



## **Public Schools of North Carolina**

State Board of Education

Department of Public Instruction

### **Request for Proposal**

## **LOCAL ALTERNATIVE TEACHER PREPARATION PROGRAMS (LATP)**

**Issue Date: September 15, 2016**

**Direct all inquiries concerning this RFP to:**

Dr. Cynthia Martin

Cynthia.martin@dpi.nc.gov

Phone: 919-807-3355

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## **Local Alternative Teacher Preparation (LATP) Program Request for Proposals (RFP)**

### **A. Authorizing Legislation**

The North Carolina Department of Public Instruction (NCDPI), on behalf of the NC State Board of Education (SBE), issues this Request for Proposals (RFP) for local alternative teacher preparation programs (LATP programs) as directed by Session Law 2016-94 (House Bill 1030), Section 8.27 (see: <http://www.ncleg.net/Sessions/2015/Bills/House/PDF/H1030v8.pdf>).

In the legislation, NCDPI is charged with issuing the RFP, reviewing applications, recommending grant recipients to State Board of Education (SBE), and issuing a license to all individuals who (i) successfully complete LATP programs, (ii) are recommended by the local board of education, and (iii) otherwise meet licensure requirements.

The State Board must contract with an independent research organization that will be responsible for collecting, analyzing, and reporting data to inform the continuation, expansion, or elimination of LATP programs.

The independent research organization shall report annually to the State Board beginning October 15, 2017, on the progress of local boards of education in implementing the LATP programs. The independent research organization also shall submit to the State Board by October 15, 2020 an initial report on the implementation and evaluation of the LATP, and shall submit a final report no later than October 15, 2022. The State Board shall provide the report to the Joint Legislative Education Oversight Committee by December 15, 2020, and by December 15 of each year thereafter through 2022.

### **B. Purpose of the Program**

The intent of the program is to increase retention of lateral entry teachers in classrooms across the state. To that end, this RFP allows for up to five local education agencies (LEAs) or consortia of LEAs to be approved to create customized local alternative teacher preparation (LATP) programs to prepare, support, and recommend initially licensed lateral entry teachers for continuing licensure. Each approved LATP program will offer a rigorous evidence-based course of preparation, comparable to the quality of instruction required for a traditional teacher preparation program (G.S. 115C-296.10), that leads to a continuing license. Each LATP program shall have a completion rate of no less than seventy percent (70%) of initial enrollees, a minimum of 150 contact hours of learning, and a minimum of 150 contact hours of mentoring/support.

Each selected LATP program shall be implemented beginning with the 2017-18 school year and conclude with the ending of the 2021-22 school year.

Each eligible entity that receives grant funds shall use those funds to carry out the following activities in North Carolina:

1. Program of study requirements – At a minimum, the LATP program shall provide 150 contact hours of appropriate pedagogy and content for continued licensure in the initially licensed teacher's area of licensure that is comparable to the quality of instruction required for a traditional teacher preparation program, as provided in G.S. 115C-296.10. Local boards of education shall include evidence of relevant partnerships with institutions of higher education, including community colleges, private two-year colleges, and public or private colleges or universities.
2. Mentoring and support requirements – At a minimum, the LATP program shall provide 150 contact hours with mentor teachers, classroom coaching, and periodic evaluations with timely feedback to each individual in the program over the initially licensed teacher's first year of employment.
3. Minimum program size – The LATP program shall be administrated by a local board of education with a minimum student population of 20,000 or higher or by a coalition of local boards of education that together have a minimum student population of 20,000 or higher.

The local board or boards of education for each selected LATP program shall provide any requested information and access to the independent research organization selected by the State Board of Education to evaluate the programs.

### **C. Submission & Approval Timeline**

The table below shows key events, dates, and responsible parties relevant to this RFP. The State will make every effort to adhere to this schedule.

<b>Date and Time</b>	<b>Event</b>	<b>Responsibility</b>
September 15, 2016	Issue RFP	NCDPI
November 15, 2016	Submit Notification of Intent to Apply (see below)	Applicant
November 15, 2016	Submit Written Questions to NCDPI (see below)	Applicant
December 15, 2016	Post Response to Questions	NCDPI
January 6, 2017	Submit Proposals	Applicant
March 15, 2017	Approve Proposal(s)	State Board
2017-18 school year	Begin Implementing Approved LATP	Applicant
2021-22 school year end	Conclude Implementation of Approved LATP	Applicant

**Notification of Intent:** Please notify NCDPI of your intent to apply by emailing Cynthia Martin by 5 p.m. on November 15, 2016. Notification of intent to apply does not bind a respondent to submit a proposal. Failure to submit a notification of intent does not disqualify any organization from submitting a proposal. Notifying NCDPI of intent to apply will help us estimate how many resources we will need to devote to the application review.

**Questions about the RFP:** Please submit any questions about the RFP by emailing Cynthia Martin by 5 p.m. on November 15, 2016. NCDPI will post a document containing all submitted questions and answers to them on the NCDPI website by 5pm on December 15, 2016. NCDPI will respond to phone requests for technical assistance, but will not update the Questions document once posted on December 15.

## **D. Eligibility, Review Process, and Terms and Conditions**

The following is a description of agencies and organizations eligible to submit an LAMP program proposal, a description of the process by which grantees will be selected, and terms and conditions that applicants must commit to in order to be approved.

### **Eligibility**

Individual local boards of education or coalitions of multiple local boards of education interested in submitting a proposal must be able to provide a viable, evidence-based program of study comparable to the quality of instruction required for a traditional teacher preparation program (G.S. 115C-296.10) and provide mentoring and support for lateral entry teachers enrolled in the program.

### **Review Process**

Proposals received by 5pm on January 6, 2017 will be subject to review. Any proposal received after 5pm on January 6, 2017 will not be reviewed.

1. NCDPI will evaluate eligible proposals through a process consistent with State Board policy TCS-O-001 (see Appendix H) and S.L. 2016-94 ([House Bill 1030](#)), Section 8.27. This process will include assembling a team of three to five reviewers, including K-12 education and higher education stakeholders, to score the proposals based on a predetermined scoring rubric (see Appendix B).
2. Per S.L. 2016-94 and TCS-O-001, proposals will be evaluated according to completeness, content, program quality, viability, and use of evidence-based principles in program design. Each LAMP program course of preparation must be comparable to the quality of instruction required for a traditional teacher preparation program, as provided in G.S. 115C-296.10.
3. Following review of the written proposal, NCDPI may request representatives from top-rated proposals to make in-person presentations at a Raleigh location to be determined. Presentations are currently planned for February 15 or 16, 2017. LAMP applicants are cautioned that NCDPI is not required to offer the opportunity for in-person presentations to any or all applicants; therefore, all written proposals should be complete and reflect the best representation of the proposed project. Any invitations to make presentations will be issued to applicants by January 31, 2017.
4. Following review of the written proposals and any presentations, NCDPI will present by February 2017, recommendations for the State Board to consider.
5. The State Board will select up to five LAMP programs for approval by March 15, 2017.

Approval of proposals submitted by individual local boards of education or by coalitions of multiple local boards of education does not necessarily signify that proposals not approved lacked merit, but rather that, all factors considered, the selected proposal(s) were deemed most responsive to the intent of the legislation and this RFP.

## Terms and Conditions

Each LATP program must do the following:

- Begin serving participants by the beginning of the 2017-18 school year.
- Create a course of preparation that prepares and supports initially licensed lateral entry teachers in becoming continuing licensed teachers. Each selected LATP program shall meet the following annual benchmark standards:
  - A program shall have a completion rate of no less than seventy percent (70%) of initial enrollees.
  - A program shall provide the minimum contact hour requirements and other program elements contained in the proposal approved by the State Board of Education.
  - A program shall demonstrate an increase in retention of lateral entry teachers over the previous year's retention rate.
  - A program shall be fully financed by the local board of education, based on the per teacher cost estimate contained in the proposal approved by the State Board. Funding may be through public or private funds, as available.

A program that fails to meet any of the benchmark standards shall be terminated by the State Board and shall not be continued in the following school year.

- Agree that services provided will be evaluated by an independent research organization, and agree to participate in all evaluation activities, as required. The independent research organization shall be contracted to evaluate how the LATP programs have accomplished, at a minimum, the following:
  - Recruitment of lateral entry teachers into the classroom.
  - Retention rates for lateral entry teachers beyond initial licensure.
  - Quality of classroom instruction by lateral entry teachers prepared through the LATP program as compared to those prepared by traditional teacher education programs as demonstrated by multiple measures, including student performance.
  - Teacher vacancy rates in local school administrative units participating in the LATP program as compared to similarly situated local school administrative units.
  - Funding mechanisms used to support the LATP program, including sources and stability of funding.
  - Recommendations regarding the continuation, expansion, or elimination of LATP programs.
- Participate in any capacity building, best-practice sharing, dissemination of results, and/or additional reporting as coordinated by NCDPI.
- Comply with the North Carolina General Statutes, the North Carolina Administrative Code, and any other rules or auditing regulations that may govern the performance and oversight of this program.

If an initially licensed lateral entry teacher leaves a local board of education with a LATP program before completing the program and is hired to teach by another local board of education

in the State, that teacher shall receive credit for any work successfully completed as part of the program.

## **E. How to Submit**

### **Submission Guidelines**

Each applicant must submit one (1) original application, signed in blue ink; 5 copies; and an electronic copy on a readable CD or USB flash drive by mail or delivery service (e.g., FedEx, UPS) addressed to:

North Carolina Department of Public Instruction  
Attention: Cynthia Martin, Educator Effectiveness Division  
Local Alternative Teacher Preparation (LATP) program  
6330 Mail Service Center  
Raleigh, NC 27699-6330

Proposals must be received by 5 pm on January 6, 2017. Proof of receipt is recommended. Please note that if any discrepancies are found between the original, copies, and electronic versions, the original version will be accepted as final and scored accordingly.

A complete proposal is composed of a Cover Page, Abstract, Table of Contents, Proposal Narrative, Attachments, and Allowable Support Materials. The proposal outline, including required headers and scoring weights for the different sections of the proposal, is provided in Appendix A.

NCDPI may return without review proposals that are incomplete or do not adhere to the formatting instructions. Formatting and **minimum required elements** for each component of the proposal are as follows.

### **Required Elements of a Proposal**

#### **Cover Page**

*(Reproduce and complete Appendix D of this RFP. The Cover page is not included in the 30-page narrative count.)*

The cover page of the original document must be signed in blue ink, by an individual who is authorized to bind the agency. Unsigned proposals will not be reviewed.

#### **Abstract**

*(Limited to two pages, Times New Roman 12-point font, double-spaced, 1-inch margins top, bottom, right, and left. The Abstract is not included in the 30-page narrative count.)*

#### **Table of Contents**

*(The Table of Contents is not included in the 30-page narrative count.)*

#### **Proposal Narrative**

*(The narrative portion of the application is limited to 30 pages, double-spaced (no more than three lines per vertical inch). Applicants must use Times New Roman 12-point font for the*

*narrative. Text that is included in table structures may be single-spaced, but must also adhere to the Times New Roman 12-point font style. One-inch margins must be used for the top, bottom, right and left sides of the narrative. Pages must be numbered. The first page of the narrative must be numbered 1 of the maximum 30 pages. The applicant may place the name of their organization and page numbering within the margins.)*

Complete instructions for organization of the required content of the Proposal Narrative are in Appendix A of this RFP. An applicant must include at least the following information in its response to the RFP for consideration of funding, as established in S.L. 2016-94, Section 8.27.(b). Additional information required in the narrative is listed in Appendix A.

Each eligible entity that receives grant funds shall use those funds to carry out the following activities in North Carolina:

1. Program of study requirements. – At a minimum, the LATP program shall provide 150 contact hours of appropriate pedagogy and content for continued licensure in the initially licensed teacher's area of licensure that is comparable to the quality of instruction required for a traditional teacher preparation program, as provided in G.S. 115C-296.10. Local boards of education shall include evidence of relevant partnerships with institutions of higher education, including community colleges, private two-year colleges, and public or private colleges or universities.
2. Mentoring and support requirements. – At a minimum, the LATP program shall provide 150 contact hours with mentor teachers, classroom coaching, and periodic evaluations with timely feedback to each individual in the program over the initially licensed teacher's first year of employment.
3. Minimum program size. – The LATP program shall be administrated by a local board of education with a minimum student population of 20,000 or higher or by a coalition of local boards of education that together have a minimum student population of 20,000 or higher.

Furthermore, NC Session Law 2016-94, Section 8.27 (c) states the State Board of Education shall review the proposals submitted by local boards of education and shall select up to five proposals for approval based on program quality, viability, and use of evidence-based principles in program design.



## Attachments

*(The following attachments must be submitted with your proposal. The attachments are not included in the 30-page narrative count.)*

- Attachment A: Budget

Proposals shall contain detailed information on the estimated costs, including a cost per teacher participant and anticipated funding sources for operation of the program. *(The budget with detailed justification of line item expenses is not included in the 30-page narrative count. See Appendix E of this RFP for an example of how to provide your budget.)*

The Budget will be scored according to the extent that applicants show the proposed costs are necessary and reasonable in relation to the project's objectives and scope. Expenditures of State funds by any grantee shall be in accordance with the Cost Principles outlined in the Office of Management and Budget (OMB) Circular A-87 ([https://www.whitehouse.gov/omb/circulars\\_a087\\_2004/](https://www.whitehouse.gov/omb/circulars_a087_2004/)).

- Attachment B: Goal/Objectives/Activities/Measures and Funding Source Templates *(See Appendix F of this RFP for a template showing how these templates should be completed.)*
- Attachment C: Letters of Commitment *(see Appendix G of this RFP for model Letters of Commitment)*
  - Commitment from Institution of Higher Education (IHE) partner
  - Commitment from partnering school districts (if applicable)
- Attachment D: References/Citations to the Literature and/or Research Base *(NC Session Law 2016-94, Section 8.27.(c) states that the LATP program must utilize a research-based content and curriculum.)*
- Attachment E: List of local Board(s) of Education members with their addresses and occupations

## Allowable Supplementary Materials

You may attach printed support materials such as reports or brochures related to your project. Support materials may not exceed 10 pages total. Any support materials that exceed 10 pages will be discarded before proposals are distributed to reviewers for rating.

## APPENDIX A

### Proposal Writing Template and Checklist

*(When developing the proposal, applicants are strongly encouraged to follow the same header structure as provided in the sections below. Note that some of these headers are abbreviations of the full text provided in the state legislation. This full text is indicated earlier in this RFP. Be sure to review the full text associated with each header so as to ensure that your proposal addresses the question(s) associated with the header. NCDPI reviewers will use these headers to rate each section of the narrative.)*

#### Cover Page

- Use format found in Appendix C
- Signed in blue ink

#### Abstract

- Does not exceed two pages.
- Pages are double-spaced with 1-inch margins.
- Font for all text is 12 point Times New Roman.

#### Table of Contents

#### Proposal Narrative

- Refer to Rubric found in Appendix B
- Font for all text, including in tables, is 12 point Times New Roman.
- Text is double-spaced. Text in tables is double- or single-spaced.
- Does not exceed 30 standard, letter-sized (8.5" x 11") pages.
- Pages are numbered 1-30 and have 1-inch margins.
- Narrative responds to the criteria and uses headers as suggested below:  
*(Organize your 30-page proposal narrative for sections (1) through (7) below, using the following headers. You may abbreviate the headers so long as it will be clear to the reviewers which portion of the narrative they are rating. Point values the reviewers will use in rating each portion of the narrative are indicated in parenthesis following each header below.)*

(1) **Organizational Background** *(Brief history of your organization, its mission, and its values.)*

- a. Number of students in the district
- b. District teacher turnover rate over the last 4 years
- c. Statement of Need: Purpose for organization applying for permission to create a LATP program. Cite data that supports need statement. Also, use evidence of socioeconomic status of area, demographic data, and population statistics to support needs.

(2) **Rigorous Selection Criteria** *(Based on competencies that are predictive of future success.)*

(3) **Program of Study Requirements**

- a. Description of pedagogy and content of LATP program including contact hours *(Rigor; Quality of Program)*
- b. Comparability to traditional teacher preparation program (G.S. 115C-296.10.)
- c. Description of extent to which the IHE partner has demonstrated success in preparing effective teachers as required by teacher effectiveness data

- d. IHE teacher retention rate over the last 4 years
  - e. Describe features of the program that make this program viable
  - f. Describe use of evidence-based principles in program design
  - g. Describe innovative aspects of program's design
- (4) **Mentoring and Support Requirements**
- a. Description of coaching/mentoring program designed for LATP program including contact hours.
  - b. Description of evaluation protocol designed for LATP program (*multiple opportunities for observation and feedback; use of North Carolina Educator Evaluation System*)
- (5) **Process for continuous review and program improvement:** Describe local evaluation procedures and methods of evaluation for the project.
- (6) **Community Involvement.** Describe how the project will involve the local community beyond the local school system. Detail any anticipated participation of parents, citizens, or business.
- (7) **Timeline** (*Include a proposed timeline for implementation and life of the program.*)
- (8) **Leveraged Resources** (*Describe resources [e.g. professional development, substitute teachers] to be provided by the district and partner(s).*)

**Attachments**

**Attachment A: Budget**

Use the format in Appendix D of this RFP  
(Not included in the 30-page narrative count.)

**Attachment B: Goal/Objectives/Activities/Measures and Funding Source Template**

Use the format found in Appendix E of this RFP

**Attachment C: Letters of Commitment**

Use the format found in Appendix F of this RFP

- Commitment from school leader(s) who will oversee clinical practice
  - Commitment from IHE partner
- Commitment from partnering school districts (if applicable)

**Attachment D: References/Citations to the Literature and/or Research Base**

**Attachment E: List of local Board(s) of Education members with addresses and occupations**

**Checklist for Submission Procedures**

- One original signed in blue ink.
- Five copies of entire proposal, including cover page and attachments.
- One electronic copy on readable CD or USB flash drive sent by mail or delivery service (e.g., FedEx, UPS) to NCDPI, Attn: Cynthia Martin, Educator Effectiveness Division, Local Alternative Teacher Preparation (LATP) program, **6330 Mail Service Center Raleigh, NC 27699-6330.**
- Proposal received at the above address by 5 pm on January 6, 2017.

**APPENDIX B**  
**Scoring Rubric for Narrative**

<b>Quality</b>			
<b>Institution of Higher Education (IHE) Partnerships are deeply relevant to the overall LATP program design</b>			
<b>Insufficient - 1 pt</b>	<b>Proficient - 2 pts</b>	<b>Exemplary - 3 pts</b>	<b>Innovative - 4 pts</b>
<p>This design opportunity is the first opportunity for the IHE and school system to collaborate.</p>	<p>IHE and school system provide information and support in a collaborative and reciprocal way. Regular planning and implementation meetings are held to develop and monitor the program.</p>	<p>AND</p> <p>The LATP program is an extension of a well-established relationship between the IHE and school system.</p>	<p>AND</p> <p>Multiple IHEs are engaged with the school system as integral part of the LATP program.</p>
<b>Content and Pedagogy are appropriate to the overall LATP program design</b>			
<b>Insufficient – 1 pt</b>	<b>Proficient – 2 pts</b>	<b>Exemplary - 3 pts</b>	<b>Innovative – 4 pts</b>
<p>Does not provide evidence of most elements of proficiency.</p>	<p>The 150 hours of coursework provide evidence that the candidate will graduate with:</p> <ul style="list-style-type: none"> <li>• Sufficient content knowledge in their area of specialty.</li> <li>• Understanding and the ability to apply content knowledge specifically link to the NC Standard Course of Study.</li> <li>• Application of effective classroom instruction based on research-verified practice.</li> <li>• Demonstrated collaboration and teacher leadership.</li> </ul>	<p>AND</p> <ul style="list-style-type: none"> <li>• Demonstrated classroom management skills.</li> <li>• An ability to build relationships with students and staff from a variety of cultural and economic backgrounds.</li> </ul>	<p>AND</p> <p>Demonstrated ability to be self-reflective in order to engage in continuous improvement practices.</p>

<b>Program requirements are comparable to a traditional Teacher Preparation Program</b>			
<b>Insufficient - 1 pt</b>	<b>Proficient - 2 pts</b>	<b>Exemplary - 3 pts</b>	<b>Innovative - 4 pts</b>
Specific innovative strategies are not named or outlined as part of the program.	Innovative strategies that increase the quality of classroom instruction are specific and clear.	Multiple innovative strategies are implemented in the coursework as well as in the mentoring model.	AND Opportunities for field work and school observations are included more than in a typical model.
<b>Program offers an innovative approach to Teacher Preparation</b>			
<b>Insufficient – 1 pt</b>	<b>Proficient – 2 pts</b>	<b>Exemplary – 3 pts</b>	<b>Innovative – 4 pts</b>
Specific innovative strategies are not named or outlined as part of the program.	Innovative strategies that increase the quality of classroom instruction are specific and clear.	Multiple innovative strategies are implemented in the coursework as well as in the mentoring model.	A thoughtfully designed series or multiple sets of recognized competencies that an educator earned by demonstrating mastery of the defined skills or competencies. (i.e. Micro-credentials; stacks)
<b>Program offers specific structures for formative support in the initially licensed teacher’s first year of employment, including, classroom coaching, and periodic evaluations with timely feedback</b>			
<b>Insufficient – 1 pt</b>	<b>Proficient – 2 pts</b>	<b>Exemplary – 3 pts</b>	<b>Innovative – 4 pts</b>
Structures are ill defined and/or insufficient for first year support.	A timeline of a minimum number classroom visits are outlined which reflect a variety of support structures such as informal planning session, learning rounds or walk-throughs, as well as clinical coach rounds. Coaches and mentors record their monthly progress and the teacher records their reflections from the coach’s feedback.	AND The coaching/mentoring records of planning, feedback, and reflections are analyzed, summarized, and provided to the IHE and district to provide another data point for continuous improvement.	AND The support structures include networking with all five districts who are awarded the grant so “lessons learned” can be shared as formative assessments, allowing districts to make improvements along the way.

<b>Viability</b>			
<b>Financial and funding structures are established to ensure sustained operation of the LAT program</b>			
<b>Insufficient - 1 pt</b>	<b>Proficient - 2 pts</b>	<b>Exemplary - 3 pts</b>	<b>Innovative - 4 pts</b>
Details are insufficiently described. It is not clear how the model can be implemented and sustained.	The program description provides evidence that it is able to be implemented and sustained with the resources available.	Details are provided so it is easy for the reviewers to envision goals, timelines, resources, and responsible people are identified.	AND  There are several funding streams including those from the community and other sources with a long-term commitment.
<b>Structures exist for significant mentor connections and support</b>			
<b>Insufficient - 1 pt</b>	<b>Proficient - 2 pts</b>	<b>Exemplary - 3 pts</b>	<b>Innovative - 4 pts</b>
The school system does not have a sufficient mentoring program to support additional lateral entry teachers.	The mentors are well supported and trained. A sustainable mentoring program is well established in the district.	AND  The school system has a strategy for securing the number of mentors required for the additional teachers.	AND  The structures are evidence based with well-established protocols (i.e. Critical Friends model-National School Reform Faculty).
<b>Evidence Based</b>			
<b>Program is predicated upon an appropriate educational research base</b>			
<b>Insufficient - 1 pt</b>	<b>Proficient - 2 pts</b>	<b>Exemplary - 3 pts</b>	<b>Innovative - 4 pts</b>
Sufficient evidence is not present as a basis for the program design.	A clear rationale and brief literature review (evidence) are included to illustrate the intention and purpose for the elements and sequences of the program.	The program is based upon a well-documented and successful model that is replicable.	AND  The program is based on successful models from current educational literature, within the last 3 years.
<b>Budget</b>			
<b>Insufficient - 1 pt</b>	<b>Proficient - 2 pts</b>	<b>Exemplary - 3 pts</b>	<b>Innovative - 4 pts</b>
Determination of individual budget lines and amounts are insufficiently explained.	Determination of individual budget lines are partially explained and information on budget process exists.	A clear explanation exists of budget processes and how budget lines and amounts were determined.	AND  Pertinent conclusions can be drawn about how the efficient and effective budget processes can be replicated.
<b>Goal/Objectives/Activities/Measures</b>			
<b>Insufficient - 1 pt</b>	<b>Proficient - 2 pts</b>	<b>Exemplary - 3 pts</b>	<b>Innovative - 4 pts</b>
Description of the educational program is inappropriate for the purpose, or not comparable with traditional educational programs.	Education program goals, objectives, activities and measures are reasonably described.	Description of the educational program and its context are appropriate and contained accurate detail and scope for a teacher preparation program.	Description of the educational program and its context is thorough, comprehensive, and fully-supported for a teacher preparation program.

**Appendix C**  
**Proposal Cover Page**

(Print or duplicate and complete this form and include it in your application package.)

Project Title: \_\_\_\_\_

**Section 1. Applicant Information**

LEA: \_\_\_\_\_ Partnering LEA (if applicable): \_\_\_\_\_

Tax ID/EIN: \_\_\_\_\_ Website: \_\_\_\_\_ Fax: \_\_\_\_\_

Mailing Address: \_\_\_\_\_ City/State/Zip: \_\_\_\_\_

Contact Name and Position: \_\_\_\_\_

Phone: \_\_\_\_\_ Email: \_\_\_\_\_

**Section 2. Project Information**

Project Director Name (if different from contact): \_\_\_\_\_

Position: \_\_\_\_\_

Phone: \_\_\_\_\_ Email: \_\_\_\_\_

By signing below, I assure NCDPI that I am an official of the organization and authorized to bind the organization. I certify the following (*check each box so as to indicate your review and certification*):

- The information provided in this proposal is correct and complete.
- The applicant understands that this proposal and all attachments submitted are public records.
- The applicant understands that if their proposal is accepted, it will be required to:
  - Participate in all evaluation activities, including collection, recording, and reporting of data, as required by NCDPI, SBE, or third-party evaluators, in compliance with relevant privacy laws.
  - Submit required financial and performance reports to NCASLD.
  - Comply with the North Carolina General Statutes, the North Carolina Administrative Code, and any other rules or regulations that may govern the performance and oversight of this program.
  - Begin serving participants before or by July 1, 2017.
  - Provide a program that is comparable to the quality of instruction required for a traditional teacher preparation program, as provided in G.S. 115C-296.10.

**Signature and date: (in blue ink)** \_\_\_\_\_ **Title:** \_\_\_\_\_

**Phone:** \_\_\_\_\_

**APPENDIX D  
Budget Template**

*(The budget and description of line item expenses will be rated by the NCDPI reviewers. Point values for the budget range from 0-4. This form may be reproduced in Excel or pasted into a Word document. Include it as **Attachment A** in your proposal package.)*

Column A Budget Justification (Provide sufficient detail in this column such that the reviewers can derive how budgetary expenses in Columns B, C and D were	Column B Year 1 2017-18	Column C Year 2 2018-19	Column D Year 3 2019-20	Column E Year 4 2020-21	Column F Year 5 2021-22	2-Year Total
<b>Personnel</b> (Any costs for which the LATP program provider will be obligated to pay one or more fringe benefits such as salaried and hourly positions, stipends, and/or substitute/release pay.) (Add more rows to this category if needed to distinguish separate cost items.)						
	\$	\$	\$	\$	\$	\$
	\$	\$	\$	\$	\$	\$
	\$	\$	\$	\$	\$	\$
<b>SUBTOTAL</b>	\$	\$	\$	\$	\$	\$
<b>Fringe Benefits</b> (Examples include FICA, Retirement, Medical, Workman’s Compensation, etc.) (Add more rows to this category if needed to distinguish separate cost items.)						
	\$	\$	\$	\$	\$	\$
	\$	\$	\$	\$	\$	\$
	\$	\$	\$	\$	\$	\$
<b>SUBTOTAL</b>	\$	\$	\$	\$	\$	\$
<b>Travel</b> (Examples include vehicle mileage, airfare for national travel, lodging, per diem, ground transportation, conference registration.) (Add more rows to this category if needed to distinguish separate cost items)						
	\$	\$	\$	\$	\$	\$
	\$	\$	\$	\$	\$	\$
	\$	\$	\$	\$	\$	\$
<b>SUBTOTAL</b>	\$	\$	\$	\$	\$	\$



Local Alternative Teacher Preparation (LATP) Program

<b>Equipment</b> (Items having a unit cost of \$5,000 or greater OR items meeting the applicant’s definition of “equipment”, whichever is the lesser.) (Add more rows to this category if needed to distinguish separate cost items.)						
	\$	\$	\$	\$	\$	\$
	\$	\$	\$	\$	\$	\$
	\$	\$	\$	\$	\$	\$
<b>SUBTOTAL</b>	\$	\$	\$	\$	\$	\$
<b>Materials/Supplies</b> (Items costing less than \$5,000 per unit OR which meet the applicant’s definition of materials and supplies.) (Add more rows to this category if needed to distinguish separate cost items)						
	\$	\$	\$	\$	\$	\$
	\$	\$	\$	\$	\$	\$
	\$	\$	\$	\$	\$	\$
<b>SUBTOTAL</b>	\$	\$	\$	\$	\$	\$
<b>Contractual</b> (Individual consultants, professional services, and the like for which the applicant does not pay any fringe benefits.) (Add more rows to this category if needed to distinguish separate cost items.)						
	\$	\$	\$	\$	\$	\$
	\$	\$	\$	\$	\$	\$
	\$	\$	\$	\$	\$	\$
<b>SUBTOTAL</b>	\$	\$	\$	\$	\$	\$
<b>Other</b> (Expenses which do not readily fit into any of the previous categories.) (Add more rows to this category if needed to distinguish separate cost items.)						
	\$	\$	\$	\$	\$	\$
	\$	\$	\$	\$	\$	\$
	\$	\$	\$	\$	\$	\$
<b>SUBTOTAL</b>	\$	\$	\$	\$	\$	\$
<i>Subtotal of all direct costs indicated in categories above.</i>						
<i>Subtotal Indirect Costs (If any, limited to 8% of direct costs or per the applicant’s definition of Indirect Costs, whichever is the lesser amount)</i>						
<b>TOTAL OF DIRECT AND INDIRECT COSTS</b>						

**APPENDIX E**

**Goal/Objectives/Activities/Measures and Funding Source Templates**  
*(The Goal/Objectives/Activities/Measures table will be rated by the NCDPI reviewers.)*  
*(Point values for this table range from 0-4.)*  
*(This form may be reproduced.)*

Complete the **Goal/Objectives/Activities/Measures and Funding Source** tables. Include both tables as **Attachment B** in your proposal.

Utilizing a research-based content and curriculum, including embedded participant assessments to evaluate candidates before program completion, your organization will prepare candidates to do the following:

**Goal/Objectives/Activities/Measures Table (Include with Attachment B)**

<b>Goal:</b> <i>(Identify a single goal for your project and provide that goal statement here.)</i>		
<b>Objectives - To prepare candidates to do the following:</b>	<b>Described Proposed Activities associated with this objective</b>	<b>Describe proposed measures of success associated with this objective</b>
<u>Content Knowledge:</u> Evidence that demonstrates breadth of content knowledge in the specialty area		
<u>Application of Content Knowledge:</u> Evidence that demonstrates candidate depth of understanding and application of content knowledge in the specialty		
<u>Pedagogical, Professional Knowledge Skills and Dispositions:</u> Evidence that demonstrates effective design of classroom instruction based on research-verified practice		
<u>Positive Impact on Student Learning:</u> Evidence that demonstrates impact on student learning		
<u>Leadership, Advocacy, and Collaboration:</u> Evidence that demonstrates leadership and collaboration		

Please provide an estimated “cost per completer” for Years 1-5. **(Include with Attachment B)**

Year 1 (2017-18) Calculated Cost per Teacher Participant: \$

Year 2 (2018-19) Calculated Cost per Teacher Participant: \$

Year 3 (2019-20) Calculated Cost per Teacher Participant: \$

Year 4 (2020-21) Calculated Cost per Teacher Participant: \$

Year 5 (2021-22) Calculated Cost per Teacher Participant: \$

**(Include with Attachment B)**

<b>Funding Sources:</b> (Please list each likely funding source to support this program.)			
<b>Funding Source</b>	<b>Amount</b>	<b>Year Contributed</b>	<b>Source Secured</b>
			<b>Yes</b> <input type="checkbox"/> <b>No</b> <input type="checkbox"/>
			<b>Yes</b> <input type="checkbox"/> <b>No</b> <input type="checkbox"/>
			<b>Yes</b> <input type="checkbox"/> <b>No</b> <input type="checkbox"/>

**APPENDIX F**

**Model Letters of Commitment**

*(This model is provided as guidance for information needed in Attachment C: Letters of Commitment. Applicants may use this model or compose their own letters.)*

**MODEL LETTER FROM PARTNERING SCHOOL DISTRICT (if applicable)**

School Letterhead

Addressed to NCDPI or to point of contact with in your organization

Dear:

**RE: Commitment to LATP Program**

I, representing [Name of partnering district], am pleased to commit to partner with [Name of your organization] to support teacher preparation by providing [please detail how the partnering district will support this program]. This project will prepare, support, and recommend initially licensed lateral entry teachers for continuing licensure.

If the proposed project is funded, I agree to:

- Please define using bullet points what you agree to do as a part of this proposal.

I am committed to achieving North Carolina's goals for preparing well-qualified teachers for employment in the state of North Carolina. The proposed program offers much needed support for developing this next generation of master teachers.

Sincerely,

[Printed Name]

Title

School or Organization

**MODEL LETTER FROM PARTNERING IHE**

IHE Letterhead

Addressed to NCDPI or to the point of contact in your organization

Dear:

**RE: Commitment to Participate in Local Alternative Teacher Preparation Program**

[Name of IHE] is pleased to commit to partner with [Name of your LEA to support alternative teacher preparation in our district. This project will assist our district in preparing well-qualified teachers and address a critical shortage of North Carolina teachers.

[Information could be added explaining the district's history of partnerships with your or other organizations and highlighting a demonstrated record of preparing teachers who implement teacher preparation practices linked to increased student achievement. This paragraph could ended with a statement explaining how the preparation of new teachers is a critical need in the LEA and/or highlighting local needs and the number of eligible schools in the district.]

If the proposed project is funded, I commit our IHE to:

- Assist with the selection of qualified candidates for the teacher preparation program.
- Support a minimum of 150 contact hours of appropriate pedagogy and content for continued licensure in the initially licensed teacher area of licensure that is comparable to the quality of instruction required for a traditional teacher preparation program, as provided in G.S. 115C-296.10.
- Conduct periodic evaluations with timely feedback to each individual in the program.
- Use the North Carolina Teacher Evaluation Rubric to evaluate the participants.
- Provide ongoing feedback for program improvement.
- Cooperate fully in the third party evaluation of the Local Alternative Teacher Preparation Program including providing requested student data and allowing participants, staff and others to be surveyed and interviewed.

[A concluding paragraph could be added emphasizing that the IHE is committed to achieving North Carolina's goals for preparing well-qualified teachers through an alternative pathway.

Sincerely,

Printed Name of IHE Representative  
IHE Representative Position

**APPENDIX G**  
**Proposal Package Contents**

The proposal package should be composed of the following documents in the order below. Each original and copy should be stapled or clipped. The electronic copy on CD or USB drive should be composed of all documents in one PDF file.

- I. Cover Page
- II. Abstract
- III. Table of Contents
- IV. Proposal Narrative (limited to maximum of 30 pages)
- V. Attachments
  - a. Attachment A: Budget
  - b. Attachment B: Goal/Objectives/Activities/Measures and Funding Source Template
  - c. Attachment C: Letters of Commitment
  - d. Attachment D: References/Citations to the Research Literature
  - e. Attachment E: List of local Board Members
  - f. Attachment F: Most Recent Audit Management Letter
  - g. Attachment G: Organizational Budget
  - h. Attachment H: Policy Establishing Competitive/Discretionary Grant Proposal Review Process
- VI. Allowable Supplementary Materials

**Appendix H**  
**SBE Policy Establishing Grant Proposal Review Process**

**NORTH CAROLINA STATE BOARD OF EDUCATION**  
**Policy Manual**

**Policy Identification**

**Priority:** Twenty-First Century Systems

**Category:** Contracts and Grants

**Policy ID Number:** [TCS-O-001](#)

**Policy Title:** Policy establishing competitive/discretionary grant proposal review process

**Current Policy Date:** 04/02/1998

**Other Historical Information:** Previous board dates: 09/04/1992, 12/04/1992

**Statutory Reference:**

**Administrative Procedures Act (APA) Reference Number and Category:**

This policy was developed to assure the Board that all project proposals have been evaluated fairly and on merit without bias or favoritism and all approval criteria for selection have been followed. The DPI will follow the policy when considering federal, state, or other funds available for use.

**Definition:** Competitive projects are those projects for which the DPI or SBE solicits proposals from eligible applicants and which are evaluated against a set of approved criteria to determine the recommendations for funding.

All funding sources are covered by this definition.

**Criteria for Competitive/Discretionary Projects.** All projects will be evaluated on the applicant's written response addressing the items outlined in Section I. All proposals will go through the review process outlined in Section II. Some projects may be subject to federal or state funding priorities, in which case review procedures will be altered accordingly.

**Eligibility.** All applicants must be eligible according to requirements of law, regulations, policy and other directions provided by the funding source. Only eligible applicants should respond to the RFP. Applicants should clearly establish eligibility according to guidelines in the RFP.

**SECTION I: Applicant's Response to a Request for Proposals (RFP)**

All eligible applicants will include the eight items outlined below in each proposal.

- A. Objectives and Intended Outcome. All objectives of the project must be stated in measurable terms that clearly establish time frames and expected outcomes. Describe how outcomes will benefit both students and teachers.
- B. Narrative Description. Prepare a narrative description of the project. Include all preliminary steps to implementation such as special training, designation of personnel and purchases. Provide a schedule of activities and the dates when each will be accomplished. Include background research information used to formulate the proposal. Also elaborate on ways in which the proposal is linked to the school system's total plan, as well as state priorities. Conclude the narrative by stating ways the project can be continued or replicated after the funding period.
- C. Proposed Budget. Present annotated budget information according to requirements in the RFP. All locally prepared budgets must conform to the DPI chart of accounts.
- D. Community Involvement. Describe how the project will involve the local community beyond the local school system. Detail any anticipated participation of parents, citizens, or business.
- E. Statement of Need. Cite data that supports need statement. Also, use evidence of socioeconomic status of area, demographic data, and population statistics to support needs.
- F. Dissemination. Describe how project information will be shared with other school systems throughout the state. Include the methods that will be used to share best practices among school personnel.
- G. Local Evaluation and Procedures. Describe local evaluation procedures and methods of evaluation for the project. Time frames for completing local evaluations must be included.

**SECTION II. Application Review Process**

Each application will be reviewed and compared to others through the process outlined below.

**A. INITIAL LOG-IN AND SCREENING**

Applicant's eligibility is determined. Information is recorded on a cover sheet to reflect the presence of basic components: proposal sections, applicant and partner signatures, and other essentials outlined in the RFP.



B. LEVEL I EVALUATION

1. The DPI appoints a review team of at least 3 persons who meet the following qualifications.
  - All familiar with subject areas
  - All impartial
  - RFP requirements will determine if team members are internal or external to DPI
2. Each review team is assigned a specific number of applications to evaluate. Each team member must use professional judgement in examining the proposals. Division directors should specify components which are especially vital to consider in the review process, and may direct the review team to rate the proposal on its merit within each individual category.
3. After all proposals are evaluated by individual team members, the entire review team discusses each proposal as a group and comes to a consensus on the final rating. Each proposal shall be included in one of the five following quality bands.
  - Excellent
  - Strong
  - Average
  - Weak
  - Unacceptable
4. After consensus, each review team shall prepare comments on each proposal to be used in the approval/rejection letters sent to the applicants.
5. Each review team Chairperson will present findings to the division director.

C. LEVEL II EVALUATION

Applications recommended for funding by the review team will be reviewed by a smaller team of reviewers (which may include the division director and review team chairpersons). These reviewers will use the following criteria and will align applications with specific funding priorities.

1. SBE/DPI Priorities. The applicant's attention to agency priorities will be taken into consideration.
2. Geographic Area Needs. Needs will be considered in the various geographical areas of the state. Attention will be given to appropriate statewide distribution of funds.

3. Socioeconomic Needs. The socioeconomic standing of each applicant will be taken into consideration.
4. Number of Projects and Total Funding Received. All projects and total amounts funded to each applicant during the current year and prior years will be compared with other applicants to ensure reasonable distribution of funds.
5. Applicant's Prior Performance. The applicant's prior and current performance in related areas will be examined to ensure a high probability of success.

**D. LEVEL III EVALUATION**

Using evaluation forms from the review teams, the division director, the appropriate associate superintendent, chief technology officer and the state superintendent/deputy jointly determine final selections.

**E. NOTICE PROCEDURE**

The division director will oversee the distribution of approval/rejection letters, create and maintain a file, and prepare materials to be presented to the State Board of Education. Upon approval by the State Board of Education, approval/rejection letters will be prepared using comments listed during review team sessions.

**SECTION III. Evaluation/Review Results**

**A. RECORD KEEPING**

The division director (or program director) is responsible for ensuring that a file is available and maintained which contains information applicable to all sections of this policy. Files will be open to public inspection. All proposals submitted for consideration must be listed in alphabetical order in the file. An asterisk should be placed on the left side of the folder of each project to be funded. Ratings must be shown for each proposal by showing evaluation information and/or by grouping projects into quality bands such as excellent, strong, average, weak, and unacceptable.

**B. MATERIALS TO BE PRESENTED TO THE STATE BOARD OF EDUCATION**

- A list of all project proposals submitted
- The corresponding quality band for each acceptable proposal
- Any information regarding weighting of categories
- The list of recommended projects for funding
- An assurance that the process has been followed without deviation

**SECTION IV. Assurances**

The appropriate assistant superintendent will insure that all proposals have been evaluated fairly and on merit without bias or favoritism and that all approved criteria for selection has been followed.

**SECTION V. Exceptions**

Any additional criteria, amended process, or further changes made to the above procedures must be approved by the Deputy State Superintendent.