

STATE BOARD OF EDUCATION
June 2 - 4, 2009
CONTRACTS FOR INFORMATION - CONTRACTS OVER \$25,000

GCS

1. Contract with UNC-Chapel Hill

- Purpose:
1. To revise the existing online English Language Development course for ESL and grade level/content teachers of limited English proficient (LEP) students to reflect the new standards for English as a Second Language (ESL) as adopted by the State Board of Education in June, 2008;
 2. To address the mandate in Title III of NCLB requiring each State educational agency to provide technical assistance; and
 3. To develop professional development activities for subgrantees in Title III improvement.

Amendment #1: To amend the end date of the contract from 6/30/2009 to 12/31/2009. Based on enrollment trends, DPI and the contractor determined that enrollment expectations will be met by offering sections through the fall of 2009. This flexibility also allows participants enrolled in the fall to implement their new skills while in the classroom, rather than after their summer break. This is a no cost extension.

Primary Contact: John Gallagher
Amount: \$57,534.00 Federal
Time Frame: 11/1/2008 to 12/31/2009
DPI Coordinator: Joanne Marino, Exceptional Children
Contract No: 4602513 (Service)

***Total Approved Contracts This Fiscal Year: 24**

Total Cost: \$1,843,849.25 Federal
\$ 161,049.09 State
\$1,045.433.00 Receipt

STATE BOARD OF EDUCATION
June 2 - 4, 2009
CONTRACTS FOR INFORMATION - CONTRACTS OVER \$25,000

TCP

2. Contract with Leadership Group of the Carolinas

- Purpose: The services provided by The Leadership Group of the Carolinas to 35 "priority" high schools are as follows:
1. Instructional facilitators will utilize a model developed by LGC and approved by the DPI.
 2. Services will be delivered to the principal. The essential purpose of services is to support the principal's leadership development in order to improve student achievement in the school.
 3. The services will commence in July, 2007 and continue through June, 2008. During this period, LGC's instructional facilitators will be contracted for 35 days of service per school. Of this total, not less than four days will be reserved for training and interaction with DPI and/or other supporting agencies which also may be engaged to support the work in the schools. 30 additional days will be reserved to be allocated to the schools by DPI as needed.
 4. Services provided will include direct leadership development/mentoring, developing greater fluency in using data to drive decisions, developing greater skill in teacher recruitment, selection and instructional monitoring, and other factors directly related to greater student success.
 5. DPI will provide such clarity of expectations as is necessary to assure a coordinated effort which interfaces effectively with other related initiatives.
 6. The ultimate goal for the effort is to identify and support appropriate systematic interventions as well as tailored school-specific strategies to advance student achievement.

The Leadership Group of the Carolinas will also:

1. Develop a framework of action focused on improved student outcomes.
2. Engage each school in an approved school reform model or initiative, as identified and approved by DPI.
3. Support the establishment of a professional learning community in each school to sustain improvement over time.
4. Develop greater fluency in using data to drive decisions.
5. Strengthen instructional monitoring.
6. Explore contemporary school organization related to higher student achievement, including schedule design and schedule making.
7. Examine the structure of curriculum and delivery of instruction.
8. Focus professional development efforts to improve instructional outcomes.
9. Enhance skill in teacher recruitment, selection and retention.
10. Strengthen site-based governance via enhanced teacher leadership and shared decision-making.
11. Consider other similar factors directly related to greater student success.

Amendment #1: To provide services (services are outlined in original contract) to 40 low performing high schools of Cohort III, 40 middle schools, and 8 elementary schools. Amended amount: \$3,398,980.00 (\$954,000.00 + \$2,444,980.00)

Amendment #2: : To continue direct services through the 2008-09 school year for the 35 Turnaround Schools (original 17, Governor's 18), the 31 high schools identified in 2005-06 having a performance composite under 60%, and the 29 middle schools identified in 2006-07 having a performance composite under 60% and is a feeder to one of the original 35 turnaround high schools. Amending end date from 6/30/2008 to 6/30/2009. Amendment amount: \$6,017,313.00 (\$3,398,980.00 + \$2,618,333.00).

Amendment #3: To amend this contract to reduce the number of site visits per school by an average of 2.5 days each. There is also additional reductions in the areas of management fees and training expenses. Amended amount: 5,817,313.00 (\$6,017,313.00 less \$200,000.00).

STATE BOARD OF EDUCATION
June 2 - 4, 2009
CONTRACTS FOR INFORMATION - CONTRACTS OVER \$25,000

TCP

Primary Contact: Steve Wrenn
Amount: \$5,817,313.00 State
Time Frame: 7/1/2007 to 6/30/2009
DPI Coordinator: Pat Ashley, Superintendent's Office
Contract No: 4468125 (Service)

***Total Approved Contracts This Fiscal Year: 2**
Total Cost: \$5,982.423.00 State

3. Contract with Bobbie Rowland

Purpose: Mentor Teacher Timeline/Tasks

1. To provide consistent, ongoing support, communication, resources and feedback for new teachers onsite in classrooms and other strategies (phone calls, email, videotapes, meetings, seminars, and conferences);
2. To assist Office of School Readiness (OSR) with new teacher orientation and other required training and meetings to meet teacher licensure standards, which are the basis for assessing teacher performance (Pre-K-K Teacher Appraisal Instrument) and the Individual Growth Plan (IGP);
3. To observe, assess support needs, and develop an IGP within the first quarter of the Beginning Teacher Support Program (BTSP);
4. To guide teachers in appropriate content pedagogy, learning environments, planning and assessment, instructional strategies, reflective practices, and family/community/school relationships, as evidenced by observation results;
5. To conduct weekly observation visits (different teachers) and offer support through role modeling and teacher conferences;
6. To conduct monthly conferences with new teacher and nonpublic school program director;
7. To arrange with OSR Teacher Licensure Unit (TLU) staff development activities to support the IGP; and
8. To submit monthly contact logs and reports to OSR TLU citing classroom observations, and action plans.

Trainer Timeline/Tasks

1. To meet with the state office to plan training format, develop and/or revise materials, and communicate other meeting logistics;
2. To participate in TLU Orientation of More at Four (MAF) teachers, site administrators, local contractors;
3. To conduct Mentor Teacher Training;
4. To conduct Pre Kindergarten - Kindergarten Teacher Performance Appraisal Instrument (PKKTPAI) training;
5. To provide professional development based on teachers' needs as assessed by the PKKTPAI and documented through teachers' IGPs; and
6. To support the TLU in ongoing technical assistance and training activities for MAF teacher participants, in accordance with the Lateral Entry Teacher Program and the Beginning Teacher Support Program.

Evaluator Timeline/Tasks

1. To attend OSR/TLU sponsored (3-day) PKKTPAI Training;
2. To meet with program administrator, site administrator, teacher and mentor to determine observation and evaluation schedule for each quarter;
3. To conduct the first formal Snap Shot Pre Kindergarten/Kindergarten Teacher Performance Appraisal Instrument (K/K TPAI) (pre-conference, observation, analysis, and post conference);

STATE BOARD OF EDUCATION
June 2 - 4, 2009
CONTRACTS FOR INFORMATION - CONTRACTS OVER \$25,000

TCP

4. To conduct the second formal Snap Shot Pre K/K TPAI (pre-conference, observation, analysis, and post conference);
5. To conduct the third formal Snap Shot Pre K/K TPAI (pre-conference, observation, analysis, and post conference);
6. To conduct monthly conferences with new teacher and nonpublic school program director;
7. To arrange with OSR Teacher Licensure Unit (TLU) staff development activities to support the IGP; and
8. To submit monthly contact logs and reports to OSR TLU citing classroom observations, and action plans.
9. To submit the Full Review Summative Pre-K/K TPAI Evaluation (along with notes, IGP, and other supporting documents) annually to the OSR/TLU. Mentor Teachers, B-K licensure candidates, and OSR staff.

Primary Contact: Dr. Bobbie H. Rowland
Amount: \$46,118.00 State
Time Frame: 7/1/2009 to 6/30/2010
DPI Coordinator: Cindy Wheeler, Office of School Readiness
Contract No: 4641770 (Service)

***Total Approved Contracts This Fiscal Year: 1**
Total Amount: \$59,832.25 State

4. Contract with Carla Stafford

Purpose: Mentor Teacher Timeline/Tasks

1. To provide consistent, ongoing support, communication, resources and feedback for new teachers onsite in classrooms and other strategies (phone calls, email, videotapes, meetings, seminars, and conferences);
2. To assist Office of School Readiness (OSR) with new teacher orientation and other required training and meetings to meet teacher licensure standards, which are the basis for assessing teacher performance (Pre-K-K Teacher Appraisal Instrument) and the Individual Growth Plan (IGP);
3. To observe, assess support needs, and develop an IGP within the first quarter of the Beginning Teacher Support Program (BTSP);
4. To guide teachers in appropriate content pedagogy, learning environments, planning and assessment, instructional strategies, reflective practices, and family/community/school relationships, as evidenced by observation results;
5. To conduct weekly observation visits (different teachers) and offer support through role modeling and teacher conferences;
6. To conduct monthly conferences with new teacher and nonpublic school program director;
7. To arrange with OSR Teacher Licensure Unit (TLU) staff development activities to support the IGP; and
8. To submit monthly contact logs and reports to OSR TLU citing classroom observations, and action plans.

Trainer Timeline/Tasks

1. To meet with the state office to plan training format, develop and/or revise materials, and communicate other meeting logistics;
2. To participate in TLU Orientation of More at Four (MAF) teachers, site administrators, local contractors;
3. To conduct Mentor Teacher Training;
4. To conduct Pre Kindergarten - Kindergarten Teacher Performance Appraisal Instrument (PKKTPAI) training;

STATE BOARD OF EDUCATION
June 2 - 4, 2009
CONTRACTS FOR INFORMATION - CONTRACTS OVER \$25,000

TCP

5. To provide professional development based on teachers' needs as assessed by the PKKTPAI and documented through teachers' IGPs; and
6. To support the TLU in ongoing technical assistance and training activities for MAF teacher participants, in accordance with the Lateral Entry Teacher Program and the Beginning Teacher Support Program.

Evaluator Timeline/Tasks

1. To attend OSR/TLU sponsored (3-day) PKKTPAI Training;
2. To meet with program administrator, site administrator, teacher and mentor to determine observation and evaluation schedule for each quarter;
3. To conduct the first formal Snap Shot Pre Kindergarten/Kindergarten Teacher Performance Appraisal Instrument (K/K TPAI) (pre-conference, observation, analysis, and post conference);
4. To conduct the second formal Snap Shot Pre K/K TPAI (pre-conference, observation, analysis, and post conference);
5. To conduct the third formal Snap Shot Pre K/K TPAI (pre-conference, observation, analysis, and post conference);
6. To conduct a Full Review Summative Pre K/K TPAI (pre-conference, observation, analysis, and post conference);
7. To summarize results using a Full Review Summative Pre K/K TPAI form (pre-conference, observation, analysis, and post conference);
8. To review summative results with the MAF teacher, program site administrator, and the mentor teacher; and
9. To submit the Full Review Summative Pre-K/K TPAI Evaluation (along with notes, IGP, and other supporting documents) annually to the OSR/TLU. Mentor Teachers, B-K licensure candidates, and OSR staff.

Primary Contact: Carla Stafford
Amount: \$80,221.45 State
Time Frame: 7/1/2009 to 6/30/2010
DPI Coordinator: Cindy Wheeler, Office of School Readiness
Contract No: 4641772 (Service)

***Total Approved Contracts This Fiscal Year: 1**
Total Cost: \$80,236.45 State

5. Contract with CCS Consulting

Purpose: Mentor Teacher Timeline/Tasks

1. To provide consistent, ongoing support, communication, resources and feedback for new teachers onsite in classrooms and other strategies (phone calls, email, videotapes, meetings, seminars, and conferences);
2. To assist Office of School Readiness (OSR) with new teacher orientation and other required training and meetings to meet teacher licensure standards, which are the basis for assessing teacher performance (Pre-K-K Teacher Appraisal Instrument) and the Individual Growth Plan (IGP);
3. To observe, assess support needs, and develop an IGP within the first quarter of the Beginning Teacher Support Program (BTSP);
4. To guide teachers in appropriate content pedagogy, learning environments, planning and assessment, instructional strategies, reflective practices, and family/community/school relationships, as evidenced by observation results;
5. To conduct weekly observation visits (different teachers) and offer support through role modeling and teacher conferences;
6. To conduct monthly conferences with new teacher and nonpublic school program director;

STATE BOARD OF EDUCATION
June 2 - 4, 2009
CONTRACTS FOR INFORMATION - CONTRACTS OVER \$25,000

TCP

7. To arrange with OSR Teacher Licensure Unit (TLU) staff development activities to support the IGP; and
8. To submit monthly contact logs and reports to OSR TLU citing classroom observations, and action plans.

Trainer Timeline/Tasks

1. To meet with the state office to plan training format, develop and/or revise materials, and communicate other meeting logistics;
2. To participate in TLU Orientation of More at Four (MAF) teachers, site administrators, local contractors;
3. To conduct Mentor Teacher Training;
4. To conduct Pre Kindergarten - Kindergarten Teacher Performance Appraisal Instrument (PKKTPAI) training;
5. To provide professional development based on teachers' needs as assessed by the PKKTPAI and documented through teachers' IGPs; and
6. To support the TLU in ongoing technical assistance and training activities for MAF teacher participants, in accordance with the Lateral Entry Teacher Program and the Beginning Teacher Support Program.

Evaluator Timeline/Tasks

1. To attend OSR/TLU sponsored (3-day) PKKTPAI Training;
2. To meet with program administrator, site administrator, teacher and mentor to determine observation and evaluation schedule for each quarter;
3. To conduct the first formal Snap Shot Pre Kindergarten/Kindergarten Teacher Performance Appraisal Instrument (K/K TPAI) (pre-conference, observation, analysis, and post conference);
4. To conduct the second formal Snap Shot Pre K/K TPAI (pre-conference, observation, analysis, and post conference);
5. To conduct the third formal Snap Shot Pre K/K TPAI (pre-conference, observation, analysis, and post conference);
6. To conduct a Full Review Summative Pre K/K TPAI (pre-conference, observation, analysis, and post conference);
7. To summarize results using a Full Review Summative Pre K/K TPAI form (pre-conference, observation, analysis, and post conference);
8. To review summative results with the MAF teacher, program site administrator, and the mentor teacher; and
9. To submit the Full Review Summative Pre-K/K TPAI Evaluation (along with notes, IGP, and other supporting documents) annually to the OSR/TLU. Mentor Teachers, B-K licensure candidates, and OSR staff.

Primary Contact: Carolyn Stephenson
Amount: \$86,653.75 State
Time Frame: 7/1/2009 to 6/30/2010
DPI Coordinator: Cindy Williams
Contract No: 4641773

***Total Approved Contracts This Fiscal Year: 1**
Total Cost: \$86,001.25 State

6. Contract with KCK Educational Consulting

Purpose: Mentor Teacher Timeline/Tasks
1. To provide consistent, ongoing support, communication, resources and feedback for new teachers onsite in classrooms and other strategies (phone calls, email, videotapes,

meetings, seminars, and conferences);

STATE BOARD OF EDUCATION

June 2 - 4, 2009

CONTRACTS FOR INFORMATION - CONTRACTS OVER \$25,000

TCP

2. To assist Office of School Readiness (OSR) with new teacher orientation and other required training and meetings to meet teacher licensure standards, which are the basis for assessing teacher performance (Pre-K-K Teacher Appraisal Instrument) and the Individual Growth Plan (IGP);
3. To observe, assess support needs, and develop an IGP within the first quarter of the Beginning Teacher Support Program (BTSP);
4. To guide teachers in appropriate content pedagogy, learning environments, planning and assessment, instructional strategies, reflective practices, and family/community/school relationships, as evidenced by observation results;
5. To conduct weekly observation visits (different teachers) and offer support through role modeling and teacher conferences;
6. To conduct monthly conferences with new teacher and nonpublic school program director;
7. To arrange with OSR Teacher Licensure Unit (TLU) staff development activities to support the IGP; and
8. To submit monthly contact logs and reports to OSR TLU citing classroom observations, and action plans.

Trainer Timeline/Tasks

1. To meet with the state office to plan training format, develop and/or revise materials, and communicate other meeting logistics;
2. To participate in TLU Orientation of More at Four (MAF) teachers, site administrators, local contractors;
3. To conduct Mentor Teacher Training;
4. To conduct Pre Kindergarten - Kindergarten Teacher Performance Appraisal Instrument (PKKTPAI) training;
5. To provide professional development based on teachers' needs as assessed by the PKKTPAI and documented through teachers' IGPs; and
6. To support the TLU in ongoing technical assistance and training activities for MAF teacher participants, in accordance with the Lateral Entry Teacher Program and the Beginning Teacher Support Program.

Evaluator Timeline/Tasks

1. To attend OSR/TLU sponsored (3-day) PKKTPAI Training;
2. To meet with program administrator, site administrator, teacher and mentor to determine observation and evaluation schedule for each quarter;
3. To conduct the first formal Snap Shot Pre Kindergarten/Kindergarten Teacher Performance Appraisal Instrument (K/K TPAI) (pre-conference, observation, analysis, and post conference);
4. To conduct the second formal Snap Shot Pre K/K TPAI (pre-conference, observation, analysis, and post conference);
5. To conduct the third formal Snap Shot Pre K/K TPAI (pre-conference, observation, analysis, and post conference);
6. To conduct a Full Review Summative Pre K/K TPAI (pre-conference, observation, analysis, and post conference);
7. To summarize results using a Full Review Summative Pre K/K TPAI form (pre-conference, observation, analysis, and post conference);
8. To review summative results with the MAF teacher, program site administrator, and the mentor teacher; and
9. To submit the Full Review Summative Pre-K/K TPAI Evaluation (along with notes, IGP, and other supporting documents) annually to the OSR/TLU. Mentor Teachers, B-K licensure candidates, and OSR staff.

STATE BOARD OF EDUCATION
June 2 - 4, 2009
CONTRACTS FOR INFORMATION - CONTRACTS OVER \$25,000

TCP

Primary Contact: Patsy Leary
Amount: \$33,684.50 State
Time Frame: 7/1/2009 to 6/30/2010
DPI Coordinator: Cindy Wheeler, Office of School Readiness
Contract No: 4641774 (Service)

***Total Approved Contracts This Fiscal Year: 1**

Total Cost: \$32,133.05 State

7. Contract with Rebecca Johnson

Purpose: Mentor Teacher Timeline/Tasks

1. To provide consistent, ongoing support, communication, resources and feedback for new teachers onsite in classrooms and other strategies (phone calls, email, videotapes, meetings, seminars, and conferences);
2. To assist Office of School Readiness (OSR) with new teacher orientation and other required training and meetings to meet teacher licensure standards, which are the basis for assessing teacher performance (Pre-K-K Teacher Appraisal Instrument) and the Individual Growth Plan (IGP);
3. To observe, assess support needs, and develop an IGP within the first quarter of the Beginning Teacher Support Program (BTSP);
4. To guide teachers in appropriate content pedagogy, learning environments, planning and assessment, instructional strategies, reflective practices, and family/community/school relationships, as evidenced by observation results;
5. To conduct weekly observation visits (different teachers) and offer support through role modeling and teacher conferences;
6. To conduct monthly conferences with new teacher and nonpublic school program director;
7. To arrange with OSR Teacher Licensure Unit (TLU) staff development activities to support the IGP; and
8. To submit monthly contact logs and reports to OSR TLU citing classroom observations, and action plans.

Trainer Timeline/Tasks

1. To meet with the state office to plan training format, develop and/or revise materials, and communicate other meeting logistics;
2. To participate in TLU Orientation of More at Four (MAF) teachers, site administrators, local contractors;
3. To conduct Mentor Teacher Training;
4. To conduct Pre Kindergarten - Kindergarten Teacher Performance Appraisal Instrument (PKKTPAI) training;
5. To provide professional development based on teachers' needs as assessed by the PKKTPAI and documented through teachers' IGPs; and
6. To support the TLU in ongoing technical assistance and training activities for MAF teacher participants, in accordance with the Lateral Entry Teacher Program and the Beginning Teacher Support Program.

Evaluator Timeline/Tasks

1. To attend OSR/TLU sponsored (3-day) PKKTPAI Training;
2. To meet with program administrator, site administrator, teacher and mentor to determine observation and evaluation schedule for each quarter;
3. To conduct the first formal Snap Shot Pre Kindergarten/Kindergarten Teacher Performance Appraisal Instrument (K/K TPAI) (pre-conference, observation,

STATE BOARD OF EDUCATION
June 2 - 4, 2009
CONTRACTS FOR INFORMATION - CONTRACTS OVER \$25,000

TCP

- analysis, and post conference);
4. To conduct the second formal Snap Shot Pre K/K TPAI (pre-conference, observation, analysis, and post conference);
 5. To conduct the third formal Snap Shot Pre K/K TPAI (pre-conference, observation, analysis, and post conference);
 6. To conduct a Full Review Summative Pre K/K TPAI (pre-conference, observation, analysis, and post conference);
 7. To summarize results using a Full Review Summative Pre K/K TPAI form (pre-conference, observation, analysis, and post conference);
 8. To review summative results with the MAF teacher, program site administrator, and the mentor teacher; and
 9. To submit the Full Review Summative Pre-K/K TPAI Evaluation (along with notes, IGP, and other supporting documents) annually to the OSR/TLU. Mentor Teachers, B-K licensure candidates, and OSR staff.

Primary Contact: Rebecca Johnson
Amount: \$57,971.50 State
Time Frame: 7/1/2009 to 6/30/2010
DPI Coordinator: Cindy Wheeler, Office of School Readiness
Contract No: 4641775 (Service)

***Total Approved Contracts This Fiscal Year: 1**
Total Cost: \$58,011.50 State

8. Contract with Educational Strategies

- Purpose: Mentor Teacher Timeline/Tasks
1. To provide consistent, ongoing support, communication, resources and feedback for new teachers onsite in classrooms and other strategies (phone calls, email, videotapes, meetings, seminars, and conferences);
 2. To assist Office of School Readiness (OSR) with new teacher orientation and other required training and meetings to meet teacher licensure standards, which are the basis for assessing teacher performance (Pre-K-K Teacher Appraisal Instrument) and the Individual Growth Plan (IGP);
 3. To observe, assess support needs, and develop an IGP within the first quarter of the Beginning Teacher Support Program (BTSP);
 4. To guide teachers in appropriate content pedagogy, learning environments, planning and assessment, instructional strategies, reflective practices, and family/community/school relationships, as evidenced by observation results;
 5. To conduct weekly observation visits (different teachers) and offer support through role modeling and teacher conferences;
 6. To conduct monthly conferences with new teacher and nonpublic school program director;
 7. To arrange with OSR Teacher Licensure Unit (TLU) staff development activities to support the IGP; and
 8. To submit monthly contact logs and reports to OSR TLU citing classroom observations, and action plans.

Trainer Timeline/Tasks

1. To meet with the state office to plan training format, develop and/or revise materials, and communicate other meeting logistics;
2. To participate in TLU Orientation of More at Four (MAF) teachers, site administrators, local contractors;
3. To conduct Mentor Teacher Training;

STATE BOARD OF EDUCATION
June 2 - 4, 2009
CONTRACTS FOR INFORMATION - CONTRACTS OVER \$25,000

TCP

4. To conduct Pre Kindergarten - Kindergarten Teacher Performance Appraisal Instrument (PKKTPAI) training;
5. To provide professional development based on teachers' needs as assessed by the PKKTPAI and documented through teachers' IGPs; and
6. To support the TLU in ongoing technical assistance and training activities for MAF teacher participants, in accordance with the Lateral Entry Teacher Program and the Beginning Teacher Support Program.

Evaluator Timeline/Tasks

1. To attend OSR/TLU sponsored (3-day) PKKTPAI Training;
2. To meet with program administrator, site administrator, teacher and mentor to determine observation and evaluation schedule for each quarter;
3. To conduct the first formal Snap Shot Pre Kindergarten/Kindergarten Teacher Performance Appraisal Instrument (K/K TPAI) (pre-conference, observation, analysis, and post conference);
4. To conduct the second formal Snap Shot Pre K/K TPAI (pre-conference, observation, analysis, and post conference);
5. To conduct the third formal Snap Shot Pre K/K TPAI (pre-conference, observation, analysis, and post conference);
6. To conduct a Full Review Summative Pre K/K TPAI (pre-conference, observation, analysis, and post conference);
7. To summarize results using a Full Review Summative Pre K/K TPAI form (pre-conference, observation, analysis, and post conference);
8. To review summative results with the MAF teacher, program site administrator, and the mentor teacher; and
9. To submit the Full Review Summative Pre-K/K TPAI Evaluation (along with notes, IGP, and other supporting documents) annually to the OSR/TLU. Mentor Teachers, B-K licensure candidates, and OSR staff.

Primary Contact: Susan Peele
Amount: \$38,181.25 State
Time Frame: 7/1/2009 to 6/30/2010
DPI Coordinator: Cindy Wheeler, Office of School Readiness
Contract No: 4641777 (Service)

***Total Approved Contracts This Fiscal Year: 1**
Total Cost: \$38,183.00 State

9. Contract with Joan E. Carrozza Inc.

Purpose: Mentor Teacher Timeline/Tasks

1. To provide consistent, ongoing support, communication, resources and feedback for new teachers onsite in classrooms and other strategies (phone calls, email, videotapes, meetings, seminars, and conferences);
2. To assist Office of School Readiness (OSR) with new teacher orientation and other required training and meetings to meet teacher licensure standards, which are the basis for assessing teacher performance (Pre-K-K Teacher Appraisal Instrument) and the Individual Growth Plan (IGP);
3. To observe, assess support needs, and develop an IGP within the first quarter of the Beginning Teacher Support Program (BTSP);
4. To guide teachers in appropriate content pedagogy, learning environments, planning and assessment, instructional strategies, reflective practices, and family/community/school relationships, as evidenced by observation results;
5. To conduct weekly observation visits (different teachers) and offer support through role modeling and teacher conferences;

STATE BOARD OF EDUCATION
June 2 - 4, 2009
CONTRACTS FOR INFORMATION - CONTRACTS OVER \$25,000

TCP

6. To conduct monthly conferences with new teacher and nonpublic school program director;
7. To arrange with OSR Teacher Licensure Unit (TLU) staff development activities to support the IGP; and
8. To submit monthly contact logs and reports to OSR TLU citing classroom observations, and action plans.

Trainer Timeline/Tasks

1. To meet with the state office to plan training format, develop and/or revise materials, and communicate other meeting logistics;
2. To participate in TLU Orientation of More at Four (MAF) teachers, site administrators, local contractors;
3. To conduct Mentor Teacher Training;
4. To conduct Pre Kindergarten - Kindergarten Teacher Performance Appraisal Instrument (PKKTPAI) training;
5. To provide professional development based on teachers' needs as assessed by the PKKTPAI and documented through teachers' IGPs; and
6. To support the TLU in ongoing technical assistance and training activities for MAF teacher participants, in accordance with the Lateral Entry Teacher Program and the Beginning Teacher Support Program.

Evaluator Timeline/Tasks

1. To attend OSR/TLU sponsored (3-day) PKKTPAI Training;
2. To meet with program administrator, site administrator, teacher and mentor to determine observation and evaluation schedule for each quarter;
3. To conduct the first formal Snap Shot Pre Kindergarten/Kindergarten Teacher Performance Appraisal Instrument (K/K TPAI) (pre-conference, observation, analysis, and post conference);
4. To conduct the second formal Snap Shot Pre K/K TPAI (pre-conference, observation, analysis, and post conference);
5. To conduct the third formal Snap Shot Pre K/K TPAI (pre-conference, observation, analysis, and post conference);
6. To conduct a Full Review Summative Pre K/K TPAI (pre-conference, observation, analysis, and post conference);
7. To summarize results using a Full Review Summative Pre K/K TPAI form (pre-conference, observation, analysis, and post conference);
8. To review summative results with the MAF teacher, program site administrator, and the mentor teacher; and
9. To submit the Full Review Summative Pre-K/K TPAI Evaluation (along with notes, IGP, and other supporting documents) annually to the OSR/TLU. Mentor Teachers, B-K licensure candidates, and OSR staff.

Primary Contact: Joan E. Carrozza
Amount: \$30,964.30 State
Time Frame: 7/1/2009 to 6/30/2010
DPI Coordinator: Cindy Wheeler, Office of School Readiness
Contract No: 4641868 (Service)

***Total Approved Contracts This Fiscal Year: 1**
Total Cost: \$30,891.45

STATE BOARD OF EDUCATION
June 2 - 4, 2009
CONTRACTS FOR INFORMATION - CONTRACTS OVER \$25,000

TCS

10. Contract with CORE Enterprises Computing Services Inc

Purpose: To procure products and services to support, maintain and enhance CECAS, specifically for the purpose of providing enhancements to the current Comprehensive Exceptional Children Accountability System (CECAS) with new federal mandates and business needs. The main purpose will be for the vendor to develop and implement each of the four identified enhancement requests into the production CECAS.

Amendment #1: The purpose of this amendment is to develop and implement each of the four identified enhancements requests in the production CECS for the fixed price. These enhancements are as follows: New Special Ed Screen; Indicator 11 and 12 Reports; and LEA-level school subcategories. Amended amount: \$202,282.20 (\$29,103.00 + \$173,179.20)

Amendment #2: The purpose of this amendment is to develop and implement each of the following identified enhancements requests in the production CECAS for the fixed price:

G3-1 DEC4-IEP – Form

G3-2

DEC 4 2a-Transition Component Form

G3-3 OT-PT Related Service Support Description Form

G3-4 DEC3-Eligibility Determination Form

G3-5 Deaf-Blindness Worksheet Form

G3-6 Autism Worksheet Form

G3-7 Developmental Delayed Worksheet Form

G3-8 Hearing Impairment and Deafness Worksheet Form

G3-9 Intellectual Disability Worksheet Form

G3-10 Multiple Disability Worksheet Form

G3-11 Other Health Impairment Worksheet Form

G3-12 Orthopedic Impairment Worksheet Form

G3-13 Serious Emotional Disability Worksheet Form

G3-14 Specific Learning Disability-Discrepancy Worksheet Form

G3-15 Specific Learning Disability-Research Worksheet Form

G3-16 Speech-Language Impairment Worksheet Form

G3-17 Traumatic Brain Injury Worksheet Form

G3-18 Visual Impairment Worksheet Form

G3-19 DEC1-Special Education Referral Form

G3-20 DEC1-Preschool Referral Concerns Form

G3-21 DEC-Invitation to Conference-Parent Form

G3-22 DEC-Request to Excuse Form

G3-23 DEC-Invitation to Conference-Student under 18 Form

G3-24 DEC-Invitation to Conference- Student over 18 Form

G3-25 DEC5-Prior Written Notice Form

G3-26 DEC5a-Prior Written Notice-Discipline Form

G3-27 DEC7-Reevaluation Form

G3-28 DEC2-Consent for Evaluation Form

G3-29 Manifestation Determination Worksheet Form

G3-30 Communication Plan Worksheet Form

G3-31 Extended School Year Worksheet Form

G3-32 Private School Service Plan Form

G3-33 DEC6-Consent for Services Form

G3-34 Indicator 7 Module, Collect COSF ratings on PK kids

G3-35 IsAIG

G3-36 Validate SSN

Amended amount: \$1,058,629.80 (\$202,282.20 + \$856,347.60)

STATE BOARD OF EDUCATION
June 2 - 4, 2009
CONTRACTS FOR INFORMATION - CONTRACTS OVER \$25,000

TCS

Amendment #3: To provide an Extract Transfer Load(ETL) mechanism that can interact with CEDARS to request, gather and import the eScholar UniqID so that all students appearing within the CECAS application can be identified and reported on through CEDARS. Amended amount: \$1,049,549.80 (\$1,058,629.80 less 49,080.00)

Primary Contact: Shekhar Iyer
Amount: \$1,049,549.80 Federal
Time Frame: 6/22/2007 to 6/30/2009
DPI Coordinator: Quentin Parker, Accountability & Technology Services (ATS)
Contract No: 4476050 (Service)

***Total Approved Contracts This Fiscal Year: 1**
Total Cost: \$1,049,549.80

11. Contract with Towers Perrin Forster & Crosby Inc

Purpose: 1. To provide financial protection to the North Carolina Public School Insurance Fund (PSIF) through the administration and placement of facultative reinsurance protection, provided by commercial insurers. Estimated total PSIF insured school property values of \$26 billion. Coverage under facultative reinsurance program will follow the property scope of coverage insurance contract provided by the PSIF.
2. NCSBE/PSIF retention per "occurrence" (as defined within scope of coverage contract)
\$10,000,000 Self-Insured Retention
\$25,000,000 Primary Coverage Layer
\$20,500,000 xs \$25,000,000 Excess Coverage Layer

Primary Contact: Michael Waterman
Amount: \$3,950,000.00 State
Time Frame: 3/20/2009 to 3/20/2010
DPI Coordinator: Eileen Townsend, Financial & Business Services (FBS)
Contract No: 4644790 (Service)

***Total Approved Contracts This Fiscal Year: 2**
Total Costs: \$7,476.366.00

12. Withholding Contract with Keith Frazier

Purpose: To coordinate efforts related to Reading First (RF) as a member of the Reading First staff. He will provide leadership in making recommendations for policy, program and fiscal operations as appropriate to the needs of Reading First. The consultant is charged with assisting the public schools of North Carolina in maintaining continuous improvement in the accountability system mandated for schools in 1995, and promoting the academic growth of all subgroups in the federal accountability program of NCLB. Services provided include essential support to the elementary schools and the Reading First staff. Keith will assist with both State and school budget development (including individual school allotments) for the participating Reading First schools; and monitor said expenses. He will also, using tools (including Excel and Access) collect, monitor and report program evaluation data as required by the U.S. Department of Education. A new responsibility is conducting extensive data analysis to determine the correlation between Reading First assessment data and State testing data to allow schools to predict end-of-course student scores by using the Reading First tools. The data analysis that this consultant does is the only consistent, reliable source of objective data for any K-2 reading performance in the State.

STATE BOARD OF EDUCATION
June 2 - 4, 2009
CONTRACTS FOR INFORMATION - CONTRACTS OVER \$25,000

TCS

The consultant must also collaborate, both internally and externally, to address issues and concerns that will impact student performance for all students in a positive manner. This consultant serves as the schools' contact for testing data as prescribed in the NC Reading First grant. The consultant provides technical assistance associated with the implementation, operation and maintenance of the data and monitoring systems and tools available to reading consultants, principals, coaches, LEA contacts and teachers. He also conducts on-site financial monitoring visits to determine appropriate use of all federal Reading First funds. If inappropriate expenditures are discovered, he initiates the process for the school district to repay the funds. The consultant is also responsible for coordinating the procedures manual for the grant (on an annual basis).

Assistance will include:

1. Arranging and conducting training sessions, developing documentation, insuring web site is current, and communicating among regions/SEA to resolve issues in Reading First schools;
2. Managing and mitigating issues related to the various vendors associated with the testing instruments;
3. Assisting schools with the use of reading assessments and data interpretation;
4. Collecting, developing and analyzing surveys;
5. Aggregating and reporting data as required for the grant to the SEA and U.S. Department of Education, including the Annual Performance Report and the Annual Evaluation Report, which prior to last year were developed by an external evaluator;
6. Managing the NC READS courses for schools that are low performing, in corrective action, Title I, and non-Reading First schools which includes scheduling training, reporting progress, recommending schools to be included in future sessions, and coordinating issues with the vendor;
7. Assisting with the budget development for the Reading First schools and monitoring said budgets;
8. Developing strategies to appropriately allocate available funds;
9. Monitoring expenditures of RF schools;
10. Reviewing and reporting expenditures by visiting each school/LEA; and
11. Developing any required supplementary procedures as required.

Primary Contact: Keith Frazier
Amount: \$77,875.00 Federal
Time Frame: 7/1/2009 to 6/30/2010
DPI Coordinator: Jackie Colbert, Academic Services & Instructional Support

***Total Approved Contracts This Fiscal Year: 1**
Total Cost: \$84,915.20 Federal

STATE BOARD OF EDUCATION
June 2 - 4, 2009
CONTRACTS FOR INFORMATION (<\$25,000)

TCP

13. Contract with UNC-Greensboro

Purpose: To deliver a total of four (4) regional trainings across the state on “Strengthening Cultural Competency and Interactions Between Head Start & Early Head Start Professionals and Immigrant Families” during the contract period that will consist of:

- a. (4) one-day trainings across the State during fall 2008 open to all Early/Head Start grantees
- b. (4) one-day follow-up interactive discussions during spring 2009
- c. Follow-up meetings, technical assistance, and summative evaluations with Head Start administrators after fall training to share experiences, evaluate progress and trouble-shoot cultural competency success or failure

Major training topics and focus will include:

- 1) Provide tips on how to recruit immigrant and Latino families into programs
- 2) Share research and best practice for serving immigrant and Latino families
- 3) Provide check list and indicators on how to measure success and progress on cultural competence
- 4) How to develop Latino and immigrant advisory groups to help support programs (including within the context of existing Head Start policy councils)

The Contractor will also provide placement and guided research experiences for a Head Start—State Collaboration Office intern during summer 2009 on cultural competency and the changing demographic of NC and the implications to North Carolina Early/Head Start programs’ model for service delivery over the next ten years.

Amendment #1: To amend this Task Order to add the Indirect Cost of \$1,500, which was original omitted from the original Task Order budget. Amended amount: \$16,500.00 (\$15,000.00 + \$1,500.00)

Amendment #2: To amend this Task Order to change the end date from 6/30/2009 to 7/31/2009. This is a no cost extension.

Primary Contact: Dr. Valera T. Francis
Amount: \$16,500.00 (\$13,200/Federal; \$3,300/State)
Time Frame: 10/15/2008 to 7/31/2009
DPI Coordinator: Khair Garvin, Office of School Readiness
Contract No: 4600050 (Service)

***Total Approved Contracts This Fiscal Year: 6**

Total Cost: \$437,105.19 Federal
\$ 3,300.00 State

STATE BOARD OF EDUCATION
June 2 - 4, 2009
CONTRACTS FOR INFORMATION (<\$25,000)

TCP

14. Contract with Merilee Chesney

Purpose: Mentor Teacher Timeline/Tasks

1. To provide consistent, ongoing support, communication, resources and feedback for new teachers onsite in classrooms and other strategies (phone calls, email, videotapes, meetings, seminars, and conferences);
2. To assist Office of School Readiness (OSR) with new teacher orientation and other required training and meetings to meet teacher licensure standards, which are the basis for assessing teacher performance (Pre-K-K Teacher Appraisal Instrument) and the Individual Growth Plan (IGP);
3. To observe, assess support needs, and develop an IGP within the first quarter of the Beginning Teacher Support Program (BTSP);
4. To guide teachers in appropriate content pedagogy, learning environments, planning and assessment, instructional strategies, reflective practices, and family/community/school relationships, as evidenced by observation results;
5. To conduct weekly observation visits (different teachers) and offer support through role modeling and teacher conferences;
6. To conduct monthly conferences with new teacher and nonpublic school program director;
7. To arrange with OSR Teacher Licensure Unit staff development activities to support the IGP; and
8. To submit monthly contact logs and reports to OSR Teacher Licensure Unit citing classroom observations, and action plans.

Trainer Timeline/Tasks

1. To meet with the state office to plan training format, develop and/or revise materials, and communicate other meeting logistics;
2. To participate in Teacher Licensure Unit (TLU) Orientation of More at Four (MAF) teachers, site administrators, local contractors;
3. To conduct Mentor Teacher Training;
4. To conduct Pre Kindergarten - Kindergarten Teacher Performance Appraisal Instrument (PKKTPAI) Training;
5. To provide professional development based on teachers' needs as assessed by the PKKTPAI and documented through teachers' IGPs; and
6. To support the TLU in ongoing technical assistance and training activities for MAF teacher participants, in accordance with the Lateral Entry Teacher Program and the Beginning Teacher Support Program.

Evaluator Timeline/Tasks

1. To attend OSR/TLU sponsored (3-day) PKKTPAI Training;
2. To meet with program administrator, site administrator, teacher and mentor to determine observation and evaluation schedule for each quarter;
3. To conduct the first formal Snap Shot Pre Kindergarten/Kindergarten Teacher Performance Appraisal Instrument (K/K TPAI) (pre-conference, observation, analysis, and post conference);
4. To conduct the second formal Snap Shot Pre K/K TPAI (pre-conference, observation, analysis, and post conference);
5. To conduct the third formal Snap Shot Pre K/K TPAI (pre-conference, observation, analysis, and post conference);
6. To conduct a Full Review Summative Pre K/K TPAI (pre-conference, observation, analysis, and post conference);
7. To summarize results using a Full Review Summative Pre K/K TPAI form (pre-conference, observation, analysis, and post conference);
8. To review summative results with the MAF teacher, program site administrator, and the mentor teacher; and

STATE BOARD OF EDUCATION
June 2 - 4, 2009
CONTRACTS FOR INFORMATION (<\$25,000)

TCP

9. To submit the Full Review Summative Pre-K/K TPAI Evaluation (along with notes, IGP, and other supporting documents) annually to the OSR/TLU. Mentor Teachers, B-K licensure candidates, and OSR staff.

Primary Contact: Merilee Chesney
Amount: \$10,885.75 State
Time Frame: 7/1/2009 to 6/30/2010
DPI Coordinator: Cindy Wheeler, Office of School Readiness
Contract No: 4640871 (Service)

***Total Approved Contracts This Fiscal Year: 1**
Total Cost: \$11,060.74 State

15. Contract with Dolores D. Paylor

Purpose: Mentor Teacher Timeline/Tasks

1. To provide consistent, ongoing support, communication, resources and feedback for new teachers onsite in classrooms and other strategies (phone calls, email, videotapes, meetings, seminars, and conferences);
2. To assist Office of School Readiness (OSR) with new teacher orientation and other required training and meetings to meet teacher licensure standards, which are the basis for assessing teacher performance (Pre-K-K Teacher Appraisal Instrument) and the Individual Growth Plan (IGP);
3. To observe, assess support needs, and develop an IGP within the first quarter of the Beginning Teacher Support Program (BTSP);
4. To guide teachers in appropriate content pedagogy, learning environments, planning and assessment, instructional strategies, reflective practices, and family/community/school relationships, as evidenced by observation results;
5. To conduct weekly observation visits (different teachers) and offer support through role modeling and teacher conferences;
6. To conduct monthly conferences with new teacher and nonpublic school program director;
7. To arrange with OSR Teacher Licensure Unit (TLU) staff development activities to support the IGP; and
8. To submit monthly contact logs and reports to OSR TLU citing classroom observations, and action plans.

Trainer Timeline/Tasks

1. To meet with the state office to plan training format, develop and/or revise materials, and communicate other meeting logistics;
2. To participate in TLU Orientation of More at Four (MAF) teachers, site administrators, local contractors;
3. To conduct Mentor Teacher Training;
4. To conduct Pre Kindergarten - Kindergarten Teacher Performance Appraisal Instrument (PKKTPAI) training;
5. To provide professional development based on teachers' needs as assessed by the PKKTPAI and documented through teachers' IGPs; and
6. To support the TLU in ongoing technical assistance and training activities for MAF teacher participants, in accordance with the Lateral Entry Teacher Program and the Beginning Teacher Support Program.

STATE BOARD OF EDUCATION
June 2 - 4, 2009
CONTRACTS FOR INFORMATION (<\$25,000)

TCP

Evaluator Timeline/Tasks

1. To attend OSR/TLU sponsored (3-day) PKKTPAI Training;
2. To meet with program administrator, site administrator, teacher and mentor to determine observation and evaluation schedule for each quarter;
3. To conduct the first formal Snap Shot Pre Kindergarten/Kindergarten Teacher Performance Appraisal Instrument (K/K TPAI) (pre-conference, observation, analysis, and post conference);
4. To conduct the second formal Snap Shot Pre K/K TPAI (pre-conference, observation, analysis, and post conference);
5. To conduct the third formal Snap Shot Pre K/K TPAI (pre-conference, observation, analysis, and post conference);
6. To conduct a Full Review Summative Pre K/K TPAI (pre-conference, observation, analysis, and post conference);
7. To summarize results using a Full Review Summative Pre K/K TPAI form (pre-conference, observation, analysis, and post conference);
8. To review summative results with the MAF teacher, program site administrator, and the mentor teacher; and
9. To submit the Full Review Summative Pre-K/K TPAI Evaluation (along with notes, IGP, and other supporting documents) annually to the OSR/TLU. Mentor Teachers, B-K licensure candidates, and OSR staff.

Primary Contact: Dolores Paylor
Amount: \$16,810.25 State
Time Frame: 7/1/2009 to 6/30/2010
DPI Coordinator: Cindy Wheeler, Office of School Readiness
Contract No: 4640867 (Service)

***Total Approved Contracts This Fiscal Year: -0-**

16. Contract with Adriane W. Mingo

Purpose: Mentor Teacher Timeline/Tasks

1. To provide consistent, ongoing support, communication, resources and feedback for new teachers onsite in classrooms and other strategies (phone calls, email, videotapes, meetings, seminars, and conferences);
2. To assist Office of School Readiness (OSR) with new teacher orientation and other required training and meetings to meet teacher licensure standards, which are the basis for assessing teacher performance (Pre-K-K Teacher Appraisal Instrument) and the Individual Growth Plan (IGP);
3. To observe, assess support needs, and develop an IGP within the first quarter of the Beginning Teacher Support Program (BTSP);
4. To guide teachers in appropriate content pedagogy, learning environments, planning and assessment, instructional strategies, reflective practices, and family/community/school relationships, as evidenced by observation results;
5. To conduct weekly observation visits (different teachers) and offer support through role modeling and teacher conferences;
6. To conduct monthly conferences with new teacher and nonpublic school program director;
7. To arrange with OSR Teacher Licensure Unit (TLU) staff development activities to support the IGP; and
8. To submit monthly contact logs and reports to OSR TLU citing classroom observations, and action plans.

STATE BOARD OF EDUCATION
June 2 - 4, 2009
CONTRACTS FOR INFORMATION (<\$25,000)

TCP

Trainer Timeline/Tasks

1. To meet with the state office to plan training format, develop and/or revise materials, and communicate other meeting logistics;
2. To participate in TLU Orientation of More at Four (MAF) teachers, site administrators, local contractors;
3. To conduct Mentor Teacher Training;
4. To conduct Pre Kindergarten - Kindergarten Teacher Performance Appraisal Instrument (PKKTPAI) training;
5. To provide professional development based on teachers' needs as assessed by the PKKTPAI and documented through teachers' IGPs; and
6. To support the TLU in ongoing technical assistance and training activities for MAF teacher participants, in accordance with the Lateral Entry Teacher Program and the Beginning Teacher Support Program.

Evaluator Timeline/Tasks

1. To attend OSR/TLU sponsored (3-day) PKKTPAI Training;
2. To meet with program administrator, site administrator, teacher and mentor to determine observation and evaluation schedule for each quarter;
3. To conduct the first formal Snap Shot Pre Kindergarten/Kindergarten Teacher Performance Appraisal Instrument (K/K TPAI) (pre-conference, observation, analysis, and post conference);
4. To conduct the second formal Snap Shot Pre K/K TPAI (pre-conference, observation, analysis, and post conference);
5. To conduct the third formal Snap Shot Pre K/K TPAI (pre-conference, observation, analysis, and post conference);
6. To conduct a Full Review Summative Pre K/K TPAI (pre-conference, observation, analysis, and post conference);
7. To summarize results using a Full Review Summative Pre K/K TPAI form (pre-conference, observation, analysis, and post conference);
8. To review summative results with the MAF teacher, program site administrator, and the mentor teacher; and
9. To submit the Full Review Summative Pre-K/K TPAI Evaluation (along with notes, IGP, and other supporting documents) annually to the OSR/TLU. Mentor Teachers, B-K licensure candidates, and OSR staff.

Primary Contact: Adriane Mingo
Amount: \$16,510.75 State
Time Frame: 7/1/2009 to 6/30/2010
DPI Coordinator: Cindy Wheeler, Office of School Readiness
Contract No: 4640870 (Service)

***Total Approved Contracts This Fiscal Year: 1**

Total Cost: \$16,465.75 State

STATE BOARD OF EDUCATION
June 2 - 4, 2009
CONTRACTS FOR INFORMATION (<\$25,000)

TCP

17. Contract with Barbara Brehm

- Purpose:
- Mentor Teacher Timeline/Tasks
1. To provide consistent, ongoing support, communication, resources and feedback for new teachers onsite in classrooms and other strategies (phone calls, email, videotapes, meetings, seminars, and conferences);
 2. To assist Office of School Readiness (OSR) with new teacher orientation and other required training and meetings to meet teacher licensure standards, which are the basis for assessing teacher performance (Pre-K-K Teacher Appraisal Instrument) and the Individual Growth Plan (IGP);
 3. To observe, assess support needs, and develop an IGP within the first quarter of the Beginning Teacher Support Program (BTSP);
 4. To guide teachers in appropriate content pedagogy, learning environments, planning and assessment, instructional strategies, reflective practices, and family/community/school relationships, as evidenced by observation results;
 5. To conduct weekly observation visits (different teachers) and offer support through role modeling and teacher conferences;
 6. To conduct monthly conferences with new teacher and nonpublic school program director;
 7. To arrange with OSR Teacher Licensure Unit (TLU) staff development activities to support the IGP; and
 8. To submit monthly contact logs and reports to OSR TLU citing classroom observations, and action plans.

Trainer Timeline/Tasks

1. To meet with the state office to plan training format, develop and/or revise materials, and communicate other meeting logistics;
2. To participate in TLU Orientation of More at Four (MAF) teachers, site administrators, local contractors;
3. To conduct Mentor Teacher Training;
4. To conduct Pre Kindergarten - Kindergarten Teacher Performance Appraisal Instrument (PKKTPAI) training;
5. To provide professional development based on teachers' needs as assessed by the PKKTPAI and documented through teachers' IGPs; and
6. To support the TLU in ongoing technical assistance and training activities for MAF teacher participants, in accordance with the Lateral Entry Teacher Program and the Beginning Teacher Support Program.

Evaluator Timeline/Tasks

1. To attend OSR/TLU sponsored (3-day) PKKTPAI Training;
2. To meet with program administrator, site administrator, teacher and mentor to determine observation and evaluation schedule for each quarter;
3. To conduct the first formal Snap Shot Pre Kindergarten/Kindergarten Teacher Performance Appraisal Instrument (K/K TPAI) (pre-conference, observation, analysis, and post conference);
4. To conduct the second formal Snap Shot Pre K/K TPAI (pre-conference, observation, analysis, and post conference);
5. To conduct the third formal Snap Shot Pre K/K TPAI (pre-conference, observation, analysis, and post conference);
6. To conduct a Full Review Summative Pre K/K TPAI (pre-conference, observation, analysis, and post conference);
7. To summarize results using a Full Review Summative Pre K/K TPAI form (pre-conference, observation, analysis, and post conference);

STATE BOARD OF EDUCATION
June 2 - 4, 2009
CONTRACTS FOR INFORMATION (<\$25,000)

TCP

8. To review summative results with the MAF teacher, program site administrator, and the mentor teacher; and
9. To submit the Full Review Summative Pre-K/K TPAI Evaluation (along with notes, IGP, and other supporting documents) annually to the OSR/TLU. Mentor Teachers, B-K licensure candidates, and OSR staff.

Primary Contact: Barbara Brehm
Amount: \$18,902.82 State
Time Frame: 7/1/2009 to 6/30/2010
DPI Coordinator: Cindy Wheeler, Office of School Readiness
Contract No: 4640869 (Service)

***Total Approved Contracts This Fiscal Year: 1**
Total Cost: \$18,900.87 State

18. Contract with Leslie K. Ball

Purpose: Mentor Teacher Timeline/Tasks

1. To provide consistent, ongoing support, communication, resources and feedback for new teachers onsite in classrooms and other strategies (phone calls, email, videotapes, meetings, seminars, and conferences);
2. To assist Office of School Readiness (OSR) with new teacher orientation and other required training and meetings to meet teacher licensure standards, which are the basis for assessing teacher performance (Pre-K-K Teacher Appraisal Instrument) and the Individual Growth Plan (IGP);
3. To observe, assess support needs, and develop an IGP within the first quarter of the Beginning Teacher Support Program (BTSP);
4. To guide teachers in appropriate content pedagogy, learning environments, planning and assessment, instructional strategies, reflective practices, and family/community/school relationships, as evidenced by observation results;
5. To conduct weekly observation visits (different teachers) and offer support through role modeling and teacher conferences;
6. To conduct monthly conferences with new teacher and nonpublic school program director;
7. To arrange with OSR Teacher Licensure Unit (TLU) staff development activities to support the IGP; and
8. To submit monthly contact logs and reports to OSR TLU citing classroom observations, and action plans.

Trainer Timeline/Tasks

1. To meet with the state office to plan training format, develop and/or revise materials, and communicate other meeting logistics;
2. To participate in TLU Orientation of More at Four (MAF) teachers, site administrators, local contractors;
3. To conduct Mentor Teacher Training;
4. To conduct Pre Kindergarten - Kindergarten Teacher Performance Appraisal Instrument (PKKTPAI) training;
5. To provide professional development based on teachers' needs as assessed by the PKKTPAI and documented through teachers' IGPs; and
6. To support the TLU in ongoing technical assistance and training activities for MAF teacher participants, in accordance with the Lateral Entry Teacher Program and the Beginning Teacher Support Program.

STATE BOARD OF EDUCATION
June 2 - 4, 2009
CONTRACTS FOR INFORMATION (<\$25,000)

TCP

Evaluator Timeline/Tasks

1. To attend OSR/TLU sponsored (3-day) PKKTPAI Training;
2. To meet with program administrator, site administrator, teacher and mentor to determine observation and evaluation schedule for each quarter;
3. To conduct the first formal Snap Shot Pre Kindergarten/Kindergarten Teacher Performance Appraisal Instrument (K/K TPAI) (pre-conference, observation, analysis, and post conference);
4. To conduct the second formal Snap Shot Pre K/K TPAI (pre-conference, observation, analysis, and post conference);
5. To conduct the third formal Snap Shot Pre K/K TPAI (pre-conference, observation, analysis, and post conference);
6. To conduct a Full Review Summative Pre K/K TPAI (pre-conference, observation, analysis, and post conference);
7. To summarize results using a Full Review Summative Pre K/K TPAI form (pre-conference, observation, analysis, and post conference);
8. To review summative results with the MAF teacher, program site administrator, and the mentor teacher; and
9. To submit the Full Review Summative Pre-K/K TPAI Evaluation (along with notes, IGP, and other supporting documents) annually to the OSR/TLU. Mentor Teachers, B-K licensure candidates, and OSR staff.

Primary Contact: Leslie K. Ball
Amount: \$23,093.75 State
Time Frame: 7/1/2009 to 6/30/2010
DPI Coordinator: Cindy Wheeler, Office of School Readiness
Contract No: 4641000 (PSC)

***Total Approved Contracts This Fiscal Year: 1**
Total Cost: \$23,094.45 State

19. Contract with UNC-Charlotte

Purpose: Mentor Teacher Timeline/Tasks

- a. To provide consistent, ongoing support, communication, resources and feedback for new teachers onsite in classrooms and other strategies (phone calls, email, videotapes, meetings, seminars, and conferences);
- b. To assist Office of School Readiness (OSR) with new teacher orientation and other required training and meetings to meet teacher licensure standards, which are the basis for assessing teacher performance(Pre-K-K Teacher Appraisal Instrument (PKKTPAI) and the Individual Growth Plan (IGP);
- c. To observe, assess support needs, and develop an Individual Growth Plan (IGP) within the first quarter of the BTSP;
- d. To guide teachers in appropriate content pedagogy, learning environments, planning and assessment, instructional strategies, reflective practices, and family/community/school relationships, as evidenced by observation results;
- e. To conduct weekly observation visits (different teachers) and offer support through role modeling and teacher conferences;
- f. To conduct monthly conferences with new teacher and nonpublic school program director;
- g. To arrange with OSR Teacher Licensure Unit staff development activities to support the IGP; and
- h. To submit monthly contact logs and reports to OSR Teacher Licensure Unit citing classroom observations, and action plans.

STATE BOARD OF EDUCATION
June 2 - 4, 2009
CONTRACTS FOR INFORMATION (<\$25,000)

TCP

Trainer Timeline/Tasks

- a. To meet with the state office to plan training format, develop and/or revise materials, and communicate other meeting logistics;
- b. To participate in Teacher Licensure Unit (TLU) Orientation of More at Four (MAF) teachers, site administrators, local contractors;
- c. To conduct Mentor Teacher Training
- d. To conduct PKKTPAI Training;
- e. To provide professional development based on teachers' needs as assessed by the PKKTPAI and documented through teachers' IGP's; and
- f. To support the TLU in ongoing technical assistance and training activities for More at Four (MAF) teacher participants, in accordance with the Lateral Entry Teacher Program and the Beginning Teacher Support Program

Evaluator Timeline/Tasks

- a. To attend OSR/TLU sponsored (3-day) PKKTPAI Training;
- b. To meet with program administrator, site administrator, teacher and mentor to determine observation and evaluation schedule for each quarter;
- c. To conduct the first formal Snap Shot Pre K/K TPAI (pre-conference, observation, analysis, and post conference);
- d. To conduct the second formal Snap Shot Pre K/K TPAI (pre-conference, observation, analysis, and post conference);
- e. To conduct the third formal Snap Shot Pre K/K TPAI (pre-conference, observation, analysis, and post conference);
- f. To conduct a Full Review Summative Pre K/K TPAI (pre-conference, observation, analysis, and post conference);
- g. To summarize results using a Full Review Summative Pre K/K TPAI form (pre-conference, observation, analysis, and post conference);
- h. To review summative results with the MAF teacher, program site administrator, and the mentor teacher; and
- i. To submit the Full Review Summative Pre-K/K TPAI Evaluation (along with notes, IGP, and other supporting documents) annually to the OSR/TLU. Mentor Teachers, B-K licensure candidates, and OSR staff.

Primary Contact: Ellen Zavala
Amount: \$14,717.00 State
Time Frame: 7/1/2009 to 6/30/2010
DPI Coordinator: Cindy Wheeler, Office of School Readiness
Contract No: 4641056 (Service)

***Total Approved Contracts This Fiscal Year: 6**

Total Cost: \$588,690.38 Federal
\$224,717.00 State

STATE BOARD OF EDUCATION
June 2 - 4, 2009
CONTRACTS FOR INFORMATION (<\$25,000)

TCS

20. Contract with Jane Dalton

Purpose: To serve as a research assistant for the Enhanced Assessment Grant with US Education Department in order to complete the grant requirements.

Primary Contact: Jane Dalton

Amount: \$13,826.40 Federal

Time Frame: 4/16/2009 to 8/28/2009

DPI Coordinator: Tammy Howard, Accountability Services

Contract No: (Service)

***Total Approved Contracts This Fiscal Year: 3**

Total Cost: \$38,318.88 Federal

***NOTE: These contract totals reflect the number of contracts approved this fiscal year and include the contracts in this report, if applicable.**