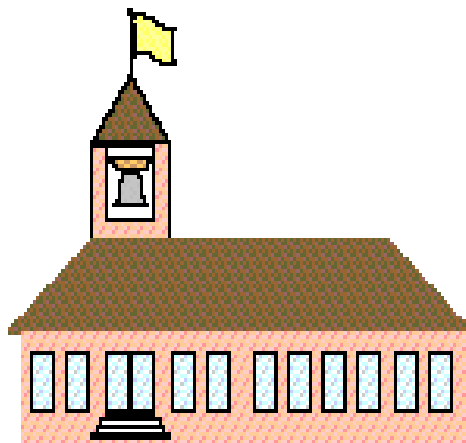


North Carolina Comprehensive School Reform Implementation Grants

Local Grant Application Packet

2001 Competition

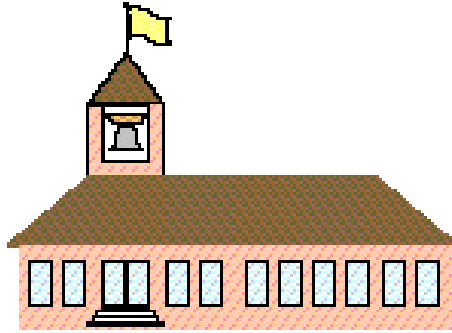


**Public Schools of North Carolina
North Carolina Department of Public Instruction
School Improvement Division
301 North Wilmington Street
Raleigh, North Carolina 27601-2825**

**Mr. Phillip J. Kirk, Jr., Chairman, State Board of Education
Dr. Michael E. Ward, State Superintendent**

January 2001

INTENT TO APPLY



**North Carolina Comprehensive School Reform
Implementation Grants**

2001 Competition

LEA/Charter LEA _____

School _____

School Contact Person _____

School Contact Person's Position _____

Date Submitted _____

Please return on or before **February 2, 2001** to:

Bill McGrady, Section Chief
Compensatory Education Section
School Improvement Division
North Carolina Department of Public Instruction
301 North Wilmington Street
Raleigh, North Carolina 27601-2825

Fax Number: 919/807-3968

North Carolina Department of Public Instruction
Comprehensive School Reform Implementation Grants

Local Application

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North Carolina Department of Public Instruction
Comprehensive School Reform Implementation Grants

Introduction

What is Comprehensive School Reform?

The Comprehensive School Reform Initiative is intended to assist schools that need to substantially improve student achievement to implement comprehensive school reform designs and programs that are based on reliable research and effective practices that include an emphasis on basic academic skills. Comprehensive school reform is intended to stimulate schoolwide change covering virtually all aspects of school operations, rather than a piecemeal, fragmented approach to reform. Through supporting comprehensive school reform, the initiative aims to enable all children in the schools funded, particularly low-achieving children, to meet challenging state content and student performance standards in schools that are safe and staffed with high quality professionals.

This process begins with assessing the needs and assets of a school, developing a design for improvement that is based on research-proven strategies that match the needs of the school, implementing the design across all parts of the organization, and evaluating the impact of the design on student achievement. The essential elements of the design must be integrated in the school's improvement plan in a coherent, cohesive manner.

Everything in the school's operation is aligned and focused for the express purpose of producing high levels of student achievement for all students. This approach is one of continuous improvement strategies and processes. It is focused on professional development that supports the design; rigorous curriculum and high quality instruction; high levels of student learning; involvement of school staff, parents, and the community; and the targeting of all resources towards accomplishing the school's goals.

Models & Comprehensive School Reform

There are existing models of school improvement that have a research base and a proven track record. These models are an excellent starting point for school reform. However, the models range from a focus on specific programs, such as reading, to comprehensive designs for school improvement. Most do not address all components essential in this grant application, nor the methods necessary to integrate the components in a cohesive manner within North Carolina's particular reform context.

To develop a comprehensive plan a school must complete a needs assessment to identify the school's particular needs and assets, select a research-based reform model that "fits" the school's existing needs, and integrate all essential components of comprehensive reform into the plan so that the plan is workable and makes sense. If you are using more than one reform model, show how the components of these models connect and relate to each other. This grant is intended to prevent the "project mentality" and fragmentation that predominates in ineffective schools. For this particular competition, only the thirty-four "entire school" models found in the Northwest Regional Education Laboratory's catalog can be submitted for consideration. Content models from the Northwest Regional Education Laboratory's catalog can be included as a part of the overall implementation, but they cannot be the primary model to be implemented. If content models are included in the application there must be clear evidence that these models are a part of a comprehensive effort and not stand-alone efforts.

The implementation grant requires the involvement of outside expertise and technical assistance for maximum effectiveness in the development and implementation of the school's comprehensive reform plan. In addition, strong support from the LEA central office is essential if an implementation is to be sustained.

Comprehensive School Reform in North Carolina

North Carolina has strong support for and a focus on standards-based reform. The state's reform context is primarily driven by two pieces of legislation; the School-Based Management and Accountability Program of 1995 (the ABCs of Public Education) and the Excellent Schools Act of 1997. The elements of these two pieces of legislation have been used to develop a coordinated plan of work for education in the state, referred to as the ABCs Plus.

- **ABCs Program.** The state's legislated K-12 accountability system, referred to as the ABCs, strengthens Accountability; places a unified focus on the Basics, to include reading, mathematics and writing; and shifts increasing Control to the local school, central office and school board. Achievement is measured school-by-school, not district-by-district or against a state average. The ABCs also provides for incentive funding and recognition for schools achieving at high levels and targeted technical assistance for schools that need it most.
- **The Excellent Schools Act.** The Excellent Schools Act supports improved student achievement, safe and well-disciplined schools through tougher standards for teachers entering and continuing in the teaching profession; higher salaries to attract and keep the best teachers; meaningful and continued professional development opportunities aligned with State Board of Education goals and directed toward improved student achievement; and more rigorous teacher evaluation based on student achievement, skills and knowledge; and professional development.
- **ABCs Plus.** The North Carolina School Improvement Panel in conjunction with the State Board of Education and the Department of Public Instruction developed North Carolina's strategic plan for K-12 education known as ABCs Plus to coordinate and integrate the elements of the two pieces of reform legislation. This plan maintains a focus on the following five priority areas:
 - High Student Performance;
 - Safe, Orderly, and Caring Schools;
 - Quality Teachers, Administrators and Staff;
 - Strong Family, Community, and Business Support; and
 - Effective and Efficient Operations.
- **Closing the Gap.** In addition to the above, it should be noted that the State Board is committed to addressing the performance gaps among students and a school's plan for overall improvement must give urgent attention to this issue.

Each of the five strategic priorities is further defined by specific goals and measures outlined in the North Carolina Department of Public Instruction's Coordinated Plan of Work. Achievement of the goals and measures under these five strategic priorities requires the Department of Public Instruction, LEAs, the Universities and Community Colleges, and other partners to work collaboratively on aligned and focused strategies.

Implementation Grant: Coordination of Resources

Financial support includes two separate funding sources to promote comprehensive school reform in low performing and at-risk schools. These sources include Comprehensive School Reform Demonstration (CSR D) Title I funds that must be allotted only to Title I-eligible schools and CSR D Title X funds that any school can receive.

Each grant proposal should consolidate and address all requirements of other traditionally separate plans (School Improvement, Title 1, Safe Schools, etc.) as well as the targeting of multiple funding sources in support of your comprehensive improvement design. All of this should be aligned to the standards of North Carolina's ABCs Plus and to your vision of comprehensive reform for your school. If your grant is funded, the plan for comprehensive reform then also becomes the basis for your School Improvement Plan, Safe Schools Plan, and Title I School Improvement Plan.

The implementation grants are to support schools in meeting the standards set forth in the ABCs and ABCs Plus through comprehensive school reform. All schools need to have completed a needs/assets assessment prior to submission of this grant application.

Implementation Grant Information

Eligibility

The following categories of schools will be eligible to apply for Comprehensive School Reform Implementation Grants (a list of eligible schools can be found in Appendix #1):

1. Schools identified as “low-performing” in August 2000 (15 schools and 16 charter schools),
2. Schools with the lowest performance composites in August 2000 (4 schools),
3. Schools identified as No Recognition based on confidence bands (6 schools), and
4. Schools in Title I School Improvement (1 school).

Scoring Rubric

The scoring rubric is enclosed with this application (Local Application Scoring Form -- Appendix 2). Each application can receive up to 200 points based on responses to the 14 items included in the narrative (pages 10-13 of this application packet). Each item will be assigned points based on the following scoring classifications: not present, marginal, somewhat rigorous, or most rigorous. The criteria for each classification of each item is specified.

Funding Sources & Amounts

Grants will range from a minimum of \$50,000 to a maximum of \$75,000 per school per year for up to three years. The State Board of Education reserves the right to negotiate final awards should the proposal be approved.

The total amount of funding available for competitive grants will be approximately \$700,000. Three years of support is intended, contingent upon successful implementation and evaluation of the impact of the program each year and the availability of funds.

Timelines

Application timelines for the 2001 competition are as follows:

January 2, 2001	Application packets mailed to selected LEAs and eligible schools
January 16-17, 2001	Showcase and informational meeting to share application guidelines and comprehensive school reform models
February 2, 2001	Intent to apply forms due
March 9, 2001	Applications submitted to the Department of Public Instruction
March 16-31, 2001	Level 1 review
April 9-23, 2001	Interviews with selected applicants
May 1-15, 2001	Levels 2 & 3 review
June 6, 2001	State Board of Education approves awards
July 1, 2001	Grants Awarded

Submission Procedures

In completing applications, the following steps should be followed:

- The superintendent or charter school director designates a primary contact person for the Comprehensive School Reform Implementation Grant Initiative
- Primary contact person prepares and distributes the LEA plan for receiving school applications (with accompanying local timelines)
- Schools complete application and forward to LEA primary contact person
- Primary contact person completes and signs the School List form and obtains superintendent's signature on the LEA Cover Page and Debarment Form (Form #4)
- Application forwarded to the Department of Public Instruction

Application Components: A completed application must include the following components and be packaged as listed below:

1. LEA Cover Page (signed and dated by the superintendent)
2. School Cover Page (one for each school submitting an application)
3. Abstract (one page maximum)
4. Narrative (20 pages maximum)*
5. LEA's List of Schools (Form #1)
6. Verification of School Support for Comprehensive School Reform (Form #2)
7. School Budget (Form #3)
8. Debarment Certification (Form #4)
9. Developer Support Letter (verifying that the model developer will commit resources if your school is funded)

* No extraneous attachments are to be submitted. Materials others than those required will not be reviewed.

Application Requirements:

- Schools are also asked to submit the **"Intent to Apply"** form that accompanies this packet **by February 1, 2001**. This form will assist Department of Public Instruction staff in ensuring that we have sufficient reviewers available to provide quality reviews of applications.
- Fax copies will not be accepted.
- Your responses must match the questions and be numbered sequentially.
- After you have assembled all documents, attachments, and forms of your application in proper sequence; number the pages sequentially, starting with the cover page as page 1.
- Use subheads and bold type to make your proposal reader friendly.
- You may use charts and bullets where appropriate, but these will count toward the 20-page maximum for the narrative.

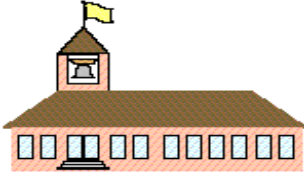
- Required forms are not included in the 20-page limit for the narrative.
- Applications should be stapled. Please do not submit applications in notebooks, folders or other packaging. This only takes up space and makes it harder to handle applications. Pages should be numbered sequentially.
- Five copies, one with original signatures and marked “original,” must be submitted by March 9, 2001 to:

**Bill McGrady, Section Chief
Compensatory Education
School Improvement Division
North Carolina Department of Public Instruction
301 North Wilmington Street
Raleigh, North Carolina 27601-2825**

Submitted means that the application is physically inside the Education Building no later than **5:00 p.m. on Tuesday, March 9, 2001**. Applications that are hand-carried to the Education Building in Raleigh must be brought to cubicle 6186 (sixth floor, south end) and given to either Bill McGrady or Cynthia Riddick on or prior to 5:00 p.m. on Tuesday, March 9, 2001.

Questions:

If you have questions, please call Bill McGrady at 919/807-3957.



North Carolina Department of Public Instruction
Comprehensive School Reform Implementation Grants
LEA Cover Page

LEA/Charter School LEA Submitting Application _____

Name of School: _____ Grade Levels Served: _____

LEA Contact Person _____

LEA Contact Person's Title _____

LEA Contact Person's Address _____

LEA Contact Person's Telephone Number _____

LEA Contact Person's Fax Number _____

LEA Contact Person's E-Mail Address _____

Statement of Assurances

Assurances are hereby provided to the State Education Agency that the Local Education Agency will:

1. Carry out responsibilities authorized under §1502 of Title I of the Improving America's School Act of 1994 (if applicable) and the Fund for the Improvement in Education (Title X, Part A) of the Improving America's Act of 1994.
2. Support implementation of comprehensive school reform initiatives that show the most promise of enabling children to meet challenging state content and performance standards based on reliable research and effective practices.
3. Provide technical assistance to funded schools concerning the selection, development, implementation, and evaluation of the comprehensive school reform initiative.
4. Ensure that sufficient resources are available to continue the comprehensive school reform initiative after grant support ends.
5. Review, on an annual basis, the implementation of the comprehensive school reform model and the academic performance of the students in funded schools as a part of the grant continuation and renewal process.
6. Appoint a central office contact to work with each school selected to receive funding.
7. Use Comprehensive School Reform Implementation Grant funds to supplement, and not supplant, all federal, state, and local funds in funded schools.
8. Budget at least 20% of the funds allotted to each school for staff development, use professionals certified by model developers to conduct training, involve central office liaison in training, network training where possible and adhere to national and/or state standards or guidelines for meaningful professional development.
9. Participate in the state-level evaluation of the Comprehensive School Reform Initiative.
10. Select a technical assistance partner to provide support to the school.

 Superintendent's Signature (Required)

 Date of Signature

North Carolina Department of Public Instruction
Comprehensive School Reform Implementation Grants

School Cover Page

School/Charter School Submitting Application _____

School/Charter School Grade Levels Served _____

School/Charter School Contact Person _____

School/Charter School Contact Person's Title _____

School/Charter School Contact Person's Address _____

School/Charter School Contact Person's Telephone Number _____

School/Charter School Contact Person's Fax Number _____

School/Charter School Contact Person's E-Mail Address _____

Central Office Liaison(s) Assigned to This School _____

1. Initial Implementation or Expansion of an Initiative Already in Place

_____ Initial implementation

_____ Expansion of existing initiative (complete the next line if you checked this block)

Month and year implementation began _____

2. Primary Comprehensive Reform Model(s) to be Implemented

3. Reform Models Already in Place at Your School (e.g., CCC, Comer, Lightspan, etc.)

4. Model Developer who has made a commitment to work with your school (if grant is funded) _____

North Carolina Department of Public Instruction
Comprehensive School Reform Implementation Grants

Abstract

In one page or less, please summarize the application you are submitting on behalf of your school using the headings that have been provided.

CSR Model(s)/Initiative to be Implemented: _____

Purpose/Goals of the Application:

Key Elements of the Application:

North Carolina Department of Public Instruction
Comprehensive School Reform Implementation Grants
Grant Proposal Narrative

Describe your comprehensive reform design/initiative for whole school improvement by responding to the questions below. Please also note the following:

- **Do not exceed 20 pages**
- **Use one and a half spacing**
- **Use one inch margins**
- **Use twelve point font size**

The rubrics to be used to evaluate all components of your application can be found in Appendix 2. Any of the fourteen components that receives a rating of 0 (Not Present) will eliminate an application from consideration for funding.

A. Needs ⇒ Goals ⇒ School Improvement Model(s)/Initiative

1. Needs/Assets Assessment and Results (CSR Component #2) -- 15 points

- Describe the needs your school has identified in order to improve student achievement and other program goals of the school, including needs relating to school organization and culture. (These needs should align with your school's improvement plan).

This section should describe:

- i. The needs/assets assessment process that was followed in identifying the major strengths and needs of the school,
- ii. The results of the self-assessment and the data on which they are based, and
- iii. The technical assistance partner(s) that assisted in this process, if applicable.

2. Goals and Benchmarks (CSR Component #4) -- 15 points

- Identify the goals and benchmarks for your school improvement model(s)/initiative. Include goals for:
 - i. Student achievement consistent with the North Carolina ABCs standards,
 - ii. Capacity building for staff,
 - iii. School organization and culture, and
 - iv. Curriculum improvement and assessment.

3. Model(s)/Initiatives to Match School Needs -- 15 points

- a. Identify and describe the model(s) or initiative selected to achieve your goals. Explain how the comprehensive school reform initiative selected is a fit with your school's needs, and how it will address:
 - i. The needs identified through the needs/assets assessment process,
 - ii. The goals of your schools, and
 - iii. Meeting state ABCs content and performance standards.

- b. If you are using a nationally developed model that does not cover all nine Comprehensive School Reform Demonstration Program (CSRDP) components, explain how you will address the gaps not covered by your chosen model. (Note: Because the research shows that locally developed models are largely ineffective in promoting comprehensive school reform, we will not be considering locally developed models).

4. Effective Research-Based Models/Methods/Strategies (CSRDP Component #1) -- 15 points

- Briefly discuss the research or theory that demonstrates the effectiveness of your chosen model(s)/initiative and strategies.

Show how the strategies are innovative and proven methods for student learning, teaching and school management that are based on reliable research and effective practices that have been replicated successfully in multiple and diverse sites, including schools with similar characteristics to this school (e.g., grade spans, size, demographics, etc.)

B. Comprehensive Reform Design/Aligned Components

1. Brief Overview of Comprehensive Design with Aligned Components -- (CSRDP Component #2) -- 20 points

- Describe how all components of your design are linked and integrated into your selected model(s)/initiative. Give attention to your school improvement plan and safe school plan here. Show how your design will enable all students to meet ABCs content and performance standards, how it incorporates a comprehensive plan for effective school functioning, including:

- i. Curriculum alignment,
- ii. Instruction,
- iii. Assessment,
- iv. Classroom management,
- v. Professional development,
- vi. Parental involvement,
- vii. School management,
- viii. School culture, and
- ix. Technology integration in the curriculum.

2. Specific Strategies and Timelines -- 10 points

- Describe the specific strategies and steps of your school improvement design showing the timelines for their implementation. Specific and detailed information should be provided for the first year of implementation and general information should be provided for years two and three.

3. Professional Development to Support Design and Implementation of Strategies (CSRDP Component #3) -- 15 points

- Describe your plan for high quality and continuous teacher and staff professional development that is clearly aligned with the needs identified, program goals, and the comprehensive initiative selected and that will lead to increased student learning. Include strategies for ensuring that skills learned are implemented in classrooms, such as follow-up, on-site coaching, etc.

- 4. Parent/Community Involvement (CSRD Component #6) -- 10 points**
- a. Explain how this initiative will meaningfully involve parents and the local community in planning and implementing school improvement activities.
 - b. As appropriate to the design, explain collaboration and linkages with other community services, organizations, businesses, etc.
- 5. Evaluation Strategies Using Multiple Sources of Data (CSRD Component #8) -- 15 points**
- a. Explain the plan for evaluating the implementation of the school reform initiative, and the impact on achievement for all students, as well as other specified goals of the initiative, including school governance and culture, curriculum development, instruction, and assessment.
 - b. Describe how will you use formative evaluation to make continuous improvements in your implementation?
 - c. Identify who will be responsible for conducting the evaluation process.

C. Support for Comprehensive School Improvement

- 1. Evidence of Support Within the School (CSRD Component #5) -- 10 points**
- a. Describe/demonstrate how the initiative is supported by school faculty, administrators, and staff and how the support was obtained.
 - b. Describe the composition of the school team that will provide leadership for your Comprehensive School Reform initiative. How will this team relate to the School Improvement team to ensure integration and avoid fragmentation?
 - c. How will your LEA and school ensure that new administrators(s) and new teachers/staff will be oriented to and be supportive of your initiative?
 - d. Complete Form #2 (page 14) to document your faculty's approval and level of support.
- 2. LEA Support (CSRD Component #5) -- 10 points**
- Describe the initial and on-going support that your central office will provide to your school to ensure successful implementation of the comprehensive school reform initiative. The following elements might be considered:
 - i. The name of the central office staff member(s)/team who will serve as primary liaison(s) between your school and the central office for the implementation of your reform initiative.
 - ii. The specific kinds of support that will be provided by the central office to support your school's reform initiative, including how technical assistance, dissemination, and evaluation services will be provided to support your school's implementation.
 - iii. How this support will be coordinated with the developer(s) of the comprehensive school reform initiative being implemented at the school or other external technical assistance providers, and
 - iv. The extent to which the central office will give your school control over the school's budget.

3. **External Technical Support and Assistance (CSRD Component #7) -- 15 points**
 - a. Describe how your school will use high-quality, external technical support and assistance from a comprehensive school reform entity with experience or expertise in schoolwide reform and improvement. Describe the *specific* technical assistance and training the model developer and other partners/providers will provide for your school, and the projected schedule for such services.
 - b. Include a letter or other documentation showing that the model developer/technical assistance partner/service provider will commit technical assistance to your comprehensive school reform effort.
 - c. If your school is using a nationally recognized model and extensive technical assistance is not available to assist with implementation, please discuss how appropriate support and technical assistance will be provided.
4. **Sustaining the Reform - Funds, Policy, Training (CSRD Component #9) -- 10 points**
 - Describe how your school will maintain and sustain the reform initiative after the grant funding has ended, including how LEA and school resources will be used (address whether local Board policy supports the program and how funding and training will be continued).

D. Budget Coordination/Leveraging Resources
--

1. **Budget Coordination/Leveraging of Resources and Budget Narrative: Clear Links to the Reform Goals and Strategies (CSRD Component #9) -- 25 points**
 - a. It is the intent of this grant that the reform initiative not be a separate, add-on activity, but rather integrates all aspects of schooling and funding. Therefore, it should be clear that all sources of funds are coordinated and their use maximized. Using the budget form provided (Form #3, pages 16 & 17), submit a fully annotated budget showing links to other funding sources and the breakdown of funds being requested. Projected budgets for the second and third years of the initiative are also requested.
 - b. If your school is, or will be, receiving At-risk (PRC 69), Student Accountability Standards (PRC 72), Title I School Improvement (PRC 87), or Reading Excellence Act (PRCs 88 & 89), show how these funds/activities will be coordinated with the reform initiative and focus on the stated priority needs of your school.
 - c. The budget should be clearly related to the needs, goals, strategies, and timelines addressed in the reform initiative. The amount of funds requested should be appropriate for the strategies and reform components described, and at least 20% of the funds are to be budgeted for professional development.
 - d. The budget should provide full explanations for the various line items in your proposed expenditures.

North Carolina Department of Public Instruction
Comprehensive School Reform Implementation Grants
LEA's List of Schools (Form #1)

Local Education Agency/Charter Public School: _____

List the schools on whose behalf your LEA is applying:

School Name	Grade Levels	Requested Allocation	Comprehensive Reform Model to be Implemented
		\$	
		\$	
		\$	
		\$	
		\$	
		\$	

 Signature of Person Preparing List

 Date

North Carolina Department of Public Instruction
Comprehensive School Reform Implementation Grants
Verification of School Support for Comprehensive School Reform
Model(s)/Initiative (Form #2)

LEA _____

Name of School _____

It is a requirement that staff support is obtained for the school reform initiative. While consensus is the ideal, a support rate of 90% or more is considered desirable; support by 80-89% of staff is satisfactory, and support by 79-50% of staff is considered marginal. Support by fewer than 50% of the staff is considered unacceptable.

We verify that the comprehensive school reform model(s)/initiative described in our implementation grant proposal was discussed, staff input was obtained through our site-based management process and staff support for our initiative is indicated below.

<p>1. Number of staff in school (Include <u>all</u> full-time instructional and non-instructional staff) _____</p> <p>2. Number of staff that voted _____</p> <p>3. Number & percentage of staff that supported the plan _____ % (Use the number shown in item #1 above to calculate the percentage here)</p> <p>4. Number & percentage of staff that did not support the plan _____ % (Use the number shown in item #1 above to calculate the percentage here)</p>

If the number of staff voting does not equal the number of staff in the school, please explain the reason(s) for this discrepancy.

The method used to obtain staff approval was:

Secret ballot _____
Show of hands _____
Other (Please explain) _____

Date voting was done _____

Signature of Principal _____

Signature of School Improvement Team Chairperson _____

Date _____

North Carolina Department of Public Instruction
Comprehensive School Reform Implementation Grants

School Budget -- Year One (Form #3)

Budget Category	Funding Sources			
	CSR Funds	State Funds	Federal Funds	Local Funds
Personnel*	\$	\$	\$	\$
Prof. Development**	\$	\$	\$	\$
Materials & Supplies	\$	\$	\$	\$
Equipment	\$	\$	\$	\$
Developer Fees/Costs	\$	\$	\$	\$
Hardware & Software	\$	\$	\$	\$
Evaluation	\$	\$	\$	\$
Other (e.g., indirect cost)	\$	\$	\$	\$
Total	\$	\$	\$	\$

* Provide additional detail on any staff to be paid full or part time with Comprehensive School Reform implementation grant funds using the table provided on the next page. Because grant funds will only be available for a short period of time, payment of personnel is discouraged.

** At least 20% of grant funds must be directed toward professional development.

Position Title	Percent of Time Devoted to Grant Implementation	Amount of Salary/Fringe Benefits to be Paid From Grant Funds
		\$
		\$
		\$

Projected School Budget -- Year Two

Budget Category	Funding Sources			
	CSR Funds	State Funds	Federal Funds	Local Funds
Personnel*	\$	\$	\$	\$
Prof. Development	\$	\$	\$	\$
Materials & Supplies	\$	\$	\$	\$
Equipment	\$	\$	\$	\$
Developer Fees/Costs	\$	\$	\$	\$
Hardware & Software	\$	\$	\$	\$
Evaluation	\$	\$	\$	\$
Other (e.g., indirect cost)	\$	\$	\$	\$
Total	\$	\$	\$	\$

* Provide additional detail on any staff to be paid full or part time with Comprehensive School Reform implementation grant funds using the table provided on the next page. Because grant funds will only be available for a short period of time, payment of personnel is discouraged.

** At least 20% of grant funds must be directed toward professional development.

Position Title	Percent of Time Devoted to Grant Implementation	Amount of Salary/Fringe Benefits to be Paid From Grant Funds
		\$
		\$
		\$

Projected School Budget -- Year Three (Form #3)

Budget Category	Funding Sources			
	CSR Funds	State Funds	Federal Funds	Local Funds
Personnel*	\$	\$	\$	\$
Professional Development	\$	\$	\$	\$
Materials & Supplies	\$	\$	\$	\$
Equipment	\$	\$	\$	\$
Developer Fees/Costs	\$	\$	\$	\$
Hardware & Software	\$	\$	\$	\$
Evaluation	\$	\$	\$	\$
Other (e.g., indirect cost)	\$	\$	\$	\$
Total	\$	\$	\$	\$

* Provide additional detail on any staff to be paid full or part time with Comprehensive School Reform implementation grant funds using the table provided on the next page. Because grant funds will only be available for a short period of time, payment of personnel is discouraged.

** At least 20% of grant funds must be directed toward professional development.

Position Title	Percent of Time Devoted to Grant Implementation	Amount of Salary/Fringe Benefits to be Paid From Grant Funds
		\$
		\$
		\$

Notes:

- Personnel costs should include salaries and fringe benefits.
- Actual grant expenditures must be made in accordance with appropriate codes in the Uniform Chart of Accounts for PRCs 40 and 41.
- Use the space provided below to explain any budget items that need further explanation.

North Carolina Department of Public Instruction
Comprehensive School Reform Implementation Grants

Debarment Certification -- (Form #4)

This certification is required by the regulations implementing Executive Order 12549, debarment and suspension, 34 CFR Part 85, section 85.510, Participants' responsibilities. The regulations were published as Part VII of the May 26, 1998 *Federal Register* (pages 160-192). Copies of the regulations may be obtained by contacting the person to whom this proposal is submitted.

**Before Completing Certification, Read Instructions
on Following Pages**

- (1) The prospective lower tier participants certifies, by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency.

- (2) Where the prospective lower tier participants is unable to certify to any of the statements in this certification, such prospective participants shall attach an explanation to this proposal.

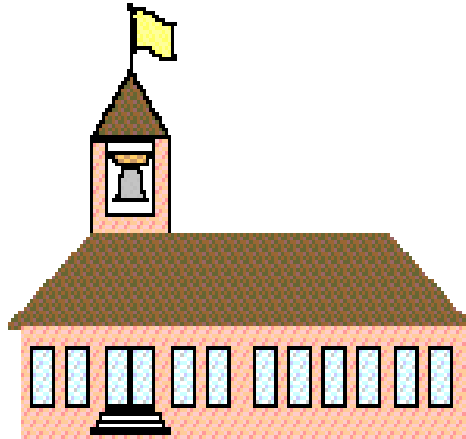
Superintendent or Authorized Representative's Signature

Date of Signature

Debarment Certification

1. By signing and submitting this proposal, the prospective lower tier participant is providing the certification set out below.
2. The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into, if it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.
3. The prospective lower tier participants shall provide immediate written notice to the person to which this proposal is submitted if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.
4. The terms “covered transaction,” “debarment,” “suspended,” “ineligible,” “lower tier covered transaction,” “participant,” “person,” “primary covered transaction,” “principal,” “proposal,” and “voluntarily excluded,” as used in this clause have the meaning set out in the Definitions and Coverage sections of rules implementing Executive Order 12549. You may contact the person to which this proposal is submitted for assistance in obtaining a copy of those regulations.
5. The proposed lower tier participants agrees by submitting this proposal that should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated.
6. The prospective lower tier participant further agrees by submitting this proposal that it will include the clause titled “Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion-Lower Tier Covered Transactions,” without modification on all lower tier covered transactions and in all solicitations for all solicitations for lower tier covered transactions.
7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may, but is not required to, check the Nonprocurement List.
8. Nothing contained in the foregoing shall be construed to require establishment of system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.
9. Except for transactions authorized under number 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

**North Carolina Department of Public Instruction
Comprehensive School Reform Implementation Grants
2001 Local Application Scoring Form**



Reviewer: _____

School: _____

LEA: _____

CSR Model(s): _____

Date Reviewed: _____

Scoring Summary (brought forward from page A16 of the Scoring Form):

Level	Points Awarded	Possible Points
Level 1		200

Overall Rating (check the appropriate block below)

- _____ Excellent (175-200)
- _____ Strong (150-174)
- _____ Average (125-149)
- _____ Weak (97-124)
- _____ Unacceptable (below 97)

**A1. Needs/Assets Assessment and Results (CSRD Component #2)
(15 points possible)**

Scoring Rubric:

Not Present (0 points)	Marginal (1-5 points)	Somewhat Rigorous (6-10 points)	Most Rigorous (11-15 points)
<p>This component is not addressed</p> <p>or</p> <p>None of the responses met even marginal criteria.</p>	<p>A needs/assets assessment was conducted, but it was not clearly specified and results are specified in general terms.</p> <p>The needs/assets assessment process is implied. It is unclear if a technical assistance partner was used.</p> <p>Needs identified are minimally linked to the self-assessment.</p> <p>Program goals are general; they are not specific and not clearly linked to identified needs.</p>	<p>School has conducted a needs/assets assessment for student achievement, but not multiple dimensions of schooling. Student results are disaggregated.</p> <p>There is a general description of the needs/assets assessment process. The technical assistance partner is identified.</p> <p>Needs identified are somewhat linked to self-assessment.</p> <p>Program goals are described and have some relation to the needs identified.</p>	<p>School has conducted a thorough needs/assets assessment across multiple dimensions of schooling. Student performance results are well disaggregated by subjects, gender, grade levels, ethnicity, etc.</p> <p>The needs/assets assessment process is clearly described. The technical assistance partner is identified.</p> <p>Needs identified clearly link to results of self-assessment.</p> <p>The program goals of the initiative are specific and are based on and evolve from the needs/assets assessment.</p>

_____ Total Points Awarded (15 points possible)

Comments:

A2. Goals and Benchmarks (CSRD Component #4) (15 points possible)

Scoring Rubric:

Not Present (0 points)	Marginal (1-5 points)	Somewhat Rigorous (6-10 points)	Most Rigorous (11-15 points)
<p>This component is not addressed</p> <p>or</p> <p>None of the responses met even marginal criteria.</p>	<p>Goals are not directly related to identified needs.</p> <p>Goals are related to student achievement but are vague, not measurable and/or are not specified for subgroups of students.</p> <p>Goals are specified but are not related to student performance.</p> <p>Student performance goals are not ambitious, and it is unclear if they can be reached during the life of the project.</p> <p>Other program goals are implied, but are not clearly articulated and are not linked to CSR components.</p> <p>Benchmarks are unclear, and are minimally linked to the scope of work.</p>	<p>Goals are related to some of the identified needs.</p> <p>Goals for student performance are general; some are measurable and are for subgroups as well as for all students.</p> <p>Specific goals are set for student performance, but they do not include those based on the ABCs.</p> <p>Student performance goals are ambitious but unrealistic <u>or</u> are realistic but not ambitious.</p> <p>Other program goals are minimally addressed, focusing only on one or two of the following: professional development, school organization and culture, and curriculum improvement.</p> <p>Benchmarks for meeting some goals are specified, are annual, and seem generally related to the scope of the work.</p>	<p>Goals are clearly related to the identified needs.</p> <p>Specific and measurable goals for student performance are described for all, including subgroups of students.</p> <p>Specific goals are set for student performance and include those based on the ABCs and other multiple measures.</p> <p>Student performance goals are ambitious yet realistic and can be reached within the life of the project.</p> <p>Program goals (other than student achievement) are specified, including professional development, school organization and culture, curriculum improvement, and parent/community involvement.</p> <p>Benchmarks for meeting all goals are clear, at least annual, and are aligned with the scope of work to be completed.</p>

_____ Total Points Awarded (15 points possible)

Comments:

**A4. Effective, Research-Based Models/Methods/Strategies
(CSRD Component #1) (15 points possible)**

Scoring Rubric:

Not Present (0 points)	Marginal (1-5 points)	Somewhat Rigorous (6-10 points)	Most Rigorous (11-15 points)
<p>This component is not addressed</p> <p>or</p> <p>None of the responses met even marginal criteria.</p>	<p>Theory and/or research is minimally coherent and links of the model's or initiative's practices to student learning are vague.</p> <p>The model has not been implemented for more than one year in other than the original pilot site. Pilot school characteristics are close to the school's.</p> <p>Student gains have been shown only by the model developer.</p> <p>There is an implication that methods, strategies, and practices for attainment of non-instructional or program goals are rooted in established, successful practices.</p>	<p>The theory behind the design/initiative or research findings is explained, with some linkage of model/initiative practices to improved student learning.</p> <p>The model has been implemented for one to three years in more than one school, including at least one school with characteristics similar to this school.</p> <p>Student gains have been evaluated by a district or local team.</p> <p>There is an assertion with limited evidence that methods, strategies, and practices for attainment of non-instructional or program goals are rooted in established, successful practices.</p>	<p>A theory behind the model(s)/initiative's design or strong research findings explain how the practices included produce gains in student performance.</p> <p>The model has been implemented for three or more years in multiple and diverse sites, including schools with similar characteristics to this school (grade spans, size, student demographics).</p> <p>Student gains have been confirmed through an independent, third party, or state evaluator.</p> <p>Evidence is provided that the methods, strategies, and practices for attainment of non-instructional or program goals are rooted in established, successful research-based practices.</p>

_____ Total Points Awarded (15 points possible)

Comments:

**B1. Brief Overview of Comprehensive Design with Aligned Components
(CSR Component #2) (20 points possible)**

Scoring Rubric:

Not Present (0 points)	Marginal (1-6 points)	Somewhat Rigorous (7-13 points)	Most Rigorous (14-20 points)
<p>This component is not addressed</p> <p>or</p> <p>None of the responses met even marginal criteria.</p>	<p>The description of a comprehensive design is vague and includes only one or two of these elements: instruction, assessment, classroom management, professional development, school management, and parental involvement.</p> <p>The design is not comprehensive but minimally addresses inclusion of curriculum, technology, and/or professional development in a schoolwide reform plan.</p> <p>The reform plan is not comprehensive and how it will enable all students to meet challenging state content and performance standards is minimally addressed.</p>	<p>There is some description of a comprehensive design and includes at least three of these elements: instruction, assessment, classroom management, professional development, school management, and parental involvement.</p> <p>The comprehensive design is general about how curriculum, technology, and professional development will be aligned in a schoolwide reform plan or aligns only two of these components.</p> <p>There is a general description about how the comprehensive reform plan will enable all students to meet challenging state content and performance standards.</p>	<p>The explanation clearly specifies a comprehensive design that includes all CSR elements including: instruction, assessment, classroom management, professional development, school management, and parental involvement.</p> <p>The comprehensive design specifically aligns the school's curriculum, technology, and professional development into a schoolwide plan.</p> <p>It is clear how the comprehensive reform plan will enable all students to meet challenging state content and performance standards.</p>

_____ Total Points Awarded (20 points possible)

Comments:

B2. Specific Strategies and Timelines (10 points possible)

Scoring Rubric:

Not Present (0 points)	Marginal (1-3 points)	Somewhat Rigorous (4-7 points)	Most Rigorous (8-10 points)
<p>This component is not addressed</p> <p>or</p> <p>None of the responses met even marginal criteria.</p>	<p>The timeline for implementing the school reform initiative is incomplete.</p> <p>The timeline is not ambitious or is unrealistic considering the nature and scope of program activities.</p> <p>General references are made to staff development activities, but it is unclear where they fit in the timeline.</p> <p>The description of implementation strategies and procedures is vague and incomplete.</p>	<p>The timeline for implementing the school reform initiative is complete but not detailed.</p> <p>The timeline seems ambitious but unrealistic or realistic but not ambitious.</p> <p>The timeline includes staff development or supporting activities, but not both.</p> <p>The description provides general explanations of implementation steps and strategies, but not in detail.</p>	<p>There is a specified, complete timeline for implementing the school reform initiative.</p> <p>The timeline seems both ambitious and realistic.</p> <p>The timeline includes staff development and other supporting activities.</p> <p>The description specifies implementation steps and strategies, key events, and products.</p>

_____ Total Points Awarded (10 points possible)

Comments:

B3. Professional Development to Support Design and Implementation of Strategies (CSRD Component #3) (15 points possible)

Scoring Rubric:

Not Present (0 points)	Marginal (1-5 points)	Somewhat Rigorous (6-10 points)	Most Rigorous (11-15 points)
<p>This component is not addressed</p> <p>or</p> <p>None of the responses met even marginal criteria.</p>	<p>The description of professional development is incomplete and/or minimally related to program goals and strategies.</p> <p>It is unclear how the professional development will lead to improved results.</p> <p>Professional development is mostly one-time events and minimally connected with program implementation.</p> <p>There is minimal follow-up or support for staff as they implement new skills.</p>	<p>The description of professional development is general and aligns to most program goals and strategies.</p> <p>Some of the professional development is results-based.</p> <p>Professional development is usually continuous, but some of it is not clearly linked to program implementation.</p> <p>There is some description of follow-up and support systems as staff implement new skills, but specifics are not included.</p>	<p>There is a clear, specific description of how, when, and to whom professional development is provided during the year and clearly aligned to the program goals and strategies that will lead to increased student learning.</p> <p>Professional development is results-based rather than on attendance (seat time).</p> <p>Professional development is continuous, coherent and aligned with the program implementation.</p> <p>Follow-up and support systems that help staff to implement new knowledge and skills in the school and classrooms are clear and consistent.</p>

_____ Total Points Awarded (15 points possible)

Comments:

**B5. Evaluation Strategies Using Multiple Sources of Data
(CSRD Component #8) (15 points possible)**

Scoring Rubric:

Not Present (0 points)	Marginal (1-5 points)	Somewhat Rigorous (6-10 points)	Most Rigorous (11-15 points)
<p>This component is not addressed</p> <p>or</p> <p>None of the responses met even marginal criteria.</p>	<p>There is a description of the process for evaluating the comprehensive school reform, but it is unclear.</p> <p>Use of the ABCs as an outcome measure of success of the reform effort is not clearly specified.</p> <p>Description of the evaluation of the reform initiative is not much more than a limited list of data collection strategies. Evidence of use for improvement is limited.</p> <p>Student achievement is addressed but in a minimal and incomplete manner.</p>	<p>Evaluation focus and methods are stated in general rather than specific terms.</p> <p>The ABCs will be used as one measure of the success of the reform effort.</p> <p>Some elements of a good evaluation for program improvement exist, but some may be missing, such as formative and summative strategies, qualitative and quantitative data, or measurement of impact.</p> <p>The evaluation plan addresses student achievement, but achievement for all subgroups is not clearly specified.</p>	<p>The comprehensive evaluation plan addresses implementation of all components of the school reform effort with primary focus on student achievement.</p> <p>The use of the ABC results in measuring success is clearly described. Additionally, multiple measures of success are specified.</p> <p>Emphasis of the evaluation plan clearly includes the implementation of formative evaluation and feedback for improvement. However, it also includes summative evaluation strategies. Both quantitative and qualitative measures are used.</p> <p>Achievement by all student subgroups is an integral part of the evaluation plan and is clearly specified.</p>

_____ Total Points Awarded (15 points possible)

Comments:

C2. LEA Support (10 points possible)

Scoring Rubric:

Not Present (0 points)	Marginal (1-3 points)	Somewhat Rigorous (4-7 points)	Most Rigorous (8-10 points)
<p>This component is not addressed</p> <p>or</p> <p>None of the responses met even marginal criteria.</p>	<p>The plan mentions that the central office supports the implementation of the reform initiative, but it is not well described and/or no school liaison has been named.</p> <p>The plan mentions technical assistance and support provided by the LEA to support the reform initiative, but they are not well defined.</p> <p>The plan mentions LEA coordination with external providers only vaguely, or merely states that it will occur.</p> <p>The LEA provides minimal autonomy in building-level control over the budget and other resource decisions.</p>	<p>The plan names a primary liaison to serve between the school and the central office; the plan shows that the central office is supportive but duties are mentioned in general terms.</p> <p>The plan describes in general terms the technical assistance and support provided by the LEA, but support appears to be minimal.</p> <p>The plan explains how LEA support will be coordinated with all external technical assistance providers at least in general terms.</p> <p>LEA provides a great deal of latitude in the extent of control the school has over its budget and other resources, but not complete autonomy.</p>	<p>The plan shows that the roles and responsibilities of the primary liaison are well defined and documentation details the central office support for the reform.</p> <p>The plan provides detailed explanation of the nature and extent of the technical assistance and support provided by the LEA to support the reform initiative, and build capacity for improvement.</p> <p>The plan provides detailed explanation of the nature and extent of LEA resources, support and coordination with all external technical assistance providers.</p> <p>The LEA provides autonomy in building-level control over the budget and other resource decisions.</p>

_____ Total Points Awarded (10 points possible)

Comments:

**C4. Sustaining the Reform - Funds, Policy, and Training
(CSRD Component #9) (10 points possible)**

Scoring Rubric:

Not Present (0 points)	Marginal (1-3 points)	Somewhat Rigorous (4-7 points)	Most Rigorous (8-10 points)
<p>This component is not addressed</p> <p>or</p> <p>None of the responses met even marginal criteria.</p>	<p>There is a plan for sustaining comprehensive school reform once grant funding ends, but it is not well specified.</p> <p>The plan states that the various technical assistance providers - federal/state/local/private - will ensure that the efforts are sustained beyond the initial funding, but it does not detail how the effort will be sustained.</p> <p>Intention to continue the reform initiative is stated, but there are no specific plans provided for leveraging resources.</p> <p>Intention to continue the reform initiative is mentioned, but there are no specific local board policies, or statements to support on-going funding and training.</p>	<p>The plan for sustaining school reform once grant funding ends is defined in general terms, but specific funding resources to continue the effort are not identified.</p> <p>The plan shows how the various technical assistance providers will ensure that reform efforts will be sustained beyond the initial funding period in general terms.</p> <p>The plan explains in general terms how existing resources will be reallocated and leveraged to sustain the reform effort.</p> <p>There is general board support for the reform, but continued support is uncertain.</p>	<p>The plan for sustaining the comprehensive school reform initiative is well defined; it carefully documents funding sources to continue the reform effort.</p> <p>The plan carefully documents how the technical assistance providers will ensure the sustainability of the reform effort beyond the initial funding period; their roles are well defined.</p> <p>The plan carefully documents how existing resources and potentially new resources will be reallocated and leveraged to sustain the reform.</p> <p>The plan shows current board support as a priority through resource allocation; the likelihood of continued board support is shown in other resource commitments.</p>

_____ Total Points Awarded (10 points possible)

Comments:

**D1. Budget Coordination/Leveraging Resources and Budget Narrative
(CSRD Component #9) (25 points possible)**

Scoring Rubric:

Not Present (0 points)	Marginal (1-7 points)	Somewhat Rigorous (8-18 points)	Most Rigorous (19-25 points)
<p>This component is not addressed</p> <p>or</p> <p>None of the responses met even marginal criteria.</p>	<p>The budget does not show clear links to other federal, state, and local funding sources; the breakdown of line items is not shown in detail.</p> <p>There is limited funding connection to other school improvement initiatives.</p> <p>General information about reform initiative costs is included.</p> <p>The budget seems unreasonable or excessive for the model(s) and activities described; or the budget is so poorly described that it is impossible to know if it is reasonable.</p>	<p>The budget shows links to other funding sources or the line item breakdown of sources is detailed, but not both.</p> <p>There is some specified connection to other school improvement funds, but the links are not clear.</p> <p>Costs of full implementation have been estimated, but only described in general terms.</p> <p>The budget seems reasonable, but specific connections may not be clear.</p>	<p>The budget shows clear links to other sources of funds and the line item breakdown of funds is clearly detailed.</p> <p>There is a specific connection between the reform model and other school improvement funds; these funding links are spelled out in the nine components.</p> <p>Costs of full implementation of the initiative have been estimated, including the costs of materials, staff development, and personnel.</p> <p>The budget provided is an excellent estimate for the model(s) and the activities described.</p>

_____ Total Points Awarded (25 points possible)

Comments:

SCORING SUMMARY

Level 1 Review



Category	Possible Points	Points Awarded
A. Needs Goals School Improvement Model(s)/Initiative		
1. Needs/Assets Assessment and Results (CSR #2)	15	
2. Goals and Benchmarks (CSR #4)	15	
3. Model(s)/Initiatives to Match School Needs	15	
4. Effective Research-Based Models/Methods/Strategies (CSR #1)	15	
B. Comprehensive Reform Design/Aligned Components		
1. Brief Overview of Comprehensive Design with Aligned Components (CSR #2)	20	
2. Specific Strategies and Timelines	10	
3. Professional Development to Support Design and Implementation of Strategies (CSR #3)	15	
4. Parent/Community Involvement (CSR #6)	10	
5. Evaluation Strategies Using Multiple Sources of Data (CSR #8)	15	
C. Support for Comprehensive School Improvement		
1. Evidence of Support Within the School (CSR #5)	10	
2. LEA Support	10	
3. External Technical Support and Assistance (CSR #7)	15	
4. Sustaining the Reform - Funds, Policy, and Training (CSR #9)	10	
D. Budget Coordination/Leveraging Resources		
1. Budget Coordination/Leveraging Resources & Budget Narrative: Clear Links to Reform Goals and Strategies (CSR #9)	25	
Total Level 1 Points	200	

Overall Rating (please check the appropriate box based on the rating given):

- Excellent (175-200)
 Strong (150-174)
 Average (125-149)
 Weak (97-124)
 Unacceptable (below 97)

Other Comments or Concerns: