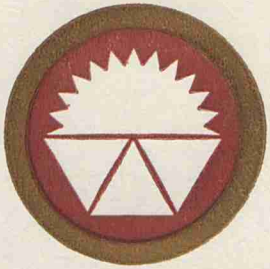
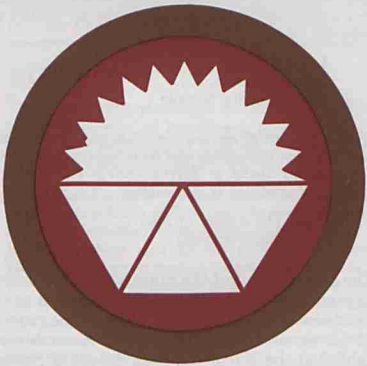


the north carolina school of science and mathematics

Pre-College Program Meeting
February 10, 1987
School of Sci. + Math.



the north carolina school of
science and mathematics

the challenge

In our commitment to provide better educational opportunities for all to achieve their fullest potential, we must also be careful that in the process we do not neglect or discriminate against, or forget our responsibility to our gifted and talented upon whom all of our futures may depend.

James B. Hunt, Jr.
Governor, State of North Carolina

This nation was not founded, developed and nurtured on a system of mediocrity and surely, it will not continue if we do not begin to develop our greatest minds. We have become so intent on a middle standard that we may lose sight of the fringes, especially that leading edge from whence comes our leaders in scientific fields.

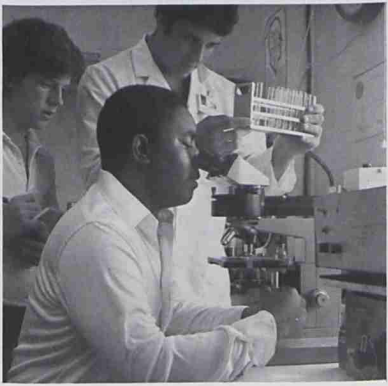
Larry T. Ivey
Superintendent,
Bertie County Schools

We are a scientific civilization. That means a civilization in which knowledge and its integrity are crucial. Science is only a Latin word for knowledge . . . Knowledge is our destiny.

from *The Ascent of Man*
by Jacob Bronowski

The commitment of the State of North Carolina to excellence in education at all levels has an expanded vision. On June 16, 1978, at the request of Governor Hunt, the General Assembly established the North Carolina School of Science and Mathematics. This residential school for gifted and talented high school boys and girls with strong interests and unusually high potential in science and mathematics, located in the heart of the Research Triangle area of North Carolina, presents a *challenge* of attainment of educational excellence to its students, to their parents, to the faculty, as well as to the educational, scientific, and civic communities throughout the state and nation.

The accepting of this challenge and the fulfilling of its goals will advance scientific and mathematical leadership into the 21st Century.



students

Students selected for the School are *challenged* by a curriculum and faculty which will stretch their capacity to learn to its limits. These students will:

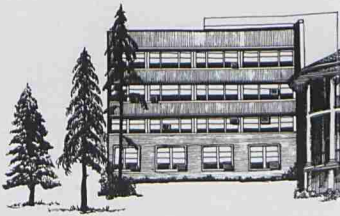
- be selected on the basis of potential to succeed
- have high interest in science and mathematics and a willingness to learn how to apply these fields to the needs of society
- have an inner discipline and outward commitment to inquiry with an appreciation of the joy of learning
- be independent learners and thinkers
- come from all socio-economic and ethnic groups
- have the opportunity to interact with a broad array of other students and adults of outstanding ability

- be exposed to a sensitive and stimulating environment where the opportunity for experiences not possible elsewhere will abound
- become contributing members of a unique living/learning community through regular work and service to school and community.

parents

Parents who make the decision to permit their son or daughter to attend the School are *challenged* by the opportunity to be a necessary partner in the growth of this demanding educational concept. These parents will:

- recognize the high potential of their young people and want it to be enhanced and developed
- be part of the counseling process which admits their children to the School and works closely with them thereafter in their emotional, physical and intellectual development
- be invited to participate in the activities of the School and experience first-hand the excitement of extraordinary academic and cultural programs.



director

It is a great personal challenge to have been selected to lead the School in these formative years. The inspiration of Governor Hunt, the support of the General Assembly, and the involvement of the Board of Trustees provide a solid base on which to build the School. This school will serve education in the way that a surveyor's bench mark serves the mapping of uncharted territory; a fixed point from which the teaching of the gifted and talented can establish new directions into the educational landscape of the future.

Charles R. Eilber
Director

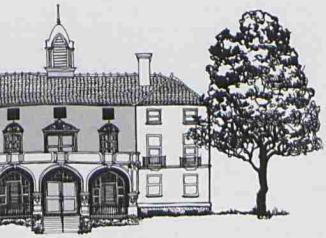
The director:

- establishes a climate of enthusiasm, energy, creativity, and inquisitiveness in which new *challenges* will continuously unfold
- points the way to the future for the School with vigor and the determination that its students can make an impact on the future
- brings together all of the complex human and material resources needed to create and maintain a school of the highest standards
- encourages the development of character together with academic achievement.

faculty and mentors

A distinguished faculty, enthusiastic about working with the students in and outside the School, supplemented by highly skilled individuals and consultants from industry and education for curriculum enrichment, course specialization and research, is *challenged* to meet the total needs of the students. These teachers and mentors:

- are selected for knowledge of science, mathematics, the arts and humanities, and their ability to relate effectively to questioning young minds, and the ability to assist in the development of well rounded individuals
- have the qualities to which young people will look for inspiration and guidance
- share with resident counselors the responsibility of providing for students a home away from home
- are creative and flexible in setting of learning objectives and the ways in which they are achieved
- are continuing their own educational and scholarly development.



residential life staff

Chosen for its ability to guide the personal growth of young people, the residential life staff is *challenged* to provide a supportive environment for students in which co-curricular activities are treated with the same importance as academic ones. Because development of total human potential is essential to the development of intellectual potential, the staff:

- provides counseling and guidance sensitive to individual needs
- develops social, recreational, and cultural activities to satisfy a broad range of interests
- provides for health services, food services, and other necessities essential for human personal care
- supervises activities within residence halls to maintain a homelike and responsible environment.

the larger community

A unique *challenge* exists for neighboring institutions that recognize the special nature of the North Carolina School of Science and Mathematics. They have agreed to work with it in the creation of a sensitive and productive program relating the School to the larger environments they represent. Close working relationships have been developed with nearby universities and the many outstanding scientific and cultural institutions in the Research Triangle Park including the National Center for the Humanities. In addition, cooperative arrangements with local groups of health, religious, civic, cultural, and athletic orientation enable a sharing of facilities and knowledge that will expand the concept of the School to and through the community.

This innovative residential School for unusually talented students is an independent part of the public school system. Educators and citizens are encouraged to participate in the *challenge* of creating a program that will, in time, upgrade

the quality of science and mathematics everywhere. Through the early identification of gifted and talented boys and girls and the wide involvement of teachers and supervisors in an extensive offering of workshops and seminars during the summer months, when the regular term students are back home, the benefits of this unique living/learning environment are shared with every cooperating school unit.

the campus

The North Carolina School of Science and Mathematics is a *challenging* place not just because of any particular combination of bricks, tile and mortar in the beautiful 15 building—27 wooded acre campus given the state by the people of Durham County, but because of the interaction of the students and the extended faculty in the much larger community where talents, enthusiasm and spirit are shared.

The School is a twenty-four hour educational community. It serves best those young people who want, or can be encouraged to want, to use their minds and bodies well. The living/learning experience is intensive. The total immersion of the residential experience supports growth and learning continuously.

contributors

Individuals, foundations, corporations and other private enterprises are *challenged* to join with federal and state agencies in providing the financial support for the School. While tuition, room and board are supplied without cost to all North Carolina students accepted, all students will contribute to the cost by a rotation system of at least eight hours of work and service each week of residence. The self discipline and sense of community generated are as important as the savings in operational costs. Our youth are our legacy, an extension of the faith of humankind. We cannot fail the *challenge* to provide every possible resource to assist the gifted and talented in becoming inquiring, informed, visonary and humane. That is a school's, indeed, society's mission.

Director Charles R. Eilber on campus with student

state

The continuing *challenge* to the State of North Carolina is one of meeting a pressing concern about our educational system. In recognizing this need Governor Hunt, has pledged that . . .

North Carolina will continue to strive for excellence in all of its schools and to meet the needs of all of its students including exceptional children—both the handicapped as well as the gifted and talented. Mediocrity is not a goal of a democratic society and the new School of Science and Mathematics can be one model, as well as a symbol, of the excellence we seek for all of our schools. The best our society can offer is easier to strive for on a large scale if we can first behold it in microcosm.

Livingston Biddle, the Director of the National Endowment for the Arts has recently suggested that "the state of the arts is North Carolina." It is time for institutions like the North Carolina School of Science and Mathematics, committed to a relentless pursuit of excellence in science, to help North Carolina become known everywhere as *the state of arts and sciences.*

for further information

on how you can be a part of this *challenging* undertaking write to the Director, North Carolina School of Science and Mathematics, West Club Boulevard, Durham, N. C. 27705.

trustees

The Board of Trustees has a continuing dedication to the *challenge* of fulfilling the vision and aims of the North Carolina School of Science and Mathematics.

DEAN W. COLVARD, Chairman
Chancellor Emeritus,
University of North Carolina at Charlotte

BETTY S. ABERNATHY
Chairman, Science Department
Fike High School

WILLIAM G. ANLYAN
Vice President, Health Affairs
Duke University

WILLIAM V. BELL
Durham County Commissioner and Engineering Manager
IBM, Research Triangle Park

LARRY J. BLAKE
President,
North Carolina Community College Systems

LEWIS M. BRANSCOMB
Vice President and Chief Scientist,
IBM Corporation

DAVID H. BRUTON
Chairman, Board of Education
State of North Carolina

JOHN EHLE
Novelist

JAMES J. GALLAGHER
Director,
Frank Porter Graham Child Development Center
University of North Carolina at Chapel Hill

JUDY M. GILBERT
Principal
Oaklawn School

SARAH HAMILTON
Biomedical Science and Advanced Biology Teacher
Richmond High School

JOHN T. HENLEY
President,
NC Association of Independent Colleges andUniversities

GEORGE R. HERBERT
President,
Research Triangle Institute

JAMES E. HOLMES
Member,
Board of Governors
University of North Carolina

WASSILY W. LEONTIEF
Nobel Laureate in Economics,
Professor Emeritus
Harvard University

N. ANDREW MILLER
Superintendent,
Buncombe County Schools

LARRY K. MONTEITH
Dean, School of Engineering
North Carolina State University

EMERY J. PARTEE, III
Mathematics Teacher and Consultant
Northwest Region Education Center

A. CRAIG PHILLIPS
Superintendent of Public Instruction
State of North Carolina

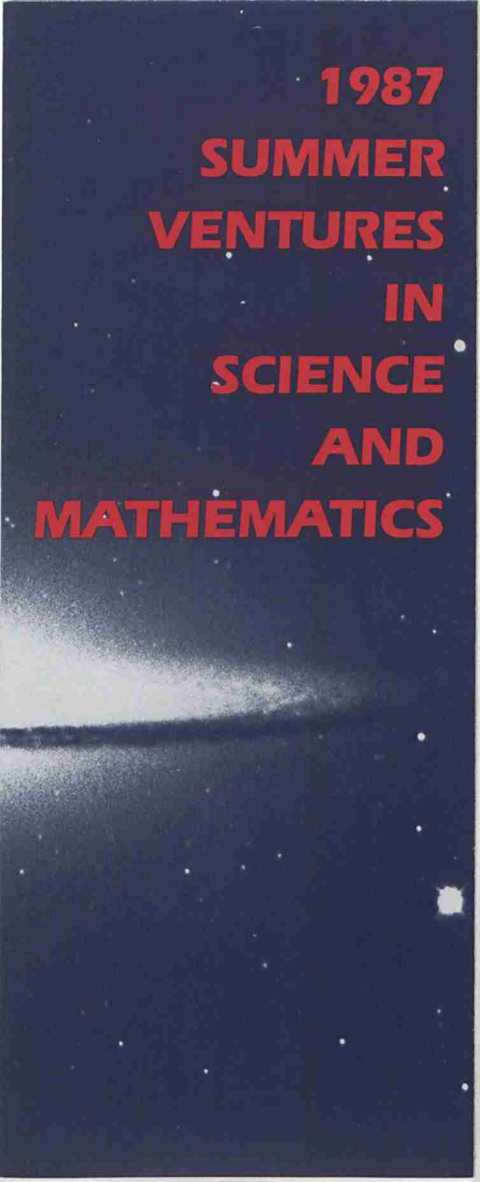
HENRY O. POLLAK
Director,
Mathematics and Statistics Center
Bell Telephone Laboratories

FRANK PRESS
Science Advisor to President Carter
Office of Science and Technology Policy

KENNETH C. ROYALL, JR.
Senator,
North Carolina General Assembly

J. V. SCHWEPPE
General Manager,
PPG Industries' Fiber Glass Division

NORTON F. TENNILLE
Attorney and Chairman,
Environmental Quality Committee of Natural Resources Law Section,
American Bar Association


1987
SUMMER
VENTURES
IN
SCIENCE
AND
MATHEMATICS

SUMMER VENTURES IN SCIENCE AND MATHEMATICS

SUMMER VENTURES

Summer Ventures in Science and Mathematics provides enrichment opportunities in science and mathematics for academically talented high school students. The program brings rising juniors and seniors together in residential settings for five weeks of intensive study.

Summer Ventures is a statewide program of the University of North Carolina system; the state coordinator is Dr. J. Keith Brown. The North Carolina School of Science and Mathematics, directed by Mr. Charles Eilber, acts as the administrative unit. Six campuses of the University host the Summer Ventures institutes, each of which has its own director.

Site	*Director*
UNC at Wilmington	Dr. Dick Ward
Western Carolina University	Dr. Dick Berne
North Carolina Central University	Dr. Mattie Moss
Appalachian State University	Dr. Steven Dyche
East Carolina University	Dr. Floyd Mattheis
UNC at Charlotte	Dr. Don Steila

CURRICULUM

Summer Ventures supplements, rather than duplicates, high school and university courses. The core curriculum, in which students spend at least 60% of their academic time, is designed to give students experience in scientific inquiry and mathematical problem solving. In the core, students learn about experimental design, laboratory skills, instrumentation, mathematical modeling, strategies in mathematical problem solving, and exploratory data analysis. The students learn these basics while studying specific scientific and mathematical topics, to which they are assigned on the basis of interest.

In addition, all Summer Ventures students learn about computer applications, careers in science and mathematics, social issues related to science, and communication skills for mathematics and science competitions.

The primary faculty are university professors from the respective sites and master high school teachers from across the state. Science and mathematics professionals from other institutions, government, and industry also may be involved in various roles.

RESIDENTIAL LIFE

Students live in dormitories under the supervision of qualified residential advisors who provide guidance and plan social, athletic, cultural, and co-curricular activities.

All of the institutes operate under statewide guidelines regarding such matters as curfews, dating, sign-outs, and visitors. Additional regulations may be established on a local basis. Summer Ventures students are not allowed to have cars on campus, and drugs and alcohol are strictly prohibited. Students who do not adhere to regulations, who act in an immature manner, or who fail to take advantage of the academic opportunities offered by the program will be dismissed and sent home.

ADMISSIONS

Admission to Summer Ventures is limited to rising high school juniors and seniors whose parents or legal guardians are living in North Carolina as of December 1, 1986. Students are selected on the basis of such factors as academic ability, interest in science and mathematics, and emotional maturity.

Consideration is given to students whose abilities are not accurately reflected in grades and standardized test scores, such as those for whom English is a second language and those who are hearing impaired or have cerebral palsy. The program is not designed, however, to provide incentive for students lacking self-motivation or discipline.

So that Summer Ventures may serve as many students as possible, no participant may attend for more than one summer. Current high school sophomores may apply to both Summer Ventures and the North Carolina School of Science and Mathematics, but any student accepted to both must choose between the two. Current juniors at the North Carolina School of Science and Mathematics may not apply to Summer Ventures. Students may apply to both Summer Ventures and Governor's School; any student accepted to both for the summer of 1987 must choose between the two. However, former Governor's School participants can attend Summer Ventures, and vice versa.

Application forms are available in high school counseling offices. They include sections to be completed by the student, a science or mathematics teacher, and the school guidance counselor. Completed forms must be submitted to the state coordinator's office, which handles all admissions.

An admissions committee composed of professionals in education, science, and mathematics from across North Carolina will select the approximately 720 finalists invited to participate in Summer Ventures in 1987. Each finalist will be assigned to a specific campus. The assignments will be based on a number of factors, primarily the students' particular scientific and mathematical interests. Students will not be allowed to choose a site and will not necessarily be assigned to the campus nearest home.

CALENDAR

Brochures and application forms available in schools		*Jan. 20, 1987*
Deadline for mailing in applications		*Mar. 16, 1987*
Students notified of admissions decisions		*Apr. 17, 1987*
Deadline for students to accept invitations		*May 20, 1987*
Institute dates	Session 1	*June 28 - July 31, 1987*
	Session 2	*July 5 - Aug. 7, 1987*

COSTS

Summer Ventures in Science and Mathematics is an investment by North Carolina citizens in the future of the state. Room, board, and tuition are provided free of charge.

Students' families are responsible for a medical examination for the student prior to enrollment, transportation to and from the site, pocket money, and payment of any medical charges incurred by the student during the program. Limited funds are available to help cover these expenses for students with severe financial need.

Summer Ventures in Science and Mathematics
20,000 copies of this public document were printed at a cost of $2,785.00 or 13¢ per copy.

For more information, contact
Summer Ventures in Science and Mathematics
P.O. Box 2976
Durham, North Carolina 27705
919-286-3366

A statewide program of
The University of North Carolina system
Administered by
The North Carolina School of Science and Mathematics

Photograph: Messier 104, a spiral galaxy, seen edge-on. Taken with a four-meter telescope at Kitt Peak National Observatory, Arizona. Courtesy National Optical Astronomy Observatories.

Profiles from Harold L. Hodgkinson
Presentation April 8, 1986

North Carolina Population Profile

1980 population 10th (5,881,000)
Black population 7th 1,318,000 (22%)
Hispanic population 27th (56,000)
Foreign born 44th (1.3%)
Percent over 65 33rd (10.3%)
Percent under 18 32nd (28.2%)
Median Age 27th (29.6 years)
Women in labor force 8th (53.7%)
College Grads 43rd (13.2%)
Median Household Income 43rd ($14,400)
Retention of youth to high school graduation 43rd (67%)
(Minnesota - 86%
(Mississippi - 61%)
Minority percentage in public schools 31%
School enrollments dropped 8% from 1970-82
(1,192,000 to 1,097,000)
Teacher salary 28th ($15,800)
Per pupil expenditure 36th ($2,033)
Pupil-teacher ratio 38th (19.9/1)
(Conn. - 15/1 Calif. - 23/1)

Assorted Facts about N.C.

Residents born in another state 24%
Nevada - 78% Pennsylvania - 19%
Out-of-state for college 8.3%
Connecticut - 45% New Jersey - 39%
Voted in 1980 election 47th (52%)
Population gained 790,000 from 1970-80
Murder 14th (10/100,000)
Rape 38th (22.7/100,000)
Robbery 35th (82/100,000)
Prisoners 1st (256/100,000)
Divorce 9th 608/1000 marriages
Gonorrhea 6th (651/100,000)
Abortion 349/1000 live births
Out-of-wedlock births 10th (18.5%)
Urban population 45th (48%)
Fastest growing age group - over 85 (+58%)
Industry (100 jobs created = U.S. average)
Agriculture, Forestry, Mining 90
Construction 105
Manufacturing 146
Transportation, communication 84
Retail, wholesale trade 90
Finance, Insurance, Real Estate 70
Business, personal service 80
Professional service 88
Public Administration 77

Immigration since 1900

1.3 million people moved to U.S.

2.10 million people left the U.S.

(Today, over 100,000 leave each year)

From 1982-1992 higher education enrollments expected to decrease by 616,000. This is really a loss of 1,517,000 students under 24 and a gain of 402,000 students over 25.

The 1992 Student Body:

24 years and under	52%
25 years and over	48%
Full-time	52%
Part-time	48%

High Tech firms employed 22% of U.S. work force in 1985, but only 3% had high tech jobs, requiring advanced science, math, or engineering knowledge and skills.

Percentage of 1984 GNP

Agriculture	10%
Manufacturing	23%
Service	64%

Jobs (104 million in 1984)

Agriculture	3 million
Manufacturing	25 million
Service	76 million

From 1974 to 1984, the U.S. created 20 million new jobs, 2/3 of them in small business; 640,000 new small businesses were started in 1984.

Who "makes" the IBM PC:

Semiconductors	50% U.S., 50% Japan
Display monitor	Korea
Keyboard	Japan
Disk Drive	Singapore
Printer, power supply	Japan
Assembly	U.S.
Conception & implementation	U.S.

The 1984 birth rate was down to 65/1000

Lowest in decade (71 in 1980)

Hispanic births	86/1000
Black births	72/1000
White births	64/1000

1/28/87

Deborah Evans / Dr. Clark   meeting Pre-College Prog.

Keith Brown - to host meeting of Center Directors, Jo Duckett, Sally, Dot Doles (math + sci school center dir.), Ann Home, Rep. from central (from Voretta)

Possibly Feb. 10 - Tuesday or Feb 9 - Mon.

① Need update from Deborah

② Skeleton outline for local adv. groups 10-12

③ Need to identify 4 Faculty sponsors - need separate meeting - Dr. Clark will set up.

Carol M.

the north carolina school of science and mathematics

Memorandum

Outreach & Research
(919) 683-6566

TO: Distribution

FROM: Deborah Evans DE

DATE: February 5, 1987

SUBJECT: Research Triangle Consortium Pre-College Program Meeting

The first meeting of the RTC Pre-College Program will be held Tuesday, February 10, 1987, at 1:00 p.m. in the George Watts Hill Board Room at the North Carolina School of Science and Mathematics.

At this meeting we will be discussing the roles of the faculty sponsors, the resources the Centers will provide the Consortium, Pre-College Program update, and projected time lines for the Pre-College Program activities.

This meeting will the hosted by the NCSSM Center. We look forward to seeing you on Tuesday.

DE:cgr

P.S. Please note that this meeting will not be a luncheon meeting.

Distribution:

Dr. Hunter Ballew
Dr. Verna Benzler
Dr. Sally Berenson
Dr. Keith Brown
Dr. Larry Clark
Ms. Dot Doyle
Ms. Jo Duckett
Mr. Charles Eilber
Dr. Ann Howe
Dr. Jo Ann Lutz
Ms. Carol Maidon
Dr. Tyronza Richmond

Research Triangle Consortium

Pre-College Program

The North Carolina School of Science and Mathematics

February 10, 1987

Dr. Hunter Ballew	UNC-CH
Verna Benzler	UNC-CH
Dr. Sally Berenson	NCSU
Dr. Keith Brown	NCSSM
Dr. Walter M. Brown	NCCU
Dr. Larry Clark	NCSU
Dorothy Doyle	NCSSM
Jo Duckett	UNC-CH
Mr. Charles Eilber	NCSSM
Deborah Evans	NCSU
Dr. Ann Howe	NCSU
Dr. Vinetta Jones	UNC-CH
Dr. Courtland Lee	UNC-CH
Dr. Jo Ann Lutz	NCSSM
Carol Maidon	NCSU
Dr. Henry Frierson	UNC-CH

Pre-College Program Meeting 2/10/87

at School of Math & Sci.

Hank Frierson - UNC - Chapel Hill

Walter Brown ENCCU

Hunter Baller

Cortland Lee UNC - Chapel Hill Faculty Adv.

Sally Benson

Jo Duckett

Verna

Vinetta

Keith

Ann Howe

John Ebert - Head of Math/Sci School

5 Schools with Kids Identified

- Holton Middle School - Parents Meeting last night
  6th grade - Teams of teachers

- Lowe's Grove Parents Meeting last night (900 students)
- Shepard Middle School
- Githens has mgt

Wake Co. - Ligon Middle - ½ position (1200 students)

Carnage } Club position
Wake Forest-Rolesville }

Kids Chosen by SAT scores - middle & top, honor roll, teachers

recommendation, parental involvement

- Advisory Board Committee - need input
  educ.
  corporate - will have 1 board
  sm. business - approx. 12 people
  politics - each instit. of 4-5
  community By Fri - Feb. 20th

- Faculty Sponsors - will meet more frequently
- Board to meet in approx. a month - march 31
  Faculty Club Uni. Rm. approx. 20

6.00
- Baked Chicken Supreme - stuff pot., Broccoli, Fruit Salad, Ice Cream
- Boneless Breast of Chick., rice on home, Brocc., Parm. tomato, Fruit or Spinach salad, ice cream $8.00
- Beef Sh., wild rice, Brocc., Spin., I.C. $7.50
- Beef Stroganoff, buttered noodles, tomato stuffed with peas + mushr., Spin. salad, shortcake $6.00
- Luncheon steak, cheese stuffed potato, Brocc., Tossed Garden salad, pie $7.00
- Ham
- Sirloin
- Turkey
- Quiche, tomato stuff w/ peas, fruit salad, parfait $6.00

For All + 15% Gratuity.

Research Triangle Consortium

Pre-College Program

February 10, 1987

AGENDA

Univ. involved:
NCSU
UNC - Chapel Hill
N.C. School of Science & Math/Duke
N.C.C.U.

- Update
- Suggestions for Advisory Board
- Role of Faculty Sponsor
- Resources/Support from Consortium
- Enrichment Activities
- Time Line
  - . Meeting Place/Time

Wake County
Public School System

Robert E. Bridges, Ed.D.
Superintendent

M E M O R A N D U M

TO: All Principals

FROM: BB
Bob Bridges
Superintendent

DATE: February 9, 1987

SUBJECT: MEMO TO PTA PRESIDENTS REGARDING BUDGET HEARINGS

Attached is a memorandum to PTA Presidents regarding the upcoming Public Hearings for Budget Concerns. Please help in the distribution of this memo by sending a copy home by the son/daughter of your PTA President and/or telephoning them to be sure they are aware of the dates and times for the meetings in your area. As always, I appreciate your cooperation.

/amc

Attachment

President
Carol Maidon
311 Hemlock Street
Cary, North Carolina 27511
467-6136(H)

WAKE COUNTY PTA COUNCIL

MEMORANDUM

TO: PTA PRESIDENTS

FROM: CAROL MAIDON
PRESIDENT, WAKE COUNTY PTA COUNCIL

DATE: JANUARY 6, 1987

RE: PUBLIC HEARINGS FOR BUDGET CONCERNS

THE WAKE COUNTY PUBLIC SCHOOL SYSTEM IS REQUESTING INPUT FROM ALL SECTORS OF THE COUNTY CONCERNING ITEMS WHICH YOU FEEL SHOULD BE PRIORITY ITEMS FOR NEXT YEAR'S BUDGET. A SERIES OF FOUR (4) PUBLIC HEARINGS TO BE HELD ON TWO (2) CONSECUTIVE DAYS HAS BEEN SET IN ORDER TO RECEIVE THIS INPUT. THE DATES AND PLACES ARE AS FOLLOWS:

FEBRUARY 17 -- 7:00 P.M. EAST WAKE HIGH SCHOOL

7:00 P.M. APEX HIGH SCHOOL

FEBRUARY 18 -- 7:00 P.M. SANDERSON HIGH SCHOOL

7:00 P.M. ENLOE HIGH SCHOOL

CHOOSE THE LOCATION AND DATE WHICH IS MOST CONVENIENT FOR YOU. ALL SESSIONS WILL BE HELD IN THE MEDIA CENTER OF THE SCHOOL. PLEASE LIMIT YOUR SPEECH TO FIVE (5) MINUTES AND, IF AT ALL POSSIBLE, ALSO SUBMIT YOUR REQUEST IN WRITING. THESE SESSIONS WILL BE INFORMAL. PRE-REGISTRATION IS NOT NECESSARY, YOU MAY SIGN IN AS YOU ARRIVE AT THE SCHOOL.

I URGE YOU AND YOUR PTA TO TAKE ADVANTAGE OF THIS OPPORTUNITY TO MAKE YOUR DESIRES CONCERNING BUDGETARY NEEDS KNOWN TO THE ADMINISTRATION NOW -- BEFORE THEY FORMULATE THE BUDGET NEEDS WHICH THEY WILL PRESENT TO THE BOARD OF EDUCATION.

PUBLIC HEARINGS ON BUDGET SET

MAKE YOUR DESIRES KNOWN!

President
Carol Maidon
311 Hemlock Street
Cary, North Carolina 27511
467-6136(H)

WAKE COUNTY PTA COUNCIL

MEMORANDUM

TO: PTA PRESIDENTS

FROM: CAROL MAIDON
PRESIDENT, WAKE COUNTY PTA COUNCIL

DATE: JANUARY 6, 1987

RE: PUBLIC HEARINGS FOR BUDGET CONCERNS

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PUBLIC HEARINGS ON BUDGET SET

MAKE YOUR DESIRES KNOWN!

UNIVERSITY OF NORTH CAROLINA SYSTEMWIDE
MATHEMATICS AND SCIENCE EDUCATION NETWORK
PRE-COLLEGE PROGRAM

STATUS REPORT

January 14, 1987

The MSEN Pre-College Program in Mathematics and Science is a newly established program of the UNC Mathematics and Science Education Network aimed at increasing the number of historically underrepresented students who graduate from high school with sufficient interest and preparation in mathematics, science and English to pursue math or science-based fields at the university level. The program is geared toward the more than 300,000 minority persons in North Carolina between the ages of 10 and 19, as well as the more than 500,000 females in that age category. During the two-year pilot phase (1987-1988) the program will focus primarily on students in grades 6-9, who are in general education (mid-track) courses, expanding to students in grades 6-12 by the third year.

More specifically, the goal of the junior high school program is to increase the number of minority students completing Algebra I in the eighth or ninth grade and enrolling in geometry by the tenth grade.

The four pilot project sites for the MSEN Pre-College Program are as follows:

- Research Triangle Consortium (consortium between North Carolina State University, the University of North Carolina at Chapel Hill, and the North Carolina School of Science and Mathematics - physically housed at North Carolina State University).

- The University of North Carolina at Charlotte Mathematics and Science Education Center.

- Greensboro Area Mathematics and Science Education Center (GAMSEC), North Carolina A&T State University.

- Elizabeth City State University.

The program has two main components: In the Academic Enrichment Activities and Support for Students component, students will participate in academic enrichment tutoring; independent study groups; summer enrichment programs; scholarship and recognition activities; Saturday Academies; and leadership activities, among others. The Teacher In-Service Training component builds on two successful models: SECME (Southeastern Consortium for Minorities in Engineering) and EQUALS, a program designed to assist

teachers in acquiring methods and materials to attract and retain female and minority students in science and mathematics courses. In addition, Family Math/Science Workshops will be held for teachers and parents.

The initial Start-Up Meeting with MSEN Center Directors and University Faculty Representatives from the four pilot project sites was held at the University of North Carolina at Chapel Hill on November 10, 1986. The contract, budget, and initial implementation forms were discussed.

Faculty Sponsors, drawn from among the mathematics, science or engineering faculty, at each of the pilot project sites have been selected. The fully executed contracts, with monies, have been received by all four centers involved in the pilot phase. Mrs. Deborah Evans has been hired as the Assistant Director for Pre-College Programs at the Research Triangle Consortium and the GAMSEC Center at North Carolina A&T State University will be interviewing their selected Assistant Director candidates on January 19, 1987. UNC-Charlotte and Elizabeth City State Universities are currently advertising this position and it is expected that each will have hired an Assistant Director for Pre-College Programs before February 2, 1987.

Meetings are currently being held with project site area public school administrators for their involvement with the Program. Request Forms for Participation with school enrollment data and written school commitments have been received by seven schools in the Research Triangle Park Consortium. Schools at the other centers are currently in the process of collecting their school enrollment data and we anticipate that all schools for the first pilot project phase will be on-board before February 5, 1987.

The Pre-College Advisory TEAM (two-four faculty members at each school) have been identified in all of the participating schools and student selection begins next week.

Listed below are the program components which have been or are currently being developed at each pilot project site- as well as participating local schools which have been identified to date.

. Research Triangle Consortium (RTC): Githens Jr. High School parent meeting on January 20th; Advisor Team Inservice at Aqueduct on January 26th and 27th; Schools: Shepard, Holton, Ligon Middle Schools and Culbreth, Phillips, Lowes Grove and Githens Junior High Schools.

. GAMSEC (N.C. A&T University): Candidates for Pre-College Program Assistant Director interviewed on January 19th; School systems interested and collecting school enrollment data: Caswell, Reidsville, High Point and Greensboro City.

- UNC-Charlotte: Currently advertising the Pre-College Program Assistant Director position; School systems interested and collecting school enrollment data: Charlotte-Mecklenburg, Gastonia, Monroe, Cabarrus, and Union City.

- Elizabeth City State University: Currently advertising the Pre-College Program Assistant Director position; School systems interested and collecting school enrollment data: Elizabeth City-Pasquotank County, Gates, Perquimans, Camden and Hertford Counties.

The Teacher Inservice Training component is also progressing rapidly. Planning meetings have been and are continuing to be held with Jeannie Holt (Charlotte-Mecklenburg School System) of EQUALS and Family Math/Science with plans of holding the first EQUALS inservices in March and the first Family Math/Science Workshops in April; Frances Link (Curriculum Development Associates in Washington, D.C.) with plans of initiating an Instrumental Enrichment Learning workshop in March; Dr. Uri Treissman (UC Berkeley) with plans of holding workshops with parents, teachers and students on improving mathematics and science studying (peer and group study sessions); Carolyn Chestnutt (Director of SECME in Atlanta) with plans of offering a 2 week Summer Technological Institute in the summer of 1987 which will be a residence mathematics and science inservice for teachers at a UNC Campus.

In my meetings with school administrators and principals at each pilot project area, I am very pleased with their enthusiastic response to the Pre-College Program. Repeatedly school administrators have offered their services to organize and initiate program activities within their school systems. This involvement has been, and will continue to be, invaluable to the success of the MSEN Pre-College Program.

UNIVERSITY OF NORTH CAROLINA SYSTEMWIDE
MATHEMATICS AND SCIENCE EDUCATION NETWORK
PRE-COLLEGE PROGRAM IN MATHEMATICS AND SCIENCE

1986-1987 CHECKLIST FOR MSEN PRE-COLLEGE PROGRAM

EVALUATION DATA REPORTS

DUE DATE	REPORTS FROM MSEN PRE-COLLEGE PROGRAM CENTER	DATE MAILED	DATE RECEIVED
	1986		
11/21	* MSEN Pre-College Program Contract (signed)		
12/15	* Selection of School sites * Each school site, student and school enrollment statistics * Each school site and LEA signed approval of involvement with the MSEN Pre-College Program		
	1987		
2/20	* Names, addresses, phone numbers of Principals		
2/20	* School site MSEN Pre-College Advisor TEAM (names, schools, addresses, phone numbers)		
2/20	* Names, addresses, phone numbers of Local Pre-College Program Advisory Committee members		
	* Student Enrollment forms (monthly - on 1st of each month)		

DUE DATE	REPORTS FROM MSEN PRE COLLEGE PROGRAM CENTER	DATE MAILED	DATE RECEIVED
3/2	* Proposal and budget for Saturday Academy		
3/2	* Start-up Report (narrative)		
3/9	* Proposal and budget for 1987 Summer Enrichment Program		
3/27	* End-of-Year Awards Event information		
3/27	* Roster of each Parent Booster Club Officers/ Committees		
3/27	* Budget for Teacher In-Services (EQUALS, Family Math/Science, Science Hands-on activities, and other appropriate workshops/seminars)		
4/6	* Program description of Parent workshops/seminars (Family Math/Science and other appropriate workshops/seminars)		
4/6	* Student enrollment forms for final year count		
4/17	* Proposal and Budget for SECME Summer Technological Institute for teachers		
4/27	* 1987-1988 Program Proposal		
5/8	* Summary of student leadership activities		
	* Program Description for Fall 1987 Student Leadership Retreat		
	* Description of public relations activities		
5/22	* One, two, three year plans		
6/19	* Senior Report (high school only)		
	* Senior Survey forms (high school only)		

DUE DATE	REPORTS FROM MSEN PRE COLLEGE PROGRAM CENTER	DATE MAILED	DATE RECEIVED
7/15	* Final Report, 1986-1987 (narrative) * MSEN Pre-College Center Plan, 1987-1988		
8/31	* Final Fiscal Report, 1986-1987 (prepared by Contractor's Accounting Office)		

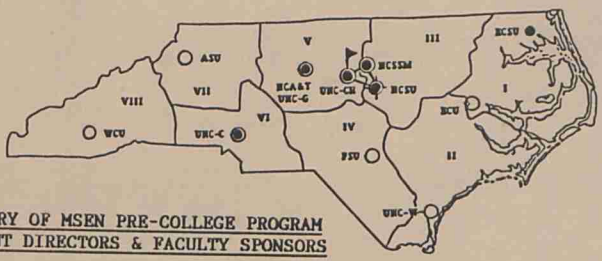
* * NOTES * *

MATHEMATICS AND SCIENCE EDUCATION NETWORK

THE UNIVERSITY OF NORTH CAROLINA

KEY.

- Mathematics and Science Education Centers
- Pre-College Program Sites
- Research and Development Unit, NCSU
- Network Headquarters, UNC-CH



DIRECTORY OF MSEN PRE-COLLEGE PROGRAM ASSISTANT DIRECTORS & FACULTY SPONSORS

MSEN PRE-COLLEGE CENTERS	ASS'T. DIR./FAC. SPONSOR	ADDRESS
Network Headquarters University of North Carolina at Chapel Hill	Vinetta Jones (Network Director)	Math and Science Education Network UNC-Chapel Hill Chapel Hill, N.C. 27514 Tel. (919) 966-3256
	Verna Benzler (Asst. Coordinator Pre-College Programs)	
	Tom Rudin (Asst. Network Coordinator)	
	James Garland (Business Coordinator)	
	Mozell Robinson (Admin. Assistant)	
1. Research Triangle Consortium (RTC)	Sally Berenson (Acting Director)	
	Deborah Evans North Carolina State University (919) 737-2238	Math and Science Education Center NCSU, Box 7801 Raleigh, N.C. 27695
	Larry Clark (Lead Faculty Sponsor) (919) 737-3148	Associate Provost NCSU, Box 7101 Raleigh, N.C. 27695
	Hunter Ballew University of North Carolina at Chapel Hill	Math & Science Education Center 201 Peabody Hall Chapel Hill, NC 27514
	Dorothy Doyles North Carolina School of Science and Mathematics	PO Box 2418 Durham, NC 27705

2.	GAMSEC (Greensboro Area Mathematics and Science Education Center)	Sarah Hamilton (919) 334-7938	Math and Science 217 Marteena Hall Greensboro, NC 27705
	North Carolina A&T State University	Vallie Guthrie, Director (919) 334-7938	
		Elvira Williams (Faculty Sponsor)	Department of Physics (Professor) North Carolina A&T State University
3.	University of North Carolina at Charlotte	Don Steila, Director Kennedy Hall Room 303 (704) 547-4565	Math and Science Education Center University of North Carolina at Charlotte Charlotte, NC 28223
		Kim Prichard (Faculty Sponsor) (704) 547-4565	Dept. of Mathematics 238 Barnard Building UNC-Charlotte Charlotte, NC 28223
4.	Elizabeth City State University	Johnny Houston (919) 335-3291	Vice Chancellor for Academic Affairs Elizabeth City State University Elizabeth City, NC 27909
		Co-Faculty Sponsors:	
		Edward Ianni (919) 335-3317	Asst. Vice Chancellor for Special Programs
		Lois Green (919) 335-3298	Division of Education (Chair)
		Georgia Lawrence (919) 335-3406	Division of Mathematics (Professor)
		Eloise Roberts (919) 335-3406	Division of Mathematics (Professor)

EXHIBIT C

UNIVERSITY OF NORTH CAROLINA SYSTEMWIDE

MATHEMATICS AND SCIENCE EDUCATION NETWORK (MSEN)
PRE-COLLEGE PROGRAM IN MATHEMATICS AND SCIENCE

MSEN Pre-College Faculty Sponsor

Overall Responsibilities

To insure continuity, responsible leadership, and coordination, each MSEN Pre-College Program project must have a Faculty Sponsor who is a tenured faculty member from the School of Arts and Sciences or School of Engineering to serve as the university's representative responsible for the project. Some project Centers may have an additional Faculty Sponsor from the School of Education.

To carry out this responsibility, the MSEN Pre-College Faculty Sponsor, along with the MSEN Center Director, hires and supervises the work of the MSEN Pre-College Assistant Director; must supervise the writing of all proposals; preparation of the MSEN Pre-College Program budget; compliance with the MSEN Pre-College Program contract and agreements; preparation of Interim and Final Reports as well as other reports requested by the MSEN Pre-College statewide office.

The MSEN Pre-College Faculty Sponsor is also the principal public relations person for the MSEN Pre-College Program and takes the lead in establishing contacts with university administrators, faculty, businesses, professional and community organizations.

With the assistance of the MSEN Center Director, the MSEN Pre-College Faculty Sponsor, appoints the members of the local Pre-College Advisory Committee, calls and chairs the Committee meetings.