

School Literacy Spotlight Story

SILER CITY AND VIRGINIA CROSS ELEMENTARIES
CHATHAM COUNTY SCHOOLS, NC

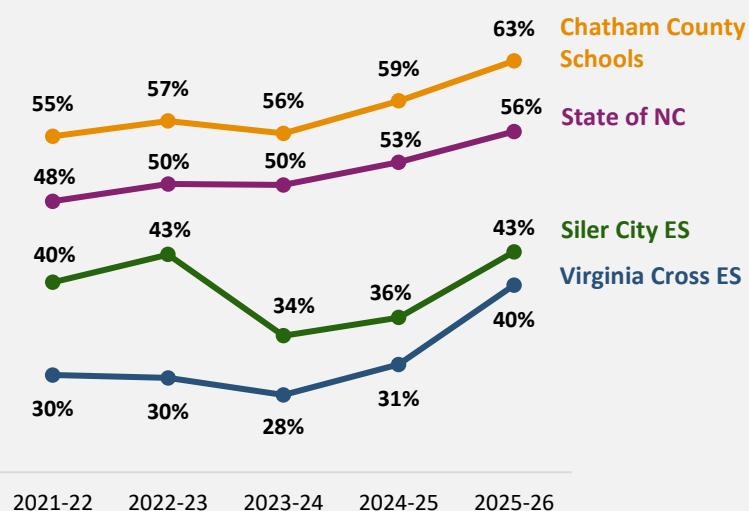


Introduction

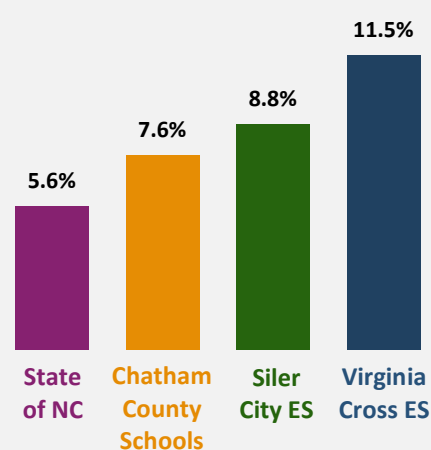
The Southeast Region 5 Comprehensive Center at SERVE at the University of North Carolina at Greensboro provides support to three southeastern states: Georgia, North Carolina, and South Carolina. In late 2025 and early 2026, SERVE worked with Georgia to identify elementary schools that were successfully improving their reading outcomes. We interviewed school leaders and developed school literacy spotlight stories for Baldwin County Schools and Quitman County PreK–12 School. Several months later, in our capacity as the Southeast Region 5 Comprehensive Center, we worked with North Carolina to identify two elementary schools with large populations of multilingual learners (MLs) that were improving their students' literacy achievement. We then interviewed school leaders from Siler City Elementary and Virginia Cross Elementary to learn about their efforts over the past few years and how they support their MLs. The story that follows summarizes our conversations.

This spotlight story highlights how two elementary schools in Chatham County, North Carolina, have implemented and refined evidence-based practices in order to improve their students' reading performance. In February 2026, Virginia Cross Elementary School and Siler City Elementary School earned recognition [from EdNC](#) for their approach to improving student outcomes—an approach described as being “built on alignment, leadership, and intentional instructional change.”

PERCENTAGE OF 3RD-5TH GRADE STUDENTS SCORING GRADE LEVEL PROFICIENT ON EOG READING ASSESSMENT



GROWTH IN PERCENTAGE OF 3RD-5TH GRADE STUDENTS SCORING GRADE LEVEL PROFICIENT ON EOG READING ASSESSMENT, 2023-24 TO 2025-26



Data Source: NCDPI [Test Proficiency Dashboard](#). Note: For a school whose highest grade level is 5th, the EOG Reading G3-8 data in the dashboard represent the combined data for grades 3-5.

Prior to the 2024–25 school year, both schools had earned state performance grades of D for three years, though Virginia Cross ES had exceeded expected academic growth for four years straight. Siler City ES was

designated a low-performing school and received focused support from the state. In 2024–25, the schools each exceeded expected academic growth and earned performance grades of C, removing Siler City’s low-performing school designation. They exceeded growth once again in 2025–26. Both schools have worked hard to shift and refine their practices to provide every student with strong instruction and meet the needs of students who require extra support, and this work is making a difference in the lives of their students.

District Context

The schools’ achievements occur in the setting of a district that has significantly changed its own approach in recent years to emphasize consistency and provide district support to schools. Interviewees described that Chatham County Schools used to be like “the Wild West” in terms of the variety of instructional materials, screening and progress monitoring tools, interventions, and general processes in place across schools in the district. Staff worked in silos, “just doing... what they thought was best.” This changed in response to the Excellent Public Schools Act of 2021 (SL 2021-8). Now the district uses a more consistent approach to literacy instruction by requiring all schools to use common instructional materials, screening and progress monitoring tools, and interventions. Balancing district consistency with school autonomy is always tricky, but the school leaders interviewed felt that the common resources and tools were beneficial to their ability to serve students.

Interviewees reported that the district has a team of literacy leaders that help support school-level coaches and instructional leaders. This team also includes the district’s state-funded Early Literacy Specialist, who works with both Siler City ES and Virginia Cross ES. Interviewees in both schools reflected that her role is very hands-on and includes not just providing professional learning, walkthroughs, and coaching to staff, but also co-teaching and modeling lessons as part of her coaching, engaging in data conversations with school leaders, and even working directly with students who are struggling the most in order to determine how instruction could be changed to better meet their needs.

Interviewees indicated that this level of hands-on support from the state Early Literacy Specialist is not the case in every district, but rather a reflection of Chatham County’s overall expectations for coaches.

The district recently adopted the EL Education K–8 Language Arts Curriculum as its core ELA curriculum, supplemented with Foundations for phonics in K–2, Heggerty for phonological awareness, and Geodes decodable readers. Like all schools in North Carolina, mClass is used to screen students for literacy skills and dyslexia three times per year in K–3 and is also used for progress monitoring. Chatham County Schools also uses the Star suite of assessments for grades 3–5.



“It’s made the biggest difference for us to be unified and all be doing the same things. And then we all can sit around and look at data... to figure out which programs are working, which aren’t, what do we need more support with and vice versa.”

Siler City Elementary School

CONTEXT

Siler City Elementary School is a dual-language Spanish immersion, Pre-K–5 school with 554 students in 2024–25. State and school data show that 67% of students were economically disadvantaged, and about 75% were multilingual learners (MLs). The school was previously considered low-performing, but exceeded growth and increased its state grade in 2024–25, thereby removing that designation.

About half of the school’s students participate in the dual-language immersion program. These students spend half of the school day learning content in Spanish and the other half learning content in English. The school uses

a biliteracy framework to align instruction.

CORE LITERACY INSTRUCTION

Siler City Elementary piloted the new district EL curriculum in grades 3–5 in 2024–25 and used it across K–5 for the first time in 2025–26. The master schedule sets aside 2–2.5 hours each day for literacy instruction, including 60 minutes of instruction using the core curriculum, 40 minutes of phonics instruction, and 20–60 minutes dedicated to small group instruction, in which teachers “drill down” and differentiate instruction based on student needs. Students in the dual-language immersion program receive 20–30 minutes of small group instruction, while students in the standard English-language program receive up to 60 minutes. Interviewees noted that support staff “flood in” to the dual-language classrooms during this small group time to make the most of the time available.

An additional 30-minute schoolwide intervention block is also built into the daily schedule. During this time, support staff—including the school’s reading specialist and six ML teachers—pull small groups of students or push into small groups to provide more individualized instruction, whether that means extra support for students in need or enrichment for high fliers. Students in the dual-language immersion program are grouped together with their peers according to need. Siler City uses the district’s intervention protocol and student data to determine groupings and the intervention that will be used. The school uses Geodes decodable readers for fluency building and decoding intervention. Activities from mClass, the intervention component of Foundations, UFLI, and Voyager are also used to support intervention instruction. Other intervention programs the school might select from the district intervention bank include RAVE-O and Third Quest.



“[ML teachers] are part of this village too. We’re all here for the common goal of literate students, regardless [of ML status]... When we look at the data, it belongs to everybody.”

LITERACY INTERVENTION

Intervention instruction is based on ongoing reviews of screening and progress monitoring data, in addition to WIDA ACCESS scores for MLs. Siler City relies on the district intervention protocol to help them select appropriate interventions based on students’ identified needs. The literacy coach also meets with individual teachers to examine data together and talk through what each student needs from their small group time. The coaches at Siler City have developed support materials for teaching specific skills so the coach can help teachers understand what instruction might look like for students who need support with particular skills, such as decoding.

To monitor progress in intervention, Star Reading is given to students in grades 3–5 monthly. Younger students are monitored using mClass every 10 days or every 20 days, depending on the intensity of the intervention they receive. Teachers examine student data in their weekly professional learning community (PLC) meetings, with the support of the school’s curriculum coach and MTSS coach. Intervention groups are fluid and include students from different classes, and students who demonstrate growth are pushed to achieve the next skill rather than staying in a group for a set period of time. The school principal and coaches review data weekly to determine broader areas in need of support and provide that via coaching.

Interviewees noted that it used to be easy for teachers used to “just check the box” on progress monitoring, but because data is now being examined on a regular basis in PLCs and used in real time to inform instruction and intervention, this intentionality has created excitement and accountability for instruction. Teachers consider the skills targeted by their small groups, examine student data to identify students who did or did not grow,

problem-solve to determine what changes to make, and adjust their groups accordingly.

Students in the dual-language immersion program take mClass and Star in both Spanish and English. Interviewees reported that being able to compare performance in the two languages has helped them determine whether literacy struggles are language-based or could possibly be due to a reading disability like dyslexia.

MULTILINGUAL INSTRUCTION

The dual-language immersion program at Siler City is integral to the school's culture and function. The new EL Language Arts curriculum has benefited the school because it is a knowledge-building curriculum, which interviewees felt has helped support students' oral language development. They also expressed that over the past year they had shifted to use ML teachers in a co-teaching capacity during English-language literacy instruction and attribute some of their school's growth to "having two master teachers, one content-focus[ed] and one language-focus[ed]."

Due to its large population of ML students, Siler City Elementary has an ML teacher working at each grade level. They are part of the weekly grade-level PLCs and work together with homeroom teachers to "unpack the work." Interviewees said that the ML teachers' expertise helps teachers create instructional plans that better support MLs' language development, which in turn helps support all students. For example, using pictures along with vocabulary words supports the vocabulary development of native English speakers along with MLs. The ML teachers also play a key role in providing intervention to MLs during the daily intervention block.



"A lot of times you can go in the classroom and you really don't know who's the classroom teacher and who's the ML teacher in the classroom. They work really closely side by side."

SCHOOL CULTURE

The coaches at Siler City ES meet weekly in PLCs with teachers to look at student data and help them determine instructional needs. One coach reported that "the whole coaching role has kind of been redefined in the past three years or so... it used to feel very 'admin-y'... We've transformed what coaching should look like and I think that's been the most impactful." They went on to describe how their time is carefully scheduled and centers on being in teachers' classrooms to observe and coach rather than perform administrative support tasks like making copies. This expectation comes from district leadership, which interviewees said has been very clear with principals and teachers regarding coaches' roles—to work "side by side with teachers in the classrooms," spending a minimum of 80% of their time there. In the rest of their time, the coaches at Siler City review student data, model lessons during PLCs, and support teachers in determining students' small groups based on need.

The school literacy culture at Siler City has evolved beyond the statewide LETRS training required for K–5 teachers, which interviewees reported was useful in giving staff a common knowledge base. They reflected that the real change in teachers' reading instruction, though, came through the ongoing involvement of teachers as equals in thinking through how to apply the reading research to their classrooms and through coaching. Literacy instruction is now viewed as everyone's responsibility. "We're all here for the common goal of literate students," said one interviewee. Regular data analysis and a fluid approach to instruction and intervention have been "really transformative" over the past couple of years. Co-teaching and the active involvement of coaches and the principal in instruction and data analysis have helped to create an environment where all staff feel like they have an important role to play in students' literacy outcomes.

Virginia Cross Elementary School

CONTEXT

Virginia Cross Elementary served 490 Pre-K–5 students in 2024–25; over 90 percent were economically disadvantaged and 42% were multilingual learners (MLs). The interviewee noted that only about 20% of kindergartners enter the school demonstrating literacy readiness, but by the end of the school year Virginia Cross has managed to increase that proportion to 90%. The school has exceeded expected academic growth every year since 2018–19. It also boasts unusually high growth in language proficiency: 51.2% of MLs met North Carolina’s definition of progress toward English language attainment, as demonstrated by their performance on the WIDA ACCESS for ELLs assessment in 2024–25. This rate is nearly 20 percentage points higher than the district and state rates.

CORE LITERACY INSTRUCTION

The school introduced the EL curriculum in 2nd and 3rd grades in 2024–25 and in kindergarten and 1st grade in 2025–26. Interviewees reported that the curriculum has been “a great resource for teachers” because it includes speaking, listening, reading, and writing in every lesson, which is especially beneficial for MLs. Using mClass progress monitoring data in K–2 allows the school to “really hone in on” changes that need to be made to strengthen core instruction. In the upper grades, STAR assessments are given monthly and the data are examined to adjust core instruction as needed. Interviewees described a culture of continuous improvement in which they are “always looking at the data to inform what the core needs to look like.”



“...[T]here's never a time in literacy in our school where you would have one person doing all the work... Because I believe firmly that teachers, support staff should be in the classroom supporting students.”

Like Siler City ES, Virginia Cross ES uses the district’s supplemental instructional materials as part of the core curriculum: Foundations in K–2, Heggerty in K–1, and Geodes decodable readers in small group instruction. The school has noticed that its students need a lot of support to build strong vocabularies, so vocabulary instruction is very intentionally integrated into other parts of core instruction. Core instruction for literacy includes 60–90 minutes of whole group literacy instruction, depending on the grade level. Then students shift to small groups based on their individual needs for another hour. During this time, an ML teacher and a [Multi-Classroom Leader](#)¹ (MCL) push into the classroom to instruct small groups. An EC teacher may also push in, depending on the needs of the students in a given class.

LITERACY INTERVENTION

Literacy intervention at Virginia Cross is guided by student data and the MTSS framework and supported by a variety of support staff across the school, including an MTSS coach. As of 2026–27, the school has a literacy support coach who focuses on kindergarten and 2nd grade, a [Model Team Reach Teacher](#) who supports 3rd grade literacy, and 4th and 5th grade MCLs who each have a classroom of record but also support the grade level and ML teachers on their teams. Each grade level has a dedicated intervention block, during which reading specialists, MCLs, coaches, ML teachers, EC teachers, and any other available support staff pull students in small

¹ A Multi-Classroom Leader is an advanced teaching role for teachers with a record of high-growth student learning. These teachers lead a small teaching team in lesson planning, data analysis, instructional changes, and the creating of a tutoring culture. They observe and coach team teachers and may or may not have a class of record themselves.

groups to provide support in identified skill needs. Students with IEPs also receive EC services during this time, which keeps them from missing core instruction.

Virginia Cross uses Voyager, UFLI, and Foundations for intervention depending on students' skill needs. Staff are assigned to teach a given intervention based on their past success in helping students progress with that skill or program. As previously described, the school uses mClass (K–2) and Star (3–5) for progress monitoring. Staff in the upper grades examine Star data after the assessment is administered for progress monitoring every month and set classroom goals for the next month. Along with celebrating progress toward goals, they problem-solve and create action steps for improvement when goals are not met. This includes examining non-academic factors like attendance. The instructional leaders identify support needs for teachers and create plans to address them. This could include coaching, as well as connecting individual students with the social worker, guidance counselor, or someone else for non-academic support.

MULTILINGUAL INSTRUCTION

The school schedule has been carefully created by first scheduling ML needs, then Exceptional Children (EC) needs, and then molding the rest of the master schedule around them. For example, in 2025–26, the school had an unusually large cohort of MLs in 4th grade. To provide enough support to these students, ML teachers were scheduled during the entire core literacy block for classes with ML students. They co-taught with the classroom teachers and planned collaboratively. This ensured that the ML teacher could work closely with the classroom teacher to add language scaffolds to instruction. As a result, the 2025–26 4th grade cohort started the year with only 20% of students at the proficient level in reading but ended the year with 39% of students proficient.

Like all other students, ML students are assigned to intervention groups based on their specific skill needs. ML teachers often lead intervention instruction for small groups that include several ML students because they are the best equipped to support the students. The interviewee reported that the school is “really strategic about the students, what they are getting, and who’s giving it to them.”

SCHOOL CULTURE

The principal at Virginia Cross has worked to foster a culture where teachers feel comfortable exploring why certain students or groups of students aren’t progressing and setting personal goals for their classes. She describes staff engaging in “conversations that are not judgmental; they’re not critical. It’s where we are, and we all have our strengths, and we all have our areas where we need to work.” Teachers are encouraged to share success stories and things that work with their teams, which the principal reports “creates this community or culture of... continuous improvement.”



“Who are the students that make up these numbers and what are we doing to help support them? Because that’s the job, that’s the work, is knowing what each individual kid needs.”



“[M]y motto for [coaches] is, no one should be sitting at the back of the room watching anybody teach. You should be in the work with them; that’s your role as a coach. That’s my role as the instructional leader.”

“We have to first know what we’re teaching, how we’re teaching it, who’s going to be responsible for what, and then how are we going to know kids learned it? And what are we doing if they didn’t? Who’s intervening? And so sticking to those questions has really helped guide the work with next steps.”

Teachers, instructional leaders, and support staff are all involved in constant monitoring of individual and group student progress. The school leaders work closely with the district office to see which groups of students in the school are making progress and which are not. Classroom teachers, ML teachers, coaches, and MCLs examine classroom and small group data in weekly PLCs. At the individual student level, a school Problem Solving Team looks closely at progress monitoring data and examines dosing and alignment of interventions to ensure that students are making progress in their intervention group. These groups are fluid, and students can be moved in and out as needed.

The school has a room with a data wall where each student’s name and recent data are posted, along with classroom data summaries and action steps for each teacher to take to help students meet the current goal. Each team is responsible for updating their own data. The principal reports that the data

wall is not just there to “look pretty” or impress district or outside visitors; staff actively visit the wall during their planning periods to spend time examining the data. The data wall has played a critical role in school culture by helping staff visualize students’ progress. Said the principal, “[B]uilding that collective self-efficacy and that group efficacy I think is so important, that ‘My work matters and it’s impactful’.” Each classroom also has an anonymized data wall; each student knows their unique color or code and can view their own progress. When a class meets its class goal for growth, students celebrate with their teacher and the coaches and/or MCLs that supported the work.

Keys to Progress

Interviewees shared three main keys to making progress in improving reading achievement:



INTENTIONALITY

A strong theme shared by interviewees at both schools was the intentionality with which both schools approach literacy instruction and their use of data. All schools use data to inform instruction, but in some schools a deep “data dive” is an occasional event, not a weekly one. Not every school digs so deeply into the data and keeps so close a finger on the pulse of students’ progress that staff can continuously plan and adapt instruction based on student data. At Siler City Elementary, the school does not wait to begin intervention, either—information about



“It’s just a constant cyclical conversation about what we can do to make sure that the staff knows how to deliver the instructional materials, resources are being provided with fidelity and clear understanding, and then—how does that impact kids?”

current students is used to form intervention groups for the next school year so they can start during the first week of school.

Siler City interviewees relayed that they see scheduling as “a huge component” of their approach to literacy instruction, and both schools demonstrated thoughtfulness in how they prioritized staff and student time in the master schedule. Interviewees noted that in order to support co-teaching they have had to make sure that teachers are scheduled so that they can work together, because “you can’t just co-teach without opportunities for collaboration.” Co-teaching is also prioritized at Virginia Cross, where schedules are first shaped around ML and EC needs. Support staff at both schools are allocated according to where they are likely to have the biggest impact on student learning.

Siler City is also intentional about its approach to professional learning. They ensure that a reading specialist or other support staff is available in new teachers’ classrooms from the start. They also pair a reading specialist with teachers as they use the Foundations program and use a gradual release model to ensure that the program is being implemented with fidelity. These extra supports, provided up front, help ensure that the school’s new teachers can quickly get up to speed and provide effective instruction.

BUILDING A CULTURE OF COLLECTIVE EFFICACY AND CONTINUOUS IMPROVEMENT

Both schools take an “all hands on deck” approach to literacy instruction—everybody plays a role in students’ learning and everybody is responsible. The schools draw together classroom teachers, ML teachers, support staff, and even instructional assistants and ensure that all are supporting literacy. Achievements are celebrated while also setting goals for continuous improvement.

Interviewees at Siler City reported that the coaches train all instructional staff, even instructional assistants, and model instruction for them. Coaches at both schools are hands-on and spend at least 80% of their time in classrooms, observing and co-teaching with teachers. Both schools have worked to build cultures in which staff are open to coaching feedback and see it as formative, not evaluative. This contributes to each school’s culture of continuous improvement. As the interviewee at Virginia Cross said, “Accountability coupled with support equals success, all the time.”

Interviewees at Siler City also indicated that the district’s state-required literacy intervention plan has been a key driver of literacy gains in their school. They reported that they regularly revisit the literacy plan and use it as a guiding document for decision-making and continuous improvement.

FLEXIBILITY

Both elementary schools continuously examine student data and use it to adjust core and intervention instruction to better meet student needs, as identified by the data. The flexibility with which the schools approach literacy instruction is a core feature of their MTSS and literacy systems. Instruction is planned, but not set in stone. Supports are continuously reorganized based on students’ current needs, including grouping students across classrooms at Siler City.

A willingness to be flexible and think outside the traditional box has served Virginia Cross well. The principal spoke of having courageous conversations about the way the school had traditionally provided ML services—pulling ML students out of core literacy instruction to receive ML-focused language and literacy instruction in a

small group—by examining whether the school’s data supported it. She pointed out that the language, writing, speaking, and listening skills ML students need to build in English were already being built organically during the instruction the students were missing, and could be better supported by integrating the ML teacher into core instruction. While the traditional way of supporting ML students was “comfortable,” creative thinking about how the school was supporting ML students became the heart of every discussion. The change with the greatest impact has been a shift to the new co-teaching model. ML teachers now spend the bulk of their day supporting ML students in the general education setting, where speaking, listening, reading, and writing are happening organically. This approach has increased the percentage of ML students meeting North Carolina’s definition of progress toward English language attainment from 28.7% in 2021–22 to 51.2% in 2024–25.

Challenges

MEETING THE NEEDS OF MULTILINGUAL LEARNERS

Both Siler City Elementary and Virginia Cross Elementary serve significant numbers of MLs, which means they must provide additional scaffolds in the classroom and pay more attention to students’ overall English language development when planning instruction. All of this is beneficial to native English speakers in addition to MLs. One interviewee at Siler City felt that the biggest challenge the school has overcome was that classrooms used to demonstrate lower expectations for ML students than their peers. This led to less exposure to grade-level content and instruction. Now, with the use of the EL curriculum, the interviewee feels that there is more consistency across classrooms—all are more rigorous, but scaffolds are built in to support the higher expectations.

The large populations of ML students in each school also mean a greater need for ML teachers. Siler City often looks to fill positions by hiring international teachers, but these teachers are only allowed to stay for five years. High turnover makes it difficult to keep the school’s internal expertise consistent.

BUILDING TEACHERS’ CAPACITY TO USE DATA EFFECTIVELY

Effective data-driven instruction requires school staff to be constantly reviewing and digging into student data to uncover patterns they can use to inform instruction and intervention. This takes knowledge, guidance, and opportunities for collaboration, which both schools have worked hard to provide to their teachers. It also means that school leaders and coaches must take a very hands-on approach to working with teachers, which the instructional leaders at each school have embraced.

Virginia Cross’ principal reported that the greatest impact on student outcomes has come from “making sure that everyone knows how to find the data [and] use the data to create action steps that are going to be meaningful for kids.” This meant ensuring that all staff working with a given child knew how to access the student’s data and how to break it down to inform instruction. The principal constantly goes back to the data and asks staff to back their intuition and inclinations about students’ status and needs with data.

CREATING COHERENT SYSTEMS

Both schools emphasized the challenge and value of building systems where curriculum, intervention, scheduling, coaching, data use, and support staff all work together rather than operating in silos. This requires



“[W]hen we introduced the EL curriculum and how it really supports those ML learners, the mindset had to shift. And it was difficult at first, and I had a lot of pushback... my question is, ‘Show me in your data how that’s working in comparison to what we’re doing now.’”

carefully setting aside time for various staff to come together to plan and analyze data. Collaboration should not be left to chance; it has to be built into the operational systems of a school.

All people and systems in these two schools—classroom teachers, support staff, ML teachers, MCLs, coaches, MTSS frameworks, and administrators—are pointing in the same direction: toward improved literacy outcomes for students. Coaches' time is prioritized so that the vast majority is spent on activities that directly impact instruction. Teachers often co-teach, lending their respective strengths and expertise to each other. School leadership serves as the guiding star that keeps everybody moving toward the schools' goals through both accountability and strategic support for staff.

Lessons Learned and Conclusions

Interviewees reported on lessons they had learned in the course of their literacy improvement journeys that might help other schools. The biggest takeaways can be organized into three themes:

1 Intentionality matters more than any specific program.	2 Collective efficacy drives improvement.	3 Multilingual learners thrive when language and literacy are integrated.
Success in both schools came from carefully aligning schedules, staffing, instruction, and interventions around student needs. One interviewee said, "When you really elevate the support intentionally, with careful planning, with the people that are doing the work, you can really move the needle."	Literacy improvement required the expertise of many staff—not just classroom teachers, but also ML teachers, support staff, coaches, and the school principals themselves. Shared responsibility and collective ownership of student outcomes helped staff collaborate more effectively to meet the needs of students.	Both schools moved toward co-teaching, integrated supports, embedded language instruction, and rigorous grade-level content rather than isolated pull-out services for MLs. This helped MLs practice the language skills they were learning authentically, in the context of the core content they were learning.

Both schools indicated that the principals' efforts to build a school culture and mindset that addresses the instructional needs of all students takes time. It requires a continuous improvement process aimed at providing literacy instruction that meets the individual needs of all students. District support is critical for developing school-level expectations for continuous improvement. The Chatham County superintendent's beliefs were described this way: "Kids should be growing; we should not have kids sitting in our building who are not learning. That's unacceptable." Everybody at all system levels—district, school, and classroom—is expected to provide support toward that goal.

The strongest shared lesson across both schools is that literacy improvement is not the result of a single curriculum, intervention, or assessment. It comes as the result of intentionally building coherent systems where people collaborate, data drive decisions, supports are aligned to student needs, and everyone believes they can improve outcomes for students.

The Southeast Region 5 Comprehensive Center is operated by SERVE at UNC Greensboro, and serves Georgia, North Carolina, and South Carolina. For more information about the Southeast Region 5 Comprehensive Center, visit the website at:

<https://ser5cc.uncg.edu/>

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