

**ORANGE COUNTY BOARD OF COMMISSIONERS  
CHAPEL HILL-CARRBORO BOARD OF EDUCATION  
ORANGE COUNTY BOARD OF EDUCATION  
AGENDA**

BOCC / Board of Education Joint Meeting  
September 29, 2016  
Meeting – 7:00 p.m.  
Richard Whitted Meeting Facility  
300 Tryon Street  
Hillsborough, NC

Opening Comments

1. Welcome and Opening Remarks –  
Chair Barrett, Chair Halkiotis, and Chair McKee
2. Family Success Alliance
3. Update on School Impact Fee Study/Report
4. Discussion of School Related Topics
  - Demographic Challenges
  - Enrollment Growth
  - Teacher Hiring Summary
  - Legislative Update

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**ORANGE COUNTY  
BOARD OF COMMISSIONERS**

**ACTION AGENDA ITEM ABSTRACT**

**Meeting Date:** September 29, 2016

**Action Agenda  
Item No.** 1-4

**SUBJECT:** Joint Meeting – Board of County Commissioners, Chapel Hill-Carrboro City Schools Board of Education and Orange County Schools Board of Education

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**DEPARTMENT:** County Manager/Finance and Administrative Services

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**ATTACHMENT(S):**

As Listed in the “Background” Section

**INFORMATION CONTACT:**

Bonnie Hammersley, 919-245-2300  
Dr. Jim Causby, 919-967-8211  
Dr. Todd Wirt, 919-732-8126  
Gary Donaldson, 919-245-2453  
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**PURPOSE:** To discuss the Family Success Alliance Program, the updated School Construction Impact Fees Study/Report, and various other School related issues that are of interest to the Board of County Commissioners, Chapel Hill-Carrboro City Schools (CHCCS) Board of Education and Orange County Schools (OCS) Board of Education.

**BACKGROUND:** The County/Schools Collaboration Work Group and the Board of County Commissioners established the following agenda items for this Joint meeting:

**1. Welcome and Opening Remarks** – Chair Barrett, Chair Halkiotis, and Chair McKee

**2. Family Success Alliance**

The Orange County Health Department will provide an overview of how and why the Family Success Alliance was formed and its current activities and priorities.

**Poverty & Adverse Childhood Experiences**

Poverty in Orange County has been on the rise. Research shows that people living in poverty disproportionately experience Adverse Childhood Experiences (ACEs), which are potentially traumatic events that can have negative, lasting effects on health and well-being. Intervening early to address the social determinants of health, including ACEs and educational achievement, are priorities for the health department and laid the foundation for the Family Success Alliance (FSA).

### **Model Programs and Adaptation to Orange County**

FSA is modeled on the Harlem Children’s Zone, a “cradle to college or career” pipeline that provides wrap-around services and intensive academic interventions. After 20 years of work, HCZ has eliminated the racial achievement gap for its students. Adapting this model to Orange County required identifying neighborhoods where families are struggling to make ends meet and facilitating a community-engaged process for selecting two pilot zones, Zone 4 (Southern Hillsborough) and Zone 6 (Chapel Hill-Carrboro).

### **Gap Analysis, Initial Programs, and Strategic Plan Development**

FSA staff worked closely with community members living in the zones and other key stakeholders to identify gaps in Orange County’s “pipeline” and develop a Strategic Plan for how to address those gaps. The two initial programs developed by FSA include 1) a summer Kindergarten Readiness program, implemented in partnership with school districts, and 2) a Navigator Program that helps FSA-enrolled families support their children’s education and connect with community resources by drawing on the expertise of zone residents who are hired and trained by FSA. FSA also supports afterschool programming and summer enrichment for enrolled children.

*Attachment 2: Family Success Alliance Strategic Plan July 2016-June 2018*

### **3. Update on School Construction Impact Fees Study/Report**

Tonight’s meeting provides an opportunity for the boards to discuss the potential impact fee updates. A representative from the consulting firm of TischlerBise will present the results of the study and address technical questions/comments on the report.

On August 17, 2016, draft school impact fee studies for both school districts were sent via e-mail to school district and municipal staffs. The studies were completed by a consultant with whom Orange County contracted. The reports are posted on the Planning Department’s website: [http://www.orangecountync.gov/departments/planning\\_and\\_inspections/current\\_interest\\_projects.php](http://www.orangecountync.gov/departments/planning_and_inspections/current_interest_projects.php). The report for Orange County Schools was updated by the consultant on September 1 because it was discovered that a portion of Appendix A was missing. School impact fees are fees charged to help defray the public costs of new development. The fee is charged once to all new residential development in both school districts. Fees charged must be proportional to the actual impact caused which is the reason a technical study is completed; the data-based study determines the proportional impact of housing types and the “maximum supportable impact fee” (MSIF) that can be charged for each type of housing. Proceeds from school impact fees can be used only to increase student membership capacity (e.g., Capital Facilities – new or expanded school buildings) in the school district in which the fee was collected. School impact fee proceeds cannot be used to fund operations.

School impact fees were last updated in 2008 and were adopted to increase each year over four years, with the last increase effective January 1, 2012. The final increase raised the fee to 60% of the MSIF, as calculated in 2008.

The recently completed studies disaggregate dwelling types by the number of bedrooms a unit contains and also break out smaller sized (less than 800 square feet) detached units.

Additionally, the studies include information on Age Restricted Units. *Attachment 3a* shows the MSIF at various percentage levels. It should be noted that the adopted percentage of MSIF must be the same for all housing types (e.g., fees cannot be adopted at 40% MSIF for one housing type and 60% MSIF for a different housing type).

Since 1995, Orange County has offered an impact fee reimbursement program for school impact fees paid on affordable housing units. From FY09-10 through FY15-16, \$606,318 in collected impact fees was reimbursed for the 77 affordable single-family housing units and one apartment building containing 6 affordable multi-family units constructed in that time period.

Orange County Planning staff will hold a public information meeting on September 26 at 6:00p.m. at the Whitted Meeting Facility in Hillsborough. A representative from the consulting firm will attend the joint School Boards/BOCC meeting on September 29 to present the results of the study and address technical questions/comments on the reports. A BOCC public hearing on potential updates to school impact fee levels has been scheduled for October 4.

Possible options for updated fee levels include:

1. As calculated, adopting at some percentage of the MSIF.
2. Collapsing the Single Family Detached category in the Orange County Schools district (due to an unexpected result in this category), charging the "Average" for this housing type in this district, charging fees as calculated for other housing types, and adopting at some percentage of the MSIF.
3. Collapsing all housing type categories in both or either school districts, charging the "Average" calculation by housing type, and adopting at some percentage of the MSIF.
  - a. Note for this option: Accessory dwelling units (e.g., granny flats) are included in the multi-family category (0-2 bedrooms) so setting the fee for the "average" calculation may result in an increase for accessory dwelling units, depending on the percentage of MSIF chosen.
4. Options 1-3 can also be implemented by increasing the percentage of MSIF over a period of time (e.g., adopt at x% effective 2017, y% effective 2018, and z% effective 2019).

*Attachment 3a: Various Percentage Levels of the Maximum Supportable Impact Fee (MSIF)*

*Attachment 3b: Historical Impact Fee Activity*

*Attachment 3c: School Impact Fee Collections Graph from FY 2006-07 to FY 2015-16*

*Attachment 3d: School Impact Fee Expenditures Graph from FY 2006-07 to FY 2015-16*

#### 4. Discussion of School Related Topics

Discussion of information provided by both School Systems on the following topics: Demographic Challenges, including concentrations of Free and Reduced Lunch; Enrollment Growth; Teacher Hiring Summary; and Legislative Update.

*Attachment 4a: OCS Free and Reduced Lunch Eligibility*

*Attachment 4b: OCS 10-Year Student Ethnicity Comparison*

*Attachment 4c: OCS Legislative Class Size Impact and Teacher Hiring Update*

*Attachment 4d: CHCCS Demographic Changes*

*Attachment 4e: CHCCS Teacher Hiring Update*

*Attachment 4f: CHCCS Elementary Class Size Changes*

**FINANCIAL IMPACT:** There is no financial impact tied directly to the discussion at this work session.

**SOCIAL JUSTICE IMPACT:** The following Orange County Social Justice Goal is applicable to this agenda item:

**GOAL: ENABLE FULL CIVIC PARTICIPATION**

Ensure that Orange County residents are able to engage government through voting and volunteering by eliminating disparities in participation and barriers to participation.

**GOAL: FOSTER A COMMUNITY CULTURE THAT REJECTS OPPRESSION AND INEQUITY**

The fair treatment and meaningful involvement of all people regardless of race or color; religious or philosophical beliefs; sex, gender or sexual orientation; national origin or ethnic background; age; military service; disability; and familial, residential or economic status.

**GOAL: ENSURE ECONOMIC SELF-SUFFICIENCY**

The creation and preservation of infrastructure, policies, programs and funding necessary for residents to provide shelter, food, clothing and medical care for themselves and their dependents.

**GOAL: CREATE A SAFE COMMUNITY**

The reduction of risks from vehicle/traffic accidents, childhood and senior injuries, gang activity, substance abuse and domestic violence.

**RECOMMENDATION(S):** The Manager recommends that the Boards discuss the issues noted and provide direction to staff, as appropriate.



# FAMILY SUCCESS ALLIANCE

**Vision |** Our vision is that all children and families in Orange County have the opportunities and support they need to thrive in school, jobs, and the community.

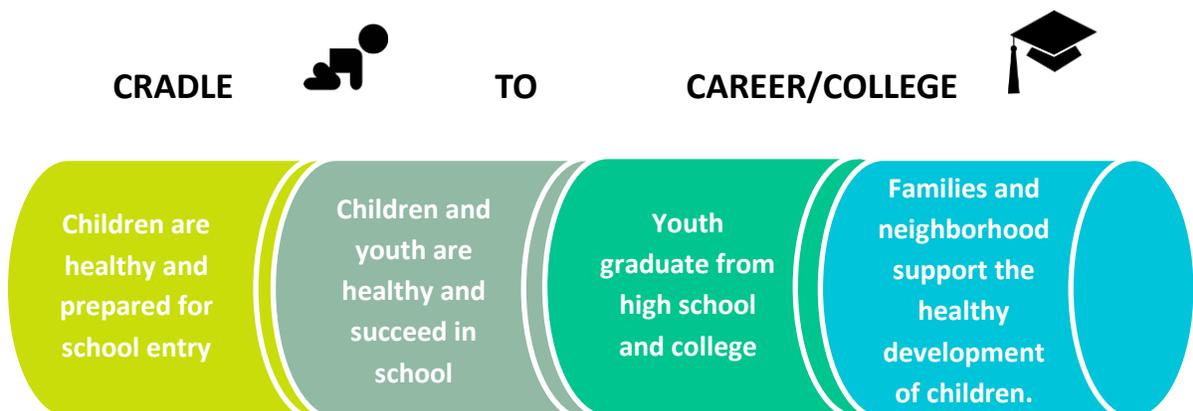
**Goal |** The goal of the Family Success Alliance is to eliminate the disparities in health, academic, and employment outcomes for children and families in Orange County. We have started work on this goal in two pilot “zones” of the county.

**Background |** The Family Success Alliance is a collaborative of community members, local government agencies, non-profits, and other community leaders who are committed to ensuring that all children in Orange County have the opportunity to thrive in school, jobs, and community. The work is facilitated by a core group of staff located at the Orange County Health Department, and overseen by the Family Success Alliance Advisory Council and the communities that make-up each zone.

**Adapting Proven Models |** The work of FSA is informed by two model approaches to community-level change that are being implemented with success in communities around the United States.

### *Cradle to College & Career Pipeline*

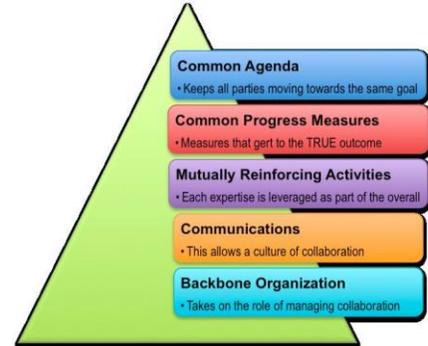
Modeled after programs such as the Harlem Children’s Zone, East Durham Children’s Initiative and Promise Neighborhoods.



### Collective Impact

Collective Impact is a collaboration model that recognizes the need for formal structures for collaboration, because it does not happen without dedicated resources and shared goals and processes. The structure includes the six conditions outlined below:

- Common Agenda
- Common Progress Measures
- Mutually Reinforcing Activities
- Communication
- Backbone Support
- Equity



### Progress | In year two, FSA achieved numerous milestones for the project including:

- Continued and new programming for summer 2016, including:
  - Year 2 of the Kindergarten Readiness Program
  - Year 1 of literacy-based summer programming and summer camp for Cohort 1
  - A new partnership with the Department of Environment, Agriculture, Parks and Recreation to extend summer programming to a full day in Zone 4
- A significant partnership with the UNC Provost’s Office to provide evaluation for the Family Success Alliance
- Enrollment and support of 34 families in the Navigator program
- Significant data and evaluation milestones, including:
  - Presentation of an overarching evaluation plan for FSA
  - Piloting of a shared intake system for Cohort 1 Navigator Program families
  - Initial implementation of Efforts to Outcomes, a cloud-based system for case management and data sharing between partners
- Monthly newsletters and event information for partners and zone community members
- An end-of-year zone celebration of Cohort 1 and their families

### Zone Priorities in Response to Gap Analysis Data

Zone 4 Priorities	Zone 6 Priorities
1. Transportation 2. Activities to prepare children for kindergarten 3. Access to quality, affordable childcare 4. Increased support for Latino Families	1. Affordable housing 2. Activities that prepare children for kindergarten 3. Access to quality, affordable childcare 4. Support for families, like school-based mental health and more community enrichment activities

# Strategic Plan | July 2016 - June 2018

## **Goal 1: Children are healthy and prepared for school.**

**Indicator 1: Increase the # and % of births to mothers living in the zone that are healthy and well-timed (prenatal care, birth weight, term, etc.)**

### **Action Steps**

- a) By February 2017, the Early Childhood Mental Health Taskforce, Orange County Health Department, Orange County Preschool Interagency Council (OCPIC), and other partners will inventory existing supports for families from prenatal to kindergarten (e.g., home visiting, lactation, care management, parenting classes, mental health, etc.), assess availability and accessibility barriers in the zones and the number of families in the zones currently using those services, and identify gaps in the pipeline.
- b) By June 2017, the Early Childhood Mental Health Taskforce, Orange County Health Department, FSA backbone staff and other partners will recommend to the FSA Advisory Council steps to strengthen the early childhood pipeline by proposing a process for identifying and triaging families from prenatal to kindergarten in the zones, periodically assessing their need for services in accordance with developmental milestones, strengthening and/or developing evidence-based interventions to fill any gaps in existing services, and connecting families to new and existing services based on their level of need.
- c) By October 2017, the Orange County Health Department and other healthcare partners will work with Orange County family planning providers who serve zone residents to determine current use rates of Long-Acting Reversible Contraception (LARC), tubal ligation, and vasectomy while identifying barriers to meeting the community's desire for these services.
- d) By April 2018, the Orange County Health Department along with other healthcare partners will develop a plan to educate the community about contraception options (including LARC, tubal ligation and vasectomy) and help providers overcome the community's barriers to accessing their preferred contraception methods.

**Indicator 2: Increase the # and % of three-year olds and children in kindergarten who demonstrate at the beginning of the program or school year age-appropriate functioning across multiple domains of early learning as determined using developmentally appropriate early learning measure.**

### **Action Steps**

- a) By November 2016, FSA staff, Orange County Department of Social Services (OC DSS), Child Care Services Association (CCSA), Orange County Partnership for Young Children (OCPYC), OC Head Start / Early Head Start (OCHS/EHS), CHCCS Head Start, and other providers of childcare subsidies will inventory existing supports for low-income children in FSA zones to

access high-quality childcare (4 or 5 star), regardless of parents' employment status and immigration documentation status.

- b) By April 2017, FSA staff, OC DSS, CCSA, OCPYC, OCHS/EHS, CHCCS Head Start, and other providers of childcare subsidies will develop a plan, identifying policy options and funding needs, for expanding access to high-quality childcare among low-income FSA zone families.
- c) By July 2017, the Early Childhood Mental Health Taskforce, in collaboration with UNC Pediatrics and other providers, will identify the existing system of screening children ages 0-5 for barriers to school success using the ASQ+ (SE) and assessments of ACES/trauma and the social determinants of health.
- d) By November 2017, the Early Childhood Mental Health Taskforce will develop goals and an improvement plan to expand the existing screening system so that 100% of FSA zone children are screened appropriately, results are shared with appropriate providers, families are effectively referred to resources, and unsuccessful referrals or unavailable resources are systematically tracked.
- e) By August of each year, FSA, CHCCS, and OCS will increase the FSA penetration rate by recruiting an additional 90 eligible zone children (60 in Zone 6, 30 in Zone 4) into summertime Kindergarten Readiness programming and recruiting eligible children's families into the FSA Navigator Program.
- f) By June 2017, KidSCOpe will pilot an innovative approach to providing early childhood mental health support in at least one zone-based childcare center. Evaluation results will inform potential scaling-up of the intervention, contingent on funding.
- g) By May 2018, FSA staff will partner with healthcare providers and/or community organizations to seek funding to increase the array of parenting supports, such as individual parent and family treatment modalities (e.g., Triple P).
- h) By June 2018, Chapel Hill-Carrboro City Schools (CHCCS), Orange County Schools (OCS), the Orange County Preschool Interagency Council, Early Childhood Mental Health Taskforce, UNC Frank Porter Graham Child Development Institute, and other relevant stakeholders will research existing national and local guidelines and agree on a definition of "kindergarten readiness" and propose a process for measuring it among rising kindergarteners in FSA zones.

## ***Goal 2: Children and youth are healthy and succeed in school.***

**Indicator 1: Increase the # and % of students at or above grade level in 3rd grade and 8th grade.**

### ***Action Steps***

- a) By May of each year, Navigators will ensure that 100% of FSA enrolled students participate in academic-focused afterschool and summer programs, utilizing partners such as Y Learning, Boys and Girls Club and UNC's Communiversities program.
- b) By November 2017, OCS and CHCCS, in partnership with El Futuro and Freedom House/MHAT, will develop a report assessing the need for, potential structure of, and resources needed for school-based mental health programming and present that report to the FSA Advisory Council and the school boards.

- c) By June 2017, Navigators and Volunteers for Youth will match up to 25 FSA students with a mentor.
- d) By April 2017, KidSCOPE and El Futuro, in coordination with FSA backbone staff, will recommend a standard protocol that Navigators can use to identify and refer children and their families for behavioral health services and will provide training on use of the protocol.
- e) By June 2017, El Futuro will have expanded mental health services supporting school-aged children during the 2016-17 school year by providing approximately 140 behavioral health assessment and treatment visits to Spanish-speaking children and their families, preferably at Zone schools and other sites.

## **Indicator 2: Increase middle school attendance.**

### **Action Steps**

- a) By February 2017, FSA backbone staff will work with OCS and CHCCS to compile attendance data for 2015-16 on each zone, including absenteeism, truancy court use rates, the number of FSA students who are chronically absent or utilize truancy court, and any data available on factors contributing to absenteeism.
- b) By February 2018, FSA backbone staff, OCS and CHCCS will collaborate to examine “what’s working” and identify possible solutions to truancy issues identified above after compiling and analyzing data on absenteeism and truancy court use for 2016-17, identifying trends, and conducting key informant interviews with school social workers to explore factors that contribute to absenteeism. Data and findings will be presented to the FSA Advisory Council.

## **Goal 3: Youth graduate from high school and college.**

**\*Action steps for Goal 3 will be determined by June 2017.**

## **Goal 4: Families and neighborhoods support the healthy development of children.**

### **Indicator 1: Increase the # and % of parents/caregivers who report reading three or more times per week to their kids.**

#### **Action Steps**

- a) By April 2017, the Orange County and Chapel Hill public libraries will develop a system to ensure incoming kindergarten students in the four target zone elementary schools have a library card within two months of starting school.
- b) By June 2017, FSA backbone staff, OCPYC, Orange County Literacy Council, and UNC Pediatrics will promote expansion of the [Reach Out and Read](#) program to two new pediatricians serving zone families and ensure appropriate referrals to community supports.
- c) By August 2017, Chapel Hill Public School Foundation, Orange County Literacy Council, the libraries, IFC, and community partners plan for, document, and facilitate the expansion of zone-based and evidence-based reading programs in locations families naturally gather such

as the summer feeding sites and use other strategies, such as pop-up libraries, to reach families.

## **Indicator 2: Increase the # and % of families living above the federal poverty level in each zone.**

### **Action Steps**

- a) By March 2017, FSA backbone staff and Navigators will document at least two stories of FSA zone families affected by systemic issues that limit access to quality, affordable housing; present the stories to stakeholders, such as municipal, county, and community-based housing departments, coalitions, task forces, and boards; and work together to identify potential policy solutions.
- b) By June 2017, Orange County Housing Department will present the 2016-2020 Affordable Housing Strategic Plan to the FSA Advisory Council; Chapel Hill, Carrboro, and Hillsborough will also be invited to share relevant plans and resources; and the Advisory Council will identify priority actions FSA can take to increase access to affordable housing for zone families.
- c) By August 2017, FSA backbone staff, United Way, and OC DSS staff identify the need for and a proposal for the creation of a Benefits Bank program for all zone families to ensure they are receiving financial counseling and benefits they qualify for (e.g. Earned Income Tax).
- d) By December 2017, FSA backbone staff will prepare a Parent Needs Assessment report based on 1) program data that identify parents' priority goals in working with Navigators and 2) discussion sessions with parents in each Zone, using consensus-building facilitation tools, that identify their top barriers to well-being and economic success.
- e) By March 2018, FSA backbone staff and Zone Navigators will present the Parents Needs Assessment to the FSA Advisory Council and work together to identify potential programs, policies and partnerships to address identified needs.
- f) By June 2018, Orange County Literacy Council will partner with faith-based organizations, community groups, or other local partners to empower parents through an expansion of zone-based classes in English, literacy, citizenship and high school equivalency preparation. Orange Literacy will measure progress using nationally validated instruments.
- g) By June 2018, FSA backbone staff will develop a matched college savings program for FSA families similar to the [Durham Kids Save](#) program and solicit resources to support it.
- h) By May of each year, FSA and community host agencies will grow the FSA Navigator Program so as to maintain a 20:1 ratio between enrolled families and 0.5 FTE Navigator, to provide peer support to families enrolled in FSA and to be a link between the community and the broader FSA network.

## Collective Impact Goals

The Collective Impact model includes six core elements. By way of this Strategic Plan, we establish our *common agenda*. The Health Department currently provides *backbone support* for the initiative. Specific goals for the other four elements are:

### Shared Measurement

- By April 2017, the FSA Data Action Team will finalize formal data sharing agreements with relevant FSA Partners.
- By October 2017, FSA Partners will be trained on the Efforts-To-Outcomes data tracking platform, share participant data, and present a preliminary report on GPRA Measures to the FSA Advisory Council.

### Mutually Reinforcing Activities

- By March 2017, MOUs and performance-based contracts for FSA pilot partners that indicate 1) how much service was provided, 2) how well it was provided, and 3) if recipients are better off are finalized according to the Results-Based Accountability approach.
- By May 2017 and again by May 2018, administer the Wilder Collaboration Factors Survey to assess strengths and gaps in the strategic partnerships needed to execute the FSA Strategic Plan and reduce health disparities, report findings to partners, and develop and implement a Partnership Enhancement Plan based on the results.

### Continuous Communications

- By December 2016, the Communications Action Team will present strategic communication goals to the FSA Advisory Council that support the FSA Strategic Plan.
- By August 2017, the Communications Action Team will develop a suite of communication tools that enable FSA partners, staff, and participants to best represent and promote FSA in the community.
- By June 2017 and again by June 2018, Zone Navigators and Zone Champions will hold at least two meetings in each zone to celebrate FSA progress, review program performance and population data, and provide feedback on the implementation that is summarized and presented to the FSA Advisory Council.

### Equity

- By June 2017, FSA staff will have completed Racial Equity trainings, proposed strategies for providing similar trainings for FSA Advisory Council members, and piloted the use of a racial equity tool to make programmatic decisions.
- By June 2018, FSA staff will adapt a racial equity tool(s) for use in decision-making and hiring and develop a plan for ongoing use and reporting to Advisory Council and the community.
- By June 2018, FSA backbone staff will participate in and report to Advisory Council on equity activities of the United Way, Chapel Hill Carrboro Public Schools and other local entities identified that are working in this area.

**Results |** The 2016-2018 Strategic Plan prioritizes two key indicators for each of the four main Goals, based on input from the FSA Advisory Council. Ultimately, through our work we expect to see markedly better results in each zone, demonstrated by improvements on the 15 indicators of well-being recommended by the national Promise Neighborhoods Institute.

**Goal 1: Children are healthy and prepared for school entry.**

- Number and percent of children birth to kindergarten entry who have a place where they usually go, other than an emergency room, when they are sick or in need of advice about their health.
- Number and percent of three-year-olds and children in kindergarten who demonstrate at the beginning of the program or school year age-appropriate functioning across multiple domains of early learning as determined using developmentally appropriate early learning measures.
- Number and percent of children, from birth to kindergarten entry, participating in center-based or formal home-based early learning settings or programs, which may include Early Head Start, Head Start, child care, or publicly-funded preschool.

**Goal 2: Children and youth are healthy and succeed in school.**

- Number and percent of students at or above grade level according to State mathematics and English language arts assessments in at least the grades required by the ESEA (3rd through 8th and once in high school)
- Attendance rate of students in 6th, 7th, 8th, and 9th grade as defined by average daily attendance.
- Number and percent of children who participate in at least 60 minutes of moderate to vigorous physical activity daily; and consume five or more servings of fruits and vegetables daily.

**Goal 3: Children graduate from high school and college.**

- Graduation rate.
- Number and percent of FSA students who a) enroll in a two-year or four-year college or university after graduation, b) matriculate to an institution of higher education and place into college-level mathematics and English without need for remediation; c) graduate from a two-year or four-year college or university or vocational certification completion; and d) earn industry-recognized certificates or credentials.

**Goal 4: Families and neighborhoods support the healthy development of children.**

- Number and percent of students who feel safe at school and traveling to and from school, as measured by a school climate needs assessment.
- Student mobility rate.
- For children birth to kindergarten entry, the number and percent of parents or family members who report that they read to their children three or more times a week.
- For children in the kindergarten through 8th grades, the number and percent of parents or family members who report encouraging their child to read books outside of school.
- For children in the 9th to 12th grades, the number and percent of parents or family members who report talking with their child about the importance of college and career.
- Number and percent of students who have school and home access (and percent of the day they have access) to broadband internet and a connected computing device.
- Number and percent of families living above the federal poverty level.

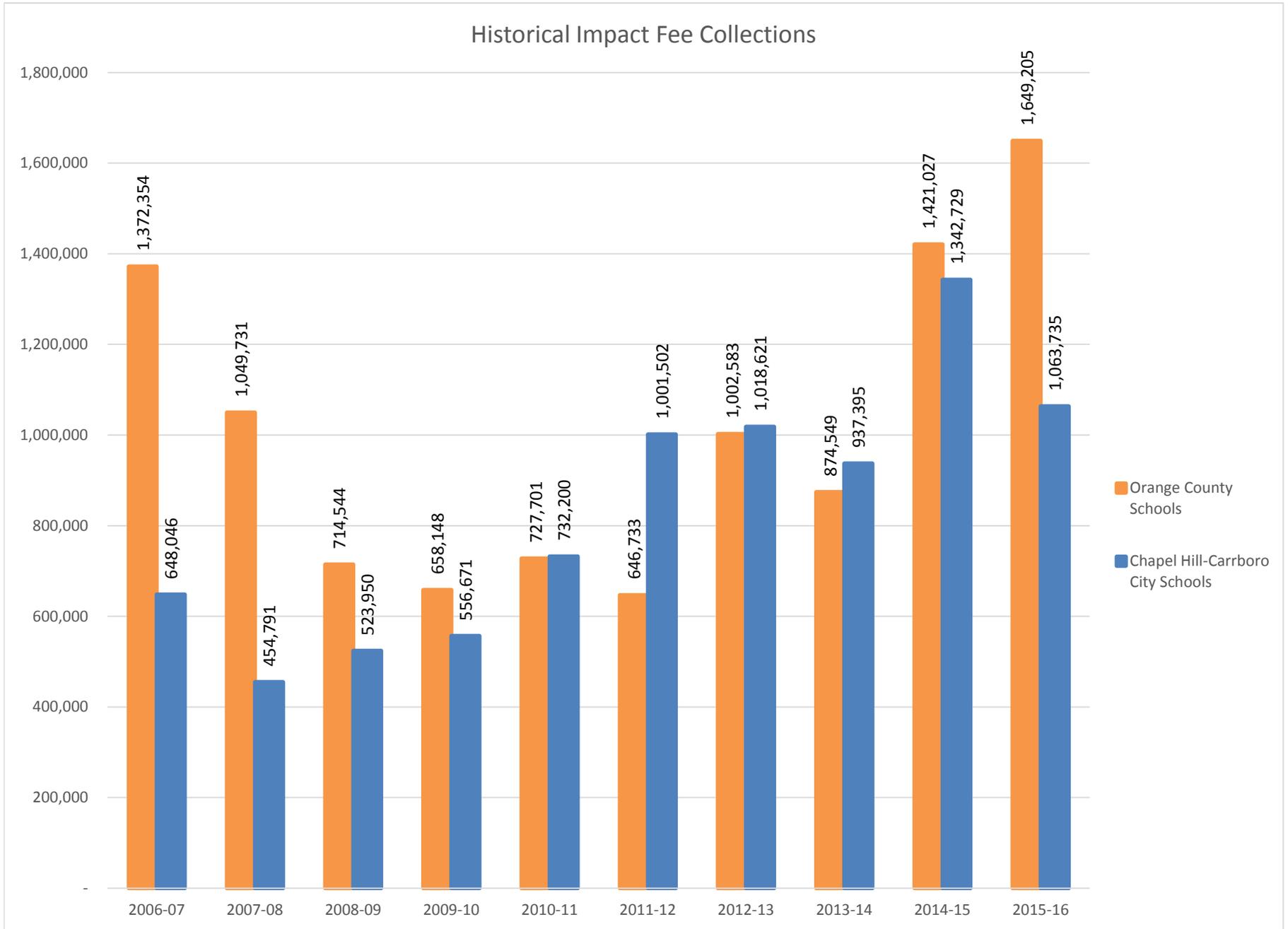
<b>Chapel Hill - Carrboro City Schools</b>												<b>Current Fee (adopted at 60% of 2007 MSIF)</b>	<b>% Change - Current Fee vs. 60% of MSIF</b>
<b>Single Family Detached</b>	<b>MSIF</b>	<b>90% MSIF</b>	<b>80% MSIF</b>	<b>70% MSIF</b>	<b>60% MSIF</b>	<b>50% MSIF</b>	<b>40% MSIF</b>	<b>30% MSIF</b>	<b>20% MSIF</b>	<b>10% MSIF</b>	<b>0% MSIF</b>		
0-3 BR	\$13,114	\$11,803	\$10,491	\$9,180	\$7,868	\$7,344	\$5,246	\$3,934	\$2,623	\$1,311	\$0		-31.1%
4+ BR	\$25,139	\$22,625	\$20,111	\$17,597	\$15,083	\$12,570	\$10,056	\$7,542	\$5,028	\$2,514	\$0		32.0%
Average	\$17,492	\$15,743	\$13,994	\$12,244	\$10,495	\$8,746	\$6,997	\$5,248	\$3,498	\$1,749	\$0	\$11,423	-8.1%
<b>Single Family Detached &lt;800 sq. ft.</b>													
	\$3,848	\$3,463	\$3,078	\$2,694	\$2,309	\$1,924	\$1,539	\$1,154	\$770	\$385	\$0	included in SFD	-79.8%
<b>Single Family Attached</b>													
0-2 BR	\$10,266	\$9,239	\$8,213	\$7,186	\$6,160	\$5,133	\$4,106	\$3,080	\$2,053	\$1,027	\$0		-6.8%
3+ BR	\$16,414	\$14,773	\$13,131	\$11,490	\$9,848	\$8,207	\$6,566	\$4,924	\$3,283	\$1,641	\$0		49.0%
Average	\$14,608	\$13,147	\$11,686	\$10,226	\$8,765	\$7,304	\$5,843	\$4,382	\$2,922	\$1,461	\$0	\$6,610	32.6%
<b>Multifamily</b>													
0-2 BR	\$4,441	\$3,997	\$3,553	\$3,109	\$2,665	\$2,221	\$1,776	\$1,332	\$888	\$444	\$0		107.2%
3+ BR	\$18,914	\$17,023	\$15,131	\$13,240	\$11,348	\$9,457	\$7,566	\$5,674	\$3,783	\$1,891	\$0		782.5%
Average	\$6,990	\$6,291	\$5,592	\$4,893	\$4,194	\$3,495	\$2,796	\$2,097	\$1,398	\$699	\$0	\$1,286	226.1%
<b>Manufactured Home</b>													
	\$6,999	\$6,299	\$5,599	\$4,899	\$4,199	\$3,500	\$2,800	\$2,100	\$1,400	\$700	\$0	\$4,939	-15.0%
<b>Age Restricted Unit</b>													
	\$756	\$680	\$605	\$529	\$454	\$378	\$302	\$227	\$151	\$76	\$0	N/A - assessed by housing type	N/A

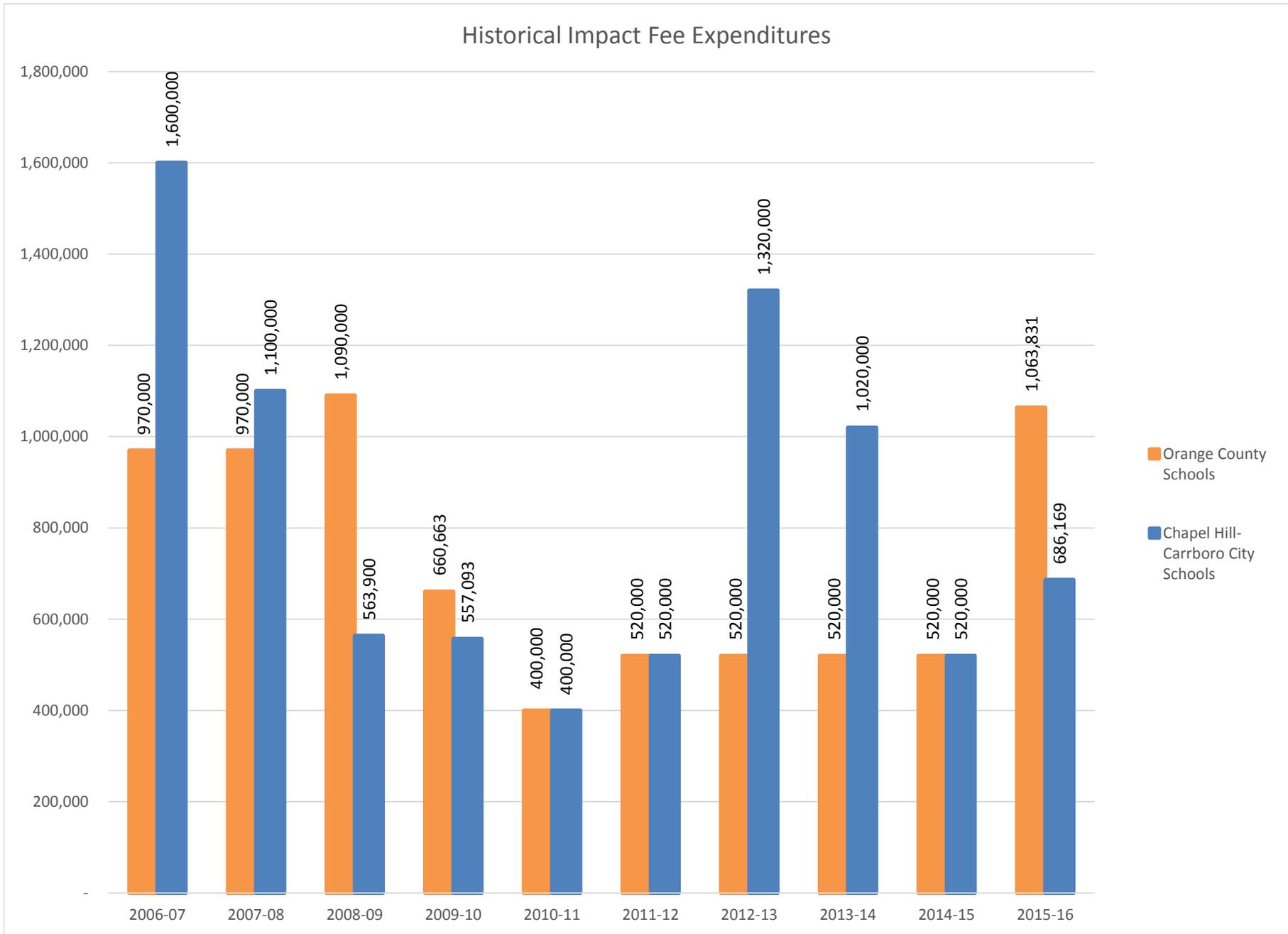
<b>Orange County Schools</b>												<b>Current Fee (adopted at 60% of 2007 MSIF)</b>	<b>% Change - Current Fee vs. 60% of MSIF</b>
<b>Single Family Detached</b>	<b>MSIF</b>	<b>90% MSIF</b>	<b>80% MSIF</b>	<b>70% MSIF</b>	<b>60% MSIF</b>	<b>50% MSIF</b>	<b>40% MSIF</b>	<b>30% MSIF</b>	<b>20% MSIF</b>	<b>10% MSIF</b>	<b>0% MSIF</b>		
0-3 BR	\$12,044	\$10,840	\$9,635	\$8,431	\$7,226	\$6,022	\$4,818	\$3,613	\$2,409	\$1,204	\$0		28.5%
4+ BR	\$8,952	\$8,057	\$7,162	\$6,266	\$5,371	\$4,476	\$3,581	\$2,686	\$1,790	\$895	\$0		-4.5%
Average	\$10,959	\$9,863	\$8,767	\$7,671	\$6,575	\$5,480	\$4,384	\$3,288	\$2,192	\$1,096	\$0	\$5,623	16.9%
<b>Single Family Detached &lt;800 sq. ft.</b>													
	\$3,317	\$2,985	\$2,654	\$2,322	\$1,990	\$1,659	\$1,327	\$995	\$663	\$332	\$0	included in SFD	-64.6%
<b>Single Family Attached</b>													
0-2 BR	\$3,665	\$3,299	\$2,932	\$2,566	\$2,199	\$1,833	\$1,466	\$1,100	\$733	\$367	\$0		26.2%
3+ BR	\$5,558	\$5,002	\$4,446	\$3,891	\$3,335	\$2,779	\$2,223	\$1,667	\$1,112	\$556	\$0		91.3%
Average	\$5,319	\$4,787	\$4,255	\$3,723	\$3,191	\$2,660	\$2,128	\$1,596	\$1,062	\$532	\$0	\$1,743	83.1%
<b>Multifamily</b>													
0-2 BR	\$2,656	\$2,390	\$2,125	\$1,859	\$1,594	\$1,328	\$1,062	\$797	\$531	\$266	\$0		-8.6%
3+ BR	\$20,677	\$18,609	\$16,542	\$14,474	\$12,406	\$10,339	\$8,271	\$6,203	\$4,135	\$2,068	\$0		611.8%
Average	\$5,498	\$4,948	\$4,398	\$3,849	\$3,299	\$2,749	\$2,199	\$1,649	\$1,100	\$550	\$0	\$1,743	89.3%
<b>Manufactured Home</b>													
	\$8,127	\$7,314	\$6,502	\$5,689	\$4,876	\$4,064	\$3,251	\$2,438	\$1,625	\$813	\$0	\$2,678	82.1%
<b>Age Restricted Unit</b>													
	\$623	\$561	\$498	\$436	\$374	\$312	\$249	\$187	\$125	\$62	\$0	N/A - assessed by housing type	N/A

### Historical Impact Fee Activity

**Revenues:**

Fiscal Year	Orange County Schools	Chapel Hill- Carrboro City Schools	Total
Prior Year Balances	6,988,747	18,009,757	24,998,504
2005-06	873,017	991,880	1,864,897
2006-07	1,372,354	648,046	2,020,400
2007-08	1,049,731	454,791	1,504,522
2008-09	714,544	523,950	1,238,494
2009-10	658,148	556,671	1,214,819
2010-11	727,701	732,200	1,459,901
2011-12	646,733	1,001,502	1,648,235
2012-13	1,002,583	1,018,621	2,021,204
2013-14	874,549	937,395	1,811,944
2014-15	1,421,027	1,342,729	2,763,756
2015-16	1,649,205	1,063,735	2,712,940
Interest Earned	198,123	231,338	429,461
<b>Total Revenues</b>	<b>18,176,462</b>	<b>27,512,615</b>	<b>45,689,077</b>
<b>Expenditures:</b>			
Prior Year Balances	5,658,796	17,091,602	22,750,398
2005-06	970,000	1,600,000	2,570,000
2006-07	970,000	1,600,000	2,570,000
2007-08	970,000	1,100,000	2,070,000
2008-09	1,090,000	563,900	1,653,900
2009-10	660,663	557,093	1,217,756
2010-11	400,000	400,000	800,000
2011-12	520,000	520,000	1,040,000
2012-13	520,000	1,320,000	1,840,000
2013-14	520,000	1,020,000	1,540,000
2014-15	520,000	520,000	1,040,000
2015-16	1,063,831	686,169	1,750,000
<b>Total Expenditures</b>	<b>13,863,290</b>	<b>26,978,764</b>	<b>40,842,054</b>
<b>Available Balance</b>	<b>4,313,172</b>	<b>533,851</b>	<b>4,847,023</b>





**ORANGE COUNTY SCHOOLS  
FREE AND REDUCED LUNCH ELIGIBILITY**

ATTACHMENT 4 a

SCHOOL	2015				2016			
	Total Enrollment	Free	Reduced	% F/R	Total Enrollment	Free	Reduced	% F/R
<b>Elementary Schools</b>								
Cameron Park	645	188	14	31.32%	624	224	22	39.42%
Central	368	212	14	61.41%	357	232	22	71.15%
Efland Cheeks Global	495	242	19	52.73%	475	286	36	67.79%
Grady A. Brown	520	187	15	38.85%	512	235	24	50.59%
Hillsborough	490	51	26	15.71%	476	45	22	14.08%
New Hope	693	319	17	48.48%	646	369	29	61.61%
Pathways	420	142	10	36.19%	438	186	21	47.26%
<b>Middle Schools</b>								
A.L. Stanback	681	241	8	36.56%	637	313	25	53.06%
C.W. Stanford	698	171	10	25.93%	653	190	22	32.47%
Gravelly Hill	480	140	12	31.67%	453	167	32	43.93%
<b>High Schools</b>								
Cedar Ridge	1256	228	20	19.75%	1107	311	43	31.98%
Orange	1409	323	22	24.49%	1263	364	47	32.54%
<b>Alternative School</b>								
Partership Academy	36	19	1	55.56%	29	18	2	68.97%

# ORANGE COUNTY SCHOOLS 10-YEAR STUDENT ETHNICITY COMPARISON

ATTACHMENT 4 b

SCHOOL	AMERICAN INDIAN		ASIAN		BLACK		HAWAIIAN PACIFIC		HISPANIC		MULTI-RACIAL		WHITE	
	2006	2016*	2006	2016*	2006	2016*	2006	2016*	2006	2016*	2006	2016*	2006	2016*
<b>Elementary Schools</b>														
Cameron Park	3	3	2	8	94	68	0	0	30	137	9	27	366	381
Central	2	0	2	0	114	119	0	0	37	45	10	19	136	137
Efland Cheeks Global	4	0	1	21	111	102	0	0	60	113	12	24	247	178
Grady A. Brown	1	0	10	2	55	68	0	0	61	136	15	17	362	275
Hillsborough	1	1	1	8	42	49	0	0	4	17	13	27	325	360
New Hope	3	1	12	7	56	59	0	3	90	282	20	24	337	249
Pathways	0	0	1	0	56	52	0	0	10	39	18	28	334	271
<b>Middle Schools</b>														
A.L. Stanback	0	3	6	4	122	63	0	0	57	245	18	14	430	307
C.W. Stanford	1	3	3	4	161	91	0	0	42	63	9	26	459	466
Gravelly Hill	0	1	1	16	75	91	0	0	24	72	6	15	151	258
<b>High Schools</b>														
Cedar Ridge	5	0	16	21	180	133	0	1	29	220	32	48	791	676
Orange	3	2	6	3	289	232	0	1	59	156	21	27	784	838
<b>Alternative School</b>														
Partership Academy	0	1	0	0	4	9	0	0	0	3	0	2	6	12
<b>TOTALS</b>	<b>23</b>	<b>15</b>	<b>61</b>	<b>94</b>	<b>1359</b>	<b>1136</b>	<b>0</b>	<b>5</b>	<b>503</b>	<b>1528</b>	<b>183</b>	<b>298</b>	<b>4728</b>	<b>4408</b>

\*as of 6/30/2016 per OCS



Chapel Hill-Carrboro City Schools Demographic Changes

ATTACHMENT 4 d

	2000	2005	2010	2015
F/R Lunch	17%	18%	25%	31%
Asian	9%	12%	15%	15%
Black	16%	14%	13%	11%
Hispanic	5%	9%	11%	16%
Multi	3%	5%	6%	6%
White	67%	60%	54%	52%

	2000	2005	2010	2015	*2016
Enrollment	9,598	10,944	11,675	11,982	*12,230

\*2016

Estimate

Chapel Hill-Carrboro City Schools Immigrant Students and English Language Learners

Year	Identified English Language Learners	Number of Immigrant Students:	Percentage of EL population identified as Immigrant:	Newcomers Program Participation:
2014-15	1280	629	49%	28 high school students 23 middle school students
2015-16	1222	808	66%	22 elementary school students 55 middle school students 26 high school students

Chapel Hill-Carrboro City Schools  
Second Home Language Survey Information

Currently there are 3,452 students who are reporting a second language in their homes, 76 languages total.

Top languages:

Spanish - 1,543	Kinyarwanda - 10
Arabic - 90	Japanese - 81
Burmese - 117	Hindi - 16
Chin - 21	Portuguese - 37
Chinese - 240*	French - 65
Korean - 284	German - 48
Karen - 205	Hebrew - 27
Swahili - 24	

\*different variations of the Chinese language

Examples of "other" languages  
in the district:

- Alkan
- Albanian
- Bini
- Buginese
- Hmong
- Kannada
- Krio
- lingala
- Malay
- Tarasco



## Human Resources Snapshot

Total hired for the 2016-2017 school year:	<b>132</b>
Elementary	<b>60 elementary hires of the 132 total new hires or 45.4%</b>
Elementary classroom	<ul style="list-style-type: none"> <li>• <b>43 elementary classroom teachers of the 60 total elementary positions or 71.6%</b></li> <li>• <b>Of the 43 total elementary classroom teachers, 8 were EC Teachers or 18.6%</b></li> </ul>
Other elementary	<b>17 others of the 60 total elementary positions or 28.3%</b> <ul style="list-style-type: none"> <li>• 2 Social Workers</li> <li>• 1 Occupational Therapist</li> <li>• 2 Instructional Tech Facilitators</li> <li>• 2 Instructional Coaches</li> <li>• 2 Interventionist</li> <li>• 2 Media Coordinators</li> <li>• 1 PE Teacher</li> <li>• 1 Music Teacher</li> <li>• 1 World Language (French) Teacher</li> <li>• 2 ESL Teachers</li> <li>• 1 Behavior Specialist</li> </ul>
Secondary	<b>72 secondary hires of the 132 total new hires or 54.5%</b>
Math	<ul style="list-style-type: none"> <li>• <b>10 secondary math teachers of the 72 total secondary positions or 13.8%</b></li> <li>• 5 middle school math teachers</li> <li>• 5 high school math teachers</li> </ul>
Science	<ul style="list-style-type: none"> <li>• <b>8 secondary science teachers of the 72 total secondary positions or 11.1%</b></li> <li>• 4 middle school science teachers</li> <li>• 4 high school science teachers</li> </ul>
EC	<ul style="list-style-type: none"> <li>• <b>11 EC teachers of the 72 total secondary positions or 15.3%</b></li> <li>• 4 middle school EC teachers</li> <li>• 7 high school EC teachers</li> </ul>
Other secondary	<b>43 others of the 72 total secondary positions or 59.7%</b> <ul style="list-style-type: none"> <li>• 4 CTE Teachers</li> <li>• 5 World Language Teachers</li> <li>• 3 Cultural Arts Teachers</li> <li>• 1 Dual Language Teacher</li> <li>• 8 English Language Arts Teachers</li> <li>• 1 ESL Teacher</li> <li>• 1 Gifted Specialist</li> <li>• 2 Instructional Tech Facilitators</li> <li>• 1 ISS Coordinator</li> <li>• 3 Media Coordinators</li> <li>• 1 School Counselor</li> <li>• 1 School Nurse</li> <li>• 1 School Social Worker</li> <li>• 1 Interventionist</li> <li>• 9 Social Studies Teachers</li> <li>• 1 Speech Language Pathologist</li> </ul>

**Elementary Class Size Changes**

The state budget includes a provision that significantly lowers required class size averages and maximums in Grades K-3. The legislation requires implementation to occur in 2017-18. If implemented, this will have a profound effect on elementary school capacity throughout the county (and state). It will also have a significant budget impact. The K-3 funded ratio is currently about 4 students below the average class size maximum of 21 and has been below the average maximum for several years. The district has staffed K-3 classrooms based on an average of 21 students. The difference between the funded ratio and the average ratio has been used to fund non-classroom teachers, such as art, music, and PE. Implementing 2017-18 requirements would necessitate additional local expenditures as the funds would be limited to classroom teachers to meet the reduced averages. Additional budget would be needed to fund aforementioned non-classroom teachers and teacher supplements for the additional teaching positions.

An overview of the changes is provided below, followed by the local capacity impact.

2016-17 Class Sizes

	Funded	Max Average Class Size	Max Individual Class Size
Kindergarten	1:18	1:21	1:24
Grade 1	1:16	1:21	1:24
Grades 2-3	1:17	1:21	1:24

2017-18 Class Sizes

	Funded	Max Average Class Size	Max Individual Class Size
Kindergarten	1:18	1:18	1:21
Grade 1	1:16	1:16	1:19
Grades 2-3	1:17	1:17	1:20

## CHAPEL HILL-CARRBORO CITY SCHOOLS SCHOOL CLASSROOMS and CAPACITY CALCULATIONS

Current	CAPACITY ROOMS					State Capacity Calculation
	Classrooms				Self Contained	
	K - 2	3	4 - 8			
Elementary Schools @	21	21	26		10	
Carrboro Elementary	11	4	8		1	533
Ephesus Elementary	9	3	6		4	448
Estes Hills Elementary	8	3	11		1	527
FP Graham Elementary	12	4	7		2	538
Glenwood Elementary	8	3	7		1	423
McDougle Elementary	12	4	8		2	564
Morris Grove Elementary	13	4	8		2	585
Northside Elementary	13	4	8		2	585
Rashkis Elementary	13	4	8		2	585
Scroggs Elementary	12	5	8		1	575
Seawell Elementary	12	4	5		0	466
<b>ELEMENTARY SCHOOL TOTALS</b>	<b>123</b>	<b>42</b>	<b>84</b>		<b>18</b>	<b>5,829</b>
Total Classroom Count		249				

2017-18	CAPACITY ROOMS					State Capacity Calculation
	Classrooms				Self Contained	
	K - 2	3	4 - 8			
Elementary Schools @	17	17	26		10	
Carrboro Elementary	11	4	8		1	473
Ephesus Elementary	9	3	6		4	400
Estes Hills Elementary	8	3	11		1	483
FP Graham Elementary	12	4	7		2	474
Glenwood Elementary	8	3	7		1	379
McDougle Elementary	12	4	8		2	500
Morris Grove Elementary	13	4	8		2	517
Northside Elementary	13	4	8		2	517
Rashkis Elementary	13	4	8		2	517
Scroggs Elementary	12	5	8		1	507
Seawell Elementary	12	4	5		0	402
<b>ELEMENTARY SCHOOL TOTALS</b>	<b>123</b>	<b>42</b>	<b>84</b>		<b>18</b>	<b>5,169</b>
Total Classroom Count		249				

Current Elementary Enrollment 5,557  
 Current Level of Service 0.95  
 Estimated 2017-18 Level of Service 1.08 (1.05 SAPFO Threshold)

Current K-3 Student Enrollment 3,648  
 2016-17 Classroom Teacher Count 182  
 2017-18 Teachers Needed 228  
 Net Increase 46