

 **9th Annual**
North Carolina Legislators Retreat

EDUCATE North Carolina

Early Learning to Postsecondary Completion



Created by the University of North Carolina Board of Governors in 2001, the James B. Hunt, Jr. Institute for Educational Leadership and Policy works with leaders to secure America's future through quality education. Working at the intersection of policy and politics, the Hunt Institute connects leaders with the best strategies for developing and implementing policies and programs to improve public education.

To that end, the Institute convenes governors, policymakers, legislators, and business and civic leaders across the nation to provide them with the best information to make informed policy decisions. An affiliated center of the University of North Carolina at Chapel Hill, the Institute is a non-partisan, non-profit entity that does not lobby for, or take positions on, state and federal legislation.

*I have no question in my mind that the most important task is the **education** of the next generation. It is not only a moral and social imperative, but in the 21st century, it is an economic imperative.*

Representative Rick Glazier

*How can we improve our economy unless we do something with **education**?* Senator Edward Jones

EDUCATE

*It is very important that we understand that **education** has a correlation with jobs in NC, and bringing those jobs here.* Representative Pat McElraft

*Companies come to your state on the basis of the citizens that can meet their job needs, and that takes **education**.*

Senator Charlie Dannelly

*If we want the economy to improve and get better, then we've got to make improvements and take the right steps in terms of what we are doing with **education**.*

Representative Justin Burr

Education drives the economy; we need to make sure that every child receives an excellent education because that really does set the future for every state.

Representative Tricia Cotham

North Carolina

I believe education is economic development.

Senator Jean Preston



Welcome to the 9th Annual North Carolina Legislators Retreat

Once again we have the great pleasure of welcoming you back to the *North Carolina Legislators Retreat*. The theme this year, ***EDUCATE North Carolina, Early Learning to Postsecondary Completion***, says it all. To keep North Carolina economically strong, and ensure that tomorrow's workforce is prepared for the challenges it will face, requires an education system that is second-to-none. From the earliest years through the highest levels that our students seek, their educational experience must be of the highest quality.

Today we know that, quite simply, good education makes for a good economy. Unlike in the past, young people need to have some kind of certification, license, or degree beyond high school to make a living wage. Preparation for that begins in the earliest years with excellent teachers and strong literacy programs. And, if students need additional literacy support in their adolescent years, that should be available to them. Students deserve to leave high school fully prepared to enter a postsecondary program and enroll in credit-bearing courses, not be stuck in a cycle of remediation. Too many of our students never complete the degrees or credentials that they seek through higher education. That is a financial drain on them, on our colleges, and on the state.

Key to addressing these challenges is improving the quality of teaching and learning in our schools. North Carolina has always understood that excellent teachers produce excellent results. New teacher and principal evaluation systems will soon include student performance as one measure of their effectiveness. Some districts and states are tying teacher compensation to their evaluation systems.

Entrepreneurs both within traditional public schools, and in a variety of innovative settings, are pioneering new approaches to the education challenges of today. Many of these approaches are aimed at the lowest-performing schools and have been designed to meet the needs of underperforming students. These need to be examined and the most successful brought to scale.

At this year's Retreat you will have an opportunity to discuss all of these issues with resource experts who will provide you with information and strategies to address these challenges. As always, we invite you to engage with them directly and candidly throughout the Retreat.

We hope that you enjoy this Retreat and that you leave energized and committed to ***EDUCATE North Carolina!***

A handwritten signature in blue ink, appearing to read "J. Hunt".

James B. Hunt, Jr.
Co-Chair, North Carolina Legislators Retreat
Governor of North Carolina
(1977-1985; 1993-2001)

A handwritten signature in blue ink, appearing to read "J. Holshouser".

James E. Holshouser, Jr.
Co-Chair, North Carolina Legislators Retreat
Governor of North Carolina
(1973-1977)

AGENDA

MONDAY, JANUARY 9
8:00 AM TO 8:30 PM

8:00 AM – 5:45 PM **REGISTRATION** Conference Center Foyer

10:00 – 10:30 AM **WELCOME** Russ/Tufts/Olmstead

Judith A. Rizzo

Executive Director and CEO, Hunt Institute

Governor James E. Holshouser, Jr.

Co-Chair, North Carolina Legislators Retreat
Member, Hunt Institute Foundation Board
Governor of North Carolina (1973-1977)

Governor James B. Hunt, Jr.

Co-Chair, North Carolina Legislators Retreat
Chairman, Hunt Institute Foundation Board
Governor of North Carolina (1977-1985; 1993-2001)

10:30 AM – 12:00 PM **Session I:** Russ/Tufts/Olmstead

Effective Teaching | Accurate Measures and Strong Supports

Teacher quality is the most important school-based factor in boosting student achievement, yet identifying the characteristics of the most effective teachers remains a challenge. Legislators and experts will tackle the importance of new approaches to evaluating teacher effectiveness and as well as focused feedback and support for teachers.

Moderator:

Governor James B. Hunt, Jr.

Speakers:

Ann Blakeney Clark, Chief Academic Officer, Charlotte-Mecklenburg Schools

Sandi Jacobs, Vice President, National Council on Teacher Quality

Christopher J. Steinhauser, Superintendent, Long Beach Unified School District

12:00 – 12:45 **Lunch** Callaway

Remarks from the Honorable Beverly Perdue

Governor of North Carolina

Introduction: Governor James B. Hunt, Jr.

12:45 – 12:55 **Transition**



AGENDA

MONDAY, JANUARY 9
8:00 AM TO 8:30 PM

12:55 – 2:10 PM

Session II:

Russ/Tufts/Olmstead

Teacher Compensation | What's it Worth?

Alternative teacher compensation plans can be one component of a comprehensive plan to improve teacher effectiveness. Experts will highlight key components of performance-based pay systems and present a range of examples that demonstrate how student achievement can be considered in teacher compensation plans.

Moderator:

Sandy Kress, Senior Counsel, Akin Gump Strauss Hauer & Feld LLP

Speakers:

Ann Best, Chief Human Resources Officer,
Houston Independent School District

Bill J. Slotnik, Founder and Executive Director,
Community Training and Assistance Center

2:10 – 2:20

Break

2:20 – 3:50

Session III:

Russ/Tufts/Olmstead

About Face | Turning Around Low-Performing Schools

Our lowest-performing schools are in desperate need for proven strategies that increase student performance, and innovative publically and privately funded programs are bringing fresh ideas to schools across the nation. Examine how several districts have found success in turning around their lowest-performing schools and the barriers and challenges to bringing that success to scale.

Moderator:

Deborah Jewell-Sherman, Senior Lecturer on Education,
Harvard Graduate School of Education

Speakers:

Chris Barbic, Superintendent, Tennessee Achievement District

Bill H. Guenther, President, Mass Insight Education

Jerry D. Weast, former Superintendent, Montgomery County Public Schools

3:50 – 4:00

Break

4:00 – 5:45

Session IV:

Russ/Tufts/Olmstead

Point A to Point B | Improving Postsecondary Transitions

Only one-third of North Carolina students who took the ACT in 2011 tested at the college-ready level. At a time when postsecondary education has never been more important for future success, many students struggle with basic college coursework. Resource experts will share successful efforts that improve the transition from high school to postsecondary education through early identification of readiness and opportunities for students to improve during their high school years.

AGENDA

MONDAY, JANUARY 9
8:00 AM TO 8:30 PM

Moderator:

Gavin Payne, former California Chief Deputy Superintendent of Public Instruction

Speakers:

June St. Clair Atkinson, Superintendent, North Carolina Department of Public Instruction

Dewayne Matthews, Vice President, Policy and Strategy, Lumina Foundation

Scott Ralls, President, North Carolina Community College System

Charlie B. Reed, Chancellor, California State University

5:45 – 6:30

Break

6:30 – 8:30

Reception and Dinner

Cardinal Ballroom

TUESDAY, JANUARY 10
8:30 AM TO 1:15 PM

6:30 – 8:15 AM

Buffet Breakfast

Carolina Dining Room

8:30 – 8:45

Welcome & Introductions

Russ/Tufts/Olmstead

Tom W. Ross, President, The University of North Carolina

8:45 – 10:15

Session V:

Russ/Tufts/Olmstead

Ready to Learn | Literacy in the Early Years

A recent study by the Annie E. Casey Foundation indicates that students who aren't proficient in reading by the end of third grade are four times more likely to drop out of high school than their proficient peers. Strategies for improving early literacy ensure that all students are on a path towards future academic success.

Moderator:

Judith A. Rizzo, Executive Director and CEO, Hunt Institute

Speakers:

Treana A. Bowling, Literacy Project Director, SERVE Center at UNC-Greensboro

MaryEllen Caesar, Literacy Specialist, Massachusetts Department of Elementary and Secondary Education

Dorothy S. Strickland, National Institute for Early Education Research, Rutgers University



AGENDA

TUESDAY, JANUARY 10
8:30 AM TO 1:15 PM

10:15 – 10:30 AM

Break

10:30 AM – 12:00 PM

Session VI:

Russ/Tufts/Olmstead

Adolescent Literacy | Reading for Readiness

Students who have not mastered basic literacy skills in elementary school are likely to falter as they progress through middle and high school, and secondary teachers often lack the training or expertise to teach those skills. Of the students who do persist to graduation, many are likely to need remediation in reading and writing upon entering a postsecondary program. New approaches to literacy instruction and learning help adolescent readers to improve.

Moderator:

Andrés Henríquez, Program Officer, Carnegie Corporation of New York

Speakers:

Reeda Betts, Education Administrator, Alabama Department of Education

Lucille E. Davy, former New Jersey Commissioner of Education

Cindy Parker, Literacy Coordinator, Kentucky Department of Education

12:00 – 12:15

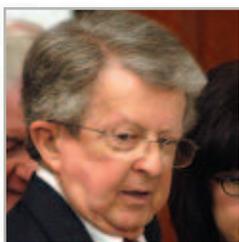
Closing Remarks

Russ/Tufts/Olmstead

12:15 – 1:15

Lunch

Callaway



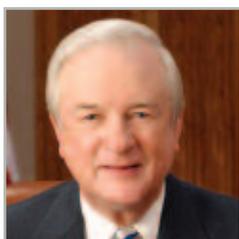
JAMES E. HOLSHOUSER, JR.

Member, Hunt Institute Foundation Board
Governor of North Carolina (1973-1977)

James E. Holshouser, Jr. is a native of Watauga County and a graduate of Davidson College. He served four terms in the North Carolina House of Representatives where he was vice chairman of the House Judiciary Committee and House Rules Committee. He also served on the Study Commission on Reorganization of State Government and the Legislative Study Commission on Student Financial Aid.

During his term as governor, Holshouser was elected to the Executive Committee of the National Governors Conference and chairman of the Southern Regional Education Board, co-chairman of the Coastal Plains Regional Commission and chairman of the Southern Growth Policies Board.

Holshouser has served on the Board of Trustees of Davidson College and the Board of Advisors for Lees-McRae College. He was chairman of the successful \$50 million capital fund-raising campaign for Davidson College and of the Board of Trustees of St. Andrews Presbyterian College. Holshouser served two eight-year terms on the Board of Governors of The University of North Carolina and continues to serve as a member emeritus. He also currently serves as a member of the James B. Hunt, Jr. Institute for Educational Leadership and Policy Foundation Board.



JAMES B. HUNT, JR.

Chairman, Hunt Institute Foundation Board
Governor of North Carolina (1977-1985; 1993-2001)

Governor Jim Hunt is a nationally recognized leader in education and led his state through 20 years of dramatic economic change. Serving a historic four terms as governor, Hunt has been at the forefront of education reform in his state and in the nation. The Rand Corporation reports that North Carolina public schools improved test scores more than any other state in the 1990s. Governor Hunt called for them to be “first in America” by 2010 in his book, *First In America: An Education Governor Challenges North Carolina*. To further this mission, he chairs the board of the James B. Hunt, Jr. Institute for Educational Leadership and Policy. Established in 2001, the purpose of the Hunt Institute is to work with leaders to secure America’s future through quality education – based on sound results.

As governor, Hunt focused on early childhood development and improving the quality of teaching in America. His *Smart Start* program is a nonprofit, public-private partnership rooted in each of the state’s 100 counties, providing quality child care, health care, and family support for each child who needs it. It is funded primarily by the state but is also supported heavily by private corporations and individuals. *Smart Start* has been visited and studied by early childhood leaders from all 50 states and many foreign countries. It received the prestigious *Innovations in American Government Award* from the Ford Foundation and the John F. Kennedy School of Government at Harvard University.

Hunt has devoted much of the last 15 years of his life to excellence in teaching in the United States. He has co-chaired the “Committee of 50,” which led to the Carnegie Forum on Education and the Economy and eventually, to the National Board for Professional Teaching Standards. He has also provided education leadership as the chairman of the National Commission on Teaching and America’s Future, chairman of the National Education Goals Panel, vice chairman of the board of Achieve, Inc., chairman of the National Center for Public Policy and Higher Education, and a member of the Secretary’s Commission on the Future of Higher Education. In 2006, Hunt was named one of the most influential people in American education in a study released by the Editorial Projects in Education Research Center – publisher of *Education Week*, *Teacher Magazine*, and *edweek.org*. In 2010, he received the *Frank E. Taplin Public Intellectual Award* from the Woodrow Wilson Foundation for his extraordinary contributions to public cultural and intellectual life.

HUNT INSTITUTE LEADERSHIP



JUDITH A. RIZZO, Ed.D.
Executive Director and CEO

In 2002, Judith A. Rizzo became the first executive director and CEO of the James B. Hunt, Jr. Institute for Educational Leadership and Policy. Rizzo is responsible for growing the Hunt Institute into a national resource for governors, legislators, and other political, business, and education leaders, supporting their development and implementation of effective education policies and programs.

Prior to the Hunt Institute, Rizzo served as deputy chancellor for instruction for the New York City Public Schools. As deputy chancellor she was the chief academic officer responsible for the performance of 40 superintendents. During her tenure in NYC, Rizzo earned a reputation for instituting a comprehensive system of content standards, aligned assessments and teacher development, as well as many other well-respected reforms including the creation of the Chancellor's District to provide direct oversight of the city's lowest-performing elementary, middle, and high schools. As a result of the reforms she championed, these schools outperformed schools with similar demographics and challenges. The Chancellor's District has become an often-imitated turnaround model for failing schools. Under her leadership, the Extended Time School (ETS) model and the Early Childhood Language Assessment System (ECLAS) were designed and implemented. She also initiated the reform of NYC's special education and bilingual programs, and introduced the Performance Assessment of Schools System-wide (PASS), a process designed to guide the development of school-based planning and accountability.

During her career Rizzo has been a teacher, supervisor, director of professional development, principal, deputy superintendent, and led the court ordered programmatic implementation of the desegregation effort in Boston, MA.



STEPHANIE DEAN
Director of Research and Policy Analysis

Stephanie Dean leads the Hunt Institute's Research and Policy team with more than a decade of experience in education and education policy. She serves as the managing editor of *re:VISION*, the Institute's policy primer for state leaders. Dean establishes liaisons with research partners and manages the Institute's commissioned research activities. She conducts policy research to produce content for Institute publications and events, inform Institute strategic planning activities, and foster information sharing among partner organizations.

Dean joined the Hunt Institute as a program coordinator in 2006, and planned the 2007 Governors Education Symposium. Prior to the Institute, she was the grant manager of education programs for United Way California Capital Region in Sacramento and worked on the Success By 6[®] early childhood initiative in Portland, OR. As a Teach For America corps member, she taught fourth grade in Mississippi and later served as the organization's director of special projects for Eastern North Carolina. Originally from California, Dean earned her master's degree from Duke University.

HUNT INSTITUTE LEADERSHIP



MICHAEL GILLIGAN

Director of Strategic Initiatives and Resource Development

Michael Gilligan's career spans over 20 years in the education reform and not-for-profit sector – majority of that time spent at the Hunt Institute. Prior to joining the Institute, where he oversees strategic initiatives, program development, and financial matters, Gilligan was the acting director of development for the New York City Department of Education where he created the World Trade Center School Relief Fund. He previously served on development teams at Columbia University and UCLA; held executive positions at the Anne & Kirk Douglas Foundation and the Sylvan at School in Los Angeles; and served on the start-up teams for Community Impact in Washington, D.C. and Teach For America. Gilligan began his career in the education reform sector as the founding director of Teach For America in Louisiana. He is a graduate of Columbia University.



APRIL D. WHITE

Director of Communications

With nearly 16 years of experience in communications and leadership in agency and government organizations, April D. White leads the team responsible for elevating the profile of the Hunt Institute – communicating with both internal and external audiences through written and visual materials, the Web, and social media. In her role, she is also responsible for the coordination of effective communication strategies with regards to the Hunt Institute's state standards work, and she serves as publisher of the Institute's policy primers, *re:VISION* and *coNCEPTs*.

Prior to joining the Hunt Institute, White was an account director at Capstrat, the Southeast's preeminent strategic communications firm. While there, she led the effort to pass Amendment One on North Carolina's 2004 statewide ballot – a campaign that won a national *Gold SABRE Award*, one of the PR industry's highest honors, as the best ballot initiative campaign in the country. It was also recognized by *PR Week* as one of the top campaigns of the year. White also worked directly with The University of North Carolina and the North Carolina Community College System to coordinate messaging and grassroots efforts for the 2000 North Carolina Higher Education Bond Referendum, which won an overwhelming 73 percent support statewide.

White also served as deputy press secretary for Governor Jim Hunt and in the public affairs division of the N.C. Department of Commerce. She is a graduate of Hampton University and a Class XII graduate of Leadership North Carolina.

SPECIAL GUESTS



THE HONORABLE BEVERLY PERDUE

Governor of North Carolina

In January 2009, Bev Perdue was inaugurated as the 73rd governor of North Carolina and our state's first woman governor. On Governor Perdue's first day in office, she signed a series of executive orders designed to make government more efficient, more accessible, and more accountable to the people. Before entering public service, Perdue worked as a public school teacher, as director of geriatric services at a community hospital in her hometown of New Bern, and earned a Ph.D. in education administration. Governor Perdue has also served in the State House, State Senate and as lieutenant governor for eight years.

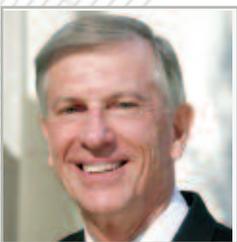
As a state legislator, Perdue was part of several landmark initiatives, including raising teacher salaries from 43rd to 21st in the nation, starting the Children's Health Insurance Program, and creating the Clean Water Management Trust Fund.

As lieutenant governor, Perdue led our state's efforts during the Defense Department's Base Realignment and Closure (BRAC) process, successfully protecting North Carolina's military bases worth \$18 billion and 350,000 jobs to our economy. Building on that success, Perdue launched the NC Military Foundation to attract 21st century defense, aerospace and homeland security jobs to North Carolina.

She also created the Green Business Fund to make environmental innovation investments in alternative fuels, green construction, and other clean energy technologies — positioning North Carolina to become a national leader in environmental technology and in high-wage green collar jobs.

As chair of the Health and Wellness Trust Fund Commission, Perdue helped create Senior Care, a prescription drug program for low-income seniors, called the best in the nation by AARP North Carolina. And under Perdue's leadership, the state targeted teen tobacco use for the first time — an effort that resulted in all 115 school systems becoming 100% tobacco free.

Drawing on her experience as a former teacher, Perdue is working to transform North Carolina classrooms into 21st century learning centers through increased technology in the classroom and a statewide online school initiative, steps critical to preparing students to enter the global workforce.



THOMAS W. ROSS, J.D.

President, The University of North Carolina

Tom W. Ross is president of The University of North Carolina (UNC), a multi-campus university composed of 17 of North Carolina's public institutions. He holds a bachelor's degree in political science from Davidson College and graduated with honors from the UNC-Chapel Hill School of Law.

Ross previously served as assistant professor of public law and government at UNC's School of Government; a lawyer in the Greensboro law firm of Smith Patterson Follin Curtis James & Harkavy; and as chief of staff in the Washington, D.C., office of U.S. Congressman Robin Britt. He served appointments on the North Carolina Superior Court; and North Carolina's Sentencing and Policy Advisory Commission, which devised the passage of the *Structured Sentencing Act* in 1994. The law established truth in sentencing and options for judges based on the severity of the crime and the prior record of the offender.

Ross was also appointed director of the state's Administrative Office of the Courts and executive director of the Z. Smith Reynolds Foundation in Winston-Salem. In 2007, he returned to Davidson College as its president, serving in that role until he assumed leadership of UNC.



JUNE ST. CLAIR ATKINSON, Ed.D.
North Carolina Superintendent of Public Instruction

June St. Clair Atkinson has served as the superintendent of the North Carolina Department of Public Instruction (DPI) since 2005. Prior to becoming superintendent, she served DPI for nearly 30 years as a chief consultant and director in the areas of business education, career and technical education, and instructional services. A former business education teacher, Atkinson has been involved in instruction and curriculum development throughout her career.

In her current role, Atkinson is directing the groundbreaking Accountability and Curriculum Reform Effort Initiative to revitalize the state's curriculum and accountability programs. North Carolina's landmark *Race to the Top* grant is helping support this work in addition to several other key reform initiatives such as transforming low-performing schools. Atkinson also is focused on ensuring students have the opportunity to learn the technical skills that are important in today's global economy.



CHRIS BARBIC
Superintendent, Tennessee Achievement District

Chris Barbic is the founding superintendent of the Achievement School District. He leads the development and operations of a statewide school district designed to develop and implement Tennessee's strategy to dramatically improve the performance of the state's lowest performing schools.

Barbic is the founder of YES Prep Public Schools, a Houston-based charter management organization (CMO) that exists to increase the number of low-income students who graduate from college prepared to compete in the global marketplace and committed to improving disadvantaged communities. Barbic led YES Prep for 13 years and grew it from a single campus serving 300 students to a charter management organization of 10 schools on track to serve 10,000 low-income students in Houston. YES Prep is often recognized as one of the highest-performing CMOs in the country and a model for preparing low-income students for success in college.



ANN BEST
Chief Human Resources Officer, Houston Independent School District

Ann Best leads the efforts of the Office of Human Resources to improve the overall talent level of the Houston Independent School District (HISD), including the development and execution of strategic plans for recruiting, succession planning, compensation, and compliance.

After earning a bachelor's degree in communications from Oakwood University in Huntsville, AL, Best launched her teaching career at HISD's Ed White Elementary School in 1996 — entering the profession through Teach For America (TFA). In 2000, she became a TFA program director, took on the role of managing director of the Houston operation in 2004, and was appointed its executive director in 2005.

RESOURCE EXPERTS



REEDA BETTS

Education Administrator, Alabama Department of Education

Reeda Betts is an education administrator with the Alabama Department of Education. She leads the Alabama Reading Initiative's (ARI) efforts for grades 4-12, including the Alabama Reading Initiative Project for Adolescent Literacy.

Prior to her work at the Alabama Department of Education, she served the ARI as a regional secondary literacy coach. Betts received her bachelor's and master's degrees in secondary English education from Troy State University and her education administrator certification from Alabama State University. While teaching, Betts became certified through the National Board for Professional Teaching Standards in the area of adolescent and young adult English/Language Arts. She taught English for grades 7-12, 7th grade reading, and 12th graduation examination remediation classes.



TREANA A. BOWLING, Ed.D.

Literacy Project Director, SERVE Center, UNC-Greensboro

Treana A. Bowling joined the Regional Educational Laboratory – SouthEast (REL-SE), SERVE Center at the University of North Carolina at Greensboro (UNCG) as the literacy project director to oversee the Advancing Reading Achievement Project. She works with issues related to literacy, raising achievement and closing gaps, dropout prevention, low-performing schools, and evidenced-based instructional practices.

Prior to joining the SERVE Center, Bowling worked in the School of Education at UNCG where she served as the director of Reading Together USA. Bowling also directed the North Carolina Teaching Fellows Program, served as associate director of the Teachers Academy, taught undergraduate and graduate courses in the UNCG School of Education, and served on doctoral committees. A former public school teacher, Bowling received her bachelor's degree in elementary education from Delaware State University, and a doctorate from Virginia Polytechnic and State University (VA Tech) in curriculum and instruction with concentrations in reading, early childhood education, and administration.



MARYELLEN CAESAR

Literacy Specialist, Massachusetts Department of Elementary and Secondary Education

MaryEllen Caesar has worked as regional literacy content specialist for the Massachusetts Department of Elementary and Secondary Education for the past seven years. She works directly with schools and districts in the southeast region of Massachusetts, collaborating with administrators and teachers on literacy professional development and coaching. Caesar is a regular presenter at regional and statewide conferences. Her interests include implementation of the Common Core State Standards, new literacies, writing, and the integration of literacy and science. She is a former elementary teacher, principal and adjunct college professor. She writes a regular literacy blog called *The Plate* at www.literacyplate.blogspot.com.



ANN BLAKENEY CLARK

Chief Academic Officer, Charlotte-Mecklenburg Schools

Ann Blakeney Clark brings a quarter-century of experience in Charlotte-Mecklenburg Schools (CMS) to her role as chief academic officer. Clark has held a variety of teaching and administrative positions in CMS since joining the district in 1983 as a teacher of behaviorally and emotionally handicapped children.

Clark's extensive education background includes serving as principal at elementary, middle and high schools. She most recently served as the associate superintendent of education services, overseeing the district's curriculum, professional development, classroom instruction, and learning communities. Clark graduated from Davidson College with a bachelor's degree in English and a master's degree in special education from the University of Virginia. She also holds administrator certification from the University of North Carolina at Greensboro, and is a graduate of the Broad Superintendents Academy.



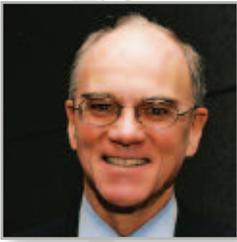
LUCILLE E. DAVY, J.D.

Former New Jersey Commissioner of Education

Lucille E. Davy is a senior advisor for the James B. Hunt, Jr. Institute for Education Leadership and Policy and is currently focused on the Common Core State Standards Initiative. From 2005 until January 2010, she was commissioner of the New Jersey Department of Education, during which time she worked collaboratively with the state's K-12 stakeholders, higher education, and business community to implement innovative programs and reforms. Under her leadership, the department focused on early literacy and mathematics programs which resulted in narrowing the achievement gap as measure by the National Assessment of Educational Progress (NAEP); expanded high-quality early childhood education programs; crafted a student weight-based school funding formula; revised high school graduation requirements and core curriculum standards; raised expectations for performance on statewide assessments; implemented standards for pre-service teacher preparation programs; expanded the number of charter schools; and created school-based professional learning communities and teacher leadership models. Prior to that, she served as special counsel to the governor for education policy.

Davy has an undergraduate degree in mathematics and holds a juris doctorate from the University of Notre Dame Law School. She is also a certified math teacher and has taught mathematics at the secondary and collegiate levels.

RESOURCE EXPERTS



WILLIAM H. GUENTHER, J.D.

President and Founder, Mass Insight Education

Bill H. Guenther is president and founder of Mass Insight Education, an independent not-for-profit organization focused on organizational strategies to improve student achievement in public schools. Mass Insight Education organizes partnerships of states, districts, schools, business and universities with two high-impact goals: using Advanced Placement® as a lever to attain excellence in math and science achievement and to transform 6-12 school culture, and the successful turnaround of consistently under-performing public schools. Guenther has led Mass Insight's work in three areas: research, performance-based partnerships, and policy facilitation and communication.

Guenther is also president and founder of Mass Insight Global Partnerships, a Boston-based consulting and research firm that shapes talent- and innovation-based economic development strategies, builds strategic alliances between higher education, industry, and government within the commonwealth, and seeks opportunities to connect Massachusetts' assets to the global economy with a special focus on building US-China leadership networks. Guenther is a graduate of Harvard College and the New York University Law School.



ANDRÉS HENRÍQUEZ

Program Officer, Carnegie Corporation of New York

Andrés Henríquez is a program officer in the National Program of Carnegie Corporation of New York, where he leads the Corporation's work on standards and assessments, as well as the work in adolescent literacy. Prior to joining the Corporation, Henríquez served as the assistant director at the Center for Children and Technology at the New York offices of the Education Development Center, Inc. He has also worked as a program officer at the National Science Foundation in Washington, D.C., as a senior research analyst at MTV Networks, a researcher at Sesame Workshop, and a teacher at a public elementary school in East Harlem. Henríquez received his undergraduate degree in psychology from Hamilton College and a master's degree from Teachers College, Columbia University.



SANDI JACOBS

Vice President, National Council on Teacher Quality

Sandi Jacobs is vice president at the National Council on Teacher Quality (NCTQ). Before joining NCTQ, Jacobs worked at the U.S. Department of Education as a senior education program specialist for the Reading First and Comprehensive School Reform Demonstration programs. Prior to that, she taught fourth and fifth grade for nearly a decade at Public School 9 in Brooklyn, NY. Jacobs was a presidential management intern and a charter corps member of Teach For America. She holds a master's degree in sociology of education from Teachers College, Columbia University and a bachelor's degree in history from Columbia College.



DEBORAH JEWELL-SHERMAN, Ed.D.

Senior Lecturer on Education, Harvard Graduate School of Education

Deborah Jewell-Sherman is a graduate of the Harvard Graduate School of Education's (HGSE) Urban Superintendents Program and known as one of the most successful urban district superintendents in the country. Prior to joining the faculty of HGSE, she served as superintendent of Richmond Public Schools – with a track record of success that culminated in her being named *Virginia Superintendent of the Year 2009* by the Virginia Association of School Superintendents. During her appointment, 95 percent of Richmond's lowest performing schools achieved full accreditation under Virginia's Standards of Learning reform legislation, and the district improved from 18 percent to 91.7 percent of all schools meeting this standard as measured by the State Department of Education.

Currently, Jewell-Sherman serves as the director of the Urban Superintendents Program and is the principal investigator for an initiative between the faculty of HGSE and the University of Johannesburg in South Africa. Jewell-Sherman is also a key faculty member for HGSE's new Doctor of Education Leadership Degree.



SANDY KRESS, J.D.

Senior Counsel, Akin Gump Strauss Hauer & Feld LLP

Sandy Kress' practice focuses on public law and policy at the state and national levels, with a strong focus on education matters – including policies, reform and accountability. In 2010, Kress was appointed fellow and director of policy development and outreach at the George W. Bush Institute. He was named a senior advisor to the James B. Hunt, Jr. Institute for Educational Leadership and Policy in 2009, served as senior advisor to President George W. Bush on education with respect to the No Child Left Behind Act of 2001, and previously served as president of the board of trustees of Dallas Public Schools. Kress formerly served on the Education Commission of the States, and he currently serves as counsel to the Governor's Business Council. He is a life member of the board of directors of the Texas Business & Education Coalition.

Kress also served as deputy assistant secretary for legislative affairs at the U.S. Treasury Department from 1977 to 1980. He holds a bachelor's degree from the University of California at Berkeley, and a juris doctorate from the University of Texas.

RESOURCE EXPERTS



DEWAYNE MATTHEWS, Ed.D.

Vice President, Policy and Strategy, Lumina Foundation

Dewayne Matthews is vice president for policy and strategy of the Lumina Foundation for Education. He has served in a variety of higher education leadership roles, including senior adviser to the president and vice president of the Education Commission of the States, director of programs and services for the Western Interstate Commission for Higher Education, and executive director of the New Mexico Commission on Higher Education. He has been a legislative staff member, faculty member and university trustee, and has worked with higher education institutions in Mexico, Canada, and Japan. Matthews began his career as a first-grade teacher in Taos, NM.

Matthews is a graduate of the University of New Mexico; and holds a master's degree in bilingual education at New Mexico Highlands University in Las Vegas, NM, and a doctorate in educational leadership and policy studies at Arizona State University.



CINDY PARKER

Literacy Coordinator, Kentucky Department of Education

Cindy Parker is the literacy coordinator for the Kentucky Department of Education (KDE) and president of the Kentucky Reading Association. Parker has been in education since 1988, including serving as an English teacher for grades 7-12. She has a bachelor's degree in English from the University of Kentucky, a master's degree in English education from Eastern Kentucky University, and National Board Certification in adolescent and young adult English/Language Arts. In her role for KDE, she leads the Kentucky Literacy Team; oversees federal, state and foundation funded literacy initiatives for the state; and serves on committees related to teacher preparation, teacher effectiveness, and college and career readiness.



GAVIN PAYNE

Former California Chief Deputy Superintendent of Public Instruction

Gavin Payne consults with major national foundations, institutes, and organizations on myriad education policy issues. His work embraces state agency and school district improvement, college- and career-ready standards implementation, assessment development, charter school advancement, transformational reform, and community engagement.

Payne built broad expertise in these issues while serving as California's chief deputy superintendent of public instruction. In this position, he managed all aspects of the state education department's activities: disbursing \$50 billion to more than 1,800 school districts and agencies; administering 8 million academic assessments; directing academic interventions at thousands of schools and districts; overseeing restructuring at fiscally insolvent districts; and coordinating curricular efforts. Prior to his work at the California Department of Education, Payne served for more than a decade in leadership staff roles in the California Legislature.



SCOTT RALLS, Ph.D.

President, North Carolina Community College System

Scott Ralls is the seventh president of the North Carolina Community College System (NCCCS). North Carolina's community colleges are the most comprehensive in the nation, with programs ranging from basic skills and literacy to customized training, small business centers and workforce continuing education to technical and university transfer degree programs. With 58 colleges serving almost 900,000 people annually, NCCCS is one of the largest systems of higher education in the United States and is internationally recognized for programs to foster economic and workforce development.

Under Ralls's leadership, the NCCCS has committed to student success and program completion as its long-term strategic focus through its *SuccessNC* initiative. Efforts include redesigns of developmental education, performance measurement, dual enrollment and technical education, strategic alignments with public schools and universities, and a focus on 21st century instruction and student services.

Ralls is the former president of Craven Community College and only the second former local North Carolina community college president to assume the NCCCS presidency. He currently serves as vice-chair of the National Council of State Directors of Community Colleges.



CHARLES B. REED, Ed.D.

Chancellor, California State University

Charlie B. Reed is chancellor of the California State University (CSU) system, the country's largest system of public higher education. He provides leadership to 46,000 faculty and staff and 450,000 students on 23 campuses and seven off-campus centers, with an annual budget of nearly five billion dollars.

Under his leadership, Reed has improved access to CSU, especially among students of color; emphasized excellence in academic programs; created the system's first stand-alone doctoral degree; created strong accountability measures; strengthened teacher preparation; established a system-wide commitment to community service and civic engagement; developed stronger collaborations with K-12 schools through the CSU *How to Get to College* poster and the Early Assessment Program; partnered with the state's leading industries; and provided a well-educated workforce to meet California's 21st century needs. Prior to CSU, Reed served as chancellor of the State University System of Florida, and earlier as chief of staff to Florida Governor Bob Graham.

RESOURCE EXPERTS



WILLIAM J. SLOTNIK

Founder and Executive Director, Community Training and Assistance Center

Bill J. Slotnik is the founder and executive director of the Community Training and Assistance Center (CTAC). CTAC builds capacity and addresses root causes of poverty at local, state and national levels by providing technical assistance, conducting research and evaluation, and supporting public policy initiatives. Since 1979, Slotnik has led CTAC in assisted hundreds of school systems, states, unions, not-for-profit organizations, coalitions, and philanthropic institutions to achieve positive and lasting results in low-income communities. This includes catalyzing major innovations in areas such as performance-based compensation, teacher and administrator evaluation, school and district turnarounds, state-to-district assistance, desegregation, and community development.

Slotnik leads the CTAC teams which have assisted districts and states to incorporate compensation changes – linking what professionals earn to what students learn – evaluation, and evidence-based school improvement as core elements of broader systemic reform. This includes providing the technical assistance provider and conducting the comprehensive research study on Denver’s landmark Pay-for-Performance Initiative for teachers.



CHRISTOPHER J. STEINHAUSER

Superintendent, Long Beach Unified School District

Christopher J. Steinhauser has served as superintendent of the Long Beach Unified School District – California’s third largest district – since 2002. As a 28-year veteran educator in Long Beach’s diverse school system, Steinhauser has earned a national reputation for improving student achievement and closing achievement gaps. His school district earned the national *Broad Prize for Urban Education* and qualified as a finalist for the award five times. Steinhauser has a strong track record of boosting achievement in all geographic areas of the school district.

Beginning his career as a successful teacher at an inner-city elementary school in Long Beach, Steinhauser attained high student achievement while serving as school principal. He became deputy superintendent in 1999 prior to his unanimous appointment as superintendent. Steinhauser is a K-12 product of the Long Beach Unified School District. He attended Long Beach City College and California State University Long Beach, receiving a bachelor’s degree in liberal studies and a master’s degree in educational administration. He also received multiple-subject and administrative services credentials at the university.



DOROTHY S. STRICKLAND, Ph.D.

Samuel DeWitt Proctor Professor of Education, Rutgers University

Dorothy S. Strickland is the Samuel DeWitt proctor professor of education at Rutgers, the state university of New Jersey. She is also a distinguished fellow at the National Institute for Early Education Research. A former classroom teacher, reading consultant and learning disabilities specialist, Strickland is the past president of both the International Reading Association (IRA) and the Reading Hall of Fame, and she served on the Validation Committee for the Common Core State Standards Initiative. Currently, she serves on the National Academy of Sciences Committee on Teacher Education and the New Jersey State Board of Education.

Strickland has earned a number of accolades, including IRA's *Outstanding Teacher Educator of Reading Award* and the *National-Louis University Ferguson Award for Outstanding Contributions to Early Childhood Education*. She was a member of the panel that produced *Becoming a Nation of Readers, Preventing Reading Difficulties in Young Children*, and *Reading for Understanding*. Her latest publications include: *Language Arts: Learning and Teaching*; *Improving Reading Achievement through Professional Development*; *Literacy Leadership in Early Childhood: The Essential Guide*.



JERRY D. WEAST, Ed.D.

Former Superintendent, Montgomery County Public Schools

A 35-year veteran of education, Jerry D. Weast has amassed a record of results, demonstrating an unwavering commitment to ensuring all students graduate prepared and inspired for success in college and careers. Weast led the Montgomery County Public Schools (MCPS) in Maryland – 16th largest school district in the nation – to achieve both the highest graduation rate among the nation's largest school districts for three consecutive years and the highest academic performance ever. This was at a time when the non-English-speaking student population more than doubled, and enrollment tipped toward low socioeconomic demographics. With some of the highest participation and success rates in the country on college-readiness measures, students with a diploma from MCPS are among the best-prepared high school graduates in the nation.

Weast recently founded the Partnership for Deliberate Excellence, LLC to help school systems graduate students prepared and inspired to thrive in college and careers. In this role, he will advocate to transform our nation's education system to a college-ready culture, teach his Deliberate Excellence[®] framework, and replicate and scale his proven strategies to enable more school districts to succeed. Appointed a postdoctoral fellow in the Graduate School of Duke University, Weast holds a specialist in education degree in general administration from Pittsburg State University in Kansas, and a doctorate in educational administration from Oklahoma State University.

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