypeCode	326	A code denoting whether service center is billed to direct cost objectives, indirect cost objectives, or both for Cost Accounting Service Center for award recipients that are Institutions of Higher Education (IHEs).	(84) 2 CFR 200.419; (248) Cost Accounting Standards Board Disclosure Statement (DS-2);	Billed only as direct costs of final cost objectives; Billed only to indirect cost categories or indirect cost pools; Billed to both direct and indirect cost objectives; N/A;
GRMLegalEntityCostAccountingServiceCenterBurdenTypeCode	327	A code denoting the allocation of indirect costs to the service center for award recipients that are Institutions of Higher Education (IHEs).	(84) 2 CFR 200.419; (248) Cost Accounting Standards Board Disclosure Statement (DS-2);	Allocation of all applicable indirect costs; No allocation of indirect costs; Partial allocation of indirect costs;
GRMLegalEntityCostAccountingServiceCenterBillingRateTypeCode	328	A code denoting the basis of the rate for the service center, for example, if the rates are based on historical costs or projected costs for award recipients that are Institutions of Higher Education (IHEs).	(84) 2 CFR 200.419; (248) Cost Accounting Standards Board Disclosure Statement (DS-2);	Billings are based on the actual costs of the billing period; Other; Rates are based on a combination of historical and projected costs; Rates are based on historical costs; Rates are based on projected costs;
GRMLegalEntityCostAccountingServiceCenterUserChargersTypeCode	329	A code denoting whether users are charged at the same or different billing rates for the service center for award recipients that are Institutions of Higher Education (IHEs).	(84) 2 CFR 200.419; (248) Cost Accounting Standards Board Disclosure Statement (DS-2);	All users are charged at the same billing rates; Some users are charged at different rates than other users;
GRMLegalEntityCostAccountingServiceCenterActualCostVersusRevenuesTypeCode	330	A code denoting whether billings (revenues) are compared to actual costs (expenditures) at least annually or less frequently than annually for service center. (248, augmented) for award recipients that are Institutions of Higher Education (IHEs).	(84) 2 CFR 200.419; (248) Cost Accounting Standards Board Disclosure Statement (DS-2);	Billings (revenues) are compared to actual costs (expenditures) at least annually; Billings are compared to actual costs less frequently than annually;
GRMLegalEntityCostAccountingServiceCenterVarianceTypeCode	331	A code denoting how variances between billed and actual costs are handled for service center for award recipients that are Institutions of Higher Education (IHEs).	(84) 2 CFR 200.419; (248) Cost Accounting Standards Board Disclosure Statement (DS-2);	Annual variances are charged or credited to indirect costs; Annual variances between billed and actual costs are prorated to users (as credits or charges); Other; Variances are carried forward as adjustments to billing rate of future periods;

GRMLegalEntityCostAccountingResidualValueTypeCode	338	A code denoting the residual value of the Cost Accounting Asset Category. This is only applicable to award recipients that are Institutions of Higher Education (IHEs).	(84) 2 CFR 200.419; (248) Cost Accounting Standards Board Disclosure Statement (DS-2);	Other or more than one method; Residual value is deducted; Residual value is not deducted;
GRMLegalEntityCostAccountingAssetValuationsAndUsefulLivesIndicator	339	Indication of whether or not the asset valuations and useful lives used in the indirect cost proposal are consistent with those used in the award recipient's financial statements. (248, augmented) This is only applicable to award recipients that are Institutions of Higher Education (IHEs).	(84) 2 CFR 200.419; (248) Cost Accounting Standards Board Disclosure Statement (DS-2);	
GRMLegalEntityCostAccountingFullyDepreciatedAssetsIndicator	340	Indication of whether or not a usage charge for fully depreciated assets is charged to Federally sponsored agreements or similar cost objectives. (248, augmented) This is only applicable to award recipients that are Institutions of Higher Education (IHEs).	(84) 2 CFR 200.419; (248) Cost Accounting Standards Board Disclosure Statement (DS-2);	
GRMLegalEntityCostAccountingTreatmentOfGainsAndLossesTypeCode	341	A code denoting the treatment of gains and losses on disposition of depreciable property. (248, augmented) This is only applicable to award recipients that are Institutions of Higher Education (IHEs).	(84) 2 CFR 200.419; (248) Cost Accounting Standards Board Disclosure Statement (DS-2);	Credited or charged currently to the same pools to which the depreciation of the assets was originally charged; Excluded from determination of sponsored agreement costs; Not accounted for separately, but reflected in the depreciation reserve account; Not applicable; Others; Taken into consideration in the depreciation cost basis of the new items, where trade-in is involved;
GRMLegalEntityCostAccountingCriteriaForCapitalizationMinimumDollarAmount	342	A minimum dollar amount of expenditures which are capitalized for acquisition, addition, alteration, donation, and improvement of capital assets. (248) This is only applicable to award recipients that are Institutions of Higher Education (IHEs).	(84) 2 CFR 200.419; (248) Cost Accounting Standards Board Disclosure Statement (DS-2);	
GRMLegalEntityCostAccountingCriteriaForCapitalizationMinimumLifeYearsQuantily	343	A minimum number of expected life years of assets which are capitalized. (248) This is only applicable to award recipients that are Institutions of Higher Education (IHEs).	(84) 2 CFR 200.419; (248) Cost Accounting Standards Board Disclosure Statement (DS-2);	

GRMLegalEntityCostAccountingEmployeeGroupInsuranceChargedTypeCode	349	A code denoting how the cost of Employee Group Insurance self-insurance programs are charged to Federally sponsored agreements or similar cost objectives. (248, augmented) This is only applicable to award recipients that are institutions of Higher Education (IHEs).	(84) 2 CFR 200.419; (248) Cost Accounting Standards Board Disclosure Statement (DS-2);	N/A; Other or more than one method; When accrued (book accrual only); When contributions are made to a forfeitable fund; When contributions are made to a nonforfeitable fund; When the benefits are paid to an employee welfare plan;
GRMLegalEntityCostAccountingWorkersCompensationAndLiabilityChargedTypeCode	350	A code denoting how costs of Worker's Compensation and Liability self-insurance programs are charged to Federally sponsored agreements or similar cost objectives. (248, augmented) This is only applicable to award recipients that are Institutions of Higher Education (IHEs).	(84) 2 CFR 200.419; (248) Cost Accounting Standards Board Disclosure Statement (DS-2);	N/A; Other or more than one method; When claims are paid or losses are incurred (no provisions for reserves); When funds are set aside or contributions are made to a fund; When provisions for reserves are recorded based on the full or undiscounted value, as contrasted with present value, of the liability; When provisions for reserves are recorded based on the present value of the liability;
GRMLegalEntityCostAccountingCasualtyInsuranceChargeTypeCode	351	A code denoting how costs of casualty insurance self-insurance programs are charged to Federally sponsored agreements or similar cost objectives. (248, augmented) This is only applicable to award recipients that are Institutions of Higher Education (IHEs).	(84) 2 CFR 200.419; (248) Cost Accounting Standards Board Disclosure Statement (DS-2);	Losses are charged to fund balance with no charge to contracts and grants (no provisions for reserves); N/A; Other or more than one method; When losses are incurred (no provisions for reserves); When provisions for reserves are recorded based on replacement costs; When provisions for reserves are recorded based on reproduction costs new less observed depreciation (market value) excluding the value of land and other indestructibles;
GRMLegalEntityIndirectCostRateDeviationJustificationText	352	A justification for deviations from negotiated indirect (F&A) cost rates for grant awards.	(84) 2 CFR 200.419; (248) Cost Accounting Standards Board Disclosure Statement (DS-2);	
GRMLegalEntityAuditTechnicalAdviceText	353	A narrative describing the technical grant recipient audit advice and liaison assistance. (compiled from 100)	(100) 2 CFR 200.513;	
GRMLegalEntityAuditPerformanceNonComplianceNoticeText	354	A notice indicating the inability or unwillingness of grant recipient to have audit performed. (compiled from 97)	(62) 2 CFR 200.338; (97) 2 CFR 200.505;	
GRMLegalEntityAuditNoncomplianceActionNoticeTypeText	355	A description of actions the Federal agency or pass-through entity takes relating to the grant recipient noncompliance with a request to perform an audit. (compiled from 62)	(62) 2 CFR 200.338;	
GRMLegalEntityAuditNoncomplianceConditionsNoticeText	356	A description of additional conditions imposed on the grant recipient due to noncompliance a request to perform an audit. (compiled from 62)	(62) 2 CFR 200.338;	
GrantAwardDirectAwardIndicator	357	An indicator denoting whether the award was received directly from a Federal agency or was received by a subrecipient from a pass-through entity. (221)	(99) 2 CFR 200.512; (101) 2 CFR 200.515; (102) 2 CFR 200.516; (221) SF-SAC; (222) FAC Data Dictionary; (259) 2 CFR 200, Appendix X;	No; Yes;

GRMLegalEntityAuditFindingsTotalQuantity	367	A value indicating the total count of grant recipient audit findings on the Federal program as a result of the current audit. (221, augmented)	(99) 2 CFR 200.512; (101) 2 CFR 200.515; (102) 2 CFR 200.516; (221) SF-SAC; (222) FAC Data Dictionary; (259) 2 CFR 200, Appendix X;	
GRMLegalEntityAuditOpinionOnFinancialStatementPreparedWithGAAPText	368	A description of the results of the auditor's determination of whether the financial statements of the grant recipient were prepared in accordance with generally accepted accounting principles (GAAP). (compiled from 221)	(99) 2 CFR 200.512; (101) 2 CFR 200.515; (102) 2 CFR 200.516; (221) SF-SAC; (222) FAC Data Dictionary; (259) 2 CFR 200, Appendix X;	
GRMLegalEntityFinancialStatementSpecialPurposeFrameworkTypeCode	369	A code denoting the special purpose framework that was used as the basis of accounting for the grant recipient. (compiled from 221)	(99) 2 CFR 200.512; (101) 2 CFR 200.515; (102) 2 CFR 200.516; (221) SF-SAC; (222) FAC Data Dictionary; (259) 2 CFR 200, Appendix X;	Cash basis; Contractual basis; Other basis; Regulatory basis; Tax basis;
GRMLegalEntityAuditGoingConcernIndicator	370	An indicator denoting the existence of a "going concern" paragraph in the auditor's report for a grant recipient single audit. (221, augmented)	(99) 2 CFR 200.512; (101) 2 CFR 200.515; (102) 2 CFR 200.516; (221) SF-SAC; (222) FAC Data Dictionary; (259) 2 CFR 200, Appendix X;	
GRMLegalEntityAuditSignificantDeficiencyDisclosedIndicator	371	An indicator denoting the disclosure of a "significant deficiency" on a grant recipient single audit. (221, augmented)	(99) 2 CFR 200.512; (101) 2 CFR 200.515; (102) 2 CFR 200.516; (221) SF-SAC; (222) FAC Data Dictionary; (259) 2 CFR 200, Appendix X;	
GRMLegalEntityAuditMaterialWeaknessDisclosedIndicator	372	An indicator denoting the disclosure of a "material weakness" on a grant recipient single audit. (221, augmented)	(99) 2 CFR 200.512; (101) 2 CFR 200.515; (102) 2 CFR 200.516; (221) SF-SAC; (222) FAC Data Dictionary; (259) 2 CFR 200, Appendix X;	
GRMLegalEntityAuditMaterialNoncomplianceDisclosedIndicator	373	An indicator denoting the disclosure of a "material noncompliance" on a grant recipient single audit. (221, augmented)	(99) 2 CFR 200.512; (101) 2 CFR 200.515; (102) 2 CFR 200.516; (221) SF-SAC; (222) FAC Data Dictionary; (259) 2 CFR 200, Appendix X;	
GRMLegalEntityAuditWithOtherGuidanceIndicator	374	An indicator denoting the auditor's report includes a statement that the grant recipient's financial statements include departments, agencies, or other organizational units expending \$750,000 or more in Federal awards that have separate Uniform Guidance audits which are not included in this audit (AICPA Audit Guide). (221)	(99) 2 CFR 200.512; (101) 2 CFR 200.515; (102) 2 CFR 200.516; (221) SF-SAC; (222) FAC Data Dictionary; (259) 2 CFR 200, Appendix X;	

GRMLegalEntityAuditCorrectiveActionText	384	A description of the planned action to be taken by the grant recipient to address audit finding. (190, augmented)	(98) 2 CFR 200.511; (99) 2 CFR 200.512; (190) CDER;	
GRMLegalEntityAuditCorrectiveActionNotRequiredReasonText	385	An explanation for why the grant recipient does not agree with the audit finding or believes corrective action is not required. (98, augmented)	(98) 2 CFR 200.511; (99) 2 CFR 200.512;	
GRMLegalEntityAuditSummaryScheduleFindingResolutionText	386	A description justifying why the grant recipient audit findings are no longer valid or do not warrant further action. (98, augmented)	(98) 2 CFR 200.511; (101) 2 CFR 200.515; (102) 2 CFR 200.516;	
GRMLegalEntityAuditSummaryScheduleUnresolvedFindingDescriptionText	387	A narrative description of the information in the grant recipient audit summary schedule describing the reasons for the finding's recurrence and planned corrective action, including any partial corrective action taken. (98, augmented)	(98) 2 CFR 200.511; (99) 2 CFR 200.512;	
GRMLegalEntityFinancialStatementText	388	A description containing the financial statements prepared for the grant recipient that reflect its financial position, results of operations or changes in net assets, and, where appropriate, cash flows for the fiscal year audited. The financial statements must be for the same organizational unit and fiscal year that is chosen. (223, augmented)	(96) 2 CFR 200.501; (98) 2 CFR 200.511; (99) 2 CFR 200.512; (100) 2 CFR 200.513; (101) 2 CFR 200.515; (102) 2 CFR 200.516; (223) 2 CFR 200.510; (237) 2 CFR 200.504; (238) 2 CFR 200.507; (257) 2 CFR 200.502;	
GRMLegalEntityScheduleOfExpendituresText	389	A description of the information containing the schedule of expenditures of Federal awards for the period covered by the grant recipient's financial statements which must include the total Federal awards expended. (223, augmented)	(96) 2 CFR 200.501; (98) 2 CFR 200.511; (99) 2 CFR 200.512; (100) 2 CFR 200.513; (101) 2 CFR 200.515; (102) 2 CFR 200.516; (223) 2 CFR 200.510; (237) 2 CFR 200.504; (238) 2 CFR 200.507; (257) 2 CFR 200.502;	
GRMLegalEntityAuditFindingsScheduleSummaryReportText	390	A summary of the grant auditor's results on the Schedule of Findings and Questioned Costs. (101, augmented)	(98) 2 CFR 200.511; (99) 2 CFR 200.512; (100) 2 CFR 200.513; (101) 2 CFR 200.515; (102) 2 CFR 200.516; (223) 2 CFR 200.510; (238) 2 CFR 200.507;	
GRMLegalEntityAuditReportScheduleOfExpendituresFairlyStatedText	391	A grant auditor's opinion as to whether the schedule of expenditures of Federal awards is fairly stated in all material respects in relation to the financial statements as a whole. (101, augmented)	(101) 2 CFR 200.515; (240) 2 CFR 200.508; (241) 2 CFR 200.514;	

GRMLegalEntityAuditSummarySchedulePriorFindingStatusText	397	A description of the status of grant recipient audit findings included in the prior audit's schedule of findings and questioned costs or audit findings reported in the prior audit's summary schedule of prior audit findings. (98, augmented)	(98) 2 CFR 200.511; (100) 2 CFR 200.513; (101) 2 CFR 200.515; (102) 2 CFR 200.516; (221) SF-SAC; (222) FAC Data Dictionary; (259) 2 CFR 200, Appendix X;	
GRMLegalEntityAuditFindingInternalControlSignificantDeficiencyIndicator	398	An indicator denoting if the auditor identified the grant recipient audit finding in the Report on Internal Control over Compliance as a Significant Deficiency, requiring corrective action. (100, 221, augmented)	(99) 2 CFR 200.512; (100) 2 CFR 200.513; (101) 2 CFR 200.515; (102) 2 CFR 200.516; (221) SF-SAC; (222) FAC Data Dictionary; (259) 2 CFR 200, Appendix X;	
GRMLegalEntityAuditCourseOfActionReasonTypeCode	399	A code denoting the reason for the imposed course of action resulting from the grant recipient audit.	(62) 2 CFR 200.338; (98) 2 CFR 200.511; (100) 2 CFR 200.513; (104) 2 CFR 200.521;	Failure to provide justification and a revised timeline for past due corrective action(s) for audit finding(s); Identified fraud, waste, or abuse; Lack of response to a request;
GRMLegalEntityAuditCourseOfActionText	400	A description of the activities and actions imposed on the grant recipient due to lack of response to a request for additional information pertaining to their single audit. (compiled from 62)	(62) 2 CFR 200.338; (98) 2 CFR 200.511; (100) 2 CFR 200.513; (104) 2 CFR 200.521;	
GRMLegalEntityAuditCourseOfActionStatusCode	401	A code denoting the status of the course of action, e.g., initial or final course of action based on grant recipient audit.	(62) 2 CFR 200.338; (100) 2 CFR 200.513;	Final; Initial;
GRMLegalEntityAuditAgencyRecommendationsTypeCode	402	A code denoting the type of grant recipient audit output such as audit findings and proposed courses of action.	(100) 2 CFR 200.513; (104) 2 CFR 200.521;	Cross-cutting audit finding(s); Proposed course of action for reported grant recipient fraud, waste, or abuse;
GRMLegalEntityAuditAgencyRecommendationsText	403	A description of Federal agency recommendations information on grant recipient audit outputs such as audit findings and proposed courses of action. (compiled from 100)	(100) 2 CFR 200.513; (104) 2 CFR 200.521;	
GRMLegalEntityAuditFraudFindingsText	404	A description of information identified during the grant recipient audit that indicates possible improper payments, fraud, waste, abuse or resulting in government sanctions. (compiled from 102, 162)	(100) 2 CFR 200.513; (102) 2 CFR 200.516; (162) Generally Accepted Government Auditing Standards (GAGAS);	
GRMLegalEntityAuditSummaryScheduleReasonText	405	A reason(s) indicating why a grant recipient audit finding's recurrence has occurred. (compiled from 98)	(98) 2 CFR 200.511;	

GRMLegalEntityAuditIdentifiedAuditorDeficienciesText	412	A description of the deficiencies identified that require corrective action by the grant recipient auditor. (100, augmented)	(100) 2 CFR 200.513;	
GRMLegalEntityAuditTrendsText	413	A description of grant recipient audit trends, significant problems, or quality issues identified during audit quality review. (compiled from 100)	(100) 2 CFR 200.513;	
GRMLegalEntityBiennialAuditsAllowedIndicator	414	An indicator denoting that the grant recipient is permitted to undergo audits biennially.	(237) 2 CFR 200.504;	
GRMLegalEntityAuditAgencyInputText	415	A description of the Federal agency input to Management Decision Letter (MDL) for cross-cutting grant recipient audit finding(s).	(100) 2 CFR 200.513;	
GRMLegalEntityAuditAgencyInputGuidanceText	416	A description of the guidance necessary for agencies to provide input to the Management Decision Letter (MDL) for cross-cutting grant recipient audit finding(s).	(100) 2 CFR 200.513;	
GRMLegalEntityAuditManagementDecisionLetterAppealText	417	A detail of the grant recipient's appeal to the Management Decision Letter including information and documentation challenging the decision. (66, augmented)	(66) 2 CFR 200.341; (104) 2 CFR 200.521;	
GRMLegalEntityAuditDirectReportingText	418	A description of the direct reporting information required by the grant recipient on fraud, waste, or abuse as dictated by GAGS or statutes or regulations. (100, augmented)	(100) 2 CFR 200.513;	
GRMLegalEntityAuditorDirectReportingText	419	A description of the direct reporting information required by the grant recipient auditor on fraud, waste, or abuse as dictated by GAGS or statutes or regulations. (100, augmented)	(100) 2 CFR 200.513;	
GRMLegalEntityAuditCorrectiveActionStatusText	420	A narrative describing the status or corrective action implementation.	(98) 2 CFR 200.511	
GRMLegalEntityAuditFindingStatusCode	421	A code denoting the audit finding status, e.g., open, closed.	(98) 2 CFR 200.511	Open; Closed
GRMLegalEntityAuditCorrectiveActionTimelineText	422	A description, including a justification, of the timeline for past due corrective action(s) for grant recipient audit finding(s).	(98) 2 CFR 200.511; (100) 2 CFR 200.513;	
GRMLegalEntityAuditCorrectiveActionTimelineStatusCode	423	A code denoting the status of the corrective action plan timeline resulting from a grant recipient audit.	(98) 2 CFR 200.511; (100) 2 CFR 200.513;	Initial; Revised;

Anna Yount

From: Tom Joyner <tom@tomjoyner.net>
Sent: Monday, November 26, 2018 4:13 PM
To: ggb@bbgi.com
Subject: FW: Commentary

Today's Commentary

comments@tomjoyner.net

From: Mike Phillips [mailto:mphillips@pobox.com]
Sent: Sunday, November 25, 2018 6:21 PM
To: 'Tom Joyner'; 'Lynette Leto '
Subject: Commentary

<https://soundcloud.com/joyner-radio/joyner-commentary-2018-11-26>

Anna Yount

From: Dee Jones
Sent: Monday, November 26, 2018 4:25 PM
To: Edgar Starnes; Frank Lester
Cc: Dale Folwell; Andrew Norton; Dee Jones
Subject: RE: Rep. Dobson

What time and where?

Dee Jones

Executive Director
State Health Plan

From: Edgar Starnes
Sent: Monday, November 26, 2018 1:34 PM
To: Frank Lester <Frank.Lester@nctreasurer.com>; Andrew Norton <andrew.norton@nctreasurer.com>; Dee Jones <Dee.Jones@nctreasurer.com>
Cc: Dale Folwell <Dale@Nctreasurer.com>
Subject: RE: Rep. Dobson

That works

Edgar V. Starnes

Senior Policy Advisor and Legislative Liason
Office of the State Treasurer
Office: (919) 814-3812

3200 Atlantic Avenue, Raleigh, NC 27604
www.NCTreasurer.com



NORTH CAROLINA
DEPARTMENT OF STATE TREASURER



Dale R. Folwell, CPA
STATE TREASURER OF NORTH CAROLINA
DALE R. FOLWELL, CPA

E-mail correspondence to and from this address is subject to North Carolina's Public Records Act, N.C. Gen. Stat. Sec. 132, and may be disclosed to third parties. However Federal and State law protects personal health and other information that may be contained in this e-mail from unauthorized disclosure. If you are not the intended recipient, please delete this e-mail and any accompanying documents and contact the sender immediately. Unauthorized disclosure, copying or distribution of any confidential or privileged content of this e-mail is prohibited.

From: Frank Lester
Sent: Monday, November 26, 2018 1:31 PM
To: Edgar Starnes <Edgar.Starnes@nctreasurer.com>; Andrew Norton <andrew.norton@nctreasurer.com>; Dee Jones <Dee.Jones@nctreasurer.com>
Cc: Dale Folwell <Dale@Nctreasurer.com>
Subject: RE: Rep. Dobson

NORTH CAROLINA
DEPARTMENT OF STATE TREASURER



Dale R. Folwell, CPA
STATE TREASURER OF NORTH CAROLINA
DALE R. FOLWELL, CPA

E-mail correspondence to and from this address is subject to North Carolina's Public Records Act, N.C. Gen. Stat. Sec. 132, and may be disclosed to third parties. However Federal and State law protects personal health and other information that may be contained in this e-mail from unauthorized disclosure. If you are not the intended recipient, please delete this e-mail and any accompanying documents and contact the sender immediately. Unauthorized disclosure, copying or distribution of any confidential or privileged content of this e-mail is prohibited.

From: Andrew Norton

Sent: Monday, November 26, 2018 1:26 PM

To: Frank Lester <Frank.Lester@nctreasurer.com>; Dee Jones <Dee.Jones@nctreasurer.com>; Edgar Starnes <Edgar.Starnes@nctreasurer.com>

Cc: Dale Folwell <Dale@Nctreasurer.com>

Subject: RE: Rep. Dobson

Do we want to have a prep meeting?

Andrew J. Norton

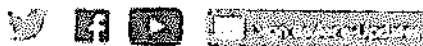
Deputy General Counsel

State Health Plan

Office: (919) 814-4463

3200 Atlantic Avenue, Raleigh, NC 27604

www.SHPNC.org



North Carolina
State Health Plan
FOR TEACHERS AND STATE EMPLOYEES

A Division of the Department of State Treasurer



Dale R. Folwell, CPA
STATE TREASURER OF NORTH CAROLINA
DALE R. FOLWELL, CPA

E-mail correspondence to and from this address is subject to North Carolina's Public Records Act, N.C. Gen. Stat. Sec. 132, and may be disclosed to third parties. However Federal and State law protects personal health and other information that may be contained in this e-mail from unauthorized disclosure. If you are not the intended recipient, please delete this e-mail and any accompanying documents and contact the sender immediately. Unauthorized disclosure, copying or distribution of any confidential or privileged content of this e-mail is prohibited.

From: Frank Lester

Sent: Monday, November 26, 2018 10:09 AM

To: Andrew Norton <andrew.norton@nctreasurer.com>; Dee Jones <Dee.Jones@nctreasurer.com>; Edgar Starnes <Edgar.Starnes@nctreasurer.com>

Cc: Dale Folwell <Dale@Nctreasurer.com>

Subject: RE: Rep. Dobson

I can make that work as well. Frank

From: Dee Jones
Sent: Monday, November 26, 2018 8:56 AM
To: Edgar Starnes <Edgar.Starnes@nctreasurer.com>; Andrew Norton <andrew.norton@nctreasurer.com>; Frank Lester <Frank.Lester@nctreasurer.com>
Cc: Dale Folwell <Dale@Nctreasurer.com>
Subject: RE: Rep. Dobson

I can make 9:30 Tue work? Will just have to leave Sr Staff a little early.

DeeJones

Executive Director
State Health Plan

From: Edgar Starnes
Sent: Sunday, November 25, 2018 4:09 PM
To: Dee Jones <Dee.Jones@nctreasurer.com>; Andrew Norton <andrew.norton@nctreasurer.com>; Frank Lester <Frank.Lester@nctreasurer.com>
Cc: Dale Folwell <Dale@Nctreasurer.com>
Subject: Rep. Dobson

Representative Dobson's great grandmother died and the funeral is tomorrow. He wishes to reschedule at 9:30 Tuesday. Does this work for you?

Edgar V. Starnes
Senior Policy Advisor and Legislative Liaison
Office of the State Treasurer
Phone: (919) 814-3812

3200 Atlantic Avenue, Raleigh, NC 27604
www.NCTreasurer.com

E-mail correspondence to and from this address may be subject to the North Carolina Public Records Law. It may be subject to monitoring and disclosed to third parties, including law enforcement personnel, by an authorized state official. IMPORTANT: When sending confidential or sensitive information, encryption should be used.

Anna Yount

From: Frank Lester
Sent: Monday, November 26, 2018 4:35 PM
To: Dee Jones; Edgar Starnes
Cc: Dale Folwell; Andrew Norton
Subject: RE: Rep. Dobson

Just realized we have sr. staff at 8 then we'll probably have to leave right at 9. We could talk in the car? I'm in about 7:30.

Frank G. Lester

Deputy Treasurer
Communications/Government Affairs
Office of the State Treasurer
Office: (919) 814-3811

3200 Atlantic Avenue, Raleigh, NC 27604
www.NCTreasurer.com



NORTH CAROLINA
DEPARTMENT OF STATE TREASURER



Dale R. Folwell, CPA
STATE TREASURER OF NORTH CAROLINA
DALE R. FOLWELL, CPA

E-mail correspondence to and from this address is subject to North Carolina's Public Records Act, N.C. Gen. Stat. Sec. 132, and may be disclosed to third parties. However Federal and State law protects personal health and other information that may be contained in this e-mail from unauthorized disclosure. If you are not the intended recipient, please delete this e-mail and any accompanying documents and contact the sender immediately. Unauthorized disclosure, copying or distribution of any confidential or privileged content of this e-mail is prohibited.

From: Dee Jones
Sent: Monday, November 26, 2018 4:25 PM
To: Edgar Starnes <Edgar.Starnes@nctreasurer.com>; Frank Lester <Frank.Lester@nctreasurer.com>
Cc: Dale Folwell <Dale@Nctreasurer.com>; Andrew Norton <andrew.norton@nctreasurer.com>; Dee Jones <Dee.Jones@nctreasurer.com>
Subject: RE: Rep. Dobson

What time and where?

Frank G. Lester

Deputy Treasurer
Communications/Government Affairs
Office of the State Treasurer
Office: (919) 814-3811

3200 Atlantic Avenue, Raleigh, NC 27604

www.NCTreasurer.com



NORTH CAROLINA
DEPARTMENT OF STATE TREASURER



Dale R. Folwell, CPA
STATE TREASURER OF NORTH CAROLINA
DALE R. FOLWELL, CPA

E-mail correspondence to and from this address is subject to North Carolina's Public Records Act, N.C. Gen. Stat. Sec. 132, and may be disclosed to third parties. However Federal and State law protects personal health and other information that may be contained in this e-mail from unauthorized disclosure. If you are not the intended recipient, please delete this e-mail and any accompanying documents and contact the sender immediately. Unauthorized disclosure, copying or distribution of any confidential or privileged content of this e-mail is prohibited.

From: Edgar Starnes

Sent: Monday, November 26, 2018 1:29 PM

To: Andrew Norton <andrew.norton@nctreasurer.com>; Frank Lester <Frank.Lester@nctreasurer.com>; Dee Jones <Dee.Jones@nctreasurer.com>

Cc: Dale Folwell <Dale@Nctreasurer.com>

Subject: RE: Rep. Dobson

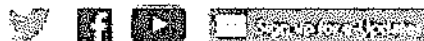
Not unless you think it necessary. Rep. Dobson wants to ask questions about referenced based pricing. I'm confident that you will know the answer to any questions he ask.

Edgar V. Starnes

Senior Policy Advisor and Legislative Liason
Office of the State Treasurer
Office: (919) 814-3812

3200 Atlantic Avenue, Raleigh, NC 27604

www.NCTreasurer.com



NORTH CAROLINA
DEPARTMENT OF STATE TREASURER



Dale R. Folwell, CPA
STATE TREASURER OF NORTH CAROLINA
DALE R. FOLWELL, CPA

E-mail correspondence to and from this address is subject to North Carolina's Public Records Act, N.C. Gen. Stat. Sec. 132, and may be disclosed to third parties. However Federal and State law protects personal health and other information that may be contained in this e-mail from unauthorized disclosure. If you are not the intended recipient, please delete this e-mail and any accompanying documents and contact the sender immediately. Unauthorized disclosure, copying or distribution of any confidential or privileged content of this e-mail is prohibited.

NORTH CAROLINA
DEPARTMENT OF STATE TREASURER



Dale R. Folwell, CPA
STATE TREASURER OF NORTH CAROLINA
DALE R. FOLWELL, CPA

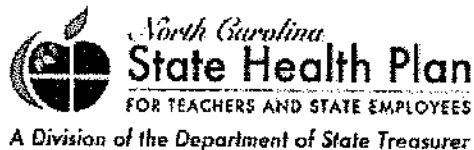
E-mail correspondence to and from this address is subject to North Carolina's Public Records Act, N.C. Gen. Stat. Sec. 132, and may be disclosed to third parties. However Federal and State law protects personal health and other information that may be contained in this e-mail from unauthorized disclosure. If you are not the intended recipient, please delete this e-mail and any accompanying documents and contact the sender immediately. Unauthorized disclosure, copying or distribution of any confidential or privileged content of this e-mail is prohibited.

From: Andrew Norton
Sent: Monday, November 26, 2018 9:22 AM
To: Dee Jones <Dee.Jones@nctreasurer.com>; Edgar Starnes <Edgar.Starnes@nctreasurer.com>; Frank Lester <Frank.Lester@nctreasurer.com>
Cc: Dale Folwell <Dale@Nctreasurer.com>
Subject: RE: Rep. Dobson

I can make it work as well.

Andrew J. Norton
Deputy General Counsel
State Health Plan
Office: (919) 814-4463

3200 Atlantic Avenue, Raleigh, NC 27604
www.SHPNC.org



Dale R. Folwell, CPA
STATE TREASURER OF NORTH CAROLINA
DALE R. FOLWELL, CPA

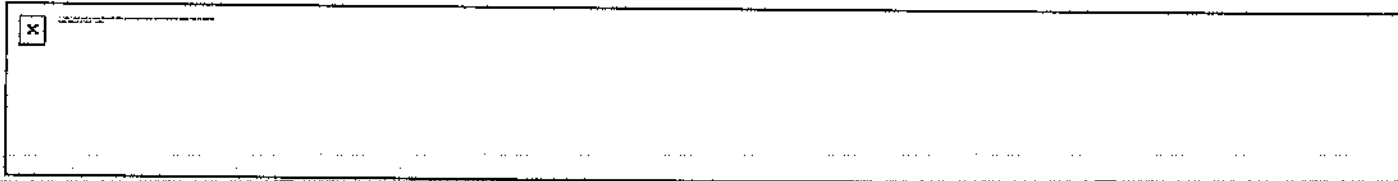
E-mail correspondence to and from this address is subject to North Carolina's Public Records Act, N.C. Gen. Stat. Sec. 132, and may be disclosed to third parties. However Federal and State law protects personal health and other information that may be contained in this e-mail from unauthorized disclosure. If you are not the intended recipient, please delete this e-mail and any accompanying documents and contact the sender immediately. Unauthorized disclosure, copying or distribution of any confidential or privileged content of this e-mail is prohibited.

From: Dee Jones
Sent: Monday, November 26, 2018 8:56 AM
To: Edgar Starnes <Edgar.Starnes@nctreasurer.com>; Andrew Norton <andrew.norton@nctreasurer.com>; Frank Lester <Frank.Lester@nctreasurer.com>
Cc: Dale Folwell <Dale@Nctreasurer.com>
Subject: RE: Rep. Dobson

I can make 9:30 Tue work? Will just have to leave Sr Staff a little early.

Anna Yount

From: North Carolina Public Schools <NCPublicSchools@public.govdelivery.com>
Sent: Monday, November 26, 2018 4:42 PM
To: Dale Folwell
Subject: DEADLINE EXTENDED: Fall 2018 Legislative Class Size reports



Superintendents:

The deadline for submission of LCS reports, waivers, and affidavits has been extended to **Dec. 14, 2018**.

The collection window remains open for running and approving the Fall 2018 Legislative Class Size reports. District PowerSchool Coordinators have been notified and provided with instructions on how to troubleshoot and prepare the data for submission. Weekly updates are being provided to districts through our DTL Bulletins and the Home Base Support Center is prepared to assist anyone experiencing issues with their reports.

Requests for individual class size exception waivers require the completion of a [form](#) supplied by the Division of School Business. Effective for the 2018-2019 school year, waivers must be submitted for any K-3 class that exceeds 23 students, excluding enhancement courses. Waiver forms should be sent to StudentAccounting@dpi.nc.gov.

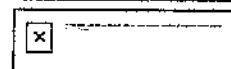
The local superintendent must also complete a sworn affidavit (see linked file below) attesting that the superintendent has complied with the reporting requirements. Affidavits should be sent to classsize@dpi.nc.gov.

Please work with your PowerSchool Coordinator to review your district's data and encourage them to submit Remedy tickets if there are questions or issues related to this collection. Below is a link to the latest class size presentation with more details and guidance.

2018 LCS Presentation

- [Affidavit per 115C-301 2018.pdf](#)

This email was sent to dale@nctreasurer.com using GovDelivery Communications Cloud on behalf of, North Carolina Public Schools · 301 N. Wilmington St. · Raleigh, NC 27601



Anna Yount

From: Dee Jones
Sent: Monday, November 26, 2018 4:44 PM
To: Dale Folwell
Cc: Chris Farr; Frank Lester; Beth Horner; Dee Jones
Subject: FW: CVS Health Update

Just an FYI...

Dee Jones
Executive Director
State Health Plan

From: Hermreck, Brian [mailto:Brian.Hermreck@CVSHealth.com]
Sent: Monday, November 26, 2018 3:02 PM
To: Dee Jones <Dee.Jones@nctreasurer.com>; Tracy Linton <Tracy.Linton@nctreasurer.com>
Cc: Smith, Sarah J. <Sarah.Smith@CVSHealth.com>
Subject: CVS Health Update

A New Day in Health Care

In the spirit of helping you achieve your health care goals, CVS Health has a lot to be thankful for this year. In particular, today we are writing to share a particularly significant milestone that will help us continue to achieve those goals. CVS Health has completed all regulatory approvals required for the acquisition of Aetna. The closing of the acquisition is expected to occur on or about November 28, 2018, subject to the satisfaction of all other closing conditions.

In partnership with our clients, we are committed to leading change in health care by connecting with consumers where they live and work. By placing consumers at the center of their health care decisions through a much more connected system, we will make it easier for them to access the information, resources and services they need. We are eager to collaborate with you and create the future of health care together, and we are more focused than ever on delivering on our mission of helping people on their path to better health.

I am eager to follow up with you and will share additional information after the close of the transaction has been completed.

Brian Hermreck | Director, Strategic Accounts, CVS/caremark
p 847-559-4605 | c 847-226-3832 | f 480-862-1090
CVS Health | 2211 Sanders Road, Northbrook, IL 60062 | Brian.Hermreck@CVSHealth.com

CONFIDENTIALITY NOTICE: This communication and any attachments may contain confidential and/or privileged information for the use of the designated recipients named above. If you are not the intended recipient, you are hereby notified that you have received this communication in error and that any review, disclosure, dissemination, distribution or copying of it or its contents is prohibited. If you have received this communication in error, please notify the sender immediately by email or telephone and destroy all copies of it, its contents and any attachments.

Anna Yount

From: Edgar Starnes
Sent: Monday, November 26, 2018 4:59 PM
To: Frank Lester
Cc: Dee Jones; Dale Folwell; Andrew Norton
Subject: Re: Rep. Dobson

Let's try not to overthink this. Dee and Andrew are subject matter experts who can answer his questions. I believe he simply wants to understand reference based pricing.

Edgar V. Starnes
Senior Policy Advisor and Legislative Liaison
Office of the State Treasurer
Phone: (919) 814-3812

3200 Atlantic Avenue, Raleigh, NC 27604
www.NCTreasurer.com

E-mail correspondence to and from this address may be subject to the North Carolina Public Records Law. It may be subject to monitoring and disclosed to third parties, including law enforcement personnel, by an authorized state official. IMPORTANT: When sending confidential or sensitive information, encryption should be used.

On Nov 26, 2018, at 4:35 PM, Frank Lester <Frank.Lester@nctreasurer.com> wrote:

Just realized we have sr. staff at 8 then we'll probably have to leave right at 9. We could talk in the car? I'm in about 7:30.

Frank G. Lester

Deputy Treasurer
Communications/Government
Affairs

Office of the State Treasurer
Office: (919) 814-3811

<image006.png>

3200 Atlantic Avenue, Raleigh, NC 27604
www.NCTreasurer.com

<image002.png><image003.png><image004.jpg><image005.png>

To: Edgar Starnes <Edgar.Starnes@nctreasurer.com>; Andrew Norton
<andrew.norton@nctreasurer.com>; Dee Jones <Dee.Jones@nctreasurer.com>
Cc: Dale Folwell <Dale@Nctreasurer.com>
Subject: RE: Rep. Dobson

Let's get together for at least a few minutes prior to going down there. Frank

Frank G. Lester

Deputy Treasurer

Communications/Government
Affairs

Office of the State Treasurer

Office: (919) 814-3811

3200 Atlantic Avenue, Raleigh, NC 27604

www.NCTreasurer.com

<image016.png> <image017.png><image018.png><image019.jpg><image022.png>

<image023.png>

E-mail correspondence to and from this address is subject to North Carolina's Public Records Act, N.C. Gen. Stat. Sec. 132, and may be disclosed to third parties. However Federal and State law protects personal health and other information that may be contained in this e-mail from unauthorized disclosure. If you are not the intended recipient, please delete this e-mail and any accompanying documents and contact the sender immediately. Unauthorized disclosure, copying or distribution of any confidential or privileged content of this e-mail is prohibited.

From: Edgar Starnes

Sent: Monday, November 26, 2018 1:29 PM

To: Andrew Norton <andrew.norton@nctreasurer.com>; Frank Lester <Frank.Lester@nctreasurer.com>;
Dee Jones <Dee.Jones@nctreasurer.com>

Cc: Dale Folwell <Dale@Nctreasurer.com>

Subject: RE: Rep. Dobson

Not unless you think it necessary. Rep. Dobson wants to ask questions about referenced based pricing. I'm confident that you will know the answer to any questions he ask.

Edgar V.

Starnes

Senior Policy

Advisor and

Legislative

Liason

Office of the

State

Treasurer

Office: (919)

814-3812

3200 Atlantic Avenue, Raleigh, NC 27604

<image016.png> www.NCTreasurer.com

<image017.png><image018.png><image019.jpg><image020.png>

<image023.png>

E-mail correspondence to and from this address is subject to North Carolina's Public Records Act, N.C. Gen. Stat. Sec. 132, and may be disclosed to third parties. However Federal and State law protects personal health and other information that may be contained in this e-mail from unauthorized disclosure. If you are not the intended recipient, please delete this e-mail and any accompanying documents and contact the sender immediately. Unauthorized disclosure, copying or distribution of any confidential or privileged content of this e-mail is prohibited.

From: Andrew Norton
Sent: Monday, November 26, 2018 9:22 AM
To: Dee Jones <Dee.Jones@nctreasurer.com>; Edgar Starnes <Edgar.Starnes@nctreasurer.com>; Frank Lester <Frank.Lester@nctreasurer.com>
Cc: Dale Folwell <Dale@Nctreasurer.com>
Subject: RE: Rep. Dobson

I can make it work as well.

Andrew J. Norton

Deputy General Counsel 3200 Atlantic Avenue, Raleigh, NC 27604
State Health Plan www.SHPNC.org
Office: (919) 814-4463 <image017.png><image018.png><image019.jpg><image020.png>
<image024.png>

E-mail correspondence to and from this address is subject to North Carolina's Public Records Act, N.C. Gen. Stat. Sec. 132, and may be disclosed to third parties. However Federal and State law protects personal health and other information that may be contained in this e-mail from unauthorized disclosure. If you are not the intended recipient, please delete this e-mail and any accompanying documents and contact the sender immediately. Unauthorized disclosure, copying or distribution of any confidential or privileged content of this e-mail is prohibited.

From: Dee Jones
Sent: Monday, November 26, 2018 8:56 AM
To: Edgar Starnes <Edgar.Starnes@nctreasurer.com>; Andrew Norton <andrew.norton@nctreasurer.com>; Frank Lester <Frank.Lester@nctreasurer.com>
Cc: Dale Folwell <Dale@Nctreasurer.com>
Subject: RE: Rep. Dobson

I can make 9:30 Tue work? Will just have to leave Sr Staff a little early.

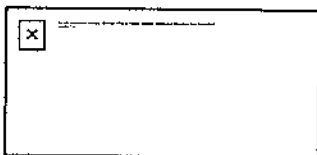
DeeJones

Executive Director
State Health Plan

From: Edgar Starnes
Sent: Sunday, November 25, 2018 4:09 PM
To: Dee Jones <Dee.Jones@nctreasurer.com>; Andrew Norton <andrew.norton@nctreasurer.com>; Frank Lester <Frank.Lester@nctreasurer.com>
Cc: Dale Folwell <Dale@Nctreasurer.com>
Subject: Rep. Dobson

Anna Yount

From: Tax Law360 <news-q1@law360.com>
Sent: Monday, November 26, 2018 5:05 PM
To: Dale Folwell
Subject: BREAKING: IRS Floats Rules On New Biz Interest Deduction Limits



TAX

Monday, November 26, 2018



BREAKING: IRS Floats Rules On New Biz Interest Deduction Limits

Interest that cannot be deducted by businesses under new limitations included in the Tax Cuts and Jobs Act may be carried forward to future years under regulations proposed Monday by the U.S. Department of the Treasury.

GOVERNMENT AGENCIES
U.S. Department of the Treasury

Not sure if your firm subscribes? Ask your librarian.

We hope you found this message to be useful.
However, if you'd rather not receive future emails of this sort,
you may unsubscribe [here](#).

Please DO NOT reply to this email. For customer support inquiries, please call +1-646-783-7100 or visit our [Contact Us](#) page.

[Privacy Policy](#)

Law360 | Portfolio Media, Inc, 111 West 19th Street, 5th Floor, New York, NY 10011

Anna Yount

From: Zoës Kitchen <feedback@reviewability.com>
Sent: Monday, November 26, 2018 10:37 PM
To: Dale Folwell
Subject: How did we do?



Hi Dale, thank you for placing your order with us. We would appreciate you taking a few minutes to tell us how we did by answering six quick questions. Your feedback is important as it helps us improve our guests' experience and serve you better.

We look forward to serving you our fresh-made Mediterranean goodness again soon!

Your Zoës Kitchen Team

How likely is it that you would recommend our restaurant to a friend or colleague?

0	1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	---	----

0 = Not likely 10 = Very likely

Zoës Kitchen
205 S. Stratford Rd Ste 88-0665
Winston-Salem, NC, 27103
(336) 748-0587

[Unsubscribe](#)



Anna Yount

From: mng=prestelligence.com@email.myteamscoop.com on behalf of High Point Enterprise
<mng@prestelligence.com>
Sent: Tuesday, November 27, 2018 3:05 AM
To: Dale Folwell
Subject: Daily Headlines from hpenews.com



News



DOT makes another try at road widening

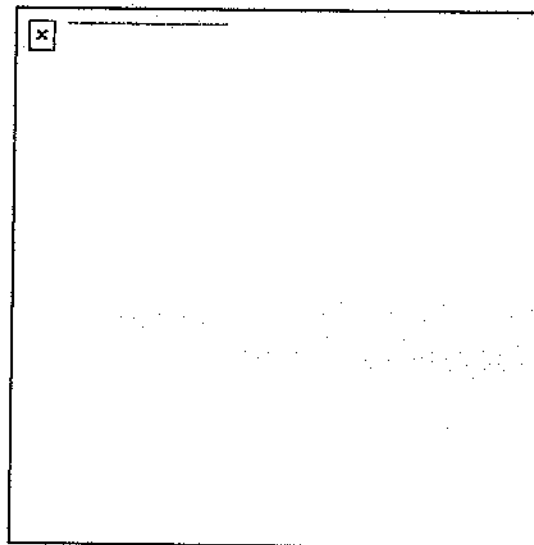
TRINITY Let's try this again.

[Read More](#)

Pharmacy students help seniors save money

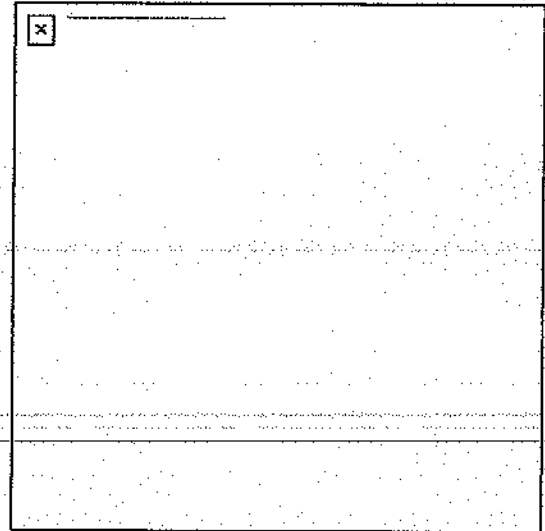
HIGH POINT High Point University pharmacy students helped Triad Medicare recipients save more than \$47,000 in medication costs this year.

[Read More](#)



High Point-based Heritage Home Group had filed for bankruptcy protection July 29, two days after the U.S. Court of Appeals upheld an objection filed by the court trustee overseeing remaining parts of the 2013 bankruptcy case of Furniture Brands International.

[Read More](#)

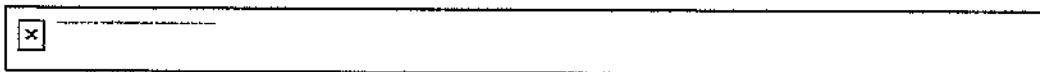


High Point hunter dies after fall from tree stand

HIGH POINT A 29-year-old hunter from High Point died last week in a tree stand accident while hunting in Stokes County.

[Read More](#)

Sports



Rainey steps down as Southwest Guilford's head football coach

Leaves program after six years at helm

[Read More](#)

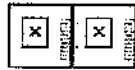
We've become a nation of political tribes fighting each other, often without reasoned argument and sometimes in utter disregard of facts. The main reason is Donald Trump. He tapped into our anger and frustration and created chaos and conflict.

[Read More](#)

Letter: Laws regulate legal, responsible gun owners

Laws regulate legal, responsible gun owners

[Read More](#)



Visit Us On Social Media

Visit www.hpenews.com for more news



213 Woodbine Street

High Point, NC 27260

Phone: 336-888-3500

© Copyright 2018 All Rights Reserved



[Click here to unsubscribe from newsletters.](#)

Anna Yount

From: Frank Lester
Sent: Tuesday, November 27, 2018 7:28 AM
To: Dale Folwell; Dee Jones; Edgar Starnes; Andrew Norton
Subject: RE: Feel free to take the state car

I'm good with however we get down. Don't we have a couple of spaces?

Frank G. Lester

Deputy Treasurer
Communications/Government Affairs
Office of the State Treasurer
Office: (919) 814-3811

3200 Atlantic Avenue, Raleigh, NC 27604

www.NCTreasurer.com



NORTH CAROLINA
DEPARTMENT OF STATE TREASURER



Dale R. Folwell, CPA
STATE TREASURER OF NORTH CAROLINA
DALE R. FOLWELL, CPA

E-mail correspondence to and from this address is subject to North Carolina's Public Records Act, N.C. Gen. Stat. Sec. 132, and may be disclosed to third parties. However Federal and State law protects personal health and other information that may be contained in this e-mail from unauthorized disclosure. If you are not the intended recipient, please delete this e-mail and any accompanying documents and contact the sender immediately. Unauthorized disclosure, copying or distribution of any confidential or privileged content of this e-mail is prohibited.

From: Dale Folwell
Sent: Monday, November 26, 2018 8:36 PM
To: Dee Jones <Dee.Jones@nctreasurer.com>; Edgar Starnes <Edgar.Starnes@nctreasurer.com>; Frank Lester <Frank.Lester@nctreasurer.com>
Subject: Feel free to take the state car

Anna Yount

From: Arlina Allen <aallen@adobe.com>
Sent: Tuesday, November 27, 2018 7:42 AM
To: Dale Folwell
Subject: Last Reach

Hi Dale R,

I've sent a number of emails your way over the past couple of weeks, but I haven't heard back. Normally when this happens, I assume that one of the following is the case:

- A. I'm interested, but I'm swamped. Call me in a few weeks.
- B. I've got no interest Arlina, the party is over.
- C. Super interested and I've got the time, lets set something up.

I'm sure that you've got a lot on your plate, but any response or feedback would be appreciated.

Thanks for your time,

Arlina Allen - Digital Practice Lead, Adobe Document Cloud & Sign
State & Local Government / Higher Education

Anna Yount

From: Edgar Starnes
Sent: Tuesday, November 27, 2018 7:49 AM
To: Frank Lester
Cc: Dale Folwell; Dee Jones; Andrew Norton
Subject: Re: Feel free to take the state car

I'll show you where your spot to park is.

Edgar V. Starnes
Senior Policy Advisor and Legislative Liaison
Office of the State Treasurer
Phone: (919) 814-3812

3200 Atlantic Avenue, Raleigh, NC 27604
www.NCTreasurer.com

E-mail correspondence to and from this address may be subject to the North Carolina Public Records Law. It may be subject to monitoring and disclosed to third parties, including law enforcement personnel, by an authorized state official. IMPORTANT: When sending confidential or sensitive information, encryption should be used.

On Nov 27, 2018, at 7:28 AM, Frank Lester <Frank.Lester@nctreasurer.com> wrote:

I'm good with however we get down. Don't we have a couple of spaces?

Frank G. Lester

Deputy Treasurer

Communications/Government Affairs <image007.png>

Office of the State Treasurer

Office: (919) 814-3811

<image012.png>

3200 Atlantic Avenue, Raleigh, NC 27604

www.NCTreasurer.com

<image008.png><image009.png><image010.jpg><image011.png>

From: Georgetown Center for Retirement Initiatives <criretirement@georgetown.edu>
Sent: Tuesday, November 27, 2018 8:30 AM
To: Dale Folwell
Subject: Giving Tuesday: Support the Georgetown Center for Retirement Initiatives

[View this email in your browser](#)



**HELP TRANSFORM THE FINANCIAL WELL-BEING OF MILLIONS OF
AMERICANS BY SUPPORTING THE CENTER FOR RETIREMENT INITIATIVES.**

The Center for Retirement Initiatives launched in 2014 to serve as a catalyst for change, focused on developing innovative models for transforming the way individuals and families save and invest for the future.

Based at the Georgetown University McCourt School of Public Policy, one of the top-ranked public policy programs in the nation, the Center seeks to help millions of Americans improve their financial and retirement well-being.

The reality of financial and retirement insecurity:

4 IN 10 ADULTS WOULD HAVE DIFFICULTY PAYING A \$400 EMERGENCY EXPENSE

THE MEDIAN BALANCE OF RETIREMENT ACCOUNTS FOR ALL WORKERS IS \$0

**HALF OF ALL PRIVATE SECTOR WORKERS – APPROXIMATELY 55 MILLION – LACK
ACCESS TO WORKPLACE RETIREMENT PLANS**

**NEARLY HALF OF ELDERLY UNMARRIED WOMEN RECEIVING SOCIAL SECURITY
RELY ON THEIR BENEFITS FOR 90 PERCENT OR MORE OF THEIR INCOME**

helps us fulfill our mission to turn ideas into action and improve the lives of of American families.

Please support the Center for Retirement Initiatives this Giving Tuesday and help transform the financial well-being of millions of Americans.

DONATE NOW

Sincerely,
Angela Antonelli
Executive Director...

P.S. Not convinced yet? Visit the Center's [website](#) for more information about how we make a difference, including our events, research, issues blog, media contributions, legislative updates, and much more.



Copyright © 2018 Center for Retirement Initiatives, all rights reserved.

You are receiving this email because of your relationship with the Georgetown University Center for Retirement Initiatives.

Our mailing address is:

Center for Retirement Initiatives
Georgetown University
3300 Whitehaven Street, 5th Floor
Washington, DC 20007

[Add us to your address book](#)

Want to change how you receive these emails?

You can [update your preferences](#) or [unsubscribe from this list](#).



Anna Yount

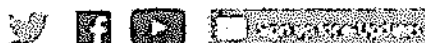
From: Andrew Norton
Sent: Tuesday, November 27, 2018 8:33 AM
To: Edgar Starnes; Frank Lester
Cc: Dale Folwell; Dee Jones
Subject: RE: Feel free to take the state car

I have the keys to the sweet van.

Andrew J. Norton

Deputy General Counsel
State Health Plan
Office: (919) 814-4463

3200 Atlantic Avenue, Raleigh, NC 27604
www.SHPNC.org



E-mail correspondence to and from this address is subject to North Carolina's Public Records Act, N.C. Gen. Stat. Sec. 132, and may be disclosed to third parties. However Federal and State law protects personal health and other information that may be contained in this e-mail from unauthorized disclosure. If you are not the intended recipient, please delete this e-mail and any accompanying documents and contact the sender immediately. Unauthorized disclosure, copying or distribution of any confidential or privileged content of this e-mail is prohibited.

From: Edgar Starnes
Sent: Tuesday, November 27, 2018 7:49 AM
To: Frank Lester <Frank.Lester@nctreasurer.com>
Cc: Dale Folwell <Dale@Nctreasurer.com>; Dee Jones <Dee.Jones@nctreasurer.com>; Andrew Norton <andrew.norton@nctreasurer.com>
Subject: Re: Feel free to take the state car

I'll show you where your spot to park is.

Edgar V. Starnes
Senior Policy Advisor and Legislative Liaison
Office of the State Treasurer
Phone: (919) 814-3812

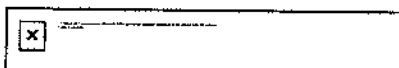
3200 Atlantic Avenue, Raleigh, NC 27604
www.NCTreasurer.com

E-mail correspondence to and from this address may be subject to the North Carolina Public Records Law. It may be subject to monitoring and disclosed to

E-mail correspondence to and from this address is subject to North Carolina's Public Records Act, N.C. Gen. Stat. Sec. 132, and may be disclosed to third parties. However Federal and State law protects personal health and other information that may be contained in this e-mail from unauthorized disclosure. If you are not the intended recipient, please delete this e-mail and any accompanying documents and contact the sender immediately. Unauthorized disclosure, copying or distribution of any confidential or privileged content of this e-mail is prohibited.

Anna Yount

From: Capital Economics <research@email.capitaleconomics.com>
Sent: Tuesday, November 27, 2018 8:55 AM
To: Dale Folwell
Subject: US Economics Update - Monetary Indicators Monitor (Oct.)



US Economics

27 November 2018

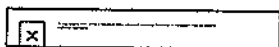
US ECONOMICS UPDATE

Monetary Indicators Monitor (Oct.)

Narrow money growth continues to slow, but that is mainly due to rising interest rates, which have reduced the portfolio demand for money. The stronger pace of growth in both broad money and bank loans suggests there is little reason to panic about the outlook for the real economy.

[Open full article here.](#)

Reports are available via a link or .PDF attachment. To change your preference click [here](#).



Clients can access a full archive of publications from their subscriptions by logging onto our website or via our App.

Anna Yount

From: Capital Economics <research@email.capitaleconomics.com>
Sent: Tuesday, November 27, 2018 10:11 AM
To: Dale Folwell
Subject: Global Economics Update - Slump in oil prices a small plus for global growth



Global Economics

27 November 2018

GLOBAL ECONOMICS UPDATE

Slump in oil prices a small plus for global growth

The recent fall in oil prices should give a small boost to global economic activity in the coming year or so. Households will benefit from reduced inflation while any offsetting reduction in mining investment, and tightening of fiscal policy in EM oil producers, should be very small.

Open full article here.

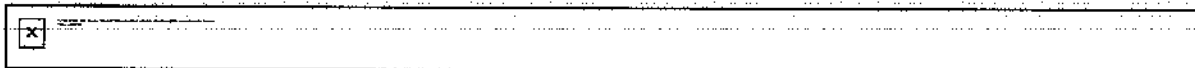
Reports are available via a link or .PDF attachment. To change your preference click here.



Clients can access a full archive of publications from their subscriptions by logging onto our website or via our App.

Anna Yount

From: Capital Economics <research@email.capitaleconomics.com>
Sent: Tuesday, November 27, 2018 10:31 AM
To: Dale Folwell
Subject: US Rapid Response - Conference Board Consumer Confidence (Nov.)



US Economics

27 November 2018

US RAPID RESPONSE

Conference Board Consumer Confidence (Nov.)

Lower gasoline prices cushion blow from stock market weakness

The modest decline in the Conference Board consumer confidence index to 135.7 in November leaves it close to October's 18-year high of 137.9. This illustrates that consumers have not been too troubled by the recent falls in equity prices, providing another reason to expect the Fed to press ahead and raise interest rates again in December.

The present situation index actually picked up in November, with the fall in the headline index entirely driven by the expectations component. That said, the latter also remains close to its highest in many years, suggesting that the further decline in the stock market in recent weeks has been largely outweighed by the near-10% fall in retail gasoline prices. Indeed, with gasoline prices set to fall even further over the coming weeks, the resulting improvement in households' purchasing power could eventually boost real consumption growth by around 0.3% points. Meanwhile, the midterm elections at the start of the month don't appear to have had a significant impact on sentiment.

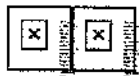
investment recommendation, nor to solicit dealing in securities or investments.

Distribution: Subscribers are free to make copies of our publications for their own use, and for the use of members of the subscribing team at their business location. No other form of copying or distribution of our publications is permitted without our explicit permission. This includes but is not limited to internal distribution to non-subscribing employees or teams.

You have received this email because you or your company has subscribed or is trialling our service. All subscribers can access their subscription via the Capital Economics website in addition to the emailed service. To unsubscribe from receiving your service via email [click here](#) or contact unsubscribe@capitaleconomics.com naming the service you no longer wish to receive email publications from. N.B. This will not affect your subscription status. To see our full privacy policy [click here](#).

Anna Yount

From: admin@directorpoint.com on behalf of Admin via Directorpoint
<admin@directorpoint.com>
Sent: Tuesday, November 27, 2018 12:45 PM
To: Dale Folwell
Subject: Event Reminder for Supplemental Retirement Board of Trustees on Directorpoint



Event Reminder for Supplemental Retirement Board of Trustees on Directorpoint

Greetings,

The following event is occurring soon:

Group Name: Supplemental Retirement Board of Trustees
Event Name: Supplemental Retirement Board of Trustees Special Meeting
Starts At: Thursday, November 29, 2018 2:00 PM EST/EDT
Ends At: Thursday, November 29, 2018 2:30 PM EST/EDT

Will you attend? Yes No Maybe

Event:

[Open Event on your iPad](#) or [on the web](#)

Add to calendar:

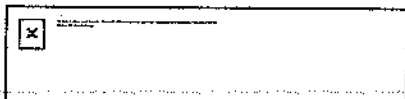
<https://directorpoint.com/ical?boardId=21572&eventId=62817>

Regards,

Directorpoint Administrator

Anna Yount

From: Bill Karpowicz <bkarpowicz@doctorondemand.com>
Sent: Tuesday, November 27, 2018 1:02 PM
To: Dale Folwell
Subject: New Telehealth Changes in Medicare Advantage



Hi,

Recently, The Centers for Medicare & Medicaid Services (CMS) declared that Medicare Advantage plans will use telehealth to support an effective, ongoing doctor-patient relationship and efficient delivery of needed care.

Is your organization ready to meet the demand?

Join Latoya Thomas, Doctor On Demand Director of Policy and Government Affairs, on **Tuesday, December 4th at 10am PT/1pm ET** to find out how the latest CMS evolution will impact your health plan.

Register now and learn how you can prepare for this new and exciting opportunity.

If you're unable to participate, register anyway and I'll make sure you receive the recording.

Regards,

Bill Karpowicz

bkarpowicz@doctorondemand.com

*Mental Health by the Numbers www.nami.org

Anna Yount

From: Melissa Strong <Melissa.Strong@dpi.nc.gov>
Sent: Tuesday, November 27, 2018 1:13 PM
To: Eric Davis; Eric Snider; Alan Duncan; Dan Forest; Dale Folwell; Amy White; Deanna Townsend-Smith; James Ford; JB Buxton; Jill Camnitz; Lisa Godwin; Olivia Oxendine; Patricia N. Willoughby; Reginald Kenan; Todd Chasteen; Wayne McDevitt; Mark Johnson
Cc: Deanna Townsend-Smith; Cecilia Holden
Subject: RE: Please welcome Melissa Strong, Assistant General Counsel

Thank you! I'm excited to be here and looking forward to meeting everyone at the upcoming meeting.

Melissa

From: Eric Davis
Sent: Tuesday, November 27, 2018 9:41 AM
To: Eric Snider <Eric.Snider@dpi.nc.gov>; Alan Duncan <Alan.Duncan@dpi.nc.gov>; Dan Forest <Dan.Forest@dpi.nc.gov>; Dale Folwell <dale.folwell@nctreasurer.com>; Amy White <singforhim@nc.rr.com>; Deanna Townsend-Smith <Deanna.Townsend-Smith@dpi.nc.gov>; James Ford <James.Ford@dpi.nc.gov>; JB Buxton <JB.Buxton@dpi.nc.gov>; Jill Camnitz <Jill.Camnitz@dpi.nc.gov>; Lisa Godwin <lisagodwinNCTOY@gmail.com>; Olivia Oxendine <Olivia.Oxendine@dpi.nc.gov>; Patricia N. Willoughby <Patricia.Willoughby@dpi.nc.gov>; Reginald Kenan <Reginald.Kenan@dpi.nc.gov>; Todd Chasteen <Todd.Chasteen@dpi.nc.gov>; Wayne McDevitt <Wayne.McDevitt@dpi.nc.gov>; Mark Johnson <mark.johnson@dpi.nc.gov>
Cc: Melissa Strong <Melissa.Strong@dpi.nc.gov>; Deanna Townsend-Smith <Deanna.Townsend-Smith@dpi.nc.gov>; Cecilia Holden <Cecilia.Holden@dpi.nc.gov>
Subject: Re: Please welcome Melissa Strong, Assistant General Counsel

Melissa

Welcome to the team. We are delighted to have you join us.

Eric
Eric C. Davis
Chair, Member at Large
NC State Board of Education

From: Eric Snider <eric.snider@dpi.nc.gov>
Sent: Tuesday, November 27, 2018 8:39 AM
To: Eric Davis; Alan Duncan; Dan Forest; Dale Folwell; Amy White; Dan Forest; Deanna Townsend-Smith; James Ford; JB Buxton; Jill Camnitz; Lisa Godwin; Olivia Oxendine; Patricia N. Willoughby; Reginald Kenan; Todd Chasteen; Wayne McDevitt; Mark Johnson
Cc: Melissa Strong; Deanna Townsend-Smith; Cecilia Holden
Subject: Please welcome Melissa Strong, Assistant General Counsel

Good morning, Board Members and Superintendent Johnson.

I am pleased to report that **Melissa Strong** has joined the Board Office and will be serving as Assistant General Counsel.

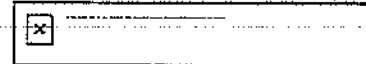
Melissa comes to us from the Department of Administration's Division of Purchase & Contract where she served as head of contract management. She is a graduate of the Georgetown University Law Center and earned her undergraduate

Anna Yount

From: Finance Crowd <info@finance-crowd.com>
Sent: Tuesday, November 27, 2018 2:06 PM
To: Dale Folwell
Subject: 2019 Compliance Guide for CFO's



2019 Compliance Guide for CFO's



Key Areas of HR Compliance CFOs Need to Know.

The 2019 Compliance Guide for CFOs is a step-by-step action plan designed to focus on the four major topics in compliance. As part of our commitment to help CFOs make a difference in their organization, we've published deep dives like this one to help you avoid fines and maintain compliance.

[Download this guide](#) for actionable tips on how you can avoid major fines and stay compliant in 2019.

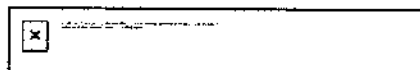
Download Now

Finance Crowd | 20 W 34th St, New York, NY 100, New York City, NY 10001

[Unsubscribe dale.folwell@nctreasurer.com](#)

[Update Profile](#) | [About our service provider](#)

Sent by info@finance-crowd.com in collaboration with



Try it free today

Anna Yount

From: Lisa Hollowell (Fiscal Research) <Lisa.Hollowell@ncleg.net>
Sent: Tuesday, November 27, 2018 2:25 PM
To: Dale Folwell
Subject: Thank you

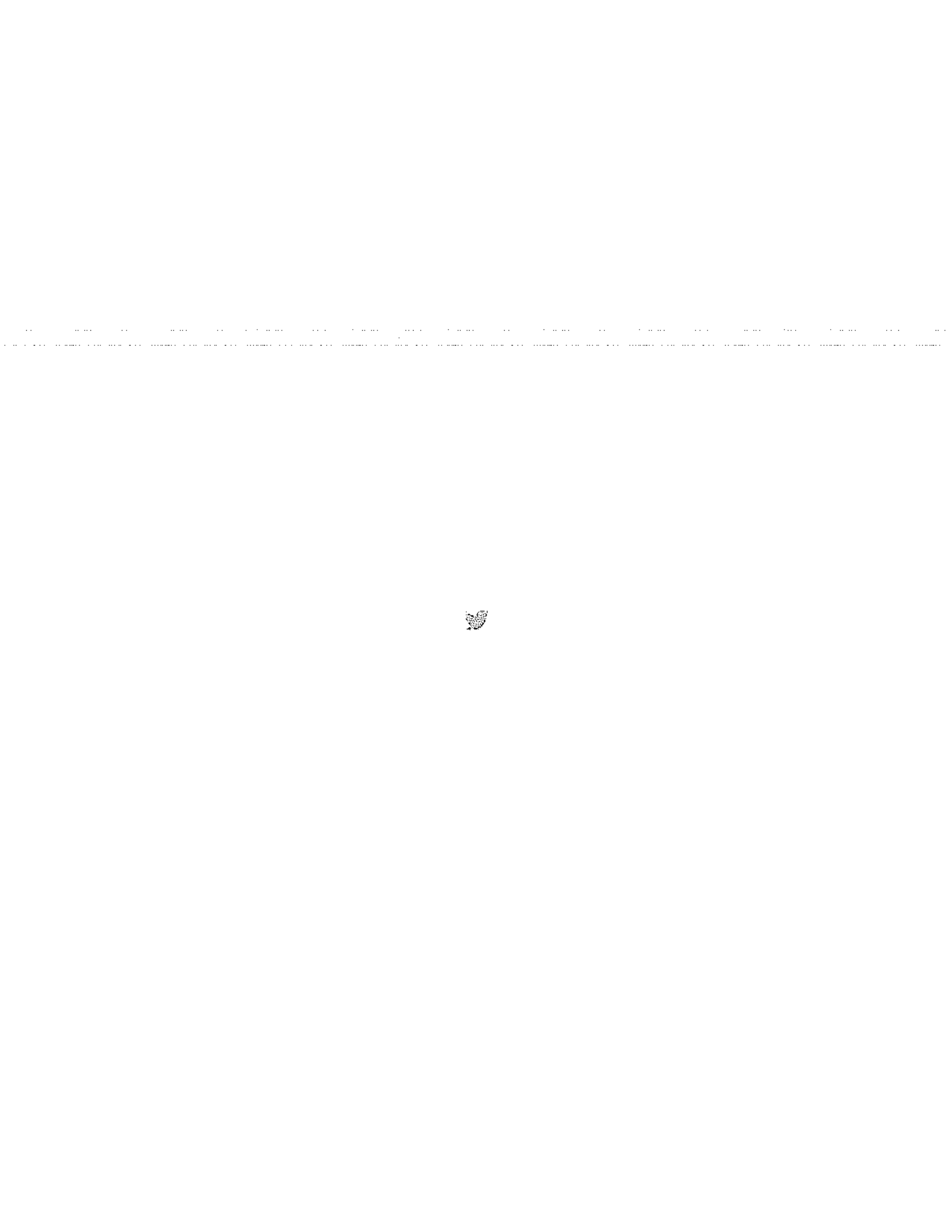
Treasurer Folwell,

Thank you very much for the voice mail! I really appreciate it. Yes, I'm back on the Transportation Team where I was when Martha Walston and I worked with you on the tag/tax combination way back when. Being familiar with Transportation issues makes the change a little easier, though I miss my General Government agencies.

Thanks again,

Lisa

Lisa Hollowell
Principal Fiscal Analyst
North Carolina General Assembly
(919) 733-4910
lisah@ncleg.net





NORTH CAROLINA
DEPARTMENT OF STATE TREASURER



Dale R. Folwell, CPA
STATE TREASURER OF NORTH CAROLINA
DALE R. FOLWELL, CPA

Anna Yount

From: Edgar Starnes
Sent: Tuesday, November 27, 2018 3:08 PM
To: Dale Folwell; Dee Jones; Chris Farr; Frank Lester
Cc: Sam Watts
Subject: Dobson's bill

The caucus will meet tonight to discuss the Dobson bill.

Edgar V. Starnes
Senior Policy Advisor and Legislative Liaison
Office of the State Treasurer
Phone: (919) 814-3812

3200 Atlantic Avenue, Raleigh, NC 27604
www.NCTreasurer.com

E-mail correspondence to and from this address may be subject to the North Carolina Public Records Law. It may be subject to monitoring and disclosed to third parties, including law enforcement personnel, by an authorized state official.
IMPORTANT: When sending confidential or sensitive information, encryption should be used.

Anna Yount

From: Chris Farr
Sent: Tuesday, November 27, 2018 2:43 PM
To: Edgar Starnes; Dee Jones; Andrew Norton; Dale Folwell
Cc: Frank Lester
Subject: RE: Cone Health

Maybe this is one of the many envelopes that were returned!

Chris Marie Farr

Chief of Staff/ Chief Deputy Treasurer
Office of the State Treasurer
Office: (919) 814-3817
Cell: (919) 588-0009

3200 Atlantic Avenue, Raleigh, NC 27604

www.NCTreasurer.com



NORTH CAROLINA
DEPARTMENT OF STATE TREASURER



Dale R. Folwell, CPA
STATE TREASURER OF NORTH CAROLINA
DALE R. FOLWELL, CPA

E-mail correspondence to and from this address is subject to North Carolina's Public Records Act, N.C. Gen. Stat. Sec. 132, and may be disclosed to third parties. However Federal and State law protects personal health and other information that may be contained in this e-mail from unauthorized disclosure. If you are not the intended recipient, please delete this e-mail and any accompanying documents and contact the sender immediately. Unauthorized disclosure, copying or distribution of any confidential or privileged content of this e-mail is prohibited.

From: Edgar Starnes
Sent: Tuesday, November 27, 2018 2:39 PM
To: Dee Jones <Dee.Jones@nctreasurer.com>; Andrew Norton <andrew.norton@nctreasurer.com>; Dale Folwell <Dale@Nctreasurer.com>
Cc: Chris Farr <Chris.Farr@nctreasurer.com>; Frank Lester <Frank.Lester@nctreasurer.com>
Subject: Cone Health

Dee,

I just met with Ryan Blackledge with Cone Health. He says they never received the letter that was to go to all providers. He said they can't respond to something they never received.

Cone Health does not like the reference based pricing plan. They want to propose an alternative in which they would work with the SHP and do a cost saving pilot program. He thinks they could reveal the cost of services but their contract with BCBS prevents such disclosure.

Can we make sure that we get them a copy of the letter? If you need to speak to Ryan his cell phone is 919-308-4480.

Edgar V. Starnes
Senior Policy Advisor and Legislative Liaison

Anna Yount

From: Edgar Starnes
Sent: Tuesday, November 27, 2018 2:54 PM
To: Dale Folwell
Cc: Chris Farr; Frank Lester
Subject: Rep. Larry Potts.

Treasurer,

Rep. Potts would like for you to call him before the 5:00 caucus. His cell is 336-239-2280. He wants to discuss Rep. Dobson's bill with you.

Edgar V. Starnes
Senior Policy Advisor and Legislative Liaison
Office of the State Treasurer
Phone: (919) 814-3812

3200 Atlantic Avenue, Raleigh, NC 27604
www.NCTreasurer.com

E-mail correspondence to and from this address may be subject to the North Carolina Public Records Law. It may be subject to monitoring and disclosed to third parties, including law enforcement personnel, by an authorized state official.
IMPORTANT: When sending confidential or sensitive information, encryption should be used.

Anna Yount

From: Edgar Starnes
Sent: Tuesday, November 27, 2018 3:00 PM
To: Dale Folwell; Chris Farr; Frank Lester; Dee Jones
Cc: Sam Watts
Subject: Rep. Dobson's bill

I just had a very frank discussion with Senator Rabon. He said the senate has not agreed to the Dobson bill. Their inclination is to give you a free hand to manage the SHP. He said the senate will only consider the Dobson bill if the request comes directly from the Speaker.

There is some discussion to move the SHP to the Dept. of Insurance. From what I've been told Insurance doesn't want it.

Edgar V. Starnes
Senior Policy Advisor and Legislative Liaison
Office of the State Treasurer
Phone: (919) 814-3812

3200 Atlantic Avenue, Raleigh, NC 27604
www.NCTreasurer.com

E-mail correspondence to and from this address may be subject to the North Carolina Public Records Law. It may be subject to monitoring and disclosed to third parties, including law enforcement personnel, by an authorized state official.
IMPORTANT: When sending confidential or sensitive information, encryption should be used.

Anna Yount

From: Edgar Starnes
Sent: Tuesday, November 27, 2018 3:01 PM
To: Dale Folwell
Subject: Re: Rep. Larry Potts.

I'll ask.

Edgar V. Starnes
Senior Policy Advisor and Legislative Liaison
Office of the State Treasurer
Phone: (919) 814-3812

3200 Atlantic Avenue, Raleigh, NC 27604
www.NCTreasurer.com

E-mail correspondence to and from this address may be subject to the North Carolina Public Records Law. It may be subject to monitoring and disclosed to third parties, including law enforcement personnel, by an authorized state official. IMPORTANT: When sending confidential or sensitive information, encryption should be used.

On Nov 27, 2018, at 2:56 PM, Dale Folwell <Dale@Nctreasurer.com> wrote:

Did the legislators get my email and video?

Dale R. Folwell, CPA
NC State Treasurer
Office of the State Treasurer
Office: (919) 814-3807
<image006.png>

3200 Atlantic Avenue, Raleigh, NC 27604
<image001.png> www.NCTreasurer.com
<image002.png><image003.png><image004.jpg><image005.png>

E-mail correspondence to and from this address is subject to North Carolina's Public Records Act, N.C. Gen. Stat. Sec. 132, and may be disclosed to third parties. However Federal and State law protects personal health and other information that may be contained in this e-mail from unauthorized disclosure. If you are not the intended recipient, please delete this e-mail and any accompanying documents and contact the sender immediately. Unauthorized disclosure, copying or distribution of any confidential or privileged content of this e-mail is prohibited.

From: Edgar Starnes
Sent: Tuesday, November 27, 2018 2:54 PM
To: Dale Folwell <Dale@Nctreasurer.com>
Cc: Chris Farr <Chris.Farr@nctreasurer.com>; Frank Lester <Frank.Lester@nctreasurer.com>
Subject: Rep. Larry Potts.

Anna Yount

From: Edgar Starnes
Sent: Tuesday, November 27, 2018 3:06 PM
To: Dale Folwell
Subject: Re: Rep. Larry Potts.
Attachments: image002.png; image004.jpg; image006.png

Yes they received it.

Edgar V. Starnes
Senior Policy Advisor and Legislative Liaison
Office of the State Treasurer
Phone: (919) 814-3812

3200 Atlantic Avenue, Raleigh, NC 27604
www.NCTreasurer.com

E-mail correspondence to and from this address may be subject to the North Carolina Public Records Law. It may be subject to monitoring and disclosed to third parties, including law enforcement personnel, by an authorized state official. IMPORTANT: When sending confidential or sensitive information, encryption should be used.

On Nov 27, 2018, at 2:56 PM, Dale Folwell <Dale@Nctreasurer.com> wrote:

Did the legislators get my email and video?

Dale R. Folwell, CPA

NC State Treasurer
Office of the State Treasurer
Office: (919) 814-3807

3200 Atlantic Avenue, Raleigh, NC 27604
www.NCTreasurer.com

<image001.png>



<image003.png>



<image005.png>

NORTH CAROLINA
DEPARTMENT OF STATE TREASURER



Dale R. Folwell, CPA
STATE TREASURER OF NORTH CAROLINA
DALE R. FOLWELL, CPA

E-mail correspondence to and from this address is subject to North Carolina's Public Records Act, N.C. Gen. Stat. Sec. 132, and may be disclosed to third parties. However Federal and State law protects personal health and other information that may be contained in this e-mail from unauthorized disclosure. If you are not the intended recipient, please delete this e-mail and any accompanying documents and contact the sender immediately. Unauthorized disclosure, copying or distribution of any confidential or privileged content of this e-mail is prohibited.

Anna Yount

From: J.B. Buxton <buxton.jb@gmail.com>
Sent: Tuesday, November 27, 2018 3:11 PM
To: Melissa Strong
Cc: Eric Davis; Eric Snider; Alan Duncan; Dan Forest; Dale Folwell; Amy White; Deanna Townsend-Smith; James Ford; JB Buxton; Jill Camnitz; Lisa Godwin; Olivia Oxendine; Patricia N. Willoughby; Reginald Kenan; Todd Chasteen; Wayne McDevitt; Mark Johnson; Cecilia Holden
Subject: Re: Please welcome Melissa Strong, Assistant General Counsel

Melissa, welcome and glad you are joining the SBE staff. I look forward to meeting you next week.

Best,

J.B.

On Nov 27, 2018, at 1:13 PM, Melissa Strong <Melissa.Strong@dpi.nc.gov> wrote:

Thank you! I'm excited to be here and looking forward to meeting everyone at the upcoming meeting.

Melissa

From: Eric Davis

Sent: Tuesday, November 27, 2018 9:41 AM

To: Eric Snider <Eric.Snider@dpi.nc.gov>; Alan Duncan <Alan.Duncan@dpi.nc.gov>; Dan Forest <Dan.Forest@dpi.nc.gov>; Dale Folwell <dale.folwell@nctreasurer.com>; Amy White <singforhim@nc.rr.com>; Deanna Townsend-Smith <Deanna.Townsend-Smith@dpi.nc.gov>; James Ford <James.Ford@dpi.nc.gov>; JB Buxton <JB.Buxton@dpi.nc.gov>; Jill Camnitz <Jill.Camnitz@dpi.nc.gov>; Lisa Godwin <lisagodwinNCTOY@gmail.com>; Olivia Oxendine <Olivia.Oxendine@dpi.nc.gov>; Patricia N. Willoughby <Patricia.Willoughby@dpi.nc.gov>; Reginald Kenan <Reginald.Kenan@dpi.nc.gov>; Todd Chasteen <Todd.Chasteen@dpi.nc.gov>; Wayne McDevitt <Wayne.McDevitt@dpi.nc.gov>; Mark Johnson <mark.johnson@dpi.nc.gov>

Cc: Melissa Strong <Melissa.Strong@dpi.nc.gov>; Deanna Townsend-Smith <Deanna.Townsend-Smith@dpi.nc.gov>; Cecilia Holden <Cecilia.Holden@dpi.nc.gov>

Subject: Re: Please welcome Melissa Strong, Assistant General Counsel

Melissa

Welcome to the team. We are delighted to have you join us.

Eric

Eric C. Davis

Chair, Member at Large

NC State Board of Education

From: Eric Snider <eric.snider@dpi.nc.gov>

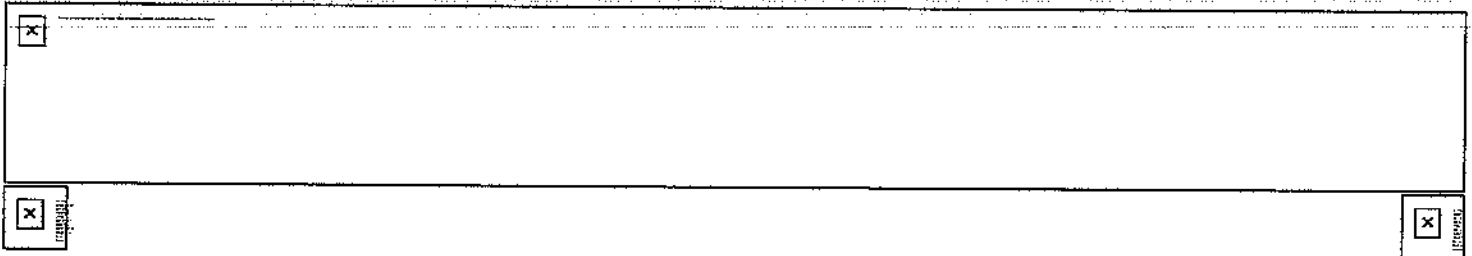
Sent: Tuesday, November 27, 2018 8:39 AM

To: Eric Davis; Alan Duncan; Dan Forest; Dale Folwell; Amy White; Dan Forest; Deanna Townsend-Smith; James Ford; JB Buxton; Jill Camnitz; Lisa Godwin; Olivia Oxendine; Patricia N. Willoughby; Reginald

Anna Yount

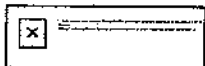
From: T.J. McCullough, Publisher <reply@mail-1.bizjournals.com>
Sent: Tuesday, November 27, 2018 3:14 PM
To: Dale Folwell
Subject: Afternoon Edition: New multifamily plans; Data breach hits Atrium; Monroe toll road open

[View as Webpage](#)



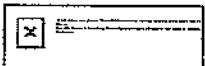
AFTERNOON EDITION

November 27, 2018



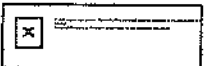
Chicago real estate firm to develop apartments as part of larger mixed-use project along light rail

COMMERCIAL REAL ESTATE



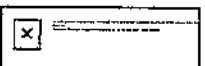
PHOTOS: 30 years in the making, Monroe Expressway opens with sighs of relief, hopes for economic development

TRANSPORTATION



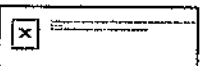
About 2.65M patients at Charlotte's Atrium Health hit with third-party data breach

HEALTH CARE



Charlotte Chamber, Regional Partnership to unveil new look, name tonight

PROFESSIONAL SERVICES



Is trend of slower home-price gains in Charlotte market continuing?



RESIDENTIAL REAL ESTATE

Public Paychecks: America's police and fire chiefs have big jobs — and big salaries to boot

GOVERNMENT & REGULATIONS

Chinese regulators approve sale of Rockwell Collins

MANUFACTURING



Connect with local business professionals View the latest networking opportunities, award events, and panel discussions happening in your city: [View Now](#)

Restaurant franchisor Chanticleer to pay new president a \$250,000 salary

RETAILING

Former restaurant owner sues Wells Fargo over home loan modification

BANKING & FINANCIAL SERVICES

Aussie company will make polymers in \$9.2M Gaston plant



NC restaurant association launches health plan aiming to help hundreds of thousands of workers

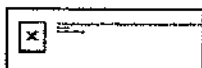
HEALTH CARE

Center City Partners CEO on chamber/partnership merger, NBA All-Star Game and 2019 priorities

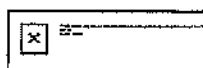


Heavy Hitters: Investments worth millions of dollars bring fresh facilities to Charlotte nonprofit, civic and educational organizations

PEOPLE ON THE MOVE



Ann Marie Williams



Heather Gordon

FOLLOW US



[Unsubscribe](#)

[Newsletter Preferences](#)

[Contact Us](#)

Bizjournals Customer Service, 120 W. Morehead St., Charlotte, North Carolina 28202

© 2018 American City Business Journals. All rights reserved. Use of the material on this site constitutes acceptance of our User Agreement (updated 3/14/12) and Privacy Policy (updated 3/14/12). The material on this site may not be reproduced, distributed, transmitted, cached, or otherwise used, except with the prior written permission of Bizjournals.

Anna Yount

From: Edgar Starnes
Sent: Tuesday, November 27, 2018 3:23 PM
To: Dale Folwell
Subject: Re: Rep. Larry Potts.

He has them

Edgar V. Starnes
Senior Policy Advisor and Legislative Liaison
Office of the State Treasurer
Phone: (919) 814-3812

3200 Atlantic Avenue, Raleigh, NC 27604
www.NCTreasurer.com

E-mail correspondence to and from this address may be subject to the North Carolina Public Records Law. It may be subject to monitoring and disclosed to third parties, including law enforcement personnel, by an authorized state official. IMPORTANT: When sending confidential or sensitive information, encryption should be used.

On Nov 27, 2018, at 3:11 PM, Dale Folwell <Dale@Nctreasurer.com> wrote:

I forwarded video Please deliver letter

Dale R. Folwell, CPA
NC State Treasurer
Office of the State Treasurer
Office: (919) 814-3807
<image006.png>

3200 Atlantic Avenue, Raleigh, NC 27604
<image001.png> www.NCTreasurer.com
<image002.png><image003.png><image004.jpg><image005.png>

E-mail correspondence to and from this address is subject to North Carolina's Public Records Act, N.C. Gen. Stat. Sec. 132, and may be disclosed to third parties. However Federal and State law protects personal health and other information that may be contained in this e-mail from unauthorized disclosure. If you are not the intended recipient, please delete this e-mail and any accompanying documents and contact the sender immediately. Unauthorized disclosure, copying or distribution of any confidential or privileged content of this e-mail is prohibited.

From: Edgar Starnes
Sent: Tuesday, November 27, 2018 3:01 PM
To: Dale Folwell <Dale@Nctreasurer.com>
Subject: Re: Rep. Larry Potts.

Edgar V. Starnes
Senior Policy Advisor and Legislative Liaison
Office of the State Treasurer
Phone: (919) 814-3812

3200 Atlantic Avenue, Raleigh, NC 27604
www.NCTreasurer.com

E-mail correspondence to and from this address may be subject to the North Carolina Public Records Law. It may be subject to monitoring and disclosed to third parties, including law enforcement personnel, by an authorized state official. IMPORTANT: When sending confidential or sensitive information, encryption should be used.

Anna Yount

Subject: CAFR Exit Conference
Location: Treasurer's Conference Room

Start: Wed 12/19/2018 9:00 AM
End: Wed 12/19/2018 10:00 AM

Recurrence: (none)

Meeting Status: Accepted

Organizer: Anna Yount

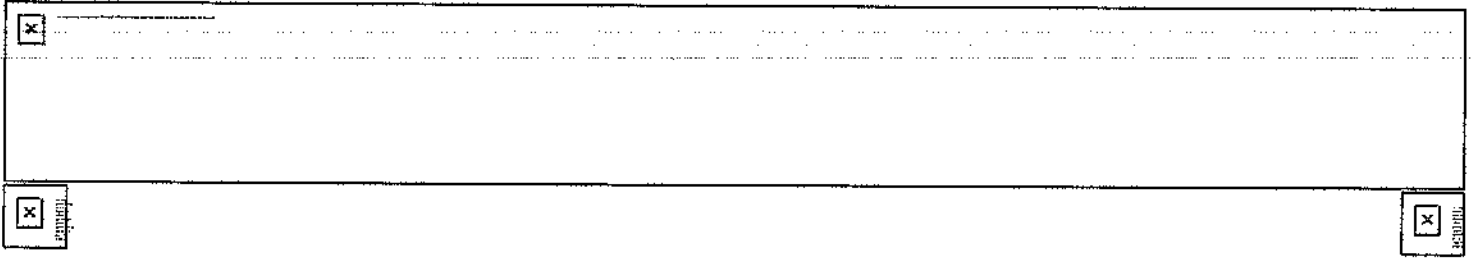
Required Attendees: Dale Folwell; Chris Farr; Fran Lawrence; Amy Senogles

Optional Attendees: Steve Toole

Anna Yount

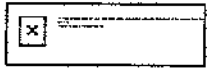
From: Jason Christie, Publisher <reply@mail-1.bizjournals.com>
Sent: Tuesday, November 27, 2018 3:25 PM
To: Dale Folwell
Subject: Afternoon Edition: Raleigh to get a Fortune 500 HQ

[View as Webpage](#)



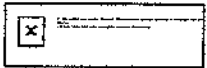
AFTERNOON EDITION

November 27, 2018



Raleigh to get a Fortune 500 HQ

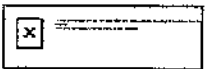
RETAILING



RTP Park Center land under contract for residential development

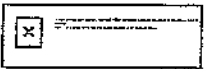


COMMERCIAL REAL ESTATE



Amid \$34B IBM buyout, Red Hat makes its own acquisition

TECHNOLOGY

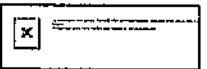


Fight over Raleigh firm's migraine device escalates in NC Business



Court

HEALTH CARE



'Project Lego' picks North Carolina over Quebec for manufacturing jobs

MANUFACTURING

GM to idle plants and cut thousands of jobs as sales slow

MANUFACTURING



Connect with local business professionals View the latest networking opportunities, award events, and panel discussions happening in your city. [View Now](#)

Public Paychecks: America's police and fire chiefs have big jobs, and big salaries to boot. Here's the breakdown.

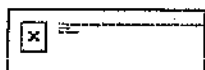
NC schools with most graduates attending top 3 US institutions (Slideshow)

15 most expensive downtown Raleigh restaurants (Slideshow)

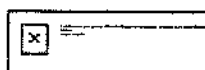
Money and medicine: The hospitals and health systems with the best-paid executives in the US

Here are some prominent Triangle people who have listed their homes for sale (Photos)

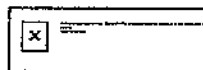
PEOPLE ON THE MOVE



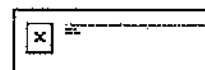
Bob Goodson
Advanced Energy



Janene Tompkins
Capital Bank (Raleigh, NC)



Cindy Szwarcok
Stewart



Chad Sary
Stewart

[See All People on the Move](#)

COMPANIES ON THE MOVE

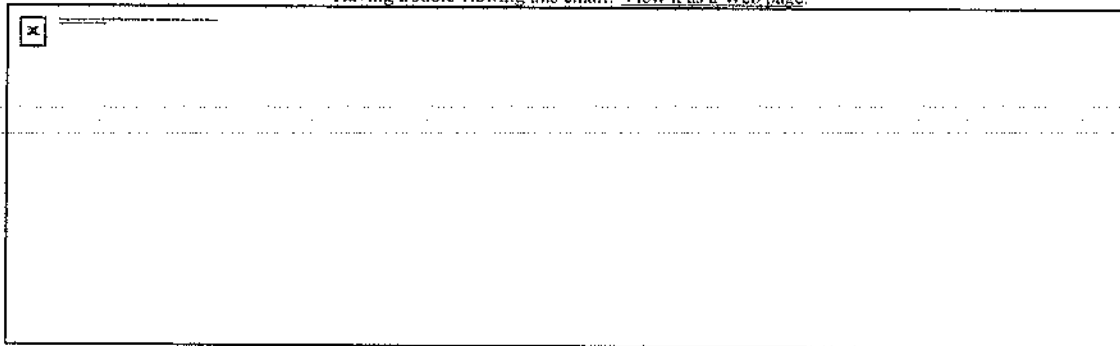
Bizjournals Customer Service, 120 W. Morehead St., Charlotte, North Carolina 28202

© 2018 American City Business Journals. All rights reserved. Use of the material on this site constitutes acceptance of our User Agreement (updated 3/14/12) and Privacy Policy (updated 3/14/12). The material on this site may not be reproduced, distributed, transmitted, cached, or otherwise used, except with the prior written permission of Bizjournals.

Anna Yount

From: North Carolina Public Schools <NCPublicSchools@public.govdelivery.com>
Sent: Tuesday, November 27, 2018 3:38 PM
To: Dale Folwell
Subject: Superintendents' Weekly Message: Nov. 27

Having trouble viewing this email? [View it as a Web page.](#)



Nov. 27, 2018

LCS reports, waivers, affidavit deadline extended

The deadline for submission of LCS reports, waivers, and affidavits has been extended to Dec. 14.

The collection window remains open for running and approving the Fall 2018 Legislative Class Size reports. District PowerSchool Coordinators have been notified and provided with instructions on how to troubleshoot and prepare the data for submission. Weekly updates are being provided to districts through our DTL Bulletins and the Home Base Support Center is prepared to assist anyone experiencing issues with their reports.

Requests for individual class size exception waivers require the completion of a form supplied by the Division of School Business. Effective for the 2018-2019 school year, waivers must be submitted for any K-3 class that exceeds 23 students, excluding enhancement courses. Waiver forms should be sent to StudentAccounting@dpi.nc.gov.

The local superintendent must also complete a sworn affidavit attesting that the superintendent has complied with the reporting requirements. Affidavits should be sent to classsize@dpi.nc.gov.

Please work with your PowerSchool Coordinator to review your district's data and encourage them to submit Remedy tickets if there are questions or issues related to this collection. [Click here for the link to the latest class size presentation with more details and guidance.](#)

2019 CCES Conference

Innovative Pathways to Personalized Learning

The 2019 Connecting Communities of Education Stakeholders conference will be held March 18-21. The conference, themed Innovative Pathways to



gather feedback from superintendents on timeline and next steps, and we will be doing so at the superintendents' quarterly meeting on Nov. 30.

We apologize again for this delay. Please know that a delay is preferable to launching a platform that does not function properly to offer the opportunities for increased access and availability. Thank you for your understanding and patience.

Input needed on School Safety App for students

As you may know, the General Assembly has appropriated funds to develop an anonymous reporting app to deploy in time for the 2019-2020 school year. DPI is in the process of developing the Request for Proposals for the app, and we need input from educators and school public-safety professionals in reviewing draft specifications and evaluating responses. If you are interested in being a part of the process, please [complete and submit this contact form](#).

We appreciate all that you do to support North Carolina public school students.

FEMA Requirements Procurement Checklist

FEMA has produced a concise, helpful checklist for complying with federal procurement requirements applicable to FEMA Public Assistance reimbursement. Local governments and your non-profit partners (such as VFDs) should review the information applicable to "non-state entities."

Complying with these procurement requirements is critical to maximizing your opportunity for FEMA reimbursement of eligible disaster costs, including repairs to facilities and infrastructure. These requirements are found under the Uniform Guidance (2 CFR Part 200), and apply to most categories of federal grant funds, including FEMA Public Assistance reimbursement funds. Remember that you also must comply with state law procurement requirements applicable to local governments and your local procurement policies to the extent that either (or both) are more restrictive than federal requirements.

[Click here to view the checklist.](#)



Teacher nominations for the emPoweringSTEM Conference needed

Each district superintendent in North Carolina may nominate one middle school teacher to attend the emPoweringSTEM Conference in March.

There is a critical disconnect between the STEM skills needed to support the state's current and future jobs ecosystem and our students' interests and levels of mastery in those fields. By bringing together businesses leaders and educators from across North Carolina in a hands-on learning environment, this conference will help make that connection from classroom to career. This event was a partnership between GSK, NCBCE & Kenan Fellows and will enable over 100 of the state's leading middle school educators to connect their classroom environments to career environments. Participants will receive meals, a \$50 travel stipend and – for those traveling more than 50 miles – lodging, as well as earn 1 CEU.

The conference will be held Mar. 25, 2019, at GSK Headquarters in Research Triangle Park.

Anna Yount

From: Lorraine Munk
Sent: Tuesday, November 27, 2018 3:51 PM
To: Charles Perusse; Dale Folwell; Donald Martin ; Kim Hargett; Margaret Way; Pete Robie; Peter Chauncey; Ted Brinn; Wayne Fish
Cc: Dee Jones; Andrew Norton
Subject: Letter to General Assembly

Board members,

Below is a copy of a letter that went to members of the NC General Assembly, as well as a link to a video at the bottom of the page titled "The Perfect Money Making Model."



NORTH CAROLINA
DEPARTMENT OF STATE TREASURER

November 26, 2018

North Carolina General Assembly
House of Representatives

Dear Representative:

As you may have heard, the State Health Plan has launched a new medical reimbursement strategy for North Carolina providers that care for State Health Plan (Plan) members starting in 2020. This effort is part of a longer term strategy to take advantage of the Plan's "largeness" to keep rising health care costs under control while promoting quality care, transparency and affordability.

I know that you and the other members of the North Carolina General Assembly want me to keep costs under control. Right now, medical and pharmaceutical costs for the Plan are likely to increase by five to seven percent over the next ten years. But, as you know, the governor and General Assembly have approved only four percent annual increase during this budget cycle. There is no combination of five and seven that will give you four.

For decades, the Plan has used Blue Cross and Blue Shield of North Carolina's (Blue Cross NC) commercial network of providers. Blue Cross NC and medical providers consider fee schedules (what they charge) associated with this network to be "confidential." In other words, we know what we are paying, but not what we are **supposed** to pay. Whether it is a cup of coffee or a tank of gas, you know the relative value of what you are purchasing. That is not the case with health care.

In 2011, Auditor Beth Wood issued a performance audit of the Plan noting that "[t]he Plan is at risk for overpaying medical claims because the Plan's auditors do not have access to BCBSNC contracts and cannot independently verify that the Plan receives the proper contractual discounts from BCBSNC's provider network."

Starting on January 1, 2020, the Plan will move away from a commercial-based payment model to a reference-based government pricing model to reimburse health care providers for their services. This initiative was unanimously approved by the Board of Trustees on October 22.

Anna Yount

From: Edgar Starnes
Sent: Tuesday, November 27, 2018 4:23 PM
To: Dale Folwell
Subject: Fwd: Only a few seats remaining for 2018 Leadership Luncheon

Bo Biggs asked me to send this to you. He doesn't have a ticket because his table is full. Nonetheless, he hopes you can show up anyway.

Edgar V. Starnes
Senior Policy Advisor and Legislative Liaison
Office of the State Treasurer
Phone: (919) 814-3812

3200 Atlantic Avenue, Raleigh, NC 27604
www.NCTreasurer.com

E-mail correspondence to and from this address may be subject to the North Carolina Public Records Law. It may be subject to monitoring and disclosed to third parties, including law enforcement personnel, by an authorized state official. IMPORTANT: When sending confidential or sensitive information, encryption should be used.

Begin forwarded message:

From: Bo Biggs <mbb@carolina.net>
Date: November 27, 2018 at 4:13:13 PM EST
To: 'Edgar Starnes' <Edgar.Starnes@nctreasurer.com>
Subject: FW: Only a few seats remaining for 2018 Leadership Luncheon

Hope to see you or your boss there! Gonna be a sold out house!

Bo

From: North Carolina FreeEnterprise Foundation [<mailto:admin@ncfef.org>]
Sent: Monday, November 26, 2018 9:11 AM
To: mbb@carolina.net
Subject: Only a few seats remaining for 2018 Leadership Luncheon

Mix & Mingle at 11 AM
Lunch and Program start at 12 Noon



Gov. Cooper



Speaker Moore



Sen. Blue



Sen. Berger



Rep. Jackson

[I can't make it](#)

If you have any questions please contact jkappler@ncfef.org or (919) 896-8347

North Carolina FreeEnterprise Foundation, P.O. Box 12406, Raleigh, NC 27605

[SafeUnsubscribe™](#) imbb@carolina.net

[Forward email](#) | [Update Profile](#) | [About our service provider](#)

Sent by admin@ncfef.org in collaboration with

Constant Contact 

Try it free today

Anna Yount

From: Steven B. Long <SBLong@wardandsmith.com>
Sent: Tuesday, November 27, 2018 5:41 PM
To: Dale Folwell
Cc: Anna Yount
Subject: RE: NCMGMA - Invitation for Mr. Folwell

Thank you, sir.

From: Dale Folwell <Dale@Nctreasurer.com>
Sent: Tuesday, November 27, 2018 3:45 PM
To: Steven B. Long <SBLong@wardandsmith.com>
Cc: Anna Yount <Anna.Yount@nctreasurer.com>
Subject: RE: NCMGMA - Invitation for Mr. Folwell

Anna POC, thanks

Dale R. Folwell, CPA

NC State Treasurer
Office of the State Treasurer
Office: (919) 814-3807

3200 Atlantic Avenue, Raleigh, NC 27604
www.NCTreasurer.com



NORTH CAROLINA
DEPARTMENT OF STATE TREASURER



Dale R. Folwell, CPA
STATE TREASURER OF NORTH CAROLINA
DALE R. FOLWELL, CPA

E-mail correspondence to and from this address is subject to North Carolina's Public Records Act, N.C. Gen. Stat. Sec. 132, and may be disclosed to third parties. However Federal and State law protects personal health and other information that may be contained in this e-mail from unauthorized disclosure. If you are not the intended recipient, please delete this e-mail and any accompanying documents and contact the sender immediately. Unauthorized disclosure, copying or distribution of any confidential or privileged content of this e-mail is prohibited.

From: Steven B. Long [<mailto:SBLong@wardandsmith.com>]
Sent: Tuesday, November 27, 2018 2:06 PM
To: Dale Folwell <Dale@Nctreasurer.com>
Subject: FW: NCMGMA - Invitation for Mr. Folwell

Dale – Cameron Cox is a friend of mine and support of yours. I hope you will be able to speak to this group as I think it includes many thought leaders and would be beneficial for you to attend. It was good to see you at the Art Museum recently. All the best, Steve

From: Cameron Cox III <Cameron.Cox@msochealth.com>
Sent: Monday, October 29, 2018 11:17 AM

If you have received this confidential message in error, please destroy it and any attachments without reading, printing, copying or forwarding it. Please let us know of the error immediately so that we can prevent it from happening again. You may reply directly to the sender of this message. Neither the name of Ward and Smith, P.A. or its representative, nor transmission of this email from Ward and Smith, P.A., shall be considered an electronic signature unless specifically stated otherwise in this email by a licensed attorney employed by Ward and Smith, P.A. Thank you.

Anna Yount

From: Cecilia Holden <Cecilia.Holden@dpi.nc.gov>
Sent: Tuesday, November 27, 2018 5:55 PM
To: SBE Members; Mark Johnson
Cc: Eric Snider; Deanna Townsend-Smith; Anne Murtha; Kathy Spencer; Maria Pitre-Martin; Lynn Harvey; Eileen Townsend; Kathryn Johnston; Cecilia Holden
Subject: Today's GA Special Session - Update

Dear SBE Members,

The General Assembly convened today to begin their special session so I'm sending a quick update to keep everyone apprised of action underway. I have listed below the various pieces of legislation that I have been working with members to push through in the coming days, as well as bills filed today. To keep this to a minimum, I have summarized the various requests; however, please don't hesitate to reach out if additional information is needed. In working to understand the needs of the districts, Kathy Spencer (on copy) has been instrumental in partnering with me in her lead role for the districts impacted most by Hurricane Florence. Please note that members have been informed that they will address a few, VERY FEW non-hurricane related education issues and that before they will even be considered, bicameral support has to be clearly demonstrated by the bill sponsor. I understand they will likely be in town through mid-next week. Stay tuned as things unfold.

Bills filed today:

- Website listing all Senate bills filed today - education and non-education related bills including:
 - o SB 823: Hurricane Florence Supplemental Act (education related bill including \$23.5M for renovations, repairs + \$1.5M for nutrition equipment, food and supplies)
- Website listing all House bills filed today - education and non-education related bills including:
 - o HB 1105 Cleveland County Board of Education/Even-Year Elections (changes election of Cleveland County Board of Education from odd to even number of years)

Legislation SBE is requesting this special session:

- Reversal of \$340K from Textbook Fund to Education Fund to be used for FAST NC
- Principal pay double bonus to go to principals who were in top 50% of growth and in a D or F school for 2016-17 or 2017-18 school report card. Current DPI interpretation is only for 2017-18 school report card.
- Reinstate State Sales Tax Refund for Local Boards of Education (timing would be great for hurricane districts spending lots on construction, etc. to rebuild)
- \$2.5M for school nutrition food, equipment and supplies lost in hurricane and not covered by insurance/FEMA
- Funding flexibility for hurricane districts
- ADM hold harmless for hurricane districts for higher of 2017-18 or 2018-19 school years and for principal pay OR "stabilization funds" to be allocated to districts for ADM fluctuations for hardest hit districts.
- \$50M additional funds for hurricane districts
- Innovative School District ability for LEA and DPI Innovative School District to serve as Charter Operator if selected by SBE

Visit us on the web at www.ncpublicschools.org. All e-mail correspondence to and from this address is subject to the North Carolina Public Records Law, which may result in monitoring and disclosure to third parties, including law enforcement.

Anna Yount

From: Mail Delivery System <MAILER-DAEMON@nctreasurer.com>
To: darrell.malcomb@ncleg.net
Sent: Tuesday, November 27, 2018 9:49 PM
Subject: Undeliverable: Pls proceed with Debt Afford Study reappointments .They have both agreed! Thanks

Delivery has failed to these recipients or groups:

darrell.malcomb@ncleg.net

A problem occurred during the delivery of this message to this e-mail address. Try sending this message again. If the problem continues, please contact your helpdesk.

The following organization rejected your message: gabo9.ncga.state.nc.us.

Diagnostic information for administrators:

Generating server: ZixGateway01.nctreasurer.com

darrell.malcomb@ncleg.net

gabo9.ncga.state.nc.us # <gabo9.ncga.state.nc.us #5.0.0 smtp; 550 No such user (darrell.malcomb@ncleg.net)>
#SMTP#

Original message headers:

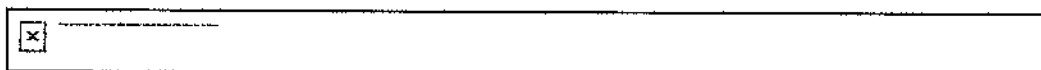
Return-Path: <dale@nctreasurer.com>
Received: from 127.0.0.1 (ZixVPM [127.0.0.1])
by Outbound.nctreasurer.com (Proprietary) with SMTP id F2D191E3203
for <darrell.malcomb@ncleg.net>; Tue, 27 Nov 2018 21:44:39 -0500 (EST)
Received: from smtp-outbound.dst.local (unknown [10.22.47.117])
(using TLSv1 with cipher AES128-SHA (128/128 bits))
(No client certificate requested)
by ZixGateway01.nctreasurer.com (Proprietary) with ESMTPS id 1D1481F31F6
for <darrell.malcomb@ncleg.net>; Tue, 27 Nov 2018 21:44:39 -0500 (EST)
Received: from DST-EMB40.dst.local ([fe80::da67:50eb:dbd6:3f2c]) by
DST-EMB40.dst.local ([fe80::2b:1268:1c27:a491%22]) with mapi id
14.03.0415.000; Tue, 27 Nov 2018 21:49:24 -0500
From: Dale Forwell <Dale@Nctreasurer.com>
To: Laura Rowe <Laura.Rowe@nctreasurer.com>, Chris Farr
<Chris.Farr@nctreasurer.com>, "darrell.malcomb@ncleg.net"
<darrell.malcomb@ncleg.net>
Subject: Pls proceed with Debt Afford Study reappointments .They have both
agreed! Thanks
Thread-Topic: Pls proceed with Debt Afford Study reappointments .They have
both agreed! Thanks
Thread-Index: AdSGxPhIpOcVbqLpSoetmu9C85J/sg==
Date: Wed, 28 Nov 2018 02:49:23 -0000
Message-ID: <62597013-81B0-4C3A-88C9-4513645A44C8@nctreasurer.com>

Anna Yount

From: mng=prestelligence.com@email.myteamscoop.com on behalf of High Point Enterprise
<mng@prestelligence.com>
Sent: Wednesday, November 28, 2018 3:05 AM
To: Dale Folwell
Subject: Daily Headlines from hpenews.com



News



Complaint against sheriff candidate dismissed

Eric Hicks had a complaint that was filed against him earlier this fall by a GOP activist dismissed this week in court.

[Read More](#)

Highland Cotton Mills History Center opens Saturday

The association plans to make copies of those items to add to displays of photographs, clippings, maps and drawings of the Highland Cotton Mills

TRINITY Let's try this again.

[Read More](#)

Pharmacy students help seniors save money

HIGH POINT High Point University pharmacy students helped Triad Medicare recipients save more than \$47,000 in medication costs this year.

[Read More](#)

Sports



Andrews' girls romp in opener

The Red Raiders scored the first 36 points of the game, pressured well and created turnovers on defense and rolled past Carver 58-4 in nonconference girls basketball Tuesday in Andrews' Foree Gymnasium.

[Read More](#)

Letter: Sing together our thanks

It was Thanksgiving 1948 for my friend, Sylvia, when she was six years old living on Ward Street here in High Point. She and about eight relatives gathered there to celebrate the holiday that had been happening for years.

[Read More](#)

Letter: This is the big question

I just watched a series on TV about the Germans killing 6 million Jews during World War II.

[Read More](#)



Visit Us On Social Media

Visit www.hpenews.com for more news



213 Woodbine Street

High Point, NC 27260

Phone: 336-888-3500

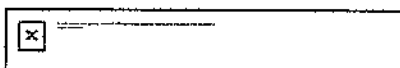
© Copyright 2018 All Rights Reserved



[Click here to unsubscribe from newsletters.](#)

Anna Yount

From: Capital Economics <research@email.capitaleconomics.com>
Sent: Wednesday, November 28, 2018 5:15 AM
To: Dale Folwell
Subject: Emerging Markets Economics Update - Fall in oil prices may slow pace of EM rate hikes



Emerging Markets Economics

28 November 2018

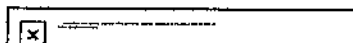
EMERGING MARKETS ECONOMICS UPDATE

Fall in oil prices may slow pace of EM rate hikes

The latest fall in oil prices means EM inflation is likely to rise more slowly. While we still expect a majority of EM central banks to hike interest rates, lower energy inflation may delay tightening in a few countries, including Hungary, Colombia and Peru.

Open full article here.

Reports are available via a link or .PDF attachment. To change your preference click here.



Clients can access a full archive of publications from their subscriptions by logging onto our website or via our App.

Contact: To request further information about the content of this report please contact the author directly (details listed within the report). For sales or account support contact your local office or simply reply to this email.

Anna Yount

From: Laura Rowe
Sent: Wednesday, November 28, 2018 7:37 AM
To: Dale Folwell; Chris Farr
Subject: FW: Sheriff Carson Smith LGERS Resignation
Attachments: Sheriff Carson Smith.LGERS Resignation.November 2018.pdf

Good Morning,

Attached is a copy of the resignation letter Sheriff Carson Smith sent to the Governor's office earlier this month regarding his resignation from the LGERS board.

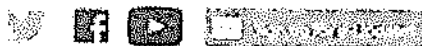
Thanks,
Laura

From: Steve Toole
Sent: Tuesday, November 27, 2018 10:29 AM
To: Laura Rowe <Laura.Rowe@nctreasurer.com>
Cc: Christina Strickland <christina.strickland@nctreasurer.com>; Sam Watts <Sam.Watts@nctreasurer.com>; Patrick Kinlaw <Patrick.Kinlaw@nctreasurer.com>
Subject: Sheriff Carson Smith LGERS Resignation

Laura, attached is a copy of Sheriff Smith's resignation letter to Governor Cooper. His resignation is effective November 30, 2018. We will need a replacement appointed by the Governor that is a local LEO. Thanks.

Steve Toole
Executive Director
Retirement Systems Division
Office: (919) 814-4197

3200 Atlantic Avenue, Raleigh, NC 27604
www.NCTreasurer.com



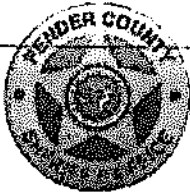
North Carolina
Total Retirement Plans

Dale R. Folwell, CPA
STATE TREASURER OF NORTH CAROLINA
DALE R. FOLWELL, CPA



This document contains information that may be exempt from public release under the Freedom of Information Act, 5 U.S.C. 552. It is to be controlled, stored, handled, transmitted, distributed, and disposed of in accordance with the policies and procedures of the North Carolina Department of Insurance.

WFO0012402. All other rights reserved. No part of this document may be reproduced without written permission.



OFFICE OF THE SHERIFF PENDER COUNTY

Carson H. Smith Jr., Sheriff

November 7, 2018

The Honorable Roy Cooper
20301 Mail Service Center
Raleigh, NC 27699-0301

Dear Governor Cooper:

It is with cheerful regret that I resign my position as Trustee on the Local Governmental Employees' Retirement System effective November 30, 2018. I am looking forward to my retirement that will begin in December but, because of that, will no longer be eligible to serve on the LGERS Board.

I have enjoyed serving with the Treasurer and Trustees over the past four years and am proud to have been a part of a retirement system that is more solid than most other systems in the country. The leadership and employees in the Retirement Systems Division are outstanding and a credit to this state.

I hope the person you appoint to this empty seat enjoys being a part of the Board as much as I have. Thank you for your time.

Sincerely,

Carson H. Smith Jr.,
Sheriff

Copy: The Honorable Dale Folwell
Steve Toole, Executive Director, Retirement Systems Division
Eddie Caldwell, Executive VP, NC Sheriffs' Association

Anna Yount

From: Darrell Malcolm (President Pro Tem's Office) <Darrell.Malcolm@ncleg.net>
Sent: Wednesday, November 28, 2018 7:45 AM
To: Dale Folwell
Subject: Re: Undeliverable: Pls proceed with Debt Afford Study reappointments .They have both agreed! Thanks

Will do- thank you

Sent from my iPhone

On Nov 28, 2018, at 5:17 AM, Dale Folwell <Dale@Nctreasurer.com<mailto:Dale@Nctreasurer.com>> wrote:

Dale R. Folwell, CPA
NC State Treasurer
Office of the State Treasurer
Office: (919) 814-3807<tel:(919)%20814-3807>

[<https://www.nctreasurer.com/esignature%20public%20files/line.png>]

3200 Atlantic Avenue, Raleigh, NC 27604<x-apple-data-detectors://2>
www.NCTreasurer.com<<http://www.nctreasurer.com/>>

=====

E-mail correspondence to and from this address is subject to North Carolina's Public Records Act, N.C. Gen. Stat. Sec. 132, and may be disclosed to third parties. However Federal and State law protects personal health and other information that may be contained in this e-mail from unauthorized disclosure. If you are not the intended recipient, please delete this e-mail and any accompanying documents and contact the sender immediately. Unauthorized disclosure, copying or distribution of any confidential or privileged content of this e-mail is prohibited.

Begin forwarded message:

From: Mail Delivery System <MAILER-DAEMON@nctreasurer.com<mailto:MAILER-DAEMON@nctreasurer.com>>
Date: November 27, 2018 at 9:49:26 PM EST
To: Dale Folwell <Dale@Nctreasurer.com<mailto:Dale@Nctreasurer.com>>
Subject: Undeliverable: Pls proceed with Debt Afford Study reappointments .They have both agreed! Thanks

Delivery has failed to these recipients or groups:

darrell.malcomb@ncleg.net<mailto:darrell.malcomb@ncleg.net>

X-VPM-GROUP-ID: 9a0696b4-9fa2-4884-bc0a-1827782e74b1

X-VPM-ENC-REGIME: Plaintext

X-VPM-IS-HYBRID: 0

<mime-attachment>

Anna Yount

From: Finance Insights Bulletin <bulletin@insightsbulletin.com>
Sent: Wednesday, November 28, 2018 8:04 AM
To: Dale Folwell
Subject: Most Asked-About FreshBooks Alternatives

[View in browser](#)

This Week's Featured Resources

Knowledge and Insights

Most Asked-About FreshBooks Alternatives

Is your month-end reconciliation objective misguided?

Most Asked-About Freshbooks Alternatives

Freshbooks has become a market leader in the accounting software space, however, it may not be the right solution for your business. In this guide, you'll discover how five top accounting solutions compare to Freshbooks when it comes to:

- Features
- Ease of use
- Customer service and support
- Real user reviews

[Download Now](#)

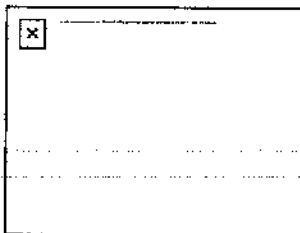
Is your month-end reconciliation objective misguided?

In an effort to be leaner and more efficient, it is hard to believe that we may be unintentionally allowing low expectations to flourish. This whitepaper explores three areas where management has traditionally set very low expectations and discusses

[Read More](#)

Anna Yount

From: Terry Hayes | HayesForMaine.com <info@hayesformaine.com>
Sent: Wednesday, November 28, 2018 9:11 AM
To: Dale Folwell
Subject: Our Work Continues



Dale --

While my independent campaign for Governor recently came to an end, our work to put people over partisanship is not over.

I'm proud to be a supporter of **Unite America** -- a national organization that is building a movement of Democrats, Republicans, and independents who are committed to bridging the partisan divide. Along with other independent candidates across the country, we are pooling our community of supporters together within the larger Unite America movement so that we can continue to stay engaged in the effort to fix our broken political system.

You can learn more about Unite America here: www.UniteAmerica.org. And you can opt-out of all future communications from Unite America [by clicking here](#).

I also invite you to [**sign up as a Founding Member of Unite America**](#) to receive a free copy of the *Centrist Manifesto* book that helped to launch this national movement.

Thank you again for your support, and I look forward to continuing our work together.



Sincerely,

-- Terry

Authorized by the Candidate and Paid for by Hayes for Maine. 1 Great Falls Plaza #7, Auburn, ME 04210. This email was sent to dale@nctreasurer.com. To unsubscribe from Terry's email list [click here](#).

Anna Yount

From: Finance Crowd <info@finance-crowd.com>
Sent: Wednesday, November 28, 2018 9:33 AM
To: Dale Folwell
Subject: Best Payroll Software for 2018



The Best Payroll Software for 2018

Make more informed decisions when selecting software for your business. Read real reviews from real software users to help you choose the right solution.

Download this guide to learn which products made the cut for usability and user recommendation.

Download Now

Finance Crowd | 20 W 34th St, New York, NY 100, New York City, NY 10001

[Unsubscribe dale.folwell@nctreasurer.com](mailto:dale.folwell@nctreasurer.com)

[Update Profile](#) | [About our service provider](#)

Sent by info@finance-crowd.com in collaboration with



Try it free today

Anna Yount

From: FTSE Russell! <email@ftserussell.com>
Sent: Wednesday, November 28, 2018 10:04 AM
To: Dale Folwell
Subject: Your Monthly Update

FTSE Russell Communique
Having trouble viewing this email? [Click Here](#)

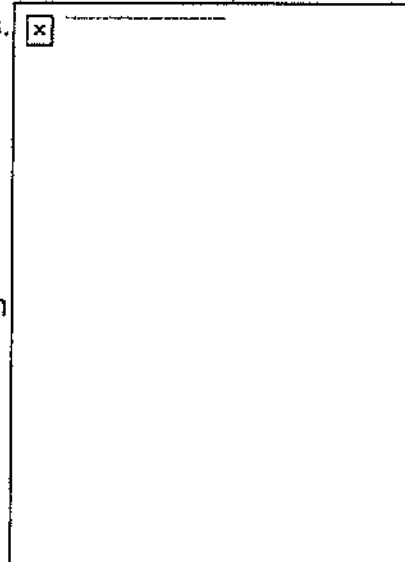


Good morning Dale,

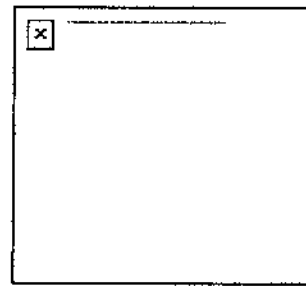
We are delighted to announce the publication of a new factors report produced in association with Clear Path Analysis. The report, entitled "**Identifying and selecting factors that outperform market benchmarks**," takes a broad look at how factors and factor investing continue to impact passive and active management.

Marlies van Boven, Managing Director, Research & Analytics, FTSE Russell, discusses some of the elements that investors ought to consider when implementing factors into an investment portfolio.

[READ THE REPORT](#)



EVENTS



Explore how FTSE Russell can create strategies using factors that allow for investors to revive the same factor exposures as an index even when excluding an industry such as tobacco.

READ GETTING THE TOBACCO HIT

WITHOUT TOBACCO?

[illegible]

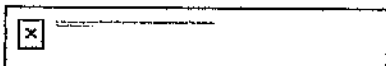
No responsibility or liability can be accepted by any member of the Board, Group or their respective directors, officers, employees, partners or agents for the any loss or damage in whole or in part caused, by, resulting from, or relating to any, in a, the report or otherwise or other circumstances involved in preparing, collecting, distributing, analyzing, editing, transcribing, transmitting, communicating or delivering any such information or data or from use of the information or data in the conduct of any or any other, indirect, special, damages or in the total or aggregate recovery of any or any, members of the Board Group, a member or affiliates of the possibility of such damage, resulting from the use of, or liability or not, such information.

Best performance is no guarantee of future results. Charts and graphs are intended for the broadest possible use. Index returns shown may not represent the results of the actual trading of assets that resulted in the returns shown, as they reflect well-timed portfolio entries. An investment placed prior to the first observation date would have been exposed to the volatility of the market and the returns in the actual performance course hypothesis. The best performance was observed in the second half of the study that was initiated after the index was officially launched. However, back-tested data may reflect the expectations of the index methodology with the benefit of hindsight, and the further elaboration of an index only through time results in more varied revisions to the underlying economic data used in the calculation of the index.

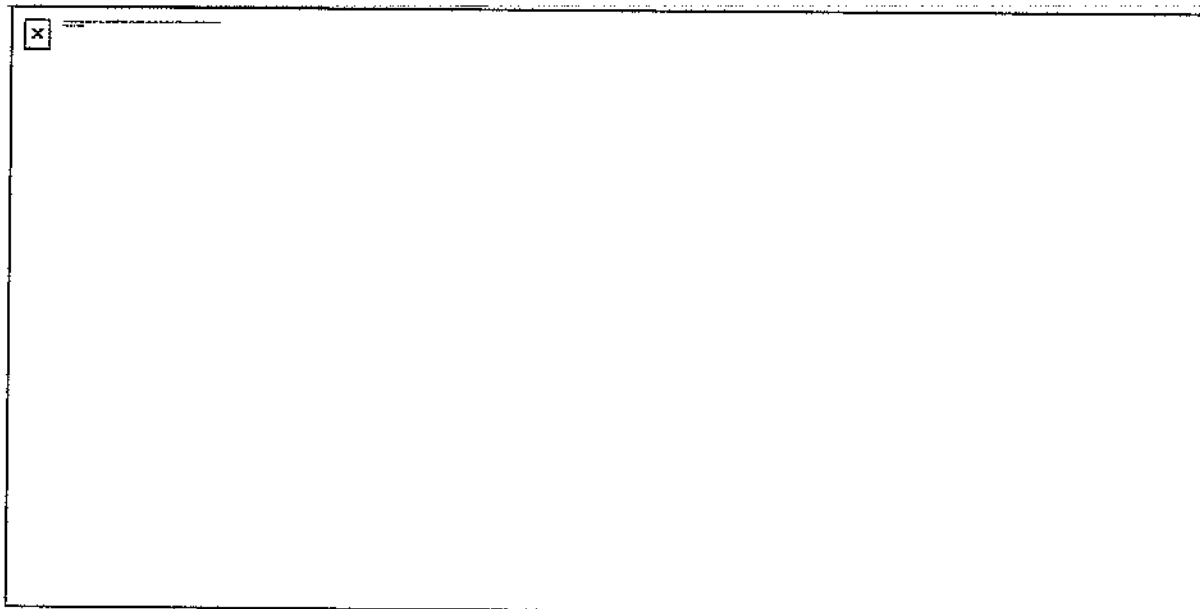
No part of this information may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic,

Anna Yount

From: Charlotte Business Journal <replycharlotte@engage.bizjournals.com>
Sent: Wednesday, November 28, 2018 10:30 AM
To: Dale Folwell
Subject: Last Chance to Register - Fast 50 Awards



EVENTS



Thursday, December 6
5:30 p.m. - 8:30 p.m.

Le Meridien Charlotte
555 South McDowell
St, North Tower
Charlotte, NC 28204

Your Last Chance to Attend!

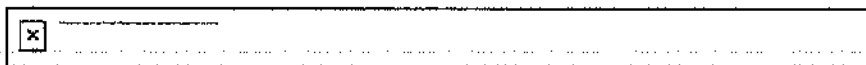
Join Charlotte Business Journal and CLA for the annual Fast 50 Awards, as we honor these companies for their outstanding growth, entrepreneurial excellence, leadership and contribution to Charlotte's strength as a region. Come celebrate as we count down to #1!

[View Winners](#)

[Register Now](#)

Anna Yount

From: treasurers.activehosted.com@s6.csa2.acemsb2.com on behalf of NAST.org
<jeremy@statetreasurers.org>
Sent: Wednesday, November 28, 2018 10:30 AM
To: Dale Folwell
Subject: NAST Morning Brief



Wednesday, November 28th, 2018



Make sure to tune in to the next edition of our NASTCast Webinar series, details below!

IN THIS BRIEFING

**NAST News — Featured Article — Municipal Bonds — College Savings — Pension Funds —
Financial Literacy — Unclaimed Property — Top Tweet**

NAST News

WEBINAR NEXT WEEK: The Death Master File – Understanding Its Role In Identifying Unclaimed Property

The NAUPA Education Committee along with NAST is pleased to present the following information from knowledgeable members to be shared for the benefit of the association membership. The Death Master File is a comprehensive file of individual deaths that is compiled by the United States Social Security Administration and distributed by the National Technical Information Service. In recent years, the DMF has become increasingly accepted as a valuable tool that can be used to help identify unclaimed property. Learn about what the DMF is, what changes have been made to it over the past several years, how it can be used to identify unclaimed property, and what recent unclaimed property legislation, both proposed and enacted, has had to say about it. Tune in next Thursday at 2:00pm ET. [Register here](#).

SIGN UP: Registration for the 2019 Legislative Conference is NOW OPEN, Early Bird Rate Available

We are pleased to announce that registration for NAST's 2019 Legislative Conference is now open! The conference will be held at the historic Mayflower Hotel in Washington, D.C. The conference will begin on Sunday, February 10th and run through February 12th. For the first time ever, NAST will be offering early bird registration rates which will be available until January 7th. Additionally, NAST will be offering a Live Stream of the three sessions on Monday morning. [Please go here](#) to learn more and register for NAST's 2019 Legislative Conference!

2019 Conference Sponsorship Opportunities!

For the first time, NAST is offering conference sponsorship opportunities through our new database and they can be purchased online. You can add more than one sponsorship into your

Understanding 529 Savings Plans

There are any number of ways to pay for college. Together, you and your child can fill out the FAFSA, and this may result in grants, a work-study position or loans. Your child may qualify for in-state tuition, provided they have residency, or receive additional money from their college because of high grades or athletic abilities. Encourage your child to apply early and often for private scholarships to cut back on the cost of tuition and to supplement both their federal and institutional financial aid packages. (In fact, kids as young as 5 years old are eligible to apply for the Doodle 4 Google scholarship!) All of this financial aid, though, may still not be enough to cover the cost of tuition, books and room and board. That's where a 529 savings plan comes in. — [Student Loan Hero](#)

Pension Funds

Loans From A 401(k) Make Life Easier Now, But Put Retirement At Risk

People who have a 401(k) can often borrow from those accounts. This can help them pay their bills during financial emergencies, such as medical one, for instance. But, borrowing from one's retirement account also poses substantial financial risks, especially to their retirement. Only a minority of people have a 401(k) loan. About one-fifth of people with a 401(k) account typically have an outstanding loan balance and about 40% of people with a 401(k) typically take out a loan from their accounts at some point. — [Forbes](#)

Will You Fall Short In Retirement Because You Only Invested In Your 401(k)?

You may have heard the rule of thumb, "Save 10% of your income for retirement." But the question is: Is 10% over the course of your career enough to fund your retirement? People say, "Life is short. Buy the shoes." They're wrong ... life is long! According to the Social Security Administration, one out of four 65-year-olds will live past the age of 90. You can calculate your own life expectancy with the Social Security Longevity Calculator on their website. According to The Employee Benefit Research Institute's 2018 Retirement Confidence Study, only 17% of workers are "very confident in their ability to live comfortably in retirement." How can you move into the retirement confidence zone? — [Forbes](#)

It's official -- these 5 social security changes are coming for 2019


We recently learned that Social Security beneficiaries are getting a 2.8% cost-of-living adjustment, or COLA, for 2019. However, that's just one of several Social Security changes that were announced in October that are tied to rising prices. For workers, Social Security's maximum taxable earnings are increasing, and more income will be required to earn a Social Security "credit." Beneficiaries who claimed Social Security early and still work will be happy to learn they'll be able to earn more without a benefit reduction in 2019, and for high earners, the maximum possible Social Security benefit is also on the rise. With all of that in mind, here are the recently released details of these five 2019 Social Security changes. — [USA Today](#)

An IRS rule that can aid your retirement income strategy

The year-end deadline for the IRS required minimum distribution (RMD) is looming for retirees age 70½ and older. These IRS rules require you to withdraw minimum amounts from traditional IRAs and work-based savings plans like a 401(k). If you don't take out at least the minimum required, any shortfall in your annual withdrawal is subject to a 50 percent penalty -- so it's smart to make at least the minimum withdrawal to avoid this penalty. Many retirees use the RMD to determine the annual amount they'll withdraw from

Anna Yount

From: Child Welfare Information Gateway <cwig-communications@lists.childwelfare.gov>
Sent: Wednesday, November 28, 2018 11:13 AM
To: Dale Folwell
Subject: Help Improve National Adoption Month!




Help Improve National Adoption Month

Every year, we look to your feedback to help make [National Adoption Month](#) a success.


With each campaign, we aim to offer useful resources and effective messaging to raise awareness on critical issues within the adoption field.

Please take a few minutes to [complete this survey](#).
We thank you in advance for your contribution.



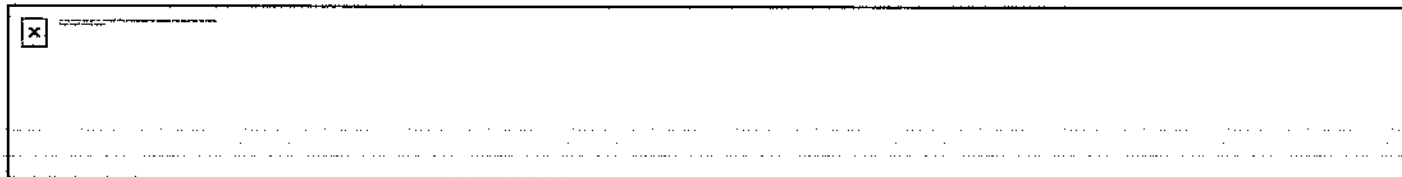
Keep the "Lifting Up Youth Voices" conversation going throughout the year, and follow us on [Facebook](#) and [Twitter](#) to see our updates.

Sign up for our [free email subscriptions](#) to get updates from [Child Welfare Information Gateway](#).



Anna Yount

From: North Carolina Public Schools <NCPublicSchools@public.govdelivery.com>
Sent: Wednesday, November 28, 2018 11:46 AM
To: Dale Folwell
Subject: Leadership announcement



Colleagues,

I am happy to announce that Tom Tomberlin will be the director of the newly formed Educator Recruitment and Support Division, the division that will provide a single point of contact for educators throughout their career. Dr. Tomberlin, who has been with the agency since 2013, will begin his new duties immediately.

Tom has the right approach and concern for the success of educators and students that this new division needs. Both he and Dr. Maria Pitre-Martin have earned the respect of educators and school leaders across the state and make the perfect team to harness and develop this new division's crucial capabilities.

In addition to educator licensure services, the division includes support for district human resources and educator preparation program monitoring and support. The agency shortly will begin a search for the leader of the School Research, Data and Reporting group, Tom's former post.

Before coming to DPI, Tom worked at Charlotte-Mecklenburg Schools as a senior analyst for human capital strategies. He has also worked as a teaching fellow and a statistical support specialist at Harvard University's Graduate School of Education and as a Presidential Instructional Technology Fellow at Harvard University. In addition, Tom has been a high school Latin teacher and taught Latin and Greek at the university level.

Tom holds master's and doctoral degrees from the Harvard Graduate School of Education, a master's degree in classics from Tulane University, and an undergraduate degree from UNC Asheville.

Please join me in congratulating Tom.

Anna Yount

From: John Fetrow <knowledgecenter@isg-one.com>
Sent: Wednesday, November 28, 2018 12:09 PM
To: Dale Folwell
Subject: Do you want to reduce your government's software licensing costs?

Dear Dale,

Is your organization paying too much for software licensing and support? Organizations that have strong Software Asset Management (SAM) programs spend at least 20% less on software than those that do not.

Effective SAM programs prevent over-licensing and protect against costly compliance violations. **ISG** is an Independent Technology Research and Advisory firm that works with Fortune 500 companies and public sector organizations to improve operations and reduce costs. ISG helps you find the right combination of organization design, process definition, and SAM technology to save money and protect against costly lapses in compliance.

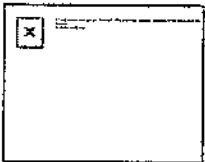
Would you like to discuss this further? We would love to hear more about your situation and explore how ISG could help.

The following article is a good demonstration of the potential risks: [Denver admits software licensing violations](#).

I look forward to hearing from you.

Kind Regards,

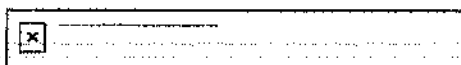
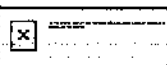
John Fetrow
Director
+1 469 371 0974 mobile



If you would prefer to select the types of communication you receive from ISG, please set your [email preferences](#). If you no longer wish to receive any communications from ISG, please [unsubscribe](#). Read our [Privacy Policy](#).

Anna Yount

From: PwC People Analytics <pwcppeopleanalytics@us.pwc.com>
Sent: Wednesday, November 28, 2018 12:26 PM
To: Dale Folwell
Subject: Saratoga Webcast - Automated Process for HR Benchmarks



*What if you could get **hundreds of HR benchmarks with only ~1-2 hours of time for your team?** Join our webcast to find out **more!***



Please join us for our **webcast** to learn about PwC's Saratoga HR benchmarking program and our new automated HRIS Workflows! The webcast will be on **December 6th from 12:30-1pm Eastern**. Please click the link below to register and to add this to your calendar.

Saratoga helps you answer key questions about your workforce and HR strategies. Enabled by these Workflows, you can understand how you compare to the market in areas such as Diversity & Inclusion, Turnover, Recruiting & Sourcing, Workforce Structure, Development & Career Paths, Leadership and HR Structure.

PwC's Saratoga program is revolutionizing our approach to HR benchmarking. Our new automated HRIS Workflows allow us to work directly with raw data from your HRIS and automatically calculate your results for metrics. Using the Workflows, your team will spend *only ~1-2 hours total* on the data submission process. And these Workflows will potentially also enable benchmarks that are deeper (e.g., by metro area, job architecture), more frequent (e.g., quarterly), and even more accurate.

We'll see you on the webcast!

Anna Yount

From: Mary Buonfiglio
Sent: Wednesday, November 28, 2018 12:50 PM
To: Dale Folwell; Steve Toole
Cc: Anna Yount; Patti Hall; Rekha Krishnan
Subject: RE: Martina was unable to do the photo-op on Tuesday. We will do at next the ABLE meeting. Thanks

Treasurer Folwell;

Thank you for letting us know. We'll add the swearing in as an item for the February ABLE board agenda.

Mary

Mary Buonfiglio, CFA
Deputy Director, Supplemental Retirement Plans
Retirement Systems Division
Phone: (919) 814-4176



North Carolina
Total Retirement Plans

Dale R. Folwell, CPA
STATE TREASURER OF NORTH CAROLINA
DALE R. FOLWELL, CPA



3200 Atlantic Avenue, Raleigh, NC 27604
www.nctreasurer.com



E-mail correspondence to and from this address may be subject to the North Carolina Public Records Law. It may be subject to monitoring and disclosed to third parties, including law enforcement personnel, by an authorized state official.
IMPORTANT: When sending confidential or sensitive information, encryption should be used.

Keep track of your personal retirement account information through [ORBIT](#).

From: Dale Folwell
Sent: Wednesday, November 28, 2018 7:49 AM
To: Mary Buonfiglio <Mary.Buonfiglio@nctreasurer.com>; Steve Toole <Steve.Toole@nctreasurer.com>
Cc: Anna Yount <Anna.Yount@nctreasurer.com>
Subject: Martina was unable to do the photo-op on Tuesday. We will do at next the ABLE meeting. Thanks

Anna Yount

From: Casey High
Sent: Wednesday, November 28, 2018 12:55 PM
To: Dale Folwell; Rhonda Smith
Subject: RE: sorry I can not do ValueAct today

Ok, we'll coordinate w/ Anna to reschedule.

Regards,

Casey High
(919) 814-4329

From: Dale Folwell
Sent: Wednesday, November 28, 2018 12:53 PM
To: Rhonda Smith <Rhonda.Smith@nctreasurer.com>; Casey High <Casey.High@nctreasurer.com>
Subject: sorry I can not do ValueAct today

Dale R. Folwell, CPA

NC State Treasurer
Office of the State Treasurer
Office: (919) 814-3807

3200 Atlantic Avenue, Raleigh, NC 27604

www.NCTreasurer.com



NORTH CAROLINA
DEPARTMENT OF STATE TREASURER



Dale R. Folwell, CPA
STATE TREASURER OF NORTH CAROLINA
DALE R. FOLWELL, CPA

E-mail correspondence to and from this address is subject to North Carolina's Public Records Act, N.C. Gen. Stat. Sec. 132, and may be disclosed to third parties. However Federal and State law protects personal health and other information that may be contained in this e-mail from unauthorized disclosure. If you are not the intended recipient, please delete this e-mail and any accompanying documents and contact the sender immediately. Unauthorized disclosure, copying or distribution of any confidential or privileged content of this e-mail is prohibited.

Anna Yount

From: Rhonda Smith
Sent: Wednesday, November 28, 2018 12:55 PM
To: Dale Folwell; Casey High
Subject: RE: sorry I can not do ValueAct today

Understood. We will work with Anna to reschedule. Thanks for the heads up!

Rhonda M Smith

Investment Director – Public Equity
Investment Management Division
Office: (919) 814-4325

3200 Atlantic Avenue, Raleigh, NC 27604
www.NCTreasurer.com



NORTH CAROLINA
DEPARTMENT OF STATE TREASURER



Dale R. Folwell, CPA
STATE TREASURER OF NORTH CAROLINA
DALE R. FOLWELL, CPA

Financial control on late is an automatic fine. A fine may be assessed to the North Carolina Dept. of State Treasurer. If a company is subject to monitoring late, it is subject to the state of North Carolina's enforcement personnel, the state of North Carolina will be.

IMPORTANT: When sending confidential or sensitive information, please use the secure email link.

From: Dale Folwell
Sent: Wednesday, November 28, 2018 12:53 PM
To: Rhonda Smith <Rhonda.Smith@nctreasurer.com>; Casey High <Casey.High@nctreasurer.com>
Subject: sorry I can not do ValueAct today

Dale R. Folwell, CPA

NC State Treasurer
Office of the State Treasurer
Office: (919) 814-3807

3200 Atlantic Avenue, Raleigh, NC 27604
www.NCTreasurer.com



NORTH CAROLINA
DEPARTMENT OF STATE TREASURER



Dale R. Folwell, CPA
STATE TREASURER OF NORTH CAROLINA
DALE R. FOLWELL, CPA

Anna Yount

From: Lorraine Munk
Sent: Wednesday, November 28, 2018 1:07 PM
To: Dale Folwell; Frank Lester; Chris Farr
Subject: SHP Holiday Lunch

We would like to invite you to the State Health Plan holiday lunch at 11:30 this Friday (11/30) in Dogwood. We'd love to have you join us if your schedules permit.

Lorraine Munk

Executive Assistant
State Health Plan
Office: (919) 814-4409

3200 Atlantic Avenue, Raleigh, NC 27604
www.SHPNC.org



STATE TREASURER OF NORTH CAROLINA
DALE R. FOLWELL, CPA

E-mail correspondence to and from this address is subject to North Carolina's Public Records Act, N.C. Gen. Stat. Sec. 132, and may be disclosed to third parties. However Federal and State law protects personal health and other information that may be contained in this e-mail from unauthorized disclosure. If you are not the intended recipient, please delete this e-mail and any accompanying documents and contact the sender immediately. Unauthorized disclosure, copying or distribution of any confidential or privileged content of this e-mail is prohibited.

Anna Yount

From: Chris Farr
Sent: Wednesday, November 28, 2018 1:12 PM
To: Lorraine Munk; Dale Folwell; Frank Lester
Subject: RE: SHP Holiday Lunch

Thank you, Lorraine. I accept and appreciate the invitation very much!

Chris Marie Farr

Chief of Staff/ Chief Deputy Treasurer

Office of the State Treasurer

Office: (919) 814-3817

Cell: (919) 588-0009

3200 Atlantic Avenue, Raleigh, NC 27604

www.NCTreasurer.com



NORTH CAROLINA
DEPARTMENT OF STATE TREASURER



Dale R. Folwell, CPA
STATE TREASURER OF NORTH CAROLINA
DALE R. FOLWELL, CPA

E-mail correspondence to and from this address is subject to North Carolina's Public Records Act, N.C. Gen. Stat. Sec. 132, and may be disclosed to third parties. However Federal and State law protects personal health and other information that may be contained in this e-mail from unauthorized disclosure. If you are not the intended recipient, please delete this e-mail and any accompanying documents and contact the sender immediately. Unauthorized disclosure, copying or distribution of any confidential or privileged content of this e-mail is prohibited.

From: Lorraine Munk
Sent: Wednesday, November 28, 2018 1:07 PM
To: Dale Folwell <Dale@Nctreasurer.com>; Frank Lester <Frank.Lester@nctreasurer.com>; Chris Farr <Chris.Farr@nctreasurer.com>
Subject: SHP Holiday Lunch

We would like to invite you to the State Health Plan holiday lunch at 11:30 this Friday (11/30) in Dogwood. We'd love to have you join us if your schedules permit.

Lorraine Munk

Executive Assistant

State Health Plan

Office: (919) 814-4409

3200 Atlantic Avenue, Raleigh, NC 27604

www.SHPNC.org



 **North Carolina
State Health Plan**
FOR TEACHERS AND STATE EMPLOYEES
A Division of the Department of State Treasurer

 *Dale R. Folwell, CPA*
STATE TREASURER OF NORTH CAROLINA
DALE R. FOLWELL, CPA

Anna Yount

From: Frank Lester
Sent: Wednesday, November 28, 2018 1:30 PM
To: Chris Farr; Lorraine Munk; Dale Folwell
Subject: RE: SHP Holiday Lunch

Lorraine – My heart accepts gratefully as my waistline expands inexorably. Frank

Frank G. Lester

Deputy Treasurer
Communications/Government Affairs
Office of the State Treasurer
Office: (919) 814-3811

3200 Atlantic Avenue, Raleigh, NC 27604
www.NCTreasurer.com



NORTH CAROLINA
DEPARTMENT OF STATE TREASURER



Dale R. Folwell, CPA
STATE TREASURER OF NORTH CAROLINA
DALE R. FOLWELL, CPA

E-mail correspondence to and from this address is subject to North Carolina's Public Records Act, N.C. Gen. Stat. Sec. 132, and may be disclosed to third parties. However Federal and State law protects personal health and other information that may be contained in this e-mail from unauthorized disclosure. If you are not the intended recipient, please delete this e-mail and any accompanying documents and contact the sender immediately. Unauthorized disclosure, copying or distribution of any confidential or privileged content of this e-mail is prohibited.

From: Chris Farr
Sent: Wednesday, November 28, 2018 1:12 PM
To: Lorraine Munk <Lorraine.Munk@nctreasurer.com>; Dale Folwell <Dale@Nctreasurer.com>; Frank Lester <Frank.Lester@nctreasurer.com>
Subject: RE: SHP Holiday Lunch

Thank you, Lorraine. I accept and appreciate the invitation very much!

Anna Yount

From: Edgar Starnes
Sent: Wednesday, November 28, 2018 1:15 PM
To: Dale Folwell; Chris Farr; Frank Lester
Subject: Meeting

The Speaker's Office wants to keep the meeting today at 4:00 so they can report back to the caucus in the morning.

Edgar V. Starnes
Senior Policy Advisor and Legislative Liaison
Office of the State Treasurer
Phone: (919) 814-3812

3200 Atlantic Avenue, Raleigh, NC 27604
www.NCTreasurer.com

E-mail correspondence to and from this address may be subject to the North Carolina Public Records Law. It may be subject to monitoring and disclosed to third parties, including law enforcement personnel, by an authorized state official.
IMPORTANT: When sending confidential or sensitive information, encryption should be used.
