



**NORTH CAROLINA COMMUNITY COLLEGE SYSTEM**  
*H. Martin Lancaster, President*

April 9, 2008

**MEMORANDUM**

**RESPONSE DEADLINE: 05/23/08**

**TO:** Chief Academic Officers  
Career & Technical Education Directors  
College Tech Prep Coordinators

**FROM:** Ted W. Summey, Section Chief  
CTE Support Services, NCDPI  
  
Robert J. Witchger, Associate Director  
College Tech Prep, NCCCS

**SUBJECT: 2008-2010 COLLEGE TECH PREP ENHANCEMENT GRANTS**

The Carl D. Perkins Career and Technical Education Act of 2006 authorizes funding to develop and enhance the academic and career and technical skills of secondary and postsecondary students who elect to enroll in career and technical education programs. College Tech Prep programs provide the vehicle for these skills through a sequence of studies which guides students effectively through their high school and postsecondary educational process.

Grants will be made for the 2008-2010 school years for enhancement. Attached is the Request for Proposal which provides all of the information and forms needed to apply. Proposals **must be received by 5:00 p.m. on Friday, May 23, 2008.**

You are encouraged to support this strategy and apply for this funding. Should you have questions, please contact Bob Witchger at [witchgerb@nccommunitycolleges.edu](mailto:witchgerb@nccommunitycolleges.edu), or telephone (919)807-7126 or Ted Summey at [tsummey@dpi.state.nc.us](mailto:tsummey@dpi.state.nc.us), or telephone (919)807-3870.

RJW/dm

Attachments

c: Presidents  
Superintendents  
Dr. Delores A. Parker  
Mr. Robert L. Logan  
Ms. Elizabeth C. Brown  
Ms. Rebecca B. Payne

**CC08-083**  
**E-Mail**

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

Street Address: 200 West Jones Street ~ Raleigh, NC 27603-1379 ~ 919-807-7100 ~ Fax 919-807-7164

AN EQUAL OPPORTUNITY EMPLOYER



**REQUEST FOR PROPOSAL**  
**FOR**  
**COLLEGE TECH PREP GRANT**

**(July 1, 2008 - June 30, 2010)**

**TITLE II**  
**CARL D. PERKINS**  
**CAREER AND TECHNICAL**  
**EDUCATION ACT OF 2006**

***Proposal Submission Due Date***  
***Friday, May 23, 2008***

**Issued by**

**North Carolina Community College System, H. Martin Lancaster, President**  
**State Board of Community Colleges, Hilda Pinnix-Ragland, Chair**  
**and**  
**North Carolina Department of Public Instruction, Dr. June St. Clair Atkinson, State Superintendent**  
**Public Schools of North Carolina, State Board of Education, Howard N. Lee, Chair**

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.

**CTP Grant**  
**July 1, 2008 - June 30, 2010**

**Proposal Submission Due Date**  
**Friday, May 23, 2008**

**Introduction**

The purpose of the Carl D. Perkins Career Technical Education Act of 2006, 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, two years of secondary, and two years postsecondary education in a non-duplicative sequential course of study;
- Integrates academic, career and technical instruction, and utilizes work-based or worksite learning where appropriate and available;
- Provides technical preparation in a career field including high skilled, high wage, high demand occupations, and or emerging occupations;
- Builds student competence in core academics and technical skills and workplace skills through applied, contextual academics and integrated instruction, in a coherent sequence of courses;
- Leads to an industry credential, two-year postsecondary certification, an associate or baccalaureate degree in a specific career field; and,
- Leads to placement in high wage or high skilled employment or to further education.
- Uses career and technical education programs of study, to the extent practicable.

The goal of the North Carolina State Board of Education is to prepare high school graduates to be both college ready and work ready. These students should be better equipped to enter postsecondary education and to enter the workforce with technological skills necessary to be competitive in the global economy and prepared for life in the 21<sup>st</sup> century.

**Vision and Mission of CTP**

CTP in North Carolina has the vision of developing a well-educated high-performance 21<sup>st</sup> century workforce through strategic partnerships with business, secondary and postsecondary education and economic and workforce development. The goal of CTP is to prepare students for employment and continuous learning through rigorous, relevant, and integrated academic and technical education.

CTP is a seamless educational strategy that begins in the ninth grade, continues through high school into the community college, and continues with a student obtaining a two-year associate degree, two-year certificate, completion of a two-year registered apprenticeship or a baccalaureate degree. CTP combines a rigorous academic core of courses with a focused sequence of technical courses in a career pathway. Students who excel in their high school career and technical courses may receive college credit for college classes when those classes have comparable competencies. High school CTP students may align their high school courses to any community college Associate in Applied Science Degree program. Eligible CTP curricula are found in all of the occupational career pathways.

CTP helps prepare students to enter and succeed in a 21<sup>st</sup> century career, by requiring cooperation and mutual collaboration of educators, employers, families, and policy makers in the community. CTP requires the same high level of achievement for all students and recognizes and addresses a variety of learning styles. CTP integrates relevant applications into academics and encourages critical thinking and lifelong learning. The curriculum structure provides 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 at least one local educational agency and at least one postsecondary educational institutions which provide CTP education programs that lead to:

- A two-year associate degree;
- A two-year certificate;
- A two-year registered apprenticeship;
- A four year baccalaureate degree; and/or
- Placement in high skill, high wage employment.

Systemic, strong, comprehensive links between secondary schools and postsecondary education institutions should be persistent elements of these partnerships.

### **Purpose**

This request for proposal seeks **creative and innovative ideas that will enhance** CTP activities in local communities. *CTP projects require ongoing consistent collaboration with secondary and postsecondary partners*

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” and the State Board of Education mission and goals. Through the years, CTP has delivered on many of the principles of No Child Left Behind through its innovations and enhancements. North Carolina CTP 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.

### **MINIMUM PROGRAM CHARACTERISTICS**

Each CTP consortia must have on file:

1. an annually signed articulation agreement between participants in the consortium;
2. a CTP Six -Year Plan;
3. a prepared curriculum matrix that lists competencies or tasks being taught and/or projected to be taught at each level;
4. a published CTP course of study guide;
5. established collaboration and partnership agreements with business, industry, labor, and other organizations and agencies;
6. provisions for equal access to the full range of CTP programs for special populations that includes the development of program services appropriate to meet their needs;
7. provisions for preparatory services that assist all CTP participants;
8. publications to students, guidance counselors, teachers, business and industry, parents, and the community-at-large about the CTP program. This includes sample schedules with course alignments that detail secondary and postsecondary components.

## **Joint Policy**

Consortia that apply for grant funding elect to meet the criteria below.

A joint policy between the North Carolina State Board of Education and the North Carolina State Board of Community Colleges emphasizes that the planned high school component of the CTP 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 as specified by the State Board of Education high school graduation requirements;
- c. science course sequence with competencies that relate to a CTP associate degree career cluster;
- d. four technical credits related to an articulated career cluster, one of which must be a complete course credit;
- e. 21<sup>st</sup> century technology course sequences that utilize computer-assisted learning, scientific principles and concepts; integration of academic 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 objective baseline data, 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 joint policy also emphasizes that the planned community college component of the CTP program should:

- a. articulate with high school programs to assure a non duplicative course of study;
- 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 GRANTS**

By regulation, CTP consortia that submit a proposal for a grant in 2008-2010 must submit a CTP Six-year Plan. The CTP Six -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 Six -Year Plan must accompany your proposal. The proposal submitted must support your CTP Six -Year Plan. The proposal may address an activity, a portion of, or the entire first two years of the CTP Six -Year Plan. Funding priority will be given to consortia who best relate their proposal to its CTP Six -Year Plan.

The CTP Grant and Six-Year Plan must be carried out under a collaborative articulation agreement between members of the consortium and must address each of the following five areas:

1. Development of CTP programs that:
  - a. meet academic standards developed by the State;
  - b. enhance career clusters and CTE pathways;
  - c. offer new and innovative curriculum to meet the needs of the emerging workforce;
  - d. link secondary schools and two-year postsecondary institutions, and if possible and practical, four-year institutions of higher education through non-duplicative sequences of courses in career fields, including the investigation of opportunities for CTP secondary students to enroll concurrently in secondary and postsecondary course work;
  - e. use, if appropriate and available, work-based or worksite learning in conjunction with business and all aspects of an industry; and
  - f. 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 high quality in-service training for secondary and postsecondary faculty and staff that:
  - a. joins secondary and postsecondary faculty in common professional development activities that improve Career & Technical Education and CTP efforts in the consortium;
  - b. is designed to ensure that teachers and administrators stay current with the needs, expectations, and methods of business and all aspects of an industry;
  - c. focuses on training postsecondary education faculty in the use of contextual and applied curricula and instruction; and
  - d. provides training in the use and application of technology.
3. Include training programs for secondary and postsecondary counselors designed to enable counselors to more effectively:
  - a. understand the secondary and postsecondary courses of study to ensure students successfully complete career pathways through a seamless transition to postsecondary education;
  - b. provide information to students regarding CTP education programs;
  - c. support student progress in completing CTP programs;
  - d. provide information on related employment opportunities or further postsecondary education;
  - e. ensure that such students are placed in appropriate employment; and
  - f. 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.
5. Provide for preparatory services that assist participants in CTP programs.

Additional authorized activities - each CTP consortium may:

1. Provide for the acquisition of CTP program equipment for articulated programs;
2. Acquire technical assistance from State or local entities that have designed, established, and operated CTP 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 LEA's and postsecondary education institution. The project must focus on the funding priorities outlined in the CTP Six-Year Plan as listed in this RFP (see **Funding Priorities for Grants**). Proposals must demonstrate a solid partnership among secondary and postsecondary partners. 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 levels.*

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, 2008 through June 30, 2010**. The grant proposal should document the plans for the two years of the project.

### **Non-Compliance/Inability to carry out objectives and Outcomes**

Grant recipients that demonstrate inability to carry/out the objectives and outcomes (including data collection) will risk cancellation of the grant by the North Carolina Department of Public Instruction (NCDPI) and the North Carolina Community College System (NCCCS). Failure to comply with the requirements of this RFP or the Perkins act will result in cancellation of the grant.

CTP grants may be used to fund approved project activities which are identified below:

<b>Description of Approved Project Activities</b>
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, project evaluation)
Supplies and Materials (Must support articulated curriculum)
Equipment (Must support articulated curriculum)

## Budget Planning Guidelines

The following budget planning guidelines will be used to determine the **maximum** program budget. 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 and/or new legislation.

NOTE: Budgets submitted with the proposal that exceed the budget planning guidelines below may cause the proposal to be **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*

\*For calculating grant awards, a high school within the consortium must meet the following criteria:

- a). Offer the combined CTP and College/University Prep courses of study;
- b). A comprehensive high school located in a separate facility; and
- c). Meet other requirements for CTP participation as described in this RFP.

### Budget Constraints

- a. **NO ADMINISTRATIVE PERSONNEL COSTS CAN BE PAID FROM THE PROJECT BUDGET;**
- b. A coordinator for the CTP 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. **Consortia are required to use a third party for program evaluation. Up to 10% of the budget may be used for this service.**
- d. Project funds may only be used only to support approved project objectives and outcomes;
- e. Only expenses that support the articulated CTP curriculum or the development of additional articulated CTP 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 Project Funds.

## 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 **Funding Priorities** stated in this RFP. 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 review. Proposals that fail to submit all information by the submission deadline **will be ineligible** for 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 elements (absence of any element or elements will disqualify the grant application from further consideration):**

**1.) The Title and Authorization Page** must be submitted as **Page 1** of the proposal (see Appendix A). The LEA superintendent(s) and community college president(s) must sign **four** copies of this page with original signatures in **blue** ink.

**2.) The General Assurances Page** must be submitted as **Page 2** of the proposal (see Appendix B). The LEA superintendent(s) and community college president(s) must sign **four** copies of this page with original signatures in **blue** ink.

**3.) The Budget form(s)** must be submitted as **Page 3** of the proposal (see Appendix C). The budget form(s) will identify the use of funds from July 1, 2008 through June 30, 2009 and July 1, 2009 through June 30, 2010. The allocation of these funds for the fiscal year beginning July 1, 2008, is contingent upon availability of funds from the U.S. Department of Education. Budgets submitted must reflect the first two years (2008-2010) of the CTP Six-Year Plan submitted. Funds must be used in accordance with the NCDPI 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 (see Appendix C).

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

**4.) A one page Executive Summary** must be submitted as Page 4 of the proposal. The Executive Summary must be a concise overview of the grant proposal including the expected goals and outcomes.

**5.) The Project Narrative Description** (and its Relationship to Six-Year Plan) must be submitted as **Pages 5-20** of the proposal. In order to receive the maximum number of points in each category, the proposal must clearly address 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 and show their integration will reduce the rating of the proposal. The format of the narrative description with sections addressing:

1. Prior Implementation;
2. Establishment of Need;
3. Project Description;
4. Accountability and Proposed Outcomes; and
5. Data Collecting and Reporting follows.

Attachments for the Articulation Agreements or Statement and Six year plan are also included in the evaluation process.

**The narrative description (pages 5-20 of the proposal) must:**

- (1) not exceed sixteen (16) pages; (The narrative description may include charts, tables, and bulleted lists.)
- (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 twenty-one (20); and

**DO NOT**

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

**Project Description – Outline**

<b>Proposal Rating Criteria</b>	
<p><b>Prior Implementation (0 - 10 points)</b> Secondary: 5 points Postsecondary: 5 points</p>	<p>Describe previous CTP efforts and student outcomes from all funding sources. If your consortium has had a CTP project, summarize information from the data packet and provide rationale for the outcomes.</p> <ul style="list-style-type: none"> <li>• How has this data been used to improve CTE and CTP</li> <li>• How have previous grants activities affected:               <ul style="list-style-type: none"> <li>○ Remediation;</li> <li>○ Articulated credit earned and awarded;</li> <li>○ CTP Completers and CTP Graduate Placement;</li> <li>○ Professional development; etc.</li> </ul> </li> <li>• How has consortia disseminated best practices               <ul style="list-style-type: none"> <li>○ Presentations at CTP conference</li> </ul> </li> <li>• Briefly share strategies and outcomes.</li> </ul>

<p><b>Establishment of Need (0-10 points)</b> Secondary: 5 points Postsecondary: 5 points</p>	<p>Describe the process used to develop the consortia's CTP six-year plan and to establish this projects need.</p> <ul style="list-style-type: none"> <li>• Provide a concise overview of the secondary &amp; postsecondary need for funding.</li> <li>• Describe how the needs are coordinated and address the secondary and postsecondary needs.</li> </ul>
<p><b>Project Description (0-30 points)</b> Secondary: 15 points Postsecondary: 15 points</p>	<p>Describe the project on a secondary and postsecondary level.</p> <ul style="list-style-type: none"> <li>• The purpose; goals; objectives; strategies; evaluation; criteria; budget; tasks to be accomplished; timelines; and the project management team including descriptions of collaborative efforts as well as partnerships with business and industry.</li> <li>• The project should be tied to the CTP six-year plan.</li> <li>• Describe how the budget and associated equipment costs (if any) will be used to support the project activities.</li> <li>• The plan should incorporate sound program planning principles, clearly show collaboration between educational partners, include business and industry, and be adequately addressed within the two year cycle.</li> </ul> <p>Note: Guidelines for program contents can be found in the Perkins Act of 2006, Title II, Section 203 (c).</p>
<p><b>Accountability and Proposed Outcomes (0-10 points)</b> Secondary: 5 points Postsecondary: 5 points</p>	<p>Describe specific outcomes on a secondary and postsecondary level that will be achieved from the project.</p> <ul style="list-style-type: none"> <li>• All projects must describe the process for measuring CTP program completers' academic and technical competencies.</li> <li>• All consortia must be able to report the information attached on the Data Sheet provided in Appendix D.</li> <li>• Program outcomes should be developed for consideration in benchmarking.</li> </ul>
<p><b>Data Collection/ Reporting Total (0-10 points)</b> Secondary: 5 points Postsecondary: 5 points</p> <p><b>Data Collection/ Reporting (Continued)</b></p>	<ul style="list-style-type: none"> <li>• Develop a plan for establishing and reporting performance data for each CTP performance indicator as required in Section 203(e) (1-2) of the Carl D. Perkins Career and Technical Education Improvement Act of 2006. Plan should show improvement from one year to the next.</li> <li>• Provide baseline data for consideration in performance negotiation.</li> </ul> <ol style="list-style-type: none"> <li>1. The number of secondary education tech prep students and postsecondary education tech prep students served.</li> <li>2. The number and percentage of secondary education tech prep students enrolled in the tech prep program who-       <ol style="list-style-type: none"> <li>a. Enroll in postsecondary education</li> <li>b. Enroll in same field of major for postsecondary education that the student was enrolled in for secondary education;</li> <li>c. Complete State or industry recognized certification or licensure;</li> <li>d. Successfully complete as a secondary student, courses that award postsecondary credit at the secondary level; and</li> </ol> </li> </ol>

	<p>e. Enroll in remedial mathematics, writing, or reading courses upon entering postsecondary education.</p> <p>3. The number and percentage of postsecondary education CTP students who:</p> <ol style="list-style-type: none"> <li>a. Are placed in a related field of employment not later than 12 months after graduation from the CTP program;</li> <li>b. Complete State or industry-recognized certification or licensure;</li> <li>c. Complete a two-year degree or certificate program within the normal time for completion of such program; and</li> <li>d. Complete a baccalaureate degree program within the normal time for completion of such program.</li> </ol> <p>Note: In this RFP, consortia are asked to suggest performance levels for their consortia for the first program year. These will be the starting point for further negotiated performance levels. Plan in subsequent years will show growth.</p>
<p><b>Articulation Agreements</b>  <b>Total (0-10 points)</b>  Secondary: 5 points  Postsecondary: 5 points</p>	<p>Provide a copy of both state and local Articulation Agreements. These pages are in addition to the <b>16</b>-page limit.</p> <ul style="list-style-type: none"> <li>• State Agreement: Consortia using the North Carolina High School-to-Community College Articulation Agreement, should provide an annually-signed statement indicating such.</li> <li>• Local Articulation Agreement: Consortia that have developed Local agreements should attach a signed copy of the agreement. (Appendix E)</li> <li>• Those planning to develop a local agreement should indicate areas for consideration, a brief outline of the process and timeline for implementation.</li> </ul>
<p><b>Six-Year CTP Plan</b>  <b>Total (0-20 points)</b>  Secondary: 10 points  Postsecondary: 10 points</p>	<p>Provide a copy of the consortium Six-Year CTP Plan.</p> <ul style="list-style-type: none"> <li>• Topics to be addresses should include at a minimum: Articulation, Curriculum/ Program of Study, Development of Programs, In-service for faculty, In-service training or professional development for counselors, Equal access, and Preparatory services.</li> <li>• These 3-5 pages should be included as an appendix to the proposal.</li> </ul>

## INSTRUCTIONS FOR SUBMITTING A PROPOSAL

- a. All components of the proposal (see RFP check sheet 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! Submit only original documents!**

- b. **ALL REQUIRED COPIES OF THE PROPOSAL MUST ARRIVE IN THE OFFICE OF ROBERT WITCHGER BY 5 P.M. ON Friday, May 23, 2008.**

**SUBMIT TO:**

**Robert J. Witchger  
Associate Director for College Tech Prep  
NC Community College System Office  
5016 Mail Service Center  
200 West Jones Street  
Raleigh, NC 27699-5016**

- c. Questions regarding proposals may be directed to:

Ted W. Summey  
Section Chief, CTE Support Services  
North Carolina Department of Public Instruction  
Phone: (919) 807-3870  
E-mail: [tsummey@dpi.state.nc.us](mailto:tsummey@dpi.state.nc.us)

Robert J. "Bob" Witchger  
Associate Director of College Tech Prep  
North Carolina Community College System  
Phone: (919) 807-7126  
E-mail: [witchgerb@ncccommunitycolleges.edu](mailto:witchgerb@ncccommunitycolleges.edu)

## GRANT PROPOSAL REVIEW AND SELECTION PROCESS

Each application will be evaluated by a team of five or more impartial individuals familiar with CTP.

Proposals will first be evaluated by individual team members.

The team then discusses the proposals as a group and comes to a consensus score.

Following consensus the results will be statistically compiled to obtain the overall ranking.

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 2000-2002, 2002-2004, 2004-2006, 2006-2008 will compete for approximately 30% of the funds available for CTP 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 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 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.
- Demonstrates an integrated secondary and postsecondary partnership
- Describe initial steps in establishing an integrated data collection effort

Projects supported by these grants will be administered through the Career Technical Education/Sections of the NC/DPI and the CTP 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, 2009 and a final report through June 30, 2010. 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 a draft copy of the data sheet) for each funded year;
- c. a description of the best practices of the consortium;
- 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 CTP activities and processes; and
- f. an explanation of expenditures as they relate to the objectives and outcomes.

All grant recipients will document CTP 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 CTP career pathways.



Appendix B

**COLLEGE TECH PREP GRANT**

*July 1, 2008 - June 30, 2010*

***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 as is attached to this grant application, 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 required.
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 GRANT

July 1, 2008 - June 30, 2010

**PROPOSED BUDGET**

LEA Fiscal Agent: \_\_\_\_\_

Community College Fiscal Agent: \_\_\_\_\_

ACCOUNT CLASSIFICATION	SECONDARY FUNDING		POSTSECONDARY FUNDING	
	2008-2009	2009-2010	2008-2009	2009-2010
<b>INSTRUCTIONAL PROGRAMS:</b>				
Salaries*				
Employee Benefits				
Purchased Services				
CTP Program Evaluation				
Supplies & Materials				
Capital Outlay**				
<b>SUPPORTING SERVICES:</b>				
Salaries*				
Employee Benefits				
Purchased Services				
Supplies & Materials				
Capital Outlay**				
Other Objects				
Indirect Costs				
<b>COLUMN TOTALS:</b>				

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

\*\* Appendix C (page 3c) 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 GRANT

July 1, 2008 - June 30, 2010

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
<b>TOTAL BUDGETED AMOUNT</b>			\$		

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
<b>TOTAL BUDGETED AMOUNT</b>			\$		

\* **O** for an Original Purchase; **R** for a Replacement Purchase  
 Account for all expenditures in the capital outlay budget codes  
 (Consortium RFP Page: 3c )

Appendix E (Sample Template)

**COLLEGE TECH PREP GRANT  
July 1, 2008 - June 30, 2010**

**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. Articulation Agreements are part of the Perkins IV, Tech Prep Program.

"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 documented by attaching a copy of any local articulation agreement.** Below is a sample template for documenting local articulated credit. **NOTE:** Include a signature block of agreement to your articulation agreement.

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				
Commercial and Artistic Production Technologies				
Construction Technologies				
Engineering Technologies				
Health Sciences				
Industrial Technologies				
Public Service Technologies				
Transportation Technologies				
Include a Signature Block of Agreement to the State and Local Articulation Agreement.				

Appendix F

COLLEGE TECH PREP RFP CHECKSHEET

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

\_\_\_\_\_ Title and Authorization (Page 1 of Proposal Cover Sheet )

\_\_\_\_\_ General Assurances (Page 2 of Proposal)

\_\_\_\_\_ Budget Form(s) (Page 3 (a,b,c) of Proposal)

\_\_\_\_\_ One Page Executive Summary (Page 4 of Proposal)

\_\_\_\_\_ Narrative Description (Pages 5-20 of Proposal)  
Prior Implementation  
Establishment of Need  
Project Description  
Accountability and Proposed Outcomes  
Data Collection/Reporting

\_\_\_\_\_ A plan for establishing and reporting performance indicator data as required  
in Section 203 of the Carl D. Perkins Act of 2006  
\_\_\_\_\_ Articulation Agreements Statements– (State, Local, Plans for future)  
Proposal Appendix A

\_\_\_\_\_ Copy of CTP Six-Year Plan Proposal Appendix B

\_\_\_\_\_ 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, May 23, 2008.

Appendix G Grant Review Rubric

COLLEGE TECH PREP Review Rubric (Sample)

July 1, 2008 - June 30, 2010

**CONSORTIUM NAME:**

--	--

(indicate all community college and LEA names)

The maximum number of points available is 100 point

	<b>Prior Implementation</b> Total 10 points <b>Secondary: 5 points</b> <b>Postsecondary: 5 points</b>	Secondary 0-5 _____ Post Secondary 0-5 _____ <b>COMMENTS:</b>
	Does the proposal describe previous College Tech Prep efforts?	
	Student outcomes from all funding sources.  If the consortia has a funded CTP project, does the RFP summarize information from the data packet and provide rationale for the outcomes?	
	How has this data been used to improve CTE and CTP?	
	How has consortia shared best practices?	
	How have previous grants activities affected: Remediation; Articulated Credit earned and awarded; CTP Completers and Placement; Professional development; Other Activities, etc.?	
	Does the RFP briefly share strategies and outcomes	
	<b>Establishment of Need</b> Total 10 points <b>Secondary: 5 points</b> _____ <b>Postsecondary: 5 points</b> _____	Secondary 0-5 _____ Post Secondary 0-5 _____ <b>COMMENTS:</b>
	Does the proposal establish need for CTP funding?	
	Does the proposal provide a concise overview of the secondary & postsecondary coordinated approach meeting the need?	
	Does the proposal show a relationship between the six year plan and the need this proposal will address?	

<b>Project Description and Relationship to Six-Year</b>		Secondary 0-15 _____ Post Secondary 0-15 _____ COMMENTS:
Total 30 points <b>Secondary: 15 points</b> <b>Postsecondary: 15 points</b>		
	Does the proposal describe an integrated secondary & postsecondary strategy?	
	Does the proposal clearly describe the purpose, goals, objectives, strategies, evaluation, criteria, budget, tasks to be accomplished, timelines, and persons that comprise the project management team?	
	Is there evidence of collaborative efforts and partnerships between all education and business partners?	
	Is the project coordinated with the CTP six-year plan?	
	Is there a relationship between the RFP and budget and equipment costs (if any) and its support of the plan?	
	Does the RFP address the CTP course of study, secondary and postsecondary effort, in-service for teachers, faculty, administrators, counselors, and staff?	
	Does the proposal reflect innovative approaches to CTP?	

<b>Accountability and Proposed Outcomes</b> <b>(0-10 points)</b>  <b>Secondary: 5 points</b> <b>Postsecondary: 5 points</b>		Secondary 0-5 _____ Post Secondary 0-5 _____ COMMENTS
	Does the proposal address specific outcomes on a secondary and postsecondary level that will be achieved as a result of this project?	
	Is there a plan for measuring the overall effectiveness of the CTP completers' academic and technical competencies?	
	Does the RFP indicate the consortia is capable of reporting the information attached on the Data Sheet provided in Appendix D?	
	Did the RFP provide draft program outcomes for consideration in benchmarking?	

<b>Data Collection and Reporting: (0-10 points)</b> <b>Secondary:5 points</b> <b>Postsecondary:5 points</b>		Secondary 0-10 _____ Post Secondary 0-10 _____ <b>COMMENTS</b>
	<ul style="list-style-type: none"> <li>• Does the RFP contain a plan for establishing and reporting performance data for each tech prep program performance indicator as required in Section 203.e.1-2 of the Carl D. Perkins Career and Technical Education Improvement Act of 2006?</li> </ul>	
	<ul style="list-style-type: none"> <li>• Does the RFP provide for a baseline data for consideration in performance negotiation?</li> </ul>	
	<ul style="list-style-type: none"> <li>• Does the Plan and Baseline data include the following data points:             <ul style="list-style-type: none"> <li>• The number of secondary education tech prep students and postsecondary education tech prep students served.</li> <li>• The number and percentage of secondary education tech prep students enrolled in the tech prep program who-                 <ol style="list-style-type: none"> <li>a. Enroll in postsecondary education</li> <li>b. Enroll in postsecondary education in the same field or major as secondary education tech prep students were enrolled at the secondary level;</li> <li>c. Complete State or industry recognized certification or licensure;</li> <li>d. Successfully complete as a secondary student, courses that award postsecondary credit at the secondary level; and</li> <li>e. Enroll in remedial mathematics, writing, or reading courses upon entering postsecondary education</li> </ol> </li> </ul> </li> </ul>	
	<ul style="list-style-type: none"> <li>• The number and percentage of postsecondary education tech prep students who             <ol style="list-style-type: none"> <li>a. Are placed in a related field of employment not later than 12 months after graduation from the tech prep program;</li> </ol> </li> </ul>	

	<ul style="list-style-type: none"><li>b. Complete State or industry-recognized certification or licensure;</li><li>c. Complete a 2 year degree or certificate program within the normal time for completion of such program; and</li><li>d. Complete a baccalaureate degree program within the normal time for completion of such program</li></ul> <p>Note: Consortia are asked to suggest performance levels for their consortia for the first year of the grant. These will be the starting point for further negotiated performance levels and should be indicated somewhere within the document.</p>	
--	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

<b>Articulation</b> Total 10 points <b>Secondary: 5 points</b> <b>Postsecondary: 5 points</b>		Secondary 0-5 _____ Post Secondary 0-5 _____ <b>COMMENTS</b>
	Does the RFP provide a Summary of Articulated Curriculum Agreements, both state and local agreements?	
	Is there a signed statement indicating members of the consortia will follow the North Carolina High School-to-Community College Articulation Agreement? (State Articulation Agreement)	
	Is there a signed Local Articulation Agreement and or a plan for Huskins and concurrent enrollment classes for high school CTE students?	
	Is there a plan for developing a local articulation agreement?	

<b>Six Year CTP Plan (0-20 points)</b> <b>Secondary: 10 points</b> <b>Postsecondary: 10 points</b>		Secondary 0-10 _____ Post Secondary 0-10 _____ <b>COMMENTS</b>
	<ul style="list-style-type: none"> <li>Does the RFP contain a sequential six year plan for the enhancement of College Tech Prep?</li> </ul>	
	<ul style="list-style-type: none"> <li>Does the plan address topics such as:</li> <li>Articulation,</li> <li>Curriculum/Programs of Study,</li> <li>Development of Programs,</li> <li>In-service for faculty,</li> <li>In-service for counselors,</li> <li>Equal access and Preparatory services.</li> </ul>	
	<ul style="list-style-type: none"> <li>Does the plan reflect the enhancement of secondary to postsecondary seamless transitions in CTE Pathways?</li> </ul>	
	<ul style="list-style-type: none"> <li>Does the plan reflect the secondary and postsecondary partnership?</li> </ul>	

**Overall Review:** \_\_\_\_\_

Reviewer's Name: \_\_\_\_\_ Date: \_\_\_\_\_

Check those that apply:

Reviewer From: \_ Mountains \_ Piedmont \_ Coast and employed by \_\_\_Secondary \_\_\_Post Secondary \_\_\_ other



APPENDIX D

College Tech Prep Postsecondary Data 2007-2008		College Name:			
Class of 2008	<b>1 For the HS Class of 2007</b>				
	HS CUP Completers enrolled at the Community College	1	20%		
	HS CTP Completers enrolled at the Community College	1	20%		
	HS CUP/CTP Completers enrolled at the Community College	1	20%		
	HS Career Completers enrolled at the Community College	1	20%		
	HS Occupational Completers enrolled at the Community College	1	20%		
	<b>Total</b>	<b>6</b>			
Class of 2008	<b>2 Mean GPA for the Class of 2007</b>				
	Mean GPA for HS CUP completers	1			
	Mean GPA for HS CTP completers	1			
	Mean GPA for HS CUP/CTP completers	1			
	Mean GPA for HS Career completers	1			
	Mean GPA for HS Occupational completers	1			
	<b>Mean GPA</b>	<b>1</b>			
Class of 2008 Remediation	<b>3 Total Completers Placing in Remedial English</b>				
	HS CUP completers Placing in Remedial English	1	100%		
	HS CTP completers Placing in Remedial English	1	100%		
	HS CUP/CTP completers Placing in Remedial English	1	100%		
	HS Career completers Placing in Remedial English	1	100%		
	HS Occupational completers Placing in Remedial English	1	100%		
	<b>Total</b>	<b>6</b>			
Class of 2008 Remediation	<b>4 Total Completers Placing in Remedial Reading</b>				
	HS CUP completers Placing in Remedial Reading	1	100%		
	HS CTP completers Placing in Remedial Reading	1	100%		
	HS CUP/CTP completers Placing in Remedial Reading	1	100%		
	HS Career completers Placing in Remedial Reading	1	100%		
	HS Occupational completers Placing in Remedial Reading	1	20%		
	<b>Total</b>	<b>6</b>			
Class of 2008 Remediation	<b>5 Total Completers Placing in Remedial Math</b>				
	HS CUP completers Placing in Remedial Math	1	100%		
	HS CTP completers Placing in Remedial Math	1	100%		
	HS CUP/CTP completers Placing in Remedial Math	1	100%		
	HS Career completers Placing in Remedial Math	1	100%		
	HS Occupational completers Placing in Remedial Math	1	100%		
	<b>Total</b>	<b>6</b>			
Class of 2008	<b>6 Mean Hours of Credit earned the first year in college for all 2008 Graduates Enrolled at the CC</b>				
	Mean hour of Credit earned for HS CUP completers	1			
	Mean hour of Credit earned for HS CTP completers	1			
	Mean hour of Credit earned for HS CUP/CTP completers	1			
	Mean hour of Credit earned for HS Career completers	1			
	Mean hour of Credit earned for HS Occupational completers	1	Mean 1		
Class of 2008	<b>7 Credit Awarded by the Community College to HS Students</b>				
	<b>For the HS Class of 2007</b>				
	<b>TOTAL number of CTP and CUP/CTP Enrolled at Community College</b>	<b># students</b>	<b>Articulated</b>	<b>Used Enrollment</b>	<b>Hours</b>
	The number of TECHNICAL credit hours awarded to CTP and CUP/CTP students	# years	0	0	0
	The number of NON TECHNICAL credit hours awarded to CTP and CUP/CTP students	# years	0	0	0
Class of 2004	<b>8 Employment:</b>				
	<b>Number of CTP &amp; CUP/CTP graduates from the HS Class of 2005, enrolled in Fall 2006 Semester</b>				
			1		
	<b>For the HS Class of 2005 the number and percentage of the CTP &amp; CUP/CTP students who are Employed</b>				
			1	100%	
	<b>For the HS Class of 2005 the number and percentage of CTP &amp; CUP/CTP students employed in a field related no later than 12 months after their graduation date</b>				
		1	100%		
Class of 2004	<b>9 Completion</b>				
	<b>For the HS Class of 2005 list the number and percentage of the CTP students who graduated with an AS, AA, AFA, and AAS</b>				
			1	100%	
	<b>For the HS Class of 2005 list the number and percentage of the CTP students who continued in Postsecondary Education</b>				
			1	100%	
	<b>For the HS Class of 2005 list the number and percentage of the CTP students who continued in an Apprenticeship Program</b>				
		1	100%		
Class of 2004	<b>10 For the HS Class of 2004, the number completing industry certification or state recognized certification or licensure</b>				
	Total number of CTP and CUP/CTP students completing industry certification or state recognized certification or licensure. Please use an additional sheet to list specific certifications and licensures with the number of students earning each.			Number	
				0	
Faculty	<b>11 Professional Development</b>				
	During the 2007-2008 academic year, indicate the number of hours of professional development provided in each area.				
	Professional Development				
		General Faculty	CTE Faculty	Courseware	Administrators
		#	Hrs	#	Hrs
		0	0	0	0
CTP Funds					
	0	0	0	0	
Other Funds					
	0	0	0	0	
Class of 2008 WIA Involvement	<b>12 For the HS class of 2007, the number of CTP and CUP/CTP students receiving services from WIA</b>				
	Training	0	Continuing Disposition	0	
	Alternative Secondary School Services	0	Supportive Services	0	
	Summer Employment	0	Adult Mentoring	0	
	Paid/Unpaid Work Experience	0	Follow-Up Services	0	
	Occupational Skill Training	0	Guidance and Counseling	0	

APPENDIX D

College Tech Prep Secondary Data 2007-2008 LEA:							
Class of 2008	<b>1 For the Class of 2008</b>			<b>Number</b>	<b>%</b>		
	For the class of 2008 list the postsecondary intentions of (CTP and CURCTP) completors.		Four Year University	1	100%		
	One Sheet should summarize all secondary data for Consortium		Two Year Community College	0	0%		
			Military	0	0%		
			Employment	0	0%		
			Apprenticeship	0	0%		
				1			
	<b>2 For the Class of 2008</b>						
	For the Class of 2008, list (course of study completion students) the following information by LEA		College University Prep	1	33%		
			College Tech Prep	1	33%		
		College University/College Tech Prep	1	33%			
		Career Prep	0	0%			
		Occupational Prep	0	0%			
			3				
<b>3 For the HS class of 2008, the number of CTP and CURCTP students receiving services from WIA</b>							
		Tutoring	0				
		Alternative Secondary School Services	0				
		Summer Employment	0				
		Paid/Unpaid Work Experience	0				
		Occupational Skill Training	0				
		Leadership Development	0				
		Supportive Services	0				
		Adult Mentoring	0				
		Follow-Up Services	0				
		Guidance and Counseling	0				
Class of 2007	<b>4 Postsecondary CREDIT EARNED by Secondary Students - For the HS class of 2008</b>						
	<b>Technical Credit Earned</b>			<b>Advanced Placement</b>	<b>Art/Artist</b>	<b>Dual Enrollment</b>	<b>Health</b>
	Number of CTP and CTR/CUP Students that earned Technical Credit	# students	0	0	0	0	
	Number of Technical Credit Hours earned by CTP Students	# hours	0	0	0	0	
	Number of Technical Credit Hours earned by CURCTP Students	# hours	0	0	0	0	
	<b>Non Technical Credit Earned</b>			<b>Advanced Placement</b>	<b>Art/Artist</b>	<b>Dual Enrollment</b>	<b>Health</b>
	Number of CTP and CTR/CUP students that earned NonTechnical Credit	# students	0	0	0	0	
	Number of NonTechnical Credit Hours earned by CTP Students	# hours	0	0	0	0	
	Number of NonTechnical Credit Hours earned by CURCTP Students	# hours	0	0	0	0	
	<b>5 Graduating Class of 2008</b>						
Number of CTP and CTR/CUP Graduates for the class of 2008 (solo graduates)							
2							
Number of CTP and CTR/CUP Graduates that earned a HS diploma and an associate degree							
1							
20%							
Number of CTP and CTR/CUP Graduates receiving industry certification or licensure (list the number and specific licensure or certification on the attached sheet "A")							
1							
5%							
Faculty	<b>6 Professional Development</b>						
	During the 2007-2008 academic year, indicate the number of hours of professional development provided in each area.						
	<b>Professional Development</b>	<b>Non CTE Faculty</b>		<b>CTE Faculty</b>		<b>Counselors</b>	<b>Administrators</b>
		#	Hrs.	#	Hrs.	#	Hrs.
CTP Funds	0	0	0	0	0	0	
Other Funds	0	0	0	0	0	0	

