

EXECUTIVE SUMMARY

Title: Approval of Federal Grants

Type of Executive Summary:

- Action
- Action on First Reading
- Discussion
- Information

Policy Implications:

- Constitution _____
- General Statute # _____
- SBE Policy # _____
- SBE Policy Amendment
- SBE Policy (New)
- APA # _____
- APA Amendment
- APA (New)
- Other Grants

Presenter(s): Philip Price (Associate Superintendent, Financial and Business Services), Mr. Jack Moyer, (Director, Office of Charter Schools), Ms. Lynn Hoggard (Section Chief, Child Nutrition Services), Mr. Peter Asmar (Associate Superintendent/CIO, Technology Services), Ms. Frances Bradburn, (Director, Instructional Technology Division), Dr. Elsie Leak (Assoicate Superintendent, Curriculum and School Reform Services), Dr. Wandra Polk (Director, Middle and Secondary Education), Ms. Everly Broadway (Section Chief, Secondary Mathematics and Science), and Ms. Jackie Colbert (Director, Elementary Education Division)

Description:

The grants listed below are being submitted for approval of distribution of funds to selected school systems. Please see attachments for description of grants.

- Attachment 1 – Allotment of Federal Implementation Funds for Year I and II Charter Schools
- Attachment 2 – NCLB Enhancing Education through Technology Grant Awards – IMPACT II Awards
- Attachment 3 – Mathematics and Science Partnership (MSP) Grant Cohort IV
- Attachment 4 – Fruit and Vegetable Program Awarded to NCDPI from USDA
- Attachment 5 – Reading First

Resources:

See attachments

Input Process:

See attachments

Stakeholders:

See attachments

Timeline For Action:

Action on First Reading is being recommended in order to allow funding to be distributed to selected school systems in a timely manner.

Recommendations:

The attached grants are being submitted for State Board approval.

Audiovisual equipment requested for the presentation:

- Data Projector/Video (Videotape/DVD and/or Computer Data, Internet, Presentations-PowerPoint preferred)
Specify: _____
- Audio Requirements (computer or other, except for PA system which is provided)
Specify: _____

Document Camera (for transparencies or paper documents – white paper preferred)

Motion By: _____ Seconded By: _____
Vote: Yes _____ No _____ Abstain _____
Approved _____ Disapproved _____ Postponed _____ Revised _____

*Person responsible for SBE agenda materials and SBE policy updates: Matthew Lanner, 807-3491, Amy Betsill, 807-3817, Janice Ham, 807-3915, and Ellen Stewart, 807-3293.

SUMMARY OF GRANT

Title: Allotment of Federal Implementation Funds for Year I and II Charter Schools

Policy Implications:

- Constitution _____
- General Statute # _____
- SBE Policy # _____
- SBE Policy Amendment
- SBE Policy (New)
- APA # _____
- APA Amendment
- APA (New)
- Other USDOE Grant

Presenter(s): Mr. Philip Price (Associate Superintendent, Financial and Business Services) and Mr. Jack Moyer (Director, Office of Charter Schools)

Description:

Schools in their first and second year of operation are eligible to receive Implementation Year I and Implementation Year II funding.

The seven (7) charter schools that received final SBE approval in March 2007 and the one (1) school that received final approval in March 2006 are now eligible to receive an implementation sub-grant award of a \$200,000.00 base award. The Office of Charter Schools is requesting that the SBE approve initial base award allotment at the April State Board of Education Meeting.

Resources:

US Department of Education Federal Grant

Input Process:

Charter Schools and Department of Public Instruction Staff

Stakeholders:

Charter Schools (students, parents, and administration), State Board of Education, Department of Public Instruction

Recommendations:

It is recommended that the State Board of Education approve the grant allotments.

Motion By: _____ Seconded By: _____
 Vote: Yes _____ No _____ Abstain _____
 Approved _____ Disapproved _____ Postponed _____ Revised _____

*Person responsible for SBE agenda materials and SBE policy updates: Matthew Lanner 807-3491

**Federal Allotment Funding
Implementation Year I and II Schools
2002-2005 Federal Budget Period (PRC 086)**

Year I

LEA/District	Charter #	Charter Yr.	School	Base Award	Total Award
Implementation Year I (Schools in their first year of serving students)					
Mecklenburg	TBA	2007	Charlotte Secondary School	\$200,000.00	\$200,000.00
Mecklenburg	TBA	2007	KIPP: Charlotte	\$200,000.00	\$200,000.00
Columbus	TBA	2007	Columbus Charter School	\$200,000.00	\$200,000.00
Durham	TBA	2007	Voyager Academy	\$200,000.00	\$200,000.00
Iredell	TBA	2007	Pine Lake Preparatory	\$200,000.00	\$200,000.00
Johnston	TBA	2007	Neuse Charter School	\$200,000.00	\$200,000.00
New Hanover	TBA	2007	Wilmington Preparatory Academy	\$200,000.00	\$200,000.00
					\$1,400,000.00

Year II

LEA/District	Charter #	Charter Yr.	School	Base Award	Total Award
Implementation Year II (Schools in their second year of serving students)					
Person	73B	2006	Roxboro Community School	\$200,000.00	\$200,000.00
					\$200,000.00
The above schools are eligible to receive federal Public Charter Schools Implementation Funds based on the formula approved in the 2002-05 Public Charter Schools Application. Eligible schools receive a base award of \$200,000.00. The schools will receive the funds in one allotment. It is requested that the SBE approve the allotment of the base award of \$200,000.00 per school.					
Note: Pursuant to the No Child Left Behind Act of 2001, Title V, Part B-Public Charter Schools, sub-grants awarded by SEAs to eligible applicants under this subpart. These funds must be expended before September 30, 2007 which is the ending date of the Federal Grant.					

2007 IMPACT II Model School Grant
 North Carolina's Enhancing Education through Technology Competitive Grant Award

The IMPACT II Model School Grants are awarded to five middle schools in North Carolina to provide the necessary personnel, resources, access, professional development, and student instruction to produce technologically literate students by the eighth grade and have a significant impact on the academic achievement of the school's student population.

These grants, based on ADM, range from \$240,000 to \$318,000 and may be renewable based on implementation, evaluation, performance and the availability of EETT funds.

LEA	School	District	
Winston Salem/Forsyth	Walkertown Middle	Fifth	\$295,000.00
Swain County	Swain Middle	Eighth	\$240,000.00
Robeson County	Pembroke Middle	Second	\$318,000.00
Haywood County	Canton Middle	Eighth	\$289,000.00
Sampson County	Union Middle	Fourth	\$263,000.00

Grant Goals

- Help middle school teachers integrate technology into their teaching practice by providing the technology personnel, resources, and access necessary to implement an outstanding media and technology program as determined in the Evaluation Rubrics within *IMPACT: Guidelines for Media and Technology Programs*. (<http://www.ncwiseowl.org/Impact/Research&eval.htm#evalrubrics>)
- Provide the necessary personnel, resources, access, professional development, and student instruction to produce technologically literate students by the eighth grade and have a significant impact on academic achievement of the school's student population.
- Support and enhance the North Carolina State Board of Education's strategic priorities of Globally Competitive Students ; 21st Century Professionals, Healthy and Responsible Students; Leadership for Innovation; and 21st Century Systems.

Grant Development

- The grant was developed to align with the 2007 North Carolina Educational Technology Plan and *IMPACT: Guidelines for Media and Technology Programs*.
- The grant was designed to be a three-year study in order to comply with the U.S. Department of Education's requirement to document impact on student achievement.
- The grant was drafted based on the review and evaluation of the original IMPACT Model School grant awarded in 2003.

- The grant was approved by and met all criteria issued by the U.S. Department of Education.

Grant Announcement

- All eligible LEAs and charter schools were notified personally by regional instructional technology consultants of their eligibility.
 - Eligibility was based on LEA High Technology Need
 - Highest numbers or percentages of children from families with incomes below the poverty line and
 - Operates one or more schools identified under Section 1116 (Title I); or
 - Has a substantial need for assistance in acquiring and using technology (based on 2006 AMTR data).
- Forty-five LEAs and three charter schools were eligible for the IMPACT II Model School Grant.
- The grant was posted on the Division of Instructional Technology's Web site, <http://www.ncwiseowl.org/Impact/div%5Fit/>.

Letter of Intent

- All interested LEAs submitted a letter of intent to apply no later than Friday, October 20, 2006.
- Before a letter of intent was filed, the regional technology consultants visited the LEA and met with central office personnel to help determine the selection process for the school that would apply for the grant.
- The letter of intent designated the school that would be applying for the grant and gave a brief description of the project.
- Only those LEAs that submitted a letter of intent continued the grant application process.
- Thirty-four LEAs and two charter schools submitted a letter of intent.

Technical Assistance

- The six regional technology consultants worked with all schools throughout the grant process, helping staff understand the components of the IMPACT model, explaining the need for commitment to the life of the grant, and ensuring that LEAs understood the assurances that would have to be agreed upon before the grant was submitted.
- Regional consultants also helped arrange partnerships for schools, matching eligible LEAs with ineligible LEAs, with the goal of sharing knowledge of current best practice as well as future staff development and research.
- SERVE hosted a web conference and was available to assist schools in completing the School Technology Needs Assessment (STNA).

Grant Submission

- All grants were submitted no later than 5 P.M. February 2, 2007.
- Twenty-nine LEAs and one charter school submitted grants on deadline.

Initial Grant Review

- All grants were reviewed for completeness.
- All required components were verified.

Outside Grant Review

- Twenty reviewers from ten states were contracted to review all grants.
- Each grant was reviewed by three different reviewers.
- Reviewers submitted all evaluations with comments and concerns noted. All grants received a numerical score.
- Once all grant reviews were returned, scores were tallied and were normed to determine the grant finalists.
- Ten finalist schools were identified and notified.

Interview Process

- SERVE staff, assisted by representatives from two of the original IMPACT Model Schools, conducted fifty minute interviews with each of the ten finalist schools.
- All schools answered the same set of questions, although follow-up questions sometimes differed as interviewers sought clarification.
- Interviews were conducted over a two-day period.
 - Thursday, March 8
 - Friday, March 9
- At the end of each interview day, interviewers completed interview sheets and informally ranked the quality of the day's interviews.
- After the final interviews on March 9, consensus was reached on five schools to receive grant awards.

Final Grant Review

- All grant award nominees are submitted to the State Board of Education for approval and announcement on April 5, 2007.

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IMPACT II Grant Finalist
Proposal Summaries

Walkertown Middle School – Winston Salem/Forsyth

Walkertown Middle School, located in urban Forsyth County, will use a theme of “Career Academy” to implement a plan that will help students make connections and see relevance between all areas of the curriculum and real life, both now and in the future. In their project, entitled “*Making an Impact*” *Connecting Learning to Life With Media and Technology*, they plan to develop new way of connecting student learning to the real world by integrating current and appropriate technology and resources, by collaborating within departments, grade levels, and with community partners, and by maximizing opportunities to develop as professionals through high quality staff development.

Strengths cited by interview team for Walkertown Middle School

- They have a clear vision of how the IMPACT project will lead to improvements in learning.
- They gave concrete examples of how they will address challenges of grant implementation.
- They have a clear plan for sustaining the model after the grant.

Union Middle School – Sampson County

Union Middle School, located in rural Sampson County, is conscious of their goal. As 21st Century Educators they strive to properly prepare their young people with the knowledge necessary to succeed in a globally competitive market, and feel that the IMPACT Grant will aid in this quest. Through a scheduled plan of innovative staff development and training, they plan to establish a collaborative environment where teachers are able to combine their skills, lessons, and knowledge across multiple curriculums. They have christened their plan as *C-FIRST*, in recognition of the importance of collaboration.

Strengths cited by interview team for Union Middle School

- They had a clear understanding of the roles and responsibilities of the project management team.
- They have a clear understanding of the IMPACT Model.
- They provided diverse and specific examples of how they will measure success.

Swain Middle School – Swain County

With a motto of “One Step Forward, No Steps Back,” Swain Middle School, located in rural Swain County, plans to build on lessons learned in past endeavors, with a goal to move ever forward. In that spirit, they named their proposal *Project “STEP” to 21st Century Success*. The primary purpose of their program is to implement the IMPACT Model and thereby enable students to enter higher education and work with a history of technology literacy and academic success. “STEP” will promote high-level professional development and technology-infused instruction.

Strengths cited by interview team for Swain Middle School

- They collaborated with parents to determine needs and involved parents in ways to address these needs.
- They have a clear vision of how their school program fits into the overall LEA goals.
- They provided multiple sources of evidence for improved teaching.

Canton Middle School – Haywood County

Canton Middle School, located in rural Haywood County, has a community “strongly rooted in 20th Century industrial-based values.” They have a strong feeling that their students need to catch-up and develop the skills needed in today’s world. They plan to make a school-wide shift through refining their planning methods, their instructional strategies and their assessment techniques. Their vision is to move to a technology-driven, project-based learning and differentiated mode of instruction for their students.

Strengths cited by interview team for Canton Middle School

- They understand the roles and responsibilities of the grant management team.
- They have a clear understanding of how collaboration will take place.
- They understand the importance of fostering buy-in from all staff.

Pembroke Middle School – Robeson County

With a goal of increased community involvement, Pembroke Middle School, located in rural Robeson County, plans to provide a rigorous 21st Century professional development program. This program will assist with curriculum design that will offer students a variegated curriculum. This curriculum will enable students to attain the skills necessary to compete successfully in a global society.

Strengths cited by interview team for Pembroke Middle School

- They shared multiple realistic mechanisms for sustainability.
- They had a clear vision of how collaboration will lead to improvements in teaching.
- They have formed a promising partnership with a current IMPACT school.