



NORTH CAROLINA COMMUNITY COLLEGE SYSTEM
H. Martin Lancaster, President

February 8, 2002

MEMORANDUM

RESPONSE DEADLINE 04/12/02

TO: Presidents
Chief Academic Officers
Tech Prep Coordinators

FROM: Robert J. Witchger
Associate Director for Tech Prep
North Carolina Community College System

Kenneth Smith, Section Chief
Business and Marketing
North Carolina Department of Public Instruction

**SUBJECT: 2002-2004 COLLEGE TECH PREP ENHANCEMENT AND
INNOVATION/DEMONSTRATION GRANTS**

The Carl D. Perkins Vocational and Technical Education Act of 1998 authorizes funding to develop and enhance the academic, vocational and technical skills of secondary students and postsecondary students who elect to enroll in vocational and technical education programs. College Tech Prep programs provide the vehicle for these skills through a sequence of studies which promises to move students effectively through their high school and postsecondary educational process.

In keeping with the Perkins Act, grants will be made for the 2002-2004 school years in two categories - enhancement and innovation/demonstration. There are Requests for Proposals attached which provide you with the opportunity to apply. **These must be received by 5 p.m., Friday, April 12, 2002.**

You are encouraged to support this strategy and apply for this funding. Should you have questions, please contact me at witchgerb@ncccs.cc.nc.us or telephone 919/733-7051, extension 447.

RJW/mjg
Attachment

cc: Dr. Stephen Scott
Dr. Delores A. Parker
Ms. Elizabeth C. Brown

CC02-028
E-Mail

MAILING ADDRESS: 5021 MAIL SERVICE CENTER ~ RALEIGH, NC 27699-5021

Street Address: 200 West Jones ~ Raleigh, NC 27603-1379 ~ 919-733-7051 ~ Fax 919-733-0680

AN EQUAL OPPORTUNITY EMPLOYER

REQUEST FOR PROPOSAL

FOR

COLLEGE TECH PREP

Innovation/Demonstration Grant

(July 1, 2002 - June 30, 2004)

TITLE II

CARL D. PERKINS

VOCATIONAL AND APPLIED TECHNOLOGY

EDUCATION ACT OF 1998

Proposal Submission Due Date

Friday, April 12, 2002

Issued by

North Carolina Community College System, H. Martin Lancaster, President

State Board of Community Colleges, James J. Woody, Chairman

and

Department of Public Instruction, Michael E. Ward, State Superintendent

Public Schools of North Carolina, State Board of Education, Phillip J. Kirk, Jr.,

Chairman

The North Carolina Community College System and the Public Schools of North Carolina do not discriminate in their employment practices and offer all programs, activities, and services without regard to race, color, gender, disability, religion, age, political affiliation, or national origin.

**College Tech Prep Innovation/Demonstration Grant
July 1, 2002 - June 30, 2004**

*Proposal Submission Due Date
Friday, April 12, 2002*

INTRODUCTION

The purpose of the Carl D. Perkins Vocational and Technical Education Act of 1998, Title II, is to make the United States more competitive in the world economy by developing more fully the academic and technical skills of all segments of the population. This purpose will primarily be achieved through improved educational programs leading to academic and technical competencies needed in a technologically advanced society.

College Tech Prep (CTP):

- combines at a minimum 2 years of secondary, a minimum of 2 years of postsecondary education;
- integrates academic, vocational/technical instruction, and utilizes work-based, worksite learning where appropriate and available;
- provides technical preparation in a career field such as engineering technology, applied science, a mechanical, industrial, or practical art or trade, agriculture, health occupations, business, or applied economics;
- builds student competence in mathematics, science, reading, writing, communications, economics, and workplace skills through applied, contextual academics, and integrated instruction, in a coherent sequence of courses;
- leads to an associate or a baccalaureate degree or a 2-year postsecondary certificate in a specific career field; and,
- leads to placement in appropriate employment or to further education.

The goal of the North Carolina State Board of Education is to prepare high school graduates for a College Tech Prep or College Prep course of study. These students should be better equipped to enter postsecondary education and to enter the work force with technological skills appropriate for the majority of new jobs.

Mission of College Tech Prep

The goal of College Tech Prep is to prepare students to enter the high wage, highly technical, and rapidly changing jobs available in the present and future workplace. College Tech Prep is a seamless educational program that begins in the 9th grade and continues through high school into the community college and ends with a student obtaining a 2-year associate degree, 2-year certificate, or completion of a 2-year registered apprenticeship. College Tech Prep combines a rigorous academic (Math, Science, & Communication) core of courses with a focused sequence of technical courses in a career pathway. Students who excel in their high school technical courses may receive college credit for introductory college classes when those classes have comparable competencies. High school College Tech Prep students may align their high school courses to any Associate in Applied Science Degree program at the community college. Eligible College Tech Prep curricula are found in all of the occupational career pathways.

Purpose:

The purpose of this grant is to provide funds to consortia of local educational agency(ies) and postsecondary educational institution(s) which provide College Tech Prep education programs that lead to a **two-year associate degree and/or a two-year certificate and/or a two-year registered apprenticeship program and leads to placement in appropriate employment or to further education.** Systemic, strong, comprehensive links between secondary schools and postsecondary education institutions should be persistent elements of these partnerships.

College Tech Prep helps prepare students to enter and succeed in a technical career, by requiring cooperation and mutual collaboration of educators, employers, families and policy makers in the community. College Tech Prep requires a high level of academic and technical achievement for all students and accommodates a variety of learning styles. College Tech Prep integrates practical applications into academics and encourages critical thinking and lifelong learning. The curriculum structure provides the students two and four year college degree options.

In this round of grants under Perkins III, we remain cognizant of the tenants of College Tech Prep. In our planning and grant proposals, applicants are encouraged to consider the basic principles set out in the U. S. Department of Education's program, "No child left behind." Over the years, College Tech Prep has delivered on many of these principles. We continually look for ways to build in: 1) stronger accountability by backing up what we do with data; 2) increased flexibility though local planning; 3) expanded options for parents by offering creative ways to involve parents; and 4) emphasis on teaching methods that have been proven to work including contextual learning methods.

As we continue to prepare our students for careers, through College Tech Prep, it is important that we have strong data to support our efforts, build good linkages with parents and local business, and enhance our learning / teaching methods.

We thank you for taking time to carefully review this RFP, and creatively looking at ways to innovate College Tech Prep in your local communities.

MINIMAL PROGRAM CHARACTERISTICS

Each College Tech Prep consortia must have on file:

- a. a signed articulation agreement between participants in the consortium;
- b. a CTP Four-Year Plan (see page 4 of the Enhancement Grant RFP 2002-2004);
- c. a prepared curriculum matrix that lists competencies or tasks being taught and/or projected to be taught at each level;
- d. a published College Tech Prep course of study guide;
- e. established collaboration and partnership agreements with business, industry, labor, and other organizations and agencies;
- f. provisions for equal access to the full range of College Tech Prep programs for special populations that includes the development of program services appropriate to meet their needs;
- g. provisions for preparatory services that assist all College Tech Prep participants;
- h. publications to students, guidance counselors, teachers, business and industry, parents, and the community-at-large about the College Tech Prep program. This includes sample schedules with course alignments that detail secondary and postsecondary components.

The College Tech Prep/Associate Degree Boards of Education Joint Policy emphasizes that the planned high school component of the College Tech Prep program shall operate within a framework that includes:

- a. competencies for all academic courses, as outlined in the state Standard Course of Study with student mastery at grade level or better;
- b. math requirements of Algebra I, Geometry, and Algebra II; or Algebra I, Tech Math I, and Tech Math II; or Integrated Math I, Integrated Math II, and Integrated Math III;
- c. science course sequence with competencies that relate to a College Tech Prep Associate Degree career cluster;
- d. four technical credits related to an articulated career pathway, one of which must be a completer course credit;
- e. appropriate contemporary technology course sequences that utilize computer-assisted learning, scientific principles and concepts; integration of basic skills; higher-order thinking and problem-solving skills; and usage of current technology equipment;
- f. achievement standards for students that meet or exceed national or state performance measures;
- g. a comprehensive career guidance program, built upon an objective data base, which assists every student in grades 7-14 to identify aptitudes, interests, and career options, and to select the appropriate academic or technical course of study.

The College Tech Prep/Associate Degree Boards of Education Joint Policy emphasizes that the planned community college component of the College Tech Prep program should:

- a. articulate with high school programs to assure that competency repetition is minimized;
- b. be designed with employer input to meet current technology requirements of the employing market;
- c. meet or exceed state, regional, and national standards and/or accreditation requirements for the curriculum;
- d. be accredited/certified by the appropriate agency when required as a condition of curriculum offering or employability of the graduate.

FUNDING PRIORITIES FOR INNOVATION/DEMONSTRATION GRANTS

College Tech Prep consortia that submit a proposal for an innovation/demonstration grant in 2002 - 2004 must include **one** or more of the following:

- a. Develop improved instructional strategies.
- b. Develop new and innovative model programs.
- c. Develop innovative student services program.
- d. Design new programs that focus on high growth industries and emerging occupations.
- e. Develop a model bridge program for at-risk College Tech Prep students such that no citizen is left behind.
- f. Use educational technology and distance learning to involve all the consortium partners more fully in the development and operation of programs.
- g. Develop interventions to reduce the number of remedial students matriculating from the high school to the community college.

The consortium may acquire technical assistance from State or local entities that have successfully designed, established, and operated College Tech Prep programs.

FUNDING CATEGORIES

Consortia members may apply for innovation/demonstration grants in **one or more** of the following partnerships:

Category	Consortium Description	Consortium May Apply For The Following Number of Grants
1	Local Educational Agency(ies) and Postsecondary Educational Institution(s)	1
2	High School(s) and Postsecondary Institution(s)	1
3	High School Staff Member(s) and Postsecondary Staff Member(s)	unlimited

BUDGET DEVELOPMENT GUIDELINES

Grant funds are to be distributed to consortia of local educational agency(ies) and postsecondary education institution(s). The Innovation/Demonstration grants must focus on the funding priorities outlined in this RFP (see page 4, **Funding Priorities for Innovation/Demonstration Grants**). The grant will accommodate multi-member consortia. The funds will be distributed by the grant's fiscal agents among members of the consortium based on the proposal's budget. One secondary and one postsecondary consortium member must be designated as the grant's fiscal agents. The grant's budget will be shared by the consortium with 2/3 of the budget assigned to the secondary members and 1/3 of the budget assigned to the postsecondary members. *The project description must clearly and concisely address what activities will take place at the secondary education level and what activities will take place at the postsecondary education level. The budget must address the project description at both the secondary and postsecondary level.* Consortia members may be awarded enhancement grants as well as multiple innovation/demonstration grants.

Approximately \$500,000 will be available to fund College Tech Prep Innovation/ Demonstration Grants each year of the biennium. Each project must be of significant size, scope, and quality to be effective in achieving the objectives and outcomes of the project as identified in the proposal. Consortia may apply for funds for a **two-year period - July 1, 2002, through June 30, 2004**. The grant proposal should document the plans for the two years of the project. Either educational agency may elect not to participate in the second year of the program. Cancellation of the second year by

the Public Schools of North Carolina (PSNC) and the North Carolina Community College System (NCCCS) will result from the grant recipient's demonstrated inability to carry out the objectives and outcomes of the project.

Grant funds will only be used to support articulated College Tech Prep curricula or the development of additional articulated College Tech Prep curricula. Innovation/Demonstration Grant budget may be used to fund approved project activities which are identified below:

Description of Approved Project Activities
Salaries (Supplemental pay and stipends to teachers and instructors for developing curriculum matrix and ancillary materials, for work outside the contract period)
Fringe Benefits
Purchased Services (Travel and subsistence, professional staff development, telephone, postage, marketing materials)
Supplies and Materials (must support articulated curriculum)
Equipment (must support articulated curriculum)

Budget Constraints

- a. **NO ADMINISTRATIVE PERSONNEL COSTS CAN BE PAID FROM THE GRANT'S BUDGET;**
- b. a coordinator for the College Tech Prep project and any necessary technical assistance must be provided by the consortium. The coordinator's salary, benefits, etc., or administrative salaries, benefits, etc., will not be paid from the grant's budget;
- c. **a minimum of 10% of the budget must be used to support the College Tech Prep program evaluation;**

- d. expenditures of these funds must be used only to support approved project objectives and outcomes;
- e. only expenses that support the articulated College Tech Prep curriculum or the development of additional articulated College Tech Prep curricula will be eligible for funding;
- f. food items and facility rental **cannot** be purchased using the grant's budget.

PROPOSAL DEVELOPMENT GUIDELINES

To receive a grant the proposal that is submitted must follow these established guidelines:

- a. The proposal should be prepared simply and economically. It should provide a straightforward and concise description of capabilities to satisfy the requirements of the RFP listed on page 4, **Funding Priorities**. Emphasis should be placed on completeness and clarity of content.

NOTE: Proposals that fail to follow the established guidelines for submission **may be ineligible** for a review. Proposals that fail to submit all information by the submission deadline **will be ineligible** for a review.

- b. All information requested must be submitted. Mandatory requirements are those required by law, regulation, policy, or are such that they cannot be waived, and are not subject to negotiation.
- c. Each proposal must include the following seven elements:
 - 1. **Title and Authorization Page** which is page 1 of the proposal that is submitted. See Appendix A in the RFP. The LEA superintendent(s) and community college president(s) must sign four copies of this page with original signatures in **blue** ink.
 - 2. **General Assurances Page** which is page 2 of the proposal that is submitted. See Appendix B in the RFP. The LEA superintendent(s) and community college president(s) must sign four copies of this page with original signatures in **blue** ink.
 - 3. **Budget form** which is page 3 of the proposal that is submitted. See Appendix C (page 1 of 3). The budget form(s) will identify the use of funds from July 1, 2002, through June 30, 2003, and July 1, 2003, through June 30, 2004. The allocation of these funds for the fiscal year beginning July 1, 2002, is contingent upon availability of funds from the U.S. Department of Education. Budgets submitted must reflect the

first two years (2002-2004) of the CTP Four-Year Plan submitted. Funds must be used in accordance with the PSNC Fiscal & Policy Guide/A Guide for Administering Vocational/Technical Education and the NCCCS Accounting Procedures Manual.

NOTE: If the budget will include any salaried positions, then the Summary of Salaried Positions@budget form must be included as page 3a in the proposal that is submitted. See Appendix C (page 2 of 3).

NOTE: If the budget will include any equipment costs, then the Equipment List budget form must be included as page 3b in the proposal that is submitted. See Appendix C (page 3 of 3).

4. **One page Executive Summary** which is page 4 of the proposal that is submitted.

5. **Narrative Description** which is pages 5-16 of the proposal that is submitted. In order to receive the maximum number of points in each category, the reviewer must clearly be able to determine what activities have taken/will take place at the secondary education level and what activities have taken/will take place at the postsecondary education level. Failure to clearly address objectives and strategies at both the secondary and postsecondary level will reduce the rating of the proposal. The format of the narrative description (including the 100 point distribution used for the review) is explained below.

Prior Implementation (15 points)

Describe previous College Tech Prep efforts and **student** outcomes from all funding sources. Provide a concise overview of the need for additional funding for your College Tech Prep program.

Establishment of Need (25 points)

Describe the processes that were used to establish the need for this project, and to develop the consortia's CTP Four-Year Plan.

Project Description and Relationship to Four-Year Plan (25 points)

Describe, for both the secondary and postsecondary levels, the purpose of the College Tech Prep project, objectives, strategies, evaluation, criteria, budget, tasks to be accomplished, timelines, and the persons that comprise the project management team. This can also include descriptions of collaborative efforts among and between secondary and postsecondary institutions, as well as partnerships with business and industry. The project must be tied to the CTP Four-Year Plan.

Describe how the budget and associated equipment costs (if any) will be used to support the project activities.

Outcomes (35 points)

Describe specific outcomes that will be achieved from the project. All projects must describe the process for measuring College Tech Prep program completers' academic and technical competencies. All consortia must be able to report the information attached on the Data Sheet provided in Appendix D.

The narrative description (pages 5-16 of the proposal) must:

- (1) not exceed twelve (12) pages
- (2) be printed on one side of standard size (8 1/2" x 11") unruled, white, bond paper using 1" margins at top, bottom, left, and right
- (3) be double-spaced using an unaltered 12 point type
- (4) include page numbers centered at the bottom of each page beginning with page number five (5) and ending with page number sixteen (16) if the narrative description is twelve (12) pages in length

6. **Summary of Articulated Curriculum Agreements** which is (are) the **last page(s)** of the proposal. See Appendix E in the RFP. These pages are in addition to the 16-page limit. Articulation agreements must also be on file in each of the consortium member's office.

NOTE: If consortia are using the NC High School-to-Community College Articulation Agreement, a statement to that effect will suffice and courses do not need to be listed. If other courses in addition to those on the statewide agreement have been articulated, list them on the forms in Appendix E.

7. **A Copy of the CTP Four-Year Plan**

d. **DO NOT:**

- (1) use notebooks or binding for proposals
- (2) attach letters of endorsement or sample materials
- (3) fax any proposals

NOTE: This document was developed in Microsoft Word '97 and Windows '95. If you would like a copy of the document so you can extract the forms, please e-mail Robert Witchger (witchgerb@ncccs.cc.nc.us) and request an e-mail with the file attached. If you would like to get the document on disk, then send a disk and a return self-addressed, stamped envelope to:

Robert J. Witchger
Associate Director for College Tech Prep
North Carolina Community College System Office

5021 Mail Service Center
200 West Jones Street
Raleigh, North Carolina 27699-5021

INSTRUCTIONS FOR SUBMITTING A PROPOSAL

- a. All seven components of the proposal (see RFP checksheet in Appendix F) must be presented according to guidelines and specifications of this RFP (see **Proposal Development Guidelines**).

SUBMIT A TOTAL OF EIGHT (8) COPIES OF THE PROPOSAL.

FOUR (4) COPIES OF THE PROPOSAL MUST INCLUDE THE ORIGINAL SIGNATURES OF THE SUPERINTENDENT(S) AND COMMUNITY COLLEGE PRESIDENT(S) IN BLUE INK ON THE FOLLOWING PAGES:

Page 1 (Title and Authorization Page)

Page 2 (General Assurances Page)

NO FAX COPIES WILL BE ACCEPTED !!!

- b. **ALL REQUIRED COPIES OF THE PROPOSAL MUST ARRIVE IN THE OFFICE OF ROBERT WITCHGER BY 5 P.M. ON Friday, April 12, 2002**

**SUBMIT TO: Robert J. Witchger
Associate Director for College Tech Prep
NC Community College System Office
5021 Mail Service Center
200 West Jones Street
Raleigh, NC 27699-5021**

- c. Questions regarding proposals may be directed to:

William "Bill" Price
Consultant, Youth Apprenticeship
NC-DPI/NC-DOL
Phone: (919) 807-3872
E-mail: wprice@dpi.state.nc.us

Robert J. Witchger
Associate Director of College Tech Prep
NC Community College System Office
Phone: (919) 733-7051, Ext. 447
E-mail: witchgerb.@ncccs.cc.nc.us

GRANT PROPOSAL REVIEW AND SELECTION PROCESS

Each application will be evaluated by a panel of five or more individuals. Following this review of applications, results will be statistically compiled to obtain the individual proposal score. The proposals will be rated using the Rating Form in the RFP (see Appendix G). Ensure that the proposal is properly completed and submitted. Grants which do not meet minimum RFP requirements may not be funded. Consortia will be rank ordered by their individual proposal scores, and will be awarded funds (highest score to lowest score) until the funds allotted for Innovation/Demonstration Grants are exhausted.

Review panel members will be instructed to give special consideration to applications that address the Funding Priorities for Innovation/Demonstration Grants listed on pages 4-5 of this RFP.

REPORTING REQUIREMENTS

Once a proposal has been funded, each consortium must submit an interim report through June 30, 2003 and a final report through June 30, 2004. As a minimum, the report must include for each consortium member:

- a. an executive summary of the project's accomplishments;
- b. a completed Data Sheet (see Appendix D) for each funded year;
- c. a description of the best practices at the local school systems and postsecondary institutions;
- d. a description of the objectives and outcomes resulting from the project to include a copy of revisions to articulation agreements, policy agreements, program agreements, and program completion data;
- e. a timeline schedule that indicates the persistence of College Tech Prep activities and processes;
- f. an explanation of expenditures as they relate to the objectives and outcomes.

All grant recipients will document College Tech Prep program completers' academic and technical competency achievement, and support the integration of academic and technical program curriculum. Assessment of completers is to take place at the completion of the high school component of the program as well as during the postsecondary two-year program. Each grant recipient will document the results from an annual review of transcripts to determine students' progress in completing the requirements for the College Tech Prep career pathways.

Appendix A

COLLEGE TECH PREP INNOVATION/DEMONSTRATION GRANT

July 1, 2002 - June 30, 2004

Title and Authorization Page

Project Title: _____

LEA Fiscal Agent: _____

Community College Fiscal Agent: _____

Consortium Members: _____

LEA Contact Name: _____ Phone: _____

E-mail: _____ Fax: _____

Community College Contact Name: _____ Phone: _____

E-mail: _____ Fax: _____

Total Funds Requested: 2002-03: _____ 2003-04: _____

Authorization

We, the undersigned have read and understand the requirements contained in the grant's request for proposal and hereby make application for the funds. Furthermore, we agree to adhere to the general assurances specified in the proposal. All expenditures will be in compliance with the grant requirements.

Superintendent(s) Signature(s)

Date

Community College President(s) Signature(s)

Date

Appendix B
COLLEGE TECH PREP INNOVATION/DEMONSTRATION GRANT
July 1, 2002 - June 30, 2004
General Assurances Page

We agree to comply with the following:

1. To provide the appropriate administrative supervision and support necessary to foster success of the project.
2. To operate under a written articulation agreement, policy agreement, and program agreement.
3. To work cooperatively with the U. S. Department of Education, Public Schools of North Carolina, and the North Carolina Community College System, in monitoring and evaluating the program and to submit evaluation data as requested.
4. To document College Tech Prep program completer's academic and technical achievement by using nationally recognized assessment instruments.
5. To supplement, expand, and not supplant funding for existing programs, activities or services.
6. To demonstrate commitment to the project by providing:
 - a. Appropriate time and personnel to complete the objectives and outcomes of the project;
 - b. All overhead costs, classrooms, and laboratories.
7. To ascertain that members of the consortium are in compliance with applicable federal and state laws to promote equal opportunity for all participants without regard to race, color, religion, gender, age, disability, political affiliation or national origin.
8. To provide programs, services, and activities that conform to the applicable standards of performance and measures of effectiveness required of academic and technical education programs in North Carolina.
9. To attest that all funds will be used to support the cost of only those activities described in the proposal and approved by the State Board of Education and the State Board of Community Colleges.
10. To establish such fiscal control and accounting procedures as may be necessary for proper disbursement of and accounting for all project funds.
11. To have an audit made in accordance with Circular A-128 pursuant to the Single Audit Act of 1984, if awarded \$25,000 or more.

Superintendent(s) Signature(s)

Date

Community College President(s) Signature(s)

Date

COLLEGE TECH PREP INNOVATION/DEMONSTRATION GRANT
July 1, 2002 - June 30, 2004
PROPOSED BUDGET

LEA Fiscal Agent: _____

Community College Fiscal Agent: _____

ACCOUNT CLASSIFICATION	SECONDARY FUNDING		POSTSECONDARY FUNDING	
	2002-2003	2003-2004	2002-2003	2003-2004
INSTRUCTIONAL PROGRAMS:				
Salaries*				
Employee Benefits				
Purchased Services				
CTP Program Evaluation				
Supplies & Materials				
Capital Outlay**				
SUPPORTING SERVICES :				
Salaries*				
Employee Benefits				
Purchased Services				
Supplies & Materials				
Capital Outlay**				
Other Objects				
Indirect Costs				
COLUMN TOTALS:				

NOTE: * Appendix C (page 2 of 3) must also be completed which is the Summary of Salaried Positions.

** Appendix C (page 3 of 3) must also be completed which is the Equipment List.

All approved proposals must submit an appropriate line item budget in accordance with the two State agencies.

COLLEGE TECH PREP INNOVATION/DEMONSTRATION GRANT
July 1, 2002 - June 30, 2004
PROPOSED BUDGET
Equipment List

LEA(S) : _____

Description of Item	Quantity	Unit Cost	Total Cost (Qty x Unit Cost)	O / R*	Name of Articulated Program where equipment is to be used
TOTAL BUDGETED AMOUNT			\$		

COMMUNITY COLLEGE: _____

Description of Item	Quantity	Unit Cost	Total Cost (Qty x Unit Cost)	O / R*	Name of Articulated Program where equipment is to be used
TOTAL BUDGETED AMOUNT			\$		

*O for an Original Purchase; R for a Replacement Purchase
 Account for all expenditures in the capital outlay budget codes.

SAMPLE - NOT TO BE RETURNED WITH RFP

Appendix D
Page 1

2002 College Tech Prep Final Report Data Packet

Key to Abbreviations:

	CP -College Prep	CTP -College Tech Prep	CP/CT -Both CP & CTP	AA -Associate in
Arts	AS -Associate in Science	AAS -Associate in Applied Science		
	HS -High School	AFA - Associate in Fine Arts	RFP -Request for Proposal	

Part I: Secondary Report

LEA: _____ Prepared by: _____

Unless otherwise specified, all questions in Part I refer to the High School Class of 2002	Number	%
I-a. For the HS Class of 2002, list the postsecondary intentions of College Tech Prep completers (CTP <u>and</u> CP/CT) by LEA:	Four-year College or University	
	Two-year Community College	
	Military	
	Employment	
	Two-year Registered Apprenticeship	
	I-b. For the HS Class of 2002, list (according to SIMS, Report 195, Part 2) the following information by LEA:	CP
CTP		
CP/CT (both)		
Vocational		
General		
I-c. For the HS Class of 2002, list (according to SIMS, Report 195, Part 3) the overrides by LEA:		CP
	CTP	
	CP/CT (both)	
	Vocational	
	General	

SAMPLE - NOT TO BE RETURNED WITH RFP

Appendix D

(Page 2)

Id. Please list below (in bullet format) the major findings of your evaluation efforts as required by the RFP:

I-e. Based upon the major findings of your evaluation efforts, list (in bullet format) your College Tech Prep improvement strategies:

SAMPLE - NOT TO BE RETURNED WITH RFP

Appendix D
Page 3

Part II: Postsecondary Report

College Name:

Prepared by:

Unless otherwise specified, all questions in Part II refer to the HS Class of 2001	Number	%
II-a. HS CP completers enrolled at the community college		
HS CTP completers enrolled at the community college		
HS CP/CT (both) completers enrolled at the community college		
HS Vocational completers enrolled at the community college		
HS General completers enrolled at the community college		
II-b. Mean GPA for HS CP completers		NA
Mean GPA for HS CTP completers		NA
Mean GPA for HS CP/CT (both) completers		NA

Mean GPA for HS Vocational completers		NA
Mean GPA for HS General completers		NA
II-c. HS CP completers taking remedial English		
HS CTP completers taking remedial English		
HS CP/CT (both) completers taking remedial English		
HS Vocational completers taking remedial English		
HS General completers taking remedial English		
II-d. HS CP completers taking remedial reading		
HS CTP completers taking remedial reading		
HS CP/CT (both) completers taking remedial reading		
HS Vocational completers taking remedial reading		
HS General completers taking remedial reading		
II-e. HS CP completers taking remedial math		
HS CTP completers taking remedial math		
HS CP/CT (both) completers taking remedial math		
HS Vocational completers taking remedial math		
HS General completers taking remedial math		

Appendix E

**COLLEGE TECH PREP INNOVATION/DEMONSTRATION GRANT
July 1, 2002 - June 30, 2004**

SUMMARY OF ARTICULATED CURRICULUM AGREEMENTS

Articulation is a cooperative partnership process that involves high schools, the community college, and industry. Articulation efforts facilitate continuity and coherence to a student's education from one level to another without experiencing delay, duplication of courses, or loss of credit. Articulation agreements link high schools and community college curriculum. Agreements that are developed identify the secondary courses or competencies that enable students to articulate, without remediation, courses at the postsecondary level. Articulation is viewed as an opportunity for students to acquire the advanced skills they need to excel in tomorrow's workplace.

"Granting credit through articulation is neither the strength nor the potential of College Tech Prep. Getting students through school as quickly as possible is not the point; neither is getting all community college students into the university. A more appropriate objective for the majority of students is to provide them with a smooth, seamless, and logical transition from high school to community college and beyond - and an opportunity to acquire the advanced skills they need to excel in tomorrow's workplace." (Hull, D. 1993. Opening Minds, Opening Doors, The Rebirth of American Education. CORD Communications, p. 152)

Consortium Name:				
Program Name	High School		Community College	
	Course Number	Course Name	Course Number	Course Name
Arts and Sciences				
Agriculture and Natural Resources				

Consortium Name:				
Program Name	High School		Community College	
	Course Number	Course Name	Course Number	Course Name
Biological and Chemical Technologies				
Business Technologies				
Commercial and Artistic Production Technologies				

Consortium Name:

Program Name	High School		Community College	
	Course Number	Course Name	Course Number	Course Name
Construction Technologies				
Engineering Technologies				
Health Sciences				
Industrial Technologies				

Appendix F

COLLEGE TECH PREP RFP CHECKSHEET

Ensure each submitted Proposal includes and/or meets the following:

- _____ Title and Authorization Page
- _____ General Assurances Page
- _____ Budget Form(s)
- _____ One Page Executive Summary
- _____ Narrative Description
 - _____ Prior Implementation
 - _____ Establishment of Need
 - _____ Project Description
 - _____ Outcomes
- _____ Summary of Articulated Curriculum Agreements
- _____ Copy of CTP Four-Year Plan
- _____ Submit a total of eight (8) copies of the Proposal. Four (4) copies must include the original signatures of the superintendent(s) and the community college president(s) in blue ink on the Title and Authorization Page and the General Assurances Page.
- _____ All required copies of the proposal must arrive in the Office of Robert J. Witchger by 5 P.M. on Friday, April 12, 2002.

COLLEGE TECH PREP INNOVATION/DEMONSTRATION GRANT

July 1, 2002 - June 30, 2004

PROPOSAL RATING FORM

CONSORTIUM NAME

(indicate all community college and LEA names)

The maximum number of points available is 100 points.

POINTS

Prior Implementation (15 points)

Comments:

Establishment of Need (25 points)

Comments:

Project Description and Relationship to the Four-Year Plan (25 points)

Comments:

Outcomes (35 points)

Comments:

Sub-Total:

**This funded consortium has failed to fulfill
current funded objectives.**

(Subtract 0-10 points)

Comments:

Overall Review:

**TOTAL POINTS
(100 points maximum)**

Reviewer's Name: _____ Date: _____

REQUEST FOR PROPOSAL

FOR

COLLEGE TECH PREP

ENHANCEMENT GRANT

(July 1, 2002 - June 30, 2004)

TITLE II

CARL D. PERKINS

VOCATIONAL AND APPLIED TECHNOLOGY

EDUCATION ACT OF 1998

Proposal Submission Due Date

Friday, April 12, 2002

Issued by

**North Carolina Community College System, H. Martin Lancaster, President
State Board of Community Colleges, James J. Woody, Chairman**

and

**Department of Public Instruction, Michael E. Ward, State Superintendent
Public Schools of North Carolina, State Board of Education, Phillip J. Kirk, Jr.,
Chairman**

The North Carolina Community College System and the Public Schools of North Carolina do not discriminate in their employment practices and offer all programs, activities, and services without regard to race, color, gender, disability, religion, age, political affiliation, or national origin.

COLLEGE TECH PREP ENHANCEMENT GRANT
July 1, 2002 - June 30, 2004

Proposal Submission Due Date
Friday, April 12, 2002

INTRODUCTION

The purpose of the Carl D. Perkins Vocational and Technical Education Act of 1998, Title II, is to make the United States more competitive in the world economy by developing more fully the academic and technical skills of all segments of the population. This purpose will primarily be achieved through improved educational programs leading to academic and technical competencies needed in a technologically advanced society.

College Tech Prep (CTP):

- combines at a minimum 2 years of secondary, a minimum of 2 years of postsecondary education;
- integrates academic, vocational/technical instruction, and utilizes work-based, worksite learning where appropriate and available;
- provides technical preparation in a career field such as engineering technology, applied science, a mechanical, industrial, or practical art or trade, agriculture, health occupations, business, or applied economics;
- builds student competence in mathematics, science, reading, writing, communications, economics, and workplace skills through applied, contextual academics, and integrated instruction, in a coherent sequence of courses;
- leads to an associate or a baccalaureate degree or a 2-year postsecondary certificate in a specific career field; and,
- leads to placement in appropriate employment or to further education.

The goal of the North Carolina State Board of Education is to prepare high school graduates for a College Tech Prep or College Prep course of study. These students should be better equipped to enter postsecondary education and to enter the work force with technological skills appropriate for the majority of new jobs.

Mission of College Tech Prep

The goal of College Tech Prep is to prepare students to enter the high wage, highly technical, and rapidly changing jobs available in the present and future workplace. College Tech Prep is a seamless educational program that begins in the 9th grade and continues through high school into the community college and ends with a student obtaining a 2-year associate degree, 2-year certificate, or completion of a 2-year registered apprenticeship. College Tech Prep combines a rigorous academic (Math, Science, & Communication) core of courses with a focused sequence of technical courses in a career pathway. Students who excel in their high school technical courses may receive college credit for introductory college classes when those classes have comparable competencies. High school College Tech Prep students may align their high school courses to any Associate in Applied Science Degree program at the community college. Eligible College Tech Prep curricula are found in all of the occupational career pathways.

PURPOSE

The purpose of this grant is to provide funds to consortia of local educational agency(ies) and postsecondary educational institution(s) which provide College Tech Prep education programs that lead to a **two-year associate degree and/or a two-year certificate and/or a two-year registered apprenticeship program and leads to placement in appropriate employment or to further education**. Systemic, strong, comprehensive links between secondary schools and postsecondary education institutions should be persistent elements of these partnerships.

College Tech Prep helps prepare students to enter and succeed in a technical career, by requiring cooperation and mutual collaboration of educators, employers, families and policy makers in the community. College Tech Prep requires a high level of academic and technical achievement for all students and accommodates a variety of learning styles. College Tech Prep integrates practical applications into academics and encourages critical thinking and lifelong learning. The curriculum structure provides the students two and four year college degree options.

In this round of grants under Perkins III, we remain cognizant of the tenants of College Tech Prep. In our planning and grant proposals, applicants are encouraged to consider the basic principles set out in the U. S. Department of Education's program, "No child left behind." Over the years, College Tech Prep has delivered on many of these principles. We continually look for ways to build in: 1) stronger accountability by backing up what we do with data; 2) increased flexibility though local planning; 3) expanded options for parents by offering creative ways to involve parents; and 4) emphasis on teaching methods that have been proven to work including contextual learning methods.

As we continue to prepare our students for careers, through College Tech Prep, it is important that we have strong data to support our efforts, build good linkages with parents and local business, and

enhance our learning / teaching methods.

We thank you for taking time to carefully review this RFP, and creatively looking at ways to enhance College Tech Prep in your local communities.

MINIMAL PROGRAM CHARACTERISTICS

Each College Tech Prep consortia must have on file:

- a. a signed articulation agreement between participants in the consortium;
- b. a CTP Four-Year Plan as described on page 4 of this RFP under **Funding Priorities For Enhancement Grants**;
- c. a prepared curriculum matrix that lists competencies or tasks being taught and/or projected to be taught at each level;
- d. a published College Tech Prep course of study guide;
- e. established collaboration and partnership agreements with business, industry, labor, and other organizations and agencies;
- f. provisions for equal access to the full range of College Tech Prep programs for special populations that includes the development of program services appropriate to meet their needs;
- g. provisions for preparatory services that assist all College Tech Prep participants;
- h. publications to students, guidance counselors, teachers, business and industry, parents, and the community-at-large about the College Tech Prep program. This includes sample schedules with course alignments that detail secondary and postsecondary components.

The College Tech Prep/Associate Degree Boards of Education Joint Policy emphasizes that the planned high school component of the College Tech Prep program shall operate within a framework that includes:

- a. competencies for all academic courses, as outlined in the state Standard Course of Study with student mastery at grade level or better;
- b. math requirements of Algebra I, Geometry, and Algebra II; or Algebra I, Tech Math I, and Tech Math II; or Integrated Math I, Integrated Math II, and Integrated Math III;
- c. science course sequence with competencies that relate to a College Tech Prep Associate Degree career cluster;
- d. four technical credits related to an articulated career pathway, one of which must be a completer course credit;
- e. appropriate contemporary technology course sequences that utilize computer-assisted learning, scientific principles and concepts; integration of basic skills; higher-order thinking and problem-solving skills; and usage of current technology equipment;
- f. achievement standards for students that meet or exceed national or state performance measures;
- g. a comprehensive career guidance program, built upon an objective data base, which assists

every student in grades 7-14 to identify aptitudes, interests, and career options, and to select the appropriate academic or technical course of study.

The College Tech Prep/Associate Degree Boards of Education Joint Policy emphasizes that the planned community college component of the College Tech Prep program should:

- a. articulate with high school programs to assure that competency repetition is minimized;
- b. be designed with employer input to meet current technology requirements of the employing market;
- c. meet or exceed state, regional, and national standards and/or accreditation requirements for the curriculum;
- d. be accredited/certified by the appropriate agency when required as a condition of curriculum offering or employability of the graduate.

FUNDING PRIORITIES FOR ENHANCEMENT GRANTS

By regulation, College Tech Prep consortia that submit a proposal for an enhancement grant in 2002-2004 must submit a CTP Four-Year Plan. The CTP Four-Year Plan must address each of the areas (1-5) listed below, and must include a description with objectives, strategies and evaluation criteria for both secondary and postsecondary partners. This CTP Four-Year Plan must accompany your RFP. The RFP submitted must support your CTP Four-Year Plan. The RFP may address an activity, a portion of, or the entire first two years of the CTP Four-Year Plan. Funding priority will be given to consortia who best relate their RFP to the CTP Four-Year Plan.

The CTP Four-Year Plan must address each of the following five areas:

1. Development of CTP programs that:
 - a. meet academic standards developed by the state;
 - b. link secondary schools and 2-year postsecondary institutions, and if possible and practicable, 4-year institutions of higher education through nonduplicative sequences of courses in career fields, including the investigation of opportunities for CTP secondary students to enroll concurrently in secondary and postsecondary course work;
 - c. use, if appropriate and available, work-based or worksite learning in conjunction with business and all aspects of an industry;
 - d. use educational technology and distance learning, as appropriate, to involve all the consortium partners more fully in the development and operation of programs.

2. Include in-service training for teachers that:
 - a. is designed to train vocational and technical teachers to effectively implement CTP programs;
 - b. provides for joint training for teachers in the College Tech Prep consortia;
 - c. is designed to ensure that teachers and administrators stay current with the needs, expectations, and methods of business and all aspects of an industry;
 - d. focuses on training postsecondary education faculty in the use of contextual and applied curricula and instruction;
 - e. provides training in the use and application of technology.
3. Include training programs for counselors designed to enable counselors to more effectively:
 - a. provide information to students regarding College Tech Prep education programs;
 - b. support student progress in completing College Tech Prep programs;
 - c. provide information on related employment opportunities;
 - d. ensure that such students are placed in appropriate employment;
 - e. stay current with the needs, expectations, and methods of business and all aspects of an industry.
4. Provide equal access, to the full range of technical preparation programs, to individuals who are members of special populations, including the development of CTP program services appropriate to the needs of special populations; and,
5. Provide for preparatory services that assist participants in College Tech Prep programs.

Additional authorized activities - each CTP consortium may:

1. Provide for the acquisition of College Tech Prep program equipment;
2. Acquire technical assistance from State or local entities that have designed, established, and operated College Tech Prep programs that have effectively used educational technology; and
3. Establish articulation agreements with institutions of higher education, labor organizations, or businesses located inside or outside the State and served by the consortium, especially with regard to using distance learning and educational technology to provide for the delivery of

services and programs.

BUDGET DEVELOPMENT GUIDELINES

Grant funds are to be distributed to consortia of local educational agency(ies) and postsecondary education institution(s). The Enhancement grant must focus on the funding priorities outlined in the CTP Four-Year Plan as listed in this RFP (see page 4, **Funding Priorities for Enhancement Grants**). The grant will accommodate multi-member consortia. The funds will be distributed by the grant's fiscal agents among members of the consortium based on the proposal's budget. One secondary and one postsecondary consortium member must be designated as the grant's fiscal agents. The grant's budget will be shared by the consortium with 2/3 of the budget assigned to the secondary members and 1/3 of the budget assigned to the postsecondary members. ***The project description must clearly and concisely address what activities will take place at the secondary education level and what activities will take place at the postsecondary education level. The budget must address the project description at both the secondary and postsecondary level.***

Each grant must be of significant size, scope, and quality to be effective in achieving the objectives and outcomes of the project as identified in the proposal. Consortia may apply for funds for a **two-year period - July 1, 2002 through June 30, 2004**. The grant proposal should document the plans for the two years of the project. Cancellation of the second year by the Public Schools of North Carolina (PSNC) and the North Carolina Community College System (NCCCS) will result from the grant recipient's demonstrated inability to carry out the objectives and outcomes of the project.

The enhancement Grant budget may be used to fund approved project activities which are identified below:

Description of Approved Project Activities
Salaries (Supplemental pay and stipends to teachers and instructors for developing curriculum matrix and ancillary materials for work outside the contract period)
Fringe Benefits
Purchased Services (Travel and subsistence, professional staff development, telephone, postage, marketing materials)
Supplies and Materials (must support articulated curriculum)
Equipment (must support articulated curriculum)

Budget Planning Guidelines

The following budget planning guidelines must be used to determine the **maximum** budgets for the Enhancement Grants in 2002-2004. The State Board of Education and the State Board of Community Colleges may make budget adjustments subject to the availability of funds to be awarded. The project will be funded each year at the same level if federal funds permit.

NOTE: Budgets submitted with the proposal that exceed the budget planning guidelines below may make the proposal **ineligible** for a review.

Consortium Base Budget Amount	Additional Budget Adjustments
\$43,000 each year	Plus an additional \$7,000 each year per high school with grades 11-12 in the consortium

Budget Constraints

- a. **NO ADMINISTRATIVE PERSONNEL COSTS CAN BE PAID FROM THE GRANT'S BUDGET;**
- b. a coordinator for the College Tech Prep project and any necessary technical assistance must be provided by the consortium. The coordinator's salary, benefits, etc., or administrative salaries, benefits, etc., will not be paid from the grant's budget;
- c. **a minimum of 10% of the budget must be used to support the College Tech Prep program evaluation;**
- d. expenditures of these funds must be used only to support approved project objectives and outcomes;
- e. only expenses that support the articulated College Tech Prep curriculum or the development of additional articulated College Tech Prep curricula will be eligible for funding (resources for this grant cannot be expended for services below the High School level);
- f. food items and facility rental **cannot** be purchased using the grant's budget.

PROPOSAL DEVELOPMENT GUIDELINES

To receive a grant the proposal that is submitted must follow these established guidelines:

- a. The proposal should be prepared simply and economically. It should provide a straightforward and concise description of capabilities to satisfy the requirements of the RFP listed on page 4, **Funding Priorities**. Emphasis should be placed on completeness and clarity of content.

NOTE: Proposals that fail to follow the established guidelines for submission **may be ineligible** for a review. Proposals that fail to submit all information by the submission deadline **will be ineligible** for a review.

- b. All information requested must be submitted. Mandatory requirements are those required by law, regulation, policy, or are such that they cannot be waived, and are not subject to negotiation.

c. Each proposal must include the following seven elements:

1. **Title and Authorization Page** which is page 1 of the proposal that is submitted. See Appendix A in the RFP. The LEA superintendent(s) and community college president(s) must sign four copies of this page with original signatures in **blue** ink.
2. **General Assurances Page** which is page 2 of the proposal that is submitted. See Appendix B in the RFP. The LEA superintendent(s) and community college president(s) must sign four copies of this page with original signatures in **blue** ink.
3. **Budget form** which is page 3 of the proposal that is submitted. See Appendix C (page 1 of 3). The budget form(s) will identify the use of funds from July 1, 2002, through June 30, 2003, and July 1, 2003, through June 30, 2004. The allocation of these funds for the fiscal year beginning July 1, 2002, is contingent upon availability of funds from the U.S. Department of Education. Budgets submitted must reflect the first two years (2002-2004) of the CTP Four-Year Plan submitted. Funds must be used in accordance with the PSNC Fiscal & Policy Guide/A Guide for Administering Vocational/Technical Education and the NCCCS Accounting Procedures Manual.

NOTE: If the budget will include any salaried positions, then the "Summary of Salaried Positions" budget form must be included as page 3a in the proposal that is submitted. See Appendix C (page 2 of 3).

NOTE: If the budget will include any equipment costs, then the "Equipment List" budget form must be included as page 3b in the proposal that is submitted. See Appendix C (page 3 of 3).

4. **One page Executive Summary** which is page 4 of the proposal that is submitted.
5. **Narrative Description and Relationship to Four-Year Plan** which is pages 5-16 of the proposal that is submitted. In order to receive the maximum number of points in each category, the reviewer must clearly be able to determine what activities have taken/will

take place at the secondary education level and what activities have taken/will take place at the postsecondary education level. Failure to clearly address objectives and strategies at both the secondary and postsecondary level will reduce the rating of the proposal. The format of the narrative description (including the 100 point distribution used for the review) follows.

Prior Implementation (20 points)

Secondary: 10 points

Postsecondary: 10 points

Describe previous College Tech Prep efforts and **student** outcomes from all funding sources. Provide a concise overview of the need for additional funding for your College Tech Prep program.

Establishment of Need (20 points)

Secondary: 10 points

Postsecondary: 10 points

Describe the processes that were used to establish the need for this project, and to develop the consortia's CTP Four-Year Plan.

Project Description (30 points)

Secondary: 15 points

Postsecondary: 15 points

Describe, for both the secondary and postsecondary levels, the purpose of the College Tech Prep project, objectives, strategies, evaluation, criteria, budget, tasks to be accomplished, timelines, and the persons that comprise the project management team. This can also include descriptions of collaborative efforts among and between secondary and postsecondary institutions, as well as partnerships with business and industry. The project must be tied to the CTP Four-Year Plan. Describe how the budget and associated equipment costs (if any) will be used to support the project activities.

Outcomes (30 points)

Secondary: 15 points

Postsecondary: 15 points

Describe specific outcomes that will be achieved from the project. All projects must describe the process for measuring College Tech Prep program completers' academic and technical competencies. All consortia must be able to report the information attached on the Data Sheet provided in Appendix D.

The narrative description (pages 5-16 of the proposal) must:

- (1) not exceed twelve (12) pages
- (2) be printed on one side of standard size (8 1/2" x 11") unruled, white, bond paper using 1" margins at top, bottom, left, and right
- (3) be double-spaced using an unaltered 12 point type
- (4) include page numbers centered at the bottom of each page beginning with page number five (5) and ending with page number sixteen (16) if the narrative description is twelve (12) pages in length

6. **Summary of Articulated Curriculum Agreements** which is (are) the **last page(s)** of the proposal. See Appendix E in the RFP. These pages are in addition to the 16-page limit. Articulation agreements must also be on file in each of the consortium member's office.

NOTE: If consortia are using the NC High School-to-Community College Articulation Agreement, a statement to that effect will suffice and courses do not need to be listed. If other courses in addition to those on the statewide agreement have been articulated, list them on the forms in Appendix E.

7. **A Copy of the CTP Four-Year Plan**

- d. **DO NOT:**

- (1) use notebooks or binding for proposals
 - (2) attach letters of endorsement or sample materials
 - (3) fax any proposals

This document was developed in Microsoft Word '97 with Windows '95. If you would like a copy of the document so you can extract the forms, please e-mail Robert Witchger (witchgerb@ncccs.cc.nc.us.) and request an e-mail with the file attached. If you would like to get the document on disk, then send a disk and a return self-addressed, stamped envelope to:

Robert J. Witchger
Associate Director for College Tech Prep
North Carolina Community College System Office
5021 Mail Service Center
200 West Jones Street
Raleigh, North Carolina 27699-5021

INSTRUCTIONS FOR SUBMITTING A PROPOSAL

- a. All seven components of the proposal (see RFP checksheet in Appendix F) must be presented according to guidelines and specifications of this RFP (see **Proposal Development Guidelines**).

SUBMIT A TOTAL OF EIGHT (8) COPIES OF THE PROPOSAL.

FOUR (4) COPIES OF THE PROPOSAL MUST INCLUDE THE ORIGINAL SIGNATURES OF THE SUPERINTENDENT(S) AND COMMUNITY COLLEGE PRESIDENT(S) IN BLUE INK ON THE FOLLOWING PAGES:

Page 1 (Title and Authorization Page)

Page 2 (General Assurances Page)

NO FAX COPIES WILL BE ACCEPTED !!!

- b. **ALL REQUIRED COPIES OF THE PROPOSAL MUST ARRIVE IN THE OFFICE OF ROBERT WITCHGER BY 5 P.M. ON FRIDAY, APRIL 12, 2002**

**SUBMIT TO: Robert J. Witchger
Associate Director for College Tech Prep
NC Community College System Office
5021 Mail Service Center
200 West Jones Street
Raleigh, NC 27699-5021**

Questions regarding proposals may be directed to:

William "Bill" Price
Consultant, Youth Apprenticeship
NC-DPI/NC-DOL
Phone: (919) 807-3872
E-mail: wprice@dpi.state.nc.us

Robert J. Witchger
Associate Director for College Tech Prep
NC Community College System Office
Phone: (919) 733-7051, Ext 447
E-mail: witchgerb@ncccs.cc.nc.us

GRANT PROPOSAL REVIEW AND SELECTION PROCESS

Each application will be evaluated by a panel of five or more individuals. Following this review of applications, results will be statistically compiled to obtain the individual proposal score. The proposals will be rated using the Rating Form in the RFP (see Appendix G). Ensure that the proposal is properly completed and submitted. Grants which do not meet minimum RFP requirements may not be funded.

Once individual proposal scores are determined, consortia will be funded according to the following steps:

Step One: Consortia that were not funded in the funding cycles 1995-96, 1996-98, 1998-2000 will compete for approximately 50% of the funds available for College Tech Prep Enhancement Grants. Consortia in this category will be rank ordered by their individual proposal scores, and, based upon the formula listed in the **Budget Planning Guide** of this RFP (see page 4), will be awarded funds (highest score to lowest score) until the funds allotted to Step One are exhausted. Consortia who do not get funded in Step One will compete with the remaining consortia in Step Two.

Step Two: Consortia which did not get funded in Step One and consortia which have received funding in the past will compete for the remaining funds available for College Tech Prep Enhancement Grants. Consortia in this category will be rank ordered by their individual proposal scores, and, based upon the formula listed in the **Budget Planning Guide** of this RFP (see page 4), will be awarded funds (highest score to lowest score) until the funds allotted to Step Two are exhausted.

Review panel members will be instructed to give special consideration to applications that provide for effective employment placement activities or transfer of students to four-year baccalaureate programs; that are developed in partnership with business, industry, and labor unions; and that address effectively the issues of remediation at the community college and the needs of minority youth, youth of limited English proficiency, youth with disabilities, and disadvantaged youth. Projects supported by these grants will be administered through the Workforce Development Sections of the NC DPI and the College Tech Prep Section of the NCCCS. The State Board of Education and the State Board of Community Colleges shall ensure an equitable distribution of grants between urban and rural consortium participants.

REPORTING REQUIREMENTS

Once a proposal has been funded, each consortium must submit an interim report through June 30, 2003 and a final report through June 30, 2004. As a minimum, the report must include for each consortium member:

- a. an executive summary of the project's accomplishments;
- b. a completed Data Sheet (see Appendix D) for each funded year;
- c. a description of the best practices at the local school systems and postsecondary institutions;
- d. a description of the objectives and outcomes resulting from the project to include a copy of revisions to articulation agreements, policy agreements, program agreements, and program completion data;
- e. a timeline schedule that indicates the persistence of College Tech Prep activities and processes;
- f. an explanation of expenditures as they relate to the objectives and outcomes.

All grant recipients will document College Tech Prep program completers' academic and technical competency achievement, and support the integration of academic and technical program curriculum. Assessment of completers is to take place at the completion of the high school component of the program as well as during the postsecondary two-year program. Each grant recipient will document the results from an annual review of transcripts to determine students' progress in completing the requirements for the College Tech Prep career pathways.

Appendix B

COLLEGE TECH PREP ENHANCEMENT GRANT
July 1, 2002 - June 30, 2004
General Assurances Page

We agree to comply with the following:

1. To provide the appropriate administrative supervision and support necessary to foster success of the project.
2. To operate under a written articulation agreement, policy agreement, and program agreement.
3. To work cooperatively with the U. S. Department of Education, Public Schools of North Carolina, and the North Carolina Community College System, in monitoring and evaluating the program and to submit evaluation data as requested.
4. To document College Tech Prep program completer's academic and technical achievement by using nationally recognized assessment instruments.
5. To supplement, expand, and not supplant funding for existing programs, activities or services.
6. To demonstrate commitment to the project by providing:
 - a. Appropriate time and personnel to complete the objectives and outcomes of the project;
 - b. All overhead costs, classrooms, and laboratories.
7. To ascertain that members of the consortium are in compliance with applicable federal and state laws to promote equal opportunity for all participants without regard to race, color, religion, gender, age, disability, political affiliation or national origin.
8. To provide programs, services, and activities that conform to the applicable standards of performance and measures of effectiveness required of academic and technical education programs in North Carolina.
9. To attest that all funds will be used to support the cost of only those activities described in the proposal and approved by the State Board of Education and the State Board of Community Colleges.
10. To establish such fiscal control and accounting procedures as may be necessary for proper disbursement of and accounting for all project funds.
11. To have an audit made in accordance with Circular A-128 pursuant to the Single Audit Act of 1984, if awarded \$25,000 or more.

Superintendent(s) Signature(s)

Date

Community College President(s) Signature(s)

Date

**COLLEGE TECH PREP ENHANCEMENT GRANT
July 1, 2002 - June 30, 2004**

PROPOSED BUDGET

LEA Fiscal Agent: _____

Community College Fiscal Agent: _____

ACCOUNT CLASSIFICATION	SECONDARY FUNDING		POSTSECONDARY FUNDING	
	2002-2003	2003-2004	2002-2003	2003-2004
INSTRUCTIONAL PROGRAMS:				
Salaries*				
Employee Benefits				
Purchased Services				
CTP Program Evaluation				
Supplies & Materials				
Capital Outlay**				
SUPPORTING SERVICES:				
Salaries*				
Employee Benefits				
Purchased Services				
Supplies & Materials				
Capital Outlay**				
Other Objects				
Indirect Costs				
COLUMN TOTALS:				

NOTE: * Appendix C (page 2 of 3) must also be completed which is the Summary of Salaried Positions.

** Appendix C (page 3 of 3) must also be completed which is the Equipment List.

all approved proposals must submit an appropriate line item budget in accordance with the two State agencies.

**COLLEGE TECH PREP ENHANCEMENT GRANT
 July 1, 2002 - June 30, 2004**

**PROPOSED BUDGET
Equipment List**

LEA(S): _____

Description of Item	Quantity	Unit Cost	Total Cost (Qty x Unit Cost)	O / R*	Name of Articulated Program where equipment is to be used
TOTAL BUDGETED AMOUNT			\$		

COMMUNITY COLLEGE: _____

Description of Item	Quantity	Unit Cost	Total Cost (Qty x Unit Cost)	O / R*	Name of Articulated Program where equipment is to be used
TOTAL BUDGETED AMOUNT			\$		

* **O** for an Original Purchase; **R** for a Replacement Purchase

Account for all expenditures in the capital outlay budget codes.

SAMPLE - NOT TO BE RETURNED WITH RFP

Appendix D
(Page 1)

2002 College Tech Prep Final Report Data Packet

Key to Abbreviations:

CP -College Prep	CTP -College Tech Prep	CP/CT -Both CP & CTP
AA -Associate in Arts	AS -Associate in Science	AAS -Associate in Applied Science
HS -High School	AFA - Associate in Fine Arts	RFP -Request for Proposal

Part I: Secondary Report

LEA:

Prepared by:

Unless otherwise specified, all questions in Part I refer to the High School Class of 2002	Number	%
I-a. For the HS Class of 2002, list the postsecondary intentions of College Tech Prep completers (CTP <u>and</u> CP/CT) by LEA: <div style="text-align: right; padding-right: 20px;"> Four-year College or University Two-year Community College Military Employment Two-year Registered Apprenticeship </div>		
I-b. For the HS Class of 2002, list (according to SIMS, Report 195, Part 2) the following information by LEA: <div style="text-align: right; padding-right: 20px;"> CP CTP CP/CT (both) Vocational General </div>		
I-c. For the HS Class of 2002, list (according to SIMS, Report 195, Part 3) the overrides by LEA: <div style="text-align: right; padding-right: 20px;"> CP CTP CP/CT (both) Vocational General </div>		

SAMPLE - NOT TO BE RETURNED WITH RFP

Appendix D

(Page 2)

I-d. Please list below (in bullet format) the major findings of your evaluation efforts as required by the RFP:

I-e. Based upon the major findings of your evaluation efforts, list (in bullet format) your College Tech Prep improvement strategies:

SAMPLE - NOT TO BE RETURNED WITH RFP

Appendix D
Page 3

Part II: Postsecondary Report

College Name:

Prepared by:

Unless otherwise specified, all questions in Part II refer to the HS Class of 2001	Number	%
II-a. HS CP completers enrolled at the community college		
HS CTP completers enrolled at the community college		
HS CP/CT (both) completers enrolled at the community college		
HS Vocational completers enrolled at the community college		
HS General completers enrolled at the community college		
II-b. Mean GPA for HS CP completers		NA
Mean GPA for HS CTP completers		NA

Mean GPA for HS CP/CT (both) completers		NA
Mean GPA for HS Vocational completers		NA
Mean GPA for HS General completers		NA
II-c. HS CP completers taking remedial English		
HS CTP completers taking remedial English		
HS CP/CT (both) completers taking remedial English		
HS Vocational completers taking remedial English		
HS General completers taking remedial English		
II-d. HS CP completers taking remedial reading		
HS CTP completers taking remedial reading		
HS CP/CT (both) completers taking remedial reading		
HS Vocational completers taking remedial reading		
HS General completers taking remedial reading		
II-e. HS CP completers taking remedial math		
HS CTP completers taking remedial math		
HS CP/CT (both) completers taking remedial math		
HS Vocational completers taking remedial math		
HS General completers taking remedial math		

SAMPLE - NOT TO BE RETURNED WITH RFP

Appendix D
Page 4

II-f. Mean hours of credit earned for HS CP completers		NA
Mean hours of credit earned for HS CTP completers		NA
Mean hours of credit earned for HS CP/CT (both) completers		NA
Mean hours of credit earned for HS Vocational completers		NA
Mean hours of credit earned for HS General completers		NA
II-g. Total hours of articulated credit awarded by the college to members of the HS Class of 2001		NA
II-h. For the HS Class of 1999 , list the number and percentage of College Tech Prep (CTP and CP/CT) completers who graduated with an associate degree (AS, AA, AFA, AAS)		
II-i. For the HS Class of 1999 , list the number and percentage of College Tech Prep (CTP and CP/CT) completers who are employed		

II-j. For the HS Class of 1999 , list the mean initial salary for CollegeTech Prep (CTP and CP/CT) completers who are employed		NA
II-k. Please list below (in bullet format) the major findings of your evaluation efforts as required by the RFP:		
II-l. Based upon the major findings of your evaluation efforts, list (in bullet format) your College Tech Prep improvement strategies:		

Appendix E

**COLLEGE TECH PREP ENHANCEMENT GRANT
July 1, 2002 - June 30, 2004**

SUMMARY OF ARTICULATED CURRICULUM AGREEMENTS

Articulation is a cooperative partnership process that involves high schools, the community college, and industry. Articulation efforts facilitate continuity and coherence to a student's education from one level to another without experiencing delay, duplication of courses, or loss of credit. Articulation agreements link high schools and community college curriculum. Agreements that are developed identify the secondary courses or competencies that enable students to articulate, without remediation, courses at the postsecondary level. Articulation is viewed as an opportunity for students to acquire the advanced skills they need to excel in tomorrow's workplace.

"Granting credit through articulation is neither the strength nor the potential of College Tech Prep. Getting students through school as quickly as possible is not the point; neither is getting all community college students into the university. A more appropriate objective for the majority of students is to provide them with a smooth, seamless, and logical transition from high school to community college and beyond - and an opportunity to acquire the advanced skills they need to excel in tomorrow's workplace." (Hull, D. 1993. Opening Minds, Opening Doors, The Rebirth of American Education. CORD Communications, p. 152)

Consortium Name:				
Program Name	High School		Community College	
	Course Number	Course Name	Course Number	Course Name
Arts and Sciences				
Agriculture and Natural Resources				

Consortium Name:

Program Name	High School		Community College	
	Course Number	Course Name	Course Number	Course Name
Construction Technologies				
Engineering Technologies				
Health Sciences				
Industrial Technologies				

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Appendix F

COLLEGE TECH PREP RFP CHECKSHEET

Ensure each submitted Proposal includes and/or meets the following:

_____ Title and Authorization Page

_____ General Assurances Page

_____ Budget Form(s)

_____ One Page Executive Summary

_____ Narrative Description
 Prior Implementation
 Establishment of Need
 Project Description
 Outcomes

_____ Summary of Articulated Curriculum Agreements

_____ Copy of CTP Four-Year Plan

_____ Submit a total of eight (8) copies of the Proposal. Four (4) copies must include the original signatures of the superintendent(s) and the community college president(s) in blue ink on the Title and Authorization Page and the General Assurances Page.

_____ All required copies of the proposal **must arrive in the Office of Robert J. Witchger by 5 P.M. on Friday, April 12, 2002.**

Appendix G

COLLEGE TECH PREP ENHANCEMENT GRANT

July 1, 2002 - June 30, 2004

PROPOSAL RATING FORM

CONSORTIUM NAME:

(indicate all community college and LEA names)

The maximum number of points available is 100 points.

POINTS

Prior Implementation (0 - 20 points)

Secondary: 10 points

Postsecondary: 10 points

Comments:

Establishment of Need (0-20 points)

Secondary: 10 points

Postsecondary: 10 points

Comments:

Project Description and Relationship to Four-Year Plan 0-30 points)

Secondary: 15 points

Postsecondary: 15 points

Comments:

Outcomes (0-30 points)

Secondary: 15 points

Postsecondary: 15 points

Comments:

Sub-Total:

**This funded consortium has failed to fulfill
current funded objectives.**

(Subtract 0-10 points)

Comments:

Overall Review:

TOTAL POINTS

(100 points maximum)

Reviewer's Name: _____ Date: _____