



Public Schools of North Carolina

State Board of Education
Department of Public Instruction

TEACHER COMPENSATION MODELS AND ADVANCED TEACHING ROLES PROGRAM

Request for Proposals

Issue Date: September 15, 2023

Direct all inquiries concerning this RFP to:

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TEACHER COMPENSATION MODELS AND ADVANCED TEACHING ROLES

A. Authorizing Legislation

The North Carolina Department of Public Instruction (NCDPI), on behalf of the North Carolina State Board of Education (NCSBE) issues this Request for Proposals (RFP) for the teacher compensation models and advanced teaching roles program as directed by the North Carolina General Assembly (NCGA) in Session Law 2020-78 Section 2.6.(a) See: <https://www.ncleg.gov/Sessions/2019/Bills/Senate/PDF/S681v6.pdf>

In the legislation, NCDPI is charged with issuing the RFP, reviewing applications, recommending grant recipients, evaluating grantee programs, overseeing the renewal process for successful grant recipients, and collecting, analyzing, and reporting data to inform the transformation of North Carolina's teacher compensation models and advanced teaching roles. NCDPI will collaborate with grantees to develop advanced teaching roles and organizational models that link teacher performance and professional growth to salary increases in selected local school administrative units for classroom teachers.

By September 15, 2020, and annually thereafter, the State Board of Education shall issue a Request for Proposal (RFP) for the program. The State Board shall prioritize the award of available State funds for the following categories of local school administrative units:

- a. Up to five units with an average daily membership from the previous school year of 4,000 or fewer students.
- b. Up to five units with an average daily membership from the previous school year of between 4,001 and 20,000 students.
- c. Up to five units with an average daily membership from the previous school year of 20,001 or more students.

NCDPI will maintain evaluation of funded projects in preparation for providing ad hoc reports as requested by the NCSBE. NCDPI, in partnership with an independent research organization, will collect formative data from grant recipients on program strategies and activities throughout the grant period and summative data on outputs and outcomes to provide to the State Board of Education on an annual basis. Data and evaluation reports will be designed for use by the State Board of Education in evaluating teacher compensation models and advanced teaching roles programs as required in SL 2020-78 Section 2.6.(a).

B. Purpose of the Program

The State Board of Education shall establish a program (program) to develop advanced teaching roles and organizational models that link teacher performance and professional growth to salary increases for classroom teachers in selected local school administrative units. For the purposes of this section, a classroom teacher is a teacher who works in the classroom providing instruction at least seventy percent (70%) of the instructional day and who is not instructional support personnel.

The purpose of the program shall be to do the following:

- (1) Allow highly effective classroom teachers to teach an increased number of students by assuming accountability for additional students, by becoming a lead classroom teacher accountable for the student performance of all of the students taught by teachers on that lead classroom teacher's team, or by leading a larger effort in the school to implement new instructional models to improve school-wide performance.
- (2) Enable local school administrative units to provide salary supplements to classroom teachers in advanced teaching roles. Selection of an advanced teaching role classroom teacher and award of related salary supplements shall be made on the basis of demonstrated effectiveness and additional responsibilities. Senate Bill 681 Session Law 2020-78 Page 5
- (3) Enable local school administrative units to create innovative compensation models that focus on classroom teacher professional growth that lead to measurable improvements in student outcomes.
- (4) Utilize local plans to establish organizational changes related to compensation in order to sustain evidence-based teaching practices that have the capacity to be replicated throughout the State

The State Board of Education recognizes the critical intersection of leadership and equity of opportunity. Districts are encouraged to develop advanced teaching roles programs that align with the board's priorities to address the following:

- (1) Ensuring that all students in ATR schools have access to a highly effective teacher
- (2) Ensuring that teachers (esp. early-career teachers) are better prepared to meet the needs of every student.
- (3) Providing differentiated support to early-career teachers that support all teachers of various cultural and social backgrounds
- (4) Using objective measures of teacher effectiveness to ensure all qualified teachers have equal opportunity for consideration

C. Award Information and Submission Guidelines

(Note: NCDPI is not bound by any estimates in this notice.)

Estimated Number of Awards: Dependent on funding requests

Estimated Size of Awards: Funds awarded to the local school administrative units shall be awarded in proportion to the

current expenditure of the pilot school administrative unit on teacher salaries.

Project Period:

Implementation beginning with the 2024-2025 school year with option for renewal by the NCSBE every five years.

Available Amount: The program has a total allocation of 1.5 million dollars annually. Future awards are always contingent on available funds in that fiscal year.

Use of Grant Funds. – Funds awarded to local school administrative units shall be used for any of the following:

- 1) Development of advanced teaching role plans.
- 2) Development of professional development courses for teachers in advanced teaching roles that lead to improved student outcomes.
- 3) Transition costs associated with designing and implementing advanced teaching role models. Transition costs may include employing staff members or contractors to assist with design and implementation of the plan.
- 4) Development of the design and implementation of compensation plans that focus on teacher professional growth and student outcomes and the transition costs associated with designing and implementing new compensation plans, including employing staff members or contractors to assist with design and implementation of the plan.

D. Eligibility, Review Process, and Terms and Conditions

For the purposes of this program, local school administrative units include traditional Local Education Agencies (LEAs). A classroom teacher is defined as a teacher who works in the classroom providing instruction at least seventy percent (70%) of the instructional day and who is not instructional support personnel.

Key Dates and Review Process

| | |
|--|--------------------|
| NCSBE shall issue a Request for Proposals (RFP) for the program | September 15, 2023 |
| Deadline for local boards of education to submit their proposals | October 13, 2023 |
| NCSBE shall select local school administrative units for the program | December 15, 2023 |

Review Process

Proposals received by 5pm on October 13, 2023 will be subject to review.

Any proposal received after 5pm on October 13, 2023 will not be reviewed.

Proposals will be evaluated according to the procedures defined in NCSBE policy [CNTR-001](#). NCDPI reviewers may, at their discretion, consider NCSBE/NCDPI priorities, Geographic Area Needs, Socioeconomic Needs, Number of Projects/Total Funding Received, and an Applicant's Prior Performance when making final award determinations.

The State Board shall prioritize the award of available State funds for the following categories of local school administrative units:

- a) Up to five units with an average daily membership from the previous school year of 4,000 or fewer students.
- b) Up to five units with an average daily membership from the previous school year of between 4,001 and 20,000 students.
- c) Up to five units with an average daily membership from the previous school year of 20,001 or more students.

Terms and Conditions

- **Program Evaluation.** – The State Board of Education shall evaluate how the advanced teaching roles and new compensation plans have accomplished, at a minimum, the following:
 - 1) Improvement in the quality of classroom instruction and increases in school-wide growth or the growth of teachers who are mentored or impacted by a teacher in an advanced teaching role.
 - 2) An increase in the attractiveness of teaching.
 - 3) Recognition, impact, and retention of high-quality classroom teachers.
 - 4) Assistance to and retention of beginning classroom teachers.
 - 5) Improvement in and expansion of the use of technology and digital learning.
 - 6) Improvement in school culture based on school climate survey results.
- **Class Size Flexibility.** – Notwithstanding G.S. 115C-301, with the approval of the State Board of Education, Advanced Teaching Roles schools selected to participate in the program may exceed the maximum class size requirements for kindergarten through third grade during the term of up to three years in which State funds are awarded to the local school administrative unit where the school is located. At the conclusion of the term, any class size flexibility approved for an Advanced Teaching Roles school pursuant to this subsection shall expire.

E. How to Submit

Submission Guidelines

Each applicant must submit one (1) original application, signed in blue ink; 5 copies; and an electronic copy on a readable CD or USB flash drive by mail or delivery service (e.g., FedEx, UPS) addressed to:

North Carolina Department of Public Instruction
c/o Kim Evans
6368 Mail Service Center
Raleigh, NC 27699-6368

Proposals must be received by 5 pm on October 13, 2023. Proof of receipt is recommended. Please note that if any discrepancies are found between the original, copies, and electronic versions, the original version will be accepted as final and scored accordingly.

Required Elements of a Proposal

Cover Page

(Reproduce and complete Appendix C of this RFP. The Cover page is not included in the 30-page narrative count.)

The cover page of the original document must be signed in blue ink, by an individual who is authorized to bind the agency. Unsigned proposals will not be reviewed.

Table of Contents

(The Table of Contents is not included in the 30-page narrative count.)

Narrative Description

(The narrative portion of the application is limited to 30 pages, double-spaced (no more than three lines per vertical inch). Applicants must use Times New Roman 12-point font for the narrative. Text that is included in table structures may be single-spaced, but must also adhere to the Times New Roman 12-point font style. One-inch margins must be used for the top, bottom, right and left sides of the narrative. Pages must be numbered. The first page of the narrative must be numbered 1 of the maximum 30 pages. The applicant may place the name of their organization and page numbering within the margins.)

The narrative portion of the application must include a detailed explanation of the following components:

- (1) Description of the program structure, including the process for teacher advancement based on performance, professional growth, or the specific teacher roles assumed by the teacher. 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 and elaborate on ways in which the proposal is linked to the school system's total plan, as well as state priorities

- (2) Descriptions of the advanced teaching roles, including minimum qualifications for the positions that must include at least one of the following:
 - i. Advanced certifications, such as National Board for Professional Teaching Standards Certification, or a master's degree in the area in which the classroom teacher is licensed and teaching.
 - ii. A rating of at least accomplished on each of the Teacher Evaluation Standards 1-5 on the North Carolina Teacher Evaluation instrument or the equivalent on an out-of-state evaluation system.
 - iii. Evidence that the teacher has exceeded expected student growth based on three years of teacher evaluation data as calculated by the State Board of Education.
 - iv. Equivalent demonstrated mastery of teaching skills as required by the new local compensation model.

- (3) Job responsibilities that include at least one of the following:
 - i. Teaching an increased number of students and being accountable for their performance as the teacher of record for those students.
 - ii. Advanced teachers conduct observations and provide critical feedback as part of the evaluation process.
 - iii. Becoming a lead classroom teacher among a group of teachers and being the teacher of record for all students taught by that group of teachers.
 - iv. Leading a school-wide effort to implement data-driven instructional models that include blended learning environments, utilizing digital learning and resources, and focusing on methods of improvement for school-wide performance issues.
 - v. Completing training that certifies the teacher as an in-house provider of professional development or functioning as an instructional content area coach or a coach in another professional development area.

- (4) Description of how the local school administrative unit will inform all employees and the public on the criteria and selection for the advanced teaching roles, the continued eligibility requirements for the advanced teaching roles, and how the individuals selected for the advanced teaching roles will be evaluated.

- (5) Description of how the local school administrative unit will inform all employees and the public on the criteria for movement on the proposed new local compensation model.

- (6) The process for the voluntary relinquishment of an advanced teaching role, including the associated additional duties. Voluntary relinquishment of the advanced teaching role shall not be considered a demotion under Part 3 of Article 22 of Chapter 115C of the General Statutes.

- (7) Salary supplement information including the following:
 - i. The amount of the salary supplements that will be provided to those selected for the advanced teaching roles. The supplements may be up to thirty percent (30%) of the State teacher salary schedule.
 - ii. A statement by the local school administrative unit that the salary supplements will be paid as a supplement to the classroom teacher's regular

salary and not be included in the average salary calculation used for budgeting State allotments.

- iii. A statement by the local school administrative unit that if a classroom teacher in an advanced teaching role (i) fails to maintain the minimum criteria established for the position, (ii) is not successfully performing the additional duties associated with the advanced teaching role, or (iii) voluntarily relinquishes the advanced teaching role, the teacher shall only be paid the salary applicable to that individual on the State teacher salary schedule and any other local supplements that would otherwise apply to the classroom teacher's compensation.
 - iv. The amount of the salary supplements at all levels of the proposed new local school administrative unit compensation model in relation to the state teacher salary schedule.
- (8) The implementation plan, including the number of schools in the local school administrative unit that will have advanced teaching roles and any new proposed compensation model, the number of advanced teaching roles at each of those schools, the number of students whose teacher of record will be a teacher in an advanced teaching role, and the number of teachers overall who would be eligible for the proposed new local school administrative unit compensation model.
 - (9) Plans for financial sustainability once any grant money that may be awarded to the local school administrative unit is no longer available.
 - (10) 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.
 - (11) Describe how the project will involve the local community beyond the local school system. Detail any anticipated participation of parents, citizens, or business.
 - (12) Cite data that supports need statement. Also, use evidence of socioeconomic status of area, demographic data, and population statistics to support needs.
 - (13) 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.
 - (14) Describe local evaluation procedures and methods of evaluation for the project. Time frames for completing local evaluations must be included.
 - (15) Describe how the LEA will work with an independent research organization, as selected by the NCSBE, to discuss and provide data about their ATR program. This requirement is to provide an annual evaluation report to the General Assembly as stated in G.S. 115C-311(6).

NCDPI may return without review proposals that are incomplete or do not adhere to the formatting instructions.

Attachments

(The following attachments must be submitted with your proposal. The attachments are not included in the 30-page narrative count.)

- Attachment A: Budget
(The budget with detailed justification of line-item expenses is not included in the 30-page narrative count).

Allowable Support Materials

You may attach printed support materials such as reports or brochures related to your project. Support materials may not exceed 10 pages total. Any support materials that exceed 10 pages will be discarded before proposals are distributed to reviewers for rating.

APPENDIX A Proposal Writing and Checklist

- Cover Page**
 - Use format found in Appendix C
 - Signed in blue ink
- Table of Contents**
- Proposal Narrative**
 - Font for all text, including in tables, is 12-point Times New Roman.
 - Text is double-spaced. Text in tables is double- or single-spaced.
 - Does not exceed 30 standard, letter-sized (8.5" x 11") pages.
 - Pages are numbered 1-30 and have 1-inch margins.
 - dNarrative responds to the criteria in Section E of this RFP
- Attachments** (*Attachments are not included in the page count for the narrative.*)
 - Attachment A: Budget**
 - Allowable Support Materials** (May not exceed a total of 10 pages for all materials)

Checklist for Submission Procedures

- One original signed in blue ink ([sent to the contact information below](#)).
- One electronic copy sent by email to Kimberly.evans@dpi.nc.gov or on readable CD or USB flash drive via mail/delivery service (e.g., FedEx, UPS) to NCDPI c/o Kim Evans, 6368 Mail Service Center Raleigh, NC 27699-6368**
- Proposal received at the above address by 5 p.m. on October 13, 2023.

**APPENDIX B
Evaluation Rubric**

| Plan Design | Minimal | Weak | Average | Strong | Excellent |
|--------------------|---|---|---|--|--|
| <p>Descriptors</p> | <p>Plan establishes a program for creating advanced teaching roles.</p> | <p>Plan establishes a clear process for selecting and creating advanced teaching roles.</p> | <p>Plan establishes a clear process for selecting and creating advanced teaching roles. Additionally, the plan establishes a professional development plan for the advanced teaching roles.</p> | <p>Plan establishes a clear process for selecting, creating and developing advanced teacher roles. The plan articulates preliminary work for process and implementation, as well as specific timelines for completion.</p> | <p>Plan establishes a clear process for selecting, creating and developing advanced teacher roles. The plan articulates preliminary work for process and implementation, as well as specific timelines for completion. The plan also contains a coherent theory of action supported by research.</p> |

| Qualifications for Positions | Minimal | Weak | Average | Strong | Excellent |
|--|---|---|---|---|--|
| <p style="text-align: center;">Descriptors</p> | <p>Plan identifies only one approved qualification of individuals in advanced teaching roles.</p> | <p>Plan identifies two qualifications (at least one of which is approved) qualifying of individuals in advanced teaching roles. Plan has a weighting system for the criteria and a theory of action to support that system.</p> | <p>Plan identifies three qualifications (at least one of which is approved) qualifying of individuals in advanced teaching roles. Plan has a weighting system for the criteria and a theory of action to support that system.</p> | <p>Plan identifies four qualifications (at least one of which is approved) qualifying of individuals in advanced teaching roles. Plan has a weighting system for the criteria and a theory of action that includes objective measures of teacher effectiveness to ensure all qualified teachers have equal opportunity for consideration.</p> | <p>Plan identifies five qualifications (at least one of which is approved) qualifying of individuals in advanced teaching roles. Plan has a weighting system for the criteria and a theory of action that includes objective measures of teacher effectiveness to ensure all qualified teachers have equal opportunity for consideration. Plan has a balance of quantitative and qualitative measures.</p> |

| Leadership Outcomes | Minimal | Weak | Average | Strong | Excellent |
|---------------------|---|--|--|---|---|
| Descriptors | Plan describes general outcomes that are expected to arise from the leadership of educators serving in the program's Advanced Teacher Roles | Plan describes specific outcomes that are expected to arise from the leadership of educators serving in the program's Advanced Teacher Roles, and articulates leadership processes that include one of the following: | Plan describes specific outcomes that are expected to arise from the leadership of educators serving in the program's Advanced Teacher Roles and articulates leadership processes that include two of the following: | Plan describes specific outcomes that are expected to arise from the leadership of educators serving in the program's Advanced Teacher Roles, and articulates leadership processes that include three of the following: | Plan describes specific outcomes that are expected to arise from the leadership of educators serving in the program's Advanced Teacher Roles, and articulates leadership processes that include all of the following: |
| | | <ul style="list-style-type: none"> I. Equitably supports teachers of various cultural and social backgrounds II. Ensures that teachers (especially early-career teachers) are better prepared to meet the needs of every student III. All students in ATR schools have access to a highly-effective teacher IV. Differentiated supports to early-career teachers | | | |

| Job Responsibilities | Minimal | Weak | Average | Strong | Excellent |
|--|---|---|---|---|---|
| <p style="text-align: center;">Descriptors</p> | <p>Plan identifies only one approved job responsibility for individuals in advanced teaching roles.</p> | <p>Plan identifies two job responsibilities (at least one of which is approved) for individuals in advanced teaching roles. Plan has a weighting system for the responsibilities and a theory of action to support that system.</p> | <p>Plan identifies three job responsibilities (at least one of which is approved) for individuals in advanced teaching roles. Plan has a weighting system for the responsibilities and a theory of action to support that system.</p> | <p>Plan identifies four job responsibilities (at least one of which is approved) for individuals in advanced teaching roles. Plan has a weighting system for the responsibilities and a theory of action to support that system. Plan has a balance of quantitative and qualitative measures.</p> | <p>Plan identifies five job responsibilities (at least one of which is approved) for individuals in advanced teaching roles. Plan has a weighting system for the responsibilities and a theory of action to support that system. Plan has a balance of quantitative and qualitative measures.</p> |

| Communication Strategy | Minimal | Weak | Average | Strong | Excellent |
|--|--|--|--|--|---|
| <p style="text-align: center;">Descriptors</p> | <p>Plan contains a communication strategy to notify stakeholders of the plan’s provisions.</p> | <p>Evidence that the plan was crafted with the input of a variety of stakeholders. Plan contains a communication strategy to notify stakeholders of the plan’s provisions.</p> | <p>Evidence that the plan was crafted with the input of a variety of stakeholders. Plan design committee members’ names and positions are documented in the plan. Plan contains a communication strategy to notify stakeholders and the public of the plan’s provisions.</p> | <p>Evidence that the plan was crafted with the input of a variety of stakeholders. Plan design committee members’ names and positions are documented in the plan. Plan contains a communication strategy to notify stakeholders and the public of the plan’s provisions. Plan provides specific dates and locations for communicating details to stakeholders and/or public.</p> | <p>Evidence that the plan was crafted with the input of a variety of stakeholders. Plan design committee members’ names and positions are documented in the plan. Plan contains a communication strategy to notify stakeholders and the public of the plan’s provisions. Plan provides specific dates and locations for communicating details to stakeholders and/or public. Plan contains an FAQ from stakeholders/public and responses to these questions from the LEA. Plan includes an ongoing communication strategy for the pilot program (e.g., newsletter, website, etc.)</p> |

| Budget | Minimal | Weak | Average | Strong | Excellent |
|--|--|--|---|---|---|
| <p style="text-align: center;">Descriptors</p> | <p>Plan indicates, in general terms, how funds will be used.</p> | <p>Plan gives detailed budget information on how pilot funds will be allocated in terms of compensation, professional development, and administrative costs.</p> | <p>Plan gives detailed budget information on how pilot funds will be allocated in terms of compensation, professional development, and administrative costs. Plan specifies the number of schools and the number of personnel to be included in the pilot. Plan also indicates any existing local/state funds will be used to supplement the pilot program.</p> | <p>Plan clearly defines how salary supplements will be distributed at all levels of the new compensation model. Plan clearly defines how program funds (and state and local funds) will be used to provide professional development to advanced teaching roles as well as classroom teachers. Plan specifies the number of schools and the number of personnel to be included in the pilot.</p> | <p>Plan clearly defines how salary supplements will be distributed at all levels of the new compensation model. Plan clearly defines how program funds (and state and local funds) will be used to provide professional development to advanced teaching roles as well as classroom teachers. Plan specifies the number of schools and the number of personnel to be included in the pilot. Plan clearly defines how funds will be used by central office personnel to provide support for the pilot program.</p> |

| Sustainability | Minimal | Weak | Average | Strong | Excellent |
|--------------------|---|---|--|--|---|
| <p>Descriptors</p> | <p>Plan indicates an intention of the LEA to continue the program at the conclusion of the pilot.</p> | <p>Plan provides general strategy for how the LEA can continue the program (at least partially) at the conclusion of the pilot.</p> | <p>Plan provides specific details for how the LEA plans to continue and/or expand the program at the conclusion of the pilot. LEA includes possible funding sources (e.g., state, local, or grant funds) for the continuation/expansion of the program. Where grant funds are indicated, specific granting opportunities are identified in the plan.</p> | <p>Plan provides specific details for how the LEA plans to continue and/or expand the program at the conclusion of the pilot. LEA includes specific sources (e.g., state, local, or grant funds) for the continuation/expansion of the program. Where local funds are identified, the local school board indicates its intention to continue the program. Where grant funds are indicated, specific granting opportunities are identified in the plan. Where grant funds are indicated, the LEA identifies current or pending grant funds that could be utilized to continue/expand the program.</p> | <p>Plan provides specific details for how the LEA plans to continue and/or expand the program at the conclusion of the pilot. LEA includes specific sources (e.g., state, local, or grant funds) for the continuation/expansion of the program. Where local funds are identified, the local school board and the county commissioners affirm their intention to continue the program. Where grant funds are indicated, LEA identifies current or pending grant funds that could be utilized to continue/expand the program.</p> |

| Outcomes and Evaluation | Minimal | Weak | Average | Strong | Excellent |
|--|---|---|--|---|--|
| <p style="text-align: center;">Descriptors</p> | <p>Plan articulates proposed outcomes in generic terms (e.g., increased student learning, better teacher morale, etc.).</p> | <p>Plan articulates proposed outcomes in specific terms (e.g., 10% increase in math proficiency, .2 SD difference in NC Teacher Working Conditions Survey, etc.).</p> | <p>Plan articulates proposed outcomes in specific terms (e.g., 10% increase in math proficiency, .2 SD difference in NC Teacher Working Conditions Survey, etc.). Plan also indicates how the LEA will respond to these outcomes with respect to program implementation.</p> | <p>Plan articulates proposed outcomes in specific terms (e.g., 10% increase in math proficiency, .2 SD difference in NC Teacher Working Conditions Survey, etc.). Plan includes current performance metrics of LEA and derives outcome goals based on prior performance. Plan also indicates how the LEA will respond to these outcomes with respect to program implementation.</p> | <p>Plan articulates proposed outcomes in specific terms (e.g., 10% increase in math proficiency, .2 SD difference in NC Teacher Working Conditions Survey, etc.). Plan includes current performance metrics of LEA and derives outcome goals based on prior performance. Plan also indicates how the LEA will respond to these outcomes with respect to program implementation. Plan includes specific timelines for collection of outcomes and how LEA will make program adjustments related to the outcomes.</p> |

APPENDIX C

Proposal Cover Page

(Print or duplicate and complete this form *and include it in your application package.*)

Project Title: _____

| | |
|---|-----------------------|
| Section 1. Applicant Information | |
| LEA: _____ | Tax ID/EIN: _____ |
| Website: _____ | Fax: _____ |
| Mailing Address: _____ | City/State/Zip: _____ |
| RFP Contact Name and Position: _____ | |
| Phone: _____ | Email: _____ |

| | |
|---|--|
| Section 2. Project Information | |
| Project Director Name and Position (if different from contact): _____ | |
| Phone: _____ | Email: _____ |
| Total Project Budget: _____ | Requested Grant Amount: _____ |
| Estimated Number of Schools Served: _____ | Estimated Number of Students Served: _____ |

By signing below, I assure NCDPI that I am an official of the organization and authorized to bind the organization. I certify the following (*check each box so as to indicate your review and certification*):

- The information provided in this proposal is correct and complete.
- The applicant understands that this proposal and all attachments submitted are public records.
- The applicant understands that if awarded a grant, it will be required to:
 - o Participate in all evaluation activities, including collection, recording, and reporting of data, as required by NCDPI, NCSBE, or third-party evaluators, in compliance with relevant privacy laws.
 - o Submit required financial and performance reports to NCDPI.
 - o Comply with the North Carolina General Statutes, the North Carolina Administrative Code, and any other rules or regulations that may govern the performance and oversight of this program.
 - o Begin serving participants before or by July 1, 2025.

Signature and date: (in blue ink) _____

Title: _____ **Phone:** _____

APPENDIX D
Proposal Package Contents

The proposal package should be composed of the following documents in the order below. Each original and copy should be stapled or clipped. The electronic copy on CD or USB drive should be composed of all documents in one PDF file.

Cover Page

Table of Contents

Proposal Narrative (limited to maximum of 30 pages)

Attachment A: Budget

Allowable Supplementary Materials