

REQUEST FOR PROPOSAL

FOR

COLLEGE TECH PREP

Enhancement Grant

(July 1, 2004 - June 30, 2006)

TITLE II
CARL D. PERKINS
VOCATIONAL AND TECHNICAL
EDUCATION ACT OF 1998

Proposal Submission Due Date
Friday, April 23, 2004

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, Howard N. Lee, 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
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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, and 2 years of postsecondary education;**
- **Integrates academic, vocational/technical instruction, and utilizes work-based or work site 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 workforce with technological skills appropriate for the majority of new jobs.

Vision and Mission of College Tech Prep

College Tech Prep in North Carolina has the vision of developing a well-educated high-performance workforce through strategic partnerships with business, secondary and postsecondary education, economic and workforce development. The goal of College Tech Prep is to prepare students for employment and continuous learning through challenging, rigorous, and integrated academic and technical education.

College Tech Prep is a seamless educational strategy that begins in the ninth grade and continues through high school into the community college and continues with a student

obtaining a two-year associate degree, two-year certificate, or completion of a two-year registered apprenticeship. College Tech Prep combines a rigorous academic (Math, Science, and 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 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.

College Tech Prep helps prepare students to enter and succeed in a career by requiring cooperation and mutual collaboration of educators, employers, families and policy makers in the community. College Tech Prep requires the same high level of achievement for all students and recognizes and addresses 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 with two-year degree and four year degree options, keeping the options open through a rigorous curriculum.

This grant provides 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 lead 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.

Purpose

In the planning of grant proposals, applicants are encouraged to consider the basic principles of the U.S. Department of Education program “No Child Left Behind.” Through the years College Tech Prep has delivered on many of the principles of No Child Left Behind through its innovations and enhancements. North Carolina College Tech Prep continually seeks stronger accountability, increased flexibility through local planning, expanded options for students, creative ways to involve parents, and emphasis on teaching methods that have been proven to work including contextual learning methods.

This request for proposal seeks ideas that will enhance College Tech Prep activities in 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 College Tech Prep Four-Year Plan;**
- 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.

Joint Policy

The “Tech Prep/Associate Degree Joint Policy Statement for North Carolina State Board of Education and North Carolina Community Colleges” 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 cluster, 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 “Tech Prep/Associate Degree Joint Policy Statement for North Carolina State Board of Education and North Carolina Community Colleges” 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 2004-2006 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. The CTP Four-Year Plan must accompany your Request for Proposal (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 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 two-year postsecondary institutions, and if possible and practicable, four-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 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, 2004 through June 30, 2006. 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 2004-2006. 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. All funding is contingent upon receipt of funds from the U. S. Department of Education.

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

- 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, 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 submitted proposal. 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 submitted proposal. See Appendix C (page 1 of 3). The budget form(s) will identify the use of funds from July 1, 2004, through June 30, 2005, and July 1, 2005, through June 30, 2006. The allocation of these funds for the fiscal year beginning July 1, 2004, is**

contingent upon availability of funds from the U.S. Department of Education. Budgets submitted must reflect the first two years (2004-2006) 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. If you have been a funded project, summarize information from the data packet and provide rationale as to it outcomes. Provide a concise overview of the need for additional funding for your College Tech Prep program on a secondary and postsecondary level.

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. Describe if the needs are coordinated and the specific needs this program addresses on the secondary and postsecondary level.

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 who 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; and**
- (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. If consortia are using the North Carolina 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. Please submit a copy of your Local Articulation Agreements. Local articulation agreements must also be on file in each of the consortium member's office.

7. A Copy of the CTP Four-Year Plan These pages are in addition to the 16-page limit.

d. DO NOT:

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

INSTRUCTIONS FOR SUBMITTING A PROPOSAL

- A. All seven components of the proposal (see RFP checklist 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) (Blue tells us it is original!)

Page 2 (General Assurances Page) (Blue tells us it is original!)

NO FAX COPIES WILL BE ACCEPTED!!! All original Documents!

- B. ALL REQUIRED COPIES OF THE PROPOSAL MUST ARRIVE IN THE OFFICE OF ROBERT WITCHGER, ROOM 401 L BY 5:00 P.M. ON Friday, April 23, 2004.**

**SUBMIT TO: Robert J. Witchger
Associate Director for College Tech Prep
NC Community College System**

**U. S. Postal Address: 5016 Mail Service Center
Raleigh, NC 27699-5016**

**FedEx, UPS, et al: 200 West Jones Street
Raleigh, NC 27603-1379**

- c. Questions regarding proposals may be directed to:

**William "Bill" Price
Consultant, High School
Apprenticeship
North Carolina -DPI
Phone: (919) 807-3872
E-mail: wprice@dpi.state.nc.us**

**Robert "Bob" Witchger
Associate Director of College Tech Prep
North Carolina Community College System
Phone: (919) 807-7126
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 1996-98, 1998-2000, 2000-2002 will compete for approximately 40% 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, will be awarded funds (highest score to lowest score) until the funds allotted for 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, 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.
- develop partnerships with business, industry, labor unions, economic development and local workforce boards;
- address effectively the issues of remediation at the community college and/or
- address 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 Career Technical Education Section of the NC DPI and the Federal Vocational Education/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, 2005 and a final report through June 30, 2006. At 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 ENHANCEMENT GRANT

July 1, 2004 - June 30, 2006

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: **2004-05:** _____ **2005-06:** _____

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 ENHANCEMENT GRANT
 July 1, 2004 - June 30, 2006
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

Appendix C
(page 1 of 3)
COLLEGE TECH PREP ENHANCEMENT GRANT
July 1, 2004 - June 30, 2006
PROPOSED BUDGET

LEA Fiscal Agent: _____

Community College Fiscal Agent: _____

ACCOUNT CLASSIFICATION	SECONDARY FUNDING		POSTSECONDARY FUNDING	
	2004-2005	2005-2006	2004-2005	2005-2006
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.

**Appendix C
(page 3 of 3)**

COLLEGE TECH PREP ENHANCEMENT GRANT

July 1, 2004 - June 30, 2006

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

Appendix D
2004 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:** _____

	Number	%
Unless otherwise specified, all questions in Part I refer to the High School Class of 2004		
I-a. For the HS Class of 2004, 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 2004, list (according to SIMS, Report 195, Part 2) the following information by LEA:		
College University Prep		
College Tech Prep		
CUP/CTP (both)		
Career Prep		
Occupational		
I-c. For the HS Class of 2004, list (according to SIMS, Report 195, Part 3) the overrides by LEA:		
College University Prep		
College Tech Prep		
CUP/CTP (both)		
Career Prep		
Occupational		

I-d. For the HS Class of 2004, the number of CTP students receiving services from WIA (Workforce Investment Act).		Number	
	Tutoring		
	Alternative Secondary School Services		
	Summer Employment		
	Paid and Unpaid Work Experience		
	Occupational Skill Training		
	Leadership Development		
	Supportive Services		
	Adult Mentoring		
	Follow-up Services		
	Guidance and Counseling		
I-e. For the HS class of 2004, indicate the number of credit hrs earned by CTP students.	Articulation		
	Concurrent Enrollment		
	Huskins Courses		
I-f. Please list below (in bullet format) the major findings of your evaluation of your HS efforts as required by the RFP: (Use additional sheets if needed)			
I-g. Based upon the major findings of your evaluation of your HS efforts, list (in bullet format) your College Tech Prep improvement strategies: (Use additional sheets if needed)			
I-h. During the 2003-2004 academic year, how many hours of professional development were provided, using College Tech Prep funds, for each of the following:		# Participants	Total Contact Hours
	Career Tech Faculty		
	Non Career Tech Faculty		
	Administrators		
	Counselors		
	Other		

Part II: Postsecondary Report

Include only those students who graduated from a high school in the consortia.

College Name:

Prepared by:

Unless otherwise specified, all questions in Part II refer to the HS Class of 2003	Number	%
II-a. HS CP completers enrolled at the community college		
HS CTP completers enrolled at the community college		
HS CP/CTP (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/CTP (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/CTP(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/CTP (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/CTP (both) completers taking remedial math		
HS Vocational completers taking remedial math		
HS General completers taking remedial math		
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/CTP (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		NA

the HS Class of 2003			
II-h. Total hours of technical credit awarded (Huskins and concurrent) by the college to members of the <u>HS class of 2003</u>			NA
II-i. For the <u>HS Class of 2001</u> , list the number and percentage of College Tech Prep (CTP <u>and</u> CP/CTP) completers who graduated with an associate degree (AS, AA, AFA, AAS)			
II-j. For the <u>HS Class of 2000</u> , list the number and percentage of College Tech Prep (CTP <u>and</u> CP/CTP) completers who are employed			
II-k. For the <u>HS Class of 2000</u> , list the mean initial salary for College Tech Prep (CTP <u>and</u> CP/CTP) completers who are employed			
II-l. Please list below (in bullet format) the major findings of your evaluation efforts as required by the RFP: (Use additional sheets if needed)			
II-m. Based upon the major findings of your evaluation efforts, list (in bullet format) your College Tech Prep improvement strategies: (Use additional sheets if needed)			
II-n. During the 2003-2004 academic year how many hours of professional development were provided, using College Tech Prep funds, for each of the following:		# Participants	Total Contact Hrs
	Career Tech Faculty		
	Non Career Tech Faculty		
	Administration		
	Counselors		
	Other		
II-o. For the <u>HS Class of 2003</u> , the number of CTP students receiving services at the Community College from WIA (Workforce Investment Act).			Number
	Tutoring		
	Alternative Secondary School Services		
	Summer Employment		
	Paid and Unpaid Work Experience		
	Occupational Skill Training		
	Leadership Development		
	Follow-up Services /Supportive Services		
	Adult Mentoring		
Guidance and Counseling			

Appendix E

COLLEGE TECH PREP Enhancement GRANT

July 1, 2004 - June 30, 2006

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 members applying for grants will abide by the Comprehensive High School to Community College articulation agreement and are encouraged to articulate additional courses a documented on the form below or by attaching a copy of their local agreement to this Appendix E.

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

Business Technologies				

Consortium Name:				
Program Name	High School		Community College	
	Course Number	Course Name	Course Number	Course Name
Commercial and Artistic Production Technologies				
Construction Technologies				
Engineering Technologies				
Health Sciences				
Industrial Technologies				
Public Service Technologies				

Trasportation Technologies				

Appendix F

COLLEGE TECH PREP RFP CHECKSHEET

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

- _____ **Title and Authorization (Page 1 of Proposal)**
- _____ **General Assurances (Page 2 of Proposal)**
- _____ **Budget Form(s) (Page 3 of Proposal)**
- _____ **One Page Executive Summary (Page 4 of Proposal)**
- _____ **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 Witchger by 5:00 p.m. on Friday, April 23, 2004.**

Appendix G

COLLEGE TECH PREP ENHANCEMENT GRANT (Sample)

July 1, 2004 - June 30, 2006

PROPOSAL RATING FORM

CONSORTIUM NAME:

(indicate all community college and LEA names)

The maximum number of points available is 100.

POINTS

Prior Implementation (0 - 20 points)

Secondary 10 points - Postsecondary 10 points

Previous grants activities have shown: Reduction in remediation; Increase in CTP credits earned and awarded; Increase in CTP completing postsecondary education /working; Increase in secondary and postsecondary professional development. Projected goal of the contract were met or addressed.

Comments:

Establishment of Need (0-20 points)

Secondary 10 points - Postsecondary 10 points

Proposal establishes the need for CTP activities in the consortia such as: Expanding opportunities for completion of CTP; Curriculum integrating; Seamless academic/technical curricula; Communicating value of CTP to stakeholders; Involving stakeholders in Public Awareness

Comments:

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

Secondary 15 points - Postsecondary 15 points

Proposed project can: Address the identified needs for the local consortium four year plan and/or State Strategic Plan; Reduce remediation for high school graduates; Increase seamless transition for secondary to postsecondary; Increase stakeholder involvement, etc. Does the plan incorporate sound program planning principles, clearly show collaboration between education, business and industry, and can the plan be adequately addressed within the two-year cycle.

Comments:

Outcomes (0-20 points)

Secondary 10 points - Postsecondary 10 points

Comments:

Overall Review:

Reviewer's Name: _____

Date: _____

Check those that apply:

**Reviewer From: _Mountains _Piedmont _Coast) and employed by _Secondary
_Post Secondary**