



N.C. CENTER FOR
PUBLIC POLICY
RESEARCH

From The Center Out

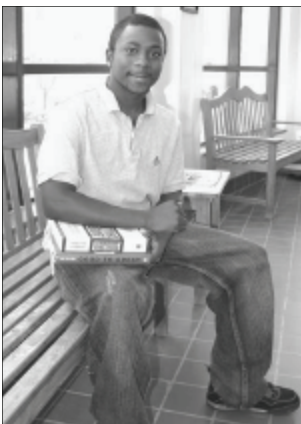
The Newsletter of the North Carolina Center for Public Policy Research
A voice for good government
May-June-July 2008

CENTER'S STUDY OF COMMUNITY COLLEGES HIGHLIGHTS THEIR ROLE IN THE STATE'S ECONOMIC TRANSITION, FINANCIAL AID FOR STUDENTS, WORK FORCE SHORTAGES, AND ISSUES FOR THE FUTURE

As North Carolina faces an economic transition and recession, the state should pay more attention to the N.C. Community College System, said the N.C. Center for Public Policy Research in a study released in May and June. The lead article of the study highlights the key role of community colleges in helping the state make this economic transition and made recommendations to address key issues facing the state's 58 community colleges.

"If you ask what is the key issue facing North Carolina today, I think it's our transition economy," said Mebane Rash Whitman, editor of *North Carolina Insight*. "We're moving away from the old economy of tobacco, textiles, and furniture and toward a new economy of pharmaceuticals, telecommunications, biotechnology, banking and financial services, and others. Community colleges are the educational system that is most key to navigating this economic transition, as well as dealing with work force shortages and job training – and retraining."

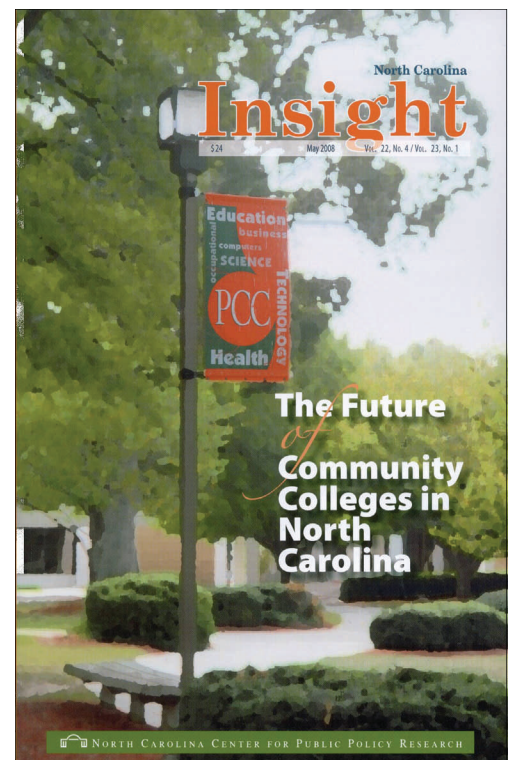
Jim Collins suggested in his best-selling book called *Good To Great* that all good companies begin their path to greatness by confronting the "brutal facts" of their current reality. The Center asked new Community College System President Scott Ralls to identify the "brutal facts" that must be addressed to take the N.C. Community College System from good to great. Ralls outlined these issues in the fall of 2007, before he was named System President in December. He took office on May 1, 2008.



Brutal Fact #1: The Emerging "Non-Traditional Student" and the Vanishing African American Male Student –

Nationally, only 20 percent of undergraduate students conform to the traditional stereotype of a recent high school graduate who is enrolled full-time and lives on campus in a dormitory. "Non-traditional students" are the new norm for community colleges. Across the United States, 61 percent of community college students are part-time, 57 percent work more than 20 hours per week, 34 percent spend 11 or more hours per week caring for dependents, and 21 percent spend between six and 20 hours per week commuting to and from class. The average age of community college students in North Carolina enrolled in a curriculum program is 28. And, non-traditional students are more likely to attend a community college.

At the same time that those nontraditional students are flooding the community colleges, African American males are vanishing. There are only 21,100 black male degree students in the entire community college system – just 8 percent of the student population seeking degrees. Black male community college graduates have declined in each of the past three years, while the importance of education beyond high school is growing. If North Carolina is going to increase its college-going rates, community colleges will need to serve non-traditional students better and address the needs of black males in particular.



Brutal Fact #2: The Consequences of Low Completion Rates and the Costs of Remediation – Ralls’ second brutal fact is the low completion rates on the back end of community college students’ time in class, and the costs of remediation on the front end. Nationwide, community college completion rates are improving, but North Carolina’s have worsened. This is due to four factors:

- First, many students never intend to earn a degree; they enroll to take just one or two courses or for specific training.
- Second, many students are under financial pressure to take a job as soon as possible before finishing a degree in fields such as machining, construction, or computer jobs where workers are needed.
- Third, many students are unable to qualify for financial aid.
- Fourth, many students are not academically prepared when they leave high school. Forty-eight percent of non-traditional community college students leave community colleges in their first year.



Scott Ralls, President of the N.C. Community College System



Ralls said lack of academic preparedness also should concern taxpayers because they end up “paying double” for high school graduates to take remedial courses before they even start working on community college credits. Since 1999, the percentage of community college students requiring remediation has ranged from 49 percent to 54 percent.

Brutal Fact #3: North Carolina’s Work Force Shortages and the Emerging Role of Immigrants – Ralls’ third brutal fact included worker shortages and the emerging role of immigrants in the work force. Between 2006 and 2016, North Carolina’s population is predicted to increase by 15 percent, which will heighten shortages in many occupations, such as teaching, nursing, trucking, and biotechnology. To address these shortages and replace retiring workers, the community colleges will need to produce 19,000 more graduates each year – a 75 percent increase over current numbers.

So where will we find the workers to meet these shortages? Ironically, it may be immigrants, said the Center. In the last decade, the state’s Asian population increased by 128 percent, and the Latino population increased by 394 percent – the fastest rate of Latino growth in any state in the country. Immigrants are assuming an increasingly prominent role in the work force of North Carolina.

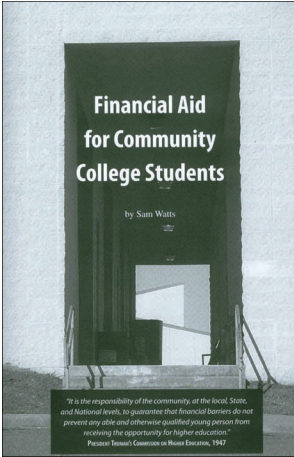
However, immigration has become a hot political issue. In May, the N.C. Attorney General’s office issued an advisory letter that community colleges and public universities should not admit illegal immigrants as students. However, U.S. Immigration and Customs Enforcement subsequently said that each college could “decide whether or not to enroll” illegal immigrants. Currently, only 112 of 297,000 degree-seeking students in N.C.’s community colleges are illegal immigrants, and they pay out-of-state tuition, which the schools say more than covers the cost of their education.

On one hand, Governor Mike Easley supports admitting illegal immigrants while requiring them to pay out-of-state tuition, as did former Community College System President Martin Lancaster. On the other hand, the candidates for Governor in both political parties say they want community colleges and public universities closed to illegal immigrants.

Brutal Fact #4: Balancing Rising Enrollments, Lagging Faculty Salaries, and Inadequate Equipment Funds – Ralls’ fourth brutal fact includes rising enrollments, low salaries for community college faculty, and inadequate funding for equipment. Fast-growing enrollment is putting great pressure on community college resources. But, the system’s total of 800,000 students are taught by faculty whose salaries rank 46th among the 50 states. And, those faculty have to make-do with out-of-date equipment. Ralls said, “In a world economy where increasingly what you earn is based on what you learn, too many North Carolinians fail to appreciate the value of North Carolina’s community colleges.”



COMMUNITY COLLEGES NEED IMPROVED FINANCIAL AID PROGRAMS



The Center's study of community colleges also looks at financial aid programs at the state's 58 community colleges and finds that they need to be improved. A recent national study ranked the state third-worst in the percentage of community college students who have access to federal student loans. Though tuition and fees at our community colleges are low at \$1,344, students not living with their parents pay total expenses of \$15,600. Almost two-thirds of the 845,000 students in North Carolina's community colleges also are working full or part-time. About 71 percent are 25 years old or older.

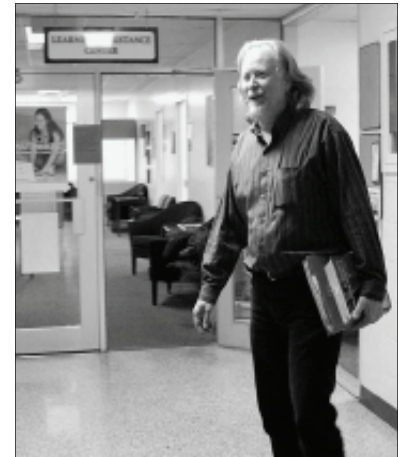
Fifty-seven percent of the almost 270,000 students enrolled in curriculum instruction classes at the state's community colleges already receive some form of financial aid. Yet, only 23 of the 58 colleges offer access to all of the need-based, low-interest loan programs offered by the federal government.

"Financial aid programs often are designed for traditional college students who are financially dependent on their parents, live in a dormitory, and go directly from high school to college," said Sam Watts, the Center's policy analyst who conducted the study. "But aid

programs for community college students must address the reality that they are older, supporting families, working, or maybe between jobs," he added. Watts said that community college students often are perceived as having less financial need than public university students. However, their needs are actually greater because they are poorer and tuition and fees are such a small part of their true total cost for attending school. Watts said the legislature needs to fix this.

Financial aid programs have been put together haphazardly over the years in response to particular problems, such as the shortages of teachers and nurses. The Center's study of financial aid programs for community colleges is the first comprehensive look at the state's underlying financial aid policy, including an analysis of problems with the current programs and how they need to grow to meet unmet needs.

The state funds three parallel need-based programs that are specific to each sector of higher education – the N.C. Community College Grant, the UNC Need-Based Grant for students in the 16 public universities, and the State Contractual Scholarship for students in the state's 37 private colleges and universities. The Community College Grant program receives \$10.5 million in state funds which go to 12,641 students – an average of \$827 per student. The UNC Need-Based Grant program receives \$58.1 million in state funds for 33,929 students – an average of \$1,712 per student. The Need-Based Contractual Scholarship program for private college students receives \$35.1 million in state funds for 14,531 students – an average of \$2,419 per student.



The Center's Recommendations on Financial Aid Programs for Community Colleges:

(1) The N.C. General Assembly should appropriate additional funding for the N.C. Community College Grant Program so that more community college students have access to financial aid. The Center recommends that the maximum grant be raised to \$1,250 per year, an amount that would allow the working poor to qualify for grants and that is more closely correlated to the average cost of in-state tuition and fees at community colleges.

The N.C. Community College Grant is the program tailored to meet the needs of community college students, but it has fallen behind in funding relative to the state's parallel programs for public and private colleges and universities. Many of the community college students served by this program do not qualify for traditional aid programs such as Pell Grants, which are the baseline federal program to serve the nation's neediest students. As working community college students, they earn too much money to get help but too little to afford school.

(2) The N.C. General Assembly should put the Community College Grant Program on more solid financial footing by shifting its funding source from escheats to the state's General Fund. The legislature funds this program with escheats, a source that is unstable and may not be able to sustain current or future funding levels. The state's escheats account is comprised of abandoned and unclaimed money and property, such as cash left in safety deposit boxes. This source is not stable because total receipts for the escheats account vary greatly from year to year, as does the interest earned on the account.



Currently, the state's escheats account is being used to fund six different student aid programs – the Community College Grant Program, the Child Welfare Postsecondary Support Program, the new Education Access Rewards North Carolina Grant Program, the Millennium Teaching Scholarship Loan Program, the UNC Need-Based Grant Program, and the state's Veterans Scholarships. The Center said the escheats account will probably not be able to meet projected funding needs in the future. Even though the balance of the escheats account has increased in each of the last 10 years, the amount of interest spent on student aid from the fund has decreased for three consecutive years.

(3) (a) The N.C. Community College System and the State Education Assistance Authority should help community colleges develop default management initiatives so that they can participate in federal student loan programs. Currently, only 23 of the 58 community colleges in North Carolina offer access to all of the need-based, low-interest loan programs offered by the federal government. The national Project on Student Debt estimates that 47 percent of North Carolina's community college students have no access to federal student loans, ranking the state third-worst among the 50 states, bettering only Alabama and Georgia. **(b) The N.C.**

General Assembly should provide the funding and personnel for the state system and local community colleges to develop successful default management programs. Many community colleges do not participate in all federal government loan programs because a high default rate on the loans would put the schools at risk of losing access to Pell Grants and all other federal student aid programs. The Center says that community colleges need to develop default management initiatives, including entrance and exit counseling for students, financial literacy training for borrowers, counseling for those most at-risk for default, and many other campus-based tools to ensure lower default rates.

(4) The N.C. General Assembly should increase the annual appropriation to the N.C. State Child Care Grant Program. The average Child Care Grant for students in community colleges is \$174 per month. But, child care costs across the state average \$214 to \$1,009 per month, depending on location, level of care, and the child's age. The program serves 1,146 students, but an additional 1,396 qualified students applied for the program but were not served because of insufficient funding.

Sam Watts of the Center said, "A graduate with an associate's degree from a community college earns \$11,900 more per year than a high school dropout. Yet 48 percent of community college students drop out in their first year, and 45 percent say that a lack of money is the reason. So it's important to use student aid policy to help students stay in school and finish their degrees."



CHANGES ALSO NEEDED FOR COMMUNITY COLLEGES TO ADDRESS SHORTAGES OF NURSES, TEACHERS, AND BIOTECH WORKERS



The Center’s study also found that community colleges are the key to dealing with three of the state’s critical work force shortages – nurses, teachers, and biotechnology workers. The Center said the community colleges are the most cost-effective and fastest way to produce the number of workers needed to meet region-specific demand. The fastest growing occupations in North Carolina include registered nurses, home health aides, truck drivers, nursing aides, home care aides, and elementary school teachers – all occupations for which community colleges provide training.

“North Carolina is short on workers, but the community colleges are not short on solutions,” said Mebane Rash Whitman of *North Carolina Insight*. “If given the support they need, they’ll give North Carolina’s employers the workers to meet the shortages.” While community colleges may be North Carolina’s greatest asset in bridging the work force gaps in our new economy, the Center said several changes are needed for them to be able to reach their full potential.

North Carolina Has Shortage of Nurses

The community colleges already produce 68 percent of the state’s registered nurse (RN) graduates. But North Carolina will face a predicted shortage of 9,000 nurses by 2015 and almost 18,000 by 2020. The most serious work force shortages the state faces are in fields related to health care. Nursing, the state’s second-fastest growing occupation, tops the list.

Community colleges and public and private universities in the state produced a combined total of 3,380 registered nursing graduates. But the state needs about 2,400 more nursing graduates annually, a 71 percent increase. As the Baby Boom generation ages and as retirees continue to move into North Carolina, this demand for health care will continue to rise.

North Carolina’s community colleges have shown that they can produce the high-quality nurses needed – nurses with passing rates on licensure exams that are higher than the national and state averages. The community colleges’ passing rate for all associate’s degree in nursing licensures was 89 percent (compared to 88 percent nationally), and their passing rate for all practical nursing licensures was 95 percent (88 percent nationally). The licensure passing rate for bachelor’s of science degrees in nursing programs in the UNC system was 89 percent.



While enrollment in nursing programs is increasing, there also is a shortage of nursing faculty – nurses teaching nursing. Recently, North Carolina colleges were forced to deny admission to 6,588 qualified applicants for entry-level programs for registered nurses. Linda Lacey, associate director of research for the N.C. Center for Nursing, cited “a lack of faculty, classroom space, and clinical placements for these students.”

Another reason for the faculty shortage is the inability of community colleges to offer competitive salaries. The average nine-month salary for instructors for the associate’s degree in nursing programs is \$47,303. By comparison, the average salary for an RN working in a hospital, clinic, or doctor’s office in North Carolina is \$61,347, making it difficult to keep nursing professionals in the classroom.

N.C. Also Has Shortage of Public School Teachers

Paralleling the shortage of nurses is a shortage of teachers in North Carolina's public schools. The biggest gaps are the need for teachers of math, science, special education, and second languages. The Center's Whitman said, "We've got three problems: the student population is increasing, we aren't retaining enough teachers, and we aren't producing enough teachers."

Between 2007 and 2020, the school-age population is expected to increase from 1.58 million to 1.85 million. The public schools must replace about 10,000 teachers every year due to resignation and retirement. But the public universities in the UNC System only produce 3,969 teacher education graduates. North Carolina needs about 6,500 more new graduates in teacher education each year in order to address the shortages, which are occurring all over the state and in every discipline.

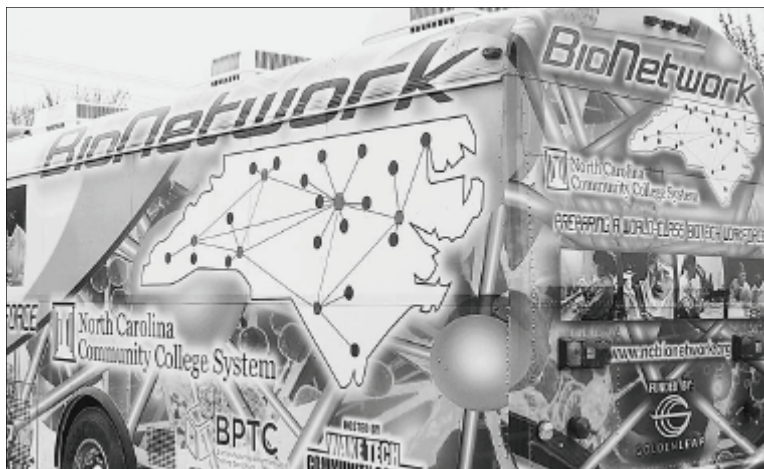
Former Community College System President Martin Lancaster said research shows that 80 percent of teachers end up teaching within 50 miles of where they obtain their degree. Every North Carolinian lives within 50 miles of one of the state's 58 community colleges, so these colleges are well positioned to produce teachers and keep them in the area's public schools.

Biotechnology Faces Significant Work Force Shortages

The field of biotechnology also faces significant worker shortages. Biotechnology has four primary sectors: agricultural feedstock and chemicals, drugs and pharmaceuticals, medical devices and equipment, and research testing and medical laboratories. In North Carolina, biotechnology is part of many areas of the economy – from vintners developing new breeds of grapes to pharmaceutical companies developing the latest genetically-engineered drugs. State government leaders were early pioneers in seeing the potential of biotechnology to be a major economic force when in 1984 they created the N.C. Biotechnology Center, the world's first government-sponsored organization for developing the biotech industry.

North Carolina is the only state in the nation to rank in the top 10 for job growth in all biotechnology sectors, and it now ranks third in the nation in the number of biotech companies, with 450 companies employing 55,000 people. However, the state has only recently begun supporting the development of the biotech work force. And, the demand for biotechnicians is more than double the current output of biotech graduates from the community colleges.

Estimates of the number of workers needed in the scientific and technical fields to meet shortages in the biotechnology sector range from 2,270 to 4,000 per year. But in 2006-07, the number of people who completed related life science programs totaled just 1,780.



Center Recommendations To Address Work Force Shortages:

(1) The N.C. General Assembly, State Board of Education, and N.C. Department of Public Instruction should adopt policies that establish the N.C. Community College System as the primary venue through which to train the number of nurses and teachers the state needs. The Center said the state must be strategic in order to meet work force shortages in nursing and teaching. The Center said there are three reasons to shift the leading role to community colleges – their greater affordability, their greater ability to produce a larger number of program completers and graduates, and their greater ability to meet region-specific demands in the number of graduates produced.

(2) The State Board of Education, Community College System, and Department of Public Instruction should work together to establish policies that address the shortage of public school teachers, including making it easier for community colleges to train teacher education students for licensure.

(a) The State Board of Education should amend current policies to accept teacher education licensure credits from community colleges in all nine areas of teaching competence. Currently, the Board accepts

community college licensure credits in six of the nine areas of teaching competence – human growth and development, educational and instructional technology, learning theory and styles, school policies and procedures, home school and community collaborations, and classroom management. However, the State Board of Education only accepts licensure credit for the remaining three areas of teaching competence – reading, special education, and instructional core content – from four-year colleges and universities. “We have the capacity to train hundreds of teachers every year through this program,” said Peggy Teague, vice president of academic services for Wayne Community College in Goldsboro. “But it would be much easier if we could teach all the competencies. Then we could offer a complete package.”



(b) The State Board of Education and N.C. Community College System should work together to ensure that all 58 community college campuses take advantage of the State Board of Education’s new policy of permitting community colleges, in conjunction with a university, to participate in lateral entry teaching programs that lead to licensure. State Board of Education senior policy analyst Kathy Sullivan said that as of April 2008, no applications for lateral entry teaching programs have been received and only one is expected in the near future. In order to raise community colleges’ awareness of this opportunity, the Center said the Board should encourage community college participation in lateral entry teaching programs by developing and proposing rules under which community colleges can apply. In turn, the Center said the N.C. Community College System should encourage all of its 58 colleges to apply.

(3) The N.C. General Assembly should provide differentiated funding for selected community college programs, including more funding for higher-cost programs in areas of increased state need such as allied health. The current funding formula fails to address work force shortages because funding per full-time equivalent students (FTEs) is determined by the previous year’s enrollment and is the same for all programs regardless of cost. For example, certain high-demand fields such as health sciences cost \$1,520 more per FTE student than cosmetology, yet all programs currently receive the same funding per student, regardless of cost. This hurts the state’s ability to get students into areas with large work force shortages. The State Board of Community Colleges has identified the establishment of “differentiated funding” as a priority, and the Center endorses this concept.

(4) The General Assembly should adopt a policy of increasing salaries for community college faculty to the national average. The average full-time faculty member in the state’s 16 public universities is paid about \$81,000, ranking North Carolina 13th in the nation. The average public school teacher is paid about \$46,000, ranking the state 27th. But, the average full-time faculty member in the community colleges earns about \$41,000 – 46th in the nation. The Center said community colleges’ pay for faculty must improve, or the state’s response to work force shortages and economic transformations will be as below average as the faculty pay.

(5) The N.C. Community College System should use the BioNetwork’s strategy of forming innovative, strategic, and diverse partnerships with industry, private grantmaking foundations, the UNC System, and the General Assembly as a blueprint for achieving similar success in the fields of allied health, teacher education, and other fields of strategic importance. The System also should identify its top four fields of strategic importance for the General Assembly and the public. BioNetwork is a statewide network of education and training programs designed by industries and the community college system to address the biotech worker shortage. The Center says that nursing, teaching, and other fields of strategic importance could benefit from similar partnership strategies. The Center said the N.C. Community College System should try to emulate the BioNetwork example by expanding partnerships in allied health, nursing, teaching, and other fields.

NEWS COVERAGE AND PRAISE FOR THE CENTER’S STUDY

The Center’s study of community colleges received **extensive statewide news coverage** in 100 articles in 57 newspapers and on 290 radio broadcasts and at least 8 TV stations. *The News & Observer* of Raleigh gave it front page coverage two weeks in a row with favorable editorials each time. *The News & Observer* said a “timely study by a credible policy nonprofit puts its finger on several areas where the state must fix its community colleges to meet needs in North Carolina’s not-so-distant future. Speedy work to address the center’s recommendations is just the kind of support

the new guy needs.” The Greensboro *News & Record* said, “Among the major challenges the Center for Public Policy Research cites are lagging faculty salaries and inadequate equipment. There’s ample evidence of both here.” The *Winston-Salem Journal* said, “The first thing legislators should do is read the center’s exhaustive report....” And, *The Salisbury Post* editorial said, “Laurels to the N.C. Center for Public Policy Research for its in-depth study of the state’s community college system, which is used by many but fully understood by few.... The N.C. Center for Public Policy Research is making recommendations to improve that access. Let’s hope lawmakers are listening.”

CENTER TECHNOLOGY INITIATIVE UNDERWAY

The Center is undertaking an exciting new Technology Initiative. This initiative will allow Center members, nonprofits, the media, donors, and policymakers to access all 30 years of our policy research through the Internet 24/7, when you need it. We also will have tools to help you better understand how the policy process works and ways you can affect policy. First, we will have research and data on a large number of public policy issues, such as our just-released study of the future of North Carolina’s community colleges and how they can help the state train our future work force. Second, we also will have county-by-county data for all 100 counties on a variety of policy issues. This includes data on high school dropout rates, poverty rates, domestic violence conviction rates, voting rates, and teacher turnover rates, as well as basic demographic and economic data. For example, we have at least 50 studies on education policy issues alone dealing with topics ranging from teacher shortages, high school dropouts, and public school funding to special education, charter schools, and year-round schools. Third, we also can help citizens, nonprofits, and other groups better understand how the policy process works and how they can affect policy. For example, our citizens’ guide to the legislature has biographical, voting, and contact information for every legislator, as well as their committee assignments. We also will have tips from North Carolina’s most influential lobbyists on the best ways to contact legislators and to have influence in state and local public policy.

The overall project includes three major tasks: digitizing our 30-year history of public policy research, upgrading our network systems, and redesigning our Website to make available all the research and expertise the Center can offer to citizens 24 hours a day, 7 days a week. This project assumes that the Center will receive both the cash and in-kind donations needed to complete the Technology Initiative. Equipment and service partners already include **IBM**, **Cisco Systems**, **Alphanumeric Systems**, **Active Data Services**, **Capstrat**, and **EMC²**. **IBM** has donated a server and 3 laptops, and **Cisco Systems** has donated a Unified Communications System, which includes IP phones, digital voice mail, wireless Internet, Virtual Private Network, and firewall capabilities. **Alphanumeric Systems** is donating installation services for the computer network.

Though many of these companies are donating their staff time, counsel, and equipment, there also are large up-front cash costs for digitizing 30 years of research, for Website design, for implementation of the Initiative and for staff training, so we also are seeking contributions. The total cost of the project is estimated to be about \$150,000. We’d love to hear from you if you have a way to help out.

We have submitted requests to eight community foundations across North Carolina. We want to recognize and thank two community foundations – **Foundation For The Carolinas** and **The Winston-Salem Foundation** – for already stepping forward and making grants for this Technology Initiative. Foundation For The Carolinas – through the Charlotte Mecklenburg Community Foundation – made a grant of \$18,000, and The Winston-Salem Foundation – through the J.C. Tise Fund – made a grant of \$25,000.

We hope you as Center members are as excited as we are about the possibilities of having Internet access to everything the Center has ever done. Look for the results to show up on your computer screen in 2009.

WHERE THERE’S A WILL, THERE’S A WAY

We hope you’ll consider the N.C. Center for Public Policy Research as you plan your estate. Your bequest gift will help change the future for the people of North Carolina.

You can also participate with other forms of planned giving. Charitable Gift Annuities provide guaranteed life income along with significant tax advantages. If you or your financial advisor has any questions, please contact your attorney. Also feel free to contact Ran Coble, Center director, at (919) 832-2839 or rancoble@nccppr.org.

Special Thanks to Our Foundation and Corporate Contributors

May 1 - June 30, 2008

The Center recognizes and thanks the **Z. Smith Reynolds Foundation**, the **Kate B. Reynolds Charitable Trust**, and the **Mary Norris Preyer Fund**. The Z. Smith Reynolds Foundation made a grant of \$220,000 for general operating support for 2009 and 2010. The Kate B. Reynolds Charitable Trust made a \$90,000 grant in support of our study of reforming mental health reform in North Carolina, scheduled for 2009. The Mary Norris Preyer Fund gave \$4,000 in valuable general operating support. We express our sincere appreciation for these grants.

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BECOME AN INDIVIDUAL DONOR TO THE CENTER

As we celebrate our 30th Anniversary year, we need 100 Center members to step forward and become Charter Donors in our new Major Individual Donors Program, and 82 members already have done so. To become a Charter Donor, make a three-year pledge, preferably at \$500 a year if that's possible for you. We are grateful for all multi-year pledges of any amount. And, please consider putting us in your will or making a bequest. Call Ran Coble at (919) 832-2839 to discuss becoming a Major Individual Donor or complete below:

- I/we want to celebrate the Center's 30th Anniversary year and become a **Major Individual Donor** with a commitment of:
 - \$1,000 a year for ___ years, payable _____ semi-annually or ___ annually
 - \$ 500 a year for ___ years, payable _____ semi-annually or ___ annually
 - \$ 300 a year for ___ years, payable _____ semi-annually or ___ annually
 - \$ 100 a year for ___ years, payable _____ semi-annually or ___ annually
 - Other: \$ _____ a year for ___ years, payable ___ semi-annually or ___ annually.

Please bill me in this month: _____. Or, make your check payable to the N.C. Center for Public Policy Research, or charge it to your Visa or MasterCard. You can also donate online through Network for Good. Just go to www.nccppr.org and click the Network for Good icon. Call Tammy Bromley at (919) 832-2839 for more information.

- I/we will make provisions in my will for a deferred gift to the N.C. Center for Public Policy Research.
- I plan to donate stock to the Center's account. Please call Nancy Rose at (919) 832-2839 for Center account information.
- I'd like to create a Charitable Gift Annuity with guaranteed life income and major tax benefits.
- I am employed by this company that has a Matching Gifts Program: _____

Name: _____

Address: _____

Signature: _____ Telephone _____



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