

Meeting Minutes
January 13, 2025

MINUTES OF MECKLENBURG COUNTY, NORTH CAROLINA
BOARD OF COUNTY COMMISSIONERS

The Board of Commissioners of Mecklenburg County, North Carolina and the Charlotte-Mecklenburg Schools (CMS) Board of Education, met in Special Meeting Session for a Joint Meeting at Valerie C. Woodard Center, 3205 Freedom Dr Ste 1000, Charlotte, North Carolina at 5:00 p.m. on Monday, January 13, 2025.

ATTENDANCE

Present: Chair Mark Jerrell, Vice-Chair Leigh Altman
and Commissioners George Dunlap, Arthur Griffin,
Vilma D. Leake, Laura J. Meier, Elaine Powell,
Susan Rodriguez-McDowell, Yvette Townsend-Ingram
County Manager Dena R. Diorio
County Attorney Tyrone C. Wade
Clerk to the Board Kristine M. Smith
Deputy Clerk to the Board Arlissa Eason

Absent: None

Also in Attendance: *Crystal Hill (CMS Superintendent), André F. Mayes (attorney), CMS Board of Education: Stephanie Sneed (Chair), Gregory “Dee” Rankin (Vice-Chair), Melissa Easley, Thelma Byers-Bailey, Monty Witherspoon, Summer Nunn, Lisa Cline, Liz Monterrey Duvall, and Lenora Ship*

CALL TO ORDER

The meeting was called to order by Chair Mark Jarrell, followed by introductions and the Pledge of Allegiance to the Flag.

Chair Jerrell and Board of Education Chair Sneed gave opening remarks.

**25-0039 JOINT MEETING BETWEEN MECKLENBURG COUNTY BOARD OF
COMMISSIONERS AND CHARLOTTE-MECKLENBURG BOARD OF EDUCATION**

Background: A joint meeting was held between the Mecklenburg County Board of Commissioners and Charlotte-Mecklenburg Board of Education to discuss matters of mutual interest.

Meeting Minutes
January 13, 2025



Board of County Commissioners - Board of Education
Joint Meeting
January 13, 2025
5:00 PM to 8:30 PM

Valerie C. Woodard Center

AGENDA

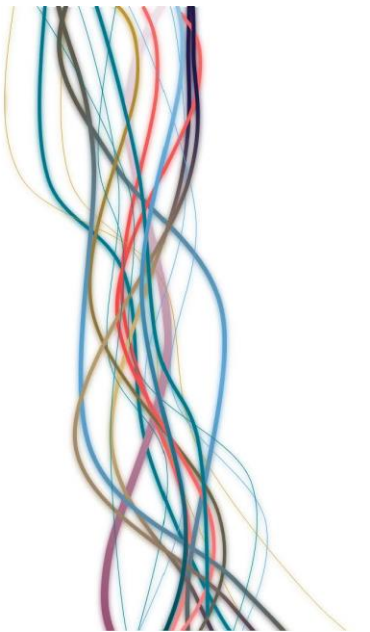
- 4:30 PM: Dinner will be available
- 5:00 PM: Call to Order – Chair Jerrell
Introductions
Pledge of Allegiance
- 5:15 PM: Opening Statements
Chair Sneed
Chair Jerrell
- 5:30 PM: Overview of County Services and Choice Matrix – Adrian Cox, Budget Director, Mecklenburg County
- 6:00 PM: 5- year revenue forecast – David Boyd, CFO Mecklenburg County
- 6:30 PM: FY24 Data Highlights, Beth Thompson, Chief of Strategy & Innovation
- 7:00 PM: Pre-K Update, Tim Gibbons and Dr. Betsy Curry, CAO and Dr. Melissa Balknight, Deputy Superintendent
- 7:30 PM: CMS Budget Planning & Bond Update, Kelly Kluttz, CFO and Tim Ivey, COO
- 8:00 PM: Meck Success – Yulonda Griffin, Director DCR
- 8:25 PM: Closing Comments –
Chair Sneed
Chair Jerrell
- 8:30 PM: Adjourn

OVERVIEW OF COUNTY SERVICES & CHOICE MATRIX

Adrian Cox, Budget Director gave the presentation.

Overview of County
Services & Choice Matrix

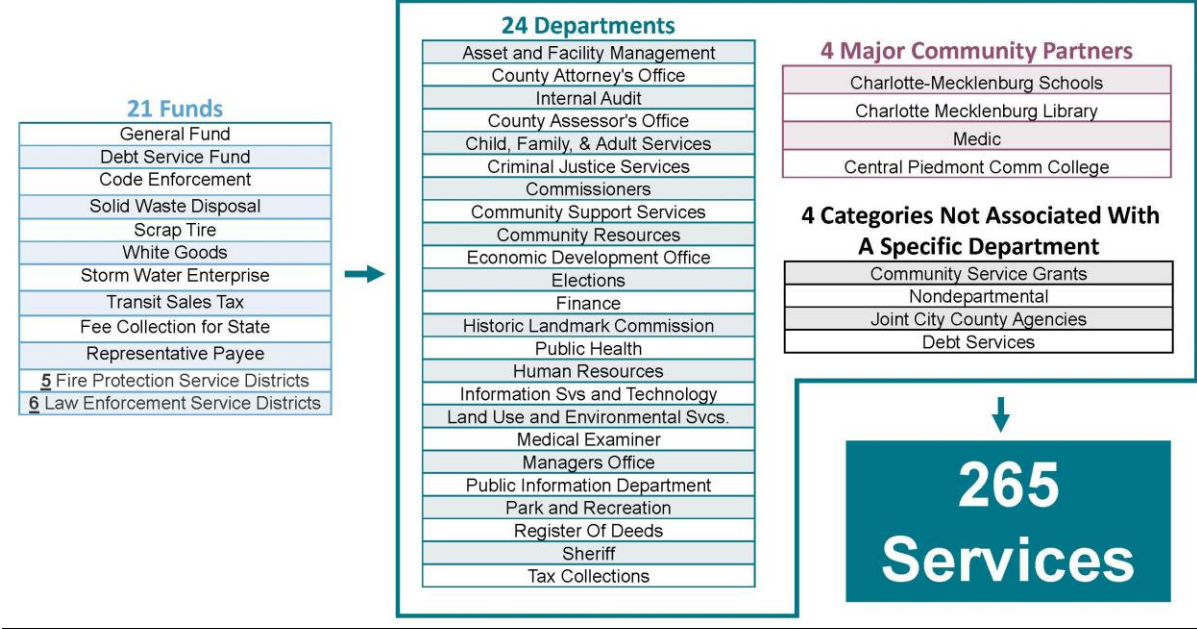
Adrian Cox, Budget Director



MECKLENBURG COUNTY
North Carolina

Meeting Minutes
January 13, 2025

County Budget Structure



2

Choice Matrix

The Choice Matrix was developed to illustrate the choices available to the Board of County Commissioners in funding services. All services funded by the County are categorized into one of the following designations.

	No Funding Choice	Funding Choice
No Program Choice	<div>No Choices (Program or Funding) FY2025 Adopted \$648,524,169</div>	<div>No Program Choice Funding Choice FY2025 Adopted \$1,306,264,003</div>
Program Choice	<div>Program Choice No Funding Choice FY2025 Adopted \$13,310,857</div>	<div>Program Choice Funding Choice FY2025 Adopted \$535,737,504</div>

The four quadrants of the Choice Matrix are:

No Choices (RED) – Items in this category offer the Board no options when it comes to providing services or the amount of funding. These are obligations that the County must fund at a specified level, regardless of economic circumstances.

No Program Choice/Funding Choice (BLUE) – Programs listed in this category are imposed on the Board, yet the County has the flexibility when it comes to the level of funding necessary to meet the program needs. While some level of funding is realistically needed to implement these required programs, the Board possesses the ability to modify the funding levels.

Program Choice/No Funding Choice (PURPLE) – The Board has the option to provide the services in this category. If the County chooses to offer the program, then there are spending requirements and/or outcome expectations for the program. Grant funded programs frequently fall into this category; the Board has a choice to accept or reject the grant, but once accepted the grant funds can only be used for a specific purpose.

Program and Funding Choice (GREEN) – The Board has complete control over both program and funding decisions. This category offers the Board the greatest degree of budgetary flexibility.

Choice Matrix

- Provides a tool for understanding flexibility available in the budget
- There are multiple exceptions and practical considerations that are not reflected in the categorization

	No Funding Choice	Funding Choice
No Program Choice	No choice when it comes to providing these services or over amount of funding \$648,524,169	No choice when it comes to providing the services, but there is flexibility with regard to the amount \$1,306,64,003
Program Choice	The County has the option to provide the services, but if they do then there is a funding expectation \$13,310,857	The County has the option to provide the services & discretion over the amount of funding \$535,737,504

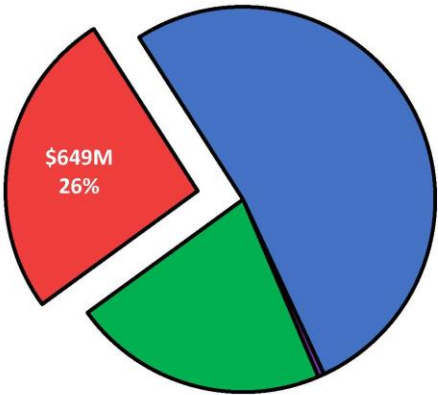
Note: The Choice Matrix has been reviewed and updated since adoption of the FY2025 Budget

3

Required Services & Required Amounts

Examples:

- **Debt Service / Pay-go:** County, CMS, & CPCC
- **Passthrough Revenues:** transit sales tax, ABC profit distribution, fee collection for the State
- **Special Tax Districts for Public Safety:** fire & law enforcement service districts
- **Post Employment Benefits:** current year cost for medical benefits & law enforcement separation pay

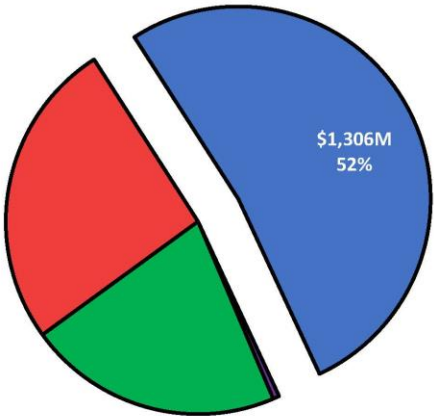


4

Required Services & Discretionary Amounts

Examples:

- **Operating & Maintenance for CMS & CPCC**
- **Most Public Health & Social Services**
- **Certain Sheriff Functions:** jail operations, court security, gun permit & sex offender registry
- **Elections**
- **Register Of Deeds**
- **Emergency Medical Services**
- **Code Enforcement**
- **Tax Collection & Property Evaluation**
- **Other Functions Required of County Government:** Commissioners, Attorney, Clerk,

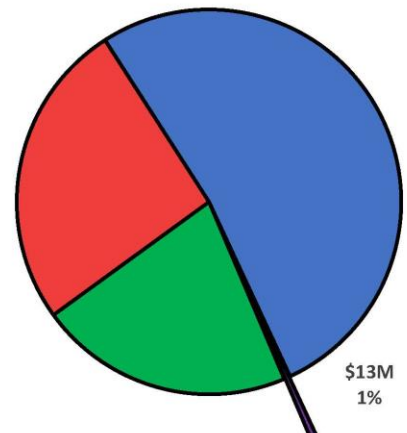


5

Discretionary Services & Required Amounts

Examples:

- Previously approved Economic Development Agreements
- Services that the County has opted to perform which are funded with fees: Air Quality, Land Development
- Memberships based on agreed funding amounts or formulas: Centralina, NACo

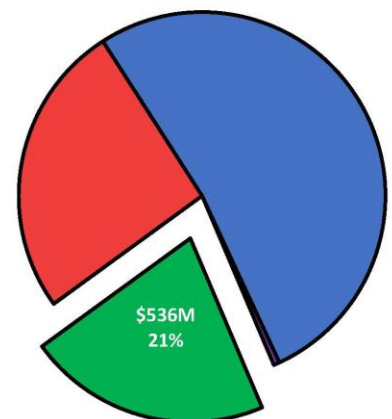


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Discretionary Services & Discretionary Amounts

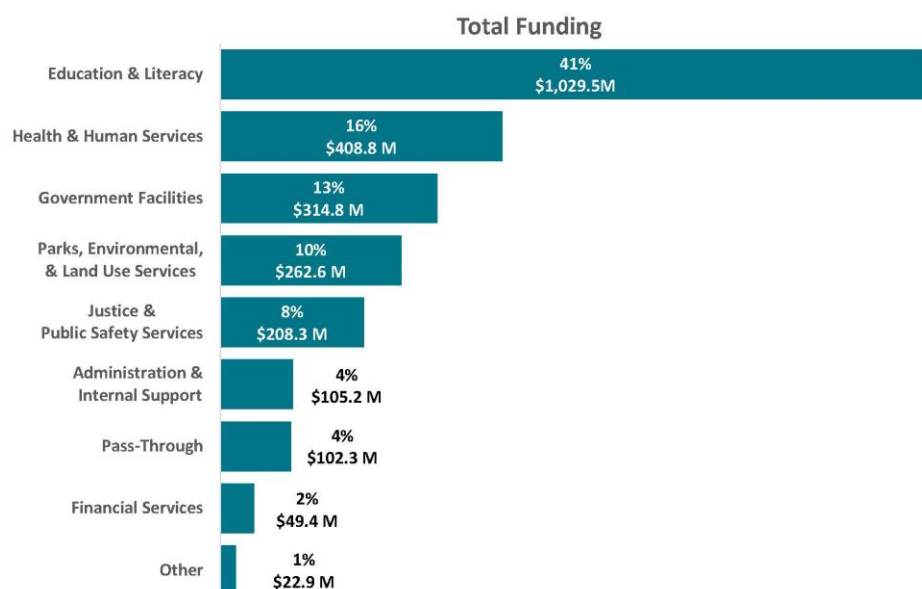
Examples:

- Public Libraries
- Parks
- Meck Pre-K
- Homelessness & Housing Services
- Non-mandated services for vulnerable populations: Senior Nutrition, Behavioral Health, Employment Assistance, Veterans Services
- Internal Support Functions: IT, Public Information, Human Resources, Audit, Budget, Strategy
- Community Service Grants: 17 Grantees and 26 former CSGs now vendors
- Arts and Culture



7

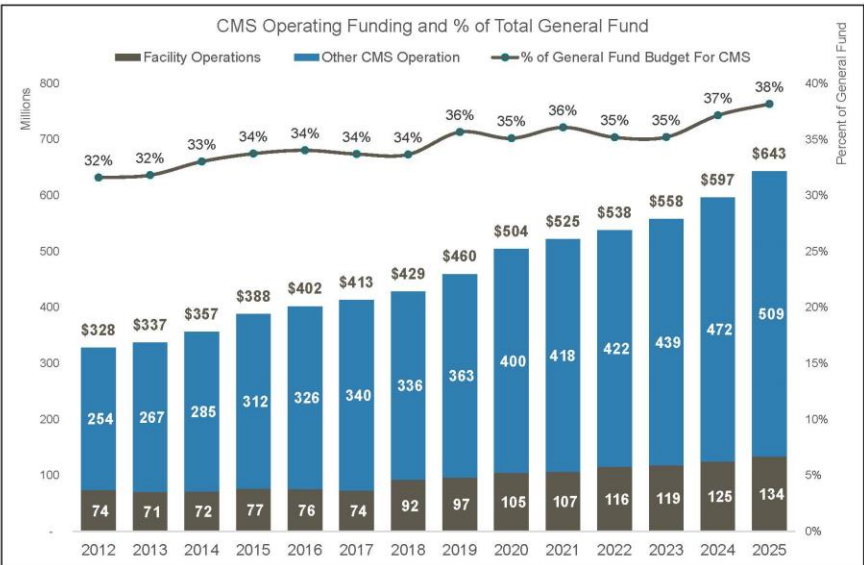
Funding by Major Category



8

Funding for CMS Operating as a % of General Fund

- County funding for CMS operating has grown in total and as a percent of the General Fund.
- There is not a specific amount that counties must fund schools.
- Funding for facility operating has traditionally been considered a responsibility of counties.
- This does not mean that this is the minimum counties must fund to schools.



9

General Fund Budget For CMS vs. Other Expenses

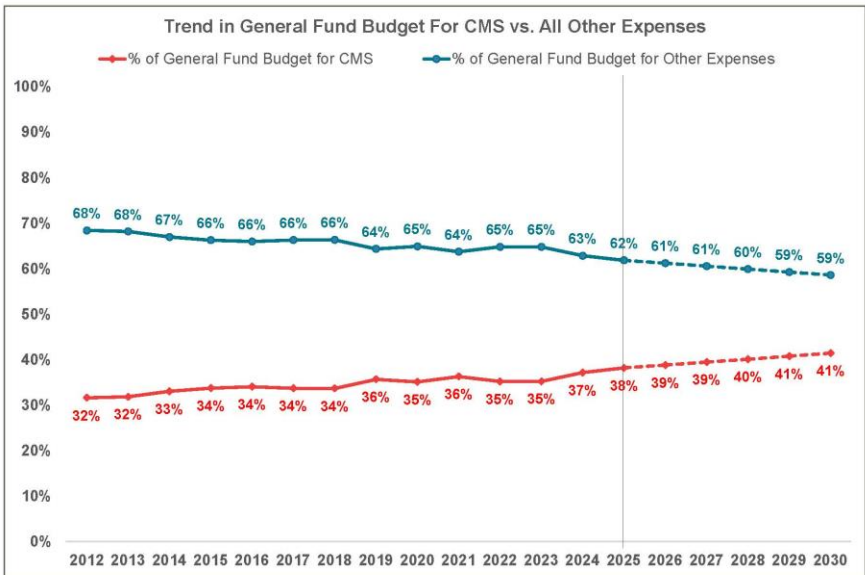
Average General Fund growth:

- 10 years: 3.9%
- 5 years: 3.3%
- 3 years: 3.3%

Average CMS funding growth:

- 10 years: 5.2%
- 5 years: 5.0%
- 3 years: 6.2%

The chart reflects a 5-year outlook assuming **3.3%** General Fund growth & **5.0%** CMS funding growth.



10

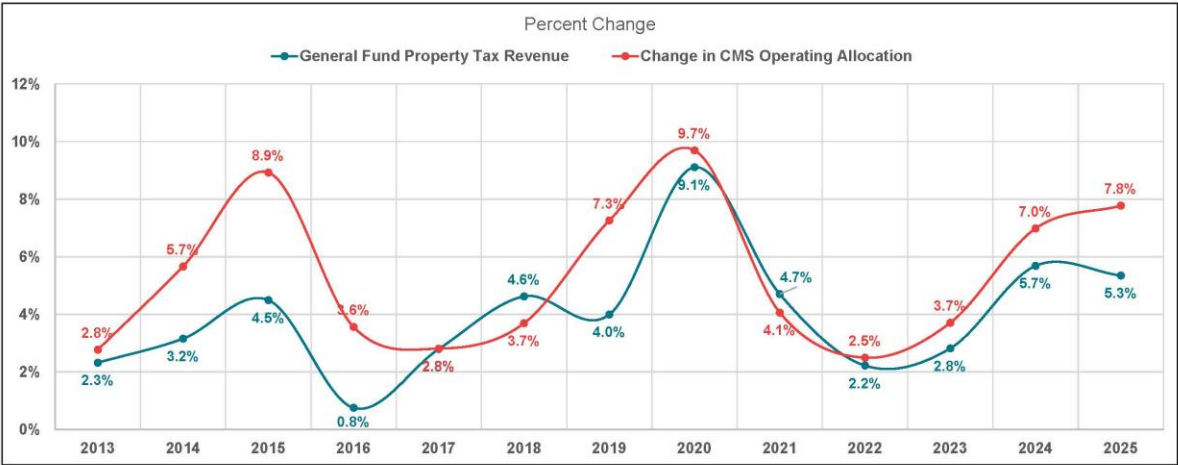
Total Budget & Required Tax Rate

The County's Total Budget is \$2.5 Billion & Includes \$1.4 Billion of Annual Property Taxes

	Total	Fund Balance	Fund Balance Gap	Other Revenues	Property Tax	Required Rate
CMS Operating	\$643,315,849	\$4,000,000		\$1,450,000	\$637,865,849	21.66
County Operating	1,041,777,950	29,702,739	14,721,756	553,464,707	443,888,748	15.08
Total General Fund	1,685,093,799	33,702,739	14,721,756	554,914,707	1,081,754,597	36.74
Debt Service/ Paygo Fund	545,190,205	81,834,130		122,694,653	340,661,422	11.57
Enterprise & Special Revenue Funds	273,552,529	4,514,572		269,037,957		
Total Budget	\$2,503,836,533	\$120,051,441	\$14,721,756	\$946,647,317	\$1,422,416,019	48.31

12

Change in General Fund Property Tax Revenue & Change in CMS Funding



Note: Pearson Correlation Coefficient of .75 indicates a strong positive correlation between change in General Fund property tax revenue and change in funding for CMS operating.

11

How the Property Tax is Used

The County Property Tax Rate of 48.31¢ Goes to Three Major Areas

¢	
Debt & Pay-go Capital (Includes School Capital) <i>Also supported with sales tax, lottery, & other revenues dedicated for schools</i>	11.57
CMS Operating <i>Also supported by the state and federal funding that CMS receives & fines & forfeitures</i>	21.66
County Services <i>Also supported with sales tax, state & federal funding, fees, & other revenue</i>	15.08
48.31	

The revenue generated from 1¢ in property tax in FY2025 is \$29,443,511

13

Board Member Nunn said it felt as if the general fund growth was not holding the same for cost of, not only CMS, but other County initiatives. She asked if there was a comparison to standard of living versus the cost of inflation and if the growth rate was above or below that. *Mr. Cox said the budget had to be balanced so it would always grow with whatever was left. He said it was hard to answer beyond this year.*

Board Member Nunn asked if there were any analysis projections beyond 2030. *Mr. Cox said the data was not necessarily forecasts but trend lines.*

Board Member Sneed asked how they determined how much the fund was and where they were to be allocated. *Mr. Cox said it was simply based on the need. County Manager Diorio said it was influenced by revenue and priority as well.*

Board Member Sneed asked what category support services would fall under. *Mr. Cox said in terms of health and human services, the majority would be in the category where they had a funding choice but no program choice and some would be discretionary.*

Meeting Minutes
January 13, 2025

Board Member Duvall asked why CMS was in general fund and not in the required fund. *Mr. Cox said all of what they funded would be in general fund except for debt service and special revenues. He said they were not allowed to create a separate fund for CMS. David Boyd, Mecklenburg County Chief Financial Officer, said law required that it was handled that way.*

Board Member Nunn asked, with the discretionary fund at 21%, what matrix was used to determine what was and was not done. *Mr. Cox said, in terms of rubrics for making budget decisions annually, they looked at a service basis. He said, in terms of the individual requests that went into the budget process, they asked what the results would be and what they expected to get from it. He said there was a lot of stuff they just had to fund. County Manager Diorio said they focused on and funded the Board priorities. She said they were mostly discretionary, but they ensured the Board priorities were funded.*

Commissioner Townsend-Ingram asked if there was a comparison to another county to determine if there were opportunities for improvement. *Mr. Cox said he did not have the information readily available but, in terms of funding for schools, the County was in the top three for the State. He said they compared individual revenues statewide to see how it was trending.*

Commissioner Rodriguez-McDowell asked how the growth compared to cost of living increases and if there was correlation. *Mr. Cox said inflation had been 10% but their growth had not been 10%. County Manager Diorio said their revenues were not keeping up with the inflations.*

Five Year Revenue Forecast

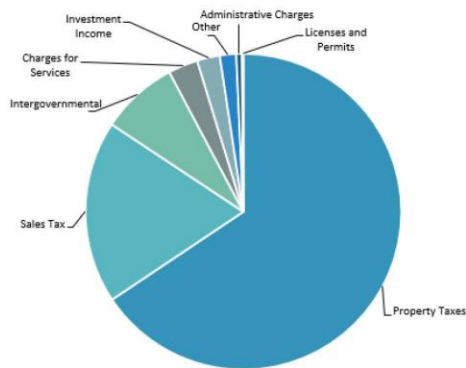
Chief Financial Officer, David Boyd gave the presentation

**County Revenue
Projections**

David Boyd
Chief Financial Officer



FY24 General Fund Revenues



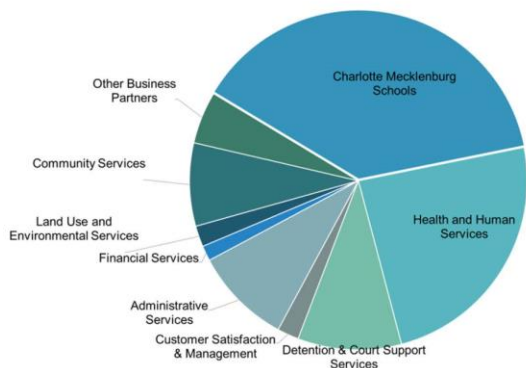
- Property & Sales Taxes make up 84.3% of General Fund revenues
- Intergovernmental Revenue is next largest and includes Federal & State reimbursement for mandated services & grants

General Fund Revenues
Year ended June 30, 2024
(\$ in millions)

Property Taxes	\$1,076.1	65.6%
Sales Tax	306.8	18.7%
Intergovernmental	129.9	7.9%
Charges for Services	49.8	3.1%
Investment Income	38.3	2.3%
Other	27.4	1.7%
Administrative Charges	9.6	0.6%
Licenses and Permits	2.2	0.1%
Total revenues	\$1,640.1	100.0%

2

FY24 General Fund Expenditures



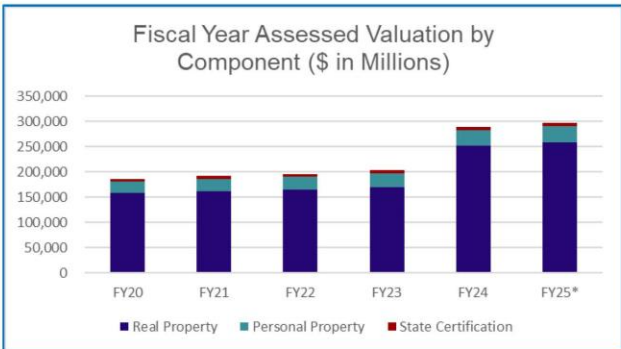
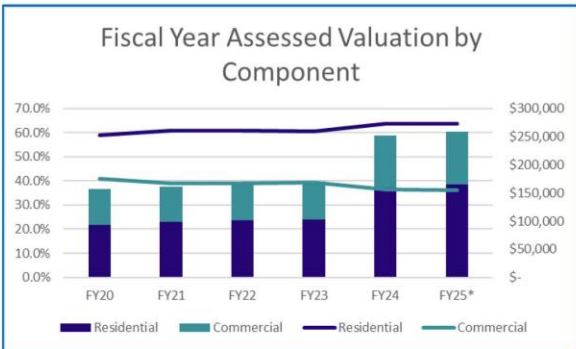
- CMS Operating expenditures of \$597.5M comprised 38.2% of spending
- CMS plus HHS = 62.3% of General Fund spending

General Fund Expenditures
Year ended June 30, 2024
(\$ in millions)

Charlotte Mecklenburg Schools	\$ 597.5	38.2%
Health and Human Services	376.0	24.1%
Detention & Court Support Services	155.3	9.9%
Customer Satisfaction & Management	32.2	2.1%
Administrative Services	145.9	9.3%
Financial Services	22.7	1.4%
Land Use and Environmental Services	31.3	2.0%
Community Services	124.3	8.0%
Other Business Partners	78.1	5.0%
Total expenditures	\$1,563.3	100.0%

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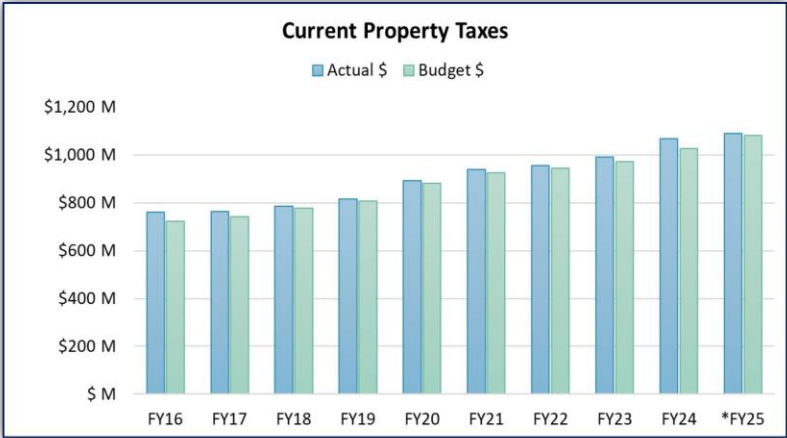
FY25: Growth in the Tax Base



*FY25 is billed as of Nov. 2024
Revaluation conducted in FY23 (effective FY24)

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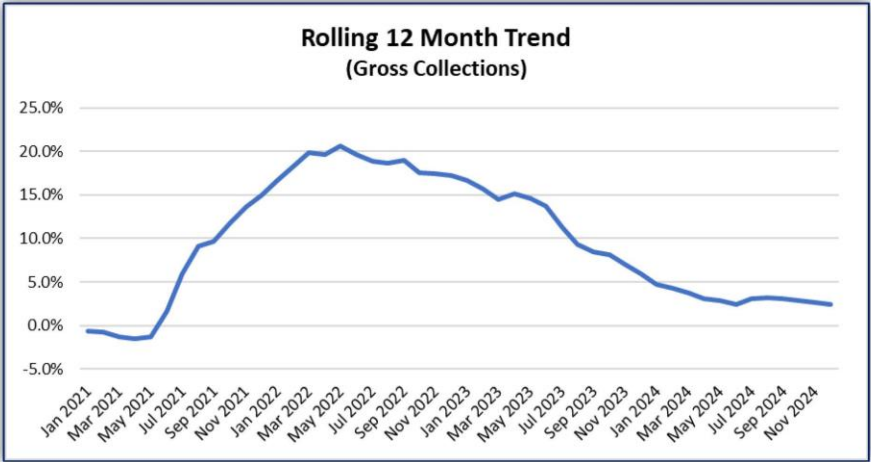
General Fund Property Tax



*FY25 Projected

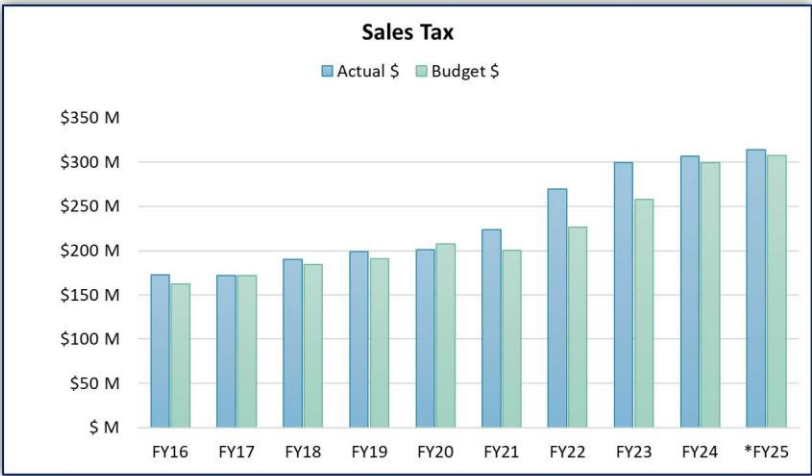
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Sales Tax Collections



6

General Fund Sales Tax



*FY25 Projected

7

FY25 Forecast: General Fund

Revenue Source (\$ in Millions)	FY24 Actual	FY25 Adopted Budget	FY25 Amended Budget	FY25 Forecast	FY25 Forecast vs. Budget (%)
Property Taxes	\$ 1,076.1	\$ 1,090.2	\$ 1,090.2	\$ 1,098.9	0.8%
Sales Taxes	306.8	307.3	307.3	313.7	2.1%
Licenses and Permits	2.2	2.4	2.4	2.4	0.0%
Intergovernmental	129.9	132.4	129.5	129.3	-0.2%
Charges for Services	49.8	50.5	54.7	54.0	-1.3%
Investment Income	38.3	19.3	19.3	27.0	39.9%
*Other	37.0	34.6	34.8	35.6	2.3%
Total	\$ 1,640.1	\$ 1,636.7	\$ 1,638.2	\$ 1,660.9	1.4%
Total County Dollars	\$ 1,421.2	\$ 1,416.8	\$ 1,416.8	\$ 1,439.6	1.6%

*Other includes other taxes (room occupancy, vehicle rental, & other taxes), rental, administrative charges, document fees, contributions, miscellaneous, sale of capital assets & transfers

FY25 Forecast: General Fund

Expenditures (\$ in Millions)	FY24 Actual	FY25 Adopted Budget	FY25 Amended Budget	FY25 Forecast	FY25 Forecast vs. Budget (%)
Business Partners	\$ 675.6	\$ 717.3	\$ 717.3	\$ 717.3	0.0%
Health & Human Services	376.0	398.2	411.8	377.2	-8.4%
Detention & Court Support services	155.3	169.3	169.8	166.7	-1.8%
Other Expenditures	356.4	378.8	383.3	369.6	-3.6%
Transfers	86.7	21.5	22.5	22.5	0.0%
Total	\$ 1,650.0	\$ 1,685.1	\$ 1,704.7	\$ 1,653.3	-3.0%
Budget	\$ 1,758.1			\$ 1,704.7	
Expended as a Percent of Amended Budget	93.9%			97.0%	

FY26 Forecast: General Fund – County Dollars

Revenues (\$ in Millions)	FY25 Adopted Budget	FY25 Forecast	FY26 Forecast	FY26 vs. FY25 Forecast (%)
Property Taxes	\$1,090.2	\$1,098.9	\$1,113.8	1.4%
Sales Taxes	307.3	313.7	320.0	2.0%
Investment Income	19.3	27.0	32.0	18.5%
Total	\$1,416.8	\$1,439.6	\$1,465.8	1.8%
FY26 Forecast vs. FY25 Budget	\$ 49.0	3.5%		
FY26 Forecast vs. FY25 Forecast	\$ 26.2	1.8%		

Meeting Minutes
January 13, 2025

County Dollar Revenue							2026	2027	2028	2029	2030
Millions	Property Tax						2.17%	2.10%	2.10%	2.10%	2.10%
	Sales Tax						4.14%	3.00%	3.00%	3.00%	3.00%
	Investment Income						65.80%	1.00%	1.00%	1.00%	1.00%

	Budget		Total Forecast				Incremental Forecast				
Total Budget	2025	2026	2027	2028	2029	2030	2026	2027	2028	2029	2030
Property Tax	1090.2	1113.8	1137.2	1161.1	1185.5	1210.4	23.6	23.4	23.9	24.4	24.9
Sales Tax	307.3	320.0	329.6	339.5	349.7	360.2	12.7	9.6	9.9	10.2	10.5
Investment Income	19.3	32.0	32.3	32.6	33.0	33.3	12.7	0.3	0.3	0.3	0.3
Total	1416.8	1465.8	1499.1	1533.2	1568.1	1603.8					
YoY		49.0	33.3	34.1	34.9	35.7	49.0	33.3	34.1	34.9	35.7
% Change		3.46%	2.27%	2.27%	2.28%	2.28%	3.46%	2.27%	2.27%	2.28%	2.28%

Note: Assumptions include no GF tax increases and revenue neutral rate in FY28 following revaluation

11



12

Comments

Board Member Witherspoon asked if there was a correlation between residential home values and school zones and, if so, was that a direct driver of home values or just about how people chose to live. *Mr. Boyd said, anecdotally, he believed there was correlation.*

Board Member Duvall asked, with interest rates coming down, if he foresaw any growth. *Mr. Boyd said, based on their property tax revenues, the year-over-year sales of property did not have impact on their property tax revenue, and it was only new construction that drove it, but her point was correct as there was an increase in residential property sales.*

Board Member Nunn asked what the main levers were the County was evaluating to help increase revenue. *Mr. Boyd said it was a challenge as the only revenue stream they had control of was the property tax rate.*

Board Member Nunn asked if they could tax at a different rate from a corporate or commercial side of things. *Mr. Boyd said they had to tax all property at the same rate.*

12

Meeting Minutes
January 13, 2025

Chair Sneed asked what the forecasting meant for the County budget in terms of making decisions regarding FY26. *Mr. Boyd said, considering a \$49million growth in revenue, after including salary and benefits for County employees, they were down to \$31million. He said it dwindled quickly and that was the challenge.*

Board Member Nunn asked how they compared to other larger urban counties regarding revenue projections. *Mr. Boyd said they had the information to shar. He said other urban counties were seeing a similar trend.*

Commissioner Dunlap said it was important to share additional information that had not been shared previously. He said in the previous year, the County went \$14million in debt which had to be paid back before recognizing additional revenue. He said in terms of revenue, all other counties had a higher tax rate than Mecklenburg County. He said Wake County’s tax rate was significantly higher, but they weren’t doing much more for education.

Commissioner Altman said an avenue the County was pursuing to address the situation was standing up a robust economic development program to be a part of recruiting new employers that would help increase their tax base.

Board Member Duvall asked if that was a part of the investment income line item. *Mr. Boyd said it was not.*

Board Member Duvall asked where Economic Development would land on the budget. *Mr. Boyd said from a revenue standpoint, it would come through on the property tax side.*

SY24 DATA PRESENTATION CMS & BOCC

Beth Thompson, Chief of Strategy & Innovation, gave the presentation

2023-24 Data Highlights
Charlotte-Mecklenburg Schools
January 13, 2024



Full 09.04.24 2023-24 Data Presentation at www.cmsk12.org/data



2023-24 Headline Results: Growth

- 146 (83.4%) Charlotte-Mecklenburg schools meeting or exceeding growth, highest number in Charlotte-Mecklenburg Schools history



2023-24 Headline Results: School Performance Grades & Designations

- 33 Charlotte-Mecklenburg schools improved their school letter grades from 2022-23 to 2023-24
- 108 Charlotte-Mecklenburg schools earned a school performance grade of A, B or C, an increase of 5 from 2022-23
- First time in Charlotte-Mecklenburg Schools' history that more schools were removed from the state low performing designation list than were added to the low performing designation list
 - 19 schools no longer have a state low performing designation
 - 17 different schools now do have a state low performing designation



School Performance Grades are state designated and are comprised of 80% student proficiency and 20% student growth.

2023-24 Headline Results: Graduation

- Increase in the 2023-24 graduation rate (84%), including significant increases in the graduation rates of Hispanic and Multilingual learners



2023-24 Headline Results:
Student Achievement

- Increases in grade level proficiency in **math**, **science** and students at or above benchmark in **K-2 early literacy**
- Slight decreases in grade level proficiency in **reading** and **English II**
- Decrease in achievement gaps** between white and Black and Hispanic student groups in K-2 literacy
- Gaps in achievement remain** across racial/ethnic, specialized service and economically disadvantaged students and non-economically disadvantaged student groups in other content areas



2023-24 Headline Results:
Overall Achievement

	2018-2019		2020-2021		2021-2022		2022-2023		2023-24	
	GLP	CCR	GLP	CCR	GLP	CCR	GLP	CCR	GLP	CCR
EOG Composite	61.1	48.6	44.2	30.3	50.4	35.2	52.4	37.1	53.2	37.7
EOC Composite	54.4	40	46.1	30.8	49.7	33.4	50.9	34.2	51.0	33.3
Reading	54.4	44.0	44.0	28.5	45.7	28.5	47.7	30.5	47.5	30.0
Math	63.6	47.4	39.8	26.0	50.0	34.8	53.1	37.7	54.6	38.9
Science	73.9	66.0	58.1	48.7	65.4	56.4	64.3	55.0	65.8	56.6
English II	61.0	52.5	60.3	38.6	58.8	37.6	59.7	37.6	58.6	36.1
Math I (HS)	42.2	16.4	19.4	4.5	26.3	8.2	29.4	9.4	29.5	9.3
Math III	50.2	29.8	51.3	32.3	56.9	37.5	59.2	39.5	58.4	37.3
Biology	60.3	53.5	45.1	39.3	50.5	43.2	50.6	44.6	51.4	43.6



GLP - Grade Level Proficient (Levels 3, 4, 5)

CCR - College & Career Ready (Levels 4, 5)

2023-24 Headline Results:

End of Grade (EOG) Achievement by Student Group

	2018-2019		2020-2021		2021-2022		2022-2023		2023-24	
	GLP	CCR	GLP	CCR	GLP	CCR	GLP	CCR	GLP	CCR
Asian	81.6	72.7	72.3	58.5	77.7	64.2	78.8	66.0	79.8	66.8
Black	48.2	33.8	29.4	16.4	36.9	21.4	39.6	23.5	41.7	24.6
Hispanic	50.1	36.5	29.5	16.9	36.5	22.2	38.5	23.6	38.1	23.4
Multiracial	68.4	55.8	51.0	34.1	56.8	40.4	60.3	43.7	62.2	45.4
White	85.3	75.5	73.8	57.5	79.4	63.3	80.9	65.7	81.3	66.1
AIG	98.6	95.7	94.2	83.5	96.6	87.9	97.2	89.9	>95	90.4
EDS	45.9	31.9	25.9	14.0	32.6	18.3	38.2	22.5	40.3	23.8
ML	31.6	20.0	13.9	6.5	22.5	12.1	24.7	13.2	25.0	13.9
SWD	22.9	13.8	14.3	6.4	17.8	8.4	19.4	9.1	18.8	9.3



GLP - Grade Level Proficient (Levels 3, 4, 5)

CCR - College & Career Ready (Levels 4, 5)

2023-24 Headline Results:
End of Course (EOC) Achievement by Student Group

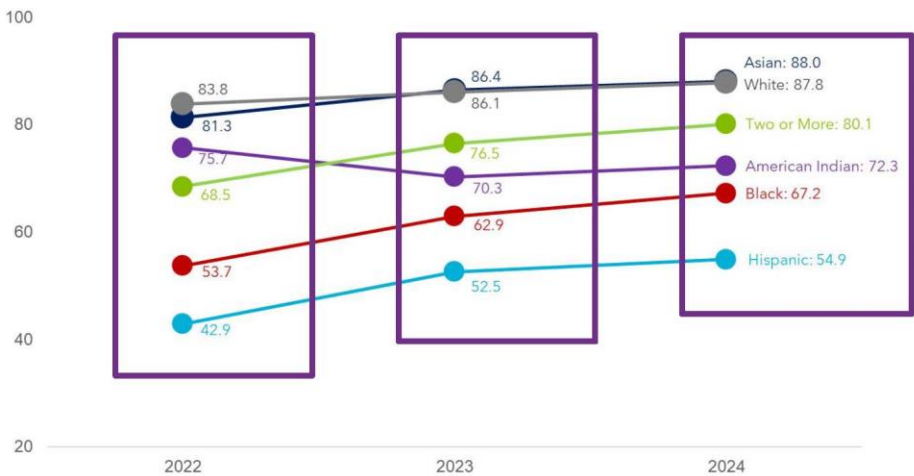
	2018-2019		2020-2021		2021-2022		2022-2023		2023-24	
	GLP	CCR	GLP	CCR	GLP	CCR	GLP	CCR	GLP	CCR
Asian	74.7	62.7	74.9	61.5	80.6	68.3	81.4	69.8	81.0 ↓	68.4 ↓
Black	40.0	25.1	31.6	16.6	35.5	18.5	37.9	20.0	38.8 ↑	19.9 ↓
Hispanic	43.8	29.0	34.0	19.2	36.9	20.8	38.4	21.9	38.5 ↑	21.6 ↓
Multiracial	58.4	44.4	47.9	32.3	55.0	35.8	57.9	38.9	57.2 ↓	36.0 ↓
White	80.8	66.7	74.1	57.4	80.3	64.5	81.7	65.9	81.2 ↓	63.9 ↓
AIG	97.0	91.1	94.4	86.7	95.3	87.7	96.6	89.9	>95	88.5 ↓
EDS	39.1	24.6	28.5	14.3	32.2	16.2	36.4	19.5	37.8 ↑	19.7 ↑
ML	17.9	9.6	11.1	4.8	14.9	6.2	17.5	7.4	18.8 ↑	7.9 ↑
SWD	18.8	10.3	15.2	5.8	17.4	6.3	17.3	6.9	18.3 ↑	6.8 ↓



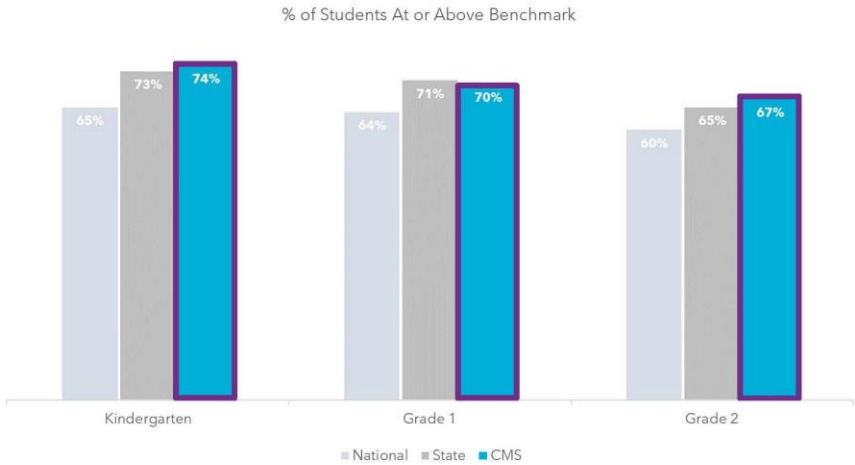
GLP - Grade Level Proficient (Levels 3, 4, 5)

CCR - College & Career Ready (Levels 4, 5)

CMS 2024-29 Goal 1: Early Literacy



CMS 2024-29 Goal 1: Early Literacy



2023-24 Headline Results:
Growth

- 146 (83.4%) Charlotte-Mecklenburg schools meeting or exceeding growth, highest number in Charlotte-Mecklenburg Schools history
- #20 out of 115 NC school districts in percentage of schools meeting or exceeding growth



2023-24 Headline Results:
Growth

- 97 Charlotte-Mecklenburg Schools principals received state bonuses for school growth indices in the top 50% of all schools across the state



2023-24 Headline Results:
Growth

	2018-2019	2021-2022	2022-2023	2023-24
Reading	Exceeds	Exceeds	Exceeds	Exceeds
Math	Meets	Exceeds	Exceeds	Exceeds
Science - 5th	Exceeds	Exceeds	Exceeds	Exceeds
Science - 8th	Does Not Meet	Does Not Meet	Meets	Meets
English II	Exceeds	Exceeds	Exceeds	Exceeds
Math I	Exceeds	Meets	Meets	Exceeds
Math III	Does Not Meet	Exceeds	Meets	Exceeds
Biology	Exceeds	Meets	Exceeds	Exceeds



2023-24 Headline Results:
Growth

2022-2023								2023 - 2024							
	Reading			Math			Science		Reading			Math			Science
	EOG	EOC	Overall	EOG	EOC	Overall	EOG		EOG	EOC	Overall	EOG	EOC	Overall	EOG
Asian	Exceeds	Exceeds	Exceeds	Exceeds	Exceeds	Exceeds	Exceeds	Asian	Exceeds	Exceeds	Exceeds	Exceeds	Exceeds	Exceeds	Exceeds
Black	Exceeds	Exceeds	Exceeds	Does Not Meet	Meets	Does Not Meet	Meets	Black	Meets	Exceeds	Meets	Exceeds	Meets	Exceeds	Exceeds
Hispanic	Exceeds	Exceeds	Exceeds	Exceeds	Does Not Meet	Meets	Exceeds	Hispanic	Exceeds	Exceeds	Exceeds	Exceeds	Meets	Exceeds	Exceeds
Multiracial	Exceeds	Exceeds	Exceeds	Meets	Meets	Meets	Exceeds	Multiracial	Meets	Meets	Meets	Meets	Meets	Meets	Exceeds
White	Exceeds	Exceeds	Exceeds	Exceeds	Exceeds	Exceeds	Exceeds	White	Meets	Exceeds	Exceeds	Does Not Meet	Exceeds	Meets	Exceeds
AIG	Exceeds	Exceeds	Exceeds	Meets	Exceeds	Meets	Exceeds	AIG	Does Not Meet	Meets	Does Not Meet	Does Not Meet	Exceeds	Does Not Meet	Exceeds
EDS	Exceeds	Exceeds	Exceeds	Does Not Meet	Does Not Meet	Does Not Meet	Meets	EDS	Exceeds	Exceeds	Exceeds	Exceeds	Meets	Exceeds	Exceeds
ML	Exceeds	Exceeds	Exceeds	Exceeds	Meets	Exceeds	Exceeds	ML	Exceeds	Exceeds	Exceeds	Exceeds	Meets	Exceeds	Exceeds
SWD	Does Not Meet	Exceeds	Does Not Meet	Meets	Meets	Meets	Meets	SWD	Exceeds	Meets	Exceeds	Exceeds	Meets	Exceeds	Meets



EL - English Language Learners, SWD - Students with Disabilities, AIG - Academically or Intellectually Gifted, EDS - Economically Disadvantaged

Support for Charlotte-Mecklenburg Schools

Systems of Support for All Charlotte-Mecklenburg Schools	Systems of Support for State Designated Low Performing Schools
<ul style="list-style-type: none">School Improvement Plan Development and Monitoring System aligned to Goals and GuardrailsQuarterly Data Analysis Sessions<ul style="list-style-type: none">Systematic process for school leadership and staffQuarterly Data Report Out Sessions<ul style="list-style-type: none">Sharing quarterly progress toward yearly goalsUniversal Screener Support and Predictive Assessment<ul style="list-style-type: none">i-Ready individualized learning pathwayMVPA Benchmark Assessment	<ul style="list-style-type: none">Additional School Improvement Plan indicators to address areas of need causing the school's low performing statusMonthly Data Support Sessions with individual school leaders on specific data points relevant to the time of the year and aligned to the school planMonthly PLC Data Support and Coaching Sessions<ul style="list-style-type: none">Sharing interim progress toward yearly goalsAdditional personalized professional development and coaching on data analysis, use and needed instructional adjustments for schools with low performing status





Appendix



CMS 2024-29 Goal 1: Early Literacy

2024 - 25 Goal	2022-23	2023-24		2024-25		2025-26		2026-27		2027-28		2028-29	
Target	Baseline	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual
Increase DIBELS from 70.4% to 76% by June 2025	67%	72%	70.4%	76%		80%		84%		88%		91%	



CMS 2024-29 Goal 2: Reading Grades 3-8

2024 - 25 Goal	2022-23	2023-24		2024-25		2025-26		2026-27		2027-28		2028-29	
Target	Baseline	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual
Increase reading grades 3-8 level 4, 5 (CCR) from 31% to 50% by June 2029	31%	34%	30%	37%		40%		44%		46%		50%	



CMS 2024-29 Goal 2: Reading Grades 3-8

	CMS 2022-23 Percent Level 3, 4, 5	CMS 2023-24 Percent Level 3, 4, 5	Pct. Pt. Change Level 3, 4, 5	CMS 2022-23 Percent Level 4, 5	CMS 2023-24 Percent Level 4, 5	Pct. Pt. Change Level 4, 5
Reading 3	46.3	47.2	+0.9	29.2	29.0	-0.2
Reading 4	51.3	47.4	-3.9	36.9	35.0	-1.9
Reading 5	45.7	49.5	+3.8	31.7	34.3	+2.6
Reading 6	46.3	45.3	-1.0	26.5	25.5	-1.0
Reading 7	47.3	45.5	-1.8	29.1	27.4	-1.7
Reading 8	49.0	49.8	+0.8	29.5	28.5	-1.0



CMS 2024-29 Goal 3: Math I

2024 - 25 Goal	2022-23	2023-24		2024-25		2025-26		2026-27		2027-28		2028-29	
Target	Baseline	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual
Increase the percent of students scoring CCR (college and career ready)* on Math I assessments from 27% to 57% by June 2029.	27%	32%	28.4%	37%		42%		47%		52%		57%	



*Math 1 Middle & High School is an unofficial calculation. The state does not share an official Math 1 EOC GLP or CCR rate for both high school and middle school students combined. The test numerator (GLP & CCR) and denominator for both the high school and middle school MATH 1 EOC were summed to provide this calculation. In 2018-19, new math assessments were created, so rates cannot be compared to previous years.

CMS 2024-29 Goal 3: Math I

Test	CMS 2022-23 Percent Level 3, 4, 5	CMS 2023-24 Percent Level 3, 4, 5	Pct. Pt. Change Level 3, 4, 5	CMS 2022-23 Percent Level 4, 5	CMS 2023-24 Percent Level 4, 5	Pct. Pt. Change Level 4, 5
Math 1 EOC (HS)	29.4	29.5	+0.1	9.4	9.3	-0.1
Math 1 EOC (MS)	87.4	91.4	+4.0	64.7	66.9	+2.2
Math 1 EOC (All*)	48.3	50.0	+1.7	27.4	28.4	+1.0



*Math 1 Middle & High School is an unofficial calculation. The state does not share an official Math 1 EOC GLP or CCR rate for both high school and middle school students combined. The test numerator (GLP & CCR) and denominator for both the high school and middle school MATH 1 EOC were summed to provide this calculation. In 2018-19, new math assessments were created, so rates cannot be compared to previous years.


CMS 2024-29 Goal 4: Postsecondary Readiness

2024 - 25 Goal	2022-23	2023-24		2024-25		2025-26		2026-27		2027-28		2028-29	
Target	Baseline	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual
Increase the percent of high school students graduating on track to be enrolled, enlisted, or employed, as demonstrated by achieving at least one indicator from 72% (June 2023) to 85% (June 2029).	72%	74%	76%	76%		78%		80%		82%		85%	



CMS 2024-29 Goal 4: Postsecondary Readiness

Goal 4 Indicators
Increase the percent of high school students graduating with their graduation cohort on track to be enrolled, enlisted or employed, as demonstrated by achieving at least <u>one</u> indicator from 72% in June 2023 to 85% in June 2029
% of students meeting or exceeding GLP (grade level proficiency) in Math I or Math III, English II and Biology or successfully completing a vocational preparation or life skills course
% of students scoring 19 or higher on the ACT (including ACT WorkKeys) or 1050 on the SAT*
% of students earning a credit from an institute of higher education (CPCC, UNCC including dual enrollment), AP, IB, or Cambridge
% of students scoring 31 or higher on the Armed Services Vocational Aptitude Battery (ASVAB)
% of students completing a Junior Reserve Officers' Training Corps (JROTC) pathway**
% of students earning at least one Tier 2, Tier 3 or WorkKeys industry credential
% of students completing a CTE (Career & Technical Education) concentrator pathway




* Subject to change if there are changes to the state accountability system

** Subject to be combined with Indicator 7 if the JROTC pathway combines with the CTE pathways in the future. If this occurs, reporting will continue to reflect this indicator in isolation but there will only be a total of six indicators.

CMS 2024-25 Annual Plan Strategies

Directly Goal Aligned Projects	Indirectly Goal Aligned Projects
P01: Provide Comprehensive Curriculum & PD P02: High Dosage Tutoring P03: Core Action Walkthroughs P05: High Needs Vacancy Monitoring P07: Learner Profiles and Future Pathways P08: Career Exploration via Community Partnerships P10: MTSS for Accelerated Learning P11: Family & Community Partnership Communication P12: Providing Variety of Opportunities P13: Community Partnerships & Student Wellness P14: Attendance P15: SEL & Student Discipline P16: Recruitment & Retention P18: Onboarding New Employees P19: Compensation & Incentive Plans P20: Professional Development P22: Staff Wellness P35: Family Academy P37: Summer Programming	P06: SIP Planning & Alignment P09: Pre-K Opportunities P17: Housing P21: Succession Planning P23: District Planning P25: Districtwide Performance Management Evaluation Systems P26: Work Order Process P27: Business Modernization System P28: Device Life Cycle Protocol P29: Preparation for Transition to Infinite Campus P30: Service Now P31: Data Reporting Platform Modernization P32: Data Driven Continuous Improvement P33: AI P34: Local and State Coalitions P36: Internal Communication Structures



Meeting Minutes

January 13, 2025

Commissioner Griffin referenced the slide titled “2023-2024, Headline Results: Overall Achievement- EOG Achievement”. He said the presenter indicated a number for all Math I takers and requested that data be repeated. *Ms. Thompson said it was 50% grade level proficient and 28.4% college and career ready.*

Commissioner Griffin asked if there were specific areas where there were consistencies and to summarize those areas. *Mr. Thompson said not every low performing school was low performing for the same reason as for some schools it could be math, some reading, etc. She said more schools need support than just the low performing schools and the service delivery model was a multi-tiered level of support. She explained how the support would be distributed.*

Commissioner Rodriguez-McDowell asked what the presenter meant in terms of GLP vs CCR. *Ms. Thompson said GLP stood for Grade Level Proficiency and represented any student who scored a three, four, or five but CCR stood for College and Career readiness was for students who received a four or five.*

Commissioner Meier congratulated CMS on their growth. She asked if they were comparing themselves to national statistics regarding their end of course scores. *Ms. Thompson said the assessments reported out in North Carolina was only given in North Carolina and therefore they could not compare nationally.*

Commissioner Meier asked if third grade was a different statistic they had yet to cover in the presentation. *Ms. Thompson said she would provide Commissioner Meier with the appendix and said they had had a goal concerning third grade reading performance which was something they were reporting out on consistently. She said in the current year, their goals covered third through eighth grade.*

Commissioner Townsend Ingram congratulated CMS and asked how they were doing with the advanced placement and improvements as she had heard many parents and scholars felt there was not enough. *Ms. Thompson said there was a minimum number of required advanced placement courses at all the traditional high schools and said that report out was part of their goal four around post-secondary readiness.*

Commissioner Altman said she recalled low performing schools adjusting the count of students by a ratio of 1.5 to have a higher student to teacher ratio. *Ms. Thompson said she believed Commissioner Altman was referring to weighted-student staffing. She said, to her knowledge, that was not exclusive to low performing schools but was in correlation to the percentage of economically disadvantaged students in each school.*

Commissioner Leake thanked the presenter and asked in what schools and districts were the nationally certified teachers located. She said low performing schools in district two outnumbered any other across the school district and asked how those low performing schools had progressed over the previous two years. *Ms. Thompson said she would have to pull data points for her as that information was not a part of the presentation, but she would be happy to provide that information.*

Commissioner Dunlap said, given where they were three years prior, it was an excellent opportunity to commend CMS for their work and if they looked at the previous two to three years, they were getting the results they were expecting to get with the funding they appropriated. He said the community should thank CMS for the results they received.

Commissioner Powell thanked the presenter and asked what they attributed their success to. *Ms. Thompson said she believed it was looking at their service delivery model and what their standard was for every student. She said, regardless of which school was attended, it would be a positive experience, and they were clear on what that looked, sounded, and felt like for every student. She said they engaged in a service delivery model where they provided support and healthy pressure to*

Meeting Minutes
January 13, 2025
provide that experience for every student.

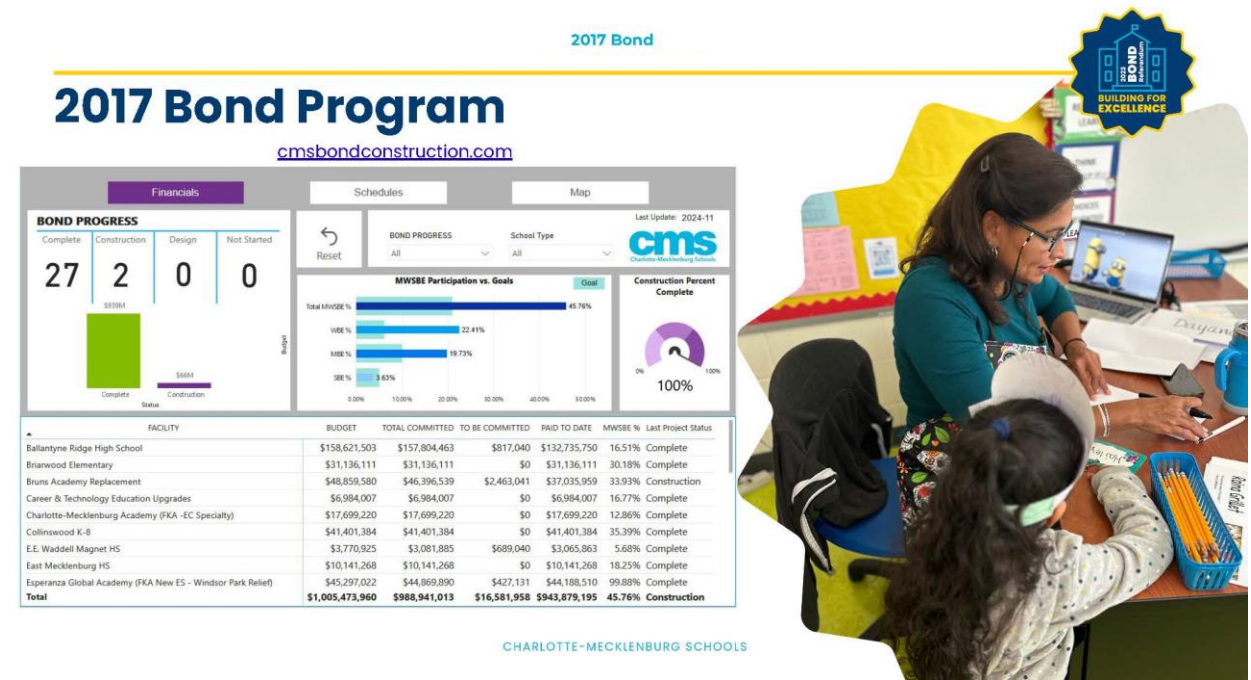
Commissioner Powell said she understood it was clear expectations for all, clarity, service delivery, healthy pressure, and support. Ms. Thompson said that was correct.

Commissioner Griffin said the 31 percentiles for ASVAB was the bare minimum and he hoped the superintendent would look at that.

Commissioner Altman said she would like to invite CMS to tell them the top three things they could do to help them around CTE. Ms. Thompson said she would provide that for them after consulting with Dr. Balknight.

BOND – FINANCE UPDATE JOINT MEETING 1/13/2025 REVISED

Tim Ivey, CMS COO, gave the presentation.



Meeting Minutes

January 13, 2025

2017 Bond

2017 Bond Program



Bruns Avenue Elementary School (17)
November 2024

Project Information

Bond Program	2017 Bond
Facility Name	Bruns Avenue Elementary School (17)
Address	501 South Bruns Avenue Charlotte, NC 28208
Architect	ADW
Construction Manager	Edifice
Percent Complete	96%
Occupy On	August 2024

Scope of Work

New 45-classroom elementary school (K-5): replaces old school built in 1969.



Project Status

The Burns Avenue Elementary School Replacement project team has completed demolition of the building and the Phase 2 site work has started. The project team remains in constant communication with the Principal to ensure demolition and grading activities do not affect school activities. The Phase 2 work will continue through spring of 2025.



Schedule

TASK	DUR	% Complete	START	FINISH
Design & Permitting	349	100.00%	February 2022	February 2023
Bidding & Construction	970	66.79%	September 2022	March 2025
FF&E / Occupancy	20	100.00%	August 2024	August 2024

■ Design & Permitting
 ■ Bidding & Construction
 ■ FF&E / Occupancy

Financial Summary

FACILITY	BUDGET	TOTAL COMMITTED	TO BE COMMITTED	PAID TO DATE	MWSBE %
Bruns Academy Replacement	\$48,859,580	\$46,396,539	\$2,463,041	\$37,035,959	33.93%

CHARLOTTE-MECKLENBURG SCHOOLS



2017 Bond

2017 Bond Program

- **29** total projects
 - **28** will be complete at the start of second semester (January 26th) with the opening of a new building at South Mecklenburg HS
 - Sole outstanding work provides new parking and circulation to Bruns Avenue Elementary (school occupied August 2024)
- Information archived on www.cmsbondconstruction.com



CHARLOTTE-MECKLENBURG SCHOOLS



BUILDING FOR EXCELLENCE

2023 Bond: Progress Updates

Meeting Minutes
January 13, 2025

2023 Bond Program

Albemarle Road MS
Allenbrook ES
Berryhill School
Beverly Woods ES
Billingsville/Chantilly Montessori
Cochrane Collegiate Academy
Cornelius ES
Cotswold ES
Coulwood STEM Academy
Dilworth MS
East Mecklenburg HS
First Ward Creative Arts
Garinger HS
Harding University HS
Huntersville ES
J.T. Williams Montessori Secondary/
Montessori Secondary at Marie G. Davis
Matthews ES
New ES at Park Road
New Second Ward Medical & Technology HS
New MS #1
New MS #2
New MS #3

North Mecklenburg HS
Northwest School of the Arts
Sedgefield Montessori
South Mecklenburg HS
South Charlotte MS
Steele Creek ES
University Park Creative Arts
Villa Heights ES
E.E. Waddell HS
West Regional Athletic Complex
Wilson STEM Academy

30
PROJECTS

\$2,500,000,000
ESCALATED
BOND
REFERENDUM
TOTAL

CHARLOTTE-MECKLENBURG SCHOOLS

BOND
REFERENDUM
BUILDING FOR
EXCELLENCE

Project Execution Process

Project Order Considerations

- Cash Flow
- Capacity
- Condition
- Logistics
- Stewardship

Annual Capital Ordinance Adoption

Ongoing Projects

New Projects

Delivery of Completed Projects

Ongoing Construction

Project Kickoff

Design & Permitting

2023 Bond

Projected Completion Timelines for Projects Approved in the 2023 and 2024 Annual Capital Ordinances:

August 2025

Sedgefield Montessori

August 2026

First Ward Creative Arts MS
Marie G. Davis Montessori Secondary*
New Middle School #1
Northwest School of the Arts HS
New ES at Park Road

August 2027

Billingsville Montessori
Cotswold ES
Dilworth MS
South Mecklenburg HS

August 2028

Berryhill School
Beverly Woods ES
Huntersville ES
New Second Ward Medical & Technology HS
New Middle School #2
North Mecklenburg HS

CHARLOTTE-MECKLENBURG SCHOOLS

BOND
REFERENDUM
BUILDING FOR
EXCELLENCE

25

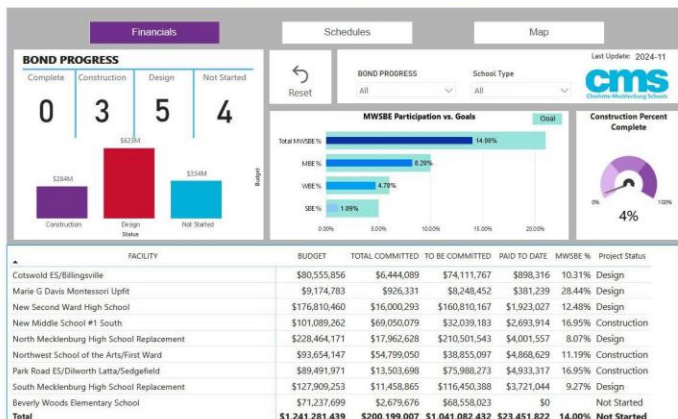
Meeting Minutes

January 13, 2025

2023 Bond

2023 Bond Program

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CHARLOTTE-MECKLENBURG SCHOOLS



2023 Bond

Project Reports

New Middle School 1 South (23)
November 2024



Project Information

Bond Program	2023 Bond
Facility Name	New Middle School 1 South (23)
Address	5400 Campe Verde Lane Charlotte, NC 28277
Architect	Hord Coplan Macht, Inc.
Construction Manager	Messer Construction Company
Percent Complete	1%
Occupancy On	August 2026

Scope of Work

Baseline 54-classroom Middle School facility to relieve Community House MS, Jay M. Robinson MS and Rea Farms STEAM K-8.



Project Status

The New South Middle School 1 project started this month with Board approval and issuance of notice to proceed. The site is being prepared with perimeter gates and fencing. Utilities including gas and power is being turned off and removed from the site. The project consists of a new 54-classroom middle school. The new school is scheduled for completion in August 2026.



TASK	DUR	% Complete	START	FINISH
Design & Permitting	383	95.39%	September 2023	September 2024
Bidding & Construction	708	2.65%	August 2024	July 2026
FF&E / Occupancy	25	0.00%	August 2026	August 2026

■ Design & Permitting
 ■ Bidding & Construction
 ■ FF&E / Occupancy



Financial Summary

Financial Summary Budget Contracts Expenditures MYSBE

FACILITY	BUDGET	TOTAL COMMITTED	TO BE COMMITTED	PAID TO DATE	MWSBE %
New Middle School #1 South	\$101,089,262	\$69,050,079	\$32,039,183	\$2,693,914	16.95%

CHARLOTTE-MECKLENBURG SCHOOLS

Project Reports

North Mecklenburg High School Replacement (23)
November 2024



Project Information

Bond Program	2023 Bond
Facility Name	North Mecklenburg High School Replacement (23)
Address	Old Statesville Road Huntersville, NC 28078
Architect	ADW Architects
Construction Manager	New Atlantic Contracting, Inc.
Percent Complete	0%
Occupy On	August 2028

Scope of Work

Onsite replacement of balance of campus and comprehensive athletics package.



Project Status

The North Mecklenburg High School Replacement project has completed the design development phase; the architect is currently reviewing and incorporating comments into the project's design. The project update meeting was conducted at the school; interested parents, students and staff attended. As the design progresses, the construction manager continues to update logistics plans required to safely execute and coordinate the complex construction project. The project provides a full replacement of the comprehensive high school.



TASK	DUR	% Complete	START	FINISH
Design & Permitting	708	45.16%	October 2023	October 2025
Bidding & Construction	1324	0.00%	October 2025	May 2029
FF&E / Occupancy	172	0.00%	March 2028	August 2028



Financial Summary

Financial Summary Budget Contracts Expenses MWSBE

FACILITY	BUDGET	TOTAL COMMITTED	TO BE COMMITTED	PAID TO DATE	MWSBE %
North Mecklenburg High School Renovation	\$228,464,171	\$17,962,628	\$210,501,543	\$4,001,557	8.07%


CHARLOTTE-MECKLENBURG SCHOOLS



2023 Bond



Project Reports



New Second Ward High School (23)
November 2024

Project Information

Bond Program	2023 Bond
Facility Name	New Second Ward High School (23)
Address	TBD
Architect	LS3P Associates
Construction Manager	Rodgers Builders, Inc. in Association with Walter B. Davis Company
Percent Complete	0%
Occupancy On	August 2028

Schedule


TASK	DUR	% Complete	START	FINISH
Design & Permitting	667	46.3%	November 2023	September 2025
Building & Construction	951	0.0%	September 2025	April 2028
FME / Occupancy	122	0.0%	April 2028	August 2028

Financial Summary

FACILITY	BUDGET	TOTAL COMMITTED	TO BE COMMITTED	PAID TO DATE	MWSBE %
New Second Ward High School	\$176,810,460	\$16,000,293	\$160,810,167	\$1,923,027	12.48%


Scope of Work

Full magnet high school on old Metro site; relocate program from Hawthorne site.



Project Status

The New Second Ward High School project schematic design is being reviewed by CMS. The new medical high school project consists of classrooms with a focus in health curriculum. The demolition of the old Metro School located on the site is underway. Once the site is cleared (spring 2025), additional geotechnical testing for design will occur in preparation for construction of the new school building that is scheduled to start in early 2026.





CHARLOTTE-MECKLENBURG SCHOOLS

2023 Bond



Projects in Process

Northwest School of the Arts



cmsbondconstruction.com

CHARLOTTE-MECKLENBURG SCHOOLS

Here is a example of Bruns Avenue Elementary construction in progress.

Bruns Avenue Elementary

Building for Excellence, Together



- For all updates, dashboards, live cameras, and reports: www.cmsbondconstruction.com
- For a schedule of specific project meetings and engagement sessions: <https://cmsbondconstruction.com/#Calendar>

Follow us on social media for updates!





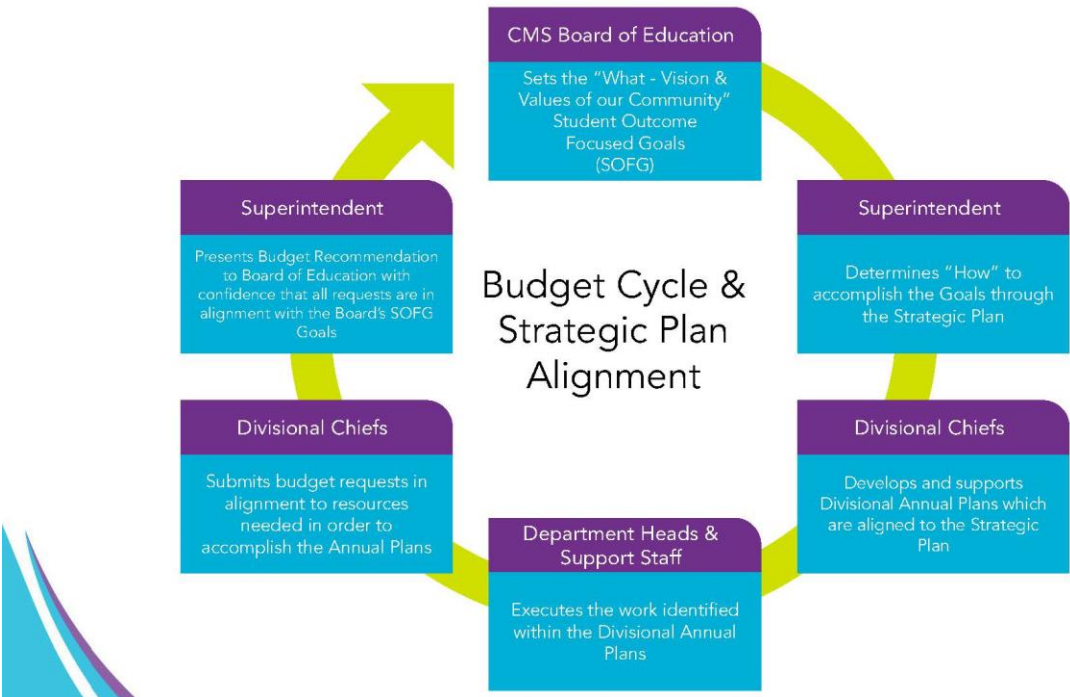


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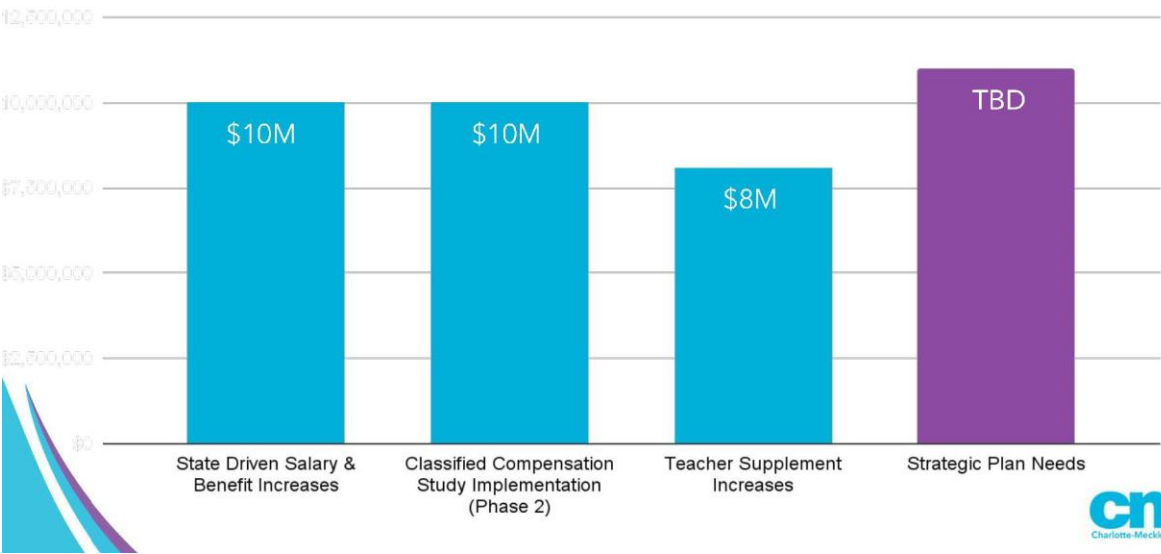
Kelly Kluttz, CFO, gave this portion of the Presentation



2025-26 Budget Process



2025-26 Anticipated Identified Needs



5-Year Financial Forecast

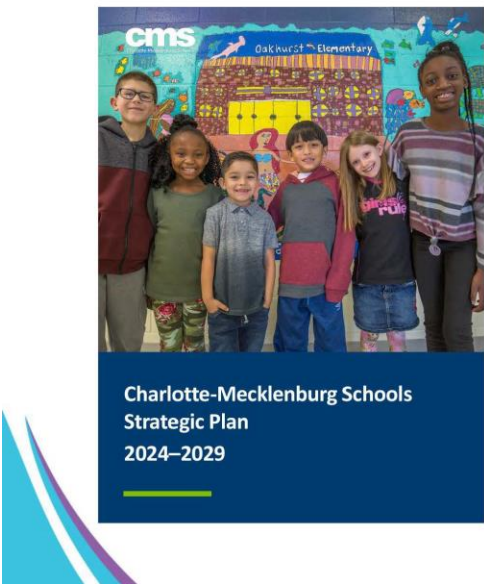
Charlotte Mecklenburg Schools Five-Year Financial Forecast FY 2025 - 2029								
Operational / Strategic Plan Requests	Request	Estimated Budgetary Impact	Strategy	Fiscal Year				
				24-25	25-26	26-27	27-28	28-29
Strategic Plan	Increase Teacher Supplements	43,456,020	PE.1	\$7,400,000	\$8,066,000	\$8,791,940	\$9,319,456	\$9,878,624
	Data Storage and Platforms	500,000	OE.2		\$500,000			
	Device Replacement Cycle*	18,500,000	OE.2	\$4,000,000	\$4,000,000	\$4,000,000	\$4,000,000	\$2,500,000
Operational	State Driven Salary + Benefit Increases	51,645,955	OE.2	\$6,800,000	\$9,898,000	\$10,788,820	\$11,813,758	\$12,345,377
	Opening of New Schools	1,800,000	OE.2	\$1,800,000	\$0	TBD	TBD	TBD
*Note that this forecast is assuming the inclusion of K-3 and Staff Device Refresh Cycle								



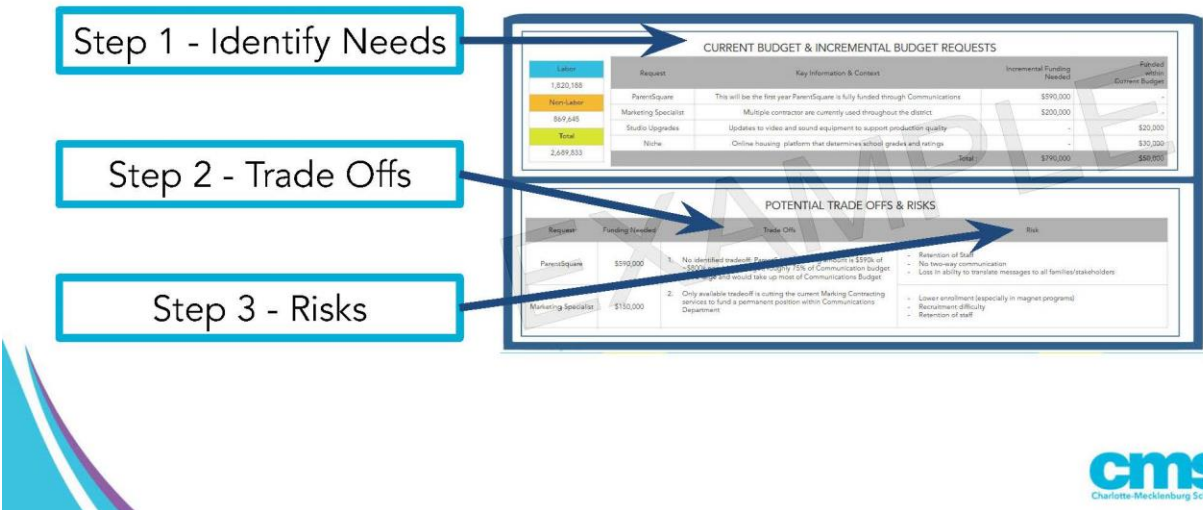
Aligning Budget
Requests to the
Strategic Plan



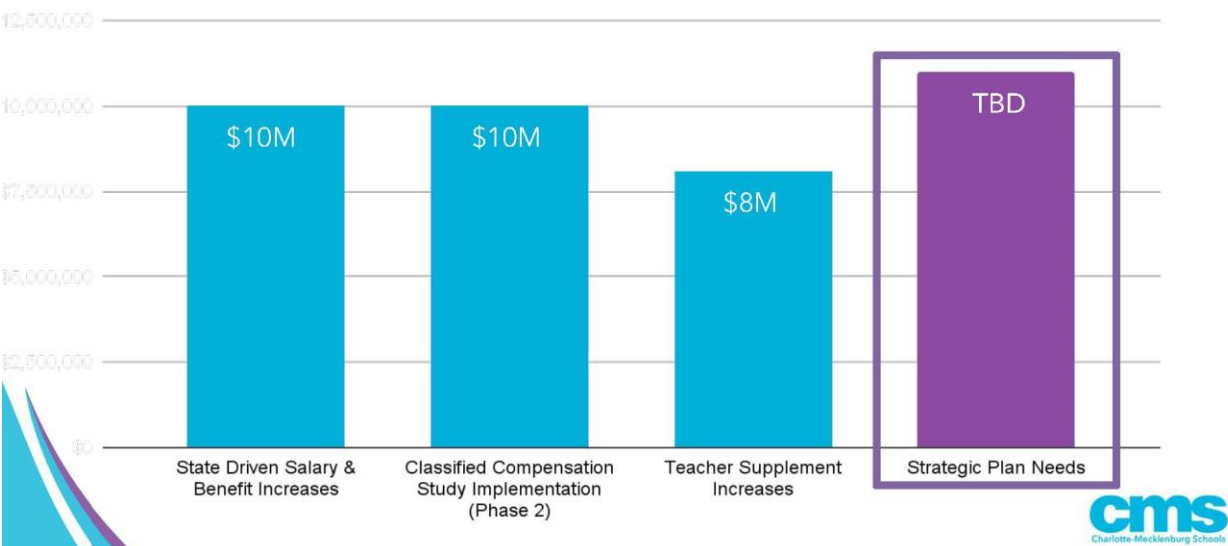
Strategic Plan Alignment



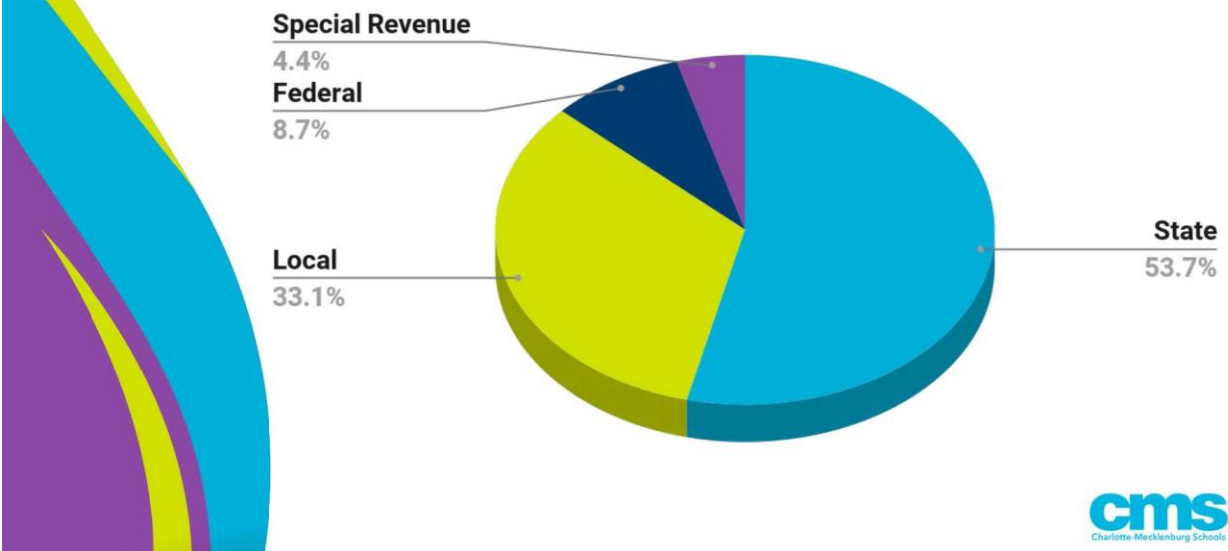
Strategic Plan Alignment



2025-26
Anticipated Identified Needs



FY25 Operating Budget





Budget Timeline



2025-26 Budget Timeline

November - December 2024	January - February 2025	March 2025	April 2025	May 2025 & Beyond
<p>Budget Development Planning with Cabinet</p> <p>Annual Plan Reviews with Divisions</p>	<p>Divisional Budget Discussions with Superintendent and Chief Finance Officer</p> <p>Joint Meeting BOCC & CMS BOE</p> <p>CMS Advisory Committee Budget Engagement Sessions</p> <p>CMS BOE Budget Work Session</p> <p>Employee Engagement Session</p>	<p>Community Engagement Sessions</p> <p>Budget Updates at CMS Leadership Meeting</p> <p>Budget Report presented to CMS BOE</p> <p>CMS Advisory Committee Budget Engagement Sessions</p> <p>Presentation of the 2025-26 Budget Recommendation to the CMS BOE</p>	<p>Community Engagement Sessions</p> <p>Public Hearing on Superintendent's Budget Recommendation</p> <p>CMS BOE vote on 2025-26 Budget Recommendation</p>	<p>CMS BOE presents Budget Recommendation to Mecklenburg BOCC</p> <p>Mecklenburg BOCC Recommended Budget Presentation, Public Hearing, & Budget Adoption</p> <p>State of North Carolina Adopts 2025-26 Budget</p> <p>Presentation of Amended 2025-26 Budget Recommendation to CMS BOE, Public Hearing, & Recommendation</p>



In Partnership: Closing Remarks





Appendix



2024-25 Area of Focus: Organized for Success

Directly Goal Aligned Projects	Indirectly Goal Aligned Projects
<p>P01: Provide Comprehensive Curriculum & PD</p> <p>P02: High Dosage Tutoring</p> <p>P03: Core Action Walkthroughs</p> <p>P05: High Needs Vacancy Monitoring</p> <p>P07: Learner Profiles and Future Pathways</p> <p>P08: Career Exploration via Community Partnerships</p> <p>P10: MTSS for Accelerated Learning</p> <p>P11: Family & Community Partnership Communication</p> <p>P12: Providing Variety of Opportunities</p> <p>P13: Community Partnerships & Student Wellness</p> <p>P14: Attendance</p> <p>P15: SEL & Student Discipline</p> <p>P16: Recruitment & Retention</p> <p>P18: Onboarding New Employees</p> <p>P19: Compensation & Incentive Plans</p> <p>P20: Professional Development</p> <p>P22: Staff Wellness</p> <p>P24: District Wide Coaching Model</p> <p>P35: Family Academy</p> <p>P37: Summer Programming</p>	<p>P06: SIP Planning & Alignment</p> <p>P09: Pre-K Opportunities</p> <p>P17: Housing</p> <p>P21: Succession Planning</p> <p>P23: District Planning</p> <p>P25: Districtwide Performance Management Evaluation Systems</p> <p>P26: Work Order Process</p> <p>P27: Business Modernization System</p> <p>P28: Device Life Cycle Protocol</p> <p>P29: Preparation for Transition to Infinite Campus</p> <p>P30: Service Now</p> <p>P31: Data Reporting Platform Modernization</p> <p>P32: Data Driven Continuous Improvement</p> <p>P33: AI</p> <p>P34: Local and State Coalitions</p> <p>P36: Internal Communication Structures</p>



2023 Bond Program



2017 & 2023 Bond APPENDIX

CHARLOTTE-MECKLENBURG SCHOOLS

Meeting Minutes

January 13, 2025

2023 Bond Program

D1 Elaine Powell

Cornelius ES
Huntersville ES
New MS #2
North Mecklenburg HS

D2 Vilma Leake

Allenbrook ES
Berryhill School
Coulwood STEM Academy
E.E. Waddell HS
Harding University HS
Northwest School of the Arts
Steele Creek ES
University Park Creative Arts
West Regional Athletic Complex
Wilson STEM Academy

D3 George Dunlap

Cochrane Collegiate Academy
Garinger HS
J.T. Williams Montessori Secondary/
Montessori Secondary at Marie G. Davis
Villa Heights ES

D4 Mark Jerrell

Albemarle Road MS
Billingsville/Chantilly Montessori
Dilworth MS
East Mecklenburg HS
First Ward Creative Arts
New Second Ward Medical & Technology HS

D5 Laura Meier

Beverly Woods ES
Cotswold ES
Sedgefield Montessori
New ES at Park Road
South Mecklenburg HS

D6 Susan Rodriguez-McDowell

Matthews ES
New MS #1
New MS #3
South Charlotte MS

30
PROJECTS

\$2,500,000,000
ESCALATED
BOND
REFERENDUM
TOTAL

CHARLOTTE-MECKLENBURG SCHOOLS

2023 Bond Program

D1 Melissa Easley

Cornelius ES
Huntersville ES
New MS #2
North Mecklenburg HS

D2 Thelma Byers-Bailey

Allenbrook ES
Berryhill School
Coulwood STEM Academy
Dilworth MS
First Ward Creative Arts
Harding University HS
J.T. Williams Montessori Secondary/
Montessori Secondary at Marie G. Davis
New Second Ward Medical & Technology HS
Northwest School of the Arts
Steele Creek ES
University Park Creative Arts
West Regional Athletic Complex
Wilson STEM Academy

D3 Gregory "Dee" Rankin

Cochrane Collegiate Academy
Garinger HS

D4 Stephanie Sneed

Albemarle Road MS
Billingsville/Chantilly Montessori
East Mecklenburg HS
Villa Heights ES

D5 Lisa Cline

Beverly Woods ES
Cotswold ES
Matthews ES
New ES at Park Road
Sedgefield Montessori

D6 Summer Nunn

E.E. Waddell HS
New MS #1
New MS #3
South Charlotte MS
South Mecklenburg HS

30
PROJECTS

\$2,500,000,000
ESCALATED
BOND
REFERENDUM
TOTAL

CHARLOTTE-MECKLENBURG SCHOOLS

2023 Bond Program

ES/PK-6

Allenbrook ES
Beverly Woods ES
Billingsville/Chantilly Montessori
Cornelius ES
Cotswold ES
Huntersville ES
First Ward Creative Arts
Matthews ES
New ES at Park Road
Sedgefield Montessori
Steele Creek ES
University Park Creative Arts
Villa Heights ES

MS/K-8

Albemarle Road MS
Berryhill School
Cochrane Collegiate Academy
Coulwood STEM Academy
Dilworth MS
New MS #1
New MS #2
New MS #3
South Charlotte MS
Wilson STEM Academy

HS

East Mecklenburg HS
Garinger HS
Harding University HS
J.T. Williams Montessori Secondary/
Montessori Secondary at Marie G. Davis
New Second Ward Medical & Technology HS
North Mecklenburg HS
Northwest School of the Arts
South Mecklenburg HS
E.E. Waddell HS

Special/Other

West Regional Athletic Complex

30
PROJECTS

\$2,500,000,000
ESCALATED
BOND
REFERENDUM
TOTAL

CHARLOTTE-MECKLENBURG SCHOOLS

Types of bond projects in the 2023 Bond:



- Replacement
 - Existing school facility or portions of a campus are replaced by new construction
- Onsite Replacement
 - Current school facility will be replaced on the same school site; school will continue to operate in existing facility until new school is complete
- Renovation
 - Areas of a school facility that will be updated to enhance the educational environment and/or support programmatic changes
- New Relief School
 - A newly constructed school facility explicitly for relief of existing overcapacity situations
- Design
 - The first phase of the process to develop a school; design must be completed and permits secured prior to starting construction



2023 Bond Referendum

South Mecklenburg HS	Final phases of work, to include onsite replacement of balance of campus to +/- 100 classroom baseline, comprehensive athletics package	\$127,909,253
Northwest School of the Arts/ First Ward	Final phase of work, to include new specialty classroom space and 9-12 conversion/expansion; renovate First Ward as full magnet 6-8.	\$93,654,147
New MS #1	Baseline 54 classroom facility to relieve Community House MS, Jay M. Robinson MS, and Rea Farms STEAM K-8	\$101,089,262
Beverly Woods ES	Onsite replacement with 45 classroom baseline school	\$71,237,700
Wilson STEM Academy	Onsite replacement with 54 classroom baseline facility	\$92,471,565
Huntersville ES	Onsite replacement with 45 classroom baseline facility	\$66,235,904
Park Road Montessori/ Dilworth ES/ Sedgefield ES	Relocate Montessori PK-6 program to converted Sedgefield ES; replace PRM with 45 classroom school for Dilworth paired schools; repurpose Dilworth for a TBD magnet MS use	\$89,491,970
Cotswold ES/ Chantilly Montessori/ Billingsville ES	Onsite replacement of Cotswold ES with a 45 classroom facility, collapsing paired school into Billingsville for project duration; repurpose Billingsville for relocated Montessori PK-6 program; demolish Chantilly	\$80,555,856
New Second Ward Medical & Technology HS	Full magnet high school on old Metro site; relocate program from Hawthorne site	\$176,810,460
Coulwood STEM Academy	Onsite replacement with 54 classroom baseline facility; STEM program to remain	\$92,706,982

CHARLOTTE-MECKLENBURG SCHOOLS



2023 Bond Referendum

North Mecklenburg HS	Final phase, to include onsite replacement of balance of campus, comprehensive athletics package	\$228,464,171
Matthews ES	Replacement with 45 classroom baseline facility	\$79,874,929
Albemarle Road MS	Onsite replacement with 54 classroom baseline facility	\$97,732,036
University Park Arts	Onsite replacement with 39 classroom baseline facility with arts-specific spaces to support program	\$73,119,088
New MS #2	Baseline 54 classroom facility at Stumptown Road to relieve Bailey Road MS, Davidson K-8, and J.M. Alexander MS	\$92,371,482
Allenbrook ES	Offsite replacement at Freedom Driving Range with a 45 classroom baseline school; demolish existing facility	\$74,244,220
Garinger HS	Next phase of work, to include new kitchen/cafeteria, specialty classrooms, gym, and athletics; renovate and repurpose existing kitchen/cafeteria	\$54,905,692
Harding University HS	Final phases of work, to include comprehensive athletics package and balance of campus replacement	\$202,879,499
East Mecklenburg HS	Final phases of work, to include replacement of balance of campus buildings; comprehensive athletics package	\$201,339,353
Steele Creek ES	Onsite replacement with 45 classroom baseline facility	\$80,830,528

CHARLOTTE-MECKLENBURG SCHOOLS



2023 Bond Referendum



Cornelius ES	Onsite replacement with 45 classroom baseline facility	\$76,471,997
Berryhill School	Offsite replacement with 54 classroom baseline facility; demolish building	\$104,286,451
Montessori Secondary @ Marie G. Davis	Convert to 7-12 Montessori to replace use at J.T. Williams and expand program; complete renovations at J.T. Williams for use by alternative education programs	\$9,174,783
New MS #3	54 classroom baseline facility on HWY 160 to relieve Southwest and Kennedy middle schools	\$98,436,153
Cochrane Collegiate Academy/iMeck	DESIGN ONLY - Onsite replacement with 54 classroom baseline facility; relocate 9-12 iMeck program to Garinger HS	\$7,506,657
E.E. Waddell HS	DESIGN ONLY- Building addition to support program(s)	\$1,563,349
Villa Heights ES	DESIGN ONLY - 45 classroom baseline school to be constructed on the Hawthorne site; demolish existing Villa Heights	\$6,247,870
South Charlotte MS	DESIGN ONLY - Onsite replacement with 54 classroom baseline facility	\$7,741,099
J.T. Williams	DESIGN ONLY - Final phase of work to support Alternative Education use	\$1,647,753
West Regional Athletic Complex	DESIGN ONLY - New multi-sport regional athletic competition complex with gymnasium; natatorium; stadium; fields; ancillary spaces	\$8,999,791

CHARLOTTE-MECKLENBURG SCHOOLS

2023 Bond Referendum



Building for Excellence

- Bringing modern, safe schools to students across Mecklenburg County
- Expanding programmatic offerings and supporting our curriculum
- Investing responsibly by addressing capacity needs through the replacement of aging facilities
- Demonstrating that our community values our teachers and students



CHARLOTTE-MECKLENBURG SCHOOLS

2023 Bond Referendum

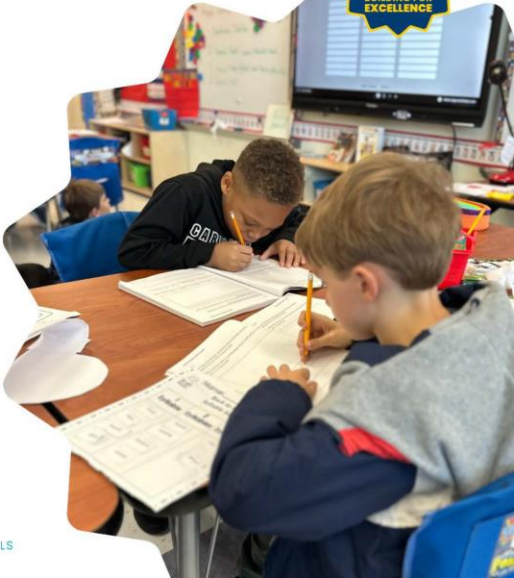


2023 Bond Program

- Subset of the Capital Needs Assessment (CNA)/“Ten Year Plan”/Long Range Facilities Master Plan containing 125 total projects needed to remain current on facility condition and capacity issues
- Developed through community engagement and prioritized through use of a rubric:

	500	400	400	300	300	100	-500
Educational Environment							
Current CR Utilization							
Condition							
Lifecycle							
Mandates/ Initiatives							
Continuity							
Logistics							

CHARLOTTE-MECKLENBURG SCHOOLS



Meeting Minutes
January 13, 2025

Commissioner Dunlap said he wanted to ensure they were on time and under budget as it related to the bond. *Ms. Kluttz said they were.*

Commissioner Leake said the Northwest School of the Arts had been patch worked for fifty years and she had a problem with them not putting it on the list to get fixed. She said they needed a new school for the arts and asked why it was on the lower end of the list.

Chair Jerrell said he wanted to clarify that it was not a request coming from the Board, it was a request from an individual. *Superintendent Hill said Northwest School of the Arts was in the process of being addressed and was slated to be one of the first to be finished.*

Commissioner Meier said they mentioned federal government issues and asked for them to explain. *Ms. Kluttz they were bringing attention to the political climate and change as well as the way they got their federal dollars.*

Commissioner Meier asked if they were under the impression they were going to get less money. *Ms. Kluttz said she hoped not.*

Chair Jerrell said they appreciated CMS and their numbers on MWBE. He said the MWBE participation was important, and he would love to see what the MWBE numbers really looked like when CMS combined their numbers with the County’s data.

The Board took a break and reconvened at 7:00 p.m.

PRE-K UPDATE BOCC – CMS JOINT BOARD PRESENTATION

Program Director Tim Gibbons, Executive Director, Pre-Kindergarten Services Teresa Beam, and Deputy Superintendent Dr. Melissa Balknight, Deputy Superintendent, gave the presentation.



Collaborative Pre-K Successes

Ongoing Collaborative Pre-K Planning

- Classroom allocation and placement
- Enrollment and outreach activities
- Data sharing – application datasets
- Automated dual placement process
- Waitlist outreach
- Funding and parity
- Workforce pipeline
- Professional development
- Teacher licensure
- Child placement and supportive services
- Data tracking – Kindergarten, longitudinal evaluation

Successes

- Collaborative Professional Development with all public Pre-K agencies for all teachers
- Expanded coverage across the entire County
- Record high enrollment year-over-year
- Reaching a more diverse and high-needs population
- Improved data collection on student outcomes
- Charlotte/Mecklenburg County is one of only 27 major metro areas in the U.S. to receive a gold medal from the City Health Initiative for High-Quality, Accessible Pre-K



Public County Pre-K Programs

Program	Description	Entry Requirements	Enrollment
Bright Beginnings (CMS)	Serves eligible four-year-olds in Charlotte-Mecklenburg Elementary Schools. Provides high quality early childhood experiences that facilitate development of the whole child preparing them for success in kindergarten and beyond.	Eligibility is determined through a screening process and children are ranked ordered based on developmental need for Title 1 and Locally funded seats. Populations who automatically qualify for Title 1 include: homeless, migrant, & prior Early Head Start participation.	Total Seats: 3240 Seats Filled: 3168 (98%)
Head Start (CMS and Mecklenburg County)	Designed to foster strong relationships between program staff, families, and children. The setting is determined by its assessment of community needs.	Eligibility is based solely on income. Priority is given to children enrolled in Early Head Start.	Total Seats: 72 Seats Filled: 72 (100%)
MECK Pre-K (Mecklenburg County)	Serves eligible four-year olds. Classrooms are located in high-quality, community-based child development centers.	None other than residency in Mecklenburg County – but families are prioritized based on need (income and documented risk factors).	Total Seats: 1853 Seats Filled: 1838 (99.2%)
NC Pre-K (CMS)	Serves eligible four-year olds. Classrooms are located in high-quality, community-based child development centers.	Eligibility is based on family size, gross income, and other qualifying indicators.	Total Seats: 1418 Seats Filled: 1210 (85%)



Student Outcome Goal 1

Increase the percent of K-2 students scoring at or above benchmark in early literacy as measured by DIBELS from 67% (June 2023) to 91% (June 2029)

Goal addressed by creation of the following....

Pre-K Wildly Important Goals:


- Pre-K students scores will increase from 94.2% EOY 2024 to 96.2% at or above benchmark in literacy by June 10, 2025.
- Pre-K students scores will increase from 79.5% EOY 2024 to 81.5% in language by June 10, 2025.

Additional Language & Literacy Strategy and Professional Development for all Teachers:

- Heggerty Phonemic Awareness Implementation
- Oral Language Professional Development for Teachers during PLCs
 - Asking Questions
 - Engaging in Conversations
 - Talking with Peers
 - Engagement in Storytelling




Embedding Literacy in the Daily Routine



Whole Group Instruction:
Shared Reading, Interactive Storytelling, Community Building, Brainstorming and Shared Writing, Phonemic Awareness Activities, Social/Emotional skill building.



Intentional Teaching Experience:
Teacher implements various activities that address all developmental domains including language and literacy. Each group meets with the teacher for 10–12 minutes.



Literacy Skills Block:
Teacher implements developmentally appropriate activities based on student data. The required components include: Literature (poem, rhyme or book), Phonological Awareness Warm Up using Heggerty, Enhanced Alphabet Knowledge (letter name, sound, mouth placement, target word, forming letters)

Question Of The Day	Mighty Minutes	Read Aloud	Independent Center Rotation
Students “read” the question which includes words and pictures on a chart. They respond in various ways: placing name in column, writing name in column, dictating to teacher, use invented spelling.	Students join in short chants, songs, fingerplays and games that include phonemic awareness, alliteration, alphabet knowledge, and rhyme as well as social/emotional, cognitive and language skills.	Students engage in repeated readings of books facilitating sense of story, prediction, building background knowledge, vocabulary development, comprehension, recall and story retelling.	When not receiving instruction from their teacher, children rotate through centers that target skills in all developmental domains based on the current study, student skill levels and interests.

Teaching Strategies

Assessment of the Whole Child of which Language & Literacy are included.

Developmental Domains	Description
Social Emotional	Social emotional development involves learning how to understand their own and other’s feelings, regulate and express emotions appropriately, build relationships with others & interact with groups.
Physical	Physical development includes children’s gross and fine motor skills.
Language	Language is the principal tool for establishing and maintaining relationships with adults & other children. Children’s desire to communicate their thoughts, ideas, needs, & feelings.
Cognitive	Cognitive development is influenced by a child’s approach to learning, biological makeup, environment, & background knowledge.
Literacy	Literacy development includes listening, speaking, reading, and writing development that forms the foundation for early literacy.
Mathematics	Through the essential process of skills development in problem solving, reasoning, communicating, making connections, and representing, children learn mathematics content.
English Language Acquisition (As Needed)	Dual language learners may be socially isolated because of their inability to communicate. Teachers use strategies to integrate students into the classroom to begin to understand their new language.

Pre-K Curriculum Overview: Early Literacy Assessment

	Phonological Awareness Skills Test (PAST)	Letter ID and Letter Sounds	Teaching Strategies Gold (TS Gold)
Description	The Phonological Awareness Skills Test (PAST) is an informal, diagnostic, individually administered assessment tool that measures different phonological awareness skills. Phonological awareness, a critical component of early literacy that builds the foundation of reading and spelling, is the ability to recognize and manipulate the units of sound in language.	Letter Identification is the ability to say the names of the letters both upper and lower case letter of the alphabet without a time restriction. Letter sound identification is the ability to produce the sound of the letters in the alphabet without a time restriction.	TS Gold is the assessment tool used with Creative Curriculum, the curriculum used by all public Pre-K programs in Mecklenburg County. It allows teachers to document and assess students’ development and growth across specific objectives embedded in six developmental domains.
Type of Assessment	Diagnostic, teacher-administered	Diagnostic, teacher-administered	Formative, observational
Early Literacy Skills Assessed	<ul style="list-style-type: none">▪ Concept of Spoken Word▪ Rhyme Recognition▪ Rhyme Completion▪ Rhyme Production▪ Syllable Blending▪ Syllable Segmentation▪ Initial Phoneme Sounds▪ Phoneme Segmentation	<ul style="list-style-type: none">▪ Letter Names▪ Letter Sounds	<ul style="list-style-type: none">▪ Comprehends language▪ Follows directions▪ Tells about another time or place▪ Notices and discriminates rhyme▪ Identifies and names letters▪ Uses letter-sound knowledge▪ Uses print concepts
Administration	Administered three times a year	Administered three times a year	Daily Observational scores entered and Trimester reports

Kindergarten Readiness: Kindergarten Assessments

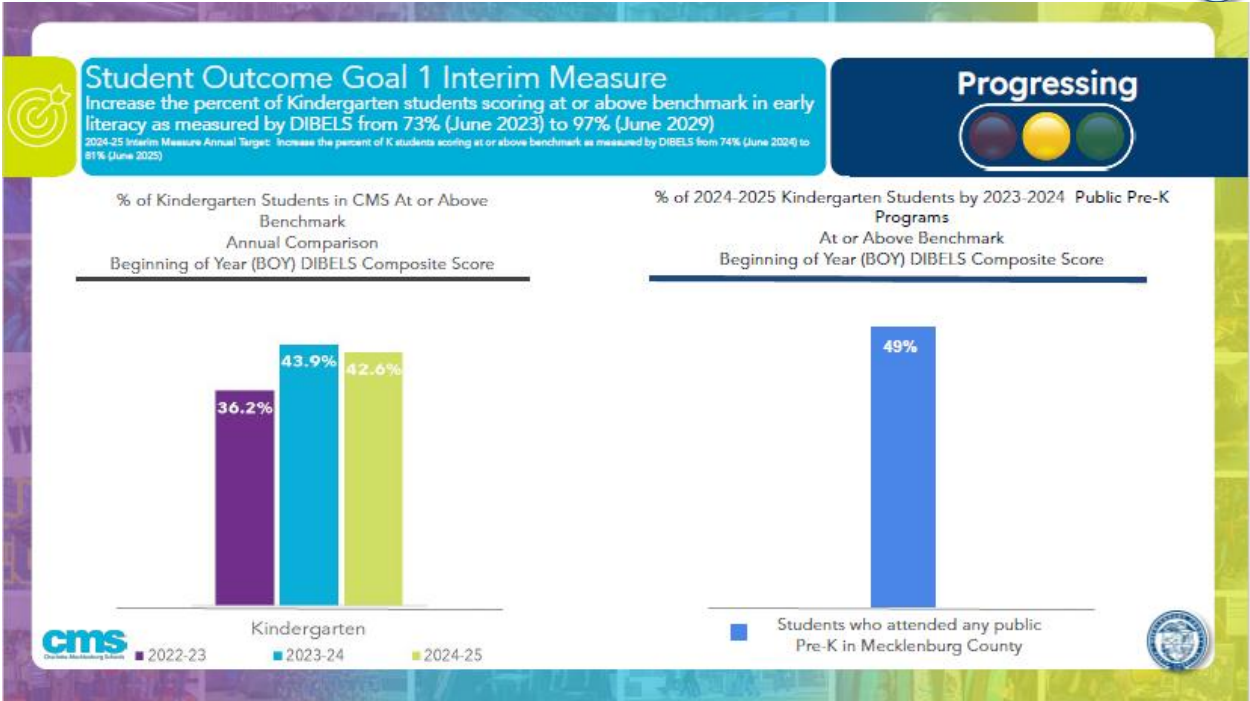
Beginning of Year Kindergarten Assessments


	Dynamic Indicators of Basic Early Literacy Skills (DIBELS)	North Carolina Early Learning Inventory (NC ELI)
Description	DIBELS (Dynamic Indicators of Basic Early Literacy Skills) 8th Edition is a set of short, easy-to-administer measures that can be used for universal screening, benchmark assessment, and progress monitoring to capture information regarding students' basic early literacy skills.	The North Carolina Early Learning Inventory (NC ELI) is the kindergarten entry assessment. NC ELI is an observation-based formative assessment that includes a set of developmental progressions across the 5 domains of learning and development (language and literacy development, cognition and general knowledge, approaches toward learning, physical well-being and motor development, and social and emotional development).
Type of Assessment	Diagnostic, teacher-administered	Formative, observational
Purpose	DIBELS is the universal screener for North Carolina, which allows for screening children for instructional needs and benchmarking them against appropriate developmental levels. Universal screeners and progress monitoring are critical to ensure students receive the right instruction to address their individual learning needs.	Teachers document student's learning and development with evidence within an online portfolio (Teaching Strategies GOLD®) to substantiate a child's skill attainment along the developmental progressions and utilize this information to personalize instruction for students.
Administration	Administered three times a year	Observed over the first 60 school days



Kindergarten Literacy Readiness Measures

DIBELS Subtests	Pre-K (EOY) Letter ID & PAST	Pre-K (EOY) TS Gold	Kindergarten (BOY) NC ELI TS Gold	Kindergarten (BOY) DIBELS
Letter Naming Fluency	Recognizes as many as 18 uppercase letters and 15 lowercase letters	Recognizes as many as 10 letters, especially in their own name	Identifies 11-20 upper and 11-20 lowercase letters when presented in a random order	25+ letters (Benchmark)
Letter Sound	Recognizes as many as 9-12 letter sounds	Produces the correct sounds for 10-20 letters	Produces at least 1 correct sound for each letter in the alphabet (26)	9-19 sounds (Benchmark)
Phoneme Segmentation Fluency	Understands that words are made up of individual sounds and can begin to: Identify the initial phoneme sound in several words Identify some individual phonemes in simple words	Shows understanding that a specific sequence of letters represents a spoken word	Deciphers a few words using letter-sound associations of most consonants and the five major vowels (short and long sounds); notices different letter sounds in similarly spelled words	5-14 words (Benchmark)








LOOKING AHEAD

Pre-K Program Update

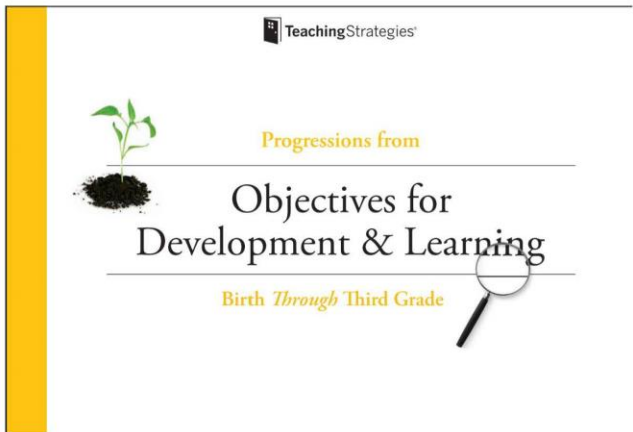
Presented to the Mecklenburg Board of County Commissioners & CMS School Board
January 13, 2025






APPENDIX

Teaching Strategies GOLD - Progressions



[Teaching Strategies \(linked here\)](#)

Dibels 8th Edition Kindergarten Benchmark Goals



DIBELS 8th

EDITION

BENCHMARK GOALS

DIBELS® 8th Edition Benchmark Goals

Updated: July 2020

Kindergarten				First grade			Second grade			Third grade			
B	M	E		B	M	E	B	M	E	B	M	E	
Letter Name Fluency (LNF)													
25+	37+	42+		42+	57+	59+							
24	36	41		41	56	58							
16	31	35		32	51	53							
15	30	34		31	50	52							
0	0	0		0	0	0							
Phonemic Segmentation Fluency (PSF)													
15+	43+	53+		47+	57+	61+							
14	42	52		46	56	60							
5	29	44		31	43	45							
4	28	43		30	42	44							
1	23	37		19	34	37							
0	22	36		18	33	36							
0	0	0		0	0	0							
Nonsense Word Fluency (NWF) – Correct Letter Sounds (CLS)													
20+	36+	43+		47+	77+	87+		86+	103+	127+	121+	138+	141+
19	35	48		46	77	86		85	102	116	120	137	140
9	25	31		30	52	55		50	68	76	76	94	105
8	24	30		29	51	54		49	67	75	75	93	104
4	16	24		25	41	45		41	54	54	52	78	80
3	15	23		24	40	44		40	53	53	51	77	79
0	0	0		0	0	0		0	0	0	0	0	0
Nonsense Word Fluency (NWF) – Words Recalled Correctly (WRC)													
—	9+	13+		16+	26+	28+		25+	36+	39+	34+	46+	45+
1+	8	12		15	25	27		24	35	38	33	45	44
	7	9		14	24	26		23	34	37	32	44	43

[Dibels 8th Edition Benchmark Goals \(linked here\)](#)

Comments

Board Member Shipp said she was concerned about students entering the Pre-K classrooms after the school year had already begun and asked what they were doing about that. Ms. Beam said they looked at the parents who had applied to both CMS Pre-K as well as Meck Pre-K because they noticed there was overlap and the parents would drop one, leaving a seat empty. She said they were also focusing on extensive marketing for the Pre-K program and working collaboratively with Meck Pre-K. She said they were to get the word out and target ones who usually applied later.

Commissioner Leake wanted everyone to remember and thank past Commissioner Trevor Fuller who came up with and pushed the idea of Meck Pre-K. She said they should advocate for the program and commended the speakers for their presentation.

Board Member Monterrey Duvall asked if they were using CMS educators for the curriculum and how they were marketing their Pre-K to ensure the population of students attending were going into CMS schools. She said that 49% of students who attended some sort of public Pre-K was a big deal and asked how they could expand that number. She said she understood they were prioritizing with income requirements but asked, for parents who were middle or upper-class

Meeting Minutes

January 13, 2025

income, if they could make them pay something. *Ms. Beam said, in the previous school year, they asked parents if they enrolled their students in a CMS school and if they did not, they asked where their child would go to school for kindergarten. She said 8% of the children enrolled in CMS Bright Beginnings classrooms went outside of CMS. She said they would reach out the parents to asked them why they did not choose CMS. Mr. Gibbons said they partnered with the CMS team to ensure the kids were getting into CMS classrooms and aid with enrollment but felt they needed a kindergarten planning committee. He said Meck Pre-K went full universal, so they did not have income caps. He said they tried to offer different ways to get families enrolled while ensuring they were not stepping over each other and inform families of openings in other programs if they were full.*

County Manager Diorio said they intentionally didn't charge families a co-pay because the administrative burden was a lot and didn't think it was worth it.

Commissioner Altman said there was difficulty applying and asked, with 6500 seats filled, how many kids did they believe needed a seat that they didn't have a spot for. *Mr. Gibbons said they were continuing to work on a universal application. He said their wait list was not very large and was probably double digits but was mostly due to geographical locations. Dr. Balknight said they were in conversion and working on making it universal.*

Board Member Cline asked if the Pre-K teachers were certified, if the pay scale matched the CMS pay scale for teachers, and if every classroom had a certified teacher. *Mr. Gibbons said yes to all three questions.*

Board Member Cline said she would like to know the subgroups of the 49% so that they knew how well the children were doing. *Mr. Gibbons said they would have to get that data.*

Vice-Chair Rankin asked if the end-of-year data was predictive of the beginning-of-year. *Mr. Gibbons said he would say yes, though they did not measure an inferential analysis on that, but they were measuring the exact same skill set.*

Vice Chair Rankin asked if they were collecting end-of-year data. *Ms. Beam said they did have that data and could provide it.*

Board Member Nunn said it was necessary to move to a universal application and said they should do an analysis on how they could collapse the efforts amongst all the individual programs. She said holistically, they should go to market with Pre-K as she knew there were a lot of costs, and it seemed duplicative. She said it could be a revenue source, especially if they could get 3- and 4-year-olds with a certified teacher quicker, parents would be eager to get into the program.

Commissioner Griffin said he was looking for a healthy sign to determine if a Pre-k student was educationally healthy and ready to learn. He said there was only one indicator being utilized, DIBELS, but there were other indicators available that were not being utilized. He said he was looking for more than just DIBELS because otherwise, they overlooked other issues. He asked how they could go beyond that as they were able to get that information in previous years when he was on the school board. *Dr. Balknight said one of the things they previously discussed was to pull more data collaboratively and she felt they needed to go back to their Pre-K data. She said they had checkpoints throughout the year and so if they pulled that data and look at the same measurements across all programs consistently, they would then have very specific data.*

Commissioner Griffin asked if they could get that by the following year. *Dr. Balknight said they were working to get that stood up for the 2025-2026 school year and their representatives were doing a great job.*

Board Member Beyers-Bailey said several kids got a summer-slide and asked what they were doing

Meeting Minutes

January 13, 2025

about that, universally. *Dr. Balknight said they were offering the students a summer experience to avoid the summer slide and said they would return after the summer to provide the results.*

Commissioner Dunlap asked what they were doing to fill the 295 vacancies and said the marketing strategy was obviously not working so they should do something different. *Ms. Beam said the vacancies were the results of a struggle with transportation as well as wrap-around care.*

Commissioner Meier asked, when comparing public Pre-K students, who they were comparing them to. *Mr. Gibbons said the numbers they had were for the district scores which were inclusive of their children so if they pulled the public Pre-K children out of that data, they would be pulling that number up so, they would see an even greater disparity between children who did not attend public Pre-K.*

Commissioner Meier asked if they were able to follow Meck Pre-K students with an ID number. *Mr. Gibbons said yes.*

Commissioner Meier asked if Meck Pre-K provided transportation to their kids.

County Manager Diorio said they offered a subsidy. *Mr. Gibbons said fewer and fewer centers were offering that.*

Board Member Easley asked clarifying questions regarding the summer camp which were answered by Dr. Balknight.

Chair Jerrell asked if the data on the slide titled "Student Outcome Goal 1- The inner Measure" reflected only Meck Pre-K data. *Mr. Gibbons said, on the left side, it was all kindergartens in CMS regardless of their four-year-old experience and on the other said of the screen, it showed the current school year 2024-2025, those were children who graduated from one of the three public Pre-K programs.*

Chair Jerrell said his Board would like to see Meck Pre-K teased out with that data because they said they were tracking it.

Chair Jerrell confirmed they did not have a cap with respect to income and asked if they felt confident that they were targeting the most vulnerable families. *Mr. Gibbons said they still gathered information from families on self-reported household income to keep an eye on that and since they went fully universal, they did not see a significant shift on income compensation of the students in the program. He said the way they marketed the program and the geographical locations of the programs influenced that as people were more apt to come from a neighborhood location than drive across the City to get there. He said they continued to target the areas with the most need. He said they waited a couple months for applications to come in as the more well educated and resourced families were the first ones in line to apply so they waited to build up a pool of applications. He said they looked at household income, development need, English learners, etc. and prioritized children with the greatest need.*

Chair Jerrell said he felt concerned and asked, when they looked at the three major programs, if all three programs were created equal.

Board Member Monterrey-Duvall said she was confused because it said they prioritized based on need, income, and documented risk factors. *Mr. Gibbons said when they did placements, everyone was eligible, but they still prioritized the families with the greatest need.*


Chair Sneed asked what they were testing on besides DIBELS. She asked if they had end-of-year data from the other programs that were not CMS and if they were taking the same test that a Pre-K CMS student would take. *Ms. Beam said they would have to do a gap analysis to see if they all did the same assessment. Mr. Gibbons said they both used PAST and TSGold as well.*

Meeting Minutes
January 13, 2025

Vice Chair Rankin said he was trying to figure out if there were standards via end-of-year tests that aligned with the benchmarks they had in kindergarten. He asked if all their programs were using the same curriculum, standards, etc. with Fidelity and if it was standardized. *Dr. Balknight said Meck Pre-K and CMS Pre-K were implementing the assessments with Fidelity, but the difference was they might be using more components of the assessment than other agencies.*

JANUARY 2025 BOCC JOINT CMS MEETING_MECKSUCCESS

Yulonda D. Griffin, Director of the Department of Community Resources, gave the presentation.



MECKLENBURG COUNTY
North Carolina

MECKSuccess

Empowering Futures and Transforming Lives

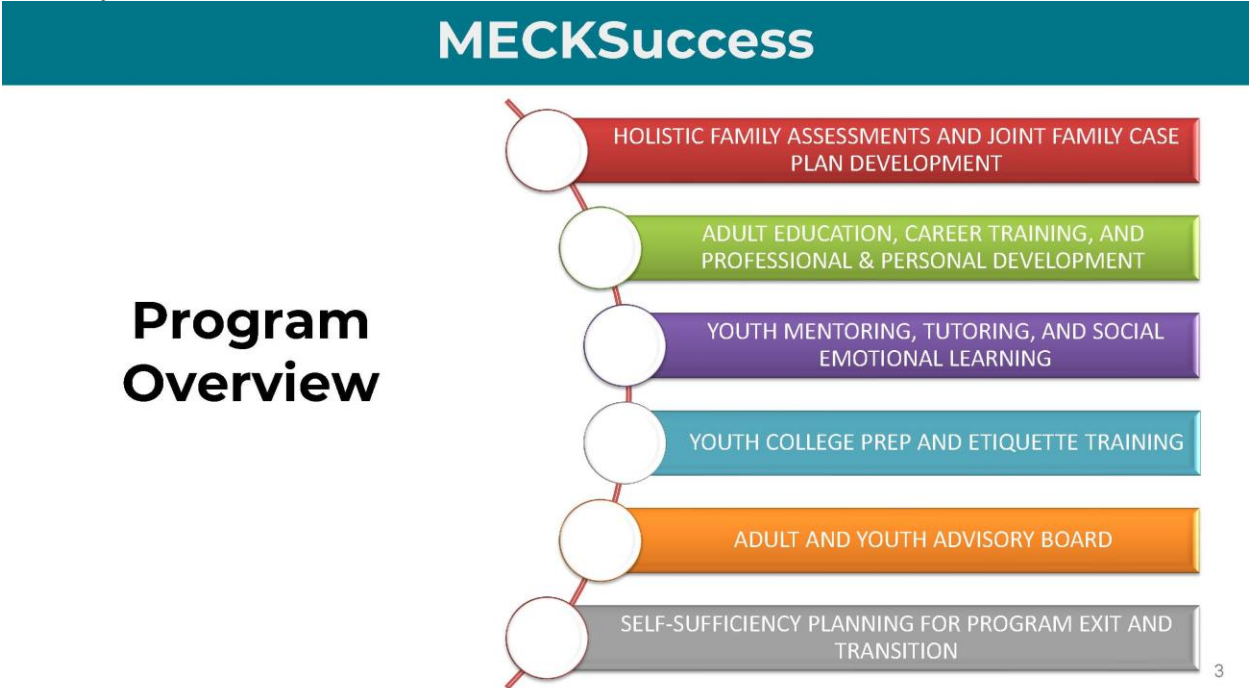
Yulonda D. Griffin, Director
Department of Community Resources
**Board of County Commissioners and
Board of Education Joint Meeting**

MECKSuccess Program

MECKSuccess is a comprehensive community-based program aimed at fostering economic mobility, educational excellence, and personal and professional development for residents of Mecklenburg County.

This program is designed to empower individuals and families through a two-generational approach by providing long term (up to five years), wide-ranging supportive services and opportunities for adults and spanning from kindergarten through high school for youth.





MECKSuccess

Objective: Elevate adult family member to a living wage job within 2-5 years and improve outcomes for youth in school

- ≈30 new families for Cohort I
- ≈30 new families for Cohort II

Program participants

- Majority of participants reside in subsidized housing
- Minor child/ren in the home
- Living Wage education and employment goals
- Motivated to work with MECKSuccess Social Worker

4

Program Outcome Measures*

Adults

- Increased Economic Mobility through Education and/or Living Wage Employment
 - Year-over-year completion of educational and/or job readiness courses
 - Percent increase year over year in earnings

Youth

- Increased School Attendance
- Improved Academics
 - Improved literacy test scores (K-2nd grade)
 - Improved End-of-Grade test scores in reading & math (3rd-12th grade)
 - High school seniors graduating from high school and enrolled, enlisted, or employed
- Decreased Behavioral Incidents
 - Reduction in In-school & Out-of-School suspensions

*Measures customized for adults and youth based on initial program assessments (Baseline for FY2025)

5

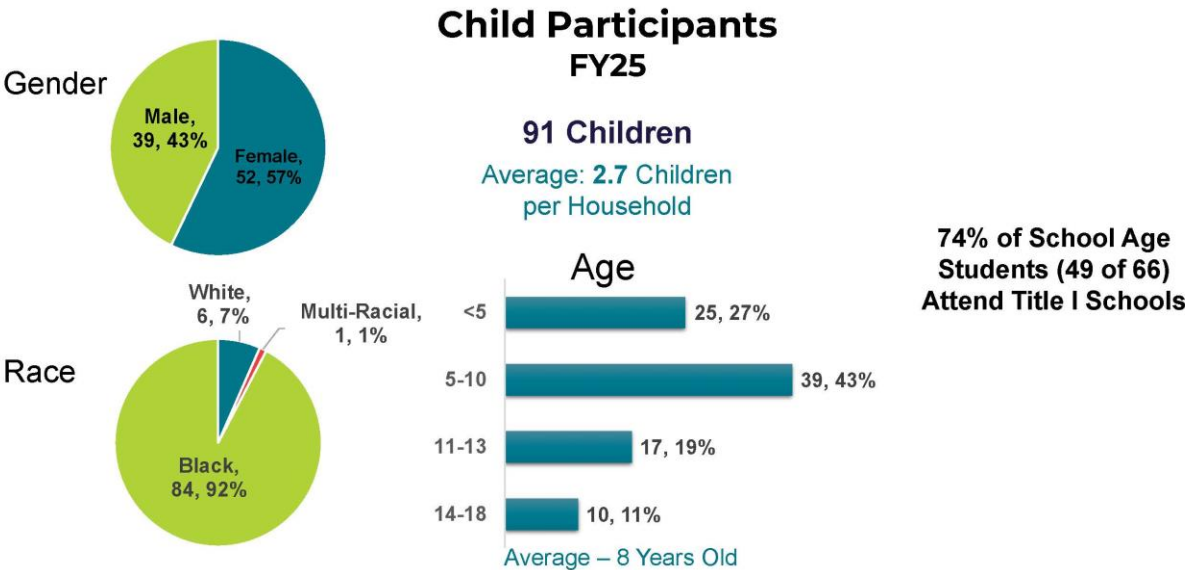
MECKSuccess Participants



TOTAL NUMBER OF FAMILIES	34
TOTAL NUMBER OF ADULTS	36
TOTAL NUMBER OF CHILDREN	91

6

MECKSuccess Program



7

MECKSuccess Program

Current Students School Listing		
Billingsville Elementary	Kennedy Middle School	Sedgefield Montessori
Central Cabarrus High School	KIPP Academy - Charter	South Academy of International Languages
Charles H Parker Academic Center*	McDaniel Academy	South Pine Academy*
Collingswood Language Academy	Movement Charter School	Statesville Road Elementary *
Druid Hills Academy*	Olympic High School	Steele Creek Elementary*
Harding University High School*	Reid Park Academy*	Sugar Creek Charter School
Hidden Valley Elementary*	Renaissance West STEAM Academy*	The Math and Science Academy of Charlotte - Charter
West Charlotte High School*		

*Title I

8

Adult and Youth Supportive Services

Adult Services

Education and Career Services

- Exposure to career paths offering a livable wage with the support of a career navigator

Financial Educational Services

- One-to-one financial counseling and budget creation



Youth Services

College and Career Services

- College access series
- Entrepreneurship Workshop
- Etiquette Training

Mentoring, Tutoring & Wellness

- Coaches serving as mentors and in-person tutors
- Customized online tutorial/homework assistance

Attendance Program

- Improve and incentivize attendance for students using data-informed strategies

Youth Financial Services

- Age-appropriate money management curriculum

9

MECKSuccess Structure

PROGRAM STAFF	ADULT SERVICES	YOUTH SERVICES	PROGRAM EVALUATION
PROGRAM MANAGER <ul style="list-style-type: none">• Kenya Henderson PROGRAM COORDINATOR <ul style="list-style-type: none">• Dana Howey SOCIAL WORKERS <ul style="list-style-type: none">• Erica Bryant• Sherri Galloway• Stanley Price ACADEMIC ADVISORS <ul style="list-style-type: none">• Dr. Joyce King• Dr. Curtis Carroll	BRIDGES OUT OF POVERTY SESSIONS <ul style="list-style-type: none">• Getting Ahead in a Just Gettin' By World Program CENTRAL PIEDMONT <ul style="list-style-type: none">• Education Navigator THE ETIQUETTE DOCTOR <ul style="list-style-type: none">• Etiquette Training• Entrepreneurship Series URBAN LEAGUE <ul style="list-style-type: none">• Adult Tutoring• Technology Support• Transportation Assistance COMMON WEALTH CHARLOTTE <ul style="list-style-type: none">• Financial Literacy	TEACH TECH U <ul style="list-style-type: none">• In-person Tutoring• Mentoring• Social and Emotional Learning THE ETIQUETTE DOCTOR <ul style="list-style-type: none">• College and Career Readiness Series• Etiquette Training• Entrepreneurship Workshops COMMUNITIES IN SCHOOLS <ul style="list-style-type: none">• Attendance+ Program TUTOR DOCTOR <ul style="list-style-type: none">• Virtual Tutorial Services	WORK 4 CHANGE <ul style="list-style-type: none">• Program Evaluation and Feedback

10

MECKSuccess Advisory Group

Advisory Group

- Parent and Youth (9th-12th grade) Advisory Groups created and led by Program Coordinator to gather feedback on program and community needs
- Advisory Group participants paid as County Vendors for lived experience knowledge
- Group meetings held at least monthly

11



MECKSuccess Empowering Futures and Transforming Lives

Yulonda D. Griffin, Director
Department of Community Resources
**Board of County Commissioners and
Board of Education Joint Meeting**

Vice Chair Rankin asked if there was an MOU for data sharing between the district and the program. *Ms. Griffin said there was, and they had received a request to be able to access that information.*

Vice Chair Rankin said on slide 9, under attendance program, he didn't see the tool listed. *Ms. Griffin said it was a program partnering with the community and schools and they were working with parents and students to see if there was an issue with attendance as well as act as an incentive.*

Board Member Shipp asked if, on page 5, there were metrics. *Ms. Griffin said it was their baseline year and they would be working with CMS to see where the students were as well as targeting higher level goals overall for the program.*

Board Member Duvall said their demographic breakdown was different from CMS and asked how they were approaching that and if there was an opportunity to align demographics. *Ms. Griffin said, depending on the program, there was a difference on how race and ethnicity was captured.*

Chair Sneed asked if CMS had been consulted or sought as a partner, how in-person tutoring was being conducted, and if they were doing in-person tutoring but did not have a data sharing agreement, how they were making the assessment of where the tutoring support was needed. She asked, while they had the information from communities and schools, if they had any interim data on how their attendance-plus program was working. *Ms. Griffin said Teach-Tech used a software that did assessments to test where students were. She said they were able to determine what tutoring they needed.*

Chair Sneed asked how the tutors were interacting with students. *Ms. Griffin said Teach-Tech had people with experience in education and with their specific program, they were utilizing those individuals in, not just tutoring, but also mentoring in social and emotional aspects as well. She said it was in person and based on their needs, determined how often they would need in person tutoring. She said they did not have the data regarding interim data on how their attendance-plus program was performing but they could go back and review as they received reports from CIS on the students they were helping to support.*

Board Member Byers-Bailey said she was focused on the adult services they were offering. *Ms. Griffin said the program was specifically for families, but they could look at other programs they could possibly qualify for.*

Meeting Minutes
January 13, 2025

Board Member Witherspoon asked what the relationship was with Central Cabarrus. *Ms. Griffin said they were an outlier as it was a person who just joined their program and recently relocated from Central Cabarrus, but they did indeed live in Mecklenburg County.*

Vice Chair Rankin said it was a great program and said whenever there was an opportunity for CMS and the Board to work collaboratively, they should take advantage of it. He asked how they would know there was an attendance program and asked if it was targeting adult behavior or student behavior. *Ms. Griffin said a parent had to be willing to participate and a part would be a contract with the parents to agree to be engaged with a social worker.*

Chair Sneed urged staff to get the MOU expedited as soon as possible. She said to talk with staff for community and family engagement because she saw a lot of opportunities. *Ms. Griffin said they their data sharing agreement was completed, and they should have information within the upcoming couple of weeks.*

Commissioner Griffin said people often miss the fact that it was often intergenerational. He said if they were working with the parent and trying to move them forward economically, the individual would often be stressed due to issues with children or relatives, in terms of healthcare. He said the wrap-around services, the support, and the partnerships were there, and his only suggestion would be a residential academy. He said he hoped they could move to the next phase and partner with specific employers so people could see the light at the end of the tunnel. He said they had some corporate CEOs who were willing to step up to the plate and they would talk to the families when they were ready.

Commissioner Dunlap said he saw potential gaps in terms of who was taking care of the child. He said there needed to be additional revenue to help provide childcare and support the parent, such as providing gap funding to the parent because there seemed to be a disconnect in childcare. *Ms. Griffin said they could provide childcare support, technology assistance, and transportation assistance. She said they recognized the need to provide some type of support when they became engaged which was where parent advisory groups came in.*

Commissioner Griffin said one legislative issue that was important was the benefits cliff piece which was on the horizon. He said they had to ensure they did not pull the rug out from under them.

Chair Jerrell said they were looking at programs to provide support for childcare as it was critical. He said something had to give and they had to allow people to find a mechanism to move them away from lower wages. He said the benefits cliff made them lose more than they gain in the short term.

Chair Sneed and Chair Jerrell gave closing remarks.

ADJOURNMENT

There being no further business to come before the Board that the meeting was adjourned at 8:30 p.m.



Kristine M. Smith, Clerk to the Board

Mark Jerrell, Chair