

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, K-12 Curriculum, Instruction, and Technology), and Ms. Everly Broadway (Section Chief, K-12 Mathematics)

Description:

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

- Attachment 1 – Mathematics and Science Partnership Grant

Resources:

See attachment

Input Process:

See attachment

Stakeholders:

See attachment

Timeline For Action:

Action on First Reading is being recommended in order to distribute funding 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)

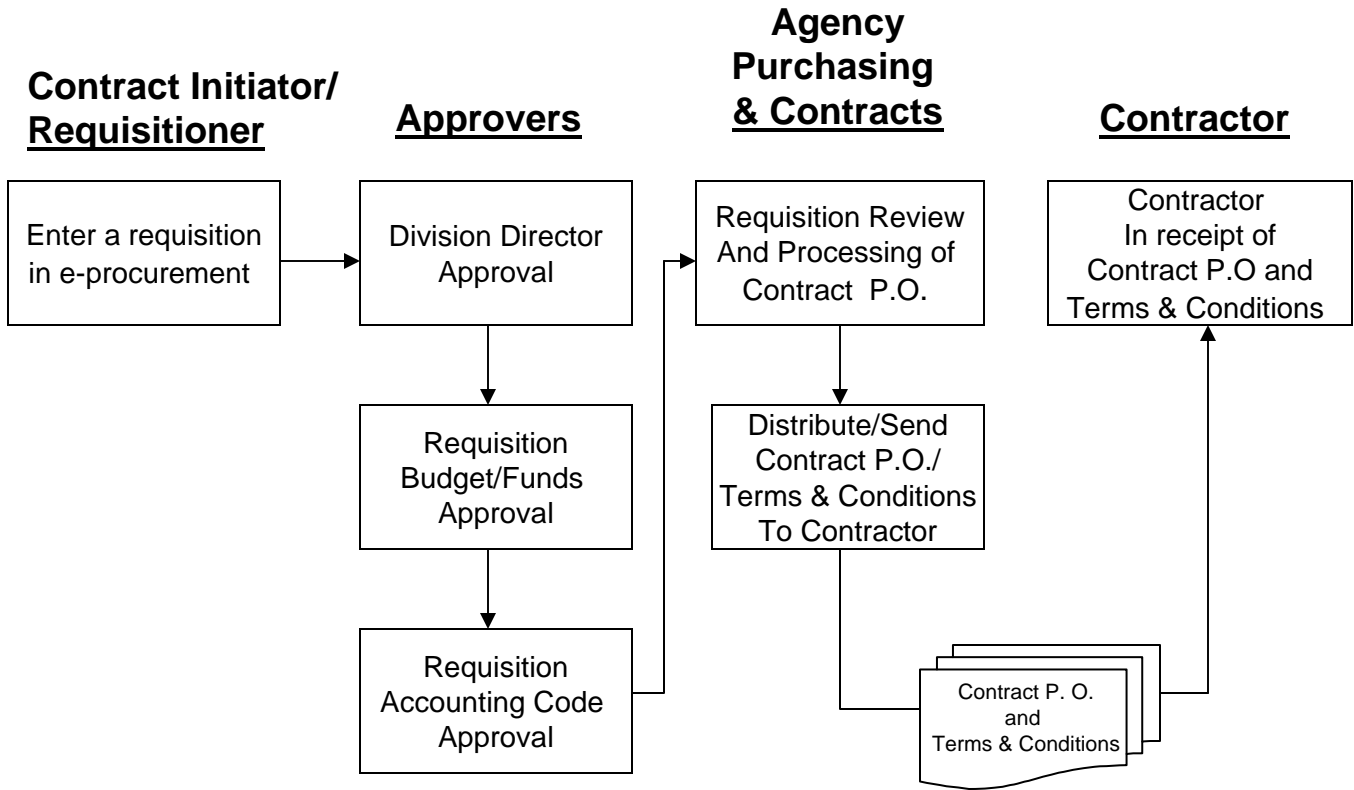
Motion By: _____ Seconded By: _____

Vote: Yes _____ No _____ Abstain _____

Approved _____ Disapproved _____ Postponed _____ Revised _____

*Person responsible for SBE agenda materials and SBE policy updates: Teresa Matthews, 807-3600.

PROCESS FOR CONTRACTS \$5,000 and UNDER

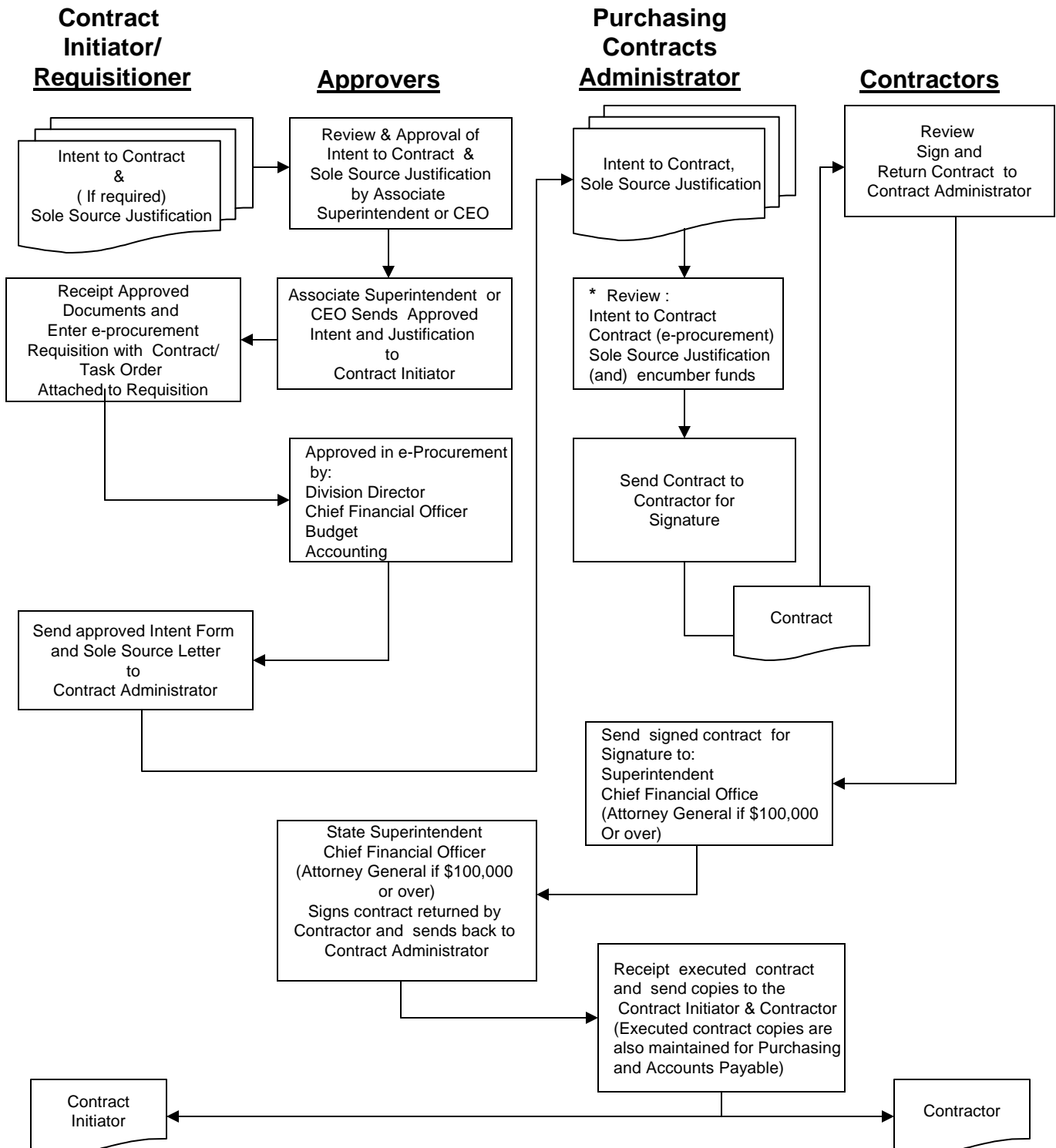


Contract time line for contract encumbrances \$5,000 and under :
 Funds should be encumbered ten (10) working days before contract start date.

CONTRACT TERMS AND CONDITIONS

1. **Contract Residency.** It is agreed between the parties hereto that the place of this contract, its situs and forum, will be Wake County, North Carolina, and in said county and state will all matters, whether sounding in contract or tort relating to the validity, construction, interpretation and enforcement of this contract, be determined. North Carolina law will govern the interpretation and construction of this contract.
2. **Project Coordinator.** The Project Coordinator shall be responsible for ensuring Contractor conformance with the terms, conditions, performance specifications as set forth in this contract, and an evaluation of the Contractor's performance. NCSBE has complete discretion in replacing the Project Coordinator with another person of its own choosing.
3. **Right of Termination.** NCSBE may terminate this agreement at any time at its complete discretion by thirty days written notice from NCSBE to the Contractor. In that event, all finished or unfinished documents and other materials shall, at the option of NCSBE, become its property. If the contract is terminated by NCSBE, as provided herein, the Contractor will be paid in an amount which bears the same ratio to the total compensation as does the service actually performed to the total service set forth in this agreement.
4. **Method of Payment.** The Contractor will submit an invoice or invoices according to the payment schedule set forth in this agreement. Invoices should be billed to the Payables Section, North Carolina Department of Public Instruction, but directed to the Project Coordinator, as identified herein, for approval of payment. Payment will be made within fifteen days upon receipt by the Payables Section of a requisition for payment from the Project Coordinator confirming that the Contractor has satisfactorily completed the work required under this contract and evidenced by said invoices.
5. **Contract Funding.** It is understood and agreed between the Contractor and NCSBE that the payment of compensation specified in this agreement, its continuation or any renewal or extension thereof, is dependent upon and subject to the appropriation of funds to, and allocation by, NCSBE for the purpose set forth in this contract. Should such funds not be appropriated or allocated, this contract shall immediately be terminated. NCSBE shall not be liable to Contractor for damages of any kind (general, special or consequential) as a result of such termination.
6. **Contract Transfer.** The Contractor shall not transfer any interest in this agreement without prior written agreement from NCSBE.
7. **Contract Personnel.** The Contractor agrees that it has, or will secure at its own expense, all personnel required to perform the services set forth in this agreement. The Contractor shall not hire, employ or contract with any person currently employed by NCSBE to furnish any material or perform any service on this contract without first assuring compliance with applicable laws of the State of North Carolina and regulations of the State Personnel Commission relating to dual or secondary employment by State employees. In the event the Contractor hires, employs or contracts with any employee of the NCSBE, that fact will be immediately reported in writing, referencing the contract number, to the Purchasing Section, Department of Public Instruction.
8. **Key Personnel.** The Contractor shall not substitute for key personnel assigned to the performance of this contract without prior written approval from the NCSBE Project Coordinator. Key personnel are defined as those individuals named, either by title or by individual name, in the Contractor's offer.
9. **Subcontractor Approval.** None of the work to be performed under this contract by the Contractor or its employees shall be subcontracted without the prior written approval of NCSBE Project Coordinator, unless such arrangement was specified in its offer.
10. **Contract Audit.** The Contractor agrees that NCSBE has the right to audit the records of the Contractor pertaining to this contract both during the period of this contract and for three years after completion hereof. Contractor agrees to maintain all pertinent documents and records relating to this contract for said period of time following completion of the contract period.
11. **Contract Modifications.** This contract may be amended only by written amendments duly executed by and between NCSBE and the Contractor. However, to take advantage of unforeseen opportunities the NCSBE Project Coordinator may make minor modifications that (a) do not change the intent of the contract or the scope of the Contractor's performance; (b) do not increase the Contractor's total compensation or method of payment; and (c) either improve the overall quality of the product or service to the State without increasing the cost, or reduce the total cost of the product or service without reducing the quantity or quality. All such minor modifications to the contract must be recorded in writing and signed by the Contractor, Project Coordinator, and placed on file with the Purchasing Section, NCSBE.
12. **Performance and Default:** If, through any cause, the Contractor shall fail to fulfill in timely and proper manner the obligations under this agreement, NCSBE shall thereupon have the right to terminate this contract by giving written notice to the Contractor and specifying the effective date thereof. In that event, all finished or unfinished deliverable items under this contract prepared by the Contractor shall, at the option of NCSBE, become its property, and the Contractor shall be entitled to receive just and equitable compensation for any satisfactory work completed on such materials. Notwithstanding, the Contractor shall not be relieved of liability to NCSBE for damages sustained by NCSBE by virtue of any breach of this agreement, and the NCSBE may withhold any payment due the Contractor for the purpose of setoff until such time as the exact amount of damages due the Agency from such breach can be determined. In case of default by the Contractor, the State may procure the services from other sources and hold the Contractor responsible for any excess cost occasioned thereby. The State reserves the right to require performance bond or other acceptable alternative guarantees from successful offeror without expense to the State. In addition, in the event of default by the Contractor under this contract, the State may immediately cease doing business with the Contractor, immediately terminate for cause all existing contracts the State has with the Contractor, and de-bar the Contractor from doing future business with the State. Upon the Contractor filing a petition for bankruptcy or the entering of a judgment of bankruptcy by or against the Contractor, the State may immediately terminate, for cause, this contract and all other existing contracts the Contractor has with the State, and debar the Contractor from doing future business with the State. Neither party shall be deemed to be in default of its obligations hereunder if and so long as it is prevented from performing such obligations by any act of war, hostile foreign action, nuclear explosion, riot, strikes, civil insurrection, earthquake, hurricane, tornado, or other catastrophic natural event or act of God.
13. **Contractor Bankruptcy.** The filing of a petition of bankruptcy or insolvency by or against the Contractor will terminate this contract.
14. **Ownership of Contract Products.** The Contractor agrees that all products, records and data tapes produced under this contract become the property of NCSBE.
15. **Indemnification, Non-State Agency -** The Contractor agrees to indemnify, save and hold harmless the NC State Board of Education, their officers, employees, successors and assigns, from any and all claims of any nature, including claims for attorney fees and costs, arising out of or relating to the performance of this contract.
16. **Contractor Project Coordinator.** The Contractor must designate one person employed at the executive level, preferably a vice-president or the president, who has the authority to expedite work or make adjustments in scheduling. This person will be contacted by NCSBE Project Coordinator to make such adjustments only in the case of an emergency.
17. **Severability.** No condition in this document shall be construed to limit the enforceability of any other condition herein. In the event any term or condition contained in, or made a part of this document by reference, is negated or vacated for any reason whatsoever all other provisions shall remain fully valid and enforceable.
18. **Liquidated Damages.** Time of delivery is imperative, especially for those critical activities, which are indicated by asterisks (***) in the Request for Proposal, calendar of events. The Contractor agrees that for each and every day beyond the due date that 100% of the work in these critical activities, as specified in this contract, remains uncompleted or of unacceptable quality, the Contractor will pay to NCSBE the amount specified as liquidated damages in this contract. This is in addition to any other remedies available to NCSBE by law. Should the Contractor see that it will be unable to meet a delivery date, it may request, in writing to NCSBE Project Coordinator, an extension period. This request may or may not be granted at the discretion of NCSBE. If written approval for extension is granted, liquidated damages will not be assessed. If NCSBE fails to meet a delivery date without written approval from the Contractor, liquidated damages will not be assessed. NCSBE reserves the right to delay the schedule due dates.
19. **Employment Taxes.** The contractor agrees to make all employment tax payments to the federal and state governments on the full contract amount as required by law. THE CONTRACTOR FURTHER AGREES to reimburse the NC State Board of Education or its employees for any penalty due to the contractor's failure to make such payments.
20. **Family Educational Rights & Privacy Act:** Student educational records are subject to 20 U.S.C. 1232g, Family Rights and Privacy Act (FERPA) and are not disclosable except in very limited circumstances. The contractor will ensure that every employee responsible for carrying out the terms of this contract is aware of the confidentiality requirements of federal law. In addition, every such employee must sign a confidentiality acknowledgement that indicates that he or she understands the legal requirements for confidentiality. The contractor is responsible for the actions of its employee and must take all precautions necessary to ensure that no violations occur. Finally, access to personally identifiable student education information will be limited to those employees who must have access to it in order to perform their responsibilities pursuant to this contract.
21. **Certification:** By executing this contract, the signer certifies that these services are submitted competitively and without collusion (G.S. 143-54), that none of our officers, directors, or owners of an unincorporated business entity has been convicted of any violations of Chapter 78A of the General Statutes, the Securities Act of 1933, or the Securities Exchange Act of 1934 (G.S. 143-59.2), and that we are not an ineligible vendor as set forth in G.S. 143-59.1. False certification is a Class I felony.
22. **Outsourcing:** Any vendor or subcontractor providing call or contact center services to the State of North Carolina shall disclose to inbound callers the location from which the call or contact center services are being provided. If, after award of a contract, the contractor wishes to outsource any portion of the work to a location outside the United States, prior written approval must be obtained from the NCSBE responsible for the contract. Vendor must give notice to the NCSBE of any relocation of the vendor, employees of the vendor, subcontractors of the vendor, or other persons performing services under a state contract outside of the United States.

PROCESS FOR CONTRACTS OVER \$5,000



*Information and Technology (IT) contracts in excess of \$25,000 also require review and approval by State Information and Technology Services. Service contracts in excess of \$10,000 also require review and approval from State Purchase and Contract.

Contract time lines for contract encumbrances over \$5,000:

More than \$5,000 but \$10,000 or less – Six (6) to eight (8) weeks before contract start date.
More than \$10,000 - Ten (10) weeks before contract start date.

(Date)

Memorandum

To: (Insert Associate Superintendent's Name)

From: (Insert Director's Name)

Subject: Intent to Contract
Requisition No. PR _____
Contract No. EP _____
(Required for Service Contracts Greater Than \$5,000)

1. Please complete the following information (If you will use competitive bidding, please insert a short name for the RFP or other bid instrument in the place for Contractor Name; for example: RFP for Parking Services, and do not complete the contract amount or contract dates.)

Contractor Name:

Contractor E-mail Address:

Contract Amount (if this request amends the amount, please enter the amended amount):

Contract Dates:

DPI Project Coordinator and Telephone Number:

2. Is this a contract amendment? If so, please explain fully why you are amending it.
(Note: If the amendment is for a date extension only, do not answer questions #3 through #12)
3. Why are you initiating a contract?
4. What services will you require?
5. How does the contract add value to the teaching/learning process?
6. Is the service unique and not repetitive with agency activity or other contracts? Please state why this service cannot be performed within the resources of the agency.
7. What is the impact, if you do not contract for these services?
8. If this contract is being paid with grant money, does the grant require the contracted services? Please describe the grant references to these contracted services, and give a synopsis of the grant.

9. Will you use competitive bidding (e.g., RFP?) If yes, skip the remaining questions # 9 through # 12.
10. Are you using an IT Supplemental Staffing Convenience Contract or other type of convenience contract? If yes, please skip question # 10 and complete questions # 11 and # 12.
11. Do you plan to request sole sourcing for this contract? If yes, please complete and attach the required sole source justification memorandum. Sole sourcing is warranted whenever only one acceptable source can be found; sole sourcing should never be the first consideration. (**Important:** The approval of the DPI Section Chief for Purchasing and Contracts, and approval by the Division of Purchasing and Contracts or ITS Procurement Services is required for sole sourced contracts.)
12. Have you contracted with this vendor previously for related services? If yes, please list all contracts with this vendor during the last twelve months.
13. How did you calculate the cost (e.g., what is the cost per hour and number of hours?) If the cost per hour is above the DPI maximum for that type of service per the New Service Contract Policies, please attach the required written permission granted by the Deputy Superintendent.
14. Is this contract for information technology services? Has this IT Project been entered into the Project Portfolio Management system (PPM Tool)? If so, has this IT Project been approved by the Enterprise Project Management office (EPMO)?

Approved:	Yes _____	No _____	
Signed:	_____		Date: _____
	Associate/Assistant State Superintendent		

(Date)

Memorandum

To: Purchasing and Contracts Section Chief

From: (Insert Director's Name)

Subject: Sole Source Justification

1. Please complete the following information:

Contractor Name:

Contract Amount:

Contract Dates:

DPI Contract Contact Person and Telephone Number:

2. Please provide a detailed justification for sole sourcing this contract by answering the following questions.

- a. What is unique to my project or situation?
- b. What is unique about the services provided by this company or individual?
- c. Where else have I searched for competition? (This question is very important.)
- d. Can State Purchase and Contracts verify the research (i.e., can they confirm your facts) I will supply with my justification?
- e. Have copies of any laws, bills, or other General Assembly directives that support sole-sourcing been referenced and attached?
- f. Why did I conclude that this is the only acceptable source?
- g. State that this is the only source with the qualifications to perform these services. (This statement is required.)

Approved:	Yes _____	No _____
Signed:	_____ Purchasing and Contracts Section Chief	Date: _____

This agreement, made and entered into this ___ day of _____, 20___, between the North Carolina State Board of Education, Raleigh, North Carolina, hereinafter referred to as "NCSBE", and _____ (name of contractor), located at _____ (address), Attention: _____ (need contact persons name if contract is NOT with an individual), hereinafter referred to as the "Contractor".

WITNESSETH

For and in consideration of the mutual promises to each other, hereinafter set forth, the parties mutually agree as follows:

- A. The Contractor hereby agrees to provide professional services as follows:
- B. The NCSBE hereby agrees:
 - 1. To pay the Contractor the sum of \$___ (if with individual, need to know cost per hour and hours working), said sum to be full and complete payment for services to be rendered under this contract. **NOTE:** NCSBE is required to withhold 4% taxes from personal services income paid to nonresident contractors per G.S. 105-163.3.
 - 2. To make progress payments as follows:
 - 3. To designate _____ (name), _____ (telephone #), as the NCSBE "Project Coordinator" for this contract.
- C. The dates and terms of this contract between NCSBE and the Contractor will be for the period of _____, through _____.
- D. If any of the services rendered under this contract are to be paid with federal funds, the contractor hereby certifies that the organization and its principals are not suspended or debarred from doing business with the federal government.
- E. The Contractor and NCSBE hereby agree to all the Terms and Conditions stated on the reverse side of this contract and, if additional pages are attached as an addendum to this document, all terms and conditions listed herein.

IN WITNESS THEREOF, NCSBE and Contractor have executed this agreement on the day and year herein above first written.

ATTEST:

FOR THE NORTH CAROLINA STATE BOARD OF EDUCATION:

Chairman and Chief Executive Officer	Date
State Superintendent	Date
Contractor's Signature	Date
_____ (As to Form)	Date
Attorney General's Signature (if contract amount \$100,000 and over)	Date

Budget Code:
Budget Source:
Strategic Priority:

TASK ORDER
Issued Under the North Carolina State Board of Education, University of North Carolina
Master Agreement, Version 001

Project Personnel

UNC Institution

Principal Investigator

University
Name, Title
Address
City, State, Zip
Phone, fax
Email

NCSBE

Project Coordinator

North Carolina Department of Public Instruction
Name, Title
Address
City, State, Zip
Phone, fax
Email

Contract Administrator

University
Name, Title
Address
City, state, zip
Phone, fax
Email

Contract Administrator

North Carolina Department of Public Instruction
Name, Title: Charlott Ellington, Contracts Administrator
Address: 6308 Mail Service Center
City, State, Zip: Raleigh NC 27699-6308
Phone, fax: W/919-807-3663; Fx/919-807-3660
Email: cellingt@dpi.state.nc.us

Project Description

Project Title:

Project Contact for University:

Project Start/End Dates: _____ through _____

Incorporation

The Terms and Conditions of the NCSBE/UNC Master Agreement are incorporated by reference. This Task Order also includes any Appendices or addendums attached hereto, including Appendix A "Recipient Scope of Work," Appendix B "the Funding Source Award Notice" (if applicable), Appendix C "Special terms and conditions" (if applicable), and Appendix D "Detailed Budget – including allowable Facilities and Administrative Cost recovery."

IN WITNESS THEREOF, the parties have caused the Task Order to be executed by their authorized representatives.

ATTEST:

FOR THE NORTH CAROLINA STATE BOARD OF EDUCATION:

Chairman and Chief Executive Officer

Date

State Superintendent

Date

UNC INSTITUTION:

Authorizing Official Signature

Date

Attorney General's Signature (if Task Order amount \$100,000 and over)

Date

Funding Information

Total Project Costs:
Total funding to date:
Cost share required with this action:
Cost share to date:

Funding Source:
Agency #:
CFDA#:
Title:

Recipient Fiscal Agent

Name, Title
Address
City, state, zip
Phone, fax
Email

Special Terms and Conditions

☞ Special Terms and Conditions Continued in Appendix C

Invoicing

Cost reimbursement under this Task Order will require periodic invoices submitted no more frequently than monthly and a final invoice submitted within 30 days of the project end date listed on page 1. All invoices are subject to the approval of the "NCSBE Project Coordinator." Invoices are to be *addressed* to NCDPI, Accounts Payable, 6331 Mail Services Center, Raleigh, NC 27699-6331, but *mailed* to the Project Coordinator listed on page 1 of this Task Order.

Amendment Description

Describe the reason for amending this Task Order:

Budget Code:
Budget Source:
Strategic Priority:

Contracts Processed for FY 2008-09 As of February 2009

Contracts Over \$5,000

Type Contract	No. of Contracts	Amount	% State Funded	% Federal Funded	% Receipts Funded
Service *	200	\$37,689,355	35%	61%	4%
Personal Service Contracts***	40	\$853,471	57%	39%	4%
Personal Service Agreements ****	35	\$4,757,769	46%	52%	2%
TOTALS	275	\$43,300,595	36%	59%	5%

Contracts \$5000 and Under

P. O. Contracts	982	\$1,519,265	16%	46%	38%
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Withholding Contracts

Withholding Contracts**	53	\$1,398,243	45%	51%	4%
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* **Service Contract:** Contract for services with a local school system, organization, business, or private school or university (i.e., developing and implementing training for school personnel; evaluating the effectiveness or programs).

** **Withholding Contract:** Contract for an individual who is working for the Department under any or all the following conditions:

- (1) the person is working on site;
- (2) the person is being supervised by a Department employee; and
- (3) the person is doing work by a position that has been left vacant. If the contract services being provided meet any or all of these conditions, it is a Withholding Contract.

*** **Personal Service Contract:** Contract in which services are provided by a professional individual (person) on a temporary or occasional basis, including (by way of illustration, not limitation) those provided by a doctor, dentist, attorney, architect, professional engineer, scientist or performer of the fine arts and similar professions. NOTE: Per the State Purchasing Manual established by the Department of Administration, Division of Purchase & Contract, Section IV-4, these services are exempt from being processed through that Division. The exemption applies only if the individual is using his/her professional skills to perform a professional task. If the contract is over \$5,000 a sole source letter is required.

**** **Personal Service Agreement:** Contract in which a person is hired by a school/university/company to provide specific services for the Department. The Department pays for their salary and benefits.

Unpaid Contracts as of February 2009

(Excluding Withholding Contracts)

Fund Type	Number of Unpaid Contracts	Amount of Unpaid Contracts	% Amount to Total Unpaid Contracts
State Funds	160	\$9,189,342	30%
Federal Funds	325	\$20,874,919	67%
Receipts	157	\$ 1,042,561	3%
Totals	642	\$31,106,822	

Mathematics and Science Partnership (MSP) Grants 2009-2010

Based on progress made during the 2008-2009 grant cycle, fourteen projects are recommended for continued funding for the 2009-2010 fiscal year at the amount indicated. (Project Name and Fiscal agents are in bold print.) Four new projects are recommended for first-year funding during 2009-2010.

MSP Projects Recommended for Continued Funding in 2009-2010

Project Name/Year of Funding	Partners		With this SBE Action	Upon release of 09-10 funds from USED	TOTAL Recommended Funding
	LEA (SBE District)	IHE			
Mountain Valley Partnership (supplement to original funding) Year 3 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	\$300,000.00	\$206,179.00	\$506,179.00
Quality Teaching and Learning Equal High Levels of Mathematics and Science Instruction (QTL=^MS) Year 3 of 3 (Cohort IV)	Cleveland County Schools (6), McDowell County Schools (8), Rutherford County Schools (8)	Appalachian State University Department of Mathematical Sciences and the Mathematics and Science Education Center	\$300,000.00	\$ 69,819.00	\$369,819.00
Partnerships for Improving Mathematics Understanding of Students and Teachers (PIMUST) Year 3 of 3 (Cohort IV)	Columbus County Schools (4)	University of North Carolina at Wilmington Science and Mathematics Education Center	\$300,000.00	\$100,000.00	\$400,000.00
Physics Project Year 3 of 3 (Cohort IV)	Winston Salem Forsyth (5), Guilford (5), Robeson (4), plus additional districts as space is available	University of North Carolina at Greensboro, University of North Carolina at Pembroke, American Association of Physics Teachers	\$205,236.00	\$ 22,797.00	\$ 228,033.00

Project Name/Year of Funding	Partners		With this SBE Action	Upon release of 09-10 funds from USED	TOTAL Recommended Funding
	LEA (SBE District)	IHE			
Partners for Mathematics Learning: Disseminating North Carolina's 2008 Mathematics Curriculum Standards Year 3 of 3 (Cohort IV)	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	\$500,000.00	\$288,478.00	\$788,478.00
Teacher Algebra Network Year 3 of 3 (Cohort IV)	Avery (7) , Alleghany County Schools (7), Ashe County Schools (7)	Appalachian State University Department of Mathematical Sciences	\$ 80,245.00	\$ 0.00	\$ 80,245.00
Project MATH (Making Algebraic Thinking Happen) Year 3 of 3 (Cohort IV)	Person (5)	UNC Chapel Hill Department of Mathematics; UNC Chapel Hill Center for Mathematics and Science Education	\$ 83,640.00	\$ 0.00	\$ 83,640.00
Trajectory of Science Scholars Year 3 of 3 (Cohort IV)	Durham (3)	NC State University Department of Mathematics, Science, and Technology Education, NC State University Department of Zoology	\$100,000.00	\$ 73,245.00	\$ 173,245.00
Empowering Teachers and Students through Problem Based Mathematics Year 3 of 3 (Cohort IV)	Buncombe (8), Asheville City (8)	Department of Mathematics, University of North Carolina at Asheville	\$200,000.00	\$223,254.00	\$ 423,254.00
NCIM Year 3 of 3 (Cohort IV)	Weldon City Schools (3) , Warren(3), Duplin (2), Bertie (1), Durham (3), Winston Salem Forsyth (5), Wayne (2), Northampton (3), Hoke (4), Cumberland (4), Scotland (4), plus additional districts as	North Carolina State University, North Carolina New Schools Project	\$300,000.00	\$165,087.00	\$465,087.00

Project Name/Year of Funding	Partners		With this SBE Action	Upon release of 09-10 funds from USED	TOTAL Recommended Funding
	LEA (SBE District)	IHE			
	space is available				
TEAMS Partnership (K-8 Math/Sci) Year 2 of 3 (Cohort V)	Alamance Burlington School System (5), Orange (5), Vance (3)	Elon College, Vance Community College	\$251,119.00	\$0.00	\$251,119.00
CSI Teams Project (K-12 Math) Year 2 of 3 (Cohort V)	Polk County Public Schools (8), Cherokee (8), Henderson (8), Madison (8), Swain (8), Transylvania (8), Yancey (8)	Appalachian State University Department of Mathematical Sciences and the Mathematics and Science Education Center	\$192,468.00	\$0.00	\$192,468.00
Modeling Instruction in Physics, Physical Science, and Chemistry Year 2 of 3 (Cohort V)	Watauga County Schools (7), Buncombe (8), Durham (3), Caldwell (7), Martin (1), STATE-WIDE project	North Carolina State University, Science House	\$555,491.00	\$162,991.00	\$718,482.00
Collaborative and Sustainable Ventures in Implementing the NC SCS (Mathematics 9-12) Year 2 of 3 (Cohort V)	Winston Salem Forsyth County Schools (5), Ashe (7), Burke (7), Caldwell (7), Cherokee (8), Elkin (7), Henderson (8), Hickory (7), Madison (8), Orange (5), Wilkes (7) STATE-WIDE project	Appalachian State University Department of Mathematical Sciences and the Mathematics and Science Education Center	\$250,000.00	\$ 65,695.00	\$315,695.00
			With this SBE Action	Upon release of 09-10 funds from USED	TOTAL Recommended Funding
Total for Continuing Projects			\$3,618,199.00	\$1,377,545.00	\$4,995,744.00

MSP Projects Recommended for New Funding in 2009-2010

Project Name/Year of Funding	Partners		With this SBE Action	Upon release of 09-10 funds from USED	TOTAL Recommended Funding
	LEA (SBE District)	IHE			
Mathematics Achievement Success Today (MAST) (9-12 Math) Year 1 of 3 (Cohort VI)	Brunswick County Schools (2)	University of North Carolina at Wilmington (UNC-W), Science Math Education Center at UNC-W	\$ 99,972.00	\$0.00	\$ 99,972.00
Partnering to Reinforce Integration of Mathematics and Science (PRISM) (K-8 Math and Science) Year 1 of 3 (Cohort VI)	Cumberland County Schools (4)	North Carolina State University (NSCU), NCSU Science House	\$209,750.00	\$0.00	\$209,750.00
BRIDGES (K-5 Math & Science) Year 1 of 3 (Cohort VI)	Onslow County Schools (2), Carteret County Schools (2)	University of North Carolina at Wilmington (UNC-W), NCSU Science House, The Jason Project	\$333,777.00	\$0.00	\$333,777.00
Developing Standards-Based Mathematics Teachers Year 1 of 3 (Cohort VI)	Kannapolis City Schools (6), Charlotte Mecklenburg Schools (6)	University of North Carolina at Charlotte (UNC-C), UNC-C Center for Mathematics and Science Education	\$332,650.00	\$0.00	\$332,650.00
			With this SBE Action	Upon release of 09-10 funds from USED	TOTAL Recommended Funding
Total for New Projects			\$976,149.00	\$0.00	\$976,149.00

MSP 2009-2010 Funding Summary

	With this SBE Action	Upon release of 09-10 funds from USED	TOTAL Recommended Funding
Total for Continuing Projects	\$3,618,199.00	\$1,377,545.00	\$4,995,744.00
Total for New Projects	\$976,149.00	\$0.00	\$976,149.00
Total	\$4,594,348.00	\$1,377,545.00	\$5,971,893.00

**Mathematics and Science Partnership (MSP) Grants
Review Process
February 2009**

The table below indicates all proposals submitted for new funding in the 2009-2010 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). Four projects are recommended for new funding in 09-10: Brunswick, Cumberland, Onslow, and Kannapolis. NCSBE Policy #EEO-O-001 was followed without deviation.

Project	SBE District	Met RFP Requirements	Review Team Rating	Final Selection/Rank
Brunswick	2	Y	strong	1
Cumberland	4	Y	average	2
Onslow	2	Y	average	3
Kannapolis City	6	Y	average	4
Lee	4	Y	average	5
Davidson	5	Y	average	6
Cabarrus	6	Y	average	7
Scotland	4	Y	average	8
Charlotte Mecklenburg	6	Y	average	9
Lincoln	6	Y	weak	10

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

NC MSP RATING FORM

2009-2010 Proposal Reviews

Proposal # _____ **Reviewer Name:** _____ **Date:** _____

LEA/Fiscal Agent: _____

Are any required components missing? (see RFP, page 13-14) No Yes If yes, which one(s)? _____

Focus Area of the RFP (Mark all that apply)

- Mathematics K-5
- Physical Science Strand K-8
- Jason Project (K-8)
- High School Biology
- High School Geometry
- High School Integrated Math
- Graduate Level University Courses

High Need School District(s): *At least one LEA must meet one or more of the following criteria*

- Criteria are:
- 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 targeted teachers
 - District and School progress toward meeting AYP

Reference LEA forms in Appendix E and choose one:

- Demonstrates great need based on criteria
- Demonstrates average need based on criteria
- Demonstrates least need based on criteria

<u>NC MSP Rating Form</u>				POINTS AWARDED
Section III, Part A: Evidence of Meaningful Partnerships (10 points possible)				
Identified primary and supporting partners	<p style="text-align: center;">(4 points)</p> <p>At least one IHE engineering, mathematics, or science department and at least one high-need school district are identified as primary partners who will implement the project and be accountable for its outcomes. Supporting partners are clearly identified as applicable.</p>	<p style="text-align: center;">(1-3 points)</p> <p>At least one IHE engineering, mathematics, or science department and at least one high-need school district are identified as primary partners but additional partners' roles are not clearly defined.</p>	<p style="text-align: center;">(0 points)</p> <p>Partners are named, but an IHE engineering, mathematics, or science department is not specifically listed OR primary and supporting partners are not identified.</p>	
Documented active planning and involvement of all primary partners, including dates, location, and names of individuals involved	<p style="text-align: center;">(4-6 points)</p> <p>Planning is clearly documented with dates, locations and names of individuals from each primary partner. It is evident that collaboration and planning among and between all primary partners has occurred with sufficient frequency and attendance to establish a meaningful partnership prior to the writing of this proposal. Attendees at planning meetings are appropriate representatives for the nature of the project. All primary partners demonstrate a high level of commitment to the project by the level of involvement in the planning and provide input to the writing of the proposal.</p>	<p style="text-align: center;">(1-3 points)</p> <p>Planning is described but not clearly documented. Most of the primary partners are involved during the planning of the proposal. The level of commitment of primary partners is evident for some but not for others.</p>	<p style="text-align: center;">(0 points)</p> <p>No documentation of dates, locations and names of individuals is provided. The level of commitment of primary partners to the project is not evident. Planning and proposal writing seems to be the work of a small group of individuals without inclusion or input from all primary partners.</p>	
			SECTION III, Part A TOTAL POINTS	
POINT JUSTIFICATION / REVIEW COMMENTS (REQUIRED):				

NC MSP Rating Form				POINTS AWARDED
Section III, Part B: Results of Needs Assessment (10 points possible)				
Referenced multiple sources of relevant and current data as methods of identifying teachers/schools/districts needs	(3 points) Multiple relevant sources of current data (within past 2 years) —both qualitative and quantitative — are presented/referenced (e.g., EOG,EOC, AP, drop out rate, retention rates, number of students taking advanced classes, successful post-secondary transition, student/teacher surveys, etc.).	(1-2 points) Limited sources of data are presented/referenced OR only qualitative or only quantitative data are presented.	(0 points) No specific data is presented OR only anecdotal data is presented OR only data presented is more than 2 years old.	
Identified specific gaps or weaknesses in teacher content knowledge/practice	(4 points) Relevant sources of data in math/science for both teachers and students in targeted grades are disaggregated and analyzed. Student data clearly identify specific content areas in need of improvement. Teacher data clearly identify specific gaps in teacher knowledge and practice.	(1-3 points) Data analysis in math and/or science is included and disaggregated for the targeted grades but does not include both student and teacher data OR does not clearly identify gaps or weaknesses in teacher content knowledge and practice.	(0 points) Data is presented but no analysis OR only superficial 'reading' of the data is presented OR data presented is not current or reliable (i.e., only anecdotal reports from a small subset of students/teachers/districts is presented). Specific gaps or weaknesses in teacher content knowledge/practice are not identified.	
Aligned needs identified and data presented	(3 points) The narrative builds a clear picture of a small set of specific needs to be addressed by the project. Data presented have a clear and direct relationship to these needs, with no extraneous data provided (e.g., AP enrollment data in a proposal addressing K-5).	(1-2 points) Need statements are well documented but are general rather than specific. The overall set of data presented are <u>not</u> clearly aligned with needs stated.	(0 points) Need statements are <u>not</u> well documented or are <u>not</u> supported by the data presented.	
			SECTION III, Part B TOTAL POINTS	
POINT JUSTIFICATION / REVIEW COMMENTS (REQUIRED):				

<u>NC MSP Rating Form</u>				POINTS AWARDED
Section III, Part C: Establish Project Objectives (10 points possible)				
Stated specific measurable objectives for the four goals required in the RFP: 1) increasing teacher content knowledge; 2) increasing student achievement; 3) improving classroom instruction; and 4) developing a sustainable partnership. Additional measurable objectives are stated if appropriate	(3 points) Clear and measurable objectives are stated for each of the four required goals. Objectives are ambitious, yet realistic in scope.	(1-2 points) Some of the objectives appear to support the goals stated in the RFP. Some of the objectives are not measurable or realistic in scope.	(0 points) Objectives are not specific or measurable or realistic in scope.	
Aligned all stated objectives with needs identified in Section III, Part B	(4 points) Objectives are <u>specifically</u> linked to the identified learning needs of both teachers and students.	(1-3 points) Objectives are <u>generally</u> linked to the identified teacher and student learning needs.	(0 points) Objectives are not correlated with the needs assessment. Some needs identified are not addressed in the objectives, or vice versa.	
Described in terms of measurable participant outcomes and in year-long increments	(3 points) Objectives are stated in terms of measurable participant outcomes, with annual milestones stated so the project can assess progress towards goals on an annual basis.	(1-2 point) Most objectives are measurable outcomes and are written in year-long increments but may be difficult to evaluate both qualitatively and quantitatively on a yearly basis.	(0 points) Objectives are stated in terms of activity completion rather than participant outcomes OR are not measurable. No means of assessing progress on an annual basis is evident.	
			SECTION III, Part C TOTAL POINTS	
POINT JUSTIFICATION / REVIEW COMMENTS (REQUIRED):				

NC MSP Rating Form				POINTS AWARDED
Section III, Part D: Project Implementation Plan (30 points possible)				
Provided a detailed description of the target audience, including how participants will be selected and retained	(4 points) Describes in detail who the participants are including subject areas, grade levels, numbers of participants to be served and how they will attend (as individuals, grade level teams, school teams, etc.). Also describes participant selection process, emphasizing how those with the greatest need will be enticed to participate and strategies to be implemented to encourage retention in the project.	(1-3 points) Identifies participant group, but does not provide a detailed description of who they are or how they were selected or will be retained.	(0 points) Participants are identified, but no description of how/why they were selected or how they will be encouraged to stick with the project is presented.	
Stated the Focus Area for the project (RFP page 9); Defined Professional Development design clearly in terms of Summer Institutes, graduate courses, on-line courses, workshops, coaching, etc. Described the design and implementation of major components and activities along with the implementation responsibilities of each partner	(5-7 points) The PD focus area is clearly stated and PD design is defined. A detailed description of each major component is provided including total number of instructional hours as well as duration, focus areas, structure and the roles of each partner in the development and implementation of each. Included is a description of how each component will 1) engage teachers with content at a level <i>beyond the level they are expected to teach</i> to students; 2) how each will model and provide opportunities to learn about content-specific instructional strategies with research evidence for improved student achievement; and 3) how each is specifically aligned to the NC Standard Course of Study. Components fit together into a well-integrated model that provides <u>both</u> opportunities for significant teacher learning <u>and</u> support for effective implementation. All activities are likely to be effective and no inappropriate activities are included.	(2-4 points) The PD focus area is clearly stated and PD design is defined. Detailed description of design components is provided for all major components and activities and their implementation. Description lacks some of the detail needed for the reader to replicate the p.d. implementation plan. Most activities are likely to be effective but one or two have been included that are of questionable value. Most activities are aligned to the NC Standard Course of Study. Components appear to be designed to operate independently, not building on or reinforcing each other.	(0-1 points) PD focus area and design may or may not be clearly stated. Activities are not likely to be effective. Project activities may or may not be aligned to the NC Standard Course of Study. Project activities are included that are of questionable value or of no substantial value OR project activities are not included.	
Explained in detail how selected project activities support needs identified in Section III-B and objectives stated in Section III, Part C	(4-5 points) Each of the major activities directly addresses one or more of the needs and objectives established. Each of the objectives is addressed by one or more major activities. The degree of attention to each objective is sufficient to expect significant progress to be achieved.	(1-3 points) Some of the major activities appear unrelated to the needs and objectives of the project OR some objectives do not appear to be addressed in project activities.	(0 points) Activities are listed but no description is included or the description is so vague that a direct correlation to the needs and objectives is not possible or appears unrelated.	

<p>Provided a detailed description of the current research base in mathematics and/or science education to support selected project activities</p>	<p>(4 points) Includes current scientifically-based research from multiple sources on effective PD for mathematics/science teachers/students specifically. Connects research to the selected activities.</p>	<p>(2-3 points) Includes sufficient research on effective professional learning strategies to support most of the project activities. All activities follow the research base.</p>	<p>(0-1 points) Limited data on the research-base for selected activities is presented OR activities do not follow the research base.</p>	
<p>Provided evidence that the scope of the project is realistic, and there is sufficient capacity of the partners to support the scale and scope of the project (especially the number of participants)</p>	<p>(3-4 points) The narrative provides supporting evidence of sufficient capacity of the partners to support the scale and scope of the project (especially the number of participants).</p>	<p>(1-2 points) The narrative provides some evidence of capacity of the partners to support the scale and scope of the project but more evidence is needed to create confidence that the project can be implemented successfully.</p>	<p>(0 points) The narrative may or may not state the capacity of the partners to support the scale and scope of the project, but in either case does not provide the evidence necessary.</p>	
<p>Provided a table listing project components and contact hours associated with each one, demonstrating a minimum of 80 contact hours of focused, content-related experiences</p>	<p>(3 points) A table is provided and included all the required information.</p>	<p>(1-2 points) A table is provided but lacks all the information requested.</p>	<p>(0 points) No table is included.</p>	
<p>Included a specific timeline of activities for the first 12 months of funding along with a more general timeline of activities for 2 subsequent years</p>	<p>(3 points) A timeline is provided and includes all the required information for 3 years.</p>	<p>(1-2 points) A timeline is provided but lacks all the information requested for 3 years.</p>	<p>(0 points) No timeline is included.</p>	
			<p>SECTION III, Part D TOTAL POINTS</p>	
<p>POINT JUSTIFICATION / REVIEW COMMENTS (REQUIRED):</p>				

<u>NC MSP Rating Form</u>				POINTS AWARDED			
Section III, Part E: Project Management Plan (10 points possible)							
Provided a detailed description of how the project will be administered that supports the scope and administrative requirements of the project	(4-5 points)	Clearly describes how the day-to-day management of the project will be executed. Identifies persons involved in decision-making, budgeting, and making implementation adjustments to activities and expenditures. Roles, responsibilities, and time commitments of persons involved in project management are described. If a Management Team is to be formed, team members are identified, schedule of meetings is provided and decision-making process is described. Management plan strongly supports the scope and administrative requirements of the project.	(2-3 points)	Provides some detail of the day-to-day management of the project; AND/OR Roles, responsibilities and time commitments are vague and the decision-making process is unclear; AND/OR More detail is needed to determine whether the management plan supports the scope and administrative requirements of the project.	(0-1 points)	The management plan is poorly described and/or appears to be inadequate to support the scope and administrative requirements of the project.	
	(2-3 points)	All primary partners are fully engaged in the project management and oversight. Activities in the implementation plan are tied to partners' missions. Strong evidence presented to justify the number of quality partners who will carry out the proposed activities. Qualifications are provided for partners and demonstrate highly aligned expertise for the particular role each will serve.	(1-2 points)	All primary partners are not fully engaged in project management and oversight. All primary partners are identified and appear to have satisfactory experience/expertise to successfully carry out the roles they are assigned.	(0 points)	Few primary partners are identified and the number appears to be inadequate for the scope of the project AND/OR those identified lack qualifications/experience/expertise to successfully carry out their roles.	
	(2 points)	The fiscal agent and the person responsible for overseeing the project's fiscal activities are clearly identified.	(1 point)	The fiscal agent is identified but the person overseeing the project's fiscal activities is not.	(0 points)	Neither the fiscal agent nor the person responsible for the project's fiscal activities is identified.	
				SECTION III, Part E TOTAL POINTS			
POINT JUSTIFICATION / REVIEW COMMENTS (REQUIRED):							

NC MSP Rating Form				POINTS AWARDED
Section III, Part F: Evaluation Plan and Research Design (20 points possible)				
Named and presented credentials of those conducting evaluation of the project and their responsibilities	(4 points) A specific person/contractor has been named external evaluator and has experience in the field of project evaluation for mathematics and/or science professional development. Responsibilities are clearly identified and described.	(1-3 points) A specific external evaluator is named, but their credentials are unclear regarding expertise for evaluating mathematics and/or science professional development OR responsibilities are not clearly identified and described.	(0 points) An external evaluator is not named OR is not independent of the project.	
Described an overall evaluation plan that uses multiple measures to gather appropriate formative and summative data on project objectives	(4-5 points) The evaluation plan is designed to gather appropriate information about each project objective, using both quantitative and qualitative methods. For each objective, an evaluation table clearly lists suitable data to be collected, the instruments or protocols used, and target audience for the data collection. Mechanisms are described for gathering ongoing formative feedback on project activities and participant progress, and incorporating it into project planning.	(1-3 points) The evaluation plan addresses project objectives overall, but it is not clear how each objective will be measured and reported. OR the evaluation table contains incomplete information OR data to be collected are insufficient, too narrow, or inappropriate to inform progress on the objectives OR the evaluation gives insufficient attention to gathering and using formative data.	(0 points) An evaluation table is not included OR the description of the evaluation plan is unclear or incomplete OR the plan focuses solely on some objectives and excludes the others.	
Described a credible evaluation design and appropriate instruments and protocols to be used	(4 points) Evaluation design includes collecting data from both the participant group and a similar comparison group (random assignment preferred but not required). Pre/post measures are collected for both groups, with statistical analysis comparing pre/post changes. Size of the participant and comparison groups is sufficient for the analysis to detect meaningful differences. Instruments to be used for teacher or student content assessment have a significant objective component (not just self-report) and have documented validity and reliability.	(1-3 points) Evaluation design may include a comparison group. At a minimum, pre/post measures are collected from the participant group, to document changes during the project. Number of teachers is sufficient for statistical analysis. Instruments to be used for teacher or student content assessment have a significant objective component (not just self-report), but validity and reliability are not discussed or are not available.	(0 points) Evaluation design includes only post-testing participants. Baseline data are not collected to enable changes to be measured. OR Teacher or student content assessment is by self-report measures only; no objective assessment is included.	

<p>Presented a detailed timeline of the evaluation activities</p>	<p>(2 points) Timeline is clear and specific about evaluation-related activities and when they will occur. Timing and scope of activities are reasonable when compared to the typical school year. Measures/instruments are clearly identified as well as the number of and classification of the participants.</p>	<p>(1 point) Timeline is presented but does not include ALL of the required information OR is only very general.</p>	<p>(0 points) Timeline is <u>not</u> available OR is so generic that no assessment of its quality or reasonableness can be made.</p>	
<p>Presented a research design to investigate the effects of the professional development model chosen</p>	<p>(3 points) The research component is designed to yield credible information about the p.d. approach taken by the project that can be used by others working in this domain. (Examples of such information could include: generalizing results beyond the participant group; identifying factors in the p.d. model and their contribution to the outcomes observed; examining system barriers and supports that impact implementing the p.d. model; etc.) The design is appropriate to the nature and scale of the project and is likely to produce useable knowledge.</p>	<p>(1-2 points) The proposal contains a research component, but it lacks clarity as to the nature of the information to be generated OR has design issues that make it unlikely to yield the intended information OR is unclear about who will be involved in carrying out the research.</p>	<p>(0 points) A research component is not included OR is not distinct from the project's summative evaluation.</p>	
<p>Presented a method of disseminating results of the research as a part of planned activities</p>	<p>(2 points) A method of disseminating results of the research is included as part of the planned activities that will include presentation of successful strategies and curricula and lessons learned.</p>	<p>(1 point) Disseminating results of the research is included as part of the planned activities but no details are provided as to how or when.</p>	<p>(0 points) Disseminating results of the research is not described.</p>	
			<p>SECTION III, Part F TOTAL POINTS</p>	
<p>POINT JUSTIFICATION / REVIEW COMMENTS (REQUIRED):</p>				

<u>NC MSP Rating Form</u>				POINTS AWARDED
Section IV and V, Completed Budget Narrative and Budget Summary Forms (10 points possible)				
Provided budget forms for each partner as well as a Total Project Budget; Provided a Budget Narrative for each line item of expenditures	<p style="text-align: center;">(3 points)</p> <p>Budget forms for each partner are complete and correct. A Total Project Budget is provided. All budget calculations are correct.</p> <p>Budget narrative is included for each line item of the budget. The purpose of each line item is clear and narrative includes accurate formulas for calculating totals.</p>	<p style="text-align: center;">(1-2 points)</p> <p>Budget forms for each partner are complete and correct. A Total Project Budget is provided. All budget calculations are correct.</p> <p>Budget narrative is complete but some expenditures require more detailed explanation.</p>	<p style="text-align: center;">(0 points)</p> <p>Budget forms are not filled out correctly or some are missing. Numbers do not add up.</p> <p>Budget narrative is incomplete and the purpose of some line items is unclear.</p>	
Aligned Budget expenditures and implementation narrative	<p style="text-align: center;">(3 points)</p> <p>The budget and budget narrative are directly tied to the implementation plan outlined in Section III, Part D and clearly shows how all aspects of the plan will be supported. No funds are budgeted for unrelated expenditures.</p>	<p style="text-align: center;">(1-2 points)</p> <p>The budget and budget narrative are directly tied to the implementation plan but it may not be clear how all aspects of the plan will be supported.</p>	<p style="text-align: center;">(0 points)</p> <p>The budget and budget narrative are not directly tied to the implementation plan.</p>	
Budget is appropriate for the scope of the activities described	<p style="text-align: center;">(4 points)</p> <p>The budget supports all of the project objectives and activities. Overall cost of the project clearly matches services proposed, professional development outlined and/or number of teachers served. Budget is consistent with roles of the partners. Budget is adequate and does not include excessive spending on peripheral project needs.</p>	<p style="text-align: center;">(1-3 points)</p> <p>Most elements in the implementation plan appear adequately budgeted for. Expenditures are reasonable and focus on needs. Budget expenditures may appear higher than expected for some of the proposed activities. Budget is consistent with roles of the partners.</p>	<p style="text-align: center;">(0 points)</p> <p>The budget does not directly support project objectives and activities. Funds are budgeted for unrelated purposes AND/OR do not focus on needs. Budget is inconsistent with the roles of partners. Excessive or inadequate spending is included for peripheral project needs.</p>	
			SECTION IV and V TOTAL POINTS	
POINT JUSTIFICATION / REVIEW COMMENTS (REQUIRED):				

FINAL SCORING	POINTS AWARDED
Section III, Part A: Evidence of Meaningful Partnerships	
Section III, Part B: Results of Needs Assessment	
Section III, Part C: Project Objectives	
Section III, Part D: Project Implementation Plan	
Section III, Part E: Project Management Plan	
Section III, Part F: Evaluation Plan and Research Design	
Section IV and V: Budget Narrative & Summary Forms	
TOTAL SCORE	

Reviewer's Funding Recommendations
<i>Check the appropriate box and provide comments if needed</i>
<input type="checkbox"/> I would support funding for this proposal as written. Comments:
<input type="checkbox"/> I would support funding this proposal with the following recommended changes. Recommendations:
<input type="checkbox"/> I do NOT recommend funding this proposal. Comments:

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

Policy Identification

Priority: Effective and Efficient Operations

Category: Contracts and Grants

Policy ID Number: EEO-O-001

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

Current Policy Date: 04/02/1998

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

Statutory Reference:

Administrative Procedures Act (APA) Reference Number and Category:

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

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

All funding sources are covered by this definition.

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

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

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

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

A. A. Objectives and Intended Outcome. All objectives of the project must be

stated in measurable terms that clearly establish time frames and expected outcomes.

Describe how outcomes will benefit both students and teachers.

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

SECTION II. Application Review Process

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

A. INITIAL LOG-IN AND SCREENING

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

B. LEVEL I EVALUATION

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

C. LEVEL II EVALUATION

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

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

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

D. LEVEL III EVALUATION

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

E. NOTICE PROCEDURE

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

SECTION III. Evaluation/Review Results

A. RECORD KEEPING

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

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

- A list of all project proposals submitted
- The corresponding quality band for each acceptable proposal

- Any information regarding weighting of categories
- The list of recommended projects for funding
- An assurance that the process has been followed without deviation

SECTION IV. Assurances

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

SECTION V. Exceptions

Any additional criteria, amended process, or further changes made to the above procedures must be approved by the deputy state superintendent.