



NORTH CAROLINA COMMUNITY COLLEGE SYSTEM
Dr. R. Scott Ralls, President

March 21, 2012

PROPOSAL DEADLINE: April 24, 2012

MEMORANDUM

TO: Community College Presidents
Chief Academic Officers

FROM: Sharon E. Morrissey, Senior Vice President and Chief Academic Officer
Academic and Student Services

SUBJECT: Request for Proposal (RFP)
Mathematics Curriculum Improvement Project (CIP) Grant for 2012-2014

State Board Reserve Funds have been requested to support a Mathematics Curriculum Improvement Project (CIP) grant for 2012-2014. Proposals are now being solicited, *contingent upon the availability of funds*. The Request for Proposal (RFP) is attached, with a submission deadline of April 24, 2012.

The 2012-2014 Curriculum Improvement Project will focus on mathematics. The CIP will be two years in length and will run from July 1, 2012, through June 30, 2014. Funding will be divided over two years and will be awarded annually. Second-year funding will be contingent upon the availability of funds and the success of the first year of the project.

Curriculum Improvement Projects were developed as a means of providing funding for systemwide projects in curriculum or instructional areas that are experiencing significant changes, such as job market developments, advances in technology, new teaching and delivery methods, and implementation of state or national educational initiatives. Each project should result in professional development activities for instructors, and in innovative instructional strategies which have a long-term, systemic impact in the targeted curriculum area. Colleges interested in taking the lead on this initiative are encouraged to apply.

A link to the RFP has also been posted on the NCCCS website in Word and PDF formats for your reference. The website address is:

<http://www.nccommunitycolleges.edu/Programs/index.html>

If you have questions about the RFP or the CIP process, please contact Hilmi Lahoud, Program Coordinator/CIP Manager, at 919-807-7116 or lahoudh@nccommunitycolleges.edu.

Attachment

SEM/JF/hl

c: Mr. Van Wilson
Ms. Jennifer Frazelle
Dr. Hilmi Lahoud
Ms. Elizabeth Spragins

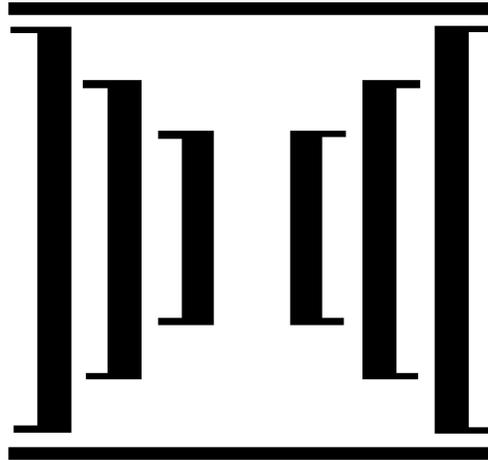
CC12-008
Email

MAILING ADDRESS: 5016 MAIL SERVICE CENTER ~ RALEIGH, NC 27699-5016

Street Address: 200 West Jones ~ Raleigh, NC 27603 ~ 919-807-7100 ~ Fax 919-807-7164

AN EQUAL OPPORTUNITY EMPLOYER

North Carolina Community College System



STATE BOARD RESERVE FUND

REQUEST FOR PROPOSAL

FOR

CURRICULUM IMPROVEMENT PROJECT

MATHEMATICS GRANT

2012 - 2014

***Proposal Submission Due Date:
April 24, 2012***

Issued by

**North Carolina Community College System, R. Scott Ralls, President
State Board of Community Colleges, Ms. Hilda Pinnix-Ragland, Chairman**

The North Carolina Community College System does not discriminate in its employment practices and offers all programs, activities, and services without regard to race, color, gender, disability, religion, age, political affiliation, or national origin.

CURRICULUM IMPROVEMENT PROJECT MATHEMATICS GRANT 2012 - 2014

*Proposal Submission Due Date
April 24, 2012*

INTRODUCTION

The Mathematics Curriculum Improvement Project (CIP) grant opportunity, if funded, will be supported by North Carolina State Board of Community Colleges Reserve Funds. If approved, the project will be two years in length, but will only be funded on an annual basis. The allocation of these funds for the fiscal year beginning July 1, 2012, is *contingent upon the availability of funds*. The grants are administered by the Division of Academic and Student Services in the North Carolina Community College System Office.

Curriculum Improvement Projects were developed as a means of providing funding for systemwide projects in curriculum or instructional areas which are experiencing significant changes, such as job market developments, advances in technology, new teaching and delivery methods, and implementation of state or national educational initiatives. The projects are based on the belief that the classroom instructor is the critical factor in educational quality.

Professional development activities form the foundation for curriculum development and upgrading. Each project is required to provide professional development for instructors in content, methodology, and technology training. The two-year project should result in innovative instructional strategies which have a long-term, systemic impact in the targeted curriculum area.

Each Curriculum Improvement Project is designed around a basic framework, including the following:

- a. **a concentrated time frame** (each project is two years in length);
- b. **a resource-college leadership approach** (the college submitting the proposal serves as the resource college);
- c. **a full-time director**; 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 oversees the activities and budget for each project. The team includes the project director, a college instructional administrator, and the state-level educational consultant for the targeted curriculum area. The 2012-2014 CIP will focus on the mathematics curriculum for the following reasons:

- A recent study of the 11,115 NCCCS students who transferred 24 or more credit hours to a UNC institution from 2004 – 2008 revealed that 60% of the students had not taken any math courses before transfer.
- An NCCCS Research Brief revealed that only 45% of the first-time college students who enrolled in community colleges in fall semester 2004 completed a credential, transferred, or remained enrolled after six years.

- A recent SREB report shows that only 30% of the full-time students who enrolled in 2006 graduated or transferred within three years.
- An Achieving the Dream analysis of NCCCS developmental student progression showed that of the students who place in the lowest levels of developmental math, only 8% ever successfully complete a college-level math course.
- The redesigned developmental math curriculum will be implemented during the 2012-2013 academic year. Extending math redesign to the curriculum level will support the Super CIP and STEM initiatives, strengthen student transfer success, and better prepare students with the math competencies needed for the workforce.

The NC Math CIP will engage mathematics faculty members, as well as faculty from other disciplines as needed, from across the 58 community colleges to research, develop, and implement appropriate mathematics pathways to support STEM and non-STEM curriculum programs in the North Carolina Community College System. University mathematics faculty and representatives from business and industry will inform the development of the Math Pathways. Models developed by other states, such as the Carnegie Foundation’s Statway, Quantway, and STEMway tracks, may be evaluated as part of this project.

Goals of the NC Math CIP will include the following:

1. Identify opportunities to offer college-level math pathway courses to dual enrolled high school students to satisfy the 4th high school math requirement.
2. Accomplish vertical alignment of K12 math competencies, community college math competencies, and university transfer competencies (Core-to-College Alignment).
3. Make the link between math learning outcomes and careers more explicit.
4. Make community college math requirements/pathways more explicit and easier for students to understand.
5. Ensure articulation/transferability of new math pathways. Support the goals of the NC STEM Learning Network. To that end, new pathways, such as the Carnegie Foundation’s STEMway, might be incorporated. Planning for STEMway is incomplete, but the preliminary framework suggests a calculus-based math sequence to support science, technology, engineering, and math majors.

CURRICULUM IMPROVEMENT PROJECT STANDARDS

Each CIP **must** include the following:

- a. **Professional development activities** for faculty working with technical and transfer students. Professional development 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 technical and academic curricula.
- b. **Development, dissemination, and field testing of curricula**, especially 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. **Assessment 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 should include the promotion of partnerships among business, education (including educational agencies), industry, labor, community-based organizations, or governmental agencies; the support for College Tech Prep education; the support of technical student and/or faculty organizations, especially with respect to efforts to increase minority participation in such organizations; leadership and instructional programs in technology education; and data collection.

Colleges are requested to submit proposals that provide statewide leadership in enriching and upgrading the math curriculum in the North Carolina Community College System.

Using materials developed by the host college (the college awarded the CIP grant), the System Office staff will conduct a post-project evaluation based on the expected outcomes of the project. A maximum award of \$150,000 per year will be awarded.

The State Board of Community Colleges may make budget adjustments subject to the availability of funds to be awarded. Expenditures of these funds must be used only to support approved project objectives and outcomes.

Budget Constraints

- a. **Administrative Costs:** The budget may include part or all 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. **Percentage of Budget for Faculty Training:** A minimum of **30 percent** of the total budget each year must be allocated for items of direct benefit to participating colleges. (See Attachment B, Proposed Budget Form. Review line items 7-13, Curriculum/Materials Development and/or Faculty Inservice Training.)
- c. **Faculty In-service Training:** The budget must include travel and subsistence for at least one faculty member from every college offering the targeted curriculum or instructional area to attend professional development activities and to participate in curriculum development activities.
- d. **Equipment:** Furniture and office equipment may not be funded from the grant award.
- e. **Time Frame:** The requested proposed budget must cover **two** years. The proposed budget form will identify the use of funds from July 1, 2012, through June 30, 2013, and July 1, 2013, through June 30, 2014.
- f. **Contingency of Funds:** The allocation of these funds for the fiscal year beginning July 1, 2012, is contingent upon the availability of funds.
- g. **Funds Management:** Funds must be used in accordance with the North Carolina Community College System 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 the 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. **One-page executive summary** of the project
4. **Narrative description** of the proposed project. 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 for assessing and selecting CIP proposals to be funded. All review criteria/categories, including the 100-point distribution used for the review, are explained below. The Proposal Review Form (Attachment C) is provided as a reference.

PROPOSAL DEVELOPMENT CATEGORIES AND REVIEW CRITERIA

All CIP 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 objectives and activities, including demonstrable objectives; well-conceived and organized curriculum development activities; targeted professional development activities in curriculum-content updating, methodology training, and technology training; a plan for involving other colleges in achieving project goals and objectives; a plan for achieving College Tech Prep goals and objectives; and a plan for developing partnerships with appropriate agencies and employers to achieve project 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 of this project, including measurable outcomes such as faculty training workshops; vertical alignment of K12 math competencies, community college competencies, and university competencies (core-to-college alignment); curriculum materials to be developed; and involvement of faculty. 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; increased articulation/transferability of math; identification of opportunities for dually enrolled high school students to satisfy the fourth math requirement; clarification of the link between math learning outcomes and careers; 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 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. Describe a process for establishing a State-Level Advisory Committee.

Budget (10 points)

In addition to submitting a Proposed Budget (using Attachment C), 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.

GENERAL SUBMISSION INSTRUCTIONS

One original and three copies of the proposal should be submitted. Please do not place copies in notebooks or binders. All proposals should have page numbers and should be stapled for easier processing. We regret that we cannot accept faxed copies. The original and three copies of the proposal should arrive in the **office of the Senior Vice President and Chief Academic Officer, Academic and Student Services, by 5:00 p.m. on April 24, 2012.**

Submit your proposal package to: **Senior Vice President and Chief Academic Officer
Academic and Student Services
North Carolina Community College System Office
5016 Mail Service Center
Raleigh, NC 27699-5016
Attn: CIP Proposal**

GRANT PROPOSAL REVIEW AND SELECTION PROCESS

Each proposal will be evaluated by a peer review committee, which includes previous or current CIP directors and/or administrators. 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:

March 21, 2012	Release of RFP to Colleges
April 24, 2012	Proposal Submission Deadline (5:00 p.m. deadline)
April 25- May 3, 2012	Review of Proposals
May 18, 2012	Presentation of Recommendation to the State Board for Action
May 22, 2012	Notification to Grant Recipient
July 1, 2012	Project Year Begins

ADDITIONAL INFORMATION

The RFP has been posted on the NCCCS website in Word and PDF formats at the following URL: <http://www.nccommunitycolleges.edu/Programs/index.html>

Questions about the RFP or the CIP process may be directed to the System Office CIP Manager, Dr. Hilmi Lahoud, at 919-807-7116 or lahoudh@nccommunitycolleges.edu.

Attachment A

**CURRICULUM IMPROVEMENT PROJECT
MATHEMATICS GRANT PROPOSAL
2012-2014**

CERTIFICATION PAGE

College: _____ **Date:** _____

Project Title: _____

Contact Person for the Proposal: _____

Phone: (_____) _____ **Extension:** _____

E-mail Address: _____ **Fax:** _____

Institutional Certification:

_____ agrees to serve as the
(Community College Name)

resource college for the Mathematics Curriculum Improvement 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 and establishes a State-level Advisory Committee of appropriate industry representatives which will provide guidance to the project. The project will be managed by a full-time project director. The college will prepare post-project evaluation materials. Furthermore, all expenditures will be in compliance with the grant requirements.

Chief Academic Officer's Name (please print or type): _____

Signature: _____ Date: _____

College President's Name (please print or type): _____

Signature: _____ Date: _____

Attachment B

**CURRICULUM IMPROVEMENT PROJECT
MATHEMATICS GRANT
2012-2014
PROPOSED BUDGET**

Resource College: _____ **Date:** _____

Project:

Line Item	Description	Projected Expenditures 2012-2013*	Projected Expenditures 2013-2014 *
	<i>Administrative Costs</i>		
1.	Salaries & Benefits		
1-a.	Salaries-Administration		
1-b.	Salaries-Support Services		
1-c.	Retirement Contributions		
1-d.	Social Security Contributions		
1-e.	Longevity Contributions		
1-f.	Hospitalization Contributions		
2.	Transportation		
2-a.	In-State		
2-b.	Out-of-State		
3.	Subsistence		
3-a.	In-State		
3-b.	Out-of-State		
4.	Other Expenses-Employee Education		
5.	Supplies and Materials		
6.	Postage		
	<i>Curriculum/Materials Development</i>		
7.	Contractual Services		
8.	Consultants		
8-a.	Transportation		
8-b.	Subsistence		
	<i>Faculty Inservice Training</i>		
9.	Contractual Services		
10.	Participants		
10-a.	Transportation		
10-b.	Subsistence		
11.	Workshop Expenses		
12.**	Supplies and Materials		
13.**	Printing		
	<i>Other Costs</i>		
14.	Equipment		
14-a.	Purchase/Lease		
14-b.	Repairs		
15.	Other 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 Inservice Training.

Attachment C
**CURRICULUM IMPROVEMENT PROJECT
 MATHEMATICS GRANT
 2012-2014**

PROPOSAL REVIEW

Community College Name: _____

Project Title: _____

Reviewer's Name _____

The evaluation criteria listed below are to be used in evaluating the Curriculum Improvement Project proposals. Space is provided for recommendations and/or comments. Please use the following rating scale and circle the number corresponding to 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%)

<u>Item #</u>	<u>Weight</u>	<u>Criteria</u>	<u>Rank</u>
1	5.00%	Clear explanation of significant changes that are occurring in the curriculum area(s).	1 2 3 4 5
2	5.00%	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	10.00%	The stated mission for the project is clear.	1 2 3 4 5

Comments:

Part II: Project Design and Implementation (25%)

<u>Item #</u>	<u>Weight</u>	<u>Criteria</u>	<u>Rank</u>
4	5.00%	Based on the issues and needs identified in Section I, the implementation plan details comprehensive and realistic time tables which are achievable within a two-year project.	1 2 3 4 5
5	5.00%	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	5.00%	Appropriate faculty development activities are planned to provide training and upgrading opportunities 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	5.00%	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 target area.	1 2 3 4 5
8	5.00%	The project design includes strategies for exploring the development of partnerships with appropriate agencies and employers, including the incorporation of College Tech Prep goals and/or a plan to articulate vocational courses.	1 2 3 4 5

Comments:

Part III: Outcomes/Project Evaluation (30%)

<u>Item #</u>	<u>Weight</u>	<u>Criteria</u>	<u>Rank</u>
9	10.00%	Based on the project design, measurable anticipated outcomes of this project are included. Projected outcomes include activities and products such as faculty training workshops; vertical alignment of K12 math competencies, community college competencies, and university competencies (core-to-college alignment); curriculum materials development; and involvement of faculty from across the state.	1 2 3 4 5
10	5.00%	Benefits to community college faculty who teach in the identified curriculum area(s) are clearly stated.	1 2 3 4 5
11	10.00%	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 College Tech Prep.	1 2 3 4 5
12	5.00%	Evaluation method(s) for project activities and outcomes is detailed.	1 2 3 4 5

Comments:

Part IV: Leadership, Capacity, and Commitment (15%)

<u>Item #</u>	<u>Weight</u>	<u>Criteria</u>	<u>Rank</u>
13	5.00%	Evidence provided to show the college has the capacity and commitment to launch and manage this two-year statewide project, including administrative support, oversight, and supervision.	1 2 3 4 5
14	5.00%	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	5.00%	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. <i>or</i> 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:

2012 - 2014 Mathematics CIP Proposal Review - Scoring Form

Submitting College: _____

Project Title: _____ **Project Code:** _____

RFP Sections	Item Num	Reviewer A (A)	Reviewer B (B)	Reviewer C (C)	Group Review (G)	$\frac{A+B+C+G}{4}$	Factor	Average Rating	Max Rating	
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