

EXECUTIVE SUMMARY

Title: Approval of Grants

Type of Executive Summary:

- Action
- Action on First Reading
- Discussion
- Information

Policy Implications:

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

Presenter(s): Mr. Philip Price (Chief Financial Officer, Financial and Business Services), Dr. Ben Matthews (Director, School Support Division), Dr. Lynn Harvey (Section Chief, School Support Division, Child Nutrition Services Section), Ms. Angela Quick (Deputy Chief Academic Officer, Academic Services and Instructional Support), Dr. Maria Pitre-Martin (Director, K-12 Curriculum and Instruction), Ms. Paula Hudson Hildebrand (Chief Health and Community Relations Officer), and Ms. Beverly Vance, (Section Chief, K-12 Science)

Description:

The grants listed below are being submitted for approval. Please see attachments for description of grants.

- Attachment 1 – Fresh Fruit and Vegetable Program Awarded to NCDPI from USDA
- Attachment 2 – Mathematics and Science Partnership (MSP) Grant
- Attachment 3 – Title V Abstinence Education (AEGP) Grant Program

Resources:

See attachments

Input Process:

See attachments

Stakeholders:

See attachments

Timeline For Action:

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

Recommendations:

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

Audiovisual equipment requested for the presentation:

- Data Projector/Video (Videotape/DVD and/or Computer Data, Internet, Presentations-PowerPoint preferred)
Specify: _____
- Audio Requirements (computer or other, except for PA system which is provided)
Specify: _____
- Document Camera (for transparencies or paper documents – white paper preferred)

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

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

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

Policy Identification

Priority: Effective and Efficient Operations

Category: Contracts and Grants

Policy ID Number: TCS-O-001

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

Current Policy Date: 04/02/1998

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

Statutory Reference:

Administrative Procedures Act (APA) Reference Number and Category:

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

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

All funding sources are covered by this definition.

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

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

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

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

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

in measurable terms that clearly establish time frames and expected outcomes. Describe how outcomes will benefit both students and teachers.

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

SECTION II. Application Review Process

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

A. INITIAL LOG-IN AND SCREENING

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

B. LEVEL I EVALUATION

1. The DPI appoints a review team of at least 3 persons who meet

the following qualifications.

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

C. LEVEL II EVALUATION

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

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

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

D. LEVEL III EVALUATION

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

E. NOTICE PROCEDURE

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

SECTION III. Evaluation/Review Results

A. RECORD KEEPING

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

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

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

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

SECTION IV. Assurances

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

SECTION V. Exceptions

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

FFVP Applications Received for SY 2011-2012

Region	LEA	School	F/R %	Student Enrollment
1	Edenton Chowan Schools	DF Walker Elementary	65%	554
1	Edenton Chowan Schools	White Oak Elementary	67%	575
1	Pitt County Schools	Northwest Elementary	87%	487
1	Washington County Schools	Pines Elementary	99%	626
1	Tyrrell County Schools	Tyrrell Elementary	93%	316
1	Beaufort County Schools	S.W. Snowden Elementary	92%	200
1	Hertford County Schools	Riverview Elementary	88%	512
1	Hertford County Schools	Bearfield Primary	81%	905
2	Brunswick County Schools	Belville Elementary	54%	730
2	Brunswick County Schools	Jessie Mae Monroe Elementary	75%	458
2	Brunswick County Schools	Lincoln Elementary	86%	507
2	Brunswick County Schools	Supply Elementary	76%	640
2	Brunswick County Schools	Union Elementary	56%	655
2	Craven County Schools	Graham A. Barden Elementary	56%	379
2	Craven County Schools	J.T. Barber Elementary	85%	439
2	Craven County Schools	James W. Smith Elementary	83%	585
2	Craven County Schools	Trent Park Elementary	78%	365
2	Craven County Schools	Oaks Road Elementary	88%	501
2	Craven County Schools	Vanceboro Farm Life Elementary	74%	665
2	Greene County School	West Greene Elementary	83%	758
2	Jones County Schools	Comfort Elementary	79%	171
2	Jones County Schools	Maysville Elementary	81%	140
2	Jones County Schools	Pollockville Elementary	75%	165
2	Jones County Schools	Trenton Elementary	84%	257
2	New Hanover County Schools	Alderman Elementary	62%	280
2	New Hanover County Schools	Mary C. Williams Elementary	78%	425
2	New Hanover County Schools	Rachel Freeman School of Engineering	86%	350
2	New Hanover County Schools	Snipes Academy of Arts and Design	94%	480
2	New Hanover County Schools	Sunset Park Elementary	90%	343
2	New Hanover County Schools	Winter Park Elementary	69%	361
2	Sampson County Schools	Charles E. Perry Elementary	95%	359
2	Sampson County Schools	Union Elementary	95%	679
2	Wayne County Schools	Brogden Primary	88%	729
2	Wayne County Schools	Carver Heights Elementary	96%	307
2	Wayne County Schools	North Drive Elementary	95%	512
3	Durham County Schools	E.K. Powe Elementary	84%	387
3	Durham County Schools	Y.E. Smith Elementary	92%	364
3	Franklin County Schools	Franklinton Elementary	72%	493
3	Franklin County Schools	Laurel Mill Elementary	78%	293
3	Franklin County Schools	Louisburg Elementary	79%	528
3	Northampton County Schools	Central Elementary	87%	350
3	Northampton County Schools	Gaston Elementary	83%	374
3	Northampton County Schools	Squire Elementary	94%	248

FFVP Applications Received for SY 2011-2012

Region	LEA	School	F/R %	Student Enrollment
3	Northampton County Schools	Willis Hare Elementary	83%	353
3	Edgecombe County Schools	Stocks Elementary	87%	760
3	Edgecombe County Schools	Princeville Montessori	92%	388
3	Edgecombe County Schools	Coker Wimberly Elementary	94%	479
3	Weldon City Schools	Weldon Elementary	74%	469
3	Johnston County Schools	Selma Elementary	89%	941
3	Vance County Schools	Dabney Elementary	85%	507
3	Vance County Schools	Carver Elementary	90%	201
3	Vance County Schools	E.O. Young, Jr. Elementary	88%	315
3	Vance County Schools	Zeb Vance Elementary	89%	430
4	Bladen County Schools	Bladenboro Primary	81%	525
4	Bladen County Schools	Bladen Lakes Primary	78%	356
4	Bladen County Schools	Booker T. Washington Primary	97%	221
4	Bladen County Schools	Dublin Elementary	78%	340
4	Bladen County Schools	East Arcadia Elementary	91%	139
4	Bladen County Schools	Elizabethtown Primary	90%	507
4	Bladen County Schools	Plain View Primary	92%	171
4	Montgomery County Schools	Candor Elementary	92%	390
4	Montgomery County Schools	Green Ridge Elementary	90%	496
4	Montgomery County Schools	Page Street Elementary	67%	325
4	Montgomery County Schools	Star Elementary	72%	305
4	Montgomery County Schools	Troy Elementary	69%	315
4	Montgomery County Schools	Mt. Gilead Elementary	79%	375
4	Fort Bragg Schools	Butner Elementary	59%	500
4	Fort Bragg Schools	Devers Elementary	58%	578
4	Richmond County Schools	Fairview Heights Elementary	75%	634
4	Richmond County Schools	Mineral Springs Elementary	85%	484
4	Richmond County Schools	West Rockingham Elementary	80%	373
4	Richmond County Schools	Washington Street Elementary	66%	520
4	Richmond County Schools	Monroe Avenue Elementary	90%	401
4	Richmond County Schools	L J Bell Elementary	63%	551
4	Whiteville City Schools	Edgewood Elementary	71%	529
4	Whiteville City Schools	Whiteville Primary	80%	551
4	Public Schools of Robeson Co.	Green Grove Elementary	89%	263
4	Public Schools of Robeson Co.	Long Branch Elementary	83%	433
4	Public Schools of Robeson Co.	Piney Grove Elementary	84%	710
4	Public Schools of Robeson Co.	R.B. Dean Elementary	91%	379
4	Public Schools of Robeson Co.	Rosenwald Elementary	92%	523
4	Public Schools of Robeson Co.	St. Pauls Elementary	88%	952
4	Public Schools of Robeson Co.	Union Elementary	86%	430
4	Public Schools of Robeson Co.	W.H. Knuckles Elementary	95%	275
5	Lexington City Schools	Charles England Elementary	83%	531
5	Lexington City Schools	Pickett Elementary	89%	333

FFVP Applications Received for SY 2011-2012

Region	LEA	School	F/R %	Student Enrollment
5	Lexington City Schools	South Lexington Primary	88%	418
5	Lexington City Schools	Southwest Elementary	86%	378
5	Orange County Schools	New Hope Elementary	54%	589
5	Thomasville City Schools	Liberty Drive Elementary	86%	393
5	Thomasville City Schools	Thomasville Primary	90%	778
5	Asheboro City Schools	Charles W. McCrary Elementary	78%	435
5	Guilford County Schools	Allen Jay Elementary	85%	464
5	Guilford County Schools	Irving Park Elementary	62%	692
5	Guilford County Schools	Clara J. Peck Elementary	89%	407
5	Guilford County Schools	Fairview Elementary	94%	456
5	Guilford County Schools	Frazier Elementary	82%	353
5	Guilford County Schools	Oak Hill Elementary	97%	471
5	Guilford County Schools	Parkview Elementary	92%	404
5	Guilford County Schools	Rankin Elementary	87%	735
5	Guilford County Schools	Washington Montessori	73%	325
5	Guilford County Schools	Union Hill Elementary	83%	496
5	Guilford County Schools	Archer Elementary	84%	432
5	Randolph County Schools	Ramseur Elementary	91%	434
6	Anson County Schools	Wadesboro Primary	88%	401
6	Cleveland County Schools	Graham Elementary	90%	388
6	Cleveland County Schools	James Love Elementary	83%	398
6	Charlotte Mecklenburg Schools	Bruns Avenue Elementary	96%	547
6	Rowan Salisbury Schools	CT Overton Elementary	72%	400
6	Rowan Salisbury Schools	Elizabeth Koontz Elementary	86%	591
6	Rowan Salisbury Schools	Granite Quarry Elementary	63%	529
6	Rowan Salisbury Schools	Hanford Dole Elementary	91%	476
6	Rowan Salisbury Schools	Hurley Elementary	66%	626
6	Rowan Salisbury Schools	Isenburg Elementary	86%	402
6	Rowan Salisbury Schools	Knollwood Elementary	76%	636
6	Rowan Salisbury Schools	Landis Elementary	68%	534
6	Rowan Salisbury Schools	North Elementary	80%	498
6	Rowan Salisbury Schools	Woodleaf Elementary	69%	425
6	Stanly County Schools	Central Elementary	77%	349
6	Stanly County Schools	East Albemarle Elementary	80%	328
6	Stanly County Schools	North Albemarle Elementary	91%	275
6	Union County Schools	Walter Bickett Elementary	87%	622
6	Union County Schools	Rock Rest Elementary	88%	564
6	Union County Schools	East Elementary	95%	458
6	Gaston County Schools	Edward D. Sadler, Jr., Elementary	92%	451
6	Gaston County Schools	Lingerfeldt Elementary	92%	433
6	Lincoln County Schools	Battleground Elementary	83%	288
6	Lincoln County Schools	Kiser Intermediate	80%	349
6	Lincoln County Schools	Love Memorial Elementary	70%	333

FFVP Applications Received for SY 2011-2012

Region	LEA	School	F/R %	Student Enrollment
6	Lincoln County Schools	S. Ray Lowder Elementary	68%	239
7	Alleghany County Schools	Glade Creek Elementary	72%	293
7	Alleghany County Schools	Sparta Elementary	67%	680
7	Ashe County Schools	Blue Ridge Elementary	73%	540
7	Ashe County Schools	Mountain View Elementary	63%	641
7	Ashe County Schools	Westwood Elementary	57%	672
7	Avery County Schools	Banner Elk Elementary	54%	168
7	Avery County Schools	Crossnore Elementary	50%	232
7	Avery County Schools	Freedom Trail Elementary	72%	280
7	Avery County Schools	Newland Elementary	73%	268
7	Avery County Schools	Riverside Elementary	59%	146
7	Hickory Public Schools	Longview Elementary	94%	370
7	Watauga County Schools	Bethel Elementary	63%	177
7	Watauga County Schools	Mabel Elementary	55%	192
7	Burke County Schools	Mountain Crest Elementary	92%	416
7	Mount Airy City Schools	B.H. Tharrington Primary	66%	403
7	Surry County Schools	Copeland Elementary	70%	405
7	Surry County Schools	Cedar Ridge Elementary	64%	436
7	Surry County Schools	White Plains Elementary	56%	376
7	Surry County Schools	Mountain Park Elementary	69%	201
7	Surry County Schools	Franklin Elementary	65%	558
7	Surry County Schools	Flat Rock Elementary	80%	338
7	Surry County Schools	Dobson Elementary	69%	404
7	Surry County Schools	Pilot Mountain Elementary	59%	402
7	Surry County Schools	Rockford Elementary	72%	389
8	Asheville City Schools	Vance Elementary School of HD & E	51%	403
8	Asheville City Schools	Hall Fletcher Elementary	76%	303
8	Buncombe County Schools	Emma Elementary	85%	518
8	Buncombe County Schools	Johnston Elementary	82%	400
8	Cherokee County Schools	Hiwassee Dam Elementary	79%	179
8	Haywood County Schools	Central Elementary	65%	280
8	Haywood County Schools	North Canton Elementary	70%	464
8	Henderson County Schools	Upward Elementary	75%	460
8	Polk County Schools	Polk Central Elementary	66%	424
8	Polk County Schools	Tryon Elementary	58%	445
8	Polk County Schools	Sunny View Elementary	76%	172
8	Transylvania County Schools	Brevard Elementary	66%	521
8	Transylvania County Schools	Pisgah Forest Elementary	52%	553
8	Transylvania County Schools	Rosman Elementary	81%	407
8	Transylvania County Schools	TC Henderson Elementary	64%	142
8	McDowell County Schools	Eastfield Global Magnet	85%	468

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**Mathematics and Science Partnership (MSP) Grants
2011-2012**

Existing projects recommended for continued funding:

Based on progress made during the 2010-2011 grant cycle, these projects that were approved last year merit repeat of continued funding for the 2011-2012 fiscal year at the amounts indicated. (Project Name and Fiscal agents are in bold print.)

Existing MSP Projects Recommended for Continued Funding in 2011-2012

Project Name/Year of Funding	Partners		With this SBE Action	Upon release of 11-12 funds from USED	TOTAL Recommended Funding
	LEA (SBE District)	IHE			
Mathematics Achievement Success Today (MAST) (9-12 Math) Year 3 of 3 (Cohort VI)	Brunswick County Schools (2)	University of North Carolina at Wilmington (UNC-W), Science Math Education Center at UNC-W	\$76,460.71	\$0.00	\$76,460.71
Partnering to Reinforce Integration of Mathematics and Science (PRISM) (K-8 Math and Science) Year 3 of 3 (Cohort VI)	Cumberland County Schools (4)	North Carolina State University (NSCU), NCSU Science House	\$223,856.00	\$0.00	\$223,856.00
Developing Standards-Based Mathematics Teachers Year 3 of 3 (Cohort VI)	Kannapolis City Schools (6), Charlotte Mecklenburg Schools (6)	University of North Carolina at Charlotte (UNC-C), UNC-C Center for Mathematics and Science Education	\$1,032,899.00	\$0.00	\$1,032,899.00
BRIDGES (K-5 Math & Science) Year 3 of 3 (Cohort VI)	Onslow County Schools (2), Carteret County Schools (2)	University of North Carolina at Wilmington (UNC-W), NCSU Science House, The Jason Project	\$190,405.14	\$0.00	\$190,405.14

Project Name/Year of Funding	Partners		With this SBE Action	Upon release of 11-12 funds from USED	TOTAL Recommended Funding
	LEA (SBE District)	IHE			
Assessing Core-Content and Ensuring Success in Science (A.C.C.E.S.S.) (K-5 Science) Year 2 of 3 (Cohort VII)	Catawba County Schools (7)	North Carolina State University (NCSU), NCSU Science House, Appalachian State University (ASU), North Carolina Center for Engineering Technologies (NCCET)	\$287,415.00	\$0.00	\$287,415.00
Curriculum Alignment in Physical Science: Taking Ownership of New Essentials) (CAPStone) (K-8 Science) Year 2 of 3 (Cohort VII)	Durham County Schools (3)	University of North Carolina (UNC)	\$225,349.00	\$0.00	\$225,349.00
Teachers and Administrators Partnering for Mathematics Learning (TAP Math) (K-8 Mathematics) Year 2 of 3 (Cohort VII)	McDowell County Schools (8), Columbus County Schools (4), Asheboro City Schools (5), Bladen County Schools (4), Brunswick County Schools (2), Elizabeth City-Pasquotank Schools (1), Haywood County Schools (8), Hoke County Schools (4), Johnston County Schools (3), Polk County Schools (8), Rockingham County Schools (5), Rowan-Salisbury Schools (7), Scotland County Schools (4), Union County Schools (6) STATE-WIDE project	Meredith College, North Carolina Science, Mathematics, and Technology Education Center (NCSMT), Western Region Education Service Alliance (WRESA)	\$684,651.00	\$0.00	\$684,651.00
Promoting Teacher Quality and Student Achievement in Science (K-8 Science) Year 2 of 3 (Cohort VII)	Rowan-Salisbury Schools (7)	Catawba College	\$316,230.67	\$0.00	\$316,230.67
High School Integrated Math (6-8 Mathematics) Year 2 of 3 (Cohort VII)	Scotland County Schools (4)	University of North Carolina – Pembroke (UNC-P)	\$73,806.00	\$0.00	\$73,806.00

Project Name/Year of Funding	Partners		With this SBE Action	Upon release of 11-12 funds from USED	TOTAL Recommended Funding
	LEA (SBE District)	IHE			
			With this SBE Action	Upon release of 11-12 funds from USED	TOTAL Recommended Funding
Total for Continuing Projects			\$3,111,072.52	\$0.00	\$3,111,072.52

New projects recommended for funding:

Projects listed here are new projects that are recommended for funding for the first time.

New MSP Projects Recommended for New Funding in 2011-2012

Project Name/Year of Funding	Partners		With this SBE Action	Upon release of 11-12 funds from USED	TOTAL Recommended Funding
	LEA (SBE District)	IHE			
Modeling Instruction in Biology, Chemistry and Physics Year 1 or 3 (Cohort VIII)	Duplin County (2) Bertie County (1) Buncombe County(8) Durham County(3) Guilford County (5) STATE-WIDE project	North Carolina State University, The Science House	\$0.00	\$649,109.00	\$649,109.00
Essentially Science Year 1 of 3 (Cohort VIII)	Lee County (4) The Montessori School of Sanford (4)	North Carolina State University, Center for Inquiry-Based Instruction	\$0.00	\$175,000.00	\$175,000.00
Improving Physical Science Content Delivery Through Teacher Professional Development Year 1 of 3 (Cohort VIII)	Beaufort County (1) Craven County (2) Wayne County (2)	East Carolina University	\$0.00	\$174,881.00	\$174,881.00
Appalachian Mathematics Partnership Year 1 of 3 (Cohort VIII)	Avery County (7) Alleghany County(7) Ashe County (7) Burke County (7) Caldwell County (7) Watauga County (7) Crossnore School (charter school) (7) Grandfather Academy(charter school) (7)	Appalachian State University, Mathematics Science Education Center, Appalachian Public School Partnership	\$0.00	\$172,018.00	\$172,018.00
Total for New Projects			\$0.00	\$1,171,008.00	\$1,171,008.00

MSP 2011-2012 Funding Summary

	With this SBE Action	Upon release of 11-12 funds from USED	TOTAL Recommended Funding
Total for Continuing Projects	\$3,111,072.52	\$0.00	\$3,111,072.52
Total for New Projects	\$0.00	\$1,171,008.00	\$1,171,008.00
Total	\$3,111,072.52	\$1,171,008.00	\$4,282,080.52

**Mathematics and Science Partnership (MSP) Grants
Review Process
March, 2011**

The table below indicates all proposals submitted for new funding in the 2011-2012 NC Mathematics and Science Partnership (MSP) Program. All projects were reviewed using a rubric¹. The table below indicates the quality band rating for each proposal that met the technical specifications in the Request for Proposals (RFP). Four projects are recommended for new funding in 2011-12: Duplin, Beaufort, Avery and Lee. NCSBE Policy #TCS-O-001 was followed without deviation.

Project (Fiscal Agent)	SBE District	Met RFP Requirements	Review Team Rating	Final Selection/Rank
Duplin	2	Y	Strong	1
Beaufort	1	Y	Strong	2
Avery	7	Y	Strong	3
Lee	4	Y	Average	4
Burke	7	Y	Average	5
Cumberland	4	Y	Weak	6
Kannapolis	6	Y	Weak	7
Polk	8	Y	Weak	8

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

NC MSP RATING FORM

2011-2012 Proposal Reviews

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

LEA/Fiscal Agent: _____

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

Focus Area of the RFP (Mark all that apply)

- Mathematics K-5
- Physical Science Strand K-8
- High School Biology
- High School Integrated Math
- Graduate Level University Courses
- Other (please indicate): _____

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

- Criteria are:
- Percentage of children served from families with incomes below poverty level
 - Percentage of children on free or reduced lunch
 - Low wealth LEA
 - High teacher turnover and retention, particularly with regard to targeted teachers
 - District and School progress toward meeting AYP

Reference LEA forms in Appendix E and choose one:

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

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

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

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

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

<p>Explained in detail how selected project activities support needs identified in Section III-B and objectives stated in Section III, Part C</p>	<p>(4-5 points) Each of the major activities directly addresses one or more of the needs and objectives established. Each of the objectives is addressed by one or more major activities. The degree of attention to each objective is sufficient to expect significant progress to be achieved.</p>	<p>(1-3 points) Some of the major activities appear unrelated to the needs and objectives of the project OR some objectives do not appear to be addressed in project activities.</p>	<p>(0 points) Activities are listed but no description is included or the description is so vague that a direct correlation to the needs and objectives is not possible or appears unrelated.</p>	
<p>Provided a detailed description of the current research base in mathematics and/or science education to support selected project activities;</p>	<p>(4 points) Includes current scientifically-based research from multiple sources on effective PD for mathematics/science teachers/students specifically. Connects research to the selected activities.</p>	<p>(2-3 points) Includes sufficient research on effective professional learning strategies to support most of the project activities. All activities follow the research base.</p>	<p>(0-1 points) Limited data on the research-base for selected activities is presented OR activities do not follow the research base.</p>	
<p>Provided evidence that the scope of the project is realistic, and there is sufficient capacity of the partners to support the scale and scope of the project (especially the number of participants)</p>	<p>(3-4 points) The narrative provides supporting evidence of sufficient capacity of the partners to support the scale and scope of the project (especially the number of participants).</p>	<p>(1-2 points) The narrative provides some evidence of capacity of the partners to support the scale and scope of the project but more evidence is needed to create confidence that the project can be implemented successfully.</p>	<p>(0 points) The narrative may or may not state the capacity of the partners to support the scale and scope of the project, but in either case does not provide the evidence necessary.</p>	
<p>Provided a table listing project components and contact hours associated with each one, demonstrating a minimum of 80 contact hours of focused, content-related experiences</p>	<p>(3 points) A table is provided and included all the required information.</p>	<p>(1-2 points) A table is provided but lacks all the information requested.</p>	<p>(0 points) No table is included.</p>	
<p>Included a specific timeline of activities for the first 12 months of funding along with a more general timeline of activities for 2 subsequent years</p>	<p>(3 points) A timeline is provided and includes all the required information for 3 years.</p>	<p>(1-2 points) A timeline is provided but lacks all the information requested for 3 years.</p>	<p>(0 points) No timeline is included.</p>	
			<p>SECTION III, Part D TOTAL POINTS</p>	

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

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

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

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

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

Reviewer's Funding Recommendations	
<i>Check the appropriate box and provide comments if needed</i>	
<input type="checkbox"/> I would support funding for this proposal as written. Comments:	
<input type="checkbox"/> I would support funding this proposal with the following recommended changes. Recommendations:	

<input type="checkbox"/> I do NOT recommend funding this proposal. Comments:
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SUMMARY OF GRANT

Title: Title V State Abstinence Education (AEGP) Grant Program

Policy Implications:

- Constitution _____
- General Statute # _____
- SBE Policy # TCS-O-001
- SBE Policy Amendment
- SBE Policy (New)
- APA # _____
- APA Amendment
- APA (New)
- Other Title V AEGP Grant

Presenter(s): Ms. Angela Quick (Deputy Chief Academic Officer, Academic Services and Instructional Support), Paula Hudson Hildebrand (Chief Health and Community Relations Officer), and Dr. Maria Pitre-Martin (Director, K-12 Curriculum and Instruction)

Description:

The Title V State Abstinence Education (AEGP) Grant Program was extended through Fiscal Year 2014 under the Patient Protection and Affordable Care Act of 2010 (Pub.L.111-148.). The purpose of the State Abstinence Education Program is to support student decisions to abstain from sexual activity by providing abstinence programming as defined by Section 510(b) of the Social Security Act (42 U.S.C 710(b) with focus on those groups that are most likely to bear children out-of-wedlock, such as youth in or aging out-of-foster care. As a condition of receiving this grant, North Carolina must certify that all abstinence education materials that are presented as factual are medically accurate and grounded in scientific research. This also pertains to any materials presented by sub-awardees of the State. In the Funding Opportunity Announcement (FOA) released by the U.S. Department of Health and Human Services Administration for Children and Families (ACF), a guideline of up to 30 sub-awardees was given. The bulk of funding awarded to North Carolina will be distributed to 19 LEAs, 4 Universities and 7 RESAs.

Resources:

Staff time

Input Process:

The criteria used to determine LEA priority for funding was based on high teen pregnancy and birth rates, high rates of children aged 0-17 in foster care, high free and reduced lunch eligibility, and academic risk factors. Priority LEAs are located across the state, although they are somewhat concentrated in the eastern part of the state. The criteria for selection were included in the State Plan. Policy TCS-O-001 was followed.

Stakeholders:

Students, principals, teachers, parents, central office administrators, Child & Family Support Teams, school nurses, School-based and School-linked Health Services/Centers, Universities, RESAs, and the general public

Recommendations:

The State Board of Education is asked to approve funding for up to 19 of the 115 LEAs at the May 2011 SBE meeting.

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

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

Title V State Abstinence Education Grant

The Title V Abstinence Education Grant will enable North Carolina to provide abstinence education consistent with state statute and the Healthful Living Standard Course of Study. The program will focus on students between the ages of 10 to 14 in grades 4 through 6 with special attention to those at increased risk for bearing children out-of-wedlock, academic failure and/or out of home placement. The attention to youth in or aging out-of-foster care reflects the language in the federal Funding Opportunity Announcement (FOA) released by the U.S. Department of Health and Human Services Administration on Children, Youth and Families (ACYF)/Family and Youth Services Bureau (FYSB).

Due to guideline changes listed in the FOA, which allowed up to 30 sub-awardees and increased the responsibility to ensure medical accuracy in programs implemented with Title V funds, the State Plan outlined a strategy to intensely target and fund 19 high risk LEAs, 7 RESAs and 4 University partners (ASU, ECU, UNCP and Duke). NC Healthy Schools prioritized LEAs based on high teen pregnancy and birth rates, high rates of children aged 0-17 in foster care, high free and reduced lunch eligibility and academic risk factors (e.g. poor attendance and low graduation rates). The State Plan will focus on students aged 10 to 14 in grades 4 through 6 in the following 19 LEAs:

1. Alleghany County Schools
2. Anson County Schools
3. Ashe County Schools
4. Bertie County Schools
5. Bladen County, Schools
6. Caldwell County Schools
7. Community in Schools Academy (Robeson County Charter School)
8. Duplin County Schools
9. Edenton/Chowan County Schools
10. Edgecombe County Schools
11. Greene County Schools
12. Halifax County Schools
13. Lee County Schools
14. Lenoir County Schools
15. Nash/Rocky Mount Schools
16. Richmond County Schools
17. Robeson County Schools
18. Scotland County Schools
19. Swain County Schools

These 19 systems serve approximately 133,247 students and of that number, 30,699 are students in Grades four to six. These systems also tend to be in smaller, lower resource, rural and medically underserved counties that have very few mental health resources and adolescent mental health services.

The State Abstinence Plan will build on the existing state and local coordinated school health infrastructure and promote the use of evidence-based curricula, professional development practices and assessment tools. Efforts will focus on four of the eight coordinated school health components 1) Health Education, 2) School Health Services, 3) School Behavioral Health Services, 4) Parent and Community Involvement. The strategy is to provide education and services to North Carolina youth that supports the decision to abstain from sexual activity by providing abstinence education through mentoring, counseling and adult supervision via four components of the eight component Coordinated School Health Model as listed above. ASU, UNCP and ECU will provide direct, in school, behavioral health services to students and families utilizing supervised graduate and doctoral students completing their internships and practicum. The interventions will enhance existing mental, social and behavioral mental health infrastructure

serving targeted middle schools. This infrastructure includes school counselors, school social workers, school nurses, school psychologists, and school-based/school-linked health centers. The existing Child and Family Support Teams (CFST) serve children at risk of academic failure or out of home placement. Increased capacity for collaboration to provide mental health services to middle school students and family members and a strengthened referral systems are potential outcomes. The Center for Child and Family Policy at Duke University will be responsible for creating the data collection tool for capturing the objective efficiency measures.

The 19 high need LEAs will have the opportunity to select programs and services from the Health Education, School Health Services and Family and Community Involvement components of the Coordinated School Health Model.

- **Health Education:** Interventions will address evidence-based curriculum and instruction and evidence based professional development for educators. The plan will support the current 4th-6th grade Healthful Living Standard Course of Study and the new standards to be released in 2011. Interventions will increase capacity at the LEA level by providing training for and promoting use of evidence based tools such as the Health Education Curriculum Analysis Tool (HECAT), Health Education Assessment Project (HEAP), and age appropriate teen pregnancy prevention health education curriculum.
- **School Health Services:** Interventions will enhance existing health services targeting middle schools, such as school nurses, Child & Family Support Teams (CFST) and school-based and school-linked Health Centers. The vision is to strengthen relationships with schools and with the community referral systems and to support for evaluation linking health services to health and education outcomes.
- **Family & Community Involvement:** The plan will leverage existing local coordinated school health infrastructure to engage families and community members. Each LEA has a School Health Advisory Councils (SHACs) created in compliance the SBE Healthy Active Children Policy effective in 2006. The policy specifies that at least one parent representative be a member of the SHAC. The NC Healthy Schools Leadership Assembly convenes LEA teams comprised of the local superintendent, local health director, local school board member, a county or state government representative and the SHAC chair. 2010 Assembly participants will be invited to review and provide feedback on the proposed state plan. Future Assemblies could focus on evidence based abstinence education, counseling and mentoring strategies.

The four components are listed in the Table below.

Table 1. The Coordinated School Health Approach and Partners for Implementation

Coordinated School Health Components	Evidence-Based Programs and Tools	Partners
Health Education (Instruction/Assessment)*	Evidence-based tools, curriculum and instruction: HECAT HEAP Evidence-Based Curriculum	RESAs Healthful Living Consultant LEAs Healthful Living Coordinators Abstinence Education Consultant
School Behavioral Health Services (Counseling/Adult Supervision)*	System of Care Model: On- site Behavioral Health Services University Delivery Model	Four Universities Nineteen LEAs Allied Health Consultant Abstinence Education Consultant
School Health Services (Counseling/Adult Supervision)	School Nurse Child & Family Support Team School-based or School Linked Services	LEAs Allied Health Consultant Abstinence Education Consultant
Family & Community Involvement (Counseling/Adult Supervision)	Evidence based counseling and coaching programs for family members and significant adults: Parents Matter	RESAs Allied Health Consultant LEAs Healthful Living Coordinators Abstinence Education Consultant

*Services options identified in the FOA

Table 2 lists the proposed LEAs to be funded, the district in which they are located, and the services to be received. The LEAs identified for services were LEAs with established relationships with the universities and meeting the funding requirements of the FOA.

NCSBE Policy TCS-O-001 was followed and based on criteria set forth, all priority LEAs were evaluated as STRONG candidates.

Table 2. Priority LEAs, Services and Funding Amount

Priority LEA	SBE District	University Relationship	Type of Service(s) to Receive	Recommended Funding
Alleghany County Schools	7	ASU	Intensive school-based behavioral mental health services	\$10,000
Anson County Schools	6		To select services from 1 or all of 4 remaining interventions	\$57,673
Ashe County Schools	7	ASU	Intensive school-based behavioral mental health services	\$10,000
Bertie County Schools	1		To select services from 1 or all of 4 remaining interventions	\$57,673
Bladen County Schools	4		To select services from 1 or all of 4 remaining interventions	\$57,673
Caldwell County Schools	7		Behavioral health training services to school staff (ASU) To select services from 1 or all of 4 remaining interventions	\$57,673
Community in Schools Academy (Robeson County Charter School)	4	UNCP	Intensive school-based behavioral mental health services	\$10,000
Duplin County Schools	2		To select services from 1 or all of 4 remaining interventions	\$57,673
Edenton/Chowan County Schools	1		To select services from 1 or all of 4 remaining interventions	\$57,673
Edgecombe County Schools	3		To select services from 1 or all of 4 remaining interventions	\$57,673
Greene County Schools	2	ECU	Intensive school-based behavioral mental health services	\$10,000
Halifax County Schools	3	ECU	Intensive school-based behavioral mental health services	\$10,000

Lee County Schools	4		To select services from 1 or all of 4 remaining interventions	\$57,673
Lenoir County Schools	2		To select services from 1 or all of 4 remaining interventions	\$57,673
Nash/Rocky Mount Schools	3		Behavioral health training services to school staff (ECU) To select services from 1 or all of 4 remaining interventions	\$57,673
Richmond County Schools	4		To select services from 1 or all of 4 remaining interventions	\$57,673
Robeson County Schools	4		Behavioral health training services to school staff (UNCP) To select services from 1 or all of 4 remaining interventions	\$57,673
Scotland County Schools	4	UNCP	Intensive school-based behavioral mental health services	\$10,000
Swain County Schools	8		To select services from 1 or all of 4 remaining interventions	\$57,673
TOTAL LEA Funding				\$809,749

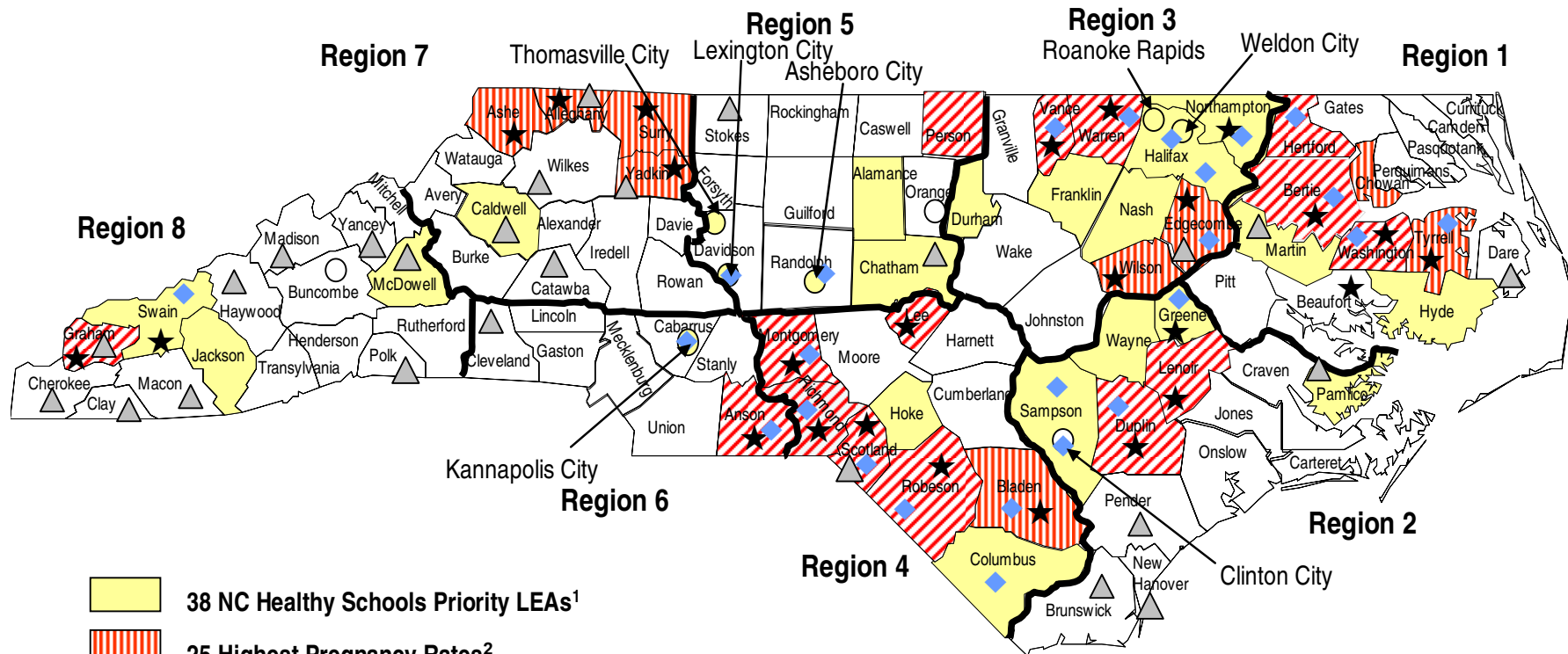
The following counties are the next ten priority LEAs that have been identified as eligible for funding should any of the proposed LEAs listed above decline to participate.

1. Graham County Schools
2. Montgomery County Schools
3. Northampton County Schools
4. Surry County Schools
5. Tyrell County Schools
6. Vance County Schools
7. Warren County Schools
8. Washington County Schools
9. Wilson County Schools
10. Yadkin County Schools

*Figures 1 through 4 provide a visual take on the selection process and were included in the State Plan that was submitted and approved by the ACYF.

Figure 1



Indicators for State Plan Funding Priority



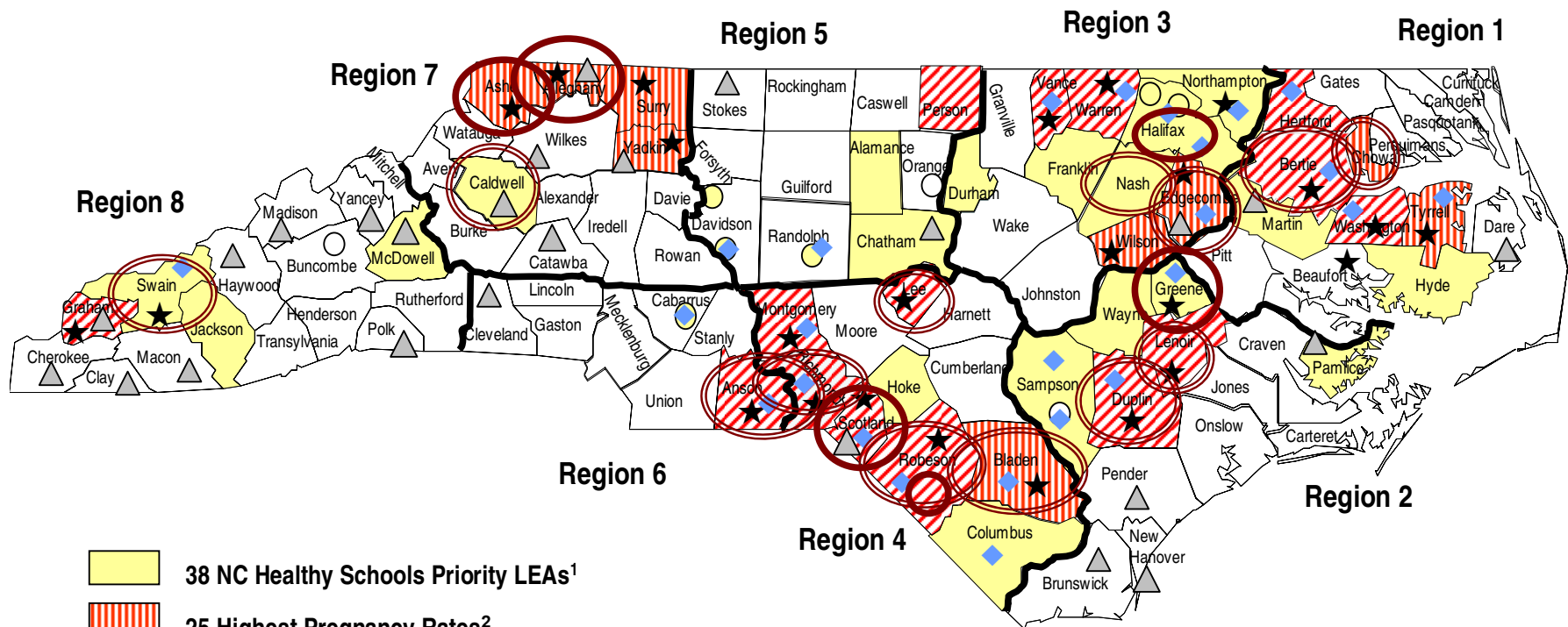
- 38 NC Healthy Schools Priority LEAs¹
- 25 Highest Pregnancy Rates²
- NC Healthy Schools Priority and 25 Highest Pregnancy Rates²
- 25 Highest Birth Rates²
- 25 Highest Rate Children (0-17) in Foster Care³
- 25 Highest Free Lunch Percentage⁴







1 March 2008 NC Healthy Schools DASH 801 Proposal
 2 State Center for Health Statistics 2007 Pregnancy 15-17
 3 NC DSS Foster Care 2008 Numbers & SCHS Population Est.
 4 NC Department of Public Instruction 2010

Figure 2

-  M/B Health Intensive
-  Choice of 4 CSH Components




State Plan Proposed Priority LEAs



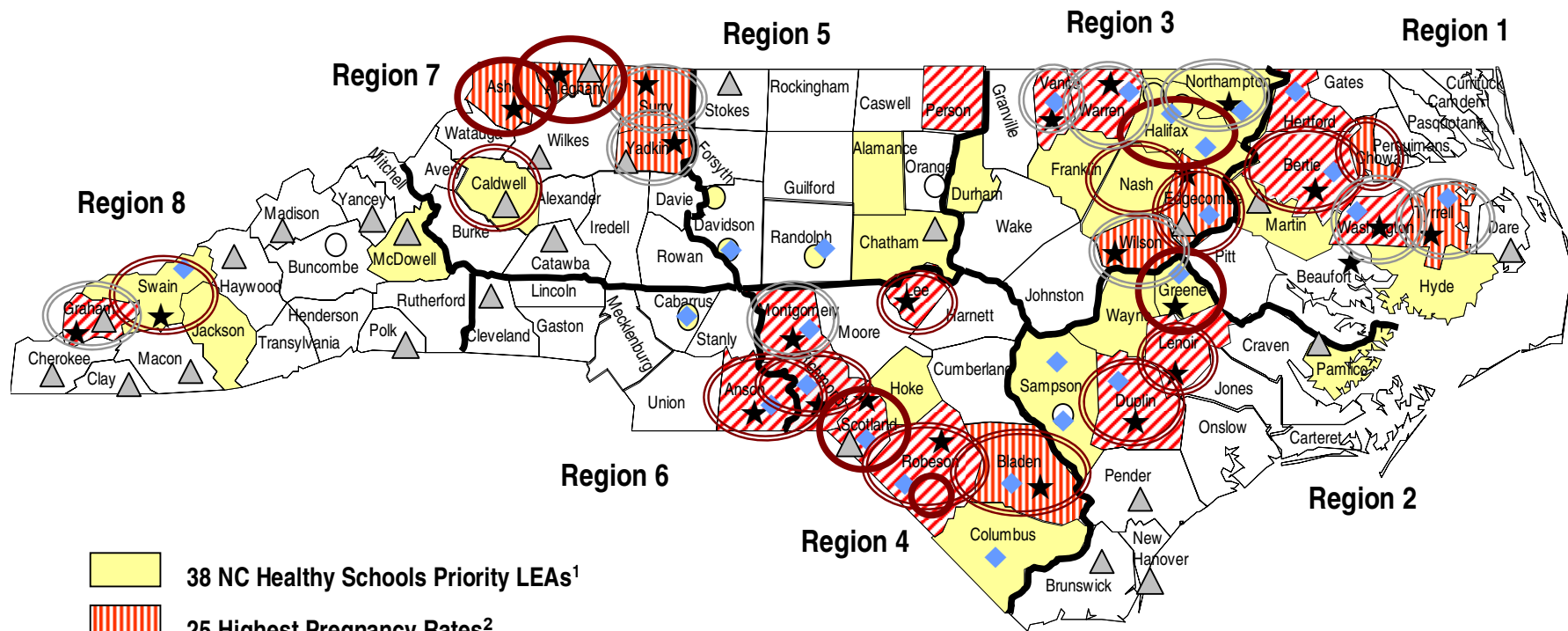
-  38 NC Healthy Schools Priority LEAs¹
-  25 Highest Pregnancy Rates²
-  NC Healthy Schools Priority and 25 Highest Pregnancy Rates²
-  25 Highest Birth Rates²
-  25 Highest Rate Children (0-17) in Foster Care³
-  25 Highest Free Lunch Percentage⁴







1 March 2008 NC Healthy Schools DASH 801 Proposal
 2 State Center for Health Statistics 2007 Pregnancy 15-17
 3 NC DSS Foster Care 2008 Numbers & SCHS Population Est.
 4 NC Department of Public Instruction 2010

Figure 3

-  6 LEAs M/B Health Intensive
-  13 LEAs Choice of Components
-  Next 10 Priority LEAs

State Plan Additional Priority LEAs



-  38 NC Healthy Schools Priority LEAs¹
-  25 Highest Pregnancy Rates²
-  NC Healthy Schools Priority and 25 Highest Pregnancy Rates²
-  25 Highest Birth Rates²
-  25 Highest Rate Children (0-17) in Foster Care³
-  25 Highest Free Lunch Percentage⁴

1 March 2008 NC Healthy Schools DASH 801 Proposal
 2 State Center for Health Statistics 2007 Pregnancy 15-17
 3 NC DSS Foster Care 2008 Numbers & SCHS Population Est.
 4 NC Department of Public Instruction 2010

Figure 4

Healthy Schools Future 2008 – 2013 Priority LEAs

