

EXECUTIVE SUMMARY**Title:** Approval of 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. Robert Logan (Associate Superintendent, Leadership for Innovation & School Transformation), Ms. Frances Bradburn, (Director, Instructional Technology Division), Dr. Lynn Warren (Director, Student Support Services), Dr. Wandra Polk (Director, Middle and Secondary Education Division), Ms. Everly Broadway (Section Chief, Secondary Mathematics and Science), Ms. Jackie Colbert (Director, Elementary Education Division), and Mr. John Pruette (Director, Office of School Readiness)

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 – NCLB Enhancing Education through Technology Grant Awards- IMPACTing Leadership Grant Awards
- Attachment 2 – Even Start Family Literacy Programs-Supplemental Allocations 2007-2008
- Attachment 3 – Mathematics and Science Partnership (MSP) Grant Cohort IVb
- Attachment 4 – K-12 School-Based Learn and Serve America 2007-2008
- Attachment 5 – 21st Century Community Learning Center Programs
- Attachment 6 – Reading First Schools' Additional Allocation

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: Amy Betsill, 807-3817, Susan McKinney, 807-3293, Paula Langill, 807-3812, and Jamie Woodlief, 981-5530.

SUMMARY OF GRANT

Title: **NCLB Enhancing Education through Technology Grant Awards – IMPACTing Leadership Grant Awards**

Policy Implications:

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

X Other No Child Left Behind Act of 2001, Title IID, Enhancing Education Through Technology

Presenter(s): Mr. Robert Logan (Assoc. Superintendent, Leadership for Innovation & School Transformation)
Frances Bryant Bradburn (Director, Instructional Technology Division)

Description:

This is the sixth year of the five –year grant known as the Enhancing Education Through Technology (EETT) grant, part of No Child Left Behind. Round five of this grant, part of the competitive portion of the EETT grant funded the implementation of the IMPACTing Leadership Grants (based on the North Carolina Educational Technology Plan and *IMPACT: Guidelines for Media and Technology Programs in North Carolina*) within school districts across the State. A rigorous process that consisted of out-of-state reviewers reviewing all applications; in-depth, onsite interviews for finalists; and approval of the Executive Council, determined the grant winners. These LEAs have participated in a year-long intensive professional development process, have submitted their implementation plans and are now ready to implement the IMPACT Program in their schools.

Resources:

N/A

Input Process:

These grants were developed using the United States Department of Education (USED) model in consultation with USED NCLB staff. Once the grant parameters were completed, the draft was sent to several LEA technology personnel for reaction. Modifications and clarifications were made based on these individuals’ comments and suggestions.

Stakeholders:

USED and the LEAs who have received the award, as well as all schools in NC that can learn from this model and its evaluation.

Recommendations:

It is recommended that the State Board approve the additional funding for these grant LEAs.

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

*Person responsible for SBE agenda materials and SBE policy updates: Susan McKinney, 807-3293

Twenty-seven LEAs and nine charter schools were eligible to apply for this funding. In March 2006, NC DPI received 11 Letters of Intent to apply. In May, the department received applications from 8 LEAs and 2 Charter School Consortiums. Applications were sent to out-of-state reviewers and the finalists were interviewed on June 20, 2006. At the July 2006, Board Meeting, 4 LEAs were approved to receive initial funding. Central Office personnel and 32 principals from these 4 LEAs participated in an intense year-long staff development plan. At the end of this year long process, each school submitted an implementation and evaluation plan for rolling the IMPACT Model out in their school this year. These plans have been approved by the NC DPI staff and they now qualify for this additional funding that will be used to purchase hardware for their schools.

	District	Additional Award Amount
Pamlico County Schools	2	\$252,000
Tyrrell County Schools	1	\$189,000
Scotland County Schools	4	\$378,000
Asheville City Schools	8	\$567,000

SUMMARY OF GRANT

Title: Even Start Family Literacy Programs-Supplemental Allocations 2007-2008

Policy Implications:

- Constitution _____
- General Statute # _____
- SBE Policy # _____
- SBE Policy Amendment
- SBE Policy (New)
- APA # _____
- APA Amendment
- APA (New)
- Other Even Start Grant Awards

Presenter(s): John Pruette (Executive Director, Office of School Readiness)

Description:

Supplemental Allocation

Carryover funds (\$98,000) associated with the Federal Even Start Family Literacy Grant will be dispersed to currently funded programs across the State. The funds will be designated for staff development and training and may be used for registration, materials, travel, subsistence and substitute pay. Any funds not required for these purposes may be used to further improve educational opportunities for children and adults being served in the program.

Even Start Family Literacy Programs provide quality adult and early childhood educational opportunities for parents that qualify and their children. Providing adult basic and parenting education to improve parenting skills for parents who have dropped out of school and/or lack literacy skills required to be successful at work is a primary goal of the grant. Projects are funded for four years and are subject to availability of federal grant funds and approval of annual continuation applications. After four successful years, sites may apply for an additional four years of funding.

* Projected U.S. Department of Education, <http://www.ed.gov/about/overview/budget/statetables/index.html>

Resources:

Federal

Input Process:

The funding process was reviewed by the Committee of Practitioners, Even Start Directors, and Office of School Readiness before final allocations were made.

Stakeholders:

Students at-risk of school failure and their families, educators working in literacy programs, and communities across North Carolina working to reduce illiteracy and promote school success are all stakeholders in family literacy.

Recommendations:

Following review and based on availability of federal funds, the State Board is asked to approve the recommended supplemental allocations to the Even Start Family Literacy sites.

Supplemental Allocations

Subject to availability of federal funding, the following LEAs are recommended for supplemental funding.

LEA	Funding Amount	Education District
Ashe County	\$7,000	7
Asheboro City	\$7,000	5
Bertie	\$7,000	1
Burke County	\$7,000	7
Caldwell County	\$7,000	7
Craven County	\$7,000	2
Cumberland County	\$7,000	4
Forsyth/Quality Charter	\$7,000	5
Greene County	\$7,000	2
Lee County	\$7,000	4
Lenoir County	\$7,000	2
Richmond County	\$7,000	4
Rutherford County	\$7,000	8
Washington County	\$7,000	1
Total	\$98,000.00	

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

*Person responsible for SBE agenda materials and SBE policy updates: Jamie Woodlief 981-5530

SUMMARY OF GRANT

Title: Mathematics and Science Partnership (MSP) Grant Cohort IVb

Policy Implications:

- Constitution _____
- General Statute # _____
- SBE Policy # EEO-O-001
- SBE Policy Amendment
- SBE Policy (New)
- APA # _____
- APA Amendment
- APA (New)
- Other Grant

Presenter(s): Dr. Wandra Polk (Director, Division of Middle and Secondary Education), and Ms. Everly Broadway (Section Chief, Middle and Secondary Mathematics)

Description:

Title II, Part B, Sections 2201-2203 of the Elementary and Secondary Education Act of 1965 as amended by the No Child Left Behind Act of 2001 (P.L. 107-110) describes the Mathematics Science Partnership (MSP) Program of NCLB. MSP grants are provided on a competitive basis to Local Education Agencies (LEAs) with demonstrated need in mathematics and science. Local education agencies must propose a program of professional development in partnership with Mathematics and/or Science Departments in Institutions of Higher Education. Grants are given for one year, with the possibility of renewal for two subsequent years.

Resources:

Federal

Input Process:

The criteria used for evaluation were based on the specifications and guidelines provided by the federal Mathematics and Science Partnership Grant Program. The rubric for evaluation was included in the Request for Proposals. Policy EEO-O-001 was followed without deviation.

Stakeholders:

Local education agencies with demonstrated need for advanced professional development in mathematics and science.

Recommendations:

The State Board of Education is asked to grant approval of initial funding for new projects for the amounts stipulated in the attachment. The State Board of Education is asked to take action on first read.

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

*Person responsible for SBE agenda materials and SBE policy updates: Amy Betsill, 919-807-3817

Mathematics and Science Partnership (MSP) Grants 2007-2008

One project is recommended for supplemental funding for the 2007-2008 fiscal year at the amount indicated. XXXX new projects are recommended for first year funding. (Project Name and Fiscal agents are in bold print.)

Projects Recommended for New Funding in 2007-2008

Project Name/Year of Funding	Partners		Recommended Funding
	LEA (SBE District)	IHE	
Mountain Valley Partnership (supplement to original funding) Year 1 of 3 (Cohort IV)	Ashe County Schools (7) , Alleghany County Schools (7), Catawba County Schools (7), Elkin City Schools (7), Hickory City Schools (7), Watauga County Schools (7), Wilkes County Schools (7), Yadkin County Schools (7)	Appalachian State University Department of Mathematical Sciences and the Mathematics and Science Education Center, Catawba Valley Community College, Surry Community College	\$117,000.00
Partners for Mathematics Learning: Disseminating North Carolina's 2008 Mathematics Curriculum Standards Year 1 of 2 (Cohort IVb)	Roanoke Rapids (3) , Buncombe(8), Charlotte-Mecklenburg (6), Columbus (4), Durham (3), Winston Salem Forsyth (5), Guilford (5), Harnett (4), McDowell(8), Union (6), STATEWIDE PROJECT	Meredith College	\$601,027.00*
Physics Project Year 1 of 2 (Cohort IVb)	Winston Salem Forsyth (5) , Guilford (5), Robeson (4)	University of North Carolina at Greensboro, University of North Carolina at Pembroke, American Association of Physics Teachers	\$ 93,331.00*
Teacher Algebra Network Year 1 of 2 (Cohort IVb)	Avery (7) , Alleghany County Schools (7), Ashe County Schools (7)	Appalachian State University Department of Mathematical Sciences	\$ 67,081.00
Project MATH (Making Algebraic Thinking Happen) Year 1 of 2 (Cohort IVb)	Person (5)	UNC Chapel Hill Department of Mathematics; UNC Chapel Hill Center for Mathematics and Science Education	\$ 154,870.00
Trajectory of Science Scholars Year 1 of 2 (Cohort IVb)	Durham (3)	NC State University Department of Mathematics, Science, and Technology Education, NC State University Department of Zoology	\$ 214,684.00
Preparing Geometry Teachers in Union County Year 1 of 2 (Cohort IVb)	Union (6)	The University of North Carolina at Charlotte, Center for Mathematics, Science, and Technology Education	\$ 56,367.00*
Empowering Teachers and Students through Problem Based Mathematics Year 1 of 2 (Cohort IVb)	Buncombe (8), Asheville City (8)	Department of Mathematics, University of North Carolina at Asheville	\$ 180,120.00
Total for New Projects			\$1,484,480.00

**Mathematics and Science Partnership (MSP) Grants
Review Process
August 2007**

The table below indicates all proposals submitted for new funding in the 2007-2008 NC Mathematics and Science Partnership (MSP) Program. All projects were reviewed using a rubric¹. The table below indicates the quality band rating for each proposal that met the technical specifications in the Request for Proposals (RFP). Seven new projects are recommended for funding in 07-08. NCSBE Policy #EEO-O-001 was followed without deviation.

LEA Fiscal Agent	Review Team Rating	Final Selection/Rank
Roanoke Rapids	strong	1
Durham	strong	2
Person	average	3
Avery	average	4
Winston Salem Forsyth	average	4
Buncombe	average	6
Union	average	7
Onslow	average	8
Cherokee	average	8
Iredell Statesville	weak	10
Provisions Academy	weak	11

¹A copy of the **MSP Rating Form** is attached to this memo.

MSP Rating Form v2 July 07

Proposal # _____ Reviewer: _____

LEA/Fiscal Agent: _____ Date: _____

1. High-Need School District The criteria used will be: <ul style="list-style-type: none"> • Percentage of children served from families with incomes below poverty level. • Percentage of children on free or reduced lunch • Low Wealth LEA • High teacher turnover and retention particularly with regard to the targeted teachers. • District and School progress toward meeting AYP targets. 	Your Rating Here
5 Points	
+5-4	• Demonstrates greatest need based on criteria above.
+3-1	• Demonstrates an average degree of need based on criteria above.
+0	• Demonstrates least amount of need based on criteria above.
Point justification / Review comments (required):	

2. Demonstration of Need and Alignment of Project Goals and Objective with Professional Development Needs Points will be awarded for: <ul style="list-style-type: none"> • Demonstrated teacher need for the proposed professional development. • A clear relationship between the “needs” the “Program Goals and Objectives” section of the Program Narrative. 	Your Rating Here
10 points	
+10-6	• Need for proposed Professional Development is well documented and is clearly aligned with the needs stated in the Program Goals and Objectives.
+5-1	• Need for proposed Professional Development is well documented but is not clearly aligned with the needs stated in the Program Goals and Objectives.
+0	• Need for proposed Professional Development is not well documented and is not clearly aligned with the needs stated in the Program Goals and Objectives.
Point justification / Review comments (required):	

3. Partnership Management Planning Points will be awarded for clearly: <ul style="list-style-type: none"> • Defining responsibilities and contributions. • Delineating the experience and capability of partners. 	Your Rating Here
10 points	
+10-6	<ul style="list-style-type: none"> • The role of the IHE partners is seen not only as a service provider but as a partner in decision-making. • Commitment of LEA leadership is evident and support is defined in the proposal. • Communication between IHEs and LEAs and other partners is clearly planned and realistic. • Time commitment of key personnel is documented and realistic to accomplish project goals.
+5-1	<ul style="list-style-type: none"> • The role of the IHE partners is only as a service provider and is not clearly defined as a partner in decision-making. • Commitment of LEA leadership is mainly the responsibility of a curriculum coordinator and the commitment of top-level leadership is not evident; however, LEA support is defined. • Communication between IHEs and LEAs and other partners is planned and realistic but lacks sufficient detail. • Time commitment of key personnel is not well documented or realistic to accomplish project goals.
+0	<ul style="list-style-type: none"> • The role of the IHE partners is unclear. • Commitment of LEA leadership is not evident and LEA support is not defined. • Time commitment of key personnel is not well documented and not realistic to accomplish project goals.
Point justification / review comments (required):	

MSP Rating Form v2 July 07

Proposal # _____ Reviewer: _____

LEA/Fiscal Agent: _____ Date: _____

4. Efficacy of Plan Points will be awarded for:		Your Rating Here
<ul style="list-style-type: none"> • Thoroughness of planning. • Likelihood of effectiveness. • Maximum impact of the program. 		30 points
+30-23	<ul style="list-style-type: none"> • Program activities work plan shows thorough and extensive planning involving all partners (professional development activities are clearly described, timeline is reasonable, incentives likely to encourage teacher participation have been included). • Project activities are likely to be effective: <ul style="list-style-type: none"> ○ They follow research base on teacher professional development. ○ They are sustained over time and include follow-up related to classroom teaching. ○ They include no inappropriate activities. • Plans that address sustainability of partnerships, improved science and math instruction, and teacher retention beyond the 3 funded years to maximize long term impact are clearly addressed in the proposal and appear to be realistic and achievable. • Plan includes appropriate ideas for dissemination at national or NC conferences. Plan also includes appropriate ideas for dissemination in North Carolina beyond conferences. 	
+22-16	<ul style="list-style-type: none"> • Program activities work plan shows evidence of some planning but some important elements are unclear or have not been addressed. • Most project activities are likely to be effective: <ul style="list-style-type: none"> ○ They follow research based on teacher professional development. ○ They are sustained over time and include follow-up related to classroom teaching. ○ They include one or two project activities of questionable value without appropriate research documentation of their appropriateness. • Plans that address sustainability of partnerships, improved science and math instruction, and teacher retention beyond the 3 funded years to maximize long term impact are evident in the proposal but appear to be more wishful thinking that a well thought out plan. • Plan includes appropriate ideas for dissemination at national or NC conferences. Plan also includes appropriate ideas for dissemination in North Carolina beyond conferences, but lacks sufficient detail. 	
+15-9	<ul style="list-style-type: none"> • Program activities work plan shows evidence of some planning but some important elements are not identified. • Most project activities are not likely to be effective: <ul style="list-style-type: none"> ○ They do not follow research based on teacher professional development. ○ They are not likely to be sustained over time and include poorly planned follow-up related to classroom teaching. ○ They include one or two project activities of questionable value but activities are not documented with appropriate research. • Plans that address sustainability of partnerships, improved science and math instruction, and teacher retention beyond the 3 funded years to maximize long term impact, lack sufficient detail. • Plans for dissemination are weak or lack sufficient detail. 	
+8-1	<ul style="list-style-type: none"> • Program activities work plan shows little evidence of some planning but some important elements are not identified. • Most project activities are not likely to be effective: <ul style="list-style-type: none"> ○ They do not follow research based on teacher professional development. ○ They can not be sustained over time and do not include follow-up related to classroom teaching. ○ No project activities of substantial value are included. • Plans that address sustainability of partnerships, improved science and math instruction, and teacher retention beyond the 3 funded years to maximize long term impact, lack sufficient detail. • Plans for dissemination are not appropriate or lack sufficient detail. 	
+0	<ul style="list-style-type: none"> • Program activities work plan shows no evidence of some planning and important elements have not been addressed. • Project activities are not likely to be effective: <ul style="list-style-type: none"> ○ They do not follow research based on teacher professional development. ○ They can not be sustained over time and do not include follow-up related to classroom teaching. ○ Project activities have not been included. • Plans that address sustainability of partnerships, improved science and math instruction, and teacher retention beyond the 3 funded years to maximize long term impact, are not evident. • Plan does not include appropriate ideas for dissemination. 	
Point justification / review comments (required):		

MSP Rating Form v2 July 07

Proposal # _____ Reviewer: _____
 LEA/Fiscal Agent: _____ Date: _____

5. Evaluation Plan Points will be awarded for:		Your Rating Here
<ul style="list-style-type: none"> • Appropriateness and thoroughness of the activity proposed in the “Evaluation Plan” section of the Program Narrative. 		10 points
+10-8	<ul style="list-style-type: none"> • Evaluation includes both quantitative and qualitative measures of both process and outcomes. • Formative Evaluation feedback plan is clear and detailed. • Data collection for evaluation purposes: <ul style="list-style-type: none"> ○ Includes valid and reliable mechanisms for capturing quantitative and qualitative aspects of project. ○ Evidence of attention to locate and use valid and reliable instruments is present. ○ Includes teacher content knowledge measure – pre and post. • Outside evaluator has appropriate credentials and experience 	
+7 -6	<ul style="list-style-type: none"> • Evaluation includes both quantitative and qualitative measures of both process and outcomes. May not be appropriately balanced. • Formative Evaluation feedback plan evident but not clear and detailed. • Data collection for evaluation purposes: <ul style="list-style-type: none"> ○ Includes valid and reliable mechanisms for capturing quantitative and qualitative aspects of project. ○ Evidence of attention to locate and use valid and reliable instruments is present. ○ Includes teacher content knowledge measure – pre and post. • Outside evaluator has appropriate credentials but may not have extensive experience 	
+5-1	<ul style="list-style-type: none"> • Evaluation lacks sufficient mechanisms to measure process towards project goals and objectives. • Formative Evaluation feedback plan is unclear. • Data collection for evaluation purposes: <ul style="list-style-type: none"> ○ Includes valid and reliable mechanisms for capturing quantitative and qualitative aspects of project. ○ Little or no evidence of attention to locate and use valid and reliable instruments is present. ○ Includes teacher content knowledge measure. • Outside evaluator has insufficient credentials and little or no experience. 	
+0	<ul style="list-style-type: none"> • Evaluation lacks mechanisms to measure process towards project goals and objectives. • Formative Evaluation feedback plan is not evident. • Data collection for evaluation purposes: <ul style="list-style-type: none"> ○ Lacks reliable mechanisms for capturing quantitative and qualitative aspects of project. ○ No evidence of attention to locate and use of valid and reliable instruments is present. • Outside evaluator has insufficient credentials and little or no experience. 	
Point justification / review comments (required):		

MSP Rating Form v2 July 07

Proposal # _____ Reviewer: _____
 LEA/Fiscal Agent: _____ Date: _____

6. Budget		Your Rating Here
Points will be awarded for:		
<ul style="list-style-type: none"> • Completeness and clarity of the program budget • Appropriateness of expenditures as described in the Budget and the Budget Narrative. 		5 points
+5-4	<ul style="list-style-type: none"> • Numbers add up. Partner plans and Total are consistent. • Budget narrative is complete – purpose of each line item is clear. • Each element in program plan appears adequately budgeted for in budget. • No funds are budgeted for unrelated projects. • Project expenditures are reasonable and focus on meeting teacher professional development needs. • Budget is consistent with roles of partners. • Adequate but not excessive spending on peripheral project needs (i.e. computer for project director, advertising, and web master.) 	
+3-1	<ul style="list-style-type: none"> • Numbers add up. Partner plans and Total are consistent. • Budget narrative is complete, however expenditure for some items require more detailed explanation. • Most elements in program plan appear adequately budgeted for in budget. • Budget expenditures appear higher than expected for some proposed professional activities. • Project expenditures are reasonable and focus on meeting teacher professional development needs. • Budget is consistent with roles of partners. • Adequate but not excessive spending on peripheral project needs (i.e. computer for project director, advertising, and web master.) 	
+0	<ul style="list-style-type: none"> • Numbers don't add up. Partner plans and Total are inconsistent. • Budget narrative is incomplete – purpose of some line items is unclear. • Many elements in program plan appear inadequately funded. • Funds are budgeted for unrelated projects. • Project expenditures don't focus on meeting teacher professional development needs. • Budget is inconsistent with roles of partners. • Excessive or inadequate spending on peripheral project needs (i.e. computer for project director, advertising, and web master.) 	
Point justification / review comments (required):		

Total Points:

Focus area of the 6/29/07 RFP (mark all that apply)

____ Math Leadership for the 2008 Revision of the Mathematics SCS

____ High School Biology

____ High School Geometry

____ High School Integrated Mathematics

____ Modeling Physics

____ Graduate level university courses in mathematics, science, or mathematics and science related education courses

Comments:

SUMMARY OF GRANT

Title: **K-12 School-Based Learn and Serve America Grant 2007-2008**

Policy Implications:

- Constitution _____
- General Statute #115C-81(h1);115C-23.43(a)
- SBE Policy # _____
- SBE Policy Amendment
- SBE Policy (New)
- APA # _____
- APA Amendment
- APA (New)
- Other _____

Presenter(s): Mr. Robert R. Logan (Associate Superintendent, Leadership for Innovation and School Transformation) and Dr. Lynn Warren (Director, Student Support Services)

Description:

The Learn and Serve America Grant provides funding for sub-grants to school districts throughout North Carolina. The purpose of the sub-grants is to establish service learning programs and to expand service learning opportunities for students in grades K-12. The Learn and Serve funds will be used to address local needs in education, public safety, human services, and environmental issues while engaging students in an array of learning experiences that are aligned with the *North Carolina Standard Course of Study*. Additionally, the goals of service learning are also aligned with the goal of engaging students in learning experiences that are relevant, rigorous, and that establish meaningful relationships with caring adults and others. Service-learning taps into various mediums and modalities to target different learning styles and to expand the array of instructional strategies. Service learning has been demonstrated through practice and research to be a definitive strategy in helping reduce the dropout rate. Service learning draws heavily upon different layers of our community in developing volunteers and cultivating relationships across generational, gender, ethnic, racial, religious, and political lines. Significantly, service learning is supported through General Statutes and State Board Policy in that both identify and encourage the practice of service learning as an important tool for developing character, civic responsibility, and career goals orientation.

Last year, programs were awarded funding in two phases. The first phase comprised those applications that indicated competitively strong programs. They were awarded funds from the first round of the Learn and Serve America Grants 2006-2009. The second phase comprised those applications that needed additional technical support. They were awarded under funds available through a No Cost Extension option from the Learn and Serve America Grants 2003-2006. These funds are no longer available; therefore, these programs had to reapply to continue their programs.

This year, the North Carolina Department of Public Instruction is the recipient of an award from the Corporation for National and Community Service for \$360,000. Additionally, \$70,623.50 of unused funds by several local education agencies have been identified. A total of \$430,623.50 will be used for the purpose of administering a state-wide service learning program. Currently, twenty-seven local education agencies with Continuation Status are presented as recommended beneficiaries of this grant; an additional nine local education agencies with New Status are presented to receive funding as well. The list of recommended school districts/charter schools presented as grant recipients and the recommended amount for each unit is included as an attachment with this document.

Resources:

Corporation for National and Community Service Funds

Input Process:

Seven peer-reviewers assisted in the process of reviewing sub-grant applications. Information on each applicant was compiled by the program coordinator and reviewed with the program director to reach a consensus on the recommendations to take forward.

Learn and Serve America Grant Recommendations for 2007-2008

Districts	LEA Name	Program Status	Recommended 07-08
Unconditionally Approved 2006			
1	Bertie County	Continuation	14017.32
8	Asheville City	Continuation	14017.32
8	Evergreen Charter (Buncombe)	Continuation	11017.32
2	Carteret County	Continuation	14017.32
4	Columbus County	Continuation	14017.32
6	Piedmont Community (Gaston)	Continuation	11017.32
2	Greene County	Continuation	14017.32
3	Roanoke Rapids City	Continuation	14017.32
7	Iredell-Statesville	Continuation	14017.32
4	Provisions Academy (Lee)	Continuation	10017.32
8	Madison County	Continuation	14017.32
8	McDowell County	Continuation	14017.32
2	New Hanover County	Continuation	14017.32
8	Rutherford County	Continuation	14017.32
4	Scotland County	Continuation	14017.32
8	Swain County	Continuation	14017.32
3	Wake County	Continuation	14017.32
7	Millers Creek Elementary (Wilkes)	Continuation	9017.31
Approved with No Cost Extension Funds. Reapplied for 2007			
1	Beaufort County	Continuation	10017.32
7	Burke County	Continuation	10017.32
1	Edenton/Chowan	Continuation	10017.32
7	Success Academy (Iredell)	Continuation	10017.32
3	Johnston County	Continuation	10017.32
2	Jones County	Continuation	10017.32
2	Onslow County	Continuation	10017.32
2	Wayne County	Continuation	10017.32
2	Dillard Academy (Wayne)	Continuation	10017.32
New Applicants for 2007			
4	Cumberland County	New	12017.32
8	Davidson River School (Transylvania)	New	12017.32
7	East Wilkes Middle (Wilkes)	New	7017.31
1	Hertford County	New	12017.32
7	Mooresville City	New	12017.32
4	Robeson County	New	12017.32
7	Caldwell County	New	12017.32
3	Durham County	New	12017.32
8	Haywood County	New	12017.32
Programs			
	Continuation Status	27	430623.5
	New	9	430623.5
	Total	36	Balance 0

List of Applicants that Applied for Learn and Serve America 2007

District	Approved with No Cost Extension Funds 2006. Reapplied for 2007	
1	Beaufort County	Continuation
7	Burke County	Continuation
1	Edenton/Chowan	Continuation
7	Success Academy (Iredell)	Continuation
3	Johnston County	Continuation
2	Jones County	Continuation
2	Onslow County	Continuation
2	Wayne County	Continuation
2	Dillard Academy (Wayne)	Continuation
	New Applicants	
4	Cumberland County	New
8	Davidson River School (Transylvania)	New
7	East Wilkes Middle (Wilkes)	New
1	Hertford County	New
7	Mooreville City	New
4	Robeson County	New
7	Caldwell County	New
3	Durham County	New
8	Haywood County	New

North Carolina Department of Public Instruction

Office of Curriculum and School Reform Learn and Serve America Program

Conflict of Interest Statement for Peer Reviewers

Your designation as a peer reviewer requires that:

1. If you handle proposals or other applications, you must be aware of potential conflict situations. Examples of potentially biasing affiliations or relationships are listed below. Should any conflict arise during your peer review experience, you must bring the matter to the attention of the Coordinator of Special Projects. The Coordinator in conjunction with the Superintendent of Curriculum and School Reform will determine how the matter should be handled and will tell you what further steps, if any, to take.
2. Your designation as a panel member gives you access to information not generally available to the public. You may only use this information for its designated purpose. This is to be distinguished from the entirely appropriate general benefit of learning more about the service learning in our state, Learn and Serve America grant application process, or learning from other review panel members.

ALL PEER REVIEWERS MUST CONSIDER THE FOLLOWING AS POTENTIAL CONFLICTS:

1. Affiliations with an applicant institution. A conflict may be present if you have/hold:
 - Current employment at the institution or consulting advisory, or other similar positions.
 - Current employment or are being considered for employment at the institution (This includes employment via a consulting or advisory arrangement).
 - Any formal or informal employment arrangement with the institution.
 - Current membership on a visiting committee, board, or similar body at the institution.
 - Ownership of the institution's securities, or other evidences of debt.
 - Any office, governing board membership, or relevant committee chairperson in the institution.
 - Current enrollment as a student (only conflict for proposals or application that originate from a department or school in which one is a student).
 - Received and retained an honorarium or award from the institution within the last 12 months.

2. Relationship with the project director, staff, or other person (s) who has a personal interest in the proposal or other application.
- Family or marriage/ domestic partner relationship.
 - Business or professional partnership.
 - Employment at the same institution within the last 12 months.
 - Past or present association as thesis advisor or thesis student.
 - Collaboration on a project or on a book, article, report, or paper within the last 48 months.
3. Other affiliations or relationships.
- Interest of the following persons are to be treated as if they were yours; Any affiliation or relationship of your spouse or partner, of your minor child, or a relative living in your immediate household or of anyone who is legally your partner that you are aware of that would be covered by 1, 2, or 3 of this statement.
 - Any other relationship, such as a close personal friendship that you think might tend to affect your judgements or be seen as doing so by a reasonable person familiar with the relationship.

PLEASE SIGN THIS FORM AS A COMPONENT OF THE PEER REVIEW PROCESS

I have read this form and understand that I must contact the appropriate individuals if a conflict exists or arises during my term of service as a peer reviewer. I also will not divulge any confidential information I may become aware of during this process.

Name (Please Print) _____

Signature _____ **Date** _____



PUBLIC SCHOOLS OF NORTH CAROLINA

STATE BOARD OF EDUCATION Howard N. Lee, *Chairman*

DEPARTMENT OF PUBLIC INSTRUCTION June St. Clair Atkinson, Ed.D., *State Superintendent*

WWW.NCPUBLICSCHOOLS.ORG

April 16, 2007

TO Alternative Schools
Charter Schools
Early College High Schools
LEA Superintendents

FROM Elsie C. Leak

REQUEST FOR PROPOSALS K-12 SCHOOL-BASED LEARN AND SERVE AMERICA GRANT

This invitation is an appeal for Requests for Proposals for awarding for the Learn and Serve America Grants as authorized by the National and Community Service Act of 1993 from the Corporation of National and Community Service. The goals of this Grant are to increase volunteerism, and encourage the growth of students in citizenship, leadership and academic achievement as they participate in community-based activities through inquiry-based experiential learning.

We believe that service learning is an effective instructional strategy and an important learning tool. Also, it is one of the fifteen research-based strategies demonstrated to impact the drop-out rate. There are many other benefits of high quality service learning that are too numerous to identify in this invitation.

In order to broaden the impact of the goals of service learning and to extend the influence of its many benefits, we are seeking to disseminate smaller grants to a larger number of schools in our school district throughout the State of North Carolina. Therefore, letters are being sent to specific types of schools and school districts in general.

Grant applications will be accepted for a **maximum of \$12,000**. These sub-grants will be awarded through a competitive process. **The deadline** for proposals to be received in our office is **5:00 P.M. on June 29, 2007**. Please provide **five copies** of the proposal to the attention of:

Carolyn Copelin Foxx
Curriculum and School Reform
NC Department of Public Instruction
6307 Mail Service Center
Raleigh, NC 27699-6307

Inquiries about this information may be directed to Carolyn Copelin Foxx, Coordinator of Special Projects at 919-807-3919 or cfoxx@dpi.state.nc.us.

ECL:CCF:rk

cc: J. B. Buxton
Carolyn C. Foxx

Enclosure

OFFICE OF CURRICULUM AND SCHOOL REFORM SERVICES

ELSIE C. LEAK, Ed.D., *Associate Superintendent*

6307 Mail Service Center, Raleigh, North Carolina 27699-6307 | (919) 807-3759 | Fax (919) 807-3767

AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER

Name _____

Date _____

Reflection Questions For Monitoring the Learn and Serve America Peer Review Scoring Process

Please respond to the questions listed below..

1. Based on the materials that you received, did the scoring process seem fair and equitable?
2. What problems or concerns arose as you were scoring the grants?
3. What were the strengths of the scoring process?
4. How could the scoring process be improved?
5. What other thoughts or suggestions do you want to offer?
6. Comment on the length of the application.
7. Was the summary page helpful?
8. Comment on the scoring tool.
9. Comment on the timeline.
10. Comment on the peer-review process.
11. On the backside list other comments, suggestions, or ideas about how to improve the North Carolina Learn and Serve America Grants Program.

K-12 SCHOOL-BASED LEARN AND SERVE AMERICA

RATING SHEET July 2007

Applicant _____ County _____

Please read the information in the gray box before proceeding. Thank you.

There are five categories to score. Each category has a maximum of 20 points. Please assign individual ratings to each category. Scoring for each section may range from 0 – 20 points. Comment on areas of strengths and needs.

I. _____/20 Program Content, as indicated by the extent to which:

- a) program's development and implementation plan shows an integration of service learning programming with the appropriate grade-level curriculum;
- b) program reveals strategies to enhance youth and adult volunteer participation in schools and communities;
- c) program identifies strategies or goals to help at-risk students remain in schools;
- d) program demonstrates the involvement of several different local civic organizations and schools in activities with measurable outcomes;
- e) program involves local multiple agency support and coordination that result in increased, quality services to individuals;
- f) program improves target areas of the curriculum or student outcomes; and
- g) program helps to develop personal, social, and civic responsibility;

Areas of Strengths

Areas that Need Improvement

2. _____/20 Quality, as indicated by the extent to which:

- a) the program will provide productive and meaningful educational experiences that address learning aspects of curriculum through service learning methods, programming, and activities;
- b) service learning methods, programming and activities will provide opportunities for critical reflection on their experiences;
- c) the program will meet student and community needs and involve individuals from diverse backgrounds; and
- d) the program has comprehensive plans and processes inherent in the design to address supervision, safety, and training;

Areas of Strengths

Areas that Need Improvement

3. _____/20 Evaluation: The program is designed to address administration, quality control, data collection and evaluation by

- a) a. strategies for identifying, monitoring and assessing the implementation goals of the plan;
- b) b. strategies for identifying, monitoring, and assessing the progress goals and impact of the plan; and
- c) c. strategies for identifying, monitoring and assessing the end results of the plan.

Areas of Strengths

Areas that Need Improvement

4. _____/20 Budget Form and Narrative (All items on the budget form are detailed in the narrative.)

Areas of Strengths

Areas that Need Improvement

_____	_____
_____	_____
_____	_____
_____	_____

5. _____/20 Replicability, Sustainability, and Letters of Supportive Statements as indicated by the extent to which:

- a) the program will assist others in learning from the service-learning experience; and
- b) there is clarity of the design and approach for replication.
- c) the program will enjoy strong, broad-based community support; and
- d) there is evidence that financial resources will be available to continue the program after the expiration of the grant.
- e) Provides evidence of support from community groups, agencies, or organizations.

Areas of Strengths

Areas that Need Improvement

11

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Score for Section 1 _____
Score for Section 2 _____
Score for Section 3 _____
Score for Section 4 _____
Score for Section 5 _____

Total Score _____

Peer Reviewer _____
Phone _____ Email _____

NORTH CAROLINA

K-12 LEARN AND SERVE AMERICA

2007 2009 SUB-GRANT PROGRAM

REQUEST FOR PROPOSALS

DUE DATE: JUNE 29, 2007

PUBLIC SCHOOLS OF NORTH CAROLINA
DEPARTMENT OF PUBLIC INSTRUCTION

EDUCATION BUILDING
301 NORTH WILMINGTON STREET
RALEIGH, NORTH CAROLINA

Activities and procedures within the North Carolina Department of Public Instruction are governed by the philosophy of simple fairness to all. Therefore, the policy of this Agency is that all operations will be performed without regard to race, sex, color, national origin, or handicap.

This project is funded through the Nation Community service Act of 1993 appropriation.

North Carolina Learn and Serve Sub-Grant Program

Timeline for Awarding Competitive Learn and Serve America Sub-Grants to Local Education Agencies (LEAs), Private Schools, and Charter Schools:

April 29, 2007 – Distribute Request for Proposals

June 29, 2007 – Due date for return of Proposals (5 Copies Required)

July 2007 – Review Grant Applications

August – September 2007 – Present Selected Recipients to the State Board for Approval

September – October 2007 – Send Notification Letters to Selected and Non-Selected Recipients

October 2007 - Sub-grant Recipients Orientation Meeting

January, 2008 – Technical Assistance Meeting

March, April, May – Program Review Visits

May – June 2007 Service Learning Institute

June, 2007 – Annual Year-LASSIE Report/Program Evaluation

Grant Applications must be in the office of the Coordinator of Special Programs no later than 5 p.m. on June 29, 2007 Applications should be mailed to:

Carolyn Copelin Foxx
Coordinator of Special Programs
North Carolina Department of Public Instruction
6307 Mail Service Center
Raleigh, NC 27699-6307

**NO FACSIMILIES/ FAX COPIES WILL BE ACCEPTED
DUE DATE: JUNE 16, 2006 BY 5:00 P.M.**

K-12 LEARN AND SERVE AMERICA 2006-2009 REQUEST FOR PROPOSALS

Rationale/Overview

On September 21, 1993 the Nation and Community Service Trust Act was signed into law to promote civic responsibilities and encourage young Americans to make a substantial commitment to serve. The act builds on the exiting organizational framework of federal, stat, and local programs and agencies to expand full time service opportunity providers.

The K-12 School Based Learn and Serve America program provide support for all Americans of school-age (K-12) to volunteer their services to benefit others while learning and developing their own capabilities through academics, personal growth and civic involvement with adult volunteer support. Through service-learning, education, human, environmental, and public safety needs can be met by involving students in service projects which are integrated into the curriculum using reflection activities to reinforce learning and promote civic responsibility.

Tenets of Service Learning*

Service Learning is an instructional strategy and learning tool that connects meaningful community-based services experience with academic learning, which enhances personal growth and development, character, leadership skills, and civic responsibility. Service-learning allows individuals to learn and develop through inquiry-based, active participation in thoughtfully organized service experiences that:

1. Meet Community Needs;
2. Are coordinated in collaboration with school and community;
3. Are integrated into each participant's academic curriculum;
4. Provides structured time for reflection in order to think, talk, and write about what he/she learned during the actual service activity;
5. Provide young people with opportunities to use newly acquired academic sills and knowledge in real life situations in their own communities and environment;
6. Enhances what is taught in the school by extending learning beyond the classroom; and
7. Helps to foster the development of care and concern for others, and ones environment,

Deadline for Receipt of Application

All applications must be submitted by 5:00 p.m. on June 16, 2006 to:

Carolyn C. Foxx
Coordinator of Special Programs
North Carolina Department of Public Instruction
6307 Mail Service Center
Raleigh, NC 27699-6307

No applications will be accepted after this time and date. Additionally, facsimile transmissions/FAX copies of proposals will not be accepted.

Availability of Funds

Funds will be used to support programs in rural and urban areas statewide. Grants will be for periods not to exceed three years with options to renew funding yearly based on annual evaluations and progress toward goals. The grants will be competitive and funded as system – wide implementation grants. Each grant will be awarded for up to a maximum of 20,000 for each year of the three-year grant cycle.

In-kind and/or cash match of local contributions are required on a dollar-for-dollar basis. Grant funds must be expended from the award date through June 30 of each year that the program receives assistance under the grant. Sub-grantee funding is dependent upon the actual receipt of funding from the national funding agency, The Cooperation for National and Community Service.

Eligibility

Grants will be made available on a competitive basis to local education agencies (LEA) and partnerships (an LEA and one or more community, public or private nonprofit organizations, other education agencies, or private for-profit businesses) for implementing school-based programs. Applicants may apply for only one grant per LEA. In order to ensure the equitable distribution of grant funds, only one sub-grant will be awarded per LEA for the three-year grant cycle. Charter Schools are considered LEAs, and may receive funds under these guidelines.

Program Requirements

Schools systems and partnerships that receive grants are expected to implement the grant activities as outlined in their proposal and submit all reports required by the North Carolina Department of Public Instruction and the Corporation for National and Community Service.

Program Design

Funding priority will be given to proposals that provide strong program designs to:

- A. Develop and implement service learning programming to be integrated into the academic curriculum;
- B. Enhance youth and adult volunteer participation in schools and communities
- C. Help at-risk students remain in schools;
- D. Involve several different local civic organizations and schools in activities with measurable outcomes;
- E. Involve local multiple agency support and coordination that result in increased, quality services to individuals;
- F. Link other programs currently providing services to the same participant population;

- G. Improve academic performance in reading, writing, and mathematics;
- H. Develop personal, social, and civic responsibility;
- I. Promote an understanding of human diversity; and
- J. Promote homeland security.

Proposals must meet the following criteria:

1. **Quality**, as indicated by the extent to which:
 - a. The program will provide productive and meaningful educational experiences that address learning aspects of the academic curricular through service learning methods, programming, and activities;
 - b. Service learning methods, programming and activities will provide opportunities for critical reflection on their experiences;
 - c. The program will meet student and community needs and involve individuals from diverse backgrounds;
 - d. The primary leaders of the program will be well qualified for their responsibilities;
 - e. The program has comprehensive plans and processes inherent in the design to address supervision, safety, and training; and
 - f. The program is design to address administration, quality control, and evaluation.
2. **Replicability**, as indicated by the extent to which:
 - a. The program will assist others in learning from the service-learning experience; and
 - b. There is clarity of the design and approach for replication.
3. **Sustainability**, as indicated by the extent to which:
 - a. The program will enjoy strong, broad-based community support, and
 - b. There is evidence that financial resources will be available to continue the program after the expiration of the grant.

Parameters for Program Development and Funding

Sub-grants may be used to:

1. Develop and disseminate information and training materials;
2. Develop and implement service-learning projects;
3. Provide sub-grants to local partnerships to implement service-learning projects;
4. Train teachers to integrate service-learning into the curricula;
5. Coordinate the work of adult volunteers in schools to support service-learning activities
6. Introduce youth to a broad range of careers and expose them to additional learning opportunities;
7. Provide technical assistance for faculty training and program development;
8. Sub-grantee meetings; and
9. Assessment and Evaluation.

Project Proposals

I. The proposals must:

- Not exceed five (5) double-spaced typed pages, excluding the following: Cover page, budget, and letters of support from community partners;
- Use New Romans Time 12-point font and one-inch margins;
- Provide five *stapled* copies; and
- Submit documents on or before 5:00 p.m. on June 29, 2007.

II. The following conditions will remove the proposal from consideration:

- Proposals that are single-spaced;
- Proposals that are not stapled,
- Proposals that vary from the New Romans Time 12-point font and one inch margin;
- Proposals that exceed five (5) pages (not including the budget page, cover page, or supportive statement pages); and
- Proposals that are received after the designated time of June 29, 2007 by 5:00 p.m.

III. Proposals must include:

1. Cover Page (See Attached Form)

2. Program Narrative

- Provide demographical information about the community, school, and student participants;
- Describe the program using clear and succinct descriptors of the overall program;
- Describe the curriculum and service learning connection
- Describe the benefits and outcomes this program is expected to achieve; and
- State program p goals, objectives outcomes (Goals and objectives must be measurable.).

3. Implementation Narrative

- Describe events and activities;
- Who will be involved
- When will the activities occur,
- What services will be provided,
- Where will the service occur
- Identify community partners and their contribution;
- Timeline for implementation; and
- Provide Summary of program. **(See attached form)**

4. Evaluation

- Strategies for monitoring and assessing the implementation of the plan;
- Strategies for monitoring the progress and impact of the plan; and
- Strategies for monitoring and measuring the outcomes of the plan.

Note: Funded projects are required to report data about their programs on a quarterly basis and upon request. A review of each program shall be conducted by the SEA on or before August 30 of each funded year.

5. Budget Narrative(See attached form)

The budget should be sufficient to accomplish the tasks described in the proposal narrative. For

Line items listed on the Budget Form, a detailed explanation must be provided showing how

each cost was calculated, as well as how each line item relates to the proposed program. The narrative should indicate where estimates are used to arrive at the cost.

Sub-grantee Share Match for the k-12 Learn and Serve Grants is a dollar for dollar match either in actual dollars or in-kind services or goods. This dollar for dollar or in-kind match should be at 50% of the total budget.

The Other category should show each of the cost categories identified in this area and a line item narrative indicating the cost and how the cost was calculated.

Note: The Budget Narrative should not contain any unexplained or unrelated costs for miscellaneous, contingency, or unallowable items such as participant stipends.

6. Letters

Include letters of support from each of your identified community-based partners. Do not exceed five letters, more may be added to the documentation for the grant.

Selection Criteria and Notification

All proposals will be screened by a panel of at least three or more readers. Members of the panel will independently review and rate the proposals using a 100-point scale.

Notification of funded and unfunded projects will be disseminated immediately following the State Board of Education decision regarding the applications.

BUDGET FORM AND BUDGET NARRATIVE INSTRUCTIONS

Budget Form

Enter the amount requested from the Learn and Serve Grant in the “Learn and Serve Funds Requested” column; list additional federal, state, local and/or private funds in the “Sub-grantee Share Match column; and list the total budget (Learn & Serve and Sub-grantee total funding combined) in the “Total Funding column.

Item A **Implementation and Operation of Program:** Enter costs associated with running a service learning program. (Program materials, service materials, educational materials, recognition materials, etc.)

Item B **Expansion and Replication of program:** Enter costs associated with expanding, sustaining, or replicating the program.

Item C **Staff Development and Technical Assistance:** Enter the cost associated with training or technical assistance for participants, volunteers, leaders, etc in the areas of delivery of service, reflection, curriculum and service, etc.

Note: These costs shall not be less than 10% and not more than 15% of the Learn and Serve share of the funding for the program.

Item D **Administration:** Enter the costs associated with the operation and management of the program, including indirect costs. If personnel, equipment or other resources are to be shared between the proposed programs and unrelated programs, the cost should be prorated and documented.

Note: The Administration cost shall not exceed 5% of the Learn and Serve share of the funding for the program.

Item E **Other:** Other shall include other cost that are specified and detailed in the Budget Narrative such as evaluations, transportation, meals, etc.

Item F **Total:** All Sub-grantee request must show a match (in-Kind and/or cash of 50% of the total budget.

DEFINITIONS

(National and Community Service Programs)

Administrative Cost

Administrative cost is the cost associated with the administration of the grant. Up to 5% of the total grant funding is available for the overall administration of the program.

Adult Volunteer

An adult volunteer is an individual such as an older adult, an individual with a disability, parent or an employee of a business or public or private nonprofit organization who works without financial remuneration in an educational institution to assist students or out-of-school youth; and is beyond the age of compulsory school attendance in the State in which the educational institution is located.

Advisory Council

An advisory council is a heterogeneous group of individual working together for the success of the project. These individuals may assist in the development and design of the grant, coordination or dissemination of information, or assist in many other ways.

Community-Based Agency

A community-based agency is a private nonprofit organization (including a church or religious entity) that is representative of a community or a significant segment of a community and is engaged in meeting human, educational, environmental or public safety community needs.

Contribution Form

A form documenting monetary support, materials or supplies, technical assistance, or other match contributions to the service-learning program.

Curriculum Integration

Curriculum integration is the aligning of the service-learning projects goals and activities with the appropriate curriculum goals for the students that are participating.

Fiscal Agent

The fiscal agent is the entity responsible for management and oversight of the expenditures associated with the grant budget.

Local Education Agency (LEA)

Local Education Agency has the same meaning given such term in section 1471(12) of the Elementary and Secondary Education Act of 1965 [20 U.S.C. 2891(12)].

Match - Cash or In-kind Support

Matches are contribution of cash, resources of services that have a dollar value that can be matched dollar-for-dollar to the Learn and Serve Grant funding.

Measurable Goals

Measurable Goals and objectives should identify who/what is being measured, what is the expected outcome, and how much improvement is expected.

Partnership

A partnership is an organization comprised of two or more entities that enter into a written agreement specifying the responsibilities of each partner with respect to a service learning program.

Reflection

Reflection is the opportunity to think critically about the service-learning experiences. These opportunities must be a structured and view as an important and necessary part of the service-learning experience.

School-Aged Youth

School-aged youth are individuals between the ages of 5 and 17, inclusive; and children with disabilities as defined in section 602(a)(1) of the Individuals with Disabilities Education Act [20 U.S.C. 1401(a)(1)], who receive services under Part B of such Act.

Service Learning

Service learning is a method whereby students or participants learn and develop through active participation in thoughtfully organized service that is conducted in and meets the needs of a community; is coordinated with an elementary school, secondary school, institution of higher education or community service program and with the community; helps foster civic responsibility; is integrated into and enhances the academic curriculum of the students or the educational components of the community service program in which the participants are enrolled; and provides structured time for students or participants to reflect on the service experience.

State Education Agency (SEA)

State Education Agency has the same meaning given such term in section 1471(23) of the Elementary and Secondary Education Act of 1965 [20 U.S.C.2891(23)].

Sustainability

Sustainability is the extent to which to program is able to exist without the funds from the Learn and Serve Grant.

BUDGET FOR YEAR _____

	Learn and Serve Funds Requested	Sub-Grantee Share Match		Total Funding
		Dollar for Dollar	In-Kind	
A. Implementation and Operation (Provide description in Budget Narrative)				
B. Expansion and Replication (Provide description in Budget Narrative)				
C. Staff Development, Technical Assistance, and travel (Not less than 10%, Not more that 15% of Learn and Serve Grant) (Provide description in Budget Narrative)				
D. Administration (Not more than 5% of Learn and Serve Grant) (Provide description in Budget Narrative)				
E. Other (Please specify in detail in the Budget Narrative/Refer to Budget Narrative instructions)				
F. Total (Must not exceed 50% of total program budget)				

Program Summary Form

What adults will be assisting with the program?

Titles not names _____

Who are the student participants? Grade-range _____

Approximately how many students will participate? _____

What curricula will be used? _____

Who are some of the community partners? _____

Approximately how many adult volunteers will be involved? _____

What primary community needs will be addressed?

What are the primary goals of the program?

What are the primary outcomes for the program?

Notice of Grant Award**Corporation for National and Community Service**601 Walnut Street, Suite 876 E
Philadelphia, PA 19106**K-12 School-Based****Grantee**North Carolina Department of Public Instruction
6307 Mail Service Center Raleigh NC 27699-6307

EIN: 561492826

Award Information

Agreement No.:	06KSSNC001	Project Period:	09/01/2006 - 08/31/2009
Amendment No.:	1	Budget Period:	09/01/2007 - 08/31/2009
CFDA No.:	94.004		

Award Description

This award is for the 2nd year funding of the Learn and Serve America School-Based Formula grant. The budget period starts on 9/1/2007

Purpose

The purpose of this award is to assist the grantee in carrying out a national service program as authorized by the National and Community Service Act of 1990, as amended (42 U.S.C. § 12501 et seq.).

Funding Information

Current Year	Previously Awarded This Year	This Award/ Amendment	Total Current Year
Total Obligated by CNCS	\$0	\$429,713	\$429,713
Grantee's Unobligated Balance (Carryover)	\$0	\$0	\$0
Total Available	\$0	\$429,713	\$429,713

Cumulative Funding for Project Period

Total Awarded in Previous Years	\$429,713
Total CNCS Funds Awarded to Date	\$859,426

Terms of Acceptance: By accepting funds under this grant, the Grantee agrees to comply with all provisions of the grant that are on the Corporation's website at https://egrants.cns.gov/provisions/2006_LSA_SEA_Provisions_REVISIED_20061207.pdf, all assurances and certifications made in the Grant application, and all applicable federal statutes, regulations and guidelines. The Grantee agrees to administer the funded Program in accordance with the approved Grant application and budget(s), supporting documents, and other representations made in support of the approved Grant application.

Corporation for National and Community Service:

 08/10/2007
Signature Date

Matthew Capucini
Name (typed)Senior Grants Officer
TitleMatthew Capucini, (215)597-1070
Grants OfficialKevin Days, 202-606-5000 x341
Program Official

CHART OF PEER REVIEWERS 2007

Name	County	District
Linda Dameron	Granville	3
Shirley Hayden	Madison	8
Tim Kelly	Wake	3
Rosemary Lewis	Warren	3
Patricia Randall	Orange	5
Alice Shelton	Alamance	5
John Siskind	Winston-Salem/Forsyth	5

SUMMARY OF GRANT

Title: 21st Century Community Learning Center Programs

Policy Implications:

- Constitution _____
- General Statute # _____
- SBE Policy # _____
- SBE Policy Amendment
- SBE Policy (New)
- APA # _____
- APA Amendment
- APA (New)
- Other (NCLB, Title IV, Part B, Section 4201-4206)

Presenter(s): Mr. Robert Logan (Associate Superintendent, Innovation and School Transformation) and Dr. Lynn Warren (Director, Student Support Services)

Description:

The purpose of the 21st Century Community Learning Center Program is to create community learning centers that provide academic enrichment opportunities for children. Programs in North Carolina serve students who attend high-poverty, low- performing schools, are academically at-risk and scoring at Levels I and II. The program is designed to help students meet State and local standards in core academic subjects, by offering students a broad array of enrichment activities that complement regular academic programs. The services may include the following activities: academic enrichment, remediation, math and science, tutoring, parent involvement, family literacy, drug and violence prevention, and character education. In addition, programs must offer literacy and other educational services to the families of participating children.

The North Carolina Department of Public Instruction receives funds from the U.S. Department of Education under Title IV, Part B, of the Elementary and Secondary Education Act, as amended by the *No Child Left Behind Act of 2001*. Grant awards are made to collaborative partners, which may include, but are not limited to LEAs, universities, non-profits, and community or faith-based organizations that serve high poverty, low-performing academically at-risk students. The term of the award is four years, with a reduction of 20% in year three and 40% in the fourth year. LEAs, community or faith-based organizations and others demonstrating the greatest need for funds to provide 21st Century Community Learning Centers will receive awards to implement quality programs. These monies are to be contingent upon compliance with the federal mandate, as well as adherence to the Request for Proposal (RFP). Also, the grantees must demonstrate proper and appropriate use of funds. Failure to comply may result in a reduction or discontinuance of the award.

The amount of the federal 21st Century Community Learning Center award to North Carolina for 2007-2008 is \$21,953,841.00. Of this amount, \$2,426,233.34 is available to fund grantees recommended for 2007-2008 to support new 21st Century Community Learning Center programs.

Resources:

National and state after-school research information

Input Process:

Input into the process included feedback from various groups in the field, technical assistance conference participants, and our partners in South Carolina. Additional input was obtained during the 21st CCLC meetings, presentations, as well as the five Regional Technical Assistance Workshops.

Stakeholders:

Students, schools, parents, community and faith-based groups, universities, colleges, and after-school providers are considered to be stakeholders of this program.

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

*Person responsible for SBE agenda materials and SBE policy updates: Paula Langill, 807-3812

21st Century Community Learning Center Program

"GIVENS"

Federal Priorities	North Carolina Priorities
<ul style="list-style-type: none"> • Implementing activities based on rigorous scientific research • Focusing services on academic enrichment opportunities • Expanding eligibility to public and private organizations targeting services to poor and low performing schools <ul style="list-style-type: none"> a. non-profit agencies b. faith and community-based organizations c. institutions of higher education d. city or county government agencies e. for profit organizations • Extending the duration of grant awards to four years • Implementing programs that meet the Principles of Effectiveness • Expanding the range of locations in which local programs may participate • Requiring funds to supplement and <u>not supplant</u> <p>Competitive priority will be given to applications that:</p> <p>Propose to serve students who attend schools identified for improvement and that are submitted jointly between at least one LEA receiving Title I funds and one public or private community organization.</p>	<ul style="list-style-type: none"> • High student performance, as evidenced by the following: <ul style="list-style-type: none"> a. alignment to the North Carolina Standard Course of Study b. clear focus on math and reading c. integration of NCSCOS objectives in cultural and enrichment activities d. activities that address the whole child e. an assessment system that clearly shows growth • Full time director • Quality teachers and administrators • Safe, orderly and caring environments • Strong family, community and business support • Effective and efficient operations • Scientifically based research and/or demonstrated effectiveness • Serve students who have not met state proficiency standards, have scored at levels I and II on the State Assessment • Serve students who attend schools that have been designated low-performing, Title I and /or high priority schools • Strong linkages between schools and after-school programs • Strong community/school collaboration • Geographic distribution • Following standards met: <ul style="list-style-type: none"> a. current fire inspection b. current building inspection c. outdoor play areas and equipment inspection (when applicable) d. criminal records checks e. liability insurance must be provided • Fidelity for non-LEAs • Sustainability Plan for year three and four • Student transportation needs provided • Program available for public view

**List of All 21st Century Community Learning Center Grant
2007-08 Applications**

Program Name	County	District
Cornerstone Family Worship	Beaufort	1
Beaufort County 21st CCLC	Beaufort	1
Afterschool Learning in the Neighborhood	Craven	2
Gift Program	Durham	3
Wilson Core	Wilson	3
Clark Street Family and Learning Center	Vance	3
Turning Kids Around Outreach	Durham	3
A Little TLC	Durham	3
Children With Vision Tutorial	Wake	3
Wake County Public Schools	Wake	3
Excellence with the Chargers (Project EWTC)	Weldon City	3
St. Luke Total Community	Edgecombe	3
Montgomery County Schools	Montgomery	4
Project H.O.K.E.	Hoke	4
Campus Opportunity Advancement	Cumberland	4
Lexington City Schools	Lexington City Schools	5
Grape Arbor Development Corp.	Orange	5
Reaching Educational Achievement Levels (R.E.A.L.)	Richmond	5
AftersCool Program	Forsyth	5
LL. Reid	Guilford	5
Academy For Life Transformation	Guilford	5
Stanley Public Schools	Stanley	6
Citizen Schools	Mecklenburg	6
Learning is Fun Enrichment Program (L.I.F.E.)	Mecklenburg	6
Community Learning Afterschool Support (C.L.A.S.S.)	Rowan-Salisbury	7
Alleghany LIFE	Alleghany	7
Afterschool Adventure Series	McDowell	8
Think Tek Lab	Buncombe	8

28 Applications Total

**List of Applications Recommended for
21st Century Community Learning Centers Funding
2007-08**

District	Program Name/Type of Organization	Collaborative Partners	Amount Recommended
1	Beaufort-Cornerstone Family Worship	<ul style="list-style-type: none"> • Beaufort County Schools • Washington Police Department • Job Link Youth at Work • Beaufort County Community College 	\$121,241.00
2	Craven-Afterschool Learning	<ul style="list-style-type: none"> • J.T. Barber Elementary • Born Again Ministry Sanctuary • Undenominational Holiness Church • Area Day Reporting Center for Youth • Pembroke Community Center • West New Bern Recreation Department • West Craven Middle School • St. John Missionary Baptist Church 	\$207,161.00
3	Wilson-Wilson Core	<ul style="list-style-type: none"> • St. Marks Guadalupana • Omega Psi Phi 	\$208,000.00
3	Vance-Clark Street Family and Learning Center	<ul style="list-style-type: none"> • Employment Security Commission • Dickies Grove Baptist Church • Smart Start Granville Vance Partnership for Children • Vance County Parks and Recreation • Clark Street Elementary 	\$130,000.00
3	Edgecombe-St. Luke Total Community	<ul style="list-style-type: none"> • Edgecombe County Public Schools • Salem Chapel Missionary Baptist Church 	\$104,000.00
3	Durham- True Learning Center	<ul style="list-style-type: none"> • Fayetteville Street Elementary School • R.N. Harris Elementary School • Rogers Herr Middle school • Shepard Middle School • Hillside High School • Blacque Enterprises 	\$175,000.00
4	Hoke- Project H.O.K.E.	<ul style="list-style-type: none"> • Freedom Chapel A.M.E. Zion Church • Word of Life Church • Hoke County Cooperative Extension Agency • Alcohol and Drug Services 	\$203,968.34
5	Orange-Grape Arbor	<ul style="list-style-type: none"> • Orange County Schools 	\$218,759.00
5	Richmond-R.E.A.L.	<ul style="list-style-type: none"> • Richmond County Sheriff's Office • Rockingham Police Department • L.J. Bell School • Leak Street Alumni Inc. • Leak Street School • 	\$207,454.00
5	Guilford-Academy For Life Tranformation	<ul style="list-style-type: none"> • Monthieux Math & Science Academy • Kirkman Park Spanish Immersion School • Fairview Elementary • 	\$130,030.00
5	Guilford- LL Reid	<ul style="list-style-type: none"> • Welborn Middle School • Ferndale Middle School • African American Atelier • Handy Capable Network • SHIELD 	\$130,000.00
6	Mecklenburg-Citizen School	<ul style="list-style-type: none"> • Charlotte-Mecklenburg Schools 	\$175,620.00
7	Rowan-Salisbury-CLASS	<ul style="list-style-type: none"> • Communities in Schools • Rowan Partners for Education 	\$175,000.00
8	McDowell-Afterschool Adventure	<ul style="list-style-type: none"> • McDowell Cooperative Extension 	\$240,000.00

		• Children's Services Network	
--	--	-------------------------------	--

TOTAL: \$2,426,233.34

**21st Century Community Learning Center
Grant Proposals Not Recommended for Funding
2007-08**

Program Name	County	District
Beaufort County 21 st CCLC	Beaufort	1
Gift Program	Durham	3
Turning Kids Around Outreach	Durham	3
Children with Vision	Wake	3
Wake County Public Schools	Wake	3
EWTC	Weldon City	3
Montgomery County Schools	Montgomery	4
Campus Opportunity Advancement	Cumberland	4
Lexington City Schools	Lexington City Schools	5
AftersCool Program	Forsyth	5
Stanley Public Schools	Stanley	6
Learning is Fun Enrichment Program (L.I. F.E.)	Mecklenburg	6
Alleghany LIFE	Alleghany	7
Think Tek Lab	Buncombe	8

SUMMARY OF GRANT

Title: Reading First Schools' Additional Allocation

Policy Implications:

- Constitution _____
- General Statute # _____
- SBE Policy # _____
- SBE Policy Amendment
- SBE Policy (New)
- APA # _____
- APA Amendment
- APA (New)
- Other NCLB: Reading First

Presenter(s): Ms. Jackie Colbert (Director, Elementary Education Division)

Description:

The Reading First grant provides federal funds to schools identified through the grant process. Roberson Elementary School in Edgecombe County is being closed by the local school board. The funding allocated for Roberson Elementary School will revert to the State; however, Stocks Elementary School and Princeville Montessori School will receive the students who previously attended Roberson Elementary School. The request is to increase the funding for these two schools since all three schools are Reading First schools and the students are being transferred. The amount of funding for Edgecombe County will decrease, but the funding for Stocks and Princeville will increase. In Columbus County, Cerro Gordo Elementary School is a Reading First school, but it is receiving students from Fair Bluff Elementary School, a non-Reading First school. The request is to increase funding for Cerro Gordo Elementary School since the school is receiving students from a school being closed by the school board.

Additional funds will be allotted as follows:

LEA	School	Education District	Increase
Edgecombe County	Princeville Elementary	3	\$16,564.29
Edgecombe County	Stocks Elementary	3	\$14,000.77
Columbus County	Cerro Gordo Elementary	4	\$8,873.73
TOTAL INCREASE			\$39,438.79

Resources:

Federal funds

Input Process

DPI staff, principals, LEA contacts, and Reading First coaches

Stakeholders:

Teachers, students, reading coaches, administrators, parents, and students

Recommendations:

It is recommended that the State Board of Education provide additional funding for three schools identified for displaced students.

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

*Person responsible for SBE agenda materials and SBE policy updates: Tina Marcus 807-3898.