

EXECUTIVE SUMMARY

Title: Approval of Grant

Type of Executive Summary:

- Action
- Action on First Reading
- Discussion
- Information

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): Mr. Philip Price (Associate Superintendent, Financial and Business Services), Dr. Cindy Williamson (Director, Curriculum, Instruction & Technology Division), and Ms. Tracey Greggs (Section Chief, K-12 Social Studies Section)

Description:

The grant listed below is being submitted for approval. Please see attachment for description of grant.

- Attachment 1 – Personal Financial Literacy Teacher Grant

Resources:

See attachment

Input Process:

See attachment

Stakeholders:

See attachment

Timeline For Action:

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

Recommendations:

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

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: Teresa Matthews, 807-3600.

Personal Financial Literacy Teacher & Collaborative Partners Grant Selection Process

Objectives:

1. Support the instruction and awareness of Personal Financial Literacy
2. Provide *Civics and Economics* teachers opportunities to create, design, implement and share ideas with students and colleagues
3. Generate Personal Financial Literacy activities that actively engage students in the learning process
4. Develop a cadre of *Civics & Economics* educators who will share their knowledge through future workshops, summits, and conferences
5. Engage parents, community organizations and institutions as collaborative partners in the instruction of Personal Financial Literacy
6. Provide realistic and practical activities about budgeting, banking, and credit
7. Increase public awareness, education, and information on Personal Financial Literacy

Personal Financial Literacy Teacher Grant Selection Process

In 2008 the Personal Financial Literacy Teacher Grant and the Collaborative Partners Grant were established with a specific proposal format and criteria. This includes:

Grant Application Requirements:

- The Personal Financial Literacy Teacher Grant is open to North Carolina teachers of *Civics and Economics*.
- The Collaborative Partners Grant is open to institutions, organizations, and individuals for projects that support and enhance Personal Financial Literacy.
- Applicants for the Teacher Grant must be certified in Social Studies and teach *Civics and Economics*.
- Applicants for the Collaborative Grant must be actively engaged in promoting financial literacy education.
- Applicants must be willing to commit and abide by all the guidelines of this grant.
- Applicants must commit to presenting their grant ideas and success with teachers across our state at the North Carolina Council for the Social Studies (NCCSS) conference in 2009, and their project must be presented at the NC General Assembly on Personal Financial Literacy Day.
- While not required, it is recommended that the teacher applicant is a member of a social studies professional organization.

Personal Financial Literacy Teacher & Collaborative Partners Grant Selection Process

Proposal Format Outline for PFL Teacher Grant

Eight sections are required for a complete application. *Please note combined points for each section total 100.* Please arrange your proposal according to the format described below. No handwritten applications will be accepted.

Section 1. Proposal Cover Page

A blank copy of the Cover Page is included in this application. Please provide all information called for on the Cover Page. 5 points

Section 2. Endorsement

The proposal described in the grant application must be acknowledged and endorsed by your principal or the central office social studies supervisor. This letter of endorsement must be on official school or central office letterhead and must be signed by the appropriate endorsee.

5 points

Section 3. Title/Objectives/Planned Outcomes

The purpose of the grant is to improve students' personal financial literacy skills and knowledge. State the title and exactly what the learning objectives will be by implementing this proposal. Objectives should be realistic, directly related to financial literacy, measurable, and attainable within the time period for implementation. 20 points

Section 4. Methods

Exactly what do you want to do that will result in accomplishment of the objectives cited in Section 3? Describe your choice of methods, materials and strategies for producing your desired outcomes. 20 points

Section 5. Project Management

List and describe activities that will be managed by you and others to complete this proposal. If other teachers or personnel are involved, describe their involvement. Indicate who will oversee the purchase of materials. Include resumes for yourself and all persons working with you on this project. 20 points

Section 6. Project Timetable

Create a concise time-table (chart or list of activities and deadlines) that shows all the key proposal activities and estimate the amount of time for each activity. 10 points

Section 7. Budget

Provide a cost estimate for each item you are seeking to fund. Estimates should be based on information gathered from vendors, sales representatives and catalogues. Describe all items in the budget and explain how they will be used to support personal financial literacy and the objectives stated in Section 3. In pricing, ask for education discounts where applicable. Budget restrictions include salaries, honorariums, gratuities, food and beverages, travel, computers or other technological hardware. 20 points

Section 8. Evaluation

Upon completion, prepare a final report in which you provide evidence – qualitative and quantitative – that you completed components as stated in your grant application and that your goals were met. Measurements of student learning (e.g., journals, photos, portfolios, pre-and post-student evaluations) may be included in the evaluation of your grant. Evaluations are due into NCDPI by June 15, 2009.

Personal Financial Literacy Teacher & Collaborative Partners Grant Selection Process

Proposal Format Outline for Collaborative Partner Grant

Nine questions and up to six attachments are required for a complete application. The maximum points that can be awarded for a completed application is 97 points.

Describe the project; include activities, its structure, personnel involved and an implementation timeline (maximum 2 pages). 15 points

Answer the following questions (maximum – 3 pages)

1. How are the North Carolina Department of Public Instruction's financial literacy components utilized and promoted in the project? 5 points
2. What educational region, community or population will be served and how will they benefit? 10 points
3. How many people/students/educators will be served by the project? 5 points
4. Will the population served be involved with the design and implementation of the project? 5 points
5. What are the goals of the project? 10 points
6. What evaluation process is used to measure the success of the project? 10 points
7. What follow-up procedure will be used to monitor outcomes? 10 points
8. What qualifications or experience makes your organization, agency, institution or group capable of successfully doing this project? 5 points
9. Indicate tax status 501(c)(3) or grassroots. 2 points

Attachments:

1. Names, addresses, and telephone numbers of the members of the Board of Directors or the group responsible for your organization - 2 points
2. Names, addresses, and telephone numbers of three business references - 2 points
3. Names, addresses, and telephone numbers of three personal references - 2 points
4. Completed budget sheet for project. Budget restrictions include salaries, honorariums, gratuities, food and beverages, travel, computers or other technological hardware. 10 points
5. Letters of agreement from collaborating agencies/organizations - 2 points
6. Letters of consent and participation from schools or school systems for professional development or school activities - 2 points

Personal Financial Literacy Teacher & Collaborative Partners Grant Selection Process

Twenty-six applications representing the eight districts of North Carolina could be awarded. Sixteen applications were submitted to the NCDPI PFL Grant Selection Committee.

District	Teacher Applications Submitted	Partner Applications Submitted
District 1	0	1
District 2	1	0
District 3	0	6
District 4	1	0
District 5	0	1
District 6	2	0
District 7	1	0
District 8	2	1

Each application was read and scored by four different readers who are considered Personal Financial Literacy experts, trainers, and social studies consultants. Working together, the committee selected seven proposals (two teacher grants and seven collaborative partners grants) based on the application requirements and suggested recommendations to enhance their projects. Applicants were notified of the committee's proposed recommendations and forwarded addendums for their projects. Depending on the rigorous outcome of the applicants' projects, it is anticipated that each of these seven grants will provide excellent learning opportunities and fulfill all grant requirements.

Regular monitoring of Personal Financial Literacy awardees will be done through site visits by DPI's Personal Financial Literacy Consultant. At the completion of the project a final report will be completed by awardees that shows evidence of meeting project goals and measuring students' learning, e.g., journals, photos, portfolios, pre/post-student evaluations, and summary reports.

Teacher awardees will be required to set up an account with the school for their grant. Accurate records of expenditures must be kept using the school's accounting system. Collaborative Partners will be required to keep accurate expenditure records. All receipts must be submitted with a reconciled budget at the close of the project. A full accounting will accompany the evaluation.

As part of the grant, teacher recipients will present their Personal Financial Literacy activities at the 2009 NC Council of Social Studies Conference, and during Personal Financial Literacy Month.

Personal Financial Literacy Teacher & Collaborative Partners Grant Selection Process

The following grants are submitted for approval January 2009 – June 2009:

Title: *Engage and Advocate for Financial Freedom*

Applicant(s): Sachelle Phipps

School/Organization: Jones Senior High School, Trenton, NC

District: 2

Amount: \$2042

Description: The project will provide background knowledge to make informed financial decisions using web based computer simulations and “*Teen Money Tips*,” a book by Sanyika Calloway Boyce. Students will create a brochure for NC Congressional members advocating the importance of PFL and will present this to the NC Congressional members in Washington, DC.

Title: *Rock the Budget: Getting More Bang for Your Buck*

Applicant(s): Eileen Farley

School/Organization: Western Harnett High School, Sanford, NC

District: 4

Amount: \$2200

Description: This project will provide students an opportunity to create bilingual infomercials and budgeting guides for their peers. The guides will cover the components of PFL and will be written in both English and Spanish. The infomercials will be viewed on school-wide television.

Title: *Investor Education: Stock Market Game in Civics and Economics Classrooms*

Applicant(s): Sandy Wheat

School/Organization: North Carolina Economic Council

District: 3 (To be used in the Correction Action Districts)

Amount: \$10,000

Description: This proposal will provide students an opportunity to learn about and to participate in the NC Stock Market Game. The stock market game is an online stock market simulation complete with lessons that correlate to the NC Standard Course of Study for *Civics & Economics*. The committee specifically recommended that this project be used for schools/school systems that are part of the Correction Action Districts or Low Performing Schools. **Distribution will be in collaboration with the Division of Comprehensive Support.**

Title: *Personal Financial Literacy – ESL Style*

Applicant(s): Diane Wright

School/Organization: North Carolina Bar Association

District: 3

Amount: \$3100

Description: This proposal will develop a training guide to make the *Nuestro Barrio* financial literacy program useful for teachers in the classroom. This guide will accompany the *Nuestro Barrio* when it is mailed to schools. In addition, training will be conducted using this guide at the NC Council of Social Studies Conference. The committee also recommended that NCDPI copy the training guide on CD and mailing of this training guide accompany *Nuestro Barrio* DVDs. **This proposed project will be distributed among all eight regions.**

Personal Financial Literacy Teacher & Collaborative Partners Grant Selection Process

Title: *Nuestro Barrio*

Applicant(s): Peter Skillern

School/Organization: Community Reinvestment Association of NC

District: 3

Amount: \$4000

Description: This proposal will defray the cost and distribution of *Nuestro Barrio* to every high school in North Carolina. This bilingual thirteen-part mini-series telenovela (soap opera) educates viewers on topics of banking and responsible credit card use. These DVDs will be accompanied by a CD training guide. **This proposed project will be distributed among all eight regions.**

Title: *Dollars and Sense: Building Financial Literacy*

Applicant(s): Renee Coward

School/Organization: NCCAT

District: All eight districts

Amount: \$10,000

Description: This proposal is to develop and provide a 5-day intensive seminar on Personal Financial Literacy in Cullowee, NC. Teachers will leave with strategies, tools and an understanding of financial literacy. Among the presenters are Robert Sheard, author of *The Unemotional Investor and Money for Life*, an investment counsel, the State Employees Credit Union and classroom teachers. **This proposed project will be distributed among all eight regions.**

Title: *Occaneechi Band of Saponi Nation (OBSN) Project G-7 Program*

Applicant(s): Brice Watkins & Ronda Zeigler

School/Organization: Eagles Youth Council: Occaneechi Band of Saponi Nation

District: 5

Amount: \$8600

Description: This proposal is designed to provide Project G7, an American Indian Youth Financial Literacy series to the NC Occaneechi Band of Saponi Nation youth. Sessions will be conducted on Saturdays that covers the different components of Project G7. Participants will also visit the Federal Reserve Bank of Charlotte to learn about the role of the Federal Reserve and its impact on their daily lives.

PLF Grants Funded

District	2007-08	2008-09	
District 1	\$10,000	0	
District 2	0	\$2,042	
District 3	\$28,500	\$17,100* 3 grants	Distributed among all 8 regions
District 4	\$10,000	\$2,200	
District 5	\$10,000	\$8,600	
District 6	0	0	
District 7	0	0	
District 8	0	\$10,000*	Distributed among all 8 regions

The total amount funded in '07-'08 is **\$58,500**.

The total amount requested for funding in fall '08-'09 is **\$39,942**.

*The applications originated in the regions specified, but will be distributed among all 8 regions.

Personal Financial Literacy Teacher & Collaborative Partners Grant Selection Process

Grant Scoring Rubrics

All projects were reviewed using a rubric. Ratings for each proposal met the specifications in the Request for Proposals (RFP). Seven projects were recommended for funding. NCSBE Policy #EEO-0-001 was followed.

Title of Proposal

Submitted by: (Last Name)

First

MI

Amount Requested

Number of Students to Benefit

Beginning & End Dates

Overall Rating of application/proposal _____

Amount Funded _____

Comments

Suggested selection guidelines

1. Familiarize yourself with the application and the selection guidelines before reading any applications. As you read the grant application rate them using the following rubrics, we will give numbers to the categories at the beginning of our meeting.

Personal Financial Literacy Teacher & Collaborative Partners Grant Selection Process

GRANT SELECTION

Category	Description	Does not meet requirements Yes/No	Meets requirements Yes/No	Exceeds requirement Yes/No
Planning	Careful thought was given to design a project that incorporates Personal Financial Literacy and implementation can begin this '08-'09 school year.			
Organization	Project information is organized, using the application outline provided. Questions are answered completely.			
Problem-Solving	Applicant was able to troubleshoot and resolve any questions pertaining to the grant.			
Writing	Applicant used word processor or typed neatly. The Financial Literacy Initiative was directly stated.			
Cover Page	The Proposal Cover page was complete and responses were typed.			
Official Endorsement	Principal or central office social studies supervisor endorsed this project.			
Appendix	Applicant's appendix (if any) is original – no photocopies from teacher manuals, web sites or other resource materials is included.			
Subtotal		Yes___ No___	Yes___ No___	Yes___ No___

The Applicant (For Teacher Grants)

Category	Description	Does Not Meet Requirements Yes/No	Meets Requirements Yes/No	Exceeds Requirements Yes/No
Teaching Responsibilities	Applicant is a Civics and Economics Teacher.			
	Applicant expressed willingness to commit and abide by the guidelines of this grant.			
	Applicant committed to present at NCCSS conference or Annual Personal Financial Literacy Summit.			
	Applicant is a member of a social studies organization.			
Subtotal		Yes___ No___	Yes___ No___	Yes___ No___

Personal Financial Literacy Teacher & Collaborative Partners Grant Selection Process

The Application				
Category	Description	Does not meet expectations Yes/No	Meets expectations Yes/No	Exceeds expectations Yes/No
Compatibility	The project advances Personal Financial Literacy instruction in planning, budgeting, savings and investing or using credit wisely.			
Learning Value	The project uses best practices in social studies education to teach Personal Financial Literacy, its core values, objectives and responsibilities.			
Diversity	The project is designed to reach differing geographic regions, achievement levels, socio-income levels, ethnic backgrounds and religions.			
Impact	The project provides quality personal financial learning opportunities.			
	The project is replicable			
Partnership	The project is a collaborative effort between teachers, schools, and organization (parent, nonprofits, and government agencies)			
	Eighty percent of the project can be generated and implemented by the teacher in the classroom			
Sustainability	The project can be implemented and attainable long-range without additional funding.			
Subtotal		Yes___ No___	Yes___ No___	Yes___ No___

Grand Total **Yes___ No___**

Personal Financial Literacy Teacher & Collaborative Partners Grant Selection Process

Evaluation/Score Sheets Teacher Grant (100 points maximum total)

_____ Section 1. Proposal Cover Page

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_____ Section 2. Endorsement

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5 points

_____ Section 3. Title/Objectives/Planned Outcomes

The purpose of the grant is to improve students' personal financial literacy skills and knowledge. State the title and exactly what the learning objectives will be by implementing this proposal. Objectives should be realistic, directly related to financial literacy, measurable, and attainable within the time period for implementation. 20 points

_____ Section 4. Methods

Exactly what do you want to do that will result in accomplishment of the objectives cited in Section 3? Describe your choice of methods, materials and strategies for producing your desired outcomes. 20 points

_____ Section 5. Project Management

List and describe activities that will be managed by you and others to complete this proposal. If other teachers or personnel are involved, describe their involvement. Indicate who will oversee the purchase of materials. Include resumes for yourself and all persons working with you on this project. 20 points

_____ Section 6. Project Timetable

Create a concise timetable (chart or list of activities and deadlines) that shows all the key proposal activities and estimate the amount of time for each activity. 10 points

_____ Section 7. Budget

Provide a cost estimate for each item you are seeking to fund. Estimates should be based on information gathered from vendors, sales representatives and catalogues. Describe all items in the budget and explain how they will be used to support personal financial literacy and the objectives stated in Section 3. In pricing, ask for education discounts where applicable. Budget restrictions include salaries, honorariums, gratuities, food and beverages, travel, computers or other technological hardware. 20 points

_____ Total Points Awarded

Personal Financial Literacy Teacher & Collaborative Partners Grant Selection Process

Evaluation/Score Sheets – Collaborative Partners Grant (97 points maximum)

Describe the project; include activities, its structure, personnel involved and an implementation timeline (maximum 2 pages). 15 points _____

Answer the following questions (maximum – 3 pages)

1. How are the North Carolina Department of Public Instruction’s financial literacy components utilized and promoted in the project? 5 points _____
2. What educational region, community or population will be served and how will they benefit? 10 points _____
3. How many people/students/educators will be served by the project? 5 points _____
4. Will the population served be involved with the design and implementation of the project? 5 points _____
5. What are the goals of the project? 10 points _____
6. What evaluation process is used to measure the success of the project? 10 points _____
7. What follow-up procedure will be used to monitor outcomes? 10 points _____
8. What qualifications or experience makes your organization, agency, institution or group capable of successfully doing this project? 5 points _____
9. Indicate tax status 501(c)(3) or grassroots. 2 points _____

Attachments:

1. Names, addresses, and telephone numbers of the members of the Board of Directors or the group responsible for your organization - 2 points _____
2. Names, addresses, and telephone numbers of three business references - 2 points _____
3. Names, addresses, and telephone numbers of three personal references - 2 points _____
4. Completed budget sheet for project. Budget restrictions include salaries, honorariums, gratuities, food and beverages, travel, computers or other technological hardware. 10 points _____
5. Letters of agreement from collaborating agencies/organizations - 2 points _____
6. Letters of consent and participation from schools or school systems for professional development or school activities - 2 points _____

_____ **Total Points Awarded**