******

***REQUEST FOR PROPOSAL***

**Information Technology**

**Alignment Project**

**(ITAP)**

***2014-2015***

**Proposals are due by 5:00 pm, July 10, 2014**

Contact: Dr. Hilmi Lahoud, Business Technologies, Program Coordinator

 (919) 807-7116 or lahoudh@nccommunitycolleges.edu

## NORTH CAROLINA COMMUNITY COLLEGE SYSTEM

200 W. JONES STREET 5016 MAIL SERVICE CENTER

RALEIGH, NC 27603-1379 RALEIGH, NC 27699-5016

**INFORMATION TECHNOLOGY ALIGNMENT PROJECT (ITAP)**

**September 1, 2014 – June 30, 2015**

***Proposal Submission Due Date***

***July 10, 2014***

**Introduction**

The Information Technology Alignment Project (ITAP) grant is supported by the Carl D. Perkins Career and Technical Education Act of 2006 and its funding is contingent upon receipt of funds from the U.S. Department of Education. If approved, the project will be completed between September 1, 2014 and June 30, 2015. This grant will be administered by the Career and Technical Education Section in the North Carolina Community College System.

It is the purpose of the Carl D. Perkins Career and Technical Education Act of 2006 to develop more fully the academic and career and technical skills of students by:

* developing challenging academic and technical standards and to assist students to meet such standards, including preparation for high skill, high wage, or high demand occupations in current or emerging professions;
* developing services and activities that integrate rigorous and challenging academic and career and technical instruction;
* providing services and activities designed to develop, implement, and improve career and technical education (CTE);
* disseminating information on best practices that improve CTE programs, services, and activities;
* promoting leadership, initial preparation, and professional development to improve the quality of CTE teachers, faculty, administrators, and counselors; and
* providing individuals with opportunities to develop the knowledge and skills needed to keep the United States competitive.

In keeping with the System’s strategic planning initiative, **SuccessNC** the System Office priorities are focused on bringing more college-ready students into high-quality educational and workforce training programs that will allow them to be well prepared. These priorities are centered on **SuccessNC’s** guiding goals: **Improve Student Success, Increase Student** **Access,** and **Ensure Program Excellence.**

The ITAP will support each SuccessNC guiding goal by providing professional development for instructors in content, methodology, and technology training. This time-limited project must be designed to result in innovative and streamlined curriculum revision strategies which have a long-term, systemic impact in the targeted curriculum area.

The ITAP is designed around a basic framework that must including the following:

a. **Clear and concentrated timeframe** (September 1, 2014 through June 30, 2015);

b. **Resource college leadership approach** (the college submitting the proposal serves as the resource college);

c. **Qualified half-time project director** (designated by the resource college); and

d. **Faculty-driven curriculum development** (representatives from all other colleges, offering the identified curriculum area, are involved in achieving project objectives).

A management team will oversee the activities and budget for this project. The team includes the half-time project director, a college instructional administrator, and the System Office Program Coordinator for the Business Technology curriculum programs. The ITAP will focus on the Information Technology related programs for the following reasons:

* All fifty-eight North Carolina community colleges are currently approved to offer one or more of the information technology programs.
* The last time the Information Technology programs received a comprehensive review was in 2004 as part of Curriculum Improvement Project (CIP). A review and update of the current Information Technology programs is necessary to ensure program quality.
* A review is needed to analyze duplicative aspects of the Information Technology programs.

|  |
| --- |
| * Information Technology programs are critical components of North Carolina’s growth. Information Technology related jobs are cross-sectional and play essential part in all industries and organizations.
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* According to the North Carolina Department of Commerce, there will be an estimated 15,240 additional IT jobs in North Carolina between 2010 and 2020. This includes 2,120 systems analyst positions; 450 in programming; 750 database administration jobs; 3,160 as application program developers; 1,830 network administrators; 1,920 information security analysts; and 2,980 computer support specialists. In addition, it is noted that a career in IT is especially suitable for self-employment.

The ITAP will engage faculty from each of North Carolina’s 58 community colleges to research, develop, and implement appropriate career pathways to support and improve the Information Technology programs in the North Carolina Community College System. In addition to faculty, the project will also engage stakeholders from the North Carolina Department of Public Instruction (NCDPI), CTE business consultants, employers, and representatives from higher education institutions in North Carolina.

Objectives of the ITAP include the following:

* Review the current Information Technology curriculum standards, including the following aspects: (1) alignment of the Information Technology programs to current industry needs (employability skills, common technical core, required courses for each area program major, etc.); and (2) elimination or merge of Information Technology programs.
* Strengthen the alignment of the Information Technology curriculum programs between high schools and community colleges to support Career Pathways, the High School to Community College Articulation Agreement, and Career and College Promise efforts.
* Evaluate the existing Information Technology programs and consider streamlining the related programs into one standard using the Career Clusters model (similar to the Code Green Super CIP model, with a common technical core and focus areas).
* Review all Information Technology core courses. This task includes (1) combining courses as appropriate, (2) eliminate duplicative courses needed, (3) remove course restrictions, (4) develop new courses, and (5) develop student learning outcomes.
* Incorporate employer input into the development and redesign of Information Technology curriculum standards to ensure that graduates will meet workforce needs and expectations.
* Incorporate industry certifications and stackable credentials into existing information technology programs.
* Provide statewide professional development opportunities and training for Information Technology faculty.

**Eligibility**

To be eligible to receive the Information Technology Alignment Project grant, a college must meet the following criteria:

* + College must be currently approved to offer the Computer Technology Integration (A25500) programs or, at least, three of the following Information Technology related programs:
* Computer Information Technology (A25260)
* Computer Programming (A25130)
* Database Management (A25150)
* Desktop Publishing Diploma (D25180)
* Digital Media Technology (A25210)
* Healthcare Business Informatics (A25510)
* High Performance Computing (A25230)
* Information Systems Security (A25270)
* Information Systems Security/Security Hardware (A2527B)
* Networking Technology (A25340)
* Simulation and Game Development (A25450)
* Web Technologies (A25290)

 And

* + Currently offer, at least, two IT related CTE programs, through Career and College Promise.

**Program Alignment Project Standards**

Each proposed project **must** include the following:

a. ***Professional development activities*** for faculty working with information technology students. These activities must include in-service training for faculty in curricula where emerging technologies have brought about changes in curriculum content. They must also include the integration of CTE and academic curricula.

 b. ***Plan for curriculum development, dissemination, and field testing***, especially for curricula that integrate technical and academic methodologies, and curricula that provide a coherent sequence of courses through which occupational and academic skills may be measured.

c. **A*ssessment of programs****,* including the development of industry-driven performance standards and measures and program improvement and accountability.

The programs and activities designed to meet these standards shouldinclude the promotion of partnerships among business, education (including educational agencies and higher educational institutions), industry, labor, community-based organizations, or governmental agencies; the support of technical student and/or faculty organizations, leadership and instructional programs in technology education; and data collection. Colleges are requested to submit proposals that provide statewide leadership in enriching and updating the Information Technology curriculum in the North Carolina Community College System.

**Budget Constraints**

A maximum award of $150,000 will be awarded to one college for the grant period. Expenditures of these funds must be used only to support approved project objectives and outcomes.

a. **Administrative Costs:** The budget may include part of the salary and benefits of a project director **or** it may be used for the salary and benefits of a substitute instructor to release college personnel to direct the project. The salary and benefits of a part-time administrative assistant may be paid as well.

b. **Budget for Faculty Training:** A minimum of **30 percent** of the total budget must be used for items of direct benefit to participating colleges. (See Attachment B, Proposed Budget Form, particularly line items 7-13, Curriculum/Materials Development and/or Faculty In-service Training.)

c. **Faculty In-service Training:** The budget must include travel and subsistence for at least one faculty member, from every North Carolina community college offering the targeted curricula or instructional area, to attend professional development activities and to participate in curriculum development activities.

1. **Equipment:** Furniture and office equipment may not be funded from the grant award.
2. **Time Frame:** The requested, proposed budget will provide funding for appropriate activities that occur between September 1, 2014 and June 30, 2015. The *Proposed Budget Form* will identify the use of these funds.
3. **Contingency of Funds:** The allocation of these funds is contingent upon the availability of funds.
4. **Funds Management:** Funds must be used in accordance with the NCCCS Accounting Procedures Manual.

**Proposal Development Guidelines**

To receive grant funding, the proposal must follow the guidelines and requirements included in this document.

The proposal should provide a straightforward and concise description of activities planned to satisfy the requirements of this Request for Proposal (RFP). Emphasis should be placed on completeness and clarity of content. All information requested must be submitted.

Each proposal must include the following:

1. **Certification Page** (Attachment A)
2. **Proposed Budget** (Attachment B)
3. **Executive Summary** (one page)
4. **Narrative Description** (12 pages)

The narrative should not exceed 12 double-spaced pages (using a 12 point font and 1” margins all around) and should address each of the categories outlined in the Proposal Development Categories section below. **Note**: These same categories serve as the review criteria to rank proposals and make funding decisions. All review criteria/categories, including the 100-point distribution used for the review, are explained below. The Proposal Review Form (Attachment C) is provided for reference.

**Proposal Development Categories and Review Criteria**

All proposal narrative descriptions must address the following categories:

**Identification of Needs/Emerging Issues (20 points)**

List the other colleges that were consulted and the needs and issues that were identified by each of them. Identify the significant changes and the emerging issues which have an impact on the targeted curriculum area. These might include job market developments, advances in technology, new teaching and delivery methods, sociological or economic changes, changes in enrollment patterns, and implementation of state or national educational initiatives. Develop a clear and compelling mission statement for the project, based on the identified needs and issues.

**Project Design and Implementation Plan (25 points)**

Describe the project demonstrable objectives and activities; well-conceived and organized curriculum development activities; targeted professional development activities in curriculum-content updating, methodology training, and technology training; a plan for involving information technology faculty from other colleges in achieving project goals and objectives; and a plan for developing partnerships with appropriate agencies and employers to achieve project goals, including the incorporation of CTE/Perkins Act goals. This section should include a detailed action plan and timetable.

**Outcomes/Project Evaluation (30 points)**

Based on the project design, identify the anticipated outcomes and detailed evaluation methods of this project, including measurable outcomes such as faculty training materials and workshops; alignment of the Information Technology related programs between high schools (Career and College Promise/CTE articulated programs), and community colleges; curriculum materials to be developed; and involvement of faculty from across the state. Identify the expected long-term benefits of the project to the community college system, such as revitalization and upgrading of faculty; development of networks and support groups; seamless articulation/transferability between secondary schools and community colleges; fundamental changes in instructional delivery methods; revised instructional materials derived from instructors' classroom-based research; and/or a program of study which better prepares students for the workplace.

**Leadership, Capacity, and Commitment (15 points)**

Provide evidence of the college's capacity and commitment to launch and manage this statewide project. Describe the college's own program and innovative strategies that have been implemented to enhance instruction in the targeted curriculum area. Identify the proposed project director and explain his/her capabilities to provide statewide leadership. Include a one-page vita/resume for the proposed project director. If a project director has not been determined, please include a detailed description of the required qualifications for the director. (This should be placed at the end of the proposal as an attachment and is the only attachment page allowed in the proposal.) Describe the involvement of the college's academic and administrative leadership in providing oversight, supervision, and support for project activities.

**Budget (10 points)**

In addition to submitting a Proposed Budget (using Attachment C) that conforms to the outlined budget constraints, provide a detailed budget narrative describing considerations of cost-effectiveness and involvement of faculty from across the state in planning and implementing activities designed to achieve the project's goals.

**Reporting Requirements**

The host college is required to submit three reports to the NCCCS that are due

December 1, 2014, March 1, 2015, and August 1, 2015. The format of these reports will

be determined after the host college is selected.

Using materials developed by the host college; NCCCS staff will conduct a post-project evaluation based on the expected outcomes of the project.

**General Submission Instructions**

**A signed, original request must be received no later than 5:00 p.m. on July 10, 2014.**

Faxed copies will not be accepted.

Submit your proposal package to:

Dr. Hilmi Lahoud, Program Coordinator, Business Technologies

North Carolina Community College System Office

**U. S. Postal Address:** 5016 Mail Service Center

Raleigh, NC 27699-5016

**FedEx, UPS, et al. Address:** 200 West Jones Street

Raleigh, NC 27603-1379

In addition, send an electronic copy in PDF format to: lahoudh@nccommunitycolleges.edu

**Grant Proposal Review and Selection Process**

Each application meeting the basic guidelines will be evaluated by a panel of three or more individuals, including both NCCCS and college staff. Following the independent review of applications, the results will be statistically compiled to obtain the individual project score.

Following the reviews, the results will be statistically compiled to obtain the individual proposal score. The proposals will be rated using the Proposal Review Form (Attachment C) in the RFP.

**Proposed Timeline**

June 6, 2014 Release of RFP

July 10, 2014 Proposal Submission Deadline

July 14, 2014 Starting Date of the Review Process

July 18, 2014 Ending Date of the Review Process

August 15, 2014 Presentation of Recommendation to the State Board for Action

August 18, 2014 Notification to Grant Recipient

September 1, 2014 Project Year Begins

June 30, 2015 Project Completed

**Additional Information**

The RFP has been posted on the NCCCS website in Word and PDF formats at the following URL: <http://www.nccommunitycolleges.edu/requests-proposal-rfps>.

Questions about the RFP process may be directed to Dr. Hilmi Lahoud at (919) 807-7116 or lahoudh@nccommunitycolleges.edu.

**Attachment A**

**INFORMATION TECHNOLOGY ALLIGNMENT PROJECT**

**(ITAP)**

**2014-2015**

**CERTIFICATION PAGE**

**College:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Date: \_\_\_\_\_\_\_\_\_\_\_\_\_**

**Contact Person: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Phone:**  ( ) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Extension: \_\_\_\_\_\_\_\_\_\_\_**

**E-mail Address:**  **Fax**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Institutional Certification:**

 agrees to serve as the

(Community College Name)

Resource College for the Information Technology Alignment Project.

We have read and understand the requirements contained in the grant's request for proposal and hereby make application for the funds. The proposal stresses the professional development of instructors, curriculum development and involvement of appropriate industry representatives. The project will be managed by a part-time project director. The college will prepare post-project evaluation materials. Furthermore, all expenditures will be in compliance with the grant requirements.

Project Director’s Name (please print or type): ­­­­­­­­­­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Chief Academic Officer’s Name (please print or type): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

College President’s Name (please print or type): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Attachment B**

**INFORMATION TECHNOLOGY ALLIGNMENT PROJECT**

**(ITAP)**

**2014-2015**

 **PROPOSED BUDGET**

**College: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| --- | --- | --- |
| **Line Item** | **Description** | **Projected Expenditures****2014-2015\*** |
|  1. 1-a. 1-b. 1-c. 1-d. 1-e. 1-f. 2. 2-a. 2-b. 3. 3-a. 3-b. 4. 5. 6. 7. 8. 8-a. 8-b. 9.10.10-a.10-b.11.12.\*\*13.\*\*14.14-a.14-b.15. | ***Administrative Costs***Salaries and BenefitsSalaries-AdministrationSalaries-Support ServicesRetirement ContributionsSocial Security ContributionsLongevity ContributionsHospitalization ContributionsTransportationIn-StateOut-of-StateSubsistenceIn-StateOut-of-StateOther Expenses-Employee EducationSupplies and MaterialsPostage***Curriculum/Materials Development***Contractual ServicesConsultantsTransportation Subsistence***Faculty In-service Training***Contractual ServicesParticipantsTransportationSubsistenceWorkshop ExpensesSupplies and MaterialsPrinting***Other Costs***EquipmentPurchase/LeaseRepairsOther Expenses (Specify) |  |
|  | Total |  |

\* - Colleges may add columns to show institutional support for any line items.

\*\* - Items # 12 and 13 may be used for curriculum/materials development or faculty in-service training.

**Attachment C**

**INFORMATION TECHNOLOGY ALLIGNMENT PROJECT**

**(ITAP)**

**2014-2015**

**PROPOSAL REVIEW FORM**

***(Provided for Reference)***

College: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Reviewer's Name

The evaluation criteria listed below are to be used in evaluating the submitted proposals. Space is provided for recommendations and/or comments. Please use the following rating scale and circle the number indicating your rating beside each item:

1 - Not present in proposal

2 - Weak in concept, presentation, and/or planning

3 - Average in concept, presentation, and/or planning

4 - Above average in concept, presentation, and/or planning

5 - Outstanding in concept, well presented, and shows extensive planning

***Part I: Identification of Need/Emerging Issues (20 Points)***

|  |  |  |  |
| --- | --- | --- | --- |
| ***Item #*** | ***Weight*** | ***Criteria*** | ***Rank*** |
| 1 | 5 points | Clear explanation of issues and needs occurring in the curriculum area(s). Indication of other colleges consulted. | 1 2 3 4 5 |
| 2 | 5 points | Emerging issues which will have an impact on the curriculum area(s) are identified and documented. These might include job market developments, advances in technology, new teaching and delivery methods, sociological or economic changes, changes in enrollment patterns, and/or implementation of state or national educational initiatives. | 1 2 3 4 5 |
| 3 | 10 points | The stated mission for the project is clear and based on identified needs. | 1 2 3 4 5 |

Comments:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Part II: Project Design and Implementation (25 Points)***

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| --- | --- | --- | --- |
| ***Item #*** | ***Weight*** | ***Criteria*** | ***Rank*** |
| 4 | 5 points | The action plan is detailed, relates to the needs identified in Section I, and provides a realistic timetable.  | 1 2 3 4 5 |
| 5 | 5 points | The implementation plan is structured to allow faculty from other colleges to participate in refining the project design, goals, and activities. | 1 2 3 4 5 |
| 6 | 5 points | Appropriate faculty development activities are planned to provide training in curriculum content, instructional methodologies, and technology integration. Plans to include the involvement of the college's own faculty in project activities are outlined. | 1 2 3 4 5 |
| 7 | 5 points | Plans for revision and/or development of curriculum materials are well-conceived and are related to the needs and issues identified in Section I. These activities involve faculty from other colleges approved to offer the targeted curricula. | 1 2 3 4 5 |
| 8 | 5 points | The project design includes strategies for exploring the development of partnerships with appropriate agencies and employers, including the incorporation of CTE/Perkins Act goals. | 1 2 3 4 5 |

Comments:

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***Part III: Outcomes/Project Evaluation (30 Points)***

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| --- | --- | --- | --- |
| ***Item #*** | ***Weight*** | ***Criteria*** | ***Rank*** |
| 9 | 10 points | Based on the project design, measurable anticipated outcomes of this project are included. Projected outcomes include activities and products such as faculty training workshops; alignment of the IT related curricula between high schools (Career and College Promise) and community colleges; curriculum materials development; and involvement of faculty from across the state. | 1 2 3 4 5 |
| 10 | 5 points | Benefits to community college faculty who teach in the identified curriculum area(s) are clearly stated. | 1 2 3 4 5 |
| 11 | 10 points | Narrative includes projected long-term benefits of the project to the community college system in the following areas: curriculum design and classroom instruction, business and industry needs, student retention, graduation and job placement, articulation, and CTE/Perkins Act. | 1 2 3 4 5 |
| 12 | 5 points | Evaluation method(s) for project activities and outcomes is detailed. | 1 2 3 4 5 |

 Comments:

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***Part IV: Leadership, Capacity, and Commitment (15 Points)***

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| --- | --- | --- | --- |
| ***Item #*** | ***Weight*** | ***Criteria*** | ***Rank*** |
| 13 | 5 points | Evidence provided to show the college has the capacity and commitment to launch, manage, and complete this statewide project within the grant period, including administrative support, oversight, and supervision. | 1 2 3 4 5 |
| 14 | 5 points | Evidence provided to show the college has implemented innovative strategies to enhance instruction and learning in the targeted area(s). | 1 2 3 4 5 |
| 15 | 5 points | The proposed project director's vita/resume is attached and verifies the proposed director's knowledge of the subject area and potential to lead a statewide project.***or***If the proposed director has not been identified, a detailed description of the required qualifications for the director is included.  | 1 2 3 4 5 |

 Comments:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Part V: Budget (10 Points)***

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| --- | --- | --- | --- |
| ***Item #*** | ***Weight*** | ***Criteria*** | ***Rank*** |
| 16 | 2.50 points | Proposed budget and narrative indicate adequate planning to complete the identified project objectives and activities. | 1 2 3 4 5 |
| 17 | 2.50 points | Proposed budget is adequate to provide funding for at least one faculty member from every college which offers the identified curricula to attend all appropriate project activities. | 1 2 3 4 5 |
| 18 | 2.50 points | Proposed budget has amounts stated in realistic proportions. | 1 2 3 4 5 |
| 19 | 2.50 points | Proposed budget conforms to budgeting guidelines in RFP. | 1 2 3 4 5 |

Comments:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Overall Comments and Recommendations:**

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**2014 - 2015 Information Technology Alignment Project (ITAP) Reviewer Combined Scoring Form**

**College:**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| RFP Sections | ItemNum | Reviewer A(A) | Reviewer B(B) | Reviewer C(C) | Group Review(G) | A+B+C+G4 | Factor | Average Rating |  | MaxRating |  |
|  |  |  |  |  |  |  |  |  |  |  |  |
| Part I |  |  |  |  |  |  |  |  |  |  |  |
|  |  1 |  |  |  |  |  | x 1 |  |  | 5 |  |
|  |  2 |  |  |  |  |  | x 1 |  |  | 5 |  |
|  |  3 |  |  |  |  |  | x 2 |  |  | 10 |  |
|  |  |  |  |  |  |  |  | sub-total |  | **20** |  |
| Part II |  |  |  |  |  |  |  |  |  |  |  |
|  |  4 |  |  |  |  |  | x 1 |  |  | 5 |  |
|  |  5 |  |  |  |  |  | x 1 |  |  | 5 |  |
|  |  6 |  |  |  |  |  | x 1 |  |  | 5 |  |
|  |  7 |  |  |  |  |  | x 1 |  |  | 5 |  |
|  |  8 |  |  |  |  |  | x 1 |  |  | 5 |  |
|  |  |  |  |  |  |  |  | sub-total |  | **25** |  |
| Part III |  |  |  |  |  |  |  |  |  |  |  |
|  |  9 |  |  |  |  |  | x 2 |  |  | 10 |  |
|  | 10 |  |  |  |  |  | x 1 |  |  | 5 |  |
|  | 11 |  |  |  |  |  | x 2 |  |  | 10 |  |
|  | 12 |  |  |  |  |  | x 1 |  |  | 5 |  |
|  |  |  |  |  |  |  |  | sub-total |  | **30** |  |
| Part IV |  |  |  |  |  |  |  |  |  |  |  |
|  | 13 |  |  |  |  |  | x 1 |  |  | 5 |  |
|  | 14 |  |  |  |  |  | x 1 |  |  | 5 |  |
|  | 15 |  |  |  |  |  | x 1 |  |  | 5 |  |
|  |  |  |  |  |  |  |  | sub-total |  | **15** |  |
| Part V |  |  |  |  |  |  |  |  |  |  |  |
|  | 16 |  |  |  |  |  | / 2 |  |  | 2.5 |  |
|  | 17 |  |  |  |  |  | / 2 |  |  | 2.5 |  |
|  | 18 |  |  |  |  |  | / 2 |  |  | 2.5 |  |
|  | 19 |  |  |  |  |  | / 2 |  |  | 2.5 |  |
|  |  |  |  |  |  |  |  | sub-total |  | **10** |  |
|  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  | **TOTAL** |  | **100** |  |