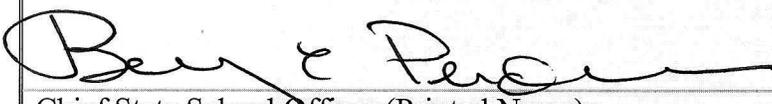
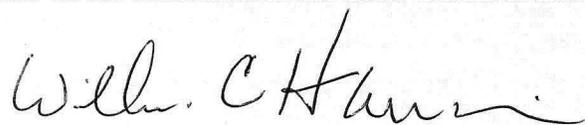




Race To The Top Application

Office of The Governor :: Beverly Perdue
State of North Carolina :: June 2010

**III. RACE TO THE TOP APPLICATION ASSURANCES
(CFDA No. 84.395A)**

Legal Name of Applicant (Office of the Governor): Office of the Governor (NC) Beverly Eaves Perdue, Governor	Applicant's Mailing Address: Office of the Governor 20301 Mail Service Center Raleigh, NC 27699-0301
Employer Identification Number: 561310675	Organizational DUNS: 003553190
State Race to the Top Contact Name: (Single point of contact for communication) Myra Best	Contact Position and Office: Special Advisor to the Governor for Education and Innovation
Contact Telephone: 919-733-0413	Contact E-mail Address: Myra.best@nc.gov
Required Applicant Signatures:	
To the best of my knowledge and belief, all of the information and data in this application are true and correct.	
I further certify that I have read the application, am fully committed to it, and will support its implementation:	
Governor or Authorized Representative of the Governor (Printed Name): Beverly Eaves Perdue	Telephone: 919-733-5811
Signature of Governor or Authorized Representative of the Governor:	Date: 5/27/10
	
Chief State School Officer (Printed Name): June St. Clair Atkinson	Telephone: 919-807-3430
Signature of the Chief State School Officer:	Date: 5/27/10
	
President of the State Board of Education (Printed Name): William C. Harrison	Telephone: 919-807-3441
Signature of the President of the State Board of Education:	Date: 5/27/10
	

State Attorney General Certification

I certify that the State's description of, and statements and conclusions concerning, State law, statute, and regulation in its application are complete, accurate, and constitute a reasonable interpretation of State law, statute, and regulation.

(See especially Eligibility Requirement (b), Selection Criteria (B)(1), (D)(1), (E)(1), (F)(2), (F)(3).)

I certify that the State does not have any legal, statutory, or regulatory barriers at the State level to linking data on student achievement (as defined in this notice) or student growth (as defined in this notice) to teachers and principals for the purpose of teacher and principal evaluation.

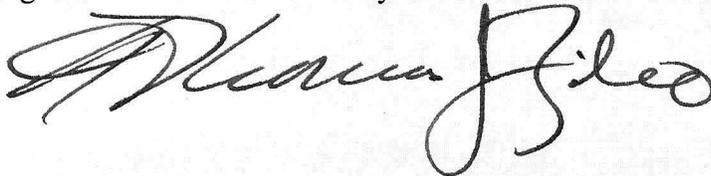
State Attorney General or Authorized Representative (Printed Name):

Thomas J. Ziko, Senior Deputy Attorney General

Telephone:

919-716-6920

Signature of the State Attorney General or Authorized Representative:



Date:

5/27/10

IV. ACCOUNTABILITY, TRANSPARENCY, REPORTING AND OTHER ASSURANCES AND CERTIFICATIONS

Accountability, Transparency and Reporting Assurances

The Governor or his/her authorized representative assures that the State will comply with all of the accountability, transparency, and reporting requirements that apply to the Race to the Top program, including the following:

- For each year of the program, the State will submit a report to the Secretary, at such time and in such manner as the Secretary may require, that describes:
 - the uses of funds within the State;
 - how the State distributed the funds it received;
 - the number of jobs that the Governor estimates were saved or created with the funds;
 - the State's progress in reducing inequities in the distribution of highly qualified teachers, implementing a State longitudinal data system, and developing and implementing valid and reliable assessments for limited English proficient students and students with disabilities; and
 - if applicable, a description of each modernization, renovation, or repair project approved in the State application and funded, including the amounts awarded and project costs (ARRA Division A, Section 14008)
- The State will cooperate with any U.S. Comptroller General evaluation of the uses of funds and the impact of funding on the progress made toward closing achievement gaps (ARRA Division A, Section 14009)
- If the State uses funds for any infrastructure investment, the State will certify that the investment received the full review and vetting required by law and that the chief executive accepts responsibility that the investment is an appropriate use of taxpayer funds. This certification will include a description of the investment, the estimated total cost, and the amount of covered funds to be used. The certification will be posted on the State's website and linked to www.Recovery.gov. A State or local agency may not use funds under the ARRA for infrastructure investment funding unless this certification is made and posted. (ARRA Division A, Section 1511)
- The State will submit reports, within 10 days after the end of each calendar quarter, that contain the information required under section 1512(c) of the ARRA in accordance with any guidance issued by the Office of Management and Budget or the Department. (ARRA Division A, Section 1512(c))
- The State will cooperate with any appropriate Federal Inspector General's examination of records under the program. (ARRA Division A, Section 1515)

Other Assurances and Certifications

The Governor or his/her authorized representative assures or certifies the following:

- The State will comply with all applicable assurances in OMB Standard Forms 424B (Assurances for Non-Construction Programs) and to the extent consistent with the State's application, OMB Standard Form 424D (Assurances for Construction Programs), including the assurances relating to the legal authority to apply for assistance; access to records; conflict of interest; merit systems; nondiscrimination; Hatch Act provisions; labor standards; flood hazards; historic preservation; protection of human subjects; animal welfare; lead-based paint; Single Audit Act; and the general agreement to comply with all applicable Federal laws, executive orders and regulations.
- With respect to the certification regarding lobbying in Department Form 80-0013, no Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making or renewal of Federal grants under this program; the State will complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," when required (34 C.F.R. Part 82, Appendix B); and the State will require the full certification, as set forth in 34 C.F.R. Part 82, Appendix A, in the award documents for all subawards at all tiers.
- The State will comply with all of the operational and administrative provisions in Title XV and XIV of the ARRA, including Buy American Requirements (ARRA Division A, Section 1605), Wage Rate Requirements (section 1606), and any applicable environmental impact requirements of the National Environmental Policy Act of 1970 (NEPA), as amended, (42 U.S.C. 4371 et seq.) (ARRA Division A, Section 1609). In using ARRA funds for infrastructure investment, recipients will comply with the requirement regarding Preferences for Quick Start Activities (ARRA Division A, Section 1602).
- Any local educational agency (LEA) receiving funding under this program will have on file with the State a set of assurances that meets the requirements of section 442 of the General Education Provisions Act (GEPA) (20 U.S.C. 1232e).
- Any LEA receiving funding under this program will have on file with the State (through either its Stabilization Fiscal Stabilization Fund application or another U.S. Department of Education Federal grant) a description of how the LEA will comply with the requirements of section 427 of GEPA (20 U.S.C. 1228a). The description must include information on the steps the LEA proposes to take to permit students, teachers, and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability, and age) that impede access to, or participation in, the program.
- The State and other entities will comply with the Education Department General Administrative Regulations (EDGAR), including the following provisions as applicable: 34 CFR Part 74—Administration of Grants and Agreements with Institutions of Higher Education, Hospitals, and Other Non-Profit Organizations; 34 CFR Part 75—Direct Grant Programs; 34 CFR Part 77—Definitions that Apply to Department Regulations; 34 CFR Part

80– Uniform Administrative Requirements for Grants and Cooperative Agreements to State and Local Governments, including the procurement provisions; 34 CFR Part 81– General Education Provisions Act–Enforcement; 34 CFR Part 82– New Restrictions on Lobbying; 34 CFR Part 84–Governmentwide Requirements for Drug-Free Workplace (Financial Assistance); 34 CFR Part 85–Governmentwide Debarment and Suspension (Nonprocurement).

SIGNATURE BLOCK FOR CERTIFYING OFFICIAL

Governor or Authorized Representative of the Governor (Printed Name): Beverly Eaves Perdue	
Signature of Governor or Authorized Representative of the Governor: 	Date: 5/27/10

Table of Contents

A. State Success Factors	1
A1. Articulating State’s education reform agenda and LEAs’ participation	1
A2. Building strong statewide capacity to implement, scale up, and sustain proposed plans	15
A3. Demonstrating significant progress in raising achievement and closing gaps	38
B. Standards and Assessments	54
B1. Developing and adopting common standards	55
B2. Developing and implementing common, high-quality assessments	59
B3. Supporting the transition to enhanced standards and high-quality assessments	61
C. Data Systems to Support Instruction	73
C1. Fully implementing a statewide longitudinal data system	74
C2. Accessing and using State data	85
C3. Using data to improve instruction	91
D. Great Teachers and Leaders	105
D1. Providing high-quality pathways for aspiring teachers and principals	114
D2. Improving teacher and principal effectiveness based on performance	126
D3. Ensuring equitable distribution of effective teachers and principals	150
D4. Improving the effectiveness of teacher and principal preparation programs	175
D5. Providing effective support to teachers and principals	184
E. Turning Around Lowest-Achieving Schools	198
E1. Intervening in the lowest-achieving schools and LEAs	199
E2. Turning around the lowest-achieving schools	203
F. General	228
F1. Making education funding a priority	228
F2. Ensuring successful conditions for high-performing charter schools and other innovative schools	233
F3. Demonstrating other significant reform conditions	244
Priority 2: Competitive Preference Priority – STEM	250
References	256

Tables

A. State Success Factors

Table 1: Goals, Measures, Baselines, and Final RttT Targets	6
Table 2: Overview of NC RttT Initiatives	9
Table 3: Alignment of Other Federal Grant Funds with NC RttT	32
Table 4: Letters of Support for NC RttT	36
Table 5: Average Subject Test Scores in STEM Subjects, NC and US	48
Table 6: Closing the Gap for Students with Disabilities through SIP	50
Table 7: Four-Year Graduation Rate	53

B. Standards and Assessments

Table 8: Standards Transition – Professional Development	66
Table 9: Standards Transition – Instructional Resources	67
Table 10: Standards Transition – Timeline and Responsible Parties	72

C. Data Systems to Support Instruction

Table 11: Status of the 12 <i>America COMPETES Act</i> SLDS Elements in NC	78
Table 12: Components of Instructional Improvement System	97
Table 13: Instructional Improvement System – Timeline	98
Table 14: Data Use Guide – Sample Knowledge and Skills	101
Table 15: Development of Data Use Guides – Timeline	103
Table 16: Researcher Access to Instructional Improvement System – Timeline	104

D. Great Teachers and Leaders

Table 17: Overview of NC Teacher Workforce Needs	110
Table 18: Overview of NC Principal Workforce Needs	112
Table 19: Characteristics of Alternative Routes to Certification in NC	117
Table 20: Support for Lateral Entry Teachers	120
Table 21: NC School Classification Measures	129
Table 22: Student Growth Data for Inclusion in Teacher and Principal Evaluations	137
Table 23: Strategies for Fully Implementing NC Educator Evaluation System	139
Table 24: NC RttT Educator Evaluation Plan Implementation Timeline	147
Table 25: PDI Implementation Schedule	197

E. Turning Around Lowest-Achieving Schools	
Table 26: Core Demographic Data Comparisons	205
F. General	
Table 27: NC's Support for Education	229

Figures

A. State Success Factors

Figure 1: Ready, Set, Go – An Action Plan for North Carolina’s Race to the Top	11
Figure 2: NC Education Technology Cloud	27
Figure 3: NAEP Math Scores, NC and Nation	44
Figure 4: NAEP Reading Scores, NC and Nation	45
Figure 5: Rapid Responses to Increases in Rigor of NC Math and Reading Standards	46
Figure 6: Increase in NC SAT Scores and Reduction in NC-National SAT Score Gap	47
Figure 7: ELL Student Performance, NC End-of-Grade Reading	51

D. Great Teachers and Leaders

Figure 8: NC’s Aligned Educator Standards & Evaluation System	131
Figure 9: Effective and Highly Effective Teachers and Principals in NC	138

E. Turning Around Lowest-Achieving Schools

Figure 10: NC Restart and New Schools Model Strategies and the RttT Turnaround Model	212
Figure 11: Progress in District Turnaround Schools and Consent District Schools, 2007-08 – 2008-09	215
Figure 12: Working Plans for STEM Anchor Schools	222