

**U.S. Department of Education
Office of Vocational and Adult Education**

**The Carl D. Perkins
Career and Technical Education Act of 2006**

STATE PLAN COVER PAGE

State Name: North Carolina

State Board Approving Plan:

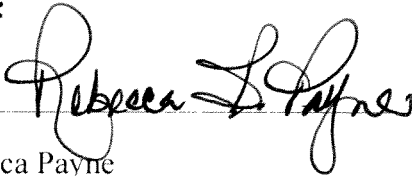
NC State Board of Education

Eligible Agency Submitting Plan on Behalf of State:

NC Department of Public Instruction

Person at, or representing, the eligible agency responsible for answering questions on this plan:

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Unified - Secondary and Postsecondary

Title I and Title II (*None of Title II funds have been consolidated under Title I*)

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PART A: STATE PLAN NARRATIVE

I. PLANNING, COORDINATION, AND COLLABORATION PRIOR TO PLAN SUBMISSION

1. Public Hearings

Notification of the public hearings for the State Plan for Career and Technical Education (CTE) were distributed more than three weeks in advance to superintendents', principals' and teachers' listserves; CTE administrators; community college presidents, College Tech Prep coordinators, North Carolina Workforce Development Commission members, Workforce Development Boards, New Schools Project personnel, Learn and Earn Offices, the Governor's Office, and legislators.

Legal notices were sent to more than 15 news outlets across the State including major daily and minority focus newspapers and magazines. Copies of letters, legal notices, and media outlets contacted are in Appendix A.

In addition, the notification of the public hearings was placed on the North Carolina Department of Public Instruction (NCDPI) and North Carolina Community College System (NCCCS) websites.

2. A summary of [the above] recommendations and the eligible agency's response to such recommendations in the State plan. [Sec. 122(a)(3)]

The following recommendations were made at the public hearings:

- Secondary Concentrator definition:
There was considerable discussion about the definition of concentrator, with the majority of participants who expressed an opinion recommending four credits in a CTE pathway as the definition, while others preferred three credits.

Response: Based on the State Board of Education recommendation that students consider adding a four-credit concentration in an area of special interest such as CTE, the high graduation rate in North Carolina of students who have earned four technical credits, and the high rate of students who have earned four technical credits continuing to postsecondary education, NCDPI recommends that a concentrator be defined as a student who earns four credits in a CTE pathway.

- College Tech Prep funding:
Keep College Tech Prep funding separate, not merged with other Federal CTE funds.

Response: Participants at the public hearings, three joint community college/secondary education regional meetings, and State Director meetings with secondary and postsecondary stakeholders unanimously recommended keeping College Tech Prep funding separate. NCDPI and NCCCS advise accepting this recommendation.

- **Academic Attainment:**
Participants expressed unhappiness with the proposed Academic Attainment performance indicator, which reports concentrator performance on North Carolina's No Child Left Behind measures for high school. Several additional measures were suggested including use of SAT or ACT scores, WorkKeys, High Schools That Work assessment, National Assessment of Education Progress scores, or scores on ASSET or AccuPlacer (community college placement tests).

Response: Guidance from the U.S. Education Department's Office of Vocational and Adult Education provides the framework to be used for measuring Academic Attainment under the Carl Perkins Career and Technical Education Act of 2006 to ensure comparability of performance data from all states.

3. Development of State Plan in Consultation with Stakeholders

The State Plan has been developed in consultation with numerous stakeholders through various approaches and formats. In addition to the public hearings, notices were sent to representatives of the required groups. Nineteen State Plan input sessions were conducted beginning in July 2006. Audiences included: academic and CTE teachers, faculty and administrators; career guidance and academic counselors; eligible recipients; charter school authorizers and organizers; parents and students; institutions of higher education; the state College Tech Prep coordinator and College Tech Prep consortia representatives, interested community members; community college leaders; those with special populations interests, representatives of business and industry; representatives of professional associations; and representatives of the Governor's education initiatives such as Learn and Earn, New Schools Projects, and Science, Technology, Engineering, and Math projects.

4. Activities and Procedures to Allow Interested Parties to Participate in Decisions that Relate to the Development of the State Plan

To assure access to information, the following avenues were used:

- Mailings and email went out across the State about availability of the State Plan materials for review.
- Copies of the Plan were mailed based on phone calls and emails.
- The Transition Plan was posted on the NCDPI and NCCCS Websites.
- Relevant components of the State Plan were discussed in meetings with all constituents.

In October 2007, proposed performance standards were calculated and shared with CTE Administrators, showing proposed State level measures and standards, and how LEA standards and levels would be calculated from those.

At least 19 meetings were held with administrators and other personnel to:

- Discuss the timelines and major decisions to be made about the State Plan.
- Review the requirements and options for measures and standards.
- Formulate initial performance review measures.
- Gather input and review performance measures and standards.
- Discuss State and local operational implications of the measures and standards.

These activities provided access to information and participation in decision making.

5. Development of the State Plan Relating to the Amount and Uses of Any Funds Proposed to be Reserved

State law requires that 1/3 of the funds be allocated to NCCCS and 2/3 to NCDPI.

The portion of the State Plan relating to the amount and uses of funds proposed to be reserved for postsecondary CTE and secondary CTE were developed upon consultation with the State agencies responsible for these areas. No State agency found that a portion of the State Plan was objectionable.

II. PROGRAM ADMINISTRATION

A. Statutory Requirements

1. State Plan Submission

This document serves as the Five-Year State Plan for Career and Technical Education (CTE) for North Carolina and upon approval from OVAE will be in effect from 2008-2013.

2. CTE Activities Designed to Meet or Exceed the State Adjusted Levels of Performance.

(a) The CTE Programs of Study.

Combined efforts

Although the North Carolina Community College System (NCCCS) has a 40-year history, until 1981 the System fell under the auspices of the North Carolina Department of Public Instruction (NCDPI). The linkage is still readily visible through the close relationship of the two agencies. This relationship has been the catalyst for unified pursuit to serve all of the K-14 educational needs of the citizens of North Carolina. Resulting from this is similar agency structure, practices, and mission. Ranging from common course nomenclature to joint professional conferences, NCCCS and NCDPI both seek to provide seamless transition from high school to community college.

To better serve students, statewide agreements have provided opportunities for each of the 58 community colleges to link with partnering LEAs and four-year institutions. Many programs in North Carolina's community colleges are designed to be the next logical step for students after completion of CTE programs in secondary education. These programs offer students clear pathways to specific technical careers with minimum barriers to their educational goals. By building from the foundation established in high school, these students may continue their education by enrolling in community college programs that clearly align with and continue to enhance the students' training in their chosen disciplines.

North Carolina has a long-standing Statewide Articulation Agreement developed by NCDPI and NCCCS staffs working with secondary and postsecondary instructors and content experts. This agreement provides a clear pathway through secondary CTE offerings to community college programs, giving students the opportunity to earn college credit that can be applied to an associate degree or postsecondary certificate program for certain high school courses. Many community colleges have further enhanced services to these students by developing local articulation agreements.

Additionally, secondary students may enroll in community college courses through dual/concurrent enrollment, earning college credit while still in high school. Secondary and postsecondary CTE work closely with New Schools Projects and the State's Learn and Earn initiative to further expand opportunities for CTE students to earn community college credit.

The state-developed booklet "Building Career Pathways" is a guide for educators explaining how career pathways work and how to put them into place. Included in the guide are more than 50 career maps, which describe particular careers and the ways students can prepare for them. The career pathways provide administrators, teachers, counselors, students, and parents with guides for following a non-duplicative pathway that leads to a seamless transition from secondary into postsecondary education.

Both secondary and postsecondary students have the opportunity to earn appropriate industry credentials.

Several mechanisms that incorporate secondary and postsecondary education elements were established and their continued use will be critical in the meeting of State-adjusted levels of performance.

Huskins Bill [G. S. 115D-20 (4)] – This law provides for community college courses to be offered specifically for high school students. By completing these courses, students earn college credit. Through this program students enroll in community college courses primarily held on high school campuses during the regular school day. The courses are taught by community college faculty and to the same academic standard as the community college course. Through this program, LEAs and community colleges are able to assist students in an uninterrupted educational program from the high school into postsecondary education and provide courses not available to high school students.

Concurrent Enrollment – Concurrent enrollment is a joint effort between LEAs and community colleges that allows high school students (usually sophomores, juniors, and seniors) to enroll in college courses for credit prior to high school graduation. College credits earned through concurrent enrollment can be applied toward high school and college graduation and may be transferred to other colleges or universities.

Middle College High Schools – Initially a College Tech Prep initiative, these programs offer at-risk students the opportunity to complete their high school education on a community college campus. This initiative fulfills the requirements of the North Carolina high school diploma, while allowing students access to more diverse community college course offerings.

Secondary

NCDPI's comprehensive *CTE Standard Course of Study and Support Services* developed by educators with input from business and industry, community college, and university representatives provides details about the courses and programs of study that Local Education Agencies (LEAs) may offer to students. A modification process allows schools to offer courses not included in the Standard Course of Study if approved by the State. LEAs develop local plans using the Standard Course of Study to plan for facilities and identify equipment necessary to offer courses reviewed by business and industry.

Curriculum is developed by consultants and master teachers and distributed statewide at the annual professional development conference in July of each year. Curriculum includes coherent and rigorous content aligned to challenging academic standards/courses. Classroom assessment banks are developed and provided to teachers and secure assessments are controlled by consultants at the State agency.

Postsecondary

NCCCS has identified the following priorities for activities to meet or exceed the State-adjusted levels of performance.

- Curriculum improvement to meet new and emerging technology advances and emphasizing integration, assessment, full involvement of technical committees, and secondary education involvement
- Support for College Tech Prep articulation agreements
- Promotion of partnerships among business, industry, labor, education, and governmental agencies
- Support of leadership and instructional programs in the increased use of technology
- Professional development activities for CTE and academic faculty, counselors, and administrative personnel
- Support for program assessment and accountability
- Technical assistance to colleges

In their local applications, eligible recipients target their dollars to those activities to assist students in achieving their goals. This may include counseling services, job placement, or special provisions for individuals who are members of special populations.

Each program, including CTE, in North Carolina's community colleges is approved at the State level before it may be offered at a college. Each college interested in operating a new program must prove to the Curriculum Review Committee, composed of State and local participants, that programs include coherent and rigorous content, challenging academic standards, relevant and appropriate content, and non-duplicative progression in order to be approved

and offered. Once approved, such programming may be offered at any community college provided that other standards are met.

All programs in North Carolina are approved with the ability to award associate degrees. Committees at the individual colleges determine the levels at which the program will operate at their college: certificate, diploma, or degree. Whenever there is an industry-recognized credential, programs are designed to prepare students for industry-recognized credential requirements.

As industry-recognized credentials change, faculty in these programs continuously update their own skills and gain new credentials to remain current in their respective fields. Faculty credentials must remain current in order to satisfy the requirements of the accrediting services that monitor North Carolina's community colleges.

To ease the transition to the baccalaureate degree, the NCCCS and the University of North Carolina (UNC) System have initiated a Comprehensive Articulation Agreement that provides students with the opportunity to transfer credits earned at any of North Carolina's community colleges to any UNC institution. This articulation agreement provides the opportunity for students to complete as many as two years of university education before entering a university.

(b) Development and Implementation of Career and Technical Programs

Secondary

The North Carolina Standard Course of Study is designed to assist LEAs in planning effective and comprehensive CTE programs. It contains information about planning, required resources, instructional guidelines, and program area offerings. The document reflects the need for LEAs to have flexibility to accommodate varying local patterns of organization, resources, and needs. More than 170 business/industry representatives, 424 local school and school system administrators, 323 students enrolled in CTE programs and approximately 3,100 teachers provided input into the development of the Standard Course of Study. The Standard Course of Study is distributed statewide at professional development workshops. Local CTE administrators develop the local plan to outline the implementation of the Standard Course of Study. The local plan includes specifics on the scope and quality of the local CTE program. The State agency provides professional development to local administrators and teachers in the implementation of the Standard Course of Study. Additionally, five regional CTE consultants provide ongoing technical assistance and professional development to local CTE personnel.

Postsecondary

Programs of study offered in any of North Carolina's community colleges must first meet the rigorous standards set by the State before students may be

enrolled. The Curriculum Review Committee, a mixture of NCCCS staff and appointed chief academic officers from the local colleges, evaluates the merits of the proposed program and determines the viability of the proposed program through a uniform, State-approved process. Once board-approved, the college(s) requesting the program may then offer it to students. Any other college, provided that certain other criteria are met, may then offer the program. The process provides colleges with the flexibility to meet the unique needs of their service area while still ensuring that any course offered is of sufficient quality.

Advisory boards, consisting of industry and community representatives, also play a vital role in guiding the implementation of CTE programming. At regular intervals these committees meet with college faculty and administration to ensure that the programs are meeting the needs of industry and the community.

Programs that have served their useful life, but may no longer be appropriate for the community, are also reviewed by the State. To determine which programs should no longer be offered, an accountability system is in place to determine participation rates and need. When minimum standards are no longer met, the State may recommend closing programs at individual colleges rather than Statewide. This process ensures that colleges and communities that still need the program may continue to offer the program.

(c) Support for Developing and Implementing Articulation Agreements

LEAs and postsecondary institutions will use the North Carolina High School to Community College Articulation Agreement and the North Carolina Guide for Developing Local Articulation Agreements as guidance documents in developing articulation agreements. North Carolina has a statewide articulation agreement that will be the basis for local agreement development. The format and criteria for local agreements are outlined in the Guide for Developing Local Articulation Agreements. More than 40 LEAs currently have approved local articulation agreements.

The statewide high school/community college articulation agreement was adopted September 1999 and amended in November 2004. The statewide articulation equates 59 high school courses that equate to 86 community college courses. Community college credit is awarded for these courses as appropriate. The agreement was approved and endorsed by both the State Board of Education (K-12) and the State Board of Community Colleges. The articulation agreement was presented to the North Carolina Community College President's Association to ensure that leaders at each community college support the agreement.

The agreement is reviewed and updated regularly. In selected areas, secondary students can complete industry-recognized or state-recognized credentials. Postsecondary programs are designed to allow students to complete part of the industry- or state-recognized credential while in high school and make a seamless transition to a non-duplicative program to complete the credential.

Additional local articulation agreements are also established between individual community colleges and LEAs or four-year institutions. These local agreements often are the result of specific community needs and may not be applicable to all community colleges; however, many of the local agreements eventually become incorporated into the statewide articulation agreement.

A separate statewide articulation agreement exists between the UNC System, the 16 institutions of higher education that it represents, and NCCCS. The agreement ensures that any course from the core curriculum taken at a community college will be accepted for credit at any UNC institution.

Combined, these agreements provide CTE students with clear pathways that streamline educational opportunities from high school to community college and, eventually, to university.

The State provides technical assistance in the implementation of articulation agreements through a variety of methods. Individual technical assistance is provided for any college or LEA requesting help. Also, a web-based “how to” module was developed to guide colleges to successfully utilize and develop new agreements.

(d) Information About Career and Technical Secondary Programs

The secondary programs are based on a CTE Standard Course of Study and Support Services Guide in eight content areas:

- Agricultural Education
- Business and Information Technology Education
- Career Development
- Family and Consumer Sciences Education
- Health Occupations Education
- Marketing Education
- Technology Education
- Trade and Industrial Education

Within each content area are programs of study that a student chooses to further their education and employment. These courses are combined with language arts, mathematics, science, social studies, physical education, second languages, and the arts to support career pathways/clusters.

Programs of study are correlated with national industry standards and/or national curriculum standards. Extensive input is provided by business and industry representatives as well as from teachers and teacher-educators. A State facility plan and equipment list for course sequences based on the competencies and objectives of the courses in these content areas is available. State-of-the-art technology recommended in the competencies, facility plan, and equipment list provides guidance to LEAs to update existing and begin new programs.

(e) Develop, Improve, and Expand Access to Appropriate Technology in CTE Programs

Secondary

Equipment lists are used by LEAs to determine equipment purchases. The list is based on state-of-the-art technology and the items are aligned to the competencies of each course. The local plan approval process is used to set priorities for equipment. The list is available online and is revised as needed for up-to-date purchases.

State-of-the-art technology will be infused through courses as they are developed or revised throughout the North Carolina program. Course sequences with a high degree of state-of-the-art technology include, but are not limited to, the following:

- Automotive Service Technology
- Biomedical Technology
- Biotechnology
- Computer Applications/Digital Communication Systems
- Computer Engineering Technology
- e-Commerce I and II
- Food Technology
- Network Administration
- Network Engineering Technology
- Scientific and Technical Visualization

Use of technology is also emphasized in other initiatives in which CTE is involved, including such things as the North Carolina Virtual Public School, alternative licensure programs, inservice training including the annual CTE Summer Conference, and online professional development.

Postsecondary

To consistently develop, improve, and expand access to appropriate technology, the NCCCS operates several programs and activities including, but not limited to, the following.

- **Industry Professional Groups** – Local and statewide, professional groups and organizations serve as a means through which community

colleges work with industry. A symbiotic relationship exists between the groups and CTE programs. The groups help to ensure that the colleges are training students with appropriate technology, by recommendation and, occasionally, through donation of equipment or training. North Carolina's CTE programs seek to provide relevant training. Industry welcomes community college educated students as employees when the students already are familiar with the field's technology.

- **Curriculum Improvement Project (CIP)** – Through CIPs, North Carolina's community colleges update and revise existing programs. CIPs were developed as a means of providing funding for system-wide projects in curriculum or instructional areas that are experiencing significant changes, such as job market developments, advances in technology, new teaching and delivery methods, and implementation of state or national educational initiatives.

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

- **North Carolina Network for Excellence in Teaching (NC-NET)** – NC-NET offers community college faculty in North Carolina an online collaborative, statewide professional development system that is committed to sharing best practices, leveraging resources, and avoiding duplication. To encourage a comprehensive and balanced approach to professional development, NC-NET organizes its resources into six programmatic areas: 1) Teaching and Learning, 2) Discipline-Specific, 3) Career and Personal Development, 4) Technology in the Classroom, 5) Online Teaching, and 6) Serving Special Populations.

The State will continue to develop, enhance, and improve NC-NET by soliciting training modules that address current and emerging technologies for CTE programs. Such training modules are already available through NC-NET; however, a greater focus on such modules will be a driving force for NC-NET.

- **North Carolina Community College System Conference**— Biannually, NCCCS holds a multi-day conference for community college faculty, staff, and administration. The conference has attendance ranging from 2,600-3,000 community college participants. The conference offers workshops, including a technology track;

discipline specific presentations; and networking with professional organizations.

- **Virtual Learning Community (VLC)** – The VLC is a collaborative effort of all of North Carolina’s Community Colleges to increase the quality and availability of online learning and support services. The purpose of the VLC is to develop, edit, and broker content for curriculum and continuing education distance learning courses and to provide professional development for distance learning faculty and staff. NCCCS assists its colleges in serving students who would otherwise be unserved, expanding learning opportunities, making instruction accessible, and using technology to supplement classroom instruction. The VLC provides hardware, software, content, and training to administrators and faculty within the NCCCS for their use in providing their students with Web-based courses, telecourses, interactive video courses, and hybrid courses. Currently, nine complete AAS degrees are available through the VLC.

(f) Criteria to Approve Eligible Recipients for Funding

Secondary

State consultants work with LEAs to submit an application that is in compliance with the Carl D. Perkins Career and Technical Education Act of 2006. Approval of the local plan from eligible recipients is based upon the plan meeting the provisions of Section 134 of the Act. A copy of the local application (secondary) appears in Appendix B.

Local plans must outline strategies for continuous improvement of results of performance indicators. These results are reported for each LEA overall, by No Child Left Behind subgroups and academic disadvantages, by program areas, and by College Tech Prep. Administrators in each LEA must develop strategies to address improvement of academic and technical skill attainment by each reported category.

LEAs are required to complete a strategic plan as a part of the local planning process. The Part I Strategic Planning component of the Performance Planning and Management System (PPMS), North Carolina’s local planning system, is being revised to reflect the emphasis on the identification of current and emerging occupational opportunities at the national, State, and local levels.

Postsecondary

The State Board of Community Colleges shall require a local application from eligible recipients for all programs, services, and activities funded under section 112(a)(1) of the Act. A copy of the local application (postsecondary) appears in Appendix C.

The State CTE staff provides technical assistance to colleges in preparation and implementation of the application. Approval of the local applications will be based on the content of the application as required in Section 134 of the Act. Local Plans will be evaluated for ability to show continuous improvement and ability to meet negotiated levels of performance.

Technical skill attainment is another measure by which the colleges monitor progress. In particular, programs with industry-recognized tests are examined regularly by the college and by the State. For programs without this testing, the State will use GPA to continuously monitor progress in student technical skill attainment. The colleges may direct funds to professional development opportunities for faculty so they may keep current in methods for improving technical skill attainment and so the faculty may update their own technical skills.

To promote continuous improvement in academic achievement the following actions will take place.

- The State will work with individual colleges to establish negotiated levels of performance.
- The State will develop a method to provide colleges with valid and accessible data so the college can monitor their results.
- The colleges will constantly monitor academic achievement in CTE courses.
- Colleges monitor student achievement after completion of developmental courses.
- The colleges will participate in professional development or technical assistance activities designed to improve academic achievement.
- The colleges will identify and assist students from special populations and target funds to assist these students academically.

Colleges will identify and address current or emerging occupational opportunities through their institutional strategic planning process and other means determined by individual colleges. Once identified, the colleges will have opportunities to direct funds from their allotments to address training for these occupations provided that there is already a State-approved curriculum.

The following are some of the methods that colleges will use to identify and address current and emerging occupational opportunities.

- The use of local advisory groups and Workforce Development Boards to guide CTE programs.
- Community and industry requests for and/or support of new CTE programs.
- The use of CIPs, State-funded projects designed to update programs.

- The use of online education to provide better student access to training opportunities, increasing the number of students available for the occupational opportunity.
- The use of shared curricula to hasten the speed at which a college can begin new (to the college) courses.
- The use of shared courses, through the North Carolina Information Highway, to allow colleges to enroll students in courses offered at other institutions without leaving their home college campus.

(g) Prepare Students to Graduate from Secondary School with a Diploma

Starting in the middle grades, students begin their career development process. This process includes development of a Career Development Plan for all students in eighth grade. This plan is based on each student's career interests. A Career Development Plan is a plan and a guide for the student and parents in the completion of high school requirements for academic, concentration in CTE, and elective courses. The planning process encourages students to consider their career interests and the necessary high school requirements and postsecondary training and education necessary to reach the anticipated career goal. Career development coordinators and school counselors monitor students' progress on their Career Development Plans at least annually and provide regular career and academic counseling to students to assist them in meeting the academic and CTE concentrator requirements in their plans.

The North Carolina ABC Accountability System requires that LEAs provide intervention and remediation for students who do not meet expected performance levels on academic measures. Additionally, LEAs identify students at-risk of failure or dropping out early in each academic year and develop Personal Education Plans for each student identified. As a part of this identification process, LEAs identify special populations students in CTE courses for services provided through funding under the Act. In combination with the Personal Education Plan, CTE personnel develop a Career Development Plan Plus, which includes other assistance strategies, for special population students.

To ensure success of students, LEAs provide tutoring services, academic intervention services, and remediation through a number of non-CTE funding sources. Special populations students in CTE courses are identified in LEAs early in each academic year. Special populations students may be referred to various student assistance teams for services under Section 504, IDEA, or other student assistance programs. Special populations coordinators also assist CTE teachers in adapting instruction to better serve special populations students. Services for exceptional children enrolled in CTE classes are coordinated among regular education teachers and Exceptional Children teachers. Various accommodations are used to adapt CTE instruction to

ensure the success of special populations students. CTE funds may be used to purchase adaptive equipment and adaptive teaching materials and supplies, or to provide students equal access to required classroom activities.

(h) Prepare Students for Postsecondary Education or Employment in Current or Emerging Occupations, and Make Students Aware of Such Opportunities

Secondary

Students with a CTE concentration are supported via a number of programs to be academically and technically prepared for postsecondary education and/or entry into high-skill, high-wage, or high demand occupations. All students are supported by a comprehensive academic curriculum including minimum English, science, social studies, and mathematics requirements that must be met for graduation. Career development services will focus on informing students of opportunities for employment in high-wage, high-skill, and high-demand occupations.

All students in CTE are required to have a Career Development Plan. LEAs provide Career Development Services to students through a number of activities and services including:

- Career development and academic counseling by Career Development Coordinators and School Counselors
- Interest inventories and assessments
- Individual and group Career Development Planning
- Career fairs
- Work-based learning opportunities such as job shadowing, internships, clinical experiences, and apprenticeships

To ensure success of students, LEAs provide tutoring services, academic intervention services, and remediation through a number of non-CTE funding sources. Special populations students in CTE are identified in the LEA early in each academic year. Career Development Coordinators and Special Populations Coordinators assist special populations students in meeting the requirements of CTE courses and related academics. Services also include identification of students for Section 504 services and for Exceptional Children Program services. Special Populations Coordinators also assist teachers in adapting instruction to better serve special populations students. Various accommodations are used to adapt instruction to ensure the success of special populations students. CTE funds may be used to purchase adaptive equipment and adaptive teaching materials and supplies, or to provide students to equal access to required classroom activities.

Postsecondary

In the NCCCS, all students regularly admitted to a program of study are required to take placement exams before enrolling in classes. This testing

identifies academic deficiencies that may prevent students from academic success in their course of study. Students not testing at minimum thresholds are enrolled in developmental courses to improve requisite skills.

Each community college provides a staffed Student Services Section. Within that section there are counselors whose function is to reduce barriers to education. The student has the responsibility to perform academically; however, there are options for students not performing to the expectation of the student or instructor. Some of the common options include tutoring, academic skills workshops, skills labs, career counseling, and support groups.

In regard to special populations, all students at the community colleges have the same access to resources and opportunities, including students from special populations. When needed, accommodations are made to eliminate barriers for special populations students. The colleges may direct local Perkins funds to support this. Accommodations may include, but are not limited to, assistive technology, interpreters, and signers.

Making students aware of these opportunities starts with the orientation programs, in which, colleges require incoming students to participate. Also available is the ACA 115 course, which is designed to arm students with the tools needed to succeed in postsecondary education, including explanation of the student services offered and how to access those services. Some services provided include interest assessments; career fairs; and work-based opportunities, such as, job shadowing, cooperative experiences, and internship. Faculty referral is also a common means of informing students of these services.

(i) How Funds will be Used to Improve or Develop New CTE Courses

Secondary

CTE course content standards are in alignment with the provisions of ESEA 1111(b)(1) and with current state curriculum standards. Additionally, students in CTE are required to complete the same rigorous academic standards for graduation as all other students.

Graduation requirements include the following for all students:

- 4 units of English
- 3 units of mathematics (Beginning with entering Freshmen 2009, 4 units of mathematics will be required)
- 3 units of science
- 3 units of social studies
- One unit of health/physical education
- Four units in CTE
- Score at the required level on designated end-of-course tests
- Meet the same statewide promotion standards

CTE curriculum products for each course must adhere to the following standards. Funds are used to bring together leaders in the field including teachers, teacher-educators, CTE administrators and business and industry representatives to assess the need to improve or develop courses or course sequences. Course design teams identify new and emerging occupational opportunities to be developed into CTE courses or course sequences. Additionally, course design teams revise existing courses to reflect current content and skills. The following products are developed by course design teams:

- Course blueprints (competencies and objectives)
- Course content details
- Instructional activities
- Formative and summative assessments

Secondary CTE programs prepare students for opportunities in postsecondary education or entry into high-skill, high-wage jobs in current and emerging occupations. These programs will:

- Implement the State Board policy (Future-Ready Students for the 21st Century).
- Encourage each student with a concentration in CTE to take a rigorous academic core.
- Implement statewide articulation agreements, building on existing College Tech Prep programs between public and postsecondary institutions, and concurrent enrollment initiatives.
- Establish further development of dual enrollment/Huskins Bill courses.
- Maintain and develop state supported curriculum that meets the needs and standards of business/industry.
- Align state-supported curriculum with national skills standards, national curriculum standards, and industry standards where appropriate.
- Use the CTE Instructional Management System to manage technical assessment of students in CTE courses.
- Use High Schools That Work data and/or other national assessment data to direct academic and CTE course improvement.
- Use State and local labor market data to help make program offering decisions.
- Conduct staff development for secondary CTE teachers.
- Further implement programs within the secondary schools to provide an industry-recognized and issued certificate of skill attainment.
- Implement career pathways/clusters in all LEAs.
- Encourage all LEAs to develop and implement career planning programs for students.
- Encourage within all LEAs the development of four-year plans with appropriately sequenced courses with a career focus for students.

- Provide current labor market information to students and parents.
- Encourage students to engage in work-based learning.

Postsecondary

Each course, whether CTE or other, is determined to be sufficiently relevant and challenging. NCCCS has a statewide course approval process that must be followed before any course is offered by a community college. The approval process begins with surveys of local business and industry to determine whether the community can support the employment needs of program completers; an application submitted by the college proposing a new course; review by the Program Services Section of the NCCCS; and approval by the State Board of Community Colleges. The criteria for approving new courses address the relevance and rigor of the proposed course as well as other criteria. Colleges may direct local Perkins funds to improve or develop new CTE courses.

Each program has a core series of courses. Upon completion of the core, students are expected to have a clear, entry-level understanding of the field. This understanding is evidenced through the accreditation of each community college, acceptance of core course credit hours by the UNC System, and when applicable licensure or State-recognized tests.

Current and emerging occupational opportunities drive new programming in North Carolina's community colleges. For decades, North Carolina's greatest sources of jobs were manufacturing and agriculture. Manufacturing jobs are disappearing due to plant closings and overseas outsourcing. Agriculture jobs remain prevalent and are increasingly high-skill; however, the wages for those jobs are outpaced by inflation and North Carolina's growing cost of living. These factors have inspired the courting of new high-skill, high-wage, and high-demand occupations by the State. The fields of biotechnology and computer technology are a primary source of jobs added. The community colleges are working with these industries to prepare workers for employment. By working with industry, our colleges are ensuring that their students receive the credential that they seek; and, more importantly, the skills that industry requires.

(j) Facilitate and Coordinate Communications of Tech Prep Best Practices

Best practices in College Tech Prep will be communicated by several means including the following:

- An annual College Tech Prep Conference featuring best practices
- Quarterly College Tech Prep User Group Meetings
- Annual College Tech Prep reviews/evaluations
- Periodic publication of best practices documents
- College Tech Prep Website sponsored by NCCCS
- NC-NET

Funded College Tech Prep consortia provide an annual data packet which is reviewed by State staff. Within the data packet each consortium is required to describe the “best practices” implemented by their consortium. These best practices are collected and published. The opportunity for consortia to present their best practices is available quarterly through User Group Meetings held regionally across the State and at the annual statewide College Tech Prep Conference. The State also manages a statewide College Tech Prep Awards competition that recognizes the best practices of consortia in the areas of promotion, partnership, workforce, and overall performance.

(k) Link Academic and CTE at the Secondary and Postsecondary Levels to Increase Student Achievement

The State will distribute funds in accordance with North Carolina General Statute 115C-158 and through cooperative agreements between NCDPI and NCCCS. The linkage between the NCDPI and NCCCS will be in the following areas: (1) Cooperative Endeavors; (2) Career Pathways/Clusters; and (3) Formation of Alliances.

Cooperative Endeavors

- Maintain and revise a statewide articulation agreement between secondary and postsecondary institutions
- Support the continuation of the Huskins Bill [G.S. 115D-20(4)], enabling high school students to take college-level courses at local community colleges that grant college credit toward certifications, degrees, and diplomas
- Support the continuation of dual/concurrent enrollment that enables high school students to enroll in college-level courses offered to adults at a community college
- Maintain and expand secondary course sequences that recognize student completers with college credit toward certificates, degrees, and diplomas
- Maintain and strengthen College Tech Prep programs
- Plan and conduct joint workshops, projects, committees, and task forces as applicable

Career Pathways/Clusters

- Improve career guidance and academic counseling through linked professional development and joint materials
- Provide assistance to participating students while preparing for and continuing their education, especially in nontraditional pathways
- Ensure all course sequences integrate academic and technical concepts and skills
- Support guidance personnel in the understanding and implementation of National Career Development Guidelines and the 16 Career Clusters

- Improve the transfer of transcript information (especially articulated credit) between secondary and postsecondary institutions

Alliances

- Develop and expand business and industry partnerships at the state and local levels
- Promote mentoring strategies for educators and business and industry partners
- Provide assistance to eligible recipients in developing local articulation agreements
- Support continuation of work-based LEA activities for secondary and postsecondary students
- Seek support from parental groups/organizations, professional organizations, and organizations representing business and industry

(I) Report on the Integration of Coherent and Rigorous Content Aligned with Challenging Academic Standards in CTE Programs

Secondary

Beginning with freshmen entering in 2009 the State is phasing-in a single default course of study that encourages concentration in CTE (pathways/clusters). The State will adjust the method of reporting on the integration of coherent and rigorous content aligned with challenging academic standards in CTE programs as changes occur in the academic and elective requirements for students to earn a diploma.

This course of study for all students includes:

- 4 units of English
- 3 units of mathematics (beginning in 2009, with entering Freshmen, 4 units of mathematics will be required)
- 3 units of science
- 3 units of social studies
- 1 unit of health/physical education
- 2 units of electives (Career and Technical Education, Arts Education or Second Language beginning 2009)
- 4 units of concentration electives strongly recommended beginning 2009

Students entering high school in 2008-2009 or earlier may choose one of two courses of study that leads to a diploma: College Tech Prep and College/University Prep. Students with a CTE concentration must complete a coherent sequence of CTE courses to meet the requirements of College Tech Prep. These students are called concentrators in the legislation. CTE students who complete a technical sequence also may opt to complete the requirements for College/University Prep.

The State requires at minimum the following courses of the College Tech Prep Course of Study:

- Four English credits
- Three mathematics credits – Algebra I, Geometry, Algebra II
OR Algebra I, Technical Math I, Technical Math II
- Three science credits
- Three social studies credits
- One health/physical education credit
- Four CTE credits in a coherent technical sequence or pathway/cluster

The State requires at minimum the following courses of the College/University Prep Course of Study:

- Four English credits
- Four mathematics – Algebra I, Geometry, Algebra II, plus one math credit that requires Algebra II as a prerequisite
- Three science credits
- Three social studies credits
- Two credits in the same foreign language
- One health/physical education credit

College/University Prep Students may opt to complete four CTE courses in a coherent technical sequence or pathway.

Postsecondary

The North Carolina Community College Curriculum Standards provide common standards for each curriculum program. All students seeking a degree, diploma, or certificate must meet all of the requirements for their course of study. Degree programs require a minimum of 15 semester hours in general education, which includes six hours in communications and a minimum of 49 semester hours in the program major. Diploma programs require a minimum of six semester hours of general education, three of which must be in communications and a minimum of 30 semester hours in the program major. Course requirements for each program area are detailed by required core courses, concentration requirements when applicable, and elective or other major hour choices.

One program title from the curriculum program standard is in Appendix D. Program standards may be viewed at http://www.ncccs.edu/Programs/curriculum_standards.htm

3. Professional Development

NCDPI, NCCCS, UNC, and private colleges and universities will collaborate to provide professional development for teachers, support personnel, and administrators. Professional development will include traditional workshops and courses, as well as the use of the North Carolina Information Highway (distance learning), virtual classrooms, and other resources to maximize access and benefit.

(a) Promotes Integration of Coherent and Rigorous Academic Content Standards and CTE Curricula, Including Opportunities for Academic and Career and Technical Teachers to Jointly Develop and Implement Curricula and Pedagogical Strategies.

Secondary

One primary use of these funds will be to coordinate the delivery of relevant and beneficial pre-service and in-service education to personnel in order to meet the goals of the Act and to help achieve academic attainment and technical skills attainment performance standards, including, but not limited to, the following:

- Develop collaborative efforts between academic teachers and CTE teachers to integrate various aspects of the CTE and academic curricula, including College Tech Prep and national academic and skill standards.
- Assist CTE teachers in reinforcing reading, writing, speaking, mathematics, social studies, and science through the teaching of career and technical content.
- Assist academic teachers in incorporating hands-on and contextual applications for academic lessons in their classes
- Assist CTE teachers in helping students develop thinking skills, including problem-solving.
- Assist CTE teachers in enhancing communications with parents.
- Assist CTE teachers in using results of academic attainment assessment in designing instruction and targeting remediation.
- Encourage collaboration between academic and CTE personnel on implementation of Advanced Studies courses.

Postsecondary

Statewide, through NC-NET and other professional development activities offered by NCCCS, career-technical and academic instructors are encouraged to work to develop and implement strategies that link the relevance and rigor of academically driven courses and the technical skills of CTE. Specifically, NC-NET offers modules to assist CTE to incorporate “academic” components of writing, oral communication, and mathematics into their respective curricula.

A portion of State Leadership funds are used for grants to colleges for professional development opportunities. An intent of these funds is to assist in the development of strategies that integrate coherent and rigorous academic standards with CTE. Upon completion of the grant period, the college provides modules to NC-NET for dissemination to all colleges.

Individually, the colleges utilize Perkins and other funding to provide professional development for their faculty that meets the specific needs of their campus.

Additionally, the State will offer workshops through its biannual System Conference and annual College Tech Prep Conference.

(b) That Increases the Percentage of Teachers that Meet Teacher Certification or Licensing Requirements.

Secondary

NCDPI CTE monitors certification and licensure requirements for CTE teachers and conducts workshops and develops publications to explain the requirements to administrators and current and future teachers. CTE works with individual teachers to help them navigate the licensure process. CTE collaborates with NCCCS and the UNC System to ensure availability of and access to training required for certification and licensure.

CTE also develops new teacher training sessions that help teachers meet the licensure/induction requirements and provide additional professional development on the skills teachers need to be successful in the classroom.

Postsecondary

Having a highly qualified faculty and staff is of paramount importance to NCCCS and its colleges. In order to retain their accreditation the colleges must meet minimum standards set by the Southern Association of Colleges and Schools (SACS). Each of North Carolina's community colleges currently holds SACS accreditation. To meet certification and licensing requirements, the colleges utilize Perkins and other funds to provide professional development opportunities to faculty.

Each college has its own professional development policies and procedures in place.

Additionally, NC-NET offers "anytime and anywhere" professional development opportunities that, in many cases, are designed to assist instructors in gaining certification or licensure in their respective field. Included in NC-NET's offerings is an adjunct faculty toolkit that is designed to prepare part-time faculty with information designed to assist new instructors with skills needed to teach in the community college.

(c) That Is High Quality, Sustained, Intensive, and Focused on Instruction, and Increases the Academic Knowledge and Understanding of Industry Standards, As Appropriate, of CTE Teachers.

Secondary

- Assist administrators in use of data in program planning.
- Assist CTE teachers in developing advanced technical skills in various occupational areas.
- Assist CTE teachers in increasing expectations for student achievement.
- Assist CTE teachers in coordination of career and technical student organizations.
- Assist CTE teachers in using advanced technology in the instructional process.
- Assist CTE teachers in developing an appreciation for and competence in providing instructional strategies supportive of nontraditional employment.
- Assist CTE teachers in use of the electronic North Carolina Instructional Management System to track student mastery of technical and academic content and to target remediation.
- Assist CTE teachers in use of multiple-measure assessment strategies as a means of improving student performance.
- Assist CTE teachers in developing understanding of all aspects of the industry, including planning, management, finances, technical and production skills, principles of technology, labor issues, and health and safety.
- Assist support personnel including Career Development Coordinators and Special Populations Coordinators in developing competence in providing career guidance and enhancing communications with parents' assistance based upon the National Career Development Guidelines and including career planning and career development plans.
- Assist CTE teachers, support personnel and administrators in providing and facilitating preparatory and transitional services.
- Access and use effective assessment instruments that guide students toward effective career planning.
- Provide internships for new Career Development Coordinators.

Postsecondary

To ensure that faculty and staff are receiving the most needed professional development opportunities, colleges are required to periodically survey business and industry determine their satisfaction with community college educated employees. The results from these surveys, as well as faculty input, help to guide the colleges as they develop their professional development plans.

Colleges target funding, from both Perkins and the State, to ensure that the above criteria are met. A few examples of professional development opportunities offered by colleges include:

- college supported higher education for faculty

- increased pay for attaining additional relevant degrees, certifications, and licensures
- sustained semester and year-long on-campus programs designed to address the needs of students, including special populations; and programs focused on instructional quality for adjunct faculty
- release time for back to industry training
- advanced technology support
- financial support for additional education
- support for industry sponsored education

At the State level, NC-NET offers numerous professional development opportunities. Guiding the development of many of these opportunities are the three Centers of Teaching Excellence. The Centers are located at community colleges in three different geographic locations across the State with each Center having its own specialty. The Eastern Regional Center is housed at Martin Community College and is responsible for discipline specific resources. The Central Regional Center is led by Fayetteville Technical Community College and is responsible for the development of technology in the classroom and online teaching resources. The Western Regional Center is located at Southwestern Community College and is responsible for leading the development of teaching and learning as well as career and personal development resources. Also offered through NC-NET are the NC-NET Online Academies, which are online courses that last several weeks in length.

(d) That Encourages Applied Learning that Contributes to the Academic and Career and Technical Knowledge of the Student.

Secondary

- Assist CTE teachers in facilitating effective work-based learning experiences.
- Assist CTE teachers in preparing and executing lessons based on relevance and/or contextual learning.
- Assist CTE teachers, support personnel and administrators in developing collaborative partnerships with local community business/industry representatives.
- Assist CTE teachers, support personnel and administrators in development and implementation of student career development plans.

Postsecondary

Countless studies have proven that applied learning, defined as the delivery of curriculum in a relevant context, is the most effective teaching method for CTE students, as well as community college students in general. North Carolina's community colleges have recognized this and actively strive to incorporate concepts of applied learning in their curricula. The use of applied learning is regularly employed in career and technical courses through hands-on instructional experiences and laboratory opportunities, but curriculum instructors

also help students to benefit from applied learning. Many colleges are designing curriculum courses laced with concepts from the student's chosen field of study. The result has been courses that meet the academic requirements of curriculum courses while engaging the student with contextual elements relative to the student.

NCCCS will encourage and assist colleges in implementing applied learning activities into their curriculum. NC-NET will add resources to provide training in applied learning. Conferences, including the annual College Tech Prep Conference and the biannual System Conference, will incorporate sessions on applied learning.

(e) Provides Knowledge and Skills Needed to Work with and Improve Instruction for Special Populations.

Secondary

- Assist CTE teachers and support personnel in providing preparatory and transitional services for special populations students.
- Assist CTE teachers in working effectively with special populations.
- Promote recruitment, enrollment and placement activities for special populations students.
- Provide information about Career-Technical Education opportunities to special populations students and their parents.
- Coordinate a Career Development Plan for students enrolled in Career-Technical Education

Postsecondary

Although the colleges may individually provide professional development for faculty and staff regarding special populations, great efforts have been and continue to be made at the State level to provide the knowledge and skills needed to work with and improve instruction for special populations. A primary effort involves State level CTE staff working closely with the NCCCS Student Services staff and serving on a statewide special populations advisory committee.

The NCCCS Student Services Section regularly provides workshops for faculty and staff on addressing the needs of special populations students. These workshops range from broad campus-wide information to dealing with specific issues that are being experienced on a particular campus. Also, the Student Services Section and State CTE staff have developed and regularly updates a special populations manual/handbook that is provided to each community college.

State Leadership funds are made available to colleges for professional development and training for college personnel. The State will continue to increase its numerous offerings designed to provide for the needs of special

populations students through this State Leadership funding, NC-NET, and NC-ACCESS.

(f) Integration with Professional Development Carried Out Under the Elementary and Secondary Education Act and the Higher Education Act

The State will coordinate its Perkins-funded professional development activities with activities offered under Title II of the Elementary and Secondary Education Act of 1965, as amended, and Title II of the Higher Education Act of 1965, as amended.

Examples of such coordinated professional development are:

- Inquiry-based learning
- Writing across the curriculum
- Reading in the content area
- Implementing an honors-based curriculum
- Development of Graduation Projects

4. Efforts that the Agency and Eligible Recipients Will Make to Improve:

(a) Recruitment and Retention of CTE Teachers, Faculty, and Counselors, Including Individuals in Underrepresented Groups

Secondary

- NCDPI offers an alternative licensing program for CTE teachers to permit potential teachers, with related education and work experiences, to obtain a license; those teachers must complete 18 hours of college-level pedagogy credits and an 80 hour induction program.
- NCDPI provides materials through Career and Technical Student Organizations to encourage interested students to begin thinking in high school about careers as CTE teachers.
- NCDPI works closely with teacher-education institutions to provide information and services to assist in the transition of students from teacher-education programs to the classroom.
- NCDPI supports through financial assistance and other resources the Leadership Institute for Vocational Educators, an organization designed to promote recruitment and retention of diverse CTE teachers and transition of qualified teachers into administrative positions.
- NCDPI works with minority-focused organizations to identify future teachers and provide ongoing mentoring and other assistance.
- NCDPI encourages LEAs to develop recruitment and retention programs for teachers, including programs focused on individuals from populations underrepresented in the teaching profession.

Postsecondary

Each college utilizes its own strategies for the recruitment and retention of quality CTE faculty and counselors. Many colleges will provide these employees professional development opportunities, advanced education, and flexible scheduling.

Most colleges offer new employees a campus orientation that helps to welcome new staff and acclimate them to the campus. Some colleges provide mentors to guide new employees through issues that could otherwise become frustrating. For all faculty, but primarily designed for part-time instructors is an adjunct faculty toolkit, available through NC-NET, which is also designed to ease the transition to community college employment.

Individuals from groups underrepresented in teaching are actively recruited by the community colleges. Furthermore, there are several Historically Black Colleges and Universities (HBCUs) spread across the State. Recruitment of faculty and staff from HBCUs has proven a successful strategy for the recruitment of underrepresented groups.

The State continuously works with the North Carolina General Assembly to increase the pay for community college faculty and staff. For the past two years community college faculty have received raises that were 50% higher than those of other State employees.

(b) The Transition to Teaching from Business and Industry, Including Small Business

Secondary

Traditional teacher-education provides only a small percentage of teachers needed in CTE classrooms in North Carolina. CTE develops and conducts new teacher training sessions designed for first year teachers, particularly those who come to teaching through alternative methods of certification or licensure, successfully make the transition to the classroom.

Instructional support materials developed for CTE courses target new classroom teachers. The goal is to provide in one place everything a new teacher needs to be successful – course blueprints, content details, instructional support activities, and formative and summative assessments. To ensure that beginning teachers have the opportunity to develop into capable teachers mentors are assigned early.

Postsecondary

Each college has and will continue to have access to the professional development opportunities offered through NC-NET at no cost to the college or the participant. Many of these opportunities are specifically designed for the instructor whose experience was gained in the field rather than the classroom. Many of the instructors at our community colleges have received no formal

training in teaching practice; therefore, the State and the colleges view instructor training as an immediate need for instructors transitioning from the field. Some colleges provide mentors as supplements to new faculty training.

5. Efforts of the Agency and Eligible Recipients to Improve the Transition of Subbaccalaureate CTE Students into Baccalaureate Degree Programs

Secondary

Secondary CTE programs will prepare students for opportunities in postsecondary education or entry into high-skill, high-wage jobs in current and emerging occupations. These programs will:

- Implement the new graduation requirements, beginning 2009-2010, to raise standards for all students.
- Encourage each student in a CTE course to take a rigorous academic core.
- Implement statewide articulation agreements, building on existing College Tech Prep programs between public and postsecondary institutions, and concurrent enrollment initiatives.
- Establish further development of concurrent enrollment/Huskins Bill courses.
- Maintain and develop state supported curriculum that meets the needs and standards of business/industry.
- Align state-supported curriculum with national skills standards, national curriculum standards and industry standards where appropriate.
- Use the CTE Instructional Management System to manage technical assessment of students in CTE courses.
- Use High Schools That Work data and/or other national assessment data to direct academic and vocational course improvement.
- Use State and local labor market data to help make program planning decisions.
- Conduct staff development for secondary CTE teachers.
- Further implement programs within the secondary schools leading to an industry-recognized and issued certificate of skill attainment.
- Implement career pathways/clusters in all LEAs.
- Encourage all LEAs to develop and implement career planning programs for students.
- Encourage within all LEAs the development of four-year plans with appropriately sequenced secondary and postsecondary courses within a career focus for students.
- Provide current labor market information to students and parents.
- Encourage students to engage in work-based learning.
- Implement national integrated models such as federal Career Cluster projects.

Postsecondary

To improve transition from the community college to four-year institutions, the State of North Carolina utilizes a Statewide Comprehensive Articulation Agreement (CAA). The CAA ensures that specific curriculum general education

courses offered at any of North Carolina's community colleges will be accepted at any of the UNC institutions. The CAA is widely used and has resulted in CTE programs being accepted that have improved the transition between community colleges and universities. The CAA is updated regularly and will continue to be improved. In recognition of the CAA's success, some private universities have also signed the CAA.

Additionally, colleges enter into agreements with universities that go beyond the CAA. Addressing statewide personnel shortages in biotechnology, teacher education, and other areas, the State, in conjunction with the UNC System, has worked jointly to develop a sequence of online courses that enables students to complete degrees.

6. Actively Involve Stakeholders in the Planning, Development, Implementation, and Evaluation of CTE Programs

Secondary

The State will coordinate efforts to actively involve parents, teachers, local businesses (including small- and medium-sized business), and labor organizations in the planning, development, implementation, and evaluation of CTE programs. These stakeholders will be involved in face-to-face meetings, review of hard copies of documents and review of documents shared electronically in the following ways:

- Input into development of the *CTE Standard Course of Study and Support Services Guide*.
- Review of the *CTE Standard Course of Study and Support Services Guide*.
- Development of curriculum products.
- Service on curriculum development teams.
- Service on teams developing equipment and facilities standards.
- Participation in the on-going evaluation of curriculum products via focus groups and evaluation forms.
- Providing technical update for appropriate groups to implement programs, especially in the implementation of programs for special populations.
- Providing technical update on emerging technologies and careers.
- Providing leadership development opportunities for Career and Technical Student Organizations.
- Service as mentors for students enrolled in CTE.
- Providing work-based learning opportunities.
- Service as judges at CTE Student Organization competitive events.
- Service as evaluators of CTE programs and student achievement.
- Service on *High Schools That Work* site visits.

LEAs will be encouraged to use the same strategies as those of the State to involve the various groups. They also will be encouraged to use local Workforce Development Boards in the planning, development, implementation, and evaluation of CTE programs.

Postsecondary

CTE programs are upgraded, developed, and evaluated with full input from students, faculty, representatives of the business community, and the at-large population in the college community. Programs are upgraded based on changes in technology and community need. The goal is to formally upgrade programs every five years. Faculty are provided the necessary training to implement the upgraded curricula. New programs are established as a response to local, regional, national, and international labor markets. Curricula are designed and developed with input from the business community to ensure that students gain the skills and proficiencies needed for employment.

Colleges must be responsive to business and industry needs within their community and are required to review all curriculum programs and services annually using a standard survey. Part of this survey includes satisfaction from employers as well as students' satisfaction with their courses.

New programs are developed only after extensive surveys to assess need for such programs. As has been the practice, a great deal of input is requested from area industry, but increasingly global market needs are taken into consideration. Business and industry are instrumental in identifying the skills and competencies needed for student success. From those identified competencies and skills, the curriculum is developed and approved. Advisory committees remain active and continue to provide input for the course or program.

7. Efforts to—

(a) Improve the Academic and Technical Skills of Students by Strengthening the Academic and Career and Technical Components of CTE Programs through the Integration of Academics with CTE to Ensure Learning in Core Academic Subjects and CTE Subjects

Secondary

The State will coordinate programs of curriculum and assessment development as one means of meeting Section 122 (c)(5)(A) requirements. A primary use of these funds will be to develop and provide up-to-date competency-based curriculum and assessments that emphasize integration of academics with CTE to ensure learning in the core academic and CTE subjects. Committees composed of business/industry partners, parents, educators, and students, utilizing a recognized process, will be involved in the developmental and revision processes.

Competency-based curriculum priorities are to:

- Revise the *North Carolina CTE Standard Course of Study and Support Services Guide* in collaboration with business/industry partners, parents, educators, and students.

- Develop, adopt, adapt, and/or revise competency-based curriculum, including course blueprints, instructional support materials, and formative and summative assessments.
- Integrate/correlate English/language arts (communication, reading, and writing) mathematics, science, and social studies competencies with technical competencies, using state and national standards.
- Maintain/upgrade the North Carolina Instructional Management System in all 115 LEAs.
- Develop/expand/evaluate/adopt model integration of academic and CTE instructional materials.
- Update the articulation agreement that provides for community college credit for selected high school courses.
- Develop or revise course/student multi-measure assessments.
- Validate and determine reliability levels for course/student assessment measures.
- Ensure that course assessment measures include all aspects of the industry, career development/planning, and principles/concepts that support nontraditional employment.
- Provide technical assistance to LEAs in analyzing and interpreting assessment data to improve student performance.
- Ensure all Southern Regional Education Board-High Schools That Work sites participate in the National Assessment of Education Programs testing.

Postsecondary

NCCCS has rigorous state curriculum standards that require all degree programs have a minimum of 15 semester hours in general education, of which six hours must be in communications and a minimum of 49 semester hours in their program major, which includes work or clinical experience. Diploma programs require a minimum of six semester hours of general education, three of which must be in communications, and a minimum of 30 semester hours in their program major which includes work or clinical experience. General education is optional in certificate programs which require a minimum of 12 semester hours in the program major and includes work experience.

The colleges continuously seek to improve the level of instruction and services offered to their students. Some of the college efforts include the utilization of:

- Skills standards.
- Teaching strategies that integrate employability skills into course content
- Student advising
- Specialized courses such as math for welders, psychology for dental hygiene, etc.
- Monitored student progress and appropriate intervention strategies when appropriate

- Individualized Learning Center or pre-curriculum program
- Capstone projects/courses and simulated work projects
- Back-to-industry experience for faculty, staff, and/or counselors

Through comprehensive professional development activities, faculty and staff are better equipped to use advanced technology in the instructional process, use applied learning strategies, maintain currency in the curriculum and provide meaningful career information.

College Tech Prep's efforts to increase the rigor of high school programs have also increased the preparedness of students entering postsecondary education.

(b) Provide Students with Strong Experience in, and Understanding of, All Aspects of an Industry.

Secondary

NCDPI will develop curriculum and activities that provide students with strong experiences in and understanding of all aspects of the industry for which they are preparing, including planning, management, finances, technical and production skills, principles of technology, labor issues, and health and safety issues. NCDPI will focus on all aspects of an industry through the following:

- Revise the *North Carolina CTE Work-Based Learning Guide*.
- Integrate content that relates to all aspects of the industry within course competencies.
- Expand the Southern Regional Education Board - High Schools That Work sites.
- Revise and implement cooperative education policies/guidelines.
- Integrate career development competencies into curriculum/instructional course blueprints and instructional support materials.
- Integrate language and guidelines that support gender equity and nontraditional employment.
- Infuse entrepreneurship across the curriculum.

Postsecondary

All programs of study provide students with strong experience in and understanding of all aspects of an industry. The alignment of CTE programs ensures that all programs include rigorous academic and technical content, a coherent sequence of courses, opportunities for industry certification and licensure, and work-based learning experiences.

Understanding of all aspects of industry is fostered in students through indirect and direct means. Indirectly, faculty often have worked in the field or perform back-to-industry service to ensure that they remain current in the expectations of industry. Also, industry representatives serve on advisory groups that regularly review the quality of career and technical programming.

More directly affecting students are field trips to business and industry sites and speakers from the field. For more concentrated industry experience, programs may require a clinical or cooperative experience and colleges offer internships and apprenticeship opportunities. By collaborating with the North Carolina Department of Labor, efforts will also be made to further advance student apprenticeship opportunities.

(c) Ensure that Students are Taught to the Same Challenging Academic Proficiencies

Secondary

All North Carolina high school students must meet the same rigorous graduation requirements:

- 4 units of English
- 3 units of mathematics (beginning in 2009, with entering Freshmen, 4 units of mathematics will be required)
- 3 units of science
- 3 units of social studies
- 1 unit of health/physical education
- 2 units of electives (Career and Technical Education, Arts Education or Second Language beginning 2009)
- 4 units of concentration electives strongly recommended beginning 2009

Concentrators, students who earn four technical credits in a pathway, at least one of which is in a second-level course, must meet the same course requirements as all students, score at the required level on designated end-of-course tests, and meet the same promotion standards.

North Carolina's academic attainment measure has been aligned with NCLB high school accountability, which requires results of standardized academic assessment be reported for concentrators in the year they graduate or otherwise leave secondary education. Based on preliminary results, concentrators meet or exceed the NCLB goal for all students on both the language arts and mathematics assessments. In addition, concentrators' performance exceeds the performance of all students on the mathematics assessment.

Postsecondary

The North Carolina Community College Curriculum Standards provide common standards for each curriculum program. All students seeking a degree, diploma, or certificate must meet all requirements for their course of study. Degree programs require a minimum of 15 semester hours in general education, which includes six hours in communications and a minimum of 49 semester hours in the program major. Diploma programs require a minimum of six semester hours in general education, three of which must be in

communications and a minimum of 30 semester hours in the program major. Course requirements for each program area are detailed by required core courses, which are the same for every major; concentration requirements, when applicable; and elective or other major hour choices.

8. Providing Technical Assistance to LEAs, Area CTE Schools, and Eligible Institutions

Secondary

NCDPI consultants will involve local customers in deciding how to provide needed technical assistance. State consultants will work throughout the year with CTE administrators to determine their needs for technical assistance. Activities to ensure needs are met will include such things as professional development, on-site consultations, development of publications, maintenance of electronic discussion groups, telephone and email consultations, and dissemination of web-based resources. Professional associations such as the North Carolina Association for CTE and the North Carolina Association for CTE Administrators will partner with NCDPI in providing technical assistance.

NCDPI State consultant staff with program-specific assignments will work with teachers and support personnel in their respective program/service areas to determine their needs for technical assistance and the best way to meet those needs. Activities to ensure needs are met will include such things as professional development, on-site consultations, development of publications, maintenance of electronic discussion groups, telephone and email consultations, and dissemination of web-based resources. Professional associations such as the NC Association for Career and Technical Education and various teacher groups will partner with NCDPI in providing technical assistance.

State consultants who have regional assignments will provide technical assistance directly to CTE administrators and will coordinate regional user groups of administrative and support personnel to provide a mechanism for additional technical assistance.

Help desks will be operated by the CTE state staff. Users can request technical assistance via email or phone. Users can also request technical assistance on use of software applications through the NCDPI agency help desk.

Colleges and universities with teacher preparation programs will be updated regularly by NCDPI so they may provide technical assistance to administrators, guidance personnel, and teachers.

Business partnerships will be developed so that LEAs will receive technical assistance from business people about all aspects of an industry.

Technical assistance will be provided for the implementation of programs, services, and activities for individuals who are members of special populations to ensure they meet or exceed the State adjusted levels of performance.

Postsecondary

State CTE staff will provide eligible institutions with assistance in developing and implementing their local applications. Technical assistance will also be provided for the implementation of programs, services, and activities for individuals who are members of special populations to ensure that they meet or exceed State-adjusted levels of performance. Assistance with College Tech Prep programs and activities will be provided by the College Tech Prep Coordinator, with assistance from other staff. Other assistance will be provided as requested by the individual colleges. State staff will also develop a procedural manual, conduct annual meetings, have a more useful/active website, and send regular email updates.

9. How CTE Relates to State and Regional Occupational Opportunities

Secondary

Consultants use State and regional employment information to determine whether courses or programs are included in the North Carolina Standard Course of Study and Support Services Guide. There must be a demonstrated current or emerging need for employees in the occupational field in order for the course or program to be included. LEAs that wish to expand offerings to include additional courses or programs must demonstrate a need based on their local employment outlook for such courses or programs.

In addition, the curriculum development process includes involvement from business and industry representatives to ensure inclusion of critical competencies and objectives.

Postsecondary

Since 1995, the State Board of Community Colleges has required its institutions to review all curriculum programs and services annually using a standard annual program review process. For CTE programs, the review includes information on enrollment data, student satisfaction, certification/licensure exam passing rate, graduation and retention rate, career and technical advisory committee activity, date of last curriculum upgrade, employment placement rate, and employer satisfaction with completers and non-completers. If a program is seen to have too low enrolment or poor placement rates over a period of time, the college must be able to either justify the existence of the program or drop the offering.

Career and technical advisory committees, at both the local and State levels, are key in developing and upgrading curricula to meet the needs of business and industry. Through the use of data provided by various Federal, State and

proprietary entities data, colleges are able to identify occupational growth or decline in their service areas. Specific procedures are in place of the addition or deletion of programs.

The colleges' links with local business and industry communities are close and mutually beneficial. Often, industry approaches the colleges as training needs arise.

Before a college can implement a new program, it must first survey local industry to determine the number of jobs available and the entry level salary ranges. A survey of the community, including high school students, current college enrollees, and current employees is completed in order to determine interest and demand for the offering. Advisory committees, representing business and industry, list the skills and competencies necessary for the occupation and curricula are developed around those identified skills. Programs are approved by the State Board of Community Colleges following the State curriculum review process.

10. Methods Proposed for Joint Planning and Coordination with Other Federal Education Programs

Secondary

NCDPI CTE will work through the agency's Office of Federal Programs to ensure joint planning and coordination for Perkins IV and other Federal education programs.

In addition, CTE will collaborate with Accountability Services to meet provisions of the Elementary and Secondary Education Act of 1965, as amended (No Child Left Behind). Data collection will be coordinated to avoid duplication whenever possible.

Postsecondary

The State will foster coordination at both State and local levels. The primary means at the State level are via the Commission on Workforce Development and the Division of Vocational Rehabilitation.

At the local level, colleges are linked to One-Stop Centers and have signed memoranda of understanding with local Workforce Development Boards. These memoranda ensure that the colleges and Workforce Development Boards work together. Many of the State's One-Stop Centers are located on community college campuses. Colleges will also share their best practices in linking programs with "cross-participation" through conferences and professional meetings.

There is a continuing effort at the postsecondary level to work with federally funded adult education programs to develop strategies for enrolling English as a

second language, basic skills, and adult high school students into curriculum CTE Programs.

11. Procedures to Ensure Coordination and Non-Duplication among Programs of the Workforce Investment Act

The Commission on Workforce Development, the State's Workforce Investment Board, will address operational and collaborative issues through an executive committee structure. This committee's initial effort involved the development of a State level memorandum of understanding between the various agencies of State government involved in the One-Stop initiative. The results of this process are an agreement between the State agencies for the support, operation, and provision of services in each of the JobLink Career Centers and guidelines for local board and elected officials to use in negotiating local JobLink Career Center memoranda of understanding.

The committee structure allows issues to be addressed either as Statewide issues or local issues, with an appropriate committee assigned to each. The State Workforce Programs Planning and Evaluation Committee will review workforce agency plans and grant applications to ensure coordination and collaboration across program lines. This committee will continue the Commission's commitment to the development of common data definitions and evaluation of the workforce investment system.

The local Workforce Area Planning and Program Delivery Committee will work with the local Workforce Development Boards, administrative staffs, and elected officials to identify and resolve issues affecting local operations. Where local issues involve State level action, the committee will act to resolve or recommend solutions.

B. Other Department Requirements

1. Local Applications

Secondary

A copy of the local application for secondary is attached in Appendix B. The Internet-based version of the plan (Planning and Performance Management System or PPMS) may be accessed via <http://wdeppms.dpi.state.nc.us/> Users who do not have a password may login using Username: Guest and Password: Guest.

Postsecondary

A copy of the local application for postsecondary is attached in Appendix C.

2. Governance Structure for CTE

The North Carolina State Board of Education, meeting as the North Carolina State Board for Vocational Education, is the agency that governs CTE. The Department of Public Instruction, under the direction of the State Superintendent and with input from NCCCS, prepares and implements a plan for CTE in North Carolina. There are 115 local secondary and 58 postsecondary eligible recipients. The governance structure for CTE is illustrated in Appendix E (secondary) and Appendix F (postsecondary).

3. Role of Postsecondary CTE in the One-Stop System of WIA

The colleges work closely with the One-Stop Centers and Workforce Development Boards. Many of these One-Stop Centers are located on community college campuses and often share personnel with community colleges. This relationship often involves activities from several combined initiatives including the Workforce Investment Act, State sponsored activities, and local community activities. The colleges are audited to ensure that Perkins funding is only used for Perkins required and permissible activities.

III. PROVISION OF SERVICES FOR SPECIAL POPULATIONS

A. Statutory Requirements

1. Program Strategies for Special Populations

(a) Equal Access

Secondary

Members of the special populations will have equal access to Career and Technical Education (CTE) by being provided Outreach and Recruitment Activities. Identified Special Populations include individuals:

- with disabilities
- from economically disadvantaged families, including foster children
- preparing for nontraditional careers
- who are single parents, including single pregnant women
- who are displaced homemakers
- with Limited English proficiency

The North Carolina Department of Public Instruction (NCDPI) will maintain its services to students with academic disadvantages within the special populations classification.

The activities may begin as early as seventh grade in the local education agencies (LEAs) offering middle grades CTE programs. Students and their parents will be informed of the middle grades courses prior to their enrollment into the program. LEAs may employ Special Populations Coordinators (SPCs) and Career Development Coordinators (CDCs) to provide outreach activities in Exceptional Children classes and on an individual basis when needed.

Enrollment Activities: CTE support personnel will actively participate in the registration process. CDCs will assist guidance counselors, parents, and students in choosing the most appropriate CTE programs. SPCs will also provide preregistration guidance to ensure that students enroll in programs based on their interests and abilities. After the registration process, SPCs will review the schedules or contact students to evaluate whether special populations students are registered according to the information on the Career Development Plan (a sequential course of study including academic and CTE courses). In cases where the students are not enrolled in a career pathway/cluster according to the plan, the SPC will seek explanations and corrections. The Career Development Plans will be revised when the students and/or parents agree with the change. The SPC will become an advocate for the students when the changes are not appropriate or are not in the students' best interests.

Placement Activities: Opportunities for placement offered by CTE will include cooperative education positions, apprenticeships, internships, shadowing

experiences, and other work-based learning activities. Additional assistance for placement in postsecondary institutions, advanced training and military service will be coordinated. These services will be coordinated by CTE support personnel, teachers, and other service providers for members of special populations.

Equal Activities: NCDPI will develop printouts of percentages of enrollments per special population category in CTE programs per LEA and per school within LEAs and statewide. These percentages will be compared as students access, progress through, and succeed in completing CTE programs. Additionally, printouts of follow-up results will be developed per LEA, per school within LEAs, and statewide for each special populations category. These printouts will be analyzed continually to determine access to, progress in, and success through the full range of CTE programs.

Postsecondary

The North Carolina Community College System (NCCCS) will develop a coherent set of program activities designed to develop more fully the academic and career and technical skills of special populations students enrolled in CTE programs. NCCCS will continue to collaborate not only with the North Carolina Department of Public Instruction (NCDPI) but also adopt and incorporate postsecondary programs meeting with success in other states. NCCCS will promote services that enhance the linkage between secondary and postsecondary education for participating CTE students. The agency will collect and disseminate best practices in CTE that will result in improved student learning. Additional activities will include provision of technical assistance to promote leadership and professional development at both the State and the local levels. Improving the quality of CTE faculty, administrators and counselors will be a major objective of any program activities undertaken. North Carolina has led the nation in forming and implementing partnerships between education and workforce entities. These efforts in CTE will intensify during the next few years with the intention of extending, to all citizens, opportunities to continue learning throughout their lifetimes.

Key in providing access to educational opportunities is ongoing training and development of all community college faculty and staff. NCCCS adheres to the policy of sustaining “open door” admission in every member college. This policy is constantly stressed to all college employees. Any potential student, regardless of disability, economic disadvantage, single parent or homemaker status, preference for a nontraditional career, or limited English proficiency, has complete access to recruitment, enrollment, counseling, placement, and the full range of CTE programs available to all students.

Upgrading of teaching skills and subject matter expertise on the part of faculty translates into improved learning for all students – especially ones with learning disabilities. Provision of professional development through online websites such

as NC-NET and North Carolinians Achieving Community College Excellence in Services to Students, or NC-ACCESS, will continue building upon an infrastructure created under Perkins III. NC-VITAL (North Carolina Vocational Instructors Training in Accessible Learning) provides extensive statewide training for faculty and staff in the area of services to individuals with disabilities. A comprehensive website includes materials on sensitivity training, legal issues, and website accessibility. Strategies for attracting individuals to nontraditional careers in high-skill, high-wage occupations include in-state dissemination of successful practices from community colleges all over the nation. Creation of a Nontraditional Careers Committee will garner expertise from across the State for the benefit of all colleges. Cooperation between the Basic Skills unit and the NCCCS CTE staff will result in a website resource to assist instructors of individuals with limited English proficiency. Realizing the key role played by adjunct or part-time faculty in CTE, plans are underway to focus training efforts at this group through statewide efforts to establish training programs for adjuncts at each community college in the State.

(b) Non-Discrimination

Secondary

Each LEA in its local plan will list its goals, objectives, and strategies for serving special populations. Each LEA will annually evaluate its performance with respect to how these goals, objectives, and strategies are being met by the use of the following performance indicators: percentage of special populations by category who attain and do not attain performance measures; career guidance services devoted to special populations through the instructional process and counseling; use of a Career Development Plan Plus (CDP+) for members of the special populations; and identified strategies to evaluate and improve the performance of special populations.

Members of special populations in each category will be enrolled in appropriate CTE programs. LEAs will employ support personnel including SPCs and CDCs to assess the special needs of students. Career assessments of the students' interests, aptitudes, personality styles, abilities, and learning styles may be used to determine the appropriate placement and support services needed for success in regular classrooms. To reduce duplication of efforts, the SPCs and CDCs will coordinate services with other service providers as specified in the *Special Populations Challenge Handbook*, a manual for addressing the needs of special populations. Following the guidance and counseling activities, the academic and CTE courses will be outlined in each student's Career Development Plan (CDP). The support services, including supplementary services, will be recorded for special populations in each student's CDP+.

Professional development will be provided to local administrators, counselors, CDCs, SPCs, principals, teachers, and others to ensure they are aware of and implement successful strategies that ensure equal access for all students.

Additionally, North Carolina will use a targeting plan, approved by the U.S. Department of Education Office for Civil Rights, to select LEAs for annual Comprehensive Civil Rights Reviews. These compliance reviews will provide the investigation necessary to identify potential compliance issues and to identify successful practices in serving special populations, underrepresented and protected groups. Follow-up monitoring will be implemented until the LEA has complied with the objectives in its Voluntary Compliance Plan.

Postsecondary

The mission of the NCCCS is to open the door to high-quality, accessible educational opportunities that minimize barriers to postsecondary education, maximize student success, develop a globally and multiculturally competent workforce, and improve the lives and well-being of all citizens. This open door policy is the cornerstone of the institution. Any potential student, regardless of disability, economic disadvantage, single parent or homemaker status, preference for a nontraditional career, or limited English proficiency has complete access to recruitment, enrollment, counseling, placement, and the full range of CTE programs available to all students. Part of the enrollment process includes placement testing, and often, career testing, as well as individual counseling. The testing results enable colleges to provide appropriate services for all students. Additionally, funds will be used for professional development activities designed to train community college personnel to eliminate educational barriers for special populations. NC-NET and NC-ACCESS will serve as media for the delivery of this training.

(c) Enabling Special Populations to Meet or Exceed State Adjusted Levels of Performance and Preparation for Further Learning and for High-Skill, High-Wage, or High-Demand Occupations

Secondary

These services will refer to the preparatory and transition services function. The goal of these functions will be for each appropriate enrollee to develop and use a comprehensive education plan which encompasses a complete sequential program of study. The development of that plan will include appropriate assessment services, career and related counseling and course registration; occupations, basic and advanced academic attainments; supplementary services as needed; and related placement in further education and/or the workplace.

To accomplish the above, the following types of leadership, supervision, and measures will be provided: expansion of the High Schools that Work model; coordination of the College Tech Prep program; coordination with No Child Left Behind efforts at the State and local levels; and provision for nontraditional training that includes careers in emerging high-skill, high-wage, or high-demand occupations and occupations and fields of work identified in the nontraditional core indicators.

Postsecondary

Members of special populations will have access to the same programs available to all students that will enable them to meet or exceed State adjusted levels of performance and to prepare them for further learning and for high-skill, high-wage, or high-demand occupations. Colleges will be provided data on how special populations students performed in meeting the State levels of performance. From this information, local recipients will develop and adopt activities to assist these students. Activities may include but are not limited to the following: tutoring, interpreters, readers, counseling. NCCCS will provide colleges with technical assistance in techniques to enhance learning for nontraditional occupations. Colleges will also work with JobLinks and other agencies as needed.

2. Needs of Students in Alternative Education Programs

Same as for students described in Section 1 (c) above.

3. Use of Funds to Promote Preparation for High-Skill, High-Wage, or High-Demand Occupations and Nontraditional Fields

Combined Efforts

Collaborative efforts between NCDPI and NCCCS will include joint publications on job opportunities available to individuals qualified for high-skill, high-wage or high-demand occupations. Both NCDPI and NCCCS, using valuable information provided by national organizations including the Association for Career and Technical Education, National Alliance for Partnerships in Equity, the National Girls Collaborative, and the National Women's Law Center, will constantly seek appropriate best practices and facilitate their implementation.

Secondary

Funds available for the promotion of preparation in nontraditional training and employment will result in an effort to:

- Promote nontraditional career exploration and training in the public schools
- Identify program areas for nontraditional recruitment, training, and employment based on North Carolina employment data
- Promote effective practices for nontraditional counseling
- Assist LEAs in identifying strategies and resources to improve the performance of nontraditional students

LEAs will host job fairs focusing on targeted nontraditional occupations. It will be a priority to provide technical assistance, when necessary, to ensure that CTE instructors confront and defuse any biases they may have with regard to nontraditional students. Programs will be tracked and monitored to determine the reason for an increase or decrease in the participation rates of nontraditional students.

Postsecondary

Colleges will host job fairs and open-lab/classroom orientations focusing on the targeted occupations. Mentoring programs using college students to work with secondary students or returning workers to offer the new students support, knowledge and encouragement will be offered. Training will be conducted as necessary to ensure that CTE instructors confront and defuse any biases they may have with regard to nontraditional students in the instructors' program area. Programs will be monitored to ensure that behavior on the part of instructors is not a factor in high attrition rates among nontraditional students.

4. Use of Funds to Serve Individuals in State Correctional Institutions

The State Board of Education will provide curriculum materials, opportunities for professional development, technical assistance, and core indicator assessment for individuals in correctional institutions. In addition, \$50,000 has been allocated to correctional institutions.

5. Equitable Access to, and Participation in Federally-Assisted Programs For Special Needs Populations

Secondary

As part of the application Compliance Requirements, NCDPI requires that the applicant submit a local plan, which includes, among other things, "Review of the CTE programs, and identify and adopt strategies to overcome barriers that result in lowering rates of access to or lowering success in the programs for special populations"; "Provide programs designed to enable special populations to meet the State adjusted levels of performance"; and "not to discriminate against individuals who are members of special populations on the basis of their status as members of special populations."

The plan must contain statements of how the applicant will act to satisfy the requirements of this provision, which might include such elements as the following:

- How it intends to distribute a brochure about the curriculum offering to such potential participants in their native language.
- How it proposes to develop instructional or assessment materials for classroom use, including how it will make the materials available using audio and visual technology for a student who requires the additional aid.
- How it proposes to carry out a CTE program for students and is concerned that students of one gender may be less likely than the other to enroll in the course, so will conduct recruitment activities to encourage the enrollment of nontraditional students.

Postsecondary

Local plans require colleges to identify barriers to access and success for CTE students. Colleges must also identify strategies to overcome these barriers. Ongoing equity training has raised the awareness of local applicants to the necessity to identify and remove barriers which would affect the ability of potential beneficiaries to fully participate and to achieve high standards. As data are provided, the colleges will analyze results to help determine appropriate strategies that will assist students in meeting the State adjusted levels of performance. Examples of how an applicant might act to satisfy the requirements of this provision include the use of funds to provide assistive learning devices for individuals with visual or auditory impairments or to provide direct services to individuals, including dependent care, tuition, transportation, books, and supplies.

IV. ACCOUNTABILITY AND EVALUATION

A. Statutory Requirements

1. Obtaining Input from Recipients to Establish Measurement Definitions and Approaches for Core Indicators

Major activities that were/will be employed to gather input from eligible recipients include the following:

Combined Efforts

- The North Carolina Department of Public Instruction (NCDPI) and the North Carolina Community College System (NCCCS) staffs proposed measurements and definitions for core indicators of performance for North Carolina's 2007-2008 Transition Plan and 2008-2013 State Plan. The agencies ensured that OVAE's recommended approaches were followed in order to have consistent data nationwide.
- NCDPI and NCCCS staffs met with State-level consultants and data experts to determine the procedural changes that needed to take place at the State level to ensure quality data can be collected.
- Public hearings were held November 28 and 29, 2007, for public reaction and input for the performance measures.
- NCDPI and NCCCS staffs finalized plans for collection and reporting of results on performance measures and standards.

Secondary

- NCDPI staff met with Career and Technical Education (CTE) Administrators in March 2007 to review requirements and alternatives and to receive input on the transition plan.
- NCDPI staff met with CTE Administrators in July 2007 to review measurement definitions and approaches for core indicators of performance that were included in the 2007-2008 Transition Plan. CTE Administrators' feedback was summarized and shared. Administrators and departmental staff discussed logistics necessary to carry out the performance measures and standards at the local level and developed plans for how results will be aggregated to the State level.
- NCDPI staff conducted a series of workshops to share information with other target groups and receive input.
- NCDPI staff met with CTE Administrators in October 2007 to review additional measurement definitions and approaches for core indicators of performance to be included in North Carolina's 2008-2013 State Plan.
- NCDPI staff met with CTE Administrators in February 2008 to review additional measurement definitions and approaches for remaining core indicators of performance that will be included in the 2008-2013 State Plan.

Postsecondary

- NCCCS staff will reexamine the agency's data system and convene an

accountability committee to guide the definition of Skills Assessment and to determine the best means for the collection of viable and accurate data.

- NCCCS conducted a two-day workshop in April 2007 to obtain input from and familiarize local college CTE staff with accountability requirements for Perkins IV.
- An accountability Committee, consisting of State staff, college CTE staff, and data experts was convened.

2. Procedures to Obtain Input from Recipients in Establishing a State Adjusted Level of Performance

Major activities that were/will be employed to gather input from eligible recipients include the following:

Combined Efforts

- Public Hearings were held across the State in three locations on November 28 and 29, 2007. At these hearings, all stakeholders and the general public were invited to provide input.

Secondary

- NCDPI staff calculated baseline data and proposed State targets that were to be included in North Carolina's 2007-2008 Transition Plan.
- NCDPI staff met with CTE Administrators in October 2007 to review proposed targets and receive input.
- NCDPI staff calculated baseline data and proposed State targets to be included in North Carolina's 2008-2013 State Plan.
- NCDPI shared information about targets with stakeholder groups via the electronic Planning and Performance Management System.
- NCDPI staff met with CTE Administrators in Winter 2008 for final review of targets for core indicators of performance that will be included in North Carolina's 2008-2013 State Plan.

Postsecondary

In April 2007, State staff held a two-day workshop to familiarize local college Perkins staff with accountability requirements relevant to Perkins IV. During the workshop an Accountability Committee was identified. The Committee is tasked with assisting in determining the appropriate definitions and measures to be used at State and local levels. The committee is composed of a representative core group of Perkins practitioners and data experts from across the State and representing small, medium, and large community colleges. Before establishing baseline data, programs must be adjusted to collect the appropriate data, including "hours in major." To speed this process, the Accountability Committee recommends collecting the data locally. The recommendations of this committee will be pivotal in determining the adjusted levels of performance for both the State and the community colleges.

3. Measurement Definitions and Approaches for Each Core Indicator of Performance

See Part C: Accountability Forms

Secondary

Academic Attainment – Reading/Language Arts (1S1)

Student attainment of rigorous academic content.

Numerator: Number of concentrators in CTE who have met the proficient or advanced level on the Statewide high school **reading/language arts** assessment administered by the State under Section 1111(b)(3) of the Elementary and Secondary Education Act (ESEA) as amended by the No Child Left Behind Act based on the scores that were included in the State’s computation of adequate yearly progress (AYP) and who, in the reporting year, left secondary education.

Denominator: Number of concentrators in CTE who took the ESEA assessment in **reading/language arts whose scores were included in the State’s computation of AYP** and who, in the reporting year, left secondary education.

Measurement Approach

State and local administrative records

NOTES:

- During a transition period, scores will be reported for concentrators who graduated and for dropouts who earned four or more technical credits. NCDPI should be able to accurately identify concentrators (students who earned four or more technical credits in a pathway, at least one of which was in a second-level course) who dropped out as well as those who graduated after full implementation of the State’s updated student information system (NC WISE), beginning in 2009-2010.
- concentrators in CTE who left secondary education in the reporting year must be matched with data reported as part of the high school reading/language arts in the year tested, often a two- or three-year lag. There will likely be significant data loss due to inability to match records accurately.

Academic Attainment – Mathematics (1S2)

Student attainment of rigorous academic content.

Numerator: Number of concentrators in CTE who have met the proficient or advanced level on the Statewide high school **mathematics** assessment administered by the State under Section 1111(b)(3) of the (ESEA) as amended by the No Child Left Behind Act based on the scores that were included in the State's computation of adequate yearly progress (AYP) and who, in the reporting year, left secondary education.

Denominator: Number of concentrators in CTE who took the ESEA assessment in **mathematics whose scores were included in the State's computation of AYP** and who, in the reporting year, have left secondary education.

Measurement Approach

State and local administrative records

NOTES:

- o During a transition period, scores will be reported for students who earned four or more technical credits. NCDPI should be able to accurately identify concentrators (students who earned four or more technical credits in a cluster, at least one of which was in a second-level course) who dropped out as well as those who graduated after full implementation of the State's updated student information system (NC WISE), beginning in 2009-2010.
- o concentrators in CTE who left secondary education in the reporting year must be matched with data reported as part of the high school reading/language arts in the year tested, often a two- or three-year lag. There will likely be significant data loss due to inability to match records accurately.

Technical Skill Attainment (2S1)

Student attainment of technical skills.

Numerator: Number of CTE participants who achieved proficiency or above proficiency on CTE postassessments in the reporting year.

Denominator: Number of CTE participants who took CTE postassessments in the reporting year.

Measurement Approach

State and local administrative records

NOTES:

- o North Carolina develops lists of course objectives validated by business and industry. These lists are used to create standardized postassessments.

- No items appear on assessments used in statewide accountability until they undergo both validation and reliability testing.
 - ✓ **Validity:** Using a peer review process, items on the postassessments are validated by NCDPI curriculum consultants to determine if they are written at the correct cognitive and performance levels. Working with an external facilitator, the items are validated by teams of teachers to ensure that items are aligned to the course objectives. Items that do not meet this standard are rejected.
 - ✓ **Reliability:** After validation, items are field tested and reliability scores are established by test and by item to ensure that the items consistently produce the same result. Items that do not meet this standard are rejected.
- Scores on postassessments are scaled by course based on prior years' results and proficiency levels set. Students who achieve "proficiency" or "above proficiency" will count as "met." Students who do not reach the proficiency level will count as "not met."
- To complement the North Carolina State Board of Education's goal that every student will be enrolled in a course of study designed to prepare them to stay ahead of international competition, school systems will report the number of concentrators who earn a state or national credential aligned to the career cluster completed. The attainment of credentials will help ensure that students will graduate from high school, globally competitive for work and postsecondary education and prepared for life in the 21st Century. When industry certifications are available, teams of teachers will validate that these certifications appropriately measure the entire scope of the course or program. A list of certifications for which data will be collected will be distributed to LEAs.

Secondary School Completion (3S1)

Student attainment of a high school diploma or other credential.

Numerator: Number of concentrators in CTE in the year leaving secondary education who earned a diploma.

Denominator: Number of concentrators in CTE leaving secondary education in the reporting year.

Measurement Approach

State and local administrative records

NOTES:

- North Carolina does not have data on students who earned a GED or certificate by courses they took in high school.
- During a transition period, scores will be reported for students who earned four or more technical credits. NCDPI should be able to accurately identify concentrators (students who earned four or more

technical credits in a cluster, at least one of which was in a second-level course) who dropped out as well as those who graduated after full implementation of the State's updated student information system (NC WISE), beginning in 2009-2010.

- o CTE data must be matched with dropout data. Ability to match records will improve after implementation of North Carolina's longitudinal data system now under development.

Student Graduation Rates (4S1)

Student attainment of high school diploma.

Numerator: Number of concentrators in CTE who are members of the graduation cohort used by the State under No Child Left Behind and who are reported as graduated in the reporting year.

Denominator: Number of concentrators in CTE who, in the reporting year, were members of the graduation cohort used by the State under No Child Left Behind.

Measurement Approach

State and local administrative records

NOTES:

- o During a transition period, scores will be reported for students who earned four or more technical credits. NCDPI should be able to accurately identify concentrators (students who earned four or more technical credits in a cluster, at least one of which was in a second-level course) who dropped out as well as those who graduated after full implementation of the State's updated student information system (NC WISE), beginning in 2009-2010.
- o CTE must be matched with data reported as part of the NCLB graduation measure. There will likely be significant data loss due to inability to match records accurately.

Secondary Placement (5S1)

Student placement in postsecondary education or advanced training, in military service, or in employment.

Numerator: Number of concentrators in CTE who left secondary education in the year prior to the reporting year and who are in postsecondary education or advanced training, in military service, or in employment in the second quarter following leaving secondary education.

Denominator: Number of concentrators in CTE who left secondary education in the reporting year.

Measurement Approach

Concentrator Feedback Survey

NOTES:

- During a transition period, scores will be reported for (a) concentrators who graduated, and (b) dropouts who earned four or more technical credits. NC should be able to accurately identify concentrators (students who earned four or more technical credits in a cluster, at least one of which was in a second-level course) who dropped out as well as those who graduated after full implementation of the State's updated student information system (NC WISE), beginning in 2009-2010.
- NCDPI will use administrative records (such as Unemployment Insurance information and National Student Data Clearinghouse) to validate survey results where appropriate.

Nontraditional Participation (6S1)

Student participation in courses leading to nontraditional occupations.

Numerator: Number of CTE participants of the nontraditional gender enrolled in identified courses leading to nontraditional occupations.

Denominator: Number of CTE participants enrolled in identified courses leading to nontraditional occupations.

Measurement Approach

State and local administrative records

NOTES:

- Using Perkins IV Crosswalk Table 3 CIP-Clusters-Pathways ([http://www.edcountability.net/download.cfm?file=Perkins IV Crosswalk Table 3 CIP-Nontrad-Cluster-Pathway.xls&filepath=\docs\crosswalks&filetype=application/vnd.ms-excel](http://www.edcountability.net/download.cfm?file=Perkins+IV+Crosswalk+Table+3+CIP-Nontrad-Cluster-Pathway.xls&filepath=\docs\crosswalks&filetype=application/vnd.ms-excel)), NCDPI staff identified courses leading to nontraditional occupations.

Nontraditional Completion (6S2)

Student participation in courses leading to nontraditional occupations.

Numerator: Number of concentrators in CTE leaving secondary education in the reporting year who completed a program leading to nontraditional occupations.

Denominator: Number of concentrators in CTE leaving secondary education in the reporting year.

Measurement Approach

State and local administrative records

NOTES:

- Using Perkins IV Crosswalk Table 3 CIP-Clusters-Pathways (<http://www.edcountability.net/download.cfm?file=Perkins IV Crosswalk Table 3 CIP-Nontrad-Cluster-Pathway.xls&filepath=\docs\crosswalks&filetype=application/vnd.ms-excel>), NCDPI staff identified courses leading to nontraditional occupations.
- During a transition period, scores will be reported for (a) concentrators who graduated, and (b) dropouts who earned four or more technical credits. NCDPI should be able to accurately identify concentrators (students who earned four or more technical credits in a cluster, at least one of which was in a second-level course) who dropped out as well as those who graduated after full implementation of the State's updated student information system (NC WISE), beginning in 2009-2010.

Postsecondary

With the increased accountability required in Perkins IV, NCCCS realizes the need for changes in the collection of data in order to provide valid levels of performance. Also, the June 2007 Monitoring Visit from OVAE findings report suggested, "North Carolina is encouraged to improve their postsecondary database, in order to be able to obtain information on student credit hours (in major and academic courses) for CTE students. The availability of such data would have significant importance once Perkins IV is fully implemented." The State is currently examining ways in which to improve the current database to not only add "hours in major" but link better to the secondary system.

Based on the recommendations of the Accountability Committee and other stakeholders, the valid and reliable measurement definitions and approaches for postsecondary/colleges performance indicators will be as follows:

Technical Skill Attainment (1P1)

Student attainment of challenging career and technical skill proficiencies.

Numerator: Number of concentrators in CTE who passed technical skill assessments that are aligned with industry- recognized standards, or when no skill assessment is available, an earned GPA of 2.5 or higher.

Denominator: Number of concentrators in CTE who took technical skill assessments or were enrolled during the reporting year.

Measurement Approach

State and local administrative records

NOTES:

- All CTE programs are first approved by the North Carolina State Board of Community Colleges. Under this authority, when no technical skills assessment is available, GPA will be used as the appropriate measure. North Carolina General Statutes 115D-5 (c) & (f) state:
 - (c) *No course of instruction shall be offered by any community college at State expense or partial State expense to any captive or co-opted group of students, as defined by the State Board of Community Colleges, without prior approval of the State Board of Community Colleges. Approval by the State Board of Community Colleges shall be presumed to constitute approval of both the course and the group served by that institution.*
 - (f) *A community college may not offer a new program without the approval of the State Board of Community Colleges except that approval shall not be required if the tuition for the program will fully cover the cost of the program. If at any time tuition fails to fully cover the cost of a program that falls under the exception, the program shall be discontinued unless approved by the State Board of Community Colleges. If a proposed new program would serve more than one community college, the State Board of Community Colleges shall perform a feasibility study prior to acting on the proposal.*
- Less than 12% of CTE programs have technical skill assessments reported. Within the reported 12%, duplicated counts and non-curriculum students are included.
- Colleges receive information on assessments and can disaggregate data reported by testing entities; therefore, technical attainment data must be collected at the local level requiring data queries to be developed and tested.
- Because of lag time between testing dates and the delivery of testing results by testing entities, the timeliness of data will likely be effected.

Credential, Certificate, or Degree (2P1)

Student attainment of an industry-recognized credential, a certificate, or a degree.

Numerator: Number of concentrators in CTE who received an industry-recognized credential, a certificate, a diploma, or a degree during the reporting year.

Denominator: Number of concentrators in CTE who left postsecondary education during the reporting year.

Measurement Approach:

State and local administrative records

NOTE:

- North Carolina has chosen to accept the recommended definition for a postsecondary CTE Concentrator (a student who completes at least 12

- academic or CTE credits within a single program or sequence). All data programming must be updated to reflect this change.
- A mechanism for collecting “hours in major” must be developed.

Student Retention and Transfer (3P1)

Student retention in postsecondary education or transfer to a baccalaureate degree program.

Numerator: Number of concentrators in CTE who remain enrolled in their original postsecondary institution or transferred to another two-or four-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the fall of the previous year.

Denominator: Number of concentrators in CTE who were enrolled in postsecondary education in the fall of the previous reporting year and who did not earn an industry-recognized credential, a certificate, a diploma, or a degree in the previous reporting year.

Measurement Approach: State and local administrative records and national student database

NOTE:

- The NCCCS has joined the National Student Data Clearinghouse to better track students. Previously, only students enrolling in North Carolina’s public four-year institutions were able to be tracked, and then, with little accuracy.
- To determine concentrators, a mechanism for collecting “hours in major” must be developed .

Student Placement (4P1)

Student placement in military service or apprenticeship programs or placement or retention in employment.

Numerator: Number of concentrators in CTE who were placed or retained in employment or in military service or apprenticeship programs in the second quarter following the program year in which they left postsecondary education.

Denominator: Number of concentrators in CTE who left postsecondary education during the reporting year.

Measurement Approach

Administrative record exchange

NOTE:

- North Carolina will continue to match concentrators in CTE with Unemployment Insurance data, and will explore the possibilities of developing agreements with neighboring states.

Nontraditional Participation (5P1)

Student participation in, and completion of, CTE programs that lead to employment in non-traditional fields.

Numerator: Number of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.

Denominator: Number of CTE participants who participated in a program that leads to employment in nontraditional fields during the reporting year.

Measurement Approach

State and local administrative records

Nontraditional Completion (5P2)

Student participation in, and completion of, CTE programs that lead to employment in non-traditional fields.

Numerator: Number of concentrators in CTE from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.

Denominator: Number of concentrators in CTE who completed a program that leads to employment in nontraditional fields during the reporting year.

Measurement Approach

State and local administrative records

4. Alignment of Indicators with Other State and Federal Programs

Secondary

Core indicators of performance were aligned with information gathered for other State and Federal programs as indicated below:

- Core indicators 1S1 (Academic Attainment-Reading/Language) and 1S2 (Academic Attainment-Mathematics) will use definitions and targets adopted

by North Carolina in accordance with Sec. 1111 of ESEA and measured by State proficiency levels. Data will be provided for concentrators in CTE.

- Core indicator 4S1 (Student Graduation Rates) will use definitions and targets adopted by North Carolina in accordance with Sec. 1111 of ESEA and measured by State proficiency levels. Data will be provided for concentrators in CTE.
- For all core indicators, results are disaggregated for Economically Disadvantaged Students. Students will be classified as Economically Disadvantaged using administrative records from the Free and Reduced Price Meal program. (Local Education Agencies can identify additional students as Economically Disadvantaged using additional accepted definitions.)
- For all core indicators, results are disaggregated for Handicapped Students. Students will be classified as Handicapped using administrative records from the Exceptional Children's Division.
- For all core indicators, results are disaggregated by No Child Left Behind (NCLB) subgroups and academically disadvantaged students: All students, major racial and ethnic groups, students with disabilities, Limited English Proficient, economically disadvantaged, migrants, and gender.

Postsecondary

Every effort has been made to align any substantially similar data gathered for other State and Federal programs with Perkins data. Stakeholders will be polled to determine what, if any, similar data is collected for other State and Federal Programs. If similarities are found, NCCCS staff will meet with appropriate entities to ensure alignment of the data.

Whenever possible, all core indicators results are disaggregated by NCLB subgroups. Economically disadvantaged students are identified by financial aid awarded through Federal, State, and local sources. Handicapped students are self-identified. Migrant data is not collected.

5. Performance Targets for Above Indicators

Secondary

See Part C: Accountability Forms

Postsecondary

Programming changes needed in the postsecondary data collection system prevents the setting of baseline data. Baseline data will be set based on fiscal year 2008 data/graduates.

See Part C: Accountability Forms

6. Reaching Agreement on Local Adjusted Levels of Performance If an Eligible Recipient Does Not Accept State Adjusted Levels of Performance

Secondary

Baseline data will be disaggregated to the local level and local adjusted levels of performance automatically calculated for each eligible recipient and each subgroup within the eligible recipient. Eligible recipients will use these local adjusted levels of performance for All Students and NCLB subgroups. The local adjusted levels of performance may be lower than the State adjusted levels if the local system had low baseline scores, or higher than the State adjusted levels if the local system had high baseline scores.

Eligible recipients will have the option of proposing different local adjusted levels of performance for All Students if they believe such a proposal is warranted by local circumstances. NCDPI staff will review the plans and negotiate with the eligible recipient to determine an acceptable level in terms of demonstrating continuous progress toward improving the performance of CTE participants. Such levels of performance must be renegotiated each year.

Postsecondary

Eligible recipients will have the option to propose/set levels of performance. State career-technical staff reviewing the plans will determine if the proposed level is acceptable in terms of demonstrating continuous progress toward improving the performance of CTE participants. If the level proposed by the eligible recipient is not acceptable, personal contact will be made to negotiate an acceptable level. Upon acceptance of negotiated levels by both parties, a form indicating the negotiated levels will be sent to the college, signed by the college president, and returned to NCCCS.

Because of the diverse communities and populations of North Carolina, it is anticipated that many colleges will need to negotiate levels different from the State level. Colleges that have historically performed at levels higher than State level, usually large colleges, will be required to negotiate a level higher than the State level. If a college falls below State levels, they will have the option of negotiating levels less than State levels.

7. Criteria and Methods to Allow an Eligible Recipient to Request Revisions to Its Local Adjusted Levels of Performance If Unanticipated Circumstances Arise

Secondary

Eligible recipients may request a revision to the local adjusted levels of performance. The request should be made in writing to the CTE Division Director from the local superintendent and chairperson of the local board of education. The request should include the reason for the request, the specific revision

requested, and the plan for how to move the affected group performance back to the previously agreed upon schedule.

In order to be eligible for revision, the unanticipated circumstance must be so severe as to detrimentally affect the performance of at least 90 percent of the students within the local school system, individual school, individual course, or subgroup. The revision should be requested at the lowest possible level of the affected group. Such events might include, but are not limited to, the following:

1. Classes are cancelled in all schools within the local unit for two weeks due to a severe weather event. (System-wide revision of target percentage of students reaching proficiency by 0.5 percent, to be made up in the next year.)
2. An individual school is destroyed and students are reassigned to other schools more than half way through the term. Revision would not change the proficiency target but would remove the reporting requirement for the destroyed school and for students originally assigned to destroyed school for one year only.
3. A classroom teacher passes away shortly prior to testing. Revision would not change the proficiency target but would remove the reporting requirement for the classes taught by the teacher.

The following items are examples of events that would not qualify for revision of adjusted levels of performance:

1. Class has a substitute for extended period due to lengthy illness of regular teacher.
2. Weather event requires that testing be delayed until after the winter holidays.

Postsecondary

North Carolina is rapidly changing from an economy based in manufacturing and agriculture to an economy thriving on technology based and service industries. Agriculture is becoming more automated and manufacturing jobs are relocating overseas. This creates pockets of unemployment that often spike without notice. The community colleges often serve as a primary means of retraining these workers.

The colleges should not be punished for performing as designed and may renegotiate their expected levels of performance. The following are the steps through which a college may renegotiate.

Eligible recipients will request, in writing, revision to its local adjusted level(s) of performance. The request must fully describe the situation causing the renegotiation and propose new adjusted level(s).

Requests for revision will be reviewed by NCCCS staff. Revision approval will be on an individual basis. Personal contact will be made, by NCCCS staff, for clarification and/or negotiation as needed. Upon State acceptance of revised levels, the colleges will indicate their agreement to the new level by signing and returning a form indicating the new levels.

8. How Data are Reported to Measure Student Progress

Secondary

CTE Enrollment data are collected in North Carolina by student each fall and spring. These data indicate general student demographics, courses the student is enrolled in, the set of graduation requirements toward which the student is working (College University Prep, College Tech Prep, or Occupational Course of Study), and some special populations information not available elsewhere. Enrollment data come directly from the student information management system, requiring a minimum of hand entry. Accuracy checks are automatically run to flag records with missing or invalid data. NCDPI staff is working continually to increase the amount of information that goes into the enrollment system automatically.

The data from the enrollment report are merged electronically with Free and Reduced Price Meal eligibility information and information about student disabilities from the Exceptional Children's Division. Results of testing, attainment of certifications, and graduation status are linked back to the student enrollment record. Data are generated directly from electronic files and uploaded to minimize the likelihood of data entry error. Locals are audited annually and are subject to being required to provide electronic or hard copy documentation of the results reported.

Accountability reports are based on the student enrollment record, which indicates whether the student should be counted in one or more special populations categories or in College Tech Prep. Reports are disaggregated by these categories at the State and local levels. Enrollment data are also used to indicate the number of students for whom the local system should report.

Postsecondary

Data validity and reliability are ensured by checks and balances taking place throughout the data submission process. At the college level, an initial check of the data is performed and verified by administrative personnel. When approved by the college, the data are delivered electronically to the NCCCS Office for compilation. Various automated edits are run at the State level to identify any entries which may vary markedly from previous or expected levels. Compiled reports are then manually reviewed by staff for comparison of performance. These validated data will be used to populate the reports needed by each college to determine their levels of performance as well as the State levels of performance.

Currently, College Tech Prep student data are collected through the data warehouse, but there are flaws in this system resulting in inaccuracies. Even though the State has defined College Tech Prep students for more than 10 years,

a postsecondary student may not identify himself or herself as a College Tech Prep program of study student. As a result, State-required data are compiled and reported manually from funded College Tech Prep consortia. An effort is underway to develop a method for an accurate and reliable means of identifying, electronically, a postsecondary enrollee's high school program of study. If successful, the College Tech Prep data will improve in its completeness, accuracy, and reliability.

Similarly, special populations students are difficult to track at the postsecondary level. All special populations students in the community colleges are "self-identified." Often students will chose not to identify themselves because of beliefs that the student will be stigmatized by identifying themselves as a member of a special population. Students are encouraged to identify themselves, but, at present there is no way to ensure that students will make their disabilities known.

9. How Local Adjusted Levels of Performance Will Be Determined for Consortia for Each Performance Indicator

Combined Efforts

Consortia funded through College Tech Prep will submit their proposed levels of performance to the State. The secondary and postsecondary College Tech Prep coordinators will together negotiate with each consortium to reach agreement. Where possible and applicable, State-level data will be provided to aid in the process. Other factors that will assist in determining a fair and equitable level of performance may include length of continuous funding to the consortium and previous performance.

Secondary

Baseline data will be disaggregated to the consortia level and adjusted levels of performance will be automatically calculated for each consortium and each subgroup within the consortium. Each consortium will have the option of using the consortium adjusted levels of performance, which may be lower than the State adjusted levels if the consortium had low baseline scores, or higher than the State adjusted levels if the consortium had high baseline scores.

Postsecondary

Any consortium that may be formed will submit a local plan. The consortium will propose a level of performance for each performance indicator. State CTE staff, in reviewing the local plans, will determine if the proposed level is acceptable in terms of demonstrating continuous progress toward improving the performance of CTE students.

10. How CTE Programs Will Be Evaluated Annually and How Those Programs are Coordinated with Other Federal Programs

Secondary

CTE programs will be evaluated annually based on whether they reach the adjusted levels of performance. State results will be disaggregated by subgroup, course and program area. Data will be reviewed at the State level and improvement plans established that focus on opportunities for improvement revealed by State results.

Data will also be disaggregated to the local level and disaggregated by subgroup, school, course and program area. Data will be reviewed at the State and regional levels and improvement plans established that focus on opportunities for improvement at the local level.

Data will be shared through the NCDPI Office of Federal Programs to ensure others have access to the information provided and to ensure non-duplication of programs or collection of data.

Postsecondary

Annually, the State will review the performance levels of the colleges receiving Perkins funding. Specifically, State career-technical staff will examine data related to levels of performance by gender, ethnicity, and special population. Individually, the colleges are required to review their own programs annually to ensure relevance of programs in providing training for high tech, high wage, or high demand jobs both in their community and globally.

In regard to coordination with other Federal programs, the State and eligible recipients will work to identify how programs are coordinated to ensure the elimination of duplicated effort. If duplication is found, the State will work with the colleges to determine the best means of coordination.

The colleges work closely in partnership with the One-Stop Centers and Workforce Development Boards. Many of these One-Stop Centers are located on community college campuses. This relationship often involves activities from several combined initiatives including the Workforce Investment Act, State sponsored activities, and local community activities. The colleges are audited to ensure that Perkins funding is only used for Perkins required and permissible activities.

B. Other Department Requirements

1. Information Requested to Report Accountability Data Annually to the Secretary

A. Student Definitions

See Part C: Accountability Forms

B. Baseline Data for The Core Indicators of Performance Using Data from the Most-Recently Completed Program Year

See Part C: Accountability Forms

C. Proposed Performance Levels

See Part C: Accountability Forms

2. Availability of Technical Skill Assessments, Estimated Percentage of Students Reported in the State's Calculation of concentrators in CTE Who Took Assessments, and State Plan for Increasing Coverage of Programs and Students Reported in this Indicator

Secondary

Technical Skills Assessments are offered in all eight program areas in North Carolina: Agricultural Education, Business and Information Technology, Career Development, Family and Consumer Sciences Education, Health Occupations Education, Marketing Education, Technology Education, and Trade & Industrial Education.

Based on previous experience, during our baseline year (2007-2008), NC estimates reporting technical attainment status for about 60 percent of the more than 500,000 students enrolled in CTE courses. Technical skill assessments have not been available for certain courses, primarily in Information Technology fields, in which students work toward industry-recognized credentials. In addition, assessments are not available for selected high-level courses that generally count as students' fourth technical credit. Also, courses are not included in accountability results for a one-year period following revision of the curriculum to provide an opportunity for validation and reliability testing.

Increasing the number of students for whom Technical Attainment results are available will focus on two areas: increasing the number of assessments and increasing the percentage of students who take the assessments:

- Phase in a process during 2008-2009 that utilizes data on student achievement of industry-recognized certifications in addition to or in lieu of

postassessment scores. This process will include a way to identify potential certifications, validate their appropriateness for use, determine how they can be paid for, and set up a mechanism for obtaining and using scores.

- Align third- and fourth-level courses to certifications or develop other valid and reliable measures for technical attainment in these courses. This process is to be initiated as the curriculum for each course is revised.
- Develop a system of alternate assessment for certain students with IEPs and collect the results.
- Establish a standard for the percentage of students for whom scores are reported and provide a penalty for eligible recipients who fail to meet this standard.
- Expand the testing program to include all courses in CTE.

Postsecondary

Licensing and certification exam results are provided to the State by the individual licensing agencies in 11 program areas. They are: Aviation Maintenance, Basic Law Enforcement Training, Cosmetic Arts, Dental Hygiene, Emergency Medical Technician, Nursing, Opticianry, Physical Therapist Assistant, Radiologic Technology, Real Estate, and Veterinary Medical Technology.

Annually, the number of test takers represents only 8.62% of the CTE enrollment. The percentage is somewhat higher when focusing on the concentrators in CTE who took assessments -11.95%. To increase the number of program areas and students reported in technical attainment, NCCCS will use GPA in those program areas where there is either no State required license/certification or where the licensing agency does not share the information with the colleges.

It is important to note, however, that only first-time test takers are reported, State level data are duplicated and include non-curriculum test-takers, and small numbers which may violate students' privacy are not reported. Colleges are able to report non-duplicative, curriculum only data, and therefore this will need to be collected at the college level.

V. TECH PREP PROGRAMS

A. Statutory Requirements

1. Competitive Basis to Award Grants to Tech-Prep Consortia

College Tech Prep funds in North Carolina are awarded to consortia competitively through a request for proposal (RFP) process. Consortia comprised of a local education agency(ies) and community college(s) develop a plan that highlights how they will collaboratively integrate rigorous academic and technical instruction, utilize work-based learning such as apprenticeships, and build student competence in mathematics, science, reading, writing, communication, economics and workplace skills through applied contextual teaching and learning. Consortia must combine a minimum of two years of secondary and two years of postsecondary education in a career cluster area leading to an associate or baccalaureate degree or two-year postsecondary certificate such as apprenticeship.

All local education agencies (LEAs) and community colleges receive the RFP and operational guidelines. Teams of College Tech Prep practitioners from across the state review and score each proposal using a State-established procedure. North Carolina Department of Public Instruction (NCDPI) and the North Carolina Community College System (NCCCS) staff then ranks proposal scores from high to low, reviews budgets, and distributes grant awards with a base allotment and an additional per high school amount. Consortium funding is distributed 2/3 to the secondary partner and 1/3 to the community college.

2. Special Consideration for Applications that Address Areas Identified in Section 204(d) of the Act

The applications for funding will be evaluated using a proposal rating rubric that reflects how the applicant addresses activities that give attention to the areas identified in section 204(d) of the Act, including how applicants will:

- Provide for effective employment placement, including two-year apprenticeship that follows high school, and/or the transfer of students to baccalaureate or advanced degree programs.
- Develop applications in consultation with business, industry, institutions of higher education, and labor organizations.
- Address school dropout prevention, reentry of dropouts and needs of special populations.
- Provide education and training for high-wage, high-skill, high-demand, concurrent emerging occupations including emerging technical occupations in which there is significant workforce shortage.
- Demonstrate how College Tech Prep will help students meet high academic and employability competencies.

- Demonstrate success in, or provide assurances of, coordination and integration with other school districts, community colleges, and other postsecondary institutions.

See the attached request for proposal in Appendix G.

3. Equitable Distribution of Assistance Between Urban and Rural Consortium Participants

The grant review process will follow North Carolina’s State policy that requires consideration of socioeconomic and geographic needs of applicants. Review by NCDPI and NCCCS staff will ensure, when practical, that the distribution of grant recipients reflects a balance of urban and rural participants and regional representation.

4. Ensure that Each Funded Tech Prep Program—

(a) Is Carried Out Under an Articulation Agreement

Grant applicants must include a signed articulation agreement as a part of the application documentation. Funding is contingent upon maintaining a functioning and current articulation agreement updated on an annual basis. Annual project reviews conducted by NCDPI and NCCCS staff require documentation on how the agreement is updated annually and how the local articulation agreement is implemented. Consortia may build upon the North Carolina High School to Community College Statewide Articulation Agreement with local agreements or they may use the statewide agreement. Additionally, many consortia have entered developed individual articulation agreements with four-year colleges and universities.

(b) Consists of a Program of Study that Meets the Requirements of Section 203(c)(2)(A)-(G) of the Act

Approved applicants must show College Tech Prep programs that provide a program of study that:

- Combines a minimum of two years of secondary education and two years of non-duplicative sequential postsecondary study or two years of apprenticeship following secondary education.
- Integrates academic and technical education and utilizes work-based learning.
- Provides technical preparation in a career field including high-wage, high-demand, or high-skill occupations.
- Builds student competence in technical skills and in core academic subjects through applied, contextual, and integrated instruction in a coherent sequence of courses.

- Leads to industry recognized credentials or licensure, a certificate or degree, in a specific career field.
- Leads to placement in high-skill or high-wage employment or to further education.
- Utilizes CTE programs to the extent possible.

(c) Includes the Development of Tech Prep Programs that Meet the Requirements of Section 203(c)(3)(A)-(D) of the Act

College Tech Prep students must meet the same academic standards as other students completing a secondary diploma and a postsecondary associate degree.

The State requires at minimum the following courses of the College Tech Prep Course of Study for students entering ninth grade for the first time in 2007-2008 and 2008-2009:

- Four English credits
- Three mathematics – Algebra I, Geometry, Algebra II
OR Algebra I, Technical Math I, Technical Math II
- Three science credits
- Three social studies credits
- One health/physical education credits
- Four CTE credits in a coherent sequence or pathway

The State requires at minimum the following courses of the College/University Prep Course of Study for students entering the ninth grade for the first time in 2007-2008 and 2008-2009:

- Four English credits
- Four mathematics – Algebra I, Geometry, Algebra II, plus one math credit that requires Algebra II as a prerequisite
- Three science credits
- Three social studies credits
- Two credits in the same foreign language
- One health/physical education credit

College/University Prep Students may opt to complete four

CTE courses in a coherent technical sequence or pathway.

Beginning with students entering the ninth grade for the first time in 2009-2010, students are required by the State to complete a single default course of study that requires at minimum the following courses:

Future Ready Students for the 21 st Century Graduation Requirements	
UNITS	SUBJECTS
4 Mathematics Units	<ul style="list-style-type: none"> · Algebra I, Geometry, Algebra II <p>OR</p> <ul style="list-style-type: none"> · Integrated Math I, II, III · 4th Math Course to be aligned with the student's post high school plans (At the request of a parent and with counseling provided by the school, a student will be able to opt out of this math sequence. He/she would be required to pass Algebra I and Geometry or Integrated Math I and II and two other application-based math courses.)
4 English Units	
3 Social Studies Units	<ul style="list-style-type: none"> · World History · US History · Civics and Economics
3 Science Units	<ul style="list-style-type: none"> · Biology · An earth/environmental science · A physical science
1 Health and Physical Education Unit	
6 Elective Units	Two electives must be any combination of Career Technical Education, Arts Education or Second Language
4 Unit Concentration	As part of this core, the State Board of Education strongly recommends that local superintendents assist students in developing a four-course concentration focused on student interests and postsecondary goals. The concentration would provide an opportunity for the student to participate in a rigorous, in-depth and linked study. The concentration would not limit a student's access to opportunities provided through community college concurrent enrollment, Learn and Earn early college, Huskins or university dual enrollment. Local superintendents or their designees would approve student concentrations.

The North Carolina Community College Curriculum Standards provide common standards for each curriculum program. All students seeking a degree, diploma, or certificate must meet all of the requirements for their course of study. Degree programs require a minimum of 15 semester hours in general education, which includes six hours in communications and a minimum of 49 semester hours in the program major. Diploma programs require a minimum of six semester hours of general education, three of which

must be in communications and a minimum of 30 semester hours in the program major.

Course requirements for each program area are detailed by required core courses, concentration requirements, when applicable, and elective or other major hour choices.

One program title from the curriculum program standard is in Appendix D. All program standards may be viewed at:
http://www.ncccommunitycolleges.edu/Programs/curriculum_standards.htm

(d) Includes In-service Professional Development for Teachers, Faculty, and Administrators

Consortia will, in their narrative description and five-year plan address: in-service professional development for teachers, faculty, and administrators that supports effective implementation of College Tech Prep programs; provide for shared secondary and postsecondary professional development; address how the consortia will support the needs, expectations and methods of business; support contextual and applied curricula, instruction, and assessment; support the use and application of technology in their work; and assess the utilization of data and information available pursuant to career planning and development, improved academic decisions for College Tech Prep students, their parents and faculty and information on student achievement, including assessments. The grant review process will look for indications and rate consortia on their proposed plan; program evaluators will address these elements during the evaluation process and a yearly audit through College Tech Prep reviews. In addition, consortia will be expected to participate in State User Group Meetings and conferences.

(e) Includes Professional Development Programs for Counselors

Consortia will, in their narrative description of the project and the five-year plan, address professional development programs for counselors designed to enable them to more effectively provide information to students on College Tech Prep; support student progress in completing College Tech Prep programs; provide information on related employment opportunities; ensure students are placed in appropriate employment or further postsecondary education; stay current with the needs, expectations, and methods of business; provide comprehensive career guidance and academic counseling to participating students, including special populations; and enhance the collaborative relationship between secondary and postsecondary counselors. The grant review process will look for indications and rate consortia on their proposed plan; program evaluators will address these elements during the evaluation process and a yearly audit through College Tech Prep reviews. In

addition, consortia will be expected to participate in State User Group Meetings and conferences.

(f) Provides Equal Access to the Full Range of Technical Preparation Programs for Special Populations

College Tech Prep programs and services must be available to all students regardless of special populations identification. School districts and community colleges must report on the participation of special populations students on an annual basis as a part of the annual College Tech Prep review conducted by NCDPI and NCCCS staff. Additionally, periodic Civil Rights Reviews are conducted in targeted school systems and colleges to ensure that students have equal access to all CTE programs and services including College Tech Prep. Grant applications are required to address how College Tech Prep programs and services will be made available to all students including members of special populations.

(g) Provides Preparatory Services to Assist Participants in Tech Prep Programs

Consortia will, in the narrative portion of the proposal and the five-year plan, address preparatory services that assist College Tech Prep students. Consortia will be asked to address how they will use existing tests and measurements such as VoCATS and end-of-course assessments at the secondary level and ASSET, COMPASS, and AccuPlacer at the postsecondary level to facilitate the expectation that all learners will have the opportunity for a rigorous curriculum.

(h) Coordinates With Activities Under Title I

North Carolina will continue to develop collaborative programs under Title I and Title II. Program activities continue to be well integrated under this Act with a common definition of College Tech Prep, statewide articulation agreement that benefits all CTE and College Tech Prep students, and joint faculty and staff professional development. The majority of CTE concentrators in graduating classes of 2006 and 2007 were College Tech Prep completers. Staff will work to coordinate and integrate Title I and Title II activities to push the enhancement of CTE through Title II. Colleges will be encouraged to enhance College Tech Prep programs by using Title I allotments when available.

5. Process to Reach Agreement with consortia for Minimum Levels of Performance

As a component of the grant application process, each consortium will develop proposed minimum levels of performance for each performance indicator described in sections 113(b) and 203(e) of the Act. Proposed performance levels will be reviewed by NCDPI and NCCCS staff and negotiated with each consortium during the grant award process. Once an agreement is made on the levels of performance full grant funding can be released to the consortium. A consortium agreement will be signed by the president of the community college, the superintendent(s) of schools, and the state director of CTE.

B. Other Department Requirements

1. You must submit a copy of the local application form(s) used to award tech prep funds to consortia and a copy of the technical review criteria used to select winning consortia, if funds are awarded competitively.

See the attached request for proposal, which includes the technical review criteria, in Appendix G.

VI. FINANCIAL REQUIREMENTS

A. Statutory Requirements

1. Allocation of Funds

The State will allocate funds in accordance with North Carolina General Statute 115C-158 and through cooperative agreements between the North Carolina Department of Public Instruction (NCDPI) and the North Carolina Community College System (NCCCS). The funds are split with 2/3 for the secondary program and 1/3 for the postsecondary program.

North Carolina has continued to use Tech Prep resources with consortia applications with 2007-2008 being the second year of a two year award process. During 2008-2009 the State will continue the grant process by soliciting eligible consortia through a competitive request for proposal process.

2. Specific Dollar Allocations Made Available for Secondary CTE Programs and How Allocations Are Distributed

Refer to the Perkins IV Title I Budget Table for the specific dollar allocations made available under section 131(a)-(e) of the Act.

The State Board of Education allocates these resources on a formula based on the following:

- Thirty percent – thirty percent allocated to local education agencies (LEA) in proportion to the number of individuals aged five through seventeen inclusive, who reside in the school district served by such LEA for the preceding fiscal year compared to the total number of such individuals who reside in the school districts served by all LEAs in the State for such preceding fiscal year as determined by the Bureau of the Census for the purpose of determining eligibility under Title I of the Elementary and Secondary Education Act of 1965 (Section 131 (a)(1)(A).
- Seventy percent – seventy percent shall be allocated to such LEAs in proportion to the number of individuals aged five through seventeen, inclusive who reside in the school district served by such LEA and are from families below the poverty level for the preceding fiscal year, as determined on the basis of the most recent satisfactory data used under section 1124 (c)(1)(A) of the Elementary and Secondary Education Act of 1965, compared to the total number of such individuals who reside in the school districts served by all the LEAs in the State for such preceding fiscal year.

3. Specific Dollar Allocations Made Available for Postsecondary CTE Programs and How Allocations Are Distributed

The State Board of Community Colleges will allocate funds made available under Section 112 (a)-(c) to community colleges through the formula process as described in Section 132 (a)(2). Any college not meeting the \$50,000 minimum is dropped and the amounts are redistributed to the remaining eligible colleges unless the ineligible college(s) choose to enter into consortium agreements.

4. Allocation of Funds to Secondary Consortia

Under Section 131 (c) LEAs, earning less than \$15,000 based on the formula described in number two listed above, may enter a consortium with other LEAs or be granted a waiver by the State Board of Education from the minimum grant requirement. Once a waiver has been approved, it will remain in effect throughout the duration covered by the State Plan. The State may grant a waiver for Camden County, Elkin City, Hyde County and Tyrrell County. These LEAs are located in rural, sparsely populated areas such that entering into a consortium with another LEA is not feasible.

5. Allocation of Funds to Postsecondary Consortia

Under Section 132 (a), colleges generating less than \$50,000 based on the formula process may form a consortium that would operate joint projects that provide services to all participating institutions and are of sufficient size, scope, and quality to be effective. Currently, there are not any consortia formed as described above.

6. Adjustment of Data Used to Make the Allocations to Reflect Any Change in School District Boundaries

Waivers may be granted for more equitable distribution for LEAs that are: 1) located in a rural, sparsely populated area; or 2) is a public charter school operating secondary school CTE programs; and demonstrates that the LEA is unable to enter into a consortium for purposes of providing activities under this part. The allocation for LEAs and charter schools will be adjusted according to the U. S. Department of Education recommended formula.

A charter school must submit an application by the application deadline date and serve grades 7-12 in order to receive funding. Redistribution of amounts that are not allocated by reason [Section 131 (c)(1)-(2)] shall be redistributed to local educational agencies according to the U. S. Department of Education recommended formula.

7. Provide a description of any proposed alternative allocation formulas

NCDPI and NCCCS will allocate funds in accordance with the methods described in Sections 131 (a)-(c) and 132 (a)(2) of the Act. No alternative method is proposed for secondary or postsecondary funds.

B. Other Department Requirements

1. Detailed Project Budget

Refer to Budget Forms Part B

2. Allocations to Consortia

There is one allocation for consortia from funds available from Section 112(a)(2)(A) of the Act. The State allocates \$50,000 to the State correctional institution. North Carolina will not use the reserve funds at the State level available from Section 112(c).

3. Secondary and Postsecondary Formulas to Allocate Funds

Not less than 85 percent will be used for local educational agencies under section 131 with no funds being used for reserve funds. Not more than ten percent will be used to carry out State Leadership activities. Within that ten percent, not more than one percent will be used for the State correctional institutions and not less than \$60,000 or more than \$150,000 will be available for services that prepare individuals for non-traditional fields. Not more than five percent will be used for the administration of the State Plan.

Colleges generating less than \$50,000 based on the formula process, described in section 132 of the Act, may form a consortium that would operate joint projects that provide services to all participating institutions and are of sufficient size, scope, and quality to be effective.

4. Competitive Basis or Formula to Award Reserve Funds

North Carolina will not award reserve funds during the period covered by the 2008-2013 State Plan.

5. Procedures to Rank and Determine Recipients

North Carolina will not award reserve funds during the period covered by the 2008-2013 State Plan.

6. Procedures to Determine Recipients in Rural and Sparsely Populated Areas

The North Carolina Rural Economic Development Center, Inc. has determined 85 (of 100) counties in North Carolina to be rural. The State will consider these counties to be “rural and sparsely populated areas.”

VII. EDGAR CERTIFICATIONS AND OTHER ASSURANCES

A. EDGAR Certifications

1. Written and signed EDGAR certification.

Refer to Appendix H.

B. Other Assurances

1. How state plan fits into the State Intergovernmental Review Process.

[Executive Order 12372; 34 CFR 79]

In North Carolina, there is no Intergovernmental Review Process.

2. ED Form 80-0013 for certifications regarding lobbying; debarment and suspension, and other matters; and drug-free workplace requirements.

[See <http://www.ed.gov/policy/fund/guid/gposbul/gpos12.html>]

See Appendix I.

3. Assurance for Non-Construction Programs Form.

[See http://wdcrobiis08/doc_img/sf424b.doc]

See Appendix J.

4. Assurance of compliance with the requirements of the Act and the provisions of the State plan, including the provision of a financial audit of funds received under the Act which may be included as part of an audit of other Federal or State programs. [Sec. 122(c)(11)]

See Appendix K.

5. Assurance that none of the funds expended under the Act will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the acquiring entity or the employees of the acquiring entity, or any affiliate of such an organization. [Sec. 122(c)(12)]

See Appendix K.

6. Assurance that the State will waive the minimum allocation as required in section 131(c)(1) in any case in which the local educational agency is located in a rural, sparsely populated area or is a public charter school operating secondary school CTE programs and demonstrates that it is unable to enter into a consortium for purposes of providing services under the Act. [Section 131(c)(2)]

See Appendix K.

- 7. Assurance that the State will provide, from non-Federal sources for the costs the eligible agency incurs for the administration of programs under this Act, an amount that is not less than the amount provided by the eligible agency from non-Federal sources for such costs for the preceding fiscal year. [Sec. 323(a)]**
See Appendix K/
- 8. Assurance that the State and eligible recipients that use funds under this Act for in-service and preservice CTE professional development programs for CTE teachers, administrators, and other personnel shall, to the extent practicable, upon written request, permit the participation in such programs of CTE secondary school teachers, administrators, and other personnel in nonprofit private schools secondary CTE programs located in the geographical area served by such eligible agency or eligible recipient. [Sec. 317(a)]**
See Appendix K
- 9. Assurance that, except as prohibited by State or local law, an eligible recipient may, upon written request, use funds made available under this Act to provide for the meaningful participation, in CTE programs and activities receiving funds under this Act, of secondary school students attending nonprofit private schools who reside in the geographical area served by the eligible recipient. [Sec. 317(b)(1)]**
See Appendix K
- 10. Assurance that eligible recipients that receive an allotment under this Act will consult, upon written request, in a timely and meaningful manner with representatives of nonprofit private schools in the geographical area served by the eligible recipient regarding the meaningful participation, in CTE programs and activities receiving funding under this Act, of secondary school students attending nonprofit private schools. [Sec. 317(b)(2)]**
See Appendix K

PART B: BUDGET FORMS

PERKINS IV BUDGET TABLE - PROGRAM YEAR 1
(For Federal Funds to Become Available Beginning on July 1, 2007)

I. TITLE I: CAREER AND TECHNICAL EDUCATION ASSISTANCE TO STATES

A. Total Title I Allocation to the State	<u>\$35,217,062</u>
B. Amount of Title II Tech Prep Funds to Be Consolidated with Title I Funds	\$ _____
C. Total Amount of Combined Title I and Title II Funds to be distributed under section 112 (<i>Line A + Line B</i>)	<u>\$35,217,062</u>
D. Local Formula Distribution (<i>not less than 85%</i>) (<i>Line C x 85%</i>)	<u>\$29,934,503</u>
1. Reserve (<i>not more than 10% of Line D</i>)	\$ _____
a. Secondary Programs (____% of <i>Line D</i>)	\$ _____
b. Postsecondary Programs (____% of <i>Line D</i>)	\$ _____
2. Available for formula allocations (<i>Line D minus Line D.1</i>)	<u>\$ 29,934,503</u>
a. Secondary Programs (66.7% of <i>Line D.2</i>)	<u>\$ 19,956,335</u>
b. Postsecondary Programs (33.3% of <i>Line D.2</i>)	<u>\$ 9,978,168</u>
E. State Leadership (not more than 10%) (<i>Line C x 10%</i>)	<u>\$ 3,521,706</u>
1. Nontraditional Training and Employment (\$60,000)	
2. Corrections or Institutions (\$50,000)	
F. State Administration (not more than 5%) (<i>Line C x 5%</i>)	<u>\$ 1,760,853</u>
G. State Match (<i>from non-federal funds</i>) ¹	² <u>\$ 1,800,000</u>

¹ The eligible agency must provide non-Federal funds for State administration of its Title I grant in an amount not less than the amount it provided in the preceding year.

PERKINS IV BUDGET TABLE - PROGRAM YEAR 1
(For Federal Funds to Become Available Beginning on July 1, 2007)

II. TITLE II: TECH PREP PROGRAMS

A. Total Title II Allocation to the State	\$ <u>2,995,592</u>
B. Amount of Title II Tech Prep Funds to Be Consolidated with Title I Funds	\$ _____
C. Amount of Title II Funds to Be Made Available For Tech-Prep (<i>Line A less Line B</i>)	\$ <u>2,995,591</u>
D. Tech-Prep Funds Earmarked for Consortia	\$ <u>2,725,988</u>
1. Percent for Consortia (<i>Line D divided by Line C</i>) [91%]	
2. Number of Consortia 37	
3. Method of Distribution (<i>check one</i>):	
a. _____ Formula	
b. <u>x</u> Competitive	
E. Tech-Prep Administration	\$ <u>269,603</u>
1. Percent for Administration (<i>Line E divided by Line C</i>) [9%]	

Prepared 1/3/08
E. Wayne Smith, Budget Analyst
NC Department of Public Instruction

PART C: ACCOUNTABILITY FORMS

I. Student Definitions

A. Secondary Level

Participant –

Secondary student enrolled in one or more Career and Technical Education (CTE) course(s).

Concentrator –

Secondary student who earns four or more credits in a single pathway (cluster), at least one of which is in a second-level course (course with required prerequisite).

B. Postsecondary/Adult Level

Participant –

A postsecondary student who has earned one or more credits in any CTE program area.

Concentrator –

A student who completes a minimum of 12 academic and technical credits in a program of study that terminates in the award of a degree, certificate, credential, or diploma.

II. FINAL AGREED UPON PERFORMANCE LEVELS FORM (FAUPL)

A. SECONDARY LEVEL

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (Indicate Year)	Year One 7/1/07-6/30/08	Year Two 7/1/08-6/30/09
1S1 Academic Attainment – Reading/Language Arts 113(b)(2)(A)(i)	<p>Numerator: Number of concentrators in CTE who have met the proficient or advanced level on the Statewide high school reading/language arts assessment administered by the State under Section 1111(b)(3) of the Elementary and Secondary Education Act (ESEA) as amended by the No Child Left Behind Act based on the scores that were included in the State’s computation of adequate yearly progress (AYP) and who, in the reporting year, left secondary education.</p> <p>Denominator: Number of CTE concentrators who took the ESEA assessment in reading/language arts whose scores were included in the State’s computation of AYP and who, in the reporting year, left secondary education.</p>	State and Local Administrative Records	B: 43.57% (2006-07)	L: 35.00% A:	L: 35.20% A:
1S2 Academic Attainment - Mathematics 113(b)(2)(A)(i)	<p>Numerator: Number of concentrators in CTE who have met the proficient or advanced level on the Statewide high school mathematics assessment administered by the State under Section 1111(b)(3) of the (ESEA) as amended by the No Child Left Behind Act based on the scores that were included in the State’s computation of adequate yearly progress (AYP) and who, in the reporting year, left secondary education.</p> <p>Denominator: Number of CTE concentrators who took the ESEA assessment in mathematics whose scores were included in the State’s computation of AYP and who, in the reporting year, have left secondary education.</p>	State and Local Administrative Records	B: 83.87% (2006-07)	L: 71.00% A:	L: 71.20% A:

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (Indicate Year)	Year One 7/1/07-6/30/08	Year Two 7/1/08-6/30/09
2S1 Technical Skill Attainment 113(b)(2)(A)(ii)	<p>Numerator: Number of CTE participants who achieved proficiency or above proficiency on CTE postassessments in the reporting year.</p> <p>Denominator: Number of CTE participants who took CTE postassessments in the reporting year.</p>	State test results	B: TBD (2007-08)	Not required	L: 68.25% A:
3S1 Secondary School Completion 113(b)(2)(A)(iii)(I-III)	<p>Numerator: Number of concentrators in CTE in the year leaving secondary education who earned a diploma.</p> <p>Denominator: Number of concentrators in CTE leaving secondary education in the reporting year.</p>	State and Local Administrative Records	B: 85.91% (2007-08)	Not required	L: 86.19% A:
4S1 Student Graduation Rates 113(b)(2)(A)(iv)	<p>Numerator: Number of concentrators in CTE who are members of the graduation cohort used by the State under No Child Left Behind and who are reported as graduated in the reporting year.</p> <p>Denominator: Number of concentrators in CTE who, in the reporting year, were members of the graduation cohort used by the State under No Child Left Behind.</p>	State and Local Administrative Records	B: 81.65% (2006-07)	L: 68.00% A:	L: 68.20% A:

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (Indicate Year)	Year One 7/1/07-6/30/08	Year Two 7/1/08-6/30/09
5S1 Secondary Placement 113(b)(2)(A)(v)	<p>Numerator: Number of concentrators in CTE who left secondary education in the year prior to the reporting year and who are in postsecondary education or advanced training, in military service, or in employment in the second quarter following leaving secondary education.</p> <p>Denominator: Number of concentrators in CTE who left secondary education in the reporting year.</p>	State Survey Data	B: 94.00% (2006-07)	Not required	L: 94.15% A:
6S1 Nontraditional Participation 113(b)(2)(A)(vi)	<p>Numerator: Number of CTE participants of the nontraditional gender enrolled in identified courses leading to nontraditional occupations.</p> <p>Denominator: Number of CTE participants enrolled in identified courses leading to nontraditional occupations.</p>	State and local administrative records	B: 25.08% (2006-07)	Not required	L: 25.58% A:
6S2 Nontraditional Completion 113(b)(2)(A)(vi)	<p>Numerator: Number of concentrators in CTE leaving secondary education in the reporting year who completed a program leading to nontraditional occupations.</p> <p>Denominator: Number of concentrators in CTE leaving secondary education in the reporting year.</p>	State and local administrative records	B: 18.83% (2006-07)	Not required	L: 19.45% A:

III. FINAL AGREED UPON PERFORMANCE LEVELS FORM (FAUPL)

B. POSTSECONDARY/ADULT LEVEL

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (Indicate Year)	Year One 7/1/07-6/30/08	Year Two 7/1/08-6/30/09
1P1 Technical Skill Attainment 113(b)(2)(B)(i)	<p><i>Numerator:</i> Number of concentrators in CTE who passed technical skill assessments that are aligned with industry-recognized standards, or when no skill assessment is available, an earned GPA of 2.5 or higher.</p> <p><i>Denominator:</i> Number of concentrators in CTE who took technical skill assessments or were enrolled during the reporting year.</p>	State and Local Administrative Records	B: TBD	Not required	L: A:
2P1 Credential, Certificate, or Degree 113(b)(2)(B)(ii)	<p><i>Numerator:</i> Number of concentrators in CTE who received an industry-recognized credential, a certificate, a diploma, or a degree during the reporting year.</p> <p><i>Denominator:</i> Number of concentrators in CTE who left postsecondary education during the reporting year.</p>	State and Local Administrative Records	B: TBD	Not required	L: A:

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (Indicate Year)	Year One 7/1/07-6/30/08	Year Two 7/1/08-6/30/09
3P1 Student Retention or Transfer 113(b)(2)(B)(iii)	<p>Numerator: Number of concentrators in CTE who remain enrolled in their original postsecondary institution or transferred to another two- or four-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the fall of the previous year.</p> <p>Denominator: Number of concentrators in CTE who were enrolled in postsecondary education in the fall of the previous reporting year and who did not earn an industry-recognized credential, a certificate, a diploma, or a degree in the previous reporting year.</p>	State and Local Administrative Records and National Student Database	B: TBD	Not required	L: A:
4P1 Student Placement 113(b)(2)(B)(iv)	<p>Numerator: Number of concentrators in CTE who were placed or retained in employment or in military service or apprenticeship programs in the second quarter following the program year in which they left postsecondary education.</p> <p>Denominator: Number of concentrators in CTE who left postsecondary education during the reporting year.</p>	Administrative Record Exchange	B: TBD	Not required	L: A:

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (Indicate Year)	Year One 7/1/07-6/30/08	Year Two 7/1/08-6/30/09
5P1 Nontraditional Participation 113(b)(2)(B)(v)	<p><i>Numerator:</i> Number of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.</p> <p><i>Denominator:</i> Number of CTE participants who participated in a program that leads to employment in nontraditional fields during the reporting year.</p>	State and Local Administrative Records	B: TBD	Not required	L: A:
5P2 Nontraditional Completion 113(b)(2)(B)(v)	<p><i>Numerator:</i> Number of concentrators in CTE from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.</p> <p><i>Denominator:</i> Number of concentrators in CTE who completed a program that leads to employment in nontraditional fields during the reporting year.</p>	State and Local Administrative Records	B: TBD	Not required	L: A:

Appendix A

Notification of Public Hearings

Notice of Public Hearings distribution

The Notification of Public Hearings has been distributed to:

1. *Superintendents' ListServ*
2. *Principals' ListServ*
3. *Teachers' ListServ*
4. *CTE Administrators*
5. *CTE Regional Coordinators*
6. *CTE Teachers' ListSers*
7. *Community College System Office – and numerous System communication channels*
8. *Community College Presidents*
9. *Community College – College Tech Prep Coordinators*
10. *NC Association for Career and Technical Education Newsletter – November 2 edition*
11. *NCAE Newsletter*
12. *NC Workforce Development Commission – Workforce Development Boards*
13. *New Schools Project*
14. *Learn and Earn Offices*
15. *Governor's Office*
16. *Legislators*

Public Notice Advertisement is scheduled to appear in eight major newspapers on November 25, 2007

1. *Raleigh News and Observer*
2. *Durham Herald*
3. *Charlotte Observer*
4. *Greenville Reflector*
5. *Asheville Citizen Times*
6. *Greensboro News and Record*
7. *Winston-Salem Journal*
8. *Fayetteville Observer*

Public Notice Advertisement is scheduled to appear in seven publications targeting minorities

1. *Carolina Peacemaker*
2. *Winston-Salem Chronicle*
3. *Carolina Times*
4. *Wilmington Journal*
5. *El Progreso Hispano*
6. *Minority Voice*
7. *Cherokee One Feather*

Distribution through various local sources including:

1. *Local district websites*
2. *Local district newsletters*

Notice of Public Hearings text

A copy of the Notice of Public Hearings appears on the following page.

Continued on next page

Notice of Public Hearings

To comply with the Carl D. Perkins Career and Technical Education Act of 2006 and North Carolina General Statutes (115C Article 10), the State Board of Education will conduct statewide public hearings on the State Plan for Career and Technical Education for 2008-2013.

The purpose of these hearings is to provide an opportunity for interested citizens to express their views on (a) the goals reflected in the state plan; (b) the program to be offered in the plan; (c) the allocation of responsibility for programs to be offered in the various levels of education and institutions; (d) the processes for transactions to fully comply with the Perkins Act of 2006 and the allocation of local, state, and federal resources to meet these goals.

The hearings are scheduled to be held on the following dates, times and locations:

November 28

4:00 p.m. – 7:00 p.m.

Foundation Center
Randolph Community College
Asheboro, NC

4:00 p.m. – 7:00 p.m.

Western Regional Service Alliance (WRESA)
Asheville-Buncombe Technical Community College
Enka Campus
Enka, NC

November 29

4:00 p.m. – 7:00 p.m.

J. H. Rose High School
600 W. Arlington Blvd
Greenville NC
Performing Arts Center Auditorium

Those who wish to present statements at the hearings concerning the FY 2008-2013 State Career and Technical Education Plan should notify Rebecca Payne, at the North Carolina Department of Public Instruction, 6341 Mail Service Center, Raleigh NC, 27699-6341, rpayne@dpi.state.nc.us or 919-807-3818. The notification to present must be received by 5 p.m. November 26, 2007.

Five minutes for each presentation will be allowed; however, the hearing officer may grant more time if the situation and attendance warrant more time. A written or typed copy of each person's remarks must be submitted to the hearing officer. Presentations and remarks may be electronically recorded.

Anyone unable to attend the public hearings may submit a written statement to Rebecca Payne at the address above. Mailed statements must be received no later than 5 p.m. November 30, 2007. Responses to all comments, presentations and statements will appear in the FY 2008-2013 State Plan for Career and Technical Education pursuant to Section 122 a(3) of the Carl D. Perkins Act of 2006.

For additional information or a copy of the latest version of the State Plan contact Ted W. Summey, Program Director for CTE Support Services, NC Department of Public Instruction CTE Division, 6359 Mail Service Center, Raleigh, NC 27699-6359, tsummey@dpi.state.nc.us or 919-807-3870.



NEWS RELEASES 2007-08

NEWS RELEASES 2007-08 :: OCTOBER 30, 2007

PUBLIC HEARINGS SCHEDULED TO RECEIVE FEEDBACK ON STATE PLAN FOR CAREER AND TECHNICAL EDUCATION

The State Board of Education has scheduled three public hearings for November to receive comment on the State Plan for Career and Technical Education for 2008-2013.

The purpose of these hearings is to provide an opportunity for interested citizens to express their views on:

- the goals reflected in the state plan;
- the programs to be offered in the plan;
- the allocation of responsibility for programs to be offered in the various levels of education and institutions;
- the processes for transactions to fully comply with the Perkins Act of 2006; and
- the allocation of local, state and federal resources to meet these goals.

The hearings will be held from 4-7 p.m. as follows:

DATE	LOCATION
November 28	Foundation Center Randolph Community College, Asheboro Western Regional Service Alliance (WRESA) Asheville-Buncombe Technical Community College Enka Campus, Enka
November 29	J. H. Rose High School, Performing Arts Center Auditorium 600 W. Arlington Blvd., Greenville

Those who wish to make statements at the hearings should notify Rebecca Payne, North Carolina Department of Public Instruction, 6341 Mail Service Center, Raleigh NC, 27699-6341, rpayne@dpi.state.nc.us, 919.807.3818 . The notification to present must be received by 5 p.m., Nov. 26.

Each presenter will receive five minutes; however, the hearing officer may grant more time if the situation and attendance warrants such. A written or typed copy of each person's remarks must be submitted to the hearing officer. Presentations and remarks may be electronically recorded.

Anyone unable to attend the public hearings may submit a written statement to Rebecca Payne at the above addresses. Mailed/emailed statements must be received no later than 5 p.m., Nov. 30. Responses to all comments, presentations and statements will appear in the FY 2008-2013 State Plan for Career and Technical Education pursuant to Section 122 a(3) of the Carl D. Perkins Act of 2006.

For additional information, or a copy of the latest version of the State Plan, please contact Ted Summey, program director for CTE Support Services, NCDPI, 6359 Mail Service Center, Raleigh, NC 27699-6359, tsummey@dpi.state.nc.us, 919.807.3870 .

Appendix B

Local application (secondary)

Statewide

DRAFT -- This LEA's Plan Has Not Yet Been Approved by the NC Department of Public Instruction or the LEA Board of Education.

PART I -- THE CAREER-TECHNICAL EDUCATION FOUR-YEAR STRATEGIC PLAN TEMPLATE (F. 134 (A))

The CTE Four-Year Strategic Plan consists of five sections. Each represents strategic ways to help your key stakeholders, customers, employees, volunteers, and partners agree on what career-technical education cumulatively entails, and what the LEA needs to do to perform better during the first four years of Perkins III. With each section, identify whom you need to help make better decisions better. And then to make those decisions good.

Part I.A -- Basic Description of CTE Within the Overall Structure Affecting its Performance

This section should provide basic information on:

1. The CTE system’s core programs, services, and activities.

a. Total CTE Student Enrollments Over the Last Five Years, Grades 6 - 8, 9 - 12.

*Grade Level	<u>2001-2002</u>	<u>2002-2003</u>	<u>2003-2004</u>	<u>2004-2005</u>	<u>2005-2006</u>
6-8	304,159	361,145	359,419	374,660	350,476
9-12	373,453	453,192	480,654	510,363	519,813
* Grade six is eligible for state funding only.					

b. Special Populations Enrollments Over the Last Five Years, Grades 9 - 12.

<u>Special Populations</u>	<u>2001-2002</u>	<u>2002-2003</u>	<u>2003-2004</u>	<u>2004-2005</u>	<u>2005-2006</u>
Nontraditional	29,511	37,043	40,267	50,136	49,368
Academically Disadvantaged	107,370	144,279	160,815	183,054	204,043
Economically Disadvantaged	81,710	125,509	145,372	171,573	206,254
Limited English Proficiency	4,993	7,073	9,092	10,481	12,195
Single Parents	0	0	0	0	0
Exceptional Children	37,937	50,172	58,424	59,009	62,801
Duplicated Count Totals	261,521	364,076	413,970	474,253	534,661

2. The major geographic and demographic service area, including for instance: economy status/trends, location/geographic factors, and/or business/industry/agriculture mix.

Select the most applicable: Primarily urban, rural or mixed.

Urban

3. Special relationships, such as partnerships with other providers, and with volunteers, customers and stakeholders, or customer and stakeholder groups:
 - a. College Tech Prep Partnerships with community college(s)? Specify:
 - d. Involvement in planning and evaluation of key customer groups (who directly use and evaluate CTE programs, services, activities, and products) and key stakeholder groups (who indirectly receive yet evaluate programs and services, and who exercise sanctions over the CTE system)? The asterisked ones are required under Perkins III.
4. CTE's size and location(s).
See Part III.A., School Profiles in this Plan for middle and high schools for this information.

Part I.B -- Customer Requirements - *Customer*: anyone who receives something of value, usually by choice, from a supplier. Customers and suppliers are both inside and outside an organization. **Stakeholder Requirements** - *Stakeholder*: anyone who has a stake in (a) how well something is done, and/or (b) how good results are. Stakeholders can affect directly or indirectly rewards and punishments.

1. Key customer and stakeholder requirements for programs, services, and activities. Briefly describe all important requirements, and note significant differences in requirements among customer and/or stakeholder groups. Customers include students and clients, as appropriate.

See *Part II, Performance* for federal Perkins III performance requirements.

Part I.C -- Supplier Relationships - *Supplier*: anyone who provides something of value, usually by choice, to a customer. **Partnering Relationships** - *Partner*: anyone who by mutual agreement expects, furnishes to, and receives something of value from another partner. The agreement can range from an informal one through formal contracts.

1. The most important suppliers and partners which your LEA can affect, including suppliers of personnel, programs, services, activities, and goods. Consider agencies, businesses, and education institutions that affect CTE's performance.

Part I.D -- Performance Factors

1. CTE's position in the overall structure affecting its performance:

Part I.E -- Other Factors Important to CTE's Performance

1. The regulatory environment affecting CTE, such as local, state, and federal requirements; occupational health and safety; environmental, and financial factors:

See Part IV *Assurances and Certifications* and Part II *Requirements and Permissive Uses of Funds* (with each Performance Indicator) in this Plan.

2. Major new thrusts for CTE.
 - a. In your locality?

- b. In the state? VoCATS in the ABCs, for instance, if and when it happens. Others?
5. Changes in strategy.
- a. In CTE's place in the overall local system?
 - b. In alliances, partnerships, suppliers, customers, and/or stakeholders?
 - c. In performance requirements?
 - d. In getting sufficient qualified personnel?

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**PART II -- PERFORMANCE MANAGEMENT
2006-2007 Local Performance-Based Improvement Plan (F.123)
Career-Technical Education**

Performance Indicator One (PI 1) - Attainment of Academic Proficiencies. By the end of school year 2006-2007 57.8 percent of career-technical concentrators in North Carolina will score at or above the national mean on the Reading ASSET subtest.

ASSET Scores: Reading

Category	2002-2003		2003-2004		2004-2005		2005-2006		2006-2007	
	B1	A1	B2	A2	B3	A3	B4	A4	B5	A5
Overall	53.1	51.8	54.3	47.7	55.5	47.2	56.8	45.9	57.8	
Special Populations	41.8	38.5	43.3	34.4	44.8	34.0	46.4	33.9	47.7	
Nontraditional	57.8	57.8	58.9	51.7	60.0	54.7	61.2	53.4	62.1	
Academically Disadv.	38.0	30.7	39.6	27.0	41.2	27.0	42.9	26.5	44.3	
Economically Disadv.	48.6	41.5	50.0	35.4	51.3	34.0	52.7	34.3	53.9	
Limited English Prof.	31.9	29.5	33.7	22.2	35.5	16.9	37.3	15.0	38.8	
Exceptional Children	25.3	25.7	27.3	20.8	29.3	20.1	31.2	20.5	33.0	
College Tech Prep	37.0	56.6	38.7	50.5	40.3	49.7	42.0	47.6	43.5	
Program Areas	53.1	51.8	54.3	47.7	55.5	47.2	56.8	45.9	57.8	
Agriculture	47.3	45.8	48.7	44.4	50.0	44.9	51.4	45.1	52.7	
Business	56.3	55.6	57.4	52.0	58.6	50.1	59.8	47.9	60.8	
Health Occupations	61.8	60.4	62.8	56.0	63.8	56.4	64.8	56.2	65.7	
Marketing	51.0	49.1	52.3	45.8	53.6	45.7	54.9	43.3	56.0	
Family & Consumer Sciences	41.5	41.5	43.0	34.8	44.6	35.4	46.1	37.4	47.4	
Trade & Industrial Career Development	47.2	49.4	48.6	45.0	50.0	46.6	51.4	45.6	52.6	
Technology	48.1	51.8	49.5	48.1	50.9	49.5	52.2	47.3	53.5	

*** Percentages are not reported for fewer than five students**

Performance Indicator One (PI 1) - Attainment of Academic Proficiencies. By the end of school year 2006-2007 62.7 percent of career-technical concentrators in North Carolina will score at or above the national mean on the Writing ASSET subtest.

ASSET Scores: Writing

Category	2002-2003		2003-2004		2004-2005		2005-2006		2006-2007	
	B1	A1	B2	A2	B3	A3	B4	A4	B5	A5

Overall	58.5	53.4	59.6	51.1	60.7	50.9	61.8	49.7	62.7
Special Populations	46.3	39.9	47.7	37.3	49.2	37.3	50.6	37.7	51.8
Nontraditional	61.1	59.0	62.2	55.2	63.2	57.3	64.2	57.3	65.1
Academically Disadv.	43.3	33.1	44.8	30.6	46.3	30.7	47.8	30.7	49.1
Economically Disadv.	53.6	43.6	54.9	38.5	56.1	38.3	57.3	38.7	58.4
Limited English Prof.	31.9	28.4	33.7	23.2	35.5	21.0	37.3	17.1	38.8
Exceptional Children	23.7	18.3	25.7	18.5	27.7	18.2	29.7	18.5	31.5
College Tech Prep	43.1	58.9	44.6	54.5	46.1	53.7	47.6	51.8	48.9
Program Areas	58.5	53.4	59.6	51.1	60.7	50.9	61.8	49.7	62.7
Agriculture	50.0	44.4	51.3	43.9	52.7	45.4	54.0	45.0	55.1
Business	62.9	58.0	63.8	55.4	64.8	54.6	65.8	52.8	66.7
Health Occupations	67.8	63.9	68.6	62.9	69.5	64.0	70.3	64.0	71.0
Marketing	53.9	50.9	55.1	49.5	56.4	49.3	57.6	48.3	58.6
Family & Consumer Sciences	49.2	46.8	50.5	42.5	51.8	40.5	53.2	41.8	54.3
Trade & Industrial Career Development	51.2	49.4	52.5	46.5	53.7	47.7	55.0	46.4	56.2
Technology	45.5	52.9	46.9	50.5	48.3	49.2	49.8	49.0	51.0

* Percentages are not reported for fewer than five students

Performance Indicator One (PI 1) - Attainment of Academic Proficiencies. By the end of school year 2006-2007 57.3 percent of career-technical concentrators in North Carolina will score at or above the national mean on the Numerical Skills ASSET subtest.

ASSET Scores: Numerical Skills

Category	2002-2003		2003-2004		2004-2005		2005-2006		2006-2007	
	B1	A1	B2	A2	B3	A3	B4	A4	B5	A5
Overall	52.5	52.7	53.8	51.4	55.0	50.2	56.3	49.6	57.3	
Special Populations	39.1	38.3	40.7	38.3	42.3	36.7	43.9	37.9	45.3	
Nontraditional	50.4	54.8	51.7	51.4	53.0	53.1	54.3	54.7	55.5	
Academically Disadv.	32.2	29.9	34.0	31.0	35.7	29.1	37.5	29.8	39.1	
Economically Disadv.	47.7	40.7	49.0	40.0	50.4	38.1	51.8	39.2	53.0	
Limited English Prof.	55.2	48.9	56.3	41.1	57.5	32.4	58.7	31.0	59.8	
Exceptional Children	32.4	28.6	34.1	26.1	35.9	25.2	37.7	25.9	39.3	
College Tech Prep	40.2	58.1	41.7	54.8	43.3	53.1	44.9	51.9	46.3	
Program Areas	52.5	52.7	53.8	51.4	55.0	50.2	56.3	49.6	57.3	
Agriculture	52.1	49.1	53.4	50.5	54.6	50.0	55.9	51.0	57.0	
Business	57.5	54.0	58.7	53.5	59.8	52.3	60.9	51.0	61.9	
Health Occupations	53.4	54.3	54.7	53.9	55.9	55.3	57.1	55.9	58.2	
Marketing	46.7	49.0	48.1	46.8	49.5	46.8	50.9	45.4	52.1	
Family & Consumer Sciences	34.7	36.1	36.5	35.0	38.2	33.9	39.9	36.3	41.4	
Trade & Industrial Career Development	54.9	56.9	56.1	55.2	57.2	56.2	58.4	56.2	59.5	
Technology	60.4	59.1	61.4	57.0	62.5	55.5	63.5	57.1	64.4	

*** Percentages are not reported for fewer than five students**

Performance Indicator One (PI 1) - Attainment of Academic Proficiencies. By the end of school year 2006-2007 73.2 percent of career-technical concentrators in North Carolina will score at or above the national mean on the Elementary Algebra ASSET subtest.

ASSET Scores: Elementary Algebra

Category	2002-2003		2003-2004		2004-2005		2005-2006		2006-2007	
	B1	A1	B2	A2	B3	A3	B4	A4	B5	A5
Overall	70.2	67.6	71.0	68.0	71.7	67.8	72.5	68.4	73.2	
Special Populations	61.3	56.1	62.4	57.8	63.4	57.6	64.4	59.7	65.3	
Nontraditional	70.4	70.6	71.1	69.7	71.9	70.8	72.7	72.2	73.4	
Academically Disadv.	56.3	47.4	57.4	50.0	58.6	50.3	59.8	51.6	60.8	
Economically Disadv.	70.7	61.8	71.5	62.0	72.3	61.0	73.1	63.4	73.8	
Limited English Prof.	78.5	68.4	79.1	66.4	79.7	61.3	80.2	63.0	80.8	
Exceptional Children	46.0	36.3	47.5	42.0	48.9	41.6	50.3	42.8	51.5	
College Tech Prep	53.8	74.3	55.0	71.7	56.3	71.0	57.5	70.9	58.5	
Program Areas	70.2	67.6	71.0	68.0	71.7	67.8	72.5	68.4	73.2	
Agriculture	59.2	58.5	60.3	61.1	61.4	62.6	62.5	64.7	63.4	
Business	76.2	72.4	76.9	72.7	77.5	71.5	78.1	71.9	78.7	
Health Occupations	76.0	77.5	76.6	77.5	77.2	77.9	77.9	80.6	78.4	
Marketing	65.2	64.9	66.1	64.7	67.1	63.7	68.0	65.3	68.8	
Family & Consumer Sciences	59.2	57.9	60.3	58.7	61.4	58.7	62.5	60.8	63.4	
Trade & Industrial	64.6	64.5	65.5	65.2	66.4	66.9	67.4	66.0	68.2	
Career Development										
Technology	67.4	67.8	68.3	67.0	69.1	66.8	70.0	69.0	70.8	

*** Percentages are not reported for fewer than five students**

Performance Indicator One (PI 1) - Attainment of Academic Proficiencies. By school year 2006-2007, 62.8 percent of career-technical education concentrators in North Carolina will score at or above the national mean on each of the four ASSET tests: reading, writing, numerical skills, and elementary algebra. 2006-2007 is the additional, extended year by Congress of the federal Carl Perkins Vocational and Technical Education Act of 1998.

ASSET Scores: Combined Scores

Category	2002-2003		2003-2004		2004-2005		2005-2006		2006-2007	
	B1	A1	B2	A2	B3	A3	B4	A4	B5	A5
Overall	58.6	56.4	59.7	54.4	60.8	54.3	61.9	53.9	62.8	
Special Populations	47.1	43.2	48.5	42.0	49.9	41.4	51.3	42.3	52.5	
Nontraditional	59.9	60.5	61.0	57.0	62.0	59.0	63.1	59.4	64.0	
Academically Disadv.	42.4	35.3	43.9	34.1	45.5	34.1	47.0	34.6	48.3	
Economically Disadv.	55.2	46.9	56.3	43.6	57.5	42.9	58.7	43.8	59.8	
Limited English Prof.	49.4	43.8	50.7	37.8	52.0	32.1	53.4	31.0	54.5	

Exceptional Children	31.9	27.2	33.7	25.5	35.5	25.6	37.3	26.3	38.8
College Tech Prep	43.6	62.0	45.1	57.8	46.5	57.3	48.0	56.1	49.3
Program Areas	58.6	56.4	59.7	54.4	60.8	54.3	61.9	53.9	62.8
Agriculture	52.1	49.4	53.4	50.0	54.6	50.7	55.9	51.5	57.0
Business	63.2	60.0	64.2	58.4	65.2	57.1	66.1	55.9	67.0
Health Occupations	64.8	64.0	65.7	62.6	66.6	63.4	67.5	64.2	68.3
Marketing	54.2	53.5	55.4	51.7	56.6	51.4	57.8	50.6	58.9
Family & Consumer Sciences	46.1	45.6	47.6	42.8	49.0	42.1	50.4	44.1	51.6
Trade & Industrial Career Development	54.4	55.1	55.6	53.0	56.8	54.3	58.0	53.5	59.1
Technology	55.4	57.9	56.5	55.6	57.7	55.3	58.9	55.6	59.9

*** Percentages are not reported for fewer than five students**

Part II. - Performance Indicator# 1. Academic Attainment
Performance Standards Strategies

OVERALL SYSTEM STRATEGY Adequate Yearly Progress to Reach Benchmark:
 Strategies/Activities for Attaining Benchmark:

SPECIAL POPULATIONS Adequate Yearly Progress to Reach Benchmark:
 Strategies/Activities for Attaining Benchmark:

Nontraditional Adequate Yearly Progress to Reach Benchmark:
 Strategies/Activities for Attaining Benchmark:

Academically Disadvantaged Adequate Yearly Progress to Reach Benchmark:
 Strategies/Activities for Attaining Benchmark:

Economically Disadvantaged Adequate Yearly Progress to Reach Benchmark:
 Strategies/Activities for Attaining Benchmark:

Limited English Proficiency Adequate Yearly Progress to Reach Benchmark:
 Strategies/Activities for Attaining Benchmark:

Exceptional Children Adequate Yearly Progress to Reach Benchmark:
 Strategies/Activities for Attaining Benchmark:

COLLEGE TECH PREP Adequate Yearly Progress to Reach Benchmark:
 Strategies/Activities for Attaining Benchmark:

PROGRAM AREAS_____

Agriculture Adequate Yearly Progress to Reach Benchmark:
 Strategies/Activities for Attaining Benchmark:

Business

Strategies/Activities for Attaining Benchmark:

Adequate Yearly Progress to Reach Benchmark:

Health Occupations

Strategies/Activities for Attaining Benchmark:

Adequate Yearly Progress to Reach Benchmark:

Marketing

Strategies/Activities for Attaining Benchmark:

Adequate Yearly Progress to Reach Benchmark:

Family & Consumer Sciences

Strategies/Activities for Attaining Benchmark:

Adequate Yearly Progress to Reach Benchmark:

Trade & Industrial

Strategies/Activities for Attaining Benchmark:

Adequate Yearly Progress to Reach Benchmark:

Career Development

Strategies/Activities for Attaining Benchmark:

Adequate Yearly Progress to Reach Benchmark:

Technology

Strategies/Activities for Attaining Benchmark:

Adequate Yearly Progress to Reach Benchmark:

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**PART II -- PERFORMANCE MANAGEMENT
2006-2007 Local Performance-Based Improvement Plan (F.123)
Career-Technical Education**

Performance Indicator Two (PI 2) - Attainment of Career-technical Skill Proficiencies. By 2006-2007, 61.4 percent of career-technical education enrollees in North Carolina will score at Level III or above on end-of-course Career-Technical Education (CTE) tests. 2006-2007 is the additional, extended year by Congress of the federal Carl Perkins Vocational and Technical Education Act of 1998.

Category	2002-2003		2003-2004		2004-2005		2005-2006		2006-2007	
	B1	A1	B2	A2	B3	A3	B4	A4	B5	A5
Overall	57.1	61.0	58.2	65.0	59.3	65.5	60.5	63.9	61.4	
Special Populations	44.7	45.9	46.2	54.5	47.6	55.9	49.1	53.3	50.4	
Nontraditional	56.8	64.7	57.9	61.0	59.0	69.1	60.2	54.6	61.2	
Academically Disadv.	39.2	40.4	40.8	45.1	42.4	45.6	44.0	45.6	45.4	
Economically Disadv.	54.2	49.6	55.4	54.6	56.6	53.4	57.8	53.5	58.9	
Limited English Prof.	39.5	37.6	41.1	36.2	42.7	34.1	44.3	33.5	45.7	
Exceptional Children	30.2	34.4	32.0	38.0	33.8	38.2	35.7	38.8	37.3	
College Tech Prep	49.1	52.8	50.4	59.8	51.8	60.9	53.1	59.4	54.2	
Program Areas	57.1	61.0	58.2	65.0	59.3	65.5	60.5	63.9	61.4	
Agriculture	37.1	60.0	38.8	59.3	40.4	68.3	42.1	71.8	43.6	
Business	67.0	71.2	67.9	70.6	68.8	69.1	69.6	61.0	70.4	
Health Occupations	53.0	55.3	54.2	69.9	55.4	74.9	56.7	75.3	57.7	
Marketing	47.2	56.2	48.6	55.2	50.0	56.7	51.4	56.2	52.6	
Family & Consumer Sciences	63.7	55.6	64.7	71.5	65.6	67.0	66.6	71.0	67.5	
Trade & Industrial	45.3	48.8	46.7	48.3	48.2	59.0	49.6	56.2	50.8	
Career Development	44.3	52.5	45.8	56.2	47.3	60.0	48.7	64.2	50.0	
Technology	44.0	45.9	45.5	48.0	47.0	50.6	48.5	48.4	49.8	

*** Percentages are not reported for fewer than five students**

Part II. - Performance Indicator# 2. Technical Attainment
Performance Standards Strategies

OVERALL SYSTEM STRATEGY
Strategies/Activities for Attaining Benchmark:

Adequate Yearly Progress to Reach Benchmark:

SPECIAL POPULATIONS
Strategies/Activities for Attaining Benchmark:

Adequate Yearly Progress to Reach Benchmark:

Nontraditional

Adequate Yearly Progress to Reach Benchmark: 6.6

Strategies/Activities for Attaining Benchmark:

Academically Disadvantaged

Adequate Yearly Progress to Reach Benchmark:

Strategies/Activities for Attaining Benchmark:

Economically Disadvantaged

Adequate Yearly Progress to Reach Benchmark:

Strategies/Activities for Attaining Benchmark:

Adequate Yearly Progress to Reach Benchmark:

Limited English Proficiency

Strategies/Activities for Attaining Benchmark:

Exceptional Children

Adequate Yearly Progress to Reach Benchmark:

Strategies/Activities for Attaining Benchmark:

COLLEGE TECH PREP

Adequate Yearly Progress to Reach Benchmark:

Strategies/Activities for Attaining Benchmark:

PROGRAM AREAS

Agriculture

Adequate Yearly Progress to Reach Benchmark:

Strategies/Activities for Attaining Benchmark:

Adequate Yearly Progress to Reach Benchmark:

Business

Strategies/Activities for Attaining Benchmark:

Health Occupations

Adequate Yearly Progress to Reach Benchmark:

Strategies/Activities for Attaining Benchmark:

Marketing

Adequate Yearly Progress to Reach Benchmark:

Strategies/Activities for Attaining Benchmark:

Family & Consumer Sciences

Adequate Yearly Progress to Reach Benchmark:

Strategies/Activities for Attaining Benchmark:

Trade & Industrial

Adequate Yearly Progress to Reach Benchmark:

Strategies/Activities for Attaining Benchmark:

Career Development

Adequate Yearly Progress to Reach Benchmark:

Strategies/Activities for Attaining Benchmark:

Technology

Adequate Yearly Progress to Reach Benchmark: 1.4

Strategies/Activities for Attaining Benchmark:

Statewide

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**PART II -- PERFORMANCE MANAGEMENT
2006-2007 Local Performance-Based Improvement Plan (F.123)
Career-Technical Education**

Performance Indicator Three (PI 3) - Attainment of Credentials. By 2006-2007, 78.6 percent of graduating career-technical education concentrators in North Carolina will have completed a College Tech Prep or a combined College Tech Prep/College Prep course of study. 2006-2007 is the additional, extended year by Congress of the federal Carl Perkins Vocational and Technical Education Act of 1998.

Category	2002-2003		2003-2004		2004-2005		2005-2006		2006-2007	
	B1	A1	B2	A2	B3	A3	B4	A4	B5	A5
Overall	76.2	82.3	76.8	88.2	77.4	88.2	78.0	89.8	78.6	
Special Populations	64.3	73.2	65.2	82.4	66.2	82.9	67.1	85.6	67.9	
Nontraditional	77.8	84.0	78.4	89.6	78.9	90.3	79.5	90.0	80.1	
Academically Disadv.	56.3	66.4	57.4	78.1	58.6	78.6	59.8	81.7	60.8	
Economically Disadv.	83.0	77.8	83.4	84.6	83.9	85.1	84.3	87.2	84.7	
Limited English Prof.	77.1	74.5	77.7	81.1	78.3	76.4	78.9	81.2	79.4	
Exceptional Children	42.6	54.6	44.1	67.9	45.6	68.7	47.2	72.8	48.5	
College Tech Prep	63.5	n/a	64.5	n/a	65.4	n/a	66.4	n/a	67.3	
Program Areas	76.2	82.3	76.8	88.2	77.4	88.2	78.0	89.8	78.6	
Agriculture	70.3	74.5	71.0	82.3	71.8	83.8	72.6	87.3	73.3	
Business	88.3	87.8	88.6	91.1	88.9	89.6	89.2	91.2	89.5	
Health Occupations	89.4	92.0	89.6	95.5	89.9	96.5	90.2	96.3	90.5	
Marketing	71.8	78.2	72.5	86.9	73.3	87.9	74.0	88.2	74.6	
Family & Consumer Sciences	68.2	78.2	69.0	85.8	69.8	84.1	70.7	87.4	71.4	
Trade & Industrial Career Development	69.4	76.2	70.2	84.4	71.0	85.7	71.8	87.4	72.5	
Technology	80.0	85.9	80.5	88.6	81.0	84.0	81.5	88.9	82.0	

*** Percentages are not reported for fewer than five students**

Part II. - Performance Indicator# 3. Credential Attainment
Performance Standards Strategies

OVERALL SYSTEM STRATEGY Adequate Yearly Progress to Reach Benchmark:
Strategies/Activities for Attaining Benchmark:

SPECIAL POPULATIONS Adequate Yearly Progress to Reach Benchmark:
Strategies/Activities for Attaining Benchmark:

Nontraditional Adequate Yearly Progress to Reach Benchmark:

Strategies/Activities for Attaining Benchmark:

Academically Disadvantaged

Strategies/Activities for Attaining Benchmark:

Adequate Yearly Progress to Reach Benchmark:

Economically Disadvantaged

Strategies/Activities for Attaining Benchmark:

Adequate Yearly Progress to Reach Benchmark:

Limited English Proficiency

Strategies/Activities for Attaining Benchmark:

Adequate Yearly Progress to Reach Benchmark:

Exceptional Children

Strategies/Activities for Attaining Benchmark:

Adequate Yearly Progress to Reach Benchmark:

COLLEGE TECH PREP

Strategies/Activities for Attaining Benchmark:

Adequate Yearly Progress to Reach Benchmark:

PROGRAM AREAS

Agriculture

Strategies/Activities for Attaining Benchmark:

Adequate Yearly Progress to Reach Benchmark:

Business

Strategies/Activities for Attaining Benchmark:

Adequate Yearly Progress to Reach Benchmark:

Health Occupations

Strategies/Activities for Attaining Benchmark:

Adequate Yearly Progress to Reach Benchmark:

Marketing

Strategies/Activities for Attaining Benchmark:

Adequate Yearly Progress to Reach Benchmark:

Family & Consumer Sciences

Strategies/Activities for Attaining Benchmark:

Adequate Yearly Progress to Reach Benchmark:

Trade & Industrial

Strategies/Activities for Attaining Benchmark:

Adequate Yearly Progress to Reach Benchmark:

Career Development

Strategies/Activities for Attaining Benchmark:

Adequate Yearly Progress to Reach Benchmark:

Technology

Strategies/Activities for Attaining Benchmark:

Adequate Yearly Progress to Reach Benchmark:

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Statewide

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**PART II -- PERFORMANCE MANAGEMENT
2006-2007 Local Performance-Based Improvement Plan (F.123)
Career-Technical Education**

Performance Indicator Four (PI 4) - Placement. By 2006-2007, 96.7 percent of graduating career-technical education concentrators in North Carolina will go on to further education, work, or both the year following graduation. 2006-2007 is the additional, extended year by Congress of the federal Carl Perkins Vocational and Technical Education Act of 1998.

Category	2002-2003		2003-2004		2004-2005		2005-2006		2006-2007	
	B1	A1	B2	A2	B3	A3	B4	A4	B5	A5
Overall	96.3	95.3	96.4	94.9	96.5	94.8	96.6	94.0	96.7	
Special Populations	94.7	93.2	94.8	92.0	95.0	92.6	95.1	91.9	95.2	
Nontraditional	95.8	95.4	95.9	94.8	96.0	95.6	96.2	94.2	96.2	
Academically Disadv.	94.6	92.1	94.7	91.2	94.9	91.4	95.0	90.9	95.1	
Economically Disadv.	95.1	91.9	95.2	89.9	95.3	91.2	95.5	90.9	95.5	
Limited English Prof.	94.3	90.8	94.4	90.3	94.6	89.2	94.8	91.1	94.9	
Exceptional Children	96.6	92.3	96.7	90.8	96.8	91.4	96.9	90.0	96.9	
College Tech Prep	95.1	96.3	95.2	95.7	95.3	95.4	95.5	94.6	95.5	
Program Areas	96.3	95.3	96.4	94.9	96.5	94.8	96.6	94.0	96.7	
Agriculture	96.3	94.5	96.4	94.5	96.5	94.6	96.6	94.4	96.7	
Business	96.8	95.7	96.9	95.2	96.9	94.6	97.0	94.0	97.1	
Health Occupations	97.3	96.3	97.4	95.9	97.5	96.5	97.6	96.1	97.6	
Marketing	96.5	95.0	96.6	95.0	96.7	95.5	96.8	93.4	96.9	
Family & Consumer Sciences	92.5	93.1	92.7	93.1	92.9	91.6	93.1	91.6	93.3	
Trade & Industrial	96.2	95.4	96.3	94.4	96.4	95.1	96.5	94.7	96.6	
Career Development	93.7		93.8		94.0		94.2		94.3	
Technology	96.7	94.9	96.8	95.3	96.8	95.4	96.9	94.0	97.0	

*** Percentages are not reported for fewer than five students**

Part II. - Performance Indicator# 4. Placement
Performance Standards Strategies

OVERALL SYSTEM STRATEGY Adequate Yearly Progress to Reach Benchmark:
Strategies/Activities for Attaining Benchmark:

SPECIAL POPULATIONS Adequate Yearly Progress to Reach Benchmark:
Strategies/Activities for Attaining Benchmark:

Nontraditional Adequate Yearly Progress to Reach Benchmark:

Strategies/Activities for Attaining Benchmark:

Adequate Yearly Progress to Reach Benchmark:

Academically Disadvantaged

Strategies/Activities for Attaining Benchmark:

Adequate Yearly Progress to Reach Benchmark:

Economically Disadvantaged

Strategies/Activities for Attaining Benchmark:

Limited English Proficiency

Strategies/Activities for Attaining Benchmark:

Adequate Yearly Progress to Reach Benchmark:

Adequate Yearly Progress to Reach Benchmark:

Exceptional Children

Strategies/Activities for Attaining Benchmark:

COLLEGE TECH PREP

Strategies/Activities for Attaining Benchmark:

Adequate Yearly Progress to Reach Benchmark:

PROGRAM AREAS _____

Agriculture

Strategies/Activities for Attaining Benchmark:

Adequate Yearly Progress to Reach Benchmark:

Business

Strategies/Activities for Attaining Benchmark:

Adequate Yearly Progress to Reach Benchmark:

Health Occupations

Strategies/Activities for Attaining Benchmark:

Adequate Yearly Progress to Reach Benchmark:

Marketing

Strategies/Activities for Attaining Benchmark:

Adequate Yearly Progress to Reach Benchmark:

Family & Consumer Sciences

Strategies/Activities for Attaining Benchmark:

Adequate Yearly Progress to Reach Benchmark:

Trade & Industrial

Strategies/Activities for Attaining Benchmark:

Adequate Yearly Progress to Reach Benchmark:

Career Development

Strategies/Activities for Attaining Benchmark:

Adequate Yearly Progress to Reach Benchmark:

Technology

Strategies/Activities for Attaining Benchmark:

Adequate Yearly Progress to Reach Benchmark:

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**PART II -- PERFORMANCE MANAGEMENT
2006-2007 Local Performance-Based Improvement Plan (F.123)
Career-Technical Education**

Performance Indicator Five (PI 5) - Nontraditional Enrollment. By 2006-2007, 28.4 percent of students enrolled in career-technical education courses in North Carolina leading to nontraditional employment and training will be from underrepresented genders. 2006-2007 is the additional, extended year by Congress of the federal Carl Perkins Vocational and Technical Education Act of 1998.

Category	2002-2003		2003-2004		2004-2005		2005-2006		2006-2007	
	B1	A1	B2	A2	B3	A3	B4	A4	B5	A5
Overall	26.0	25.2	26.6	25.6	27.2	27.7	27.9	28.1	28.4	
Special Populations	40.9	38.3	41.1	38.0	41.4	39.8	41.6	38.4	41.8	
Nontraditional	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	
Academically Disadv.	25.0	23.5	25.7	25.0	26.3	26.8	27.0	27.5	27.6	
Economically Disadv.	26.4	23.9	27.1	24.7	27.7	26.9	28.3	27.5	28.8	
Limited English Prof.	31.8	26.9	32.2	30.6	32.7	30.7	33.2	33.2	33.6	
Exceptional Children	19.3	20.5	20.1	22.2	20.9	27.5	21.7	28.3	22.4	
College Tech Prep	22.4	22.4	23.1	22.3	23.8	24.6	24.5	24.2	25.2	
Program Areas	26.0	25.2	26.6	25.6	27.2	27.7	27.9	28.1	28.4	
Agriculture	26.2	24.0	26.8	24.7	27.4	24.1	28.0	24.4	28.6	
Business	47.4	49.0	47.5	50.2	47.6	51.0	47.6	52.1	47.7	
Health Occupations	15.6	13.0	16.5	12.5	17.4	12.6	18.3	13.5	19.1	
Marketing	50.0	52.9	50.0		50.0		50.0		50.0	
Family & Consumer Sciences	20.4	18.6	21.1	16.3	21.9	12.0	22.7	12.1	23.4	
Trade & Industrial Career Development	7.7	5.4	8.8	5.7	10.0	5.9	11.1	6.2	12.0	
Technology	18.0	14.3	18.8	13.2	19.7	13.7	20.5	14.2	21.2	

*** Percentages are not reported for fewer than five students**

Part II. - Performance Indicator# 5. Nontraditional Enrollment
Performance Standards Strategies

OVERALL SYSTEM STRATEGY
Strategies/Activities for Attaining Benchmark:

Adequate Yearly Progress to Reach Benchmark:

SPECIAL POPULATIONS
Strategies/Activities for Attaining Benchmark:

Adequate Yearly Progress to Reach Benchmark:

Nontraditional

Adequate Yearly Progress to Reach Benchmark:

Strategies/Activities for Attaining Benchmark:

Academically Disadvantaged

Adequate Yearly Progress to Reach Benchmark:

Strategies/Activities for Attaining Benchmark:

Economically Disadvantaged

Adequate Yearly Progress to Reach Benchmark:

Strategies/Activities for Attaining Benchmark:

Limited English Proficiency

Adequate Yearly Progress to Reach Benchmark:

Strategies/Activities for Attaining Benchmark:

Exceptional Children

Adequate Yearly Progress to Reach Benchmark:

Strategies/Activities for Attaining Benchmark:

COLLEGE TECH PREP

Adequate Yearly Progress to Reach Benchmark:

Strategies/Activities for Attaining Benchmark:

PROGRAM AREAS

Agriculture

Adequate Yearly Progress to Reach Benchmark:

Strategies/Activities for Attaining Benchmark:

Business

Adequate Yearly Progress to Reach Benchmark:

Strategies/Activities for Attaining Benchmark:

Health Occupations

Adequate Yearly Progress to Reach Benchmark:

Strategies/Activities for Attaining Benchmark:

Marketing

Adequate Yearly Progress to Reach Benchmark:

Strategies/Activities for Attaining Benchmark:

Adequate Yearly Progress to Reach Benchmark:

Family & Consumer Sciences

Strategies/Activities for Attaining Benchmark:

Adequate Yearly Progress to Reach Benchmark:

Trade & Industrial

Strategies/Activities for Attaining Benchmark:

Career Development

Adequate Yearly Progress to Reach Benchmark:

Strategies/Activities for Attaining Benchmark:

Adequate Yearly Progress to Reach Benchmark:

Technology

Strategies/Activities for Attaining Benchmark:

Statewide

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**PART II -- PERFORMANCE MANAGEMENT
2006-2007 Local Performance-Based Improvement Plan (F.123)
Career-Technical Education**

Performance Indicator Six (PI 6) - Nontraditional Graduation. By 2006-2007, 18.9 percent of students completing career-technical education programs in North Carolina leading to nontraditional employment and training will be from underrepresented genders. 2006-2007 is the additional, extended year by Congress of the federal Carl Perkins Vocational and Technical Education Act of 1998.

Category	2002-2003		2003-2004		2004-2005		2005-2006		2006-2007	
	B1	A1	B2	A2	B3	A3	B4	A4	B5	A5
Overall	15.4	12.9	16.3	12.7	17.2	12.0	18.2	12.0	18.9	
Special Populations	26.8	23.5	27.4	21.5	28.0	19.9	28.7	19.0	29.2	
Nontraditional	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	
Academically Disadv.	14.1	12.2	15.0	12.4	16.0	10.8	16.9	11.1	17.7	
Economically Disadv.	17.9	11.5	18.7	10.8	19.6	10.3	20.4	10.6	21.1	
Limited English Prof.	23.4	12.1	24.1	9.3	24.8	8.5	25.5	9.4	26.1	
Exceptional Children	11.3	11.3	12.4	11.5	13.4	10.2	14.4	10.7	15.3	
College Tech Prep	12.8	10.7	13.7	11.6	14.7	11.0	15.7	11.0	16.6	
Program Areas	15.4	12.9	16.3	12.7	17.2	12.0	18.2	12.0	18.9	
Agriculture	25.4	22.3	26.0	22.3	26.7	22.9	27.3	21.8	27.9	
Business	42.4	50.0	42.6	49.9	42.8	52.4	43.0	50.2	43.2	
Health Occupations	12.2	10.0	13.2	9.8	14.2	9.8	15.2	10.4	16.1	
Marketing	50.0		50.0		50.0		50.0		50.0	
Family & Consumer Sciences	14.9	13.0	15.9	14.1	16.8	9.0	17.7	10.7	18.5	
Trade & Industrial Career Development	5.9	3.9	7.1	3.9	8.2	4.5	9.4	4.1	10.5	
Technology	21.4	13.8	22.2	13.1	22.9	12.6	23.7	11.6	24.4	

*** Percentages are not reported for fewer than five students**

Part II. - Performance Indicator# 6. Nontraditional Graduation
Performance Standards Strategies

OVERALL SYSTEM STRATEGY Adequate Yearly Progress to Reach Benchmark:
Strategies/Activities for Attaining Benchmark:

SPECIAL POPULATIONS Adequate Yearly Progress to Reach Benchmark:
Strategies/Activities for Attaining Benchmark:

Nontraditional Adequate Yearly Progress to Reach Benchmark:

Strategies/Activities for Attaining Benchmark:

Academically Disadvantaged

Adequate Yearly Progress to Reach Benchmark:

Strategies/Activities for Attaining Benchmark:

Adequate Yearly Progress to Reach Benchmark:

Economically Disadvantaged

Adequate Yearly Progress to Reach Benchmark:

Strategies/Activities for Attaining Benchmark:

Limited English Proficiency

Adequate Yearly Progress to Reach Benchmark:

Strategies/Activities for Attaining Benchmark:

Exceptional Children

Adequate Yearly Progress to Reach Benchmark:

Strategies/Activities for Attaining Benchmark:

COLLEGE TECH PREP

PROGRAM AREAS

Strategies/Activities for Attaining Benchmark:

Agriculture

Adequate Yearly Progress to Reach Benchmark:

Strategies/Activities for Attaining Benchmark:

Business

Adequate Yearly Progress to Reach Benchmark:

Strategies/Activities for Attaining Benchmark:

Health Occupations

Adequate Yearly Progress to Reach Benchmark:

Strategies/Activities for Attaining Benchmark:

Marketing

Adequate Yearly Progress to Reach Benchmark:

Strategies/Activities for Attaining Benchmark:

Family & Consumer Sciences

Adequate Yearly Progress to Reach Benchmark:

Strategies/Activities for Attaining Benchmark:

Trade & Industrial

Adequate Yearly Progress to Reach Benchmark:

Strategies/Activities for Attaining Benchmark:

Career Development

Adequate Yearly Progress to Reach Benchmark:

Strategies/Activities for Attaining Benchmark:

Adequate Yearly Progress to Reach Benchmark:

Technology

Strategies/Activities for Attaining Benchmark:

Statewide

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**PART II -- PERFORMANCE MANAGEMENT
2006-2007 Local Performance-Based Improvement Plan (F.123)
Career-Technical Education**

Performance Indicator Seven (PI 7) - All local education agencies in North Carolina will maintain their baseline percentages of CTE enrollees with Career Development Plans. 2006-2007 is the additional, extended year by Congress of the federal Carl Perkins Vocational and Technical Education Act of 1998.

Category	<u>2002-2003</u>		<u>2003-2004</u>		<u>2004-2005</u>		<u>2005-2006</u>		<u>2006-2007</u>	
	<u>B1</u>	<u>A1</u>	<u>B2</u>	<u>A2</u>	<u>B3</u>	<u>A3</u>	<u>B4</u>	<u>A4</u>	<u>B5</u>	<u>A5</u>
Overall	99.6	98.4	99.6	98.5	99.6	96.4	99.7	98.7	99.7	
Special Populations	99.7	99.4	99.7	99.3	99.7	99.1	99.7	99.4	99.7	
Nontraditional	99.6	98.1	99.6	98.0	99.6	96.0	99.7	98.5	99.7	
Academically Disadv.	99.6	99.6	99.6	99.6	99.6	99.9	99.7	99.9	99.7	
Economically Disadv.	99.8	99.6	99.8	99.7	99.8	99.8	99.8	99.6	99.8	
Limited English Prof.	99.9	99.9	99.9	99.2	99.9	99.6	99.9	99.9	99.9	
Exceptional Children	99.8	99.2	99.8	99.1	99.8	99.0	99.8	99.1	99.8	
College Tech Prep	99.7	97.0	99.7	99.3	99.7	98.2	99.7	99.2	99.7	
Program Areas	99.6	98.4	99.6	98.5	99.6	96.4	99.7	98.7	99.7	
Agriculture	99.7	98.8	99.7	99.3	99.7	97.2	99.7	99.4	99.7	
Business	99.7	98.2	99.7	98.4	99.7	96.2	99.7	98.5	99.7	
Health Occupations	99.7	98.9	99.7	99.1	99.7	96.5	99.7	99.3	99.7	
Marketing	99.6	98.3	99.6	98.4	99.6	96.4	99.7	99.0	99.7	
Family & Consumer Sciences	99.7	98.4	99.7	98.3	99.7	96.4	99.7	98.6	99.7	
Trade & Industrial	99.6	98.7	99.6	98.3	99.6	96.5	99.7	99.0	99.7	
Career Development	99.4	96.7	99.4	99.5	99.5	96.8	99.5	97.9	99.5	
Technology	99.6	98.1	99.6	98.8	99.6	95.4	99.7	98.4	99.7	

*** Percentages are not reported for fewer than five students**

**Part II. - Performance Indicator# 7. Career Development
Performance Standards Strategies**

OVERALL SYSTEM STRATEGY
Strategies/Activities for Attaining Benchmark:

Adequate Yearly Progress to Reach Benchmark:

SPECIAL POPULATIONS
Strategies/Activities for Attaining Benchmark:

Adequate Yearly Progress to Reach Benchmark:

Nontraditional

Adequate Yearly Progress to Reach Benchmark:

Strategies/Activities for Attaining Benchmark:

Academically Disadvantaged

Adequate Yearly Progress to Reach Benchmark:

Strategies/Activities for Attaining Benchmark:

Economically Disadvantaged

Adequate Yearly Progress to Reach Benchmark:

Strategies/Activities for Attaining Benchmark:

Limited English Proficiency

Adequate Yearly Progress to Reach Benchmark:

Strategies/Activities for Attaining Benchmark:

Exceptional Children

Adequate Yearly Progress to Reach Benchmark:

Strategies/Activities for Attaining Benchmark:

COLLEGE TECH PREP

Adequate Yearly Progress to Reach Benchmark:

Strategies/Activities for Attaining Benchmark:

PROGRAM AREAS

Agriculture

Adequate Yearly Progress to Reach Benchmark:

Strategies/Activities for Attaining Benchmark:

Adequate Yearly Progress to Reach Benchmark:

Business

Strategies/Activities for Attaining Benchmark:

Health Occupations

Adequate Yearly Progress to Reach Benchmark:

Strategies/Activities for Attaining Benchmark:

Marketing

Adequate Yearly Progress to Reach Benchmark:

Strategies/Activities for Attaining Benchmark:

Family & Consumer Sciences

Adequate Yearly Progress to Reach Benchmark:

Strategies/Activities for Attaining Benchmark:

Trade & Industrial

Adequate Yearly Progress to Reach Benchmark:

Strategies/Activities for Attaining Benchmark:

Adequate Yearly Progress to Reach Benchmark:

Career Development

Strategies/Activities for Attaining Benchmark:

Adequate Yearly Progress to Reach Benchmark:

Technology

Strategies/Activities for Attaining Benchmark:

Statewide Requirements & Permissives Checklist

Requirements 1-10	1. Academic Attainment		2. Technical Attainment		3. Credential Attainment		4. Placement		5. Non- traditional Enrollment		6. Non- traditional Graduation		7. Career Dvlp	
1. Improve Academic and Technical Skills														
2. All Aspects of an Industry														
3. Same Challenging Academic Proficiencies														
4. Involvement of Parents, Teachers, Students, B&I...														
5. Voc Tech Programs of Sufficient Size, Scope, and Quality														
6. Independently Evaluate														
7. Comprehensive Personnel Development														
8. Nontraditional Training and Employment														
9. Special Populations Access and Success														
10. Special Populations Performance														

Statewide Requirements & Permissives Checklist

Requirements 11-12	1. Academic Attainment		2. Technical Attainment		3. Credential Attainment		4. Placement		5. Non- traditional Enrollment		6. Non- traditional Graduation		7. Career Dvlp	
11. Non-Discrimination of Special Populations														
12. Develop, Improve, or Expand the Use of Technology														

Permissives 13-19	1. Academic Attainment		2. Technical Attainment		3. Credential Attainment		4. Placement		5. Non- traditional Enrollment		6. Non- traditional Graduation		7. Career Dvlp	
13. High Tech and Telecommunication														
14. Career Guidance/Counseling														
15. Work-Related Experiences														
16. Programs for Special Pops														
17. Local Education and Business Partners														
18. Vocational Student Organization (VSO) Assistance														
19. Mentoring and Support Services														

Statewide Requirements & Permissives Checklist

Permissives 20-26	1. Academic Attainment		2. Technical Attainment		3. Credential Attainment		4. Placement		5. Non- traditional Enrollment		6. Non- traditional Graduation		7. Career Dvlp	
20. Equipment														
21. Teacher Preparation														
22. Improving/Developing New Courses														
23. Family and Consumer Sciences (FACS)														
24. School Dropouts														
25. Placement in Job/Further Education														
26. Nontraditional Training and Employment														

Legend

Student Body

- O Overall
- S Special Populations
- N Non-tradtional
- A Academically Disadvataged
- E Economically Disadvantaged
- L Limited English Proficiency
- D Disabled
- C College Tech Prep

Program Areas

- A Agriculture
- B Business Education
- H Health Occupations
- M Marketing
- F Family & Consumer Sciences
- I Trade & Industrial
- C Career Development
- T Technology

PART III - PROJECTED CAREER-TECHNICAL EDUCATION PROGRAMS AND SERVICES
Application for State/Federal Aid for Career-Technical Education in Public Middle and High Schools

Part III.A -- School Profiles

- Complete a form for each school in which there are recognized career-technical education programs/services. Refer to title Career-Technical Education Programs of Study, Approved Revision, October, 1997.
- A form for each school in the LEA where there are recognized career-technical education programs/services will be initially provided.
- The form will contain information such as:
 - School Name**
 - School Number**
 - Grade Levels**
 - Principal's Name**
 - School Enrollment**
 - CTE Enrollment**
 - Courses Offered** at that school from the previous school year
- Should there be **courses listed that are not being offered for the upcoming school year**, and you do not want the courses to be listed when the plan is printed, click the **No** button to the left of the appropriate course code.
- Should there be **additional courses being offered for the upcoming school year** that are not selected and you want them be listed when the plan is printed, click the **Yes** button to the left of the appropriate course code. Continue completing columns 2, 3, and 4 as appropriate for that course.
- Should there be **local courses being offered for the upcoming school year**, click on the "Additional Courses" option, click on "Edit Document, and move the first available blank row. Click the **Yes** button to the left of the first blank course code. Click in the Course Code Column and type the course code. Click in the Course/Service Title Column and type the course title. Continue to select appropriate options for Columns 2, 3, and 4.
- Decisions on career-technical education programs/services to be offered will reflect the principal's recommendations based on student aspirations, employment data, and resources available.

"COURSE CODE": This column contains a listing of the valid course codes.

Column 1: "COURSE/SERVICE TITLE". The correct title of each course/service as reflected in the Career-Technical Education Programs of Study, Approved Revision, October, 1997 will appear in this column. These titles cannot be changed.

Column 2: "CHANGE". A box is provided with the values:

New
Deleted
Modified

Click to choose the appropriate selection. **If the course is to be modified, a copy of the approved**

Programs of Study Modification form must be completed. This form is to be manually completed and filed with the Regional Coordinator that represents your LEA. Plans are for this form to be made available as part of the electronic process during the upcoming school year. Details on accessing and completing this form electronically will be forthcoming.

Column 3: "LENGTH". A box is provided with the values:

Y = Year
S = Semester
CY = Concentrated Year
CS = Concentrated Semester
Q = Quarter
6 Wks
9 Wks
18 Wks
2CY

Click to choose the most appropriate selection. The "**LENGTH**" column is used to designate how long the course is taught. See notes under **Column 4: "BLOCK"** to determine how to code each course. "Concentrated" year or semester refers to block scheduling.

Column 4: "BLOCK". A box is provided with the values:

1
2
3

Click to choose the appropriate selection. The "**BLOCK**" column is used to indicate the time period. A one-hour course which is taught for one hour each day would be coded with a "**1**". A two-hour course which is taught for two hours each day would be coded with a "**2**". A three-hour course which is taught for three hours each day would be coded with a "**3**". Under block scheduling a one-hour course which is taught in the CY for the two-hour block would still be coded "**1**". If a two-hour course is taught for two blocks in a CY, it would be coded "**2**". If a two-hour course is taught for one block in a CY it is coded "**1**". To show that the course will be taught throughout the school year, it should be coded 2CY -- 1. If a year-long course is taught in a two-period block for one semester, it is coded as a CY. **A block of time should correspond to what is considered to be one period in your school's schedule.**

***Y** = Year

S = Semester

CY = Concentrated
Year Course

CS = Concentrated
Semester Course

Q = Quarter

**COURSE
CODE**

**1
COURSE/SERVICE TITLE**

**2
CHANGE**

***3
LENGTH**

**4
BLOCK**

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**2006 - 2007 LOCAL PLAN
APPLICATION FOR CAREER-TECHNICAL EDUCATION (CTE)*
STATE/FEDERAL FUNDING**

FISCAL YEAR 2006 - 2007

PART IV -- ASSURANCES AND CERTIFICATION

All programs, services and activities administered in through this local plan will be in accord with the assurances listed in Part IV of this application.

The development of this application for state/federal aid for secondary career-technical education was coordinated by the director for career-technical education. This plan and the programs, services and activities offered are in accord with State and Federal guidelines. The information, data, and certifications included are accurate to the best of our knowledge and belief. The Assurances in Part IV will be carried out.

Cover Section

Local Education Agency (LEA) Number

APPROVED BY:

Superintendent of Schools Chairperson, Board of Education

This Annual Application, when completed, approved by the local board of education and the superintendent of schools, becomes an agreement between the local board of education and the State Board of Education. This Annual Application is a necessary part of the State Board of Education's accountability to the General Assembly of North Carolina and the US Department of Education.

PREPARED BY:

Director, Career-Technical Education Telephone Number

Director Submitted (Signature) on:

*Career-Technical Education is the administrative name which encompasses vocational and technical education in North Carolina. In state and federal laws, however, the terms vocational and technical education are used. For the purposes of this plan, these terms are synonymous.

Part IV.A -- Local Plan Assurances

These assurances signal the local educational agency's capacity to carry out the State and Federal legal requirements during the timeframe of this local plan. State legal requirements are designated by an (S) and Federal Perkins III (P.L. 105-332) ones by an (F). APA refers to the North Carolina Administrative Procedures Act.

1. General Administration

- a. The purposes of vocational and technical education as established in Chapter 115C, Article 10 of

the NC General Statutes are adhered to in planning, designing, implementing, supervising and evaluating the career-technical education programs within this local education agency (LEA). (S. General Statutes)

- b. Vocational and technical education programs are supervised, directed, or coordinated by persons qualified under the State Board of Education policies. (S. 115C-154.(6) and (7))
- c. The LEA will provide free appropriate vocational and technical education instruction, activities, and services in accordance with this Part for all youth who elect the instruction and shall have responsibility for administering the instruction, activities, and services in accordance with federal and State law and State Board of Education policies. (S. 115C-157)
- d. The LEA will provide activities necessary for the proper and efficient performance of its duties under P.L. 105-332 (Perkins III), including supervision. (F. 3.1)
- e. The expenditures in this plan will adhere to the most recent N.C. Career-Technical Education (CTE) Fiscal and Policy Guide. (S)
- f. The programs in this plan will adhere to the most recent N.C. CTE Programs of Study and Support Services Guide. (S)
- g. Nothing in Perkins III shall be construed to be inconsistent with applicable Federal law prohibiting discrimination on the basis of race, sex, national origin, age, or disability in the provision of Federal programs or services. (F. 316)
- h. Nothing in Perkins III shall be construed by the LEA to permit, allow, encourage, or authorize any Federal control over any aspect of a private, religious, or home school, regardless of whether a home school is treated as a private school or home school under State law. This section shall not be construed to bar students attending private, religious, or home schools from participation in programs or services under this Act. (F. 313)

2. Planning/Policy

- a. The LEA has developed a vocational and technical education plan which describes the vocational education needs of students and potential students in the LEA and indicates how and to what extent the programs proposed in the application meet such needs. (S. APA 2E. 1603 115C-154(8))
- b. The LEA will establish effective programs and procedures to enable informed and effective participation in such programs as are authorized under this title. (F. 135.c.1)
- c. The vocational programs and courses are not duplicated within the LEA unless the LEA has data to justify the duplication or has a plan to redirect the duplicative program within three years. (S. 115C-154.1(2))
- d. For all current job skill programs, there is a documented need, based on labor market data or follow-up data, or there is a plan to redirect the program within two years. (S. 115C-154.1(3))

3. Fiscal

- a. The LEA will not use more than five (5) percent of the funds for administrative costs associated with the administration of activities assisted under this section. (F. 135.d)

- b. Funds allocated for vocational education will be transferred only in accordance with any rules that the State Board of Education considers appropriate to ensure compliance with federal regulations. (S. 115C-105.25(b)(6))
- c. No funds from Perkins III shall be used to require any secondary school student to choose or pursue a specific career path or major; and to mandate that any individual participate in a vocational and technical education program. (F. 314)
- d. Funds made available under this Act for vocational and technical education activities shall not supplant non-federal funds expended to carry out vocational and technical education and tech-prep activities. (F. 131.a)
- e. None of the funds expended under this title will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity, the employees of the purchasing entity, or any affiliate of such an organization. (F. 122.b.11)
- f. No funds under Perkins III may be used to provide vocational and technical education programs to students prior to the seventh grade, except that equipment and facilities purchased with funds under this Act may be used by such students. (F. 315)

4. Curriculum/Instruction

- a. Vocational & Technical Education programs in the LEA are in accordance with the purposes of G.S. 115C-151. (S. 115C-154.1(1):
 - 1. Occupational Skill Development - To prepare individuals for paid or unpaid employment in recognized occupations, new occupations, and emerging occupations. (S. 115C-151(1))
 - 2. Preparation for Advanced Education - To prepare individuals for participation in advanced or highly skilled vocational and technical education. (S. 115C-151(2))
 - 3. Career Development; Introductory - To assist individuals in the making of informed and meaningful occupational choices. (S. 115C-151(3))
- b. New vocational programs show documented need based on student demands, or for new job skill programs, based on student and labor market demands. (S. 115C-154.1(4))
- c. All vocational and technical programs are responsive to technological advances, including characteristics of the work force, and the academic, technical, and attitudinal development of students. (S. 115C-154.1(5))
- d. Local programs using the cooperative vocational and technical education method will be approved subject to students enrolled being placed in employment commensurate with the respective program criteria (S. 115C-154.(1))
- e. Vocational and technical education programs, services, and activities will be carried out with respect to meeting State adjusted levels of performance. (F. 134(b)(2))
- f. The LEA will ensure that students who participate in vocational and technical education programs are taught to the same challenging academic proficiencies are taught for all other students. (F. 134.b.3.C)

- g. The LEA will provide students with strong experience in and understanding of all aspects of an industry (F. 135.b.2)
- h. The LEA will provide a vocational and technical education program that is of such size, scope, and quality to bring improvement in the quality of vocational and technical education programs. (F. 135.b.7)
- i. The definitions of specific career-technical education program elements are adhered to. (S. 113(b) (19))
- j. The LEA will link secondary vocational and technical education and postsecondary vocational and technical education, including implementing tech-prep programs. (F. 135.b.8)
- k. The LEA will strengthen the academic and vocational and technical skills of students participating in vocational and technical education programs by strengthening the academic and vocational and technical education programs through a coherent sequence of courses to ensure learning in the core academic, and vocational and technical subjects. (F. 135.b.1)

5. Personnel Development

- a. The LEA will provide professional development programs to teachers, counselors, and administrators (F. 135.b.3), including
 - (1) 1. Inservice and preservice training in state-of-the-art vocational and technical education programs and techniques, in effective teaching skills based on research, and in effective practices to improve parental and community involvement;
 - (2) 1. (Support of education programs for teachers of vocational and technical education in public schools and other public school personnel who are involved in the direct delivery of educational services to vocational and technical education students, to ensure that such teachers and personnel stay current with all aspects of an industry;
 - (3) 1. Internship programs that provide business experience to teachers; and
 - (4) 1. Programs designed to train teachers specifically in the use and application of technology.
- b. If the LEA uses funds under this Act for inservice and preservice vocational and technical education professional development programs for vocational and technical education teachers, administrators, and other personnel, it may, upon request, permit the participation in such programs of vocational and technical education teachers, administrators, and other personnel in nonprofit private schools offering vocational and technical education programs located in the geographic area serviced by such agency or recipient. (F. 318)

6. Program Improvement

- a. A formal system of evaluation is conducted annually to determine how the programs meet their state objectives, and are relevant to employment and occupational needs of students. Evaluation results are maintained in the LEA file designated by the superintendent and are used for improvement in programs. (S. APA 2E. 1608)
- b. An organized system for conducting follow-up studies to determine the effectiveness of the

vocational and technical education programs and guidance and counseling is used by the principal, and a compilation of all schools maintained in the office of the career-technical education director. Records and other information needed to carry out this function are maintained in the teacher's files. (S. APA 2E.1608 115C-154(10))

- c. The LEA has on file the findings of evaluations of vocational and technical education programs operated in the LEA during the previous one year and five years to ascertain the effectiveness of instruction, services, and activities. (S. 115C-154 (10))
- d. The LEA will involve parents, students, teachers, representatives of business and industry, and labor organizations, representatives of special populations, as appropriate, in the development, implementation, and evaluation of vocational and technical education programs authorized under this title. (F. 134.b.4)
- e. The LEA will develop, improve, or expand the use of technology in vocational and technical education. (F. 135.b.3)
- f. The LEA will initiate, improve, expand, and modernize quality vocational and technical education programs. (F. 135.b.6)

Part IV.B -- Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion Lower Tier Covered Transactions

This certification is required by the regulations implementing Executive Order 12549, debarment and suspension, 34 CFR Part 85, Section 85.510, Participants' responsibilities. The regulations were published as Part VII of the May 26, 1988 Federal Register (pages 160-19211). Copies of the regulations may be obtained by contacting the person to which this proposal is submitted.

**Before Completing Certification,
Read Instructions on Following Pages**

- (1) The prospective lower tier participant certifies, by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency.
- (2) Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

Name and Title of Authorized Representative:

- 1. By signing and submitting this proposal, the prospective lower tier participant is providing the certification set out below.
- 2. The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into, if it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.
- 3. The prospective lower tier participant shall provide immediate written notice to the person to which this proposal is submitted if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed

circumstances.

4. The terms "covered transaction," "debarred," "suspended," "ineligible," "lower tier covered transaction," "participant," "person," "primary covered transaction," "principal," "proposal," and "voluntarily excluded," as used in this clause have the meanings set out in the Definitions and Coverage sections of rules implementing Executive Order 12549. You may contact the person to which this proposal is submitted for assistance in obtaining a copy of those regulations.
5. The prospective lower tier participant agrees by submitting this proposal that should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated.
6. The prospective lower tier participant further agrees by submitting this proposal that it will include the clause titled "Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion-Lower Tier Covered Transactions," without modification on all lower tier covered transactions and in all solicitations for all solicitations for lower tier covered transactions.
7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may, but is not required to, check the Nonprocurement List.
8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.
9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntary excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

Part IV.C -- Certification Regarding Lobbying for Grants and Cooperative Agreements

Submission of this certification is required by Section 1352, Title 31 of the U. S. Code and is a prerequisite for making or entering into a grant or cooperative agreement over \$100,000.

The undersigned certifies, to the best of his or her knowledge and belief, that:

- (1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement.
- (2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of

Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions.

- (3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and subcontracts) and that all subrecipients shall certify and disclose accordingly.

This certification is a material representation of fact on which the Department of Education relied when it made or entered into this grant or cooperative agreement. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Organization Name:

PR/Award (or Application) Number or Project Name: Carl D. Perkins Vocational and Technical Education Act of 1998

Name and Title of Authorized Representative:

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PART V -- OPTIONAL FORMS

STATE DEPARTMENT OF PUBLIC INSTRUCTION CAREER-TECHNICAL EDUCATION

FISCAL YEAR 2006 - 2007

Part V.A -- Application for WorkStudy Program

Local Education Agency (LEA)	Number	Submitted Date
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The above agency will **NOT** participate in the work-study program at this time.

The above agency desires to participate in the work-study program under the Carl D. Perkins Vocational and Technical Education Act of 1998, in cooperation with the North Carolina State Board of Education and the State Department of Public Education, Division of Career-Technical Education Services. If the above agency's application is approved, we agree to participate pursuant to the following conditions:

1. Students participating in the program are:

- (a) enrolled and in good standing in a bonafide career-technical education program;
- (b) accepted for enrollment in a bonafide career-technical education program;
- (c) full-time students;
- (d) in need of the earnings from such employment to commence or continue their career-technical education program;
- (e) at least 15 years of age and less than 21 years of age at the date of commencement of employment; and
- (f) in the opinion of appropriate school authorities, are capable of maintaining good standing in their academic and career-technical education program while employed under the work-study program.
- (g) gaining knowledge attainment and skills related to their career pathways.

2. Hours and compensation/limitations are:

- (a) maximum of 20 hours per week while classes are in session;
- (b) no limitation on amount earned during regular school term;
- (c) no limitation upon hours or amount earned during summer if student is not enrolled in classes except for 15 year olds, who may work only eight hours per day and 40 hours per week; and
- (d) rate per hour - Minimum: Effective State minimum wage rate;
 Maximum: Effective Federal minimum wage rate

3. Place of employment may be:

- (a) Local education agency, or
- (b) Public or non-profit, private agency or institution -- Federal, State, or Local.
- (c) no limitation upon hours or amount earned during summer if student is not enrolled in classes except for 15 year olds, who may work only eight hours per day and 40 hours per week; and

4. Programs will be coordinated such that:

- (a) Work will be performed pursuant to a written agreement between the local educational agency and participating public agency or institution;
- (b) Work so performed will be adequately supervised and coordinated; and
- (c) Work will not supplant present employees of participating agency or institution.
- (d) In cases where work is performed for a Federal agency or institution, the written agreement between the local educational agency and the Federal agency or institution will state that the students so employed are not Federal employees for any purpose.

5. Check the criteria used to determine eligibility to participate in work-study program:

- (a) Family or individuals' annual income are at or below the official poverty line.
- (b) Family or individuals are eligible for free or reduced price lunch.
- (c) Family or individuals are eligible for Aid to Families with Dependent Children or other public assistance.
- (d) Family or individuals are eligible for participation in programs assisted under Title II of JTPA.
- (e) If handicapped; each student also meets disadvantaged criteria (plus 1 or more of (a) - (d)).

6. This application covers the amount of Federal Vocational Education work-study funds indicated in A. and will serve the students identified in B. below. Funds identified must be shown on program budget 18AA-323-A under Code 100 - Salaries.

A. Federal Funds --

B. Estimated Number of Students Participating -

-

7. Identification of Work-Study Supervisor

Name

Title

8. Description of work-study activities:

Vocational Education State Basic Grants and Tech Prep Grants

The [Office of Vocational and Adult Education](#) helps fund vocational-technical education through the [Carl D. Perkins Vocational-Technical Education Act Amendments of 1998, Public Law 105-332](#). Under the Perkins Act, Federal funds are made available to help provide vocational-technical education programs and services to youth and adults. The vast majority of funds appropriated each year under the Perkins Act are awarded in the form of grants to State education agencies. These grants are usually identified as [State Basic Grants and Tech Prep Grants](#); funds for these grants are allotted to States (see Allotment Table for the amount your State received in 1997, 1998, 1999, 2000 Vocational Education, 2000 Tech Prep, and 2001) according to a formula based on States' populations in certain age groups and their per capita income.

Only State Boards for Vocational Education are eligible to apply for State Basic Grants and Tech Prep Grants. The distribution of funds within a State is directed to priority items established by the State in accordance with an approved State plan for vocational-technical education. Eligible recipients for subgrants under the State Basic Grants are local educational agencies and postsecondary institutions; consortia of local educational agencies and postsecondary institutions are eligible for subgrants under the Tech Prep Grants.

The Office of Vocational and Adult Education issues program memoranda from time to time to guide eligible recipients in their administration of State Basic Grants and Tech Prep Grants.

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APPENDIX

PART II - PERFORMANCE MANAGEMENT

I. REQUIREMENTS

1. Improve Academic and Technical Skills

The LEA will improve the academic and technical skills of students participating in vocational and technical education programs by strengthening the academic, and vocational and technical, components of such programs through the integration of academics with vocational and technical education programs through a coherent sequence of courses to ensure learning in the core academic, and vocational and technical, subjects. (F. 134.b.3.A)

A. Administration

Such as reviewing performance data with teachers, counselors, principals, supervisors, superintendents, school board; reviewing college placement/remediation data with academic faculty; monitoring of academic skill attainment of special populations students by special populations coordinators.

B. Planning/Policy

Such as implementing career pathways, differentiated courses of study, pretesting of 10th Grade students using community college academic placement tests, encouraging implementation of High Schools That Work; implementing comprehensive career guidance and registration procedures that ensures students follow sequenced course of study; implementing new and improved CTP course of study to include higher academic levels and integrated academic/vocational courses.

C. Fiscal

Such as securing funding for academic tutorial/remediation strategies for vocational students; reviewing equipment, material and supply requests to determine relationship to academic performance improvement; obtaining additional funds through competitive grants for curriculum integration.

D. Curriculum/Instruction

Such as team teaching, shared curriculum, reinforcement of competencies, thematic units, curriculum alignment, and curriculum mapping.

E. Personnel Development

Such as providing staff development on curriculum alignment, integration strategies, teaching styles, and learning styles.

F. Program Improvement

Such as monitoring ABCs data to determine need for improvement in academic skill attainment, and monitoring master schedule and academic class assignments to determine additional opportunities for curriculum integration.

2. All Aspects of an Industry

The LEA will provide students with strong experience in and understanding of all aspects of an industry (F. 134.b.3.B) and assure that teachers and personnel stay current in all aspects of an industry (F. 135.a.4.B).

A. Administration

Such as reviewing VoCATS data to determine student performance related to all aspects of the industry, reviewing employer follow-up data with teachers, principals, counselors to determine student performance in all aspects of the industry.

B. Planning/Policy

Such as initiating community/business/ industry based instruction, organizing industry specific industry councils, initiating program area advisory committees.

C. Fiscal

Such as securing funding/opportunities for students to develop competencies in all aspects of industry, reviewing requests for equipment, materials and supplies.

D. Curriculum/Instruction

Such as job shadowing, internships, clinicals, apprenticeships, career fairs/showcases, senior projects, cooperative education programs.

E. Personnel Development

Such as teacher internships in business and industry, providing opportunities for teachers to develop matrices which focus on course blueprints and their relationship to all aspects of the industry; providing teachers with opportunities to develop skill in all aspects of industries related to their teaching assignments.

F. Program Improvement

Such as initiating business school partnerships with focus on providing students with broad-based experiences in all aspects of the industry; reviewing student training plans and placements with attention to opportunities in all aspects of an industry; securing work-based learning opportunities for students that focus on all aspects of the industry, using student placement data to determine new program/curriculum directions; using labor market trend data to establish new curriculum/program area directions.

3. Same Challenging Academic Proficiencies

The LEA will ensure that students who participate in such vocational and technical education course are taught the same challenging academic proficiencies as are taught all other students. (F. 134.b.3.C)

A. Administration

Such as sharing high expectations with the vocational and technical education faculty; developing pathways and registration processes that ensure that challenging academic proficiencies are taught to all students.

B. Planning/Policy

Such as planning registration processes to ensure that all students are enrolled in challenging academic proficiencies; planning with counseling staff to ensure that all students meet the challenging academic proficiency requirements; providing policy leadership to ensure that all students meet challenging academic proficiencies.

C. Fiscal

Such as providing funding for staff development to ensure that all teachers and support staff understand that all students are to meet the same challenging academic proficiencies.

D. Curriculum/Instruction

Such as challenging academic courses included in each career pathway; course content aligned with components of the ABC model; high level math, science and communication skills are emphasized in CTE courses; the application of challenging academic proficiencies through the practical application of vocational/technical course blueprint objectives; incorporate writing, reading and communication skills across the CTE curriculum; counsel vocational/technical students to enroll in challenging academic courses.

E. Personnel Development

Such as train vocational/technical teachers to teach high level academic skills and to plan and implement integrated activities. Include as a part of each teacher's Individual Growth Plan required training for teaching high level academic skills.

F. Program Improvement

Such as utilization of the instructional management systems (VoCATS) to monitor student progress and improve student mastery and gains of course competency.

4. Involvement of Parents, Teachers, Students, B & I...

Parents, students, teachers, representatives of business and industry, labor organizations, representatives of special populations, and other interested individuals are involved in the development, implementation, and evaluation of vocational and technical education programs assisted under this title, and how such individuals and entities are effectively informed about, and assisted in understanding, the requirements of local planning. (F. 134.b.4)

A. Administration

Such as develop and give presentations about program purposes and activities to such as Chamber of Commerce, Economic Development, Commissions, Civic Organizations, and Parent-Teacher Organizations.

B. Planning/Policy

Such as using advisory councils that include parents, students, teachers, business and industry to assist in all aspects of program planning, program implementation, and program evaluation; keeping all advisory committee members informed regarding programs and activities.

C. Fiscal

Such as funding is provided to print essential materials so that various audiences can have input into the decisions that are being made relative to vocational and technical education.

D. Curriculum/Instruction

Such as public service radio announcements as well as locally developed informational programs aired on public cable television channels to inform parents, students and teachers about CTE programs and activities; regularly release information to media about programs and activities; use newspaper ads to inform community about programs and courses offered; distribute LEA and school newsletters to parents as well as to the community-at-large; produce and distribute informational materials such as brochures, registration handbooks, and newspaper bulletins to students, parents, and specific targeted groups as well as to the community at-large; regularly involve parents and advisory members in career days and vocational student organization contests; hold orientation sessions for rising ninth graders and their parents.

E. Personnel Development

Such as providing staff training to equip staff to work with all customers and stateholders who

should be involved in the development, implementation, and evaluation of vocational and technical education.

F. Program Improvement

Such as public service radio announcements as well as locally developed informational programs aired on public cable television channels to inform parents, students and teachers about CTE programs and activities; regularly release information to media about programs and activities; use newspaper ads to inform community about programs and courses offered; distribute LEA and school newsletters to parents as well as to the community-at-large; produce and distribute informational materials such as brochures, registration handbooks, and newspaper bulletins to students, parents, and specific targeted groups as well as to the community at-large; regularly involve parents and advisory members in career days and vocational student organization contests; hold orientation sessions for rising ninth graders and their parents.

5. Voc Tech Programs of Sufficient Size, Scope and Quality

The LEA will provide a vocational and technical education program that is of such size, scope, and quality to bring about improvement in the quality of vocational and technical education programs. (F. 134.b.5)

A. Administration

Such as adhere to state approved guidelines for equipment and facilities.

B. Planning/Policy

Such as use labor market data, VEIS reports, graduate follow-up surveys, community college retention reports, graduate analysis 195 report, VoCATS test results, monitor - CTE enrollments by non-tradition, special population and regular students.

C. Fiscal

Such as secure grants and donations.

D. Curriculum/Instruction

Such as use VoCATS course blueprints, test item banks, & pre-post assessment to monitor student mastery & gain adhering to the state approved Programs of Study & Support Guide, expand course offerings through approved modification process, offer courses which designed career pathways, implement the High Schools that Work and/or College Tech Prep curriculum, provide comprehensive counseling services to ensure students are completing a career pathway based on career goals of the student, develop and implement community college articulation agreements.

E. Personnel Development

Such as recruits and retain qualified, certified personnel.

F. Program Improvement

Such as conduct student, business/industry and community/parent surveys, expand the use of technology within vocational and technical education.

6. Independently Evaluate

The processes that will be used to independently evaluate and continuously improve the performance of the LEA. (F. 134.b.6)

A. Administration

Such as managing the processes that are used to independently evaluate and continuously improve

the performance of the vocational and technical education program.

B. Planning/Policy

Such as use performance data to monitor process - VoCATS results, HSTW NAEP Assessment, graduate analysis 195 report, VEIS reports.

C. Fiscal

Such as funding the processes that are used to independently evaluate and continuously improve the performance of the vocational and technical education program; and providing training experiences for staff members to learn of new processes to independently evaluate.

D. Curriculum/Instruction

Such as use tranquility or info tracker software to improve the quality of career development, use VoCATS results to identify needed equipment and instructional supplies.

E. Personnel Development

Such as use VoCATS results to identify needed staff development.

F. Program Improvement

Such as providing training opportunities for staff to focus on evaluation results so that program improvements can be institutionalized.

7. Comprehensive Personnel Development

Comprehensive personnel development (including initial teacher preparation) for vocational and technical, academic, guidance, and administrative personnel will be provided. (F. 134.b.10)

- Inservice and preservice training in state-of-the-art vocational and technical education programs and techniques, in effective teaching skills based on research, and in effective practices to improve parental and community involvement;
- Support of education programs for teachers of vocational and technical education in public schools and other public school personnel who are involved in the direct delivery of educational services to vocational and technical education students, to ensure that such teachers and personnel stay current with all aspects of an industry;
- Internship programs that provide business experience to teachers; and
- Programs designed to train teachers specifically in the use and application of technology.

A. Administration

Such as determining need for organizing, and managing training related to the improvement of Career-Technical Education, inservice for central and school based administrators to enhance delivery of Career-Technical Education.

B. Planning/Policy

Such as policies will be developed and implemented which ensure personnel development is provided for all personnel who can influence improved student performance.

C. Fiscal

Such as budgeting and expending funds for identified staff development activities.

D. Curriculum/Instruction

Such as in service and preservice training in state-of-the art CTE programs and techniques, teacher preparation programs that assist individuals who are interested in becoming CTE instructors, Instructional Management System-VoCATS related training, internship programs, training related to SREB HSTW and CTP, technology training, training for the management of work-based learning programs, Annual CTE Summer Workshop, special populations training, all aspects of an industry training, career major/cluster related training, effective teaching skills, SOICC/NOICC workshops, career development training.

E. Personnel Development

Such as activities will be developed and implemented for vocational and technical, academic, guidance and Administrative personnel who are involved in the direct delivery of Career-Technical instruction to ensure that they remain current with all aspects of an industry, and are focused on effective instructional practices.

F. Program Improvement

Such as training needs assessments or surveys, focus group training, data collection and analysis training, staff development plan creation.

8. Nontraditional Training and Employment

Promote preparation for nontraditional training and employment.
(F. 134.b.9)

A. Administration

Such as outreach and recruitment, marketing materials such as brochures and video tapes, parent conferences, middle school linkages.

B. Planning/Policy

Such as developing a policy that ensures that all staff promotes non-traditional training and employment opportunities; planning for programs to attract non-traditional enrollees.

C. Fiscal

Such as providing financial support to identified nontraditional training and employment activities.

D. Curriculum/Instruction

Such as curriculum/materials and supplies, work- based learning opportunities, field trips, speakers and presenters representing nontraditional careers, summer camps, guidance and counseling career development services, career assessments, career fairs displaying nontraditional career opportunities, job placement.

E. Personnel Development

Such as nontraditional training, gender equity training, career development training.

F. Program Improvement

Such as focusing on needed improvements so that vocational and technical programs attract non-traditional students.

9. Special Populations Access and Success

Review vocational and technical education programs, and identify strategies to overcome barriers that result in lowering the rates of access to or lowering success in the programs for special populations.
(F. 134.b.7.A)

A. Administration

Such as CDP+ Compliance; Notification of program offerings; Programs offered in least restrictive settings; SPCs serve on Student Assistance Team; IEP and 504 plans in place for identified students.

B. Planning/Policy

Such as planning to overcome barriers identified that result in lowering the rate of access to or lowering success in the programs for special populations; monitoring policies that grant access and encourage success for special populations students.

C. Fiscal

Such as funding needed improvements to ensure that barriers to access or success are no longer a problem for members of special populations.

D. Curriculum/Instruction

Such as appropriate curriculum and facility modifications, work-based learning experiences for Special Population students, VoCATS modifications.

E. Personnel Development

Such as SPC provides staff training relative to Assessment techniques, innovative teaching strategies to teach Special Populations, support services provided by a SPC.

F. Program Improvement

Such as involvement of agencies, parents, employers, Exceptional Children staff, etc. in planning and review of programs and services for Special Population students.

10. Special Populations Performance

Provide programs that are designed to enable the special populations to meet the State adjusted levels of performance. (F. 134.b.7B)

A. Administration

Such as involvement of CTE teachers in IEP development, placement of students according to CDP and CDP+, involvement of CTE teachers in development of transition plans.

B. Planning/Policy

Such as planning with teachers and special populations coordinators so that strategies can be implemented to ensure that members of special populations reach the state adjusted levels of performance.

C. Fiscal

Such as funding the intervention strategies that allow members of special populations to reach the state adjusted levels of performance.

D. Curriculum/Instruction

Such as work-based learning experiences, VoCATS Coordinator to disaggregate scores for Special Population students, curriculum and test modification for identified students, support materials and supplemental instruction.

E. Personnel Development

Such as SPC assist with integration activities, staff development relative to helping Special Population students master VoCATS competencies, staff training on teaching methodologies and "Learning styles."

F. Program Improvement

Such as adjusting the programs to ensure that members of special populations reach the state adjusted levels of performance.

11. Non-Discrimination of Special Populations

Make sure that individuals who are members of special populations will not be discriminated against on the basis of their status as members of special populations. (F. 134.b.8)

A. Administration

Such as administrators ensuring that special populations students are provided instruction that meets their needs.

B. Planning/Policy

Such as ensuring that the LEA policies are followed to ensure that members of special populations are not discriminated against on the basis of their status as members of special populations.

C. Fiscal

Such as funding the special populations coordinator to have time to monitor the handling of special populations students to ensure that they are not discriminated against.

D. Curriculum/Instruction

Such as all faculty serving special populations students, all faculty appealing to special populations student's learning needs/styles, Special Populations Coordinators verifying by the end of the first month of instruction that special populations students are enrolled in courses according to their CDP and/or CDP+.

E. Personnel Development

Such as special populations coordinator working with all faculty to ensure that they understand their obligations to serve special populations students in the least restrictive environment.

F. Program Improvement

Such as acting to ensure that members of special populations are not discriminated against because of them being members of special populations; acting to ensure that all staff members understand their responsibility to help members of special populations meet performance standards.

12. Develop, Improve, or Expand the Use of Technology

Develop, improve, or expand the use of technology in vocational and technical education that may include:

- Training for vocational and technical education personnel to use state-of-the-art technology, which may include distance learning. (F. 135.b.3.A)
- Preparing vocational and technical education students with the academic, and vocational and technical skills that lead to entry into the high technology and telecommunications fields. (F. 135.b.3.A)
- Encouraging schools to work with high technology industries to offer voluntary internships and

mentoring programs. (F. 135.b.3.C)

A. Administration

Such as managing the processes for ensuring that all personnel can use state-of-the-art technology; providing incentives for staff to use state-of-the-art technology; outreach, recruitment, and marketing materials, managing staff in ways that allows staff time to connect with neighboring business and industries.

B. Planning/Policy

Such as planning for the installation of state-of-the-art technology to be used by vocational and technical educators; developing policies regarding acceptable use of state-of-the-art technology that is available to use in vocational and technical programs; developing policies that ensure that vocational and technical programs are offered with the skills essential for entry into high technology and telecommunications fields; planning with employers to offer programs that provide the skills essential for entry into high technology and telecommunications fields; holding meetings with high technology industries to plan for voluntary internships and mentoring programs; putting in place credit policies that encourage students to participate in voluntary internships and to work with mentors in businesses.

C. Fiscal

Such as preparing the financial plan to install state-of-the-art technology; planning for funding the training essential to use effectively state-of-the-art technology; supporting students with the academic and technical skills that lead to entry into high technology and telecommunication career fields; funding educational personnel to allow extra time for developing voluntary internships and mentoring programs.

D. Curriculum/Instruction

Such as linking the state-of-the-art technology to the classroom delivery on a daily basis; focusing the state-of-the-art technology so that the skills delivered will be those needed in the neighboring workplaces; integrating state-of-the-art technology into every class so that all students are appropriately prepared for the future workplaces; mentoring programs, work-based learning, high technology programs, telecommunications programs, materials and supplies, equipment, field trips, tours, speakers, presenters, job placement, career development and counseling, summer camps; designing curriculum to utilize mentors and internship experiences in the classes; use instructional strategies that capitalize on the mentor relationships and experiences of interns.

E. Personnel Development

Such as activities in the LEA to prepare personnel to use the most current instructional technology, staff will be sent to training to ensure that they can implement the latest technology related to their instructional area, distance learning instruction will be provided in the LEA in order to allow personnel to be trained and receive technical assistance regarding instructional technology; teacher and support staff internships; funding personnel to participate in information/training sessions that inform them about internship and mentoring programs in high technology industries, paying travel costs to allow business and educational personnel to visit locations that have successful internships and mentoring programs.

F. Program Improvement

Such as using state-of-the-art technology to improve programs that may not have high placement rates; using state-of-the-art technology to create programs that meet the needs of the neighboring employers; changing course offerings to ensure that the courses offered provide the skills essential for entry into high technology and telecommunications fields; working with instructional staff to ensure that they stay connected to the high technology of the work place; partnership development

sessions will be funded in order to allow business and educational personnel to work together to develop voluntary internships and mentoring programs, providing rewards and incentives that encourage internships and mentoring.

II. PERMISSIVES

13. High Tech and Telecommunication

Vocational and technical education students with the academic, and vocational and vocational and technical skills that lead to entry into the high technology and telecommunications fields. (F. 135.b.3.A)

A. Administration

Such as outreach and recruitment, marketing materials.

B. Planning/Policy

Such as developing policies that ensure that vocational and technical programs are offered with the skills essential for entry into high technology and telecommunications fields; planning with employers to offer programs that provide the skills essential for entry into high technology and telecommunications fields.

C. Fiscal

Such as related to the support in providing students with the academic and technical skills that lead to entry into high technology and telecommunication career fields.

D. Curriculum/Instruction

Such as mentoring programs, work-based learning, high technology programs, telecommunications programs, materials and supplies, equipment, field trips, tours, speakers, presenters, job placement, career development and counseling, summer camps.

E. Personnel Development

Such as teacher and support staff internships.

F. Program Improvement

Such as changing course offerings to ensure that the courses offered provide the skills essential for entry into high technology and telecommunications fields; working with instructional staff to ensure that they stay connected to the high technology of the work place.

14. Career Guidance/Counseling

Career guidance and academic counseling for students participating in vocational and technical education programs. (F. 135.c.2)

A. Administration

Such as managing the career guidance and academic counseling so that vocational and technical education participants receive as much attention as the top of the class college bound students.

B. Planning/Policy

Such as providing policies that ensure that all students receive career guidance and academic counseling; planning the instructional schedule so that time is available for career guidance and academic counseling.

C. Fiscal

Such as employ full-time and/or part-time Career Development Counselor(s); purchase career development materials (printed/audio-visual/computer software), interest inventories/aptitude tests.

D. Curriculum/Instruction

Such as provide such career development activities as shadowing, internships, and career days; develop and monitor implementation of career development plans for all CTE students; develop student portfolios.

E. Personnel Development

Such as train teachers for their role in implementing a comprehensive career development program.

F. Program Improvement

Such as utilizing information from career guidance and academic counseling to improve the delivery of the vocational and technical programs.

15. Work-Related Experiences

Work-related experience such as internships, cooperative education, school-based enterprises, entrepreneurship, and job shadowing that are related to vocational and technical education programs. (F. 135.c.3)

A. Administration

Such as developing, producing, and distributing promotional materials for students, parents, business/industry to market student mentoring, internships, and job shadowing experiences with emphasis on high technology industries and non-traditional employment. Employ personnel to develop and implement mentoring, internships, and job shadowing programs for students; and managing staff in ways that allows staff time to connect with neighboring business and industries in order to develop work-related experiences.

B. Planning/Policy

Such as funding personnel to allow extra time for developing work-related experiences.

C. Fiscal

Such as funding travel costs for students to participate in internships, mentoring experiences, and job shadowing; and funding staff to provide the necessary services to students and businesses to ensure success of the work-related experiences for those student who are involved; and funding through work-study those student experiences that require incentives for businesses to work with them.

D. Curriculum/Instruction

Such as develop/secure and implement curriculum for students participating in work-related experiences such as apprenticeships, cooperative education, internships, job shadowing, or mentoring.

E. Personnel Development

Such as funding personnel to participate in informational/training sessions that inform them about work-related experiences, travel costs will be paid to allow business and educational personnel to visit locations that have successful work-related experiences.

F. Program Improvement

Such as funding partnership development sessions to allow business and educational personnel to work together to develop work-related experiences, providing rewards and incentives that encourage work-related experiences.

16. Programs for Special Pops

Programs for special populations students. (F. 135.c.4)

A. Administration

Such as providing the programs needed by members of special populations; managing the services essential for success of members of special populations.

B. Planning/Policy

Such as developing policies that ensure that members of special populations have the programs essential to them reaching performance standards.

C. Fiscal

Such as funding programs for members of special populations and the training for staff that will implement and support the program.

D. Curriculum/Instruction

Such as extra help, inclusion models, develop CTE students IEPs, develop necessary CDP plus, monitor classroom performance of each special population student at least four times per semester, provide work-based learning experiences.

E. Personnel Development

Such as learning styles, classroom management techniques, safety.

F. Program Improvement

Such as examining the programs for members of special population to ensure that everything possible is being done to ensure that members of special populations meet the performance levels.

17. Local Education and Business Partners

Local education and business partnerships. (F. 135.c.5)

A. Administration

Such as Workforce Investment Act linkages- Youth Council, Job Link Center.

B. Planning/Policy

Such as providing policies that encourage local education and business partnerships; planning with business and education officials to implement partnership activities.

C. Fiscal

Such as program resource for equipment, materials and supplies, scholarship sponsor.

D. Curriculum/Instruction

Such as development and implementation of CTE programs and activities, advisory committees, work-based learning for students, career day, career fair, program or course sponsor, guest speaker, workshop presenter, mentor to students, workplace and industry tours, support to high academic and technical skill attainment, materials and supplies, equipment, school-based

enterprises, entrepreneurial activities, community service activities, job placement facilitation.

E. Personnel Development

Such as Teacher/Support Service personnel internships, advisory committee training, work-based learning sponsor and mentor training.

F. Program Improvement

Such as activities/involvement related to the evaluation of CTE.

18. Vocational Student Organization (VSO) Assistance

Assistance for vocational and technical student organizations. (F. 135.c.6)

A. Administration

Such as managing the schedules of teachers who work with VSO activities; encouraging all vocational and technical teachers to provide VSO activities to all their students.

B. Planning/Policy

Such as providing policies that encourage all vocational and technical education teachers to provide VSO activities for all their students; planning to provide transportation for VSO regional and state activities.

C. Fiscal

Such as funding registration costs, transportation costs and instructional materials to provide the student development opportunities that VSO activities provide.

D. Curriculum/Instruction

Such as instructional materials related to leadership and effective participation in group activities will be purchased, paying travel and subsistence for teachers to participate in district/regional/state/national leadership and competitive events meetings, paying travel for students to participate in district/regional/state/national leadership and competitive events meetings, providing substitute teachers for teachers to participate in district/regional/state/national leadership and competitive events meetings.

E. Personnel Development

Such as providing the training to ensure that the teachers know how to integrate the VSO activities in the curriculum they are teaching; providing the leadership skill training essential to leading the student organization.

F. Program Improvement

Such as providing rewards and incentives that encourage teachers to provide vocational student organization experiences for all students.

19. Mentoring and Support Services

Mentoring and support services. (F. 135.c.7)

A. Administration

Such as peer helping program, providing funds for mentoring workshops, allocation of adequate funds to provide services, work-based learning activities.

B. Planning/Policy

Such as producing a policy that guides mentoring and support services in vocational and technical education; and planning to connect mentors and support services to those needing them.

C. Fiscal

Such as funding support services and mentor training opportunities to ensure effective delivery of these services.

D. Curriculum/Instruction

Such as adequate provisions for materials and supplies, SPC services available, assisting teachers with instructional methodologies, modification of curriculum.

E. Personnel Development

Such as staff development for teachers relative to mentoring, "How To" workshops for serving Special Population students.

F. Program Improvement

Such as focusing on the results of the mentoring and support services to put in place improvement strategies to ensure that these services are optimized.

20. Equipment

Leasing, purchasing, upgrading or adapting equipment, including instructional aides. (F. 135.c.8)

A. Administration

Such as managing the purchase process; installing the equipment in a timely fashion, and making changes as needed.

B. Planning/Policy

Such as planning a replacement schedule for equipment so that state-of-the-art equipment is available for instruction.

C. Fiscal

Such as train teachers for their role in implementing a comprehensive career development programs.

D. Curriculum/Instruction

Such as purchasing equipment according to those pieces needed to teach competencies in the course blueprints.

E. Personnel Development

Such as providing training on each piece of equipment that is purchased so the instructors can optimize it in their instruction; working with instructors to plan for equipment usage with students in the most efficient manner.

F. Program Improvement

Such as purchasing the equipment that is essential to providing proficiencies that are essential in the business and industry in the area workplace.

21. Teacher Preparation

Teacher preparation programs that assist individuals who are interested in becoming vocational and technical education instructors, including individual with experience in business and industry. (F.

135.c.9)

A. Administration

Such as reviewing personnel employment, retention, retirement, re-employment, recruitment trends/ data; review new teachers teaching and extra-curricular assignments with principals.

B. Planning/Policy

Such as developing local business/industry sponsored scholarships, location incentives, signing bonuses.

C. Fiscal

Such as designating funds for attracting/retaining new teachers, designating funds for tuition/training assistance for new teachers.

D. Curriculum/Instruction

Such as providing the opportunity for vocational and technical education instructors with experience in business and industry performing functions that are essential to teaching their course blueprints.

E. Personnel Development

Such as providing locally accessible licensure courses including Internet-based courses.

F. Program Improvement

Such as developing strategies/ procedures for recruiting/retaining new teachers.

22. Improving/Developing New Courses

Improving or developing new vocational and technical education courses. (F. 135.c.10)

A. Administration

Such as determining what new courses need to be offered in order meet the student's career pathway possible; determining what course modifications need to be made in order to meet student and community needs.

B. Planning/Policy

Such as review labor market trend data for the county, state & nation, visit model schools, advisory boards, develop Program/course marketing strategies.

C. Fiscal

Such as secure necessary funds to operate courses.

D. Curriculum/Instruction

Such as provide necessary lab equipment & supplies, provide teacher time to set up lab, purchase curriculum material for teacher and student secure industry certification for the lab.

E. Personnel Development

Such as provide necessary staff development in course content, secure industry certification for the teacher, provide the teacher with time to learn new curriculum.

F. Program Improvement

Such as providing the essential materials and equipment for new courses; providing the key

component to improve existing courses based on the VoCATS analysis.

23. Family and Consumer Sciences (FACS)

Support for family and consumer sciences programs. (F. 135.c.11)

A. Administration

Such as reviewing family and consumer science market share data with teachers, principals, counselors, reviewing enrollment/placement data to determine program area effectiveness, Career Development Counselor review of CDP and to determine that students' placement in family and consumer science courses is career pathway related.

B. Planning/Policy

Such as using student follow-up data to determine program area directions/course offerings, using labor market/trend data to establish new/local course offerings, developing additional articulation agreements in areas related to family and consumer science.

C. Fiscal

Such as providing extended employment for family and consumer science teachers to develop new curriculum for specialized local courses, securing additional funding/grants to provide additional opportunities for students in family and consumer science courses to participate in VSO activities; enhance and upgrade technology, i.e., modular teaching systems, computer hardware, computer software, sewing machines.

D. Curriculum/Instruction

Such as providing additional work-based learning experiences, establishing Advanced Studies courses, developing interactive learning strategies, developing technologically enhanced courses, develop materials for non-traditional students.

E. Personnel Development

Such as providing teacher/counselor internships, teacher/business and industry exchanges, providing opportunities for teacher training in new technology related to family and consumer science, provide leadership training for teachers.

F. Program Improvement

Such as developing additional career pathways in areas related to consumer and family science, developing locally specialized courses based on community/business and industry input and labor market data, establishing student follow-up process for family and consumer courses to determine new course directions/needs, developing program area marketing materials, providing local grant awards to teachers to develop curriculum materials.

24. School Dropouts

Vocational and technical education programs for school dropouts to complete their secondary school education. (F. 135.c.12)

A. Administration

Such as providing programs in an alternative setting, collaborating with JTPA and extended day providers, assist community colleges with their alternative diploma programs and services.

B. Planning/Policy

Such as setting policies as to how vocational and technical education programs will be offered for school dropouts to complete their secondary education; planning to offer vocational and technical

education in alternative schools to serve dropouts.

C. Fiscal

Such as funding alternative programs for school dropouts or developing agreements with the community college to provide the training for students who have dropped out of high school.

D. Curriculum/Instruction

Such as attainment of appropriate instructional materials, share instructional materials with appropriate personnel.

E. Personnel Development

Such as staff development activities relating to dropout prevention, teacher training relative to recruitment of dropouts to complete their education.

F. Program Improvement

Such as involvement of agencies, parents, employers, and other service providers in establishing/identifying needed programs and services, provide modern technology for programs and services where possible, use alternative delivery systems to provide services.

25. Placement in Job/Further Education

Assistance to students who have participated in services and activities under Perkins III in finding an appropriate job and continuing their education. (F. 135.c.13)

A. Administration

Such as provide job placement services; assist students in securing JobLink services; set up interviews for students with potential employers/military.

B. Planning/Policy

Such as planning service delivery with the JobLink Center; providing policies that ensure delivery of placement services to all students who have been served in vocational and technical education; planning with community partners to provide job/career/community college fairs/placement events.

C. Fiscal

Such as funding the time for working with community partners to ensure involvement of students in the JobLink Center services, career days and job fairs.

D. Curriculum/Instruction

Such as conduct Job Fairs for students with potential employers/military; conduct Career Days with community college and other post secondary education providers; assist students with the application process for post secondary education; assist students in identifying and applying for financial assistance for further education.

E. Personnel Development

Such as providing the staff development to teachers and support staff members to assist them in understanding the need to ensure student placement in either employment or post-secondary education at the end of high school.

F. Program Improvement

Such as evaluating the placement services currently offered and the placement information from

VEIS to determine service improvement strategies.

26. Nontraditional Training and Employment

Support for nontraditional training and employment activities. (F. 135.c.14)

A. Administration

Such as outreach and recruitment, marketing materials such as brochures and video tapes, parent conferences, middle school linkages.

B. Planning/Policy

Such as establishing policies that all staff members will encourage nontraditional training and employment activities; planning for nontraditional speakers to be in classrooms and job fairs, etc.

C. Fiscal

Such as providing financial support to identified nontraditional training and employment activities.

D. Curriculum/Instruction

Such as curriculum/materials and supplies, work-based learning opportunities, field trips, speakers and presenters representing nontraditional careers, summer camps, guidance and counseling career development services, career assessments, career fairs displaying nontraditional career opportunities, job placement.

E. Personnel Development

Such as nontraditional training, gender equity training, career development training.

F. Program Improvement

Such as evaluating the information regarding nontraditional enrollments, participation, and successes to determine what improvement strategies should be put into place.

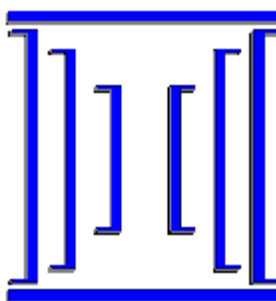
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Appendix C

Local application (postsecondary)

**LOCAL PLAN
FOR
FEDERAL CAREER AND TECHNICAL
EDUCATION FUNDING**

FISCAL YEARS 2008 - 2013



INSTITUTION: _____

PREPARED BY: _____

TITLE: _____

PHONE: _____ **Ext.** _____

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NORTH CAROLINA COMMUNITY COLLEGE SYSTEM

**200 W. JONES STREET
RALEIGH, NC 27603-1379**

**5016 MAIL SERVICE CENTER
RALEIGH, NC 27699-5016**

"It is the intent of the General Assembly that career education be an integral part of the educational process." The State Board of Community Colleges shall administer, through local boards, a comprehensive program of career education which shall be available to all students who desire it without regard to race, color, national origin, sex, age, or disability.

**LOCAL PLAN FOR FUNDING THROUGH
THE CARL D. PERKINS CAREER AND TECHNICAL
EDUCATION ACT OF 2006**

INTRODUCTION

This plan package is being transmitted by the North Carolina Community College System office to each eligible college in the System as a means of making funds provided by the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV) available to the member institutions.

The purpose of this Act is to develop more fully the academic, career, and technical skills of secondary and postsecondary students who elect to enroll in career and technical education programs, by:

- 1) developing challenging academic and technical standards;
- 2) promoting the development of services and activities that integrate academic, career, and technical instruction, and that link secondary and postsecondary education for participating career and technical education students;
- 3) providing services and activities designed to develop, implement, and improve career and technical education, including tech-prep education;
- 4) providing professional development and technical assistance that will improve the quality of career and technical education programs, services, and activities.
- 5) Supporting partnerships among secondary schools, postsecondary institutions, baccalaureate degree granting institutions, local workforce investment boards, and industry; and
- 6) Providing individuals with opportunities through their lifetime to develop the knowledge and skills needed to keep the United States competitive.

The plan includes **six** parts:

- Part I - General Information
- Part II - Allotment and Options
- Part III - Local Plan
- Part IV - Accountability/Evaluation
- Part V - Appendices
- Part VI - Assurances

PART I - GENERAL INFORMATION

The attached plan must be used to access funds for fiscal years (FY's) 2008-2013 (for use July 1, 2007 through June 30, 2013) provided through the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV). Any college desiring such financial assistance should submit a plan **postmarked no later than August 31, 2007**. This plan may be amended at any time during the six year period. Budgets, levels of performance, and use of funds will be required annually.

The allotment available to each college is calculated by using the formula specified in the Act; i.e., the total number of Pell Grant recipients and recipients of assistance from the Bureau of Indian Affairs enrolled in eligible programs in each college during the preceding year as a percentage of the total number of those recipients enrolled in eligible programs in the entire system. Any individual college whose allocation amounts to less than \$50,000 using this formula does not qualify to receive a grant under Perkins IV, but may form a consortium with one or more eligible institution(s).

Your college's estimated allotment for FY 2008 is shown under Part II, page seven of this plan package. This amount is subject to change pending approval of the State Plan and final allocation from the U.S. Department of Education.

You have two options regarding the allocation:

- 1) agree to accept the allotment and submit a completed 6-year plan; or
- 2) decline the allocation and submit only Part II of the local plan.

If you choose to decline your allotment, you may still elect to submit a plan in future years.

Any allotments which are declined will be reallocated to those colleges which accept using the original allocation formula. Therefore, it is possible that your final allotment may be larger than the initial amount shown in Part II of the package. If this is the case, final allocation notifications will be transmitted as soon as possible.

Note that all expenditures must be consistent with the federal requirements for uses of funds and with federal allowable activities. If a college accepts, but does not use, all of its Perkins allotment in the fiscal year for which the allotment was made, those funds not expended must be returned to the North Carolina Community College System.

USES OF FUNDS

Each college that receives funds under Perkins IV shall use the funds to improve career and technical education programs.

Important aspects of your plan are listed below. Please read them carefully.

Dollars may be spent in any curriculum career/technical program. **However**, there are still requirements for meeting the needs of special population students, such as eliminating barriers to access and success and enabling special populations to meet levels of performance.

Local use of funds is divided into two sections: Required and Permissible. The nine required uses listed on the next page describe the elements that a program must contain to be eligible for funding under Perkins IV. Before committing money to any of the seventeen permissible uses available to community colleges, you must be able to show that all the required uses are being met either with Perkins dollars or through other sources.

Perkins IV funds may be used to provide direct assistance to individuals, including dependent care, tuition, transportation, books and supplies **if all** of the following conditions are met:

- Recipients of the assistance must be individuals who are members of special populations who are participating in career and technical education activities that are consistent with the goals and purposes of Perkins IV.
- Assistance may only be provided to an individual to the extent that it is needed to address barriers to the individual's successful participation in career and technical education.
- Direct financial assistance to individuals must be part of a broader, more generally focused effort to address the needs of individuals who are members of special populations. Direct assistance to individuals who are members of special populations is not, by itself, a "program for special populations." It should be one element of a larger set of strategies designed to address the needs of special populations.
- Funds must be used to supplement, and not supplant, assistance that is otherwise available from non-Federal sources.
- Direct assistance is limited to no more than ten percent of a college's allotment.

USES OF FUNDS (continued)

Perkins IV requires that allotted funds first be used to meet the nine required uses before spending under permissible uses.

Required uses of funds:

- 1) Strengthen the academic and career and technical skills of students through the integration of academics with career and technical programs through a coherent sequence of courses.
- 2) Link secondary and postsecondary career and technical education.
- 3) Provide students with strong experience in and understanding of all aspects of an industry.
- 4) Develop, improve, or expand the use of technology including training of career and technical education personnel to use technology, providing students with the academic and technical skills (including mathematics and science knowledge) to enter the technology field, or collaborating with technology industries to offer voluntary internships and mentoring programs.
- 5) Provide professional development for faculty, counselors and administrators, who are involved in integrated career and technical education programs, to include effective teaching skills, effective practices to improve parental and community involvement, internship programs that provide relevant business experience, effective use and application of technology to improve instruction, and support of education programs that ensure faculty stay current with all aspects of an industry.
- 6) Evaluate programs and assess how special populations are being served.
- 7) Initiate, improve, expand, and modernize career and technical education programs.
- 8) Provide services and activities of sufficient size, scope, and quality to be effective.
- 9) Provide activities to prepare special populations, who are enrolled in career and technical education programs, with high skill, high wage, or high demand occupations that leads to self-sufficiency.

Permissible uses of funds (pertaining to postsecondary education):

- 1) Involve business and labor organizations as appropriate in designing, implementing, and evaluating career and technical education programs.
- 2) Provide career guidance and academic counseling.
- 3) Support local business and education partnerships.
- 4) Provide programs for special populations.
- 5) Provide mentoring and support services.
- 6) Lease, purchase, upgrade, or adapt equipment.

USES OF FUNDS (continued)

- 7) Support teacher preparation programs that address the integration of academic and career and technical education and that assist individuals who are interested in becoming career and technical education faculty, including individuals with experience in business and industry.
- 8) Develop and expand postsecondary program offerings at times and in formats that are readily accessible any time and any place.
- 9) Develop initiatives that facilitate the transition of sub-baccalaureate career and technical education students into baccalaureate degree programs to include articulation agreements, dual and concurrent enrollment, and academic and financial aid counseling.
- 10) Provide activities to support entrepreneurship education and training.
- 11) Improve or develop new career and technical education courses.
- 12) Develop and support small, personalized career-themed learning communities.
- 13) Provide assistance to career and technical education students with placement in employment or further education.
- 14) Support training and activities (such as mentoring and outreach) in nontraditional fields.
- 15) Provide support for training programs in automotive technologies.
- 16) Pool a portion of funds with a portion of another recipient's funds for innovative initiatives which may include improving the initial preparation and professional development of career and technical education faculty, administrators, and counselors; establishing, enhancing, or supporting systems for collection or reporting of Perkins accountability data; implementing career and technical programs of study; or implementing technical assessments.
- 17) Support other career and technical education activities that are consistent with the purpose of this Act.

LOCAL PLAN REVIEW

The receipt of funds through Perkins IV should not be considered an entitlement. The FY 2008 allotment shown in Part II will be transmitted only after the Local Plan has been approved by the North Carolina Community College System. All Local Plans will undergo extensive review in accordance with the criteria contained in the North Carolina State Plan for Career and Technical Education. All funding is contingent on the receipt of funds from the U.S. Department of Education.

LOCAL PLAN COMPLETION PROCEDURES

The Parts of the Local Plan that a college will return depends on the option that the college elects. If a college:

- a) Accepts its allotment, **Part II, Part III, and Assurances and Certifications** must be completed and returned.
- b) Declines its allotment, only **Part II, Section E** must be returned.

Please submit an original and two copies of the appropriate Parts to:

Elizabeth Brown, Director, Federal Vocational Education
North Carolina Community College System

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

FedEx, UPS, RPS, et al. Address: 200 West Jones Street
Raleigh, North Carolina 27603-1379

Questions regarding the Local Plan should be addressed to Elizabeth Brown (919) 807-7128.

COMPLETED LOCAL PLANS MUST BE POSTMARKED BY AUGUST 31, 2007

PART II: ALLOTMENT AND OPTIONS

Section A - FY 2008 Allotment

college~ Community College's allotment for FY 2008 as determined by the formula under the Act is \$\$amount~, pending Board approval.

Section B - Additional Allotments

Any initial allotments which are not distributed will be reallocated using the original allocation formula. Does your institution want to receive its portion of any reallocated funds that may be available?

1. Yes
2. No

Section C - Community College Option

A college must select one of the following options regarding its FY 2008 allocation under the Act. Please place a check beside your selected option.

____(1) Accept the federal allotment for FY 2008. (Go to Section D.)

____(2) Decline the federal allotment for FY 2008. (Go to Section E.)

Section E - Decline of Allotment

As an authorized representative of **College~ Community College**, I **decline** the FY 2008 federal allotment under the Carl D. Perkins Career and Technical Education Act of 2006.

President

Date

As the authorized representative of the Board of Trustees of **College~ Community College**, I acknowledge this action to **decline** the FY 2008 federal allotment under the Carl D. Perkins Career and Technical Education Act of 2006 in the amount of **\$\$amount~**.

Chair, Board of Trustees

Date

IF YOU DECLINE THE ALLOTMENT, STOP HERE AND ONLY RETURN PART II TO ELIZABETH C. BROWN, NORTH CAROLINA COMMUNITY COLLEGE SYSTEM OFFICE.

PART III - LOCAL PLAN

Any college eligible for funds under Title I, Section 132 of Perkins IV must submit a Local Plan. This part includes program descriptors, a budget, and program evaluation criteria. Sections A and B will be in effect FY 2008-2013, however amendments may be submitted at any time as needed or required.

Section A - Required Descriptions

Instructions – For each of the following items, describe how you will develop effective activities and procedures for improving career and technical education programs.

1. Describe how the career and technical education activities will be carried out with respect to meeting State and local adjusted levels of performance. [Sec. 134(b)(2)]
2. Describe how you will offer the appropriate courses of not less than one of the career and technical programs of study that: includes coherent and rigorous content in a non-duplicative progression of courses that align secondary education with postsecondary education, provides the opportunity for secondary students to participate in dual or concurrent enrollment programs or other ways to acquire postsecondary education credits, and leads to an industry-recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree. [Sec. 134(b)(3)(A)]
3. Describe how you will improve the academic and technical skills of students participating in career and technical education programs by strengthening the academic and career and technical education components of such programs through the integration of coherent and rigorous content aligned with challenging academic standards and relevant career and technical education programs to ensure learning in career and technical education subjects. [Sec. 134(b)(3)(B)]
4. Describe how you will provide students with strong experience in, and understanding of, all aspects of an industry. [Sec. 134(b)(3)(C)]
5. Describe how you will ensure that students who participate in career and technical education programs are taught to the same coherent and rigorous content aligned with challenging academic standards as are taught to all other students. [Sec. 134(b)(3)(D)]
6. Describe how comprehensive professional development for career and technical education, academic, guidance, and administrative personnel will be provided that promotes the integration of coherent and rigorous content aligned with challenging academic standards and relevant career and technical education (including curriculum development). [Sec. 134(b)(4)]
7. Describe the individuals and groups involved in the development, implementation, and evaluation of career and technical education programs assisted under this title. This includes students, faculty, administrators, career guidance and academic counselors, representatives of tech prep consortia, representatives of the local workforce investment boards, representatives

- of business and industry, labor organizations, representatives of special populations, and other interested individuals that may be involved in activities funded through this Act. [Sec. 134(b)(5)]
8. Describe the process that will be used to evaluate and continuously improve your performance. [Sec. 134(b)(7)]
 9. Describe how you will provide programs that are designed to enable the special populations to meet the local adjusted levels of performance. [Sec. 134(b)(8)(B)]
 10. Describe how you will provide activities to prepare special populations, including single parents and displaced homemakers, for high skill, high wage, or high demand occupations that will lead to self-sufficiency. [Sec. 134(b)(8)(C)]
 11. Describe how individuals who are members of special populations will not be discriminated against on the basis of their status as members of the special populations. [Sec. 134(b)(9)]
 12. Describe how funds will be used to promote preparation for non-traditional fields. [Sec. 134(b)(10)]
 13. Describe how career guidance and academic counseling will be provided to career and technical education students, including linkages to future education and training opportunities. [Sec. 134(b)(11)]
 14. Describe efforts to improve the recruitment and retention of career and technical education faculty and career guidance and academic counselors, including individuals in groups underrepresented in the teaching profession. [Sec. 134(b)(12)(A)]
 15. Describe efforts to improve the transition to teaching from business and industry. [Sec. 134(b)(12)(B)]

Section B – Program Evaluation

Complete the chart below to describe how you will review career and technical education programs, and identify and adopt strategies to overcome barriers that result in lowering rates of access to or lowering success in the programs, for special populations. [Sec. 134(b)(8)(A)]

<p align="center">Evaluation Requirement</p>	<p align="center">Identified Barriers</p>	<p align="center">Strategies to Overcome</p>
<p>a) <u>Access</u> to career/technical education programs by special populations students</p>		
<p>b) <u>Success</u> of special populations students in career/technical programs</p>		

Section C - Use of Funds - BUDGET

Each community college that receives a federal allotment must support career and technical education programs that:

- are of such size, scope, and quality to be effective;
- integrate academic and career education;
- provide students with strong experience in and understanding of all aspects of an industry;
- develop, improve, or expand the use of technology;
- provide professional development for teachers, counselors, and administrators;
- evaluate programs and assess how the needs of special populations are being met;
- initiate, improve, expand, and modernize career and technical education programs;
- link secondary and postsecondary career and technical education.
- provide activities to prepare special populations that will lead to self-sufficiency.

Title I, Section 135 of Perkins IV lists the allowable uses of the Basic Grant funds. Nine of these are **required**. As you develop your budget for FY 2008, you must, at the same time, complete Section D. This will ensure you have met the obligation of Required Uses of Funds before spending on the permissible activities. You do not have to spend Perkins dollars in all nine required areas if they are being met from other resources; i.e., state and/or local money, or other federal resources.

The procurement of goods and services (including contracts), valued at \$25,000 and above requires checking that vendors are not suspended or debarred. This may be determined by checking the Excluded Parties List System (EPLS) at <http://epls.gov/> or obtaining a certification.

To expedite the approval process, it is important that you provide as much detail as possible when completing Column I of the Proposed Budget.

Column I: Description of Expenditures

Column I lists the broad categories in which all expenditures must be made to meet the requirements of Section 135 of the Act. Examples of allowable activities are listed in detail in Part V, Section B of this plan.

For each allowable activity for which any part of your federal allotment will be used, list the career education program in which the activity will be conducted and a description of the activity. **Please be as specific as possible.** For example: if you are prorating salaries, include how many people, what percentage of their time will be spent on Perkins activities, and what job they will perform; for equipment provide not only the program name but the equipment to be purchased (computer, lathe, etc.). **The more detail you provide, the quicker your plan can be approved.** Use attachments as needed.

Column II: Purpose Codes

Column II lists the allowable expenditure codes. Appropriate pages of The NCCCS Chart of Accounts pertaining to Perkins funds have been included for your information in Part V, Section C. If you wish to view the entire Chart of Accounts, it is available on the NCCCS web page. **DO NOT add or change purpose codes.** This process should be coordinated with your business manager.

Column III: Carry over funds

Carry over funds are not available at this time. However, they will be available at a later date. Upon notification of carry over allotment, you will then complete the “Carry Over” column of the budget and resubmit.

Column IV: First Quarter Allocation

The U.S. Department of Education releases the basic grant in two parts. The initial amount is available July 1 through September 30. This column **must equal** the amount shown in the Grand Total line of the budget. Any of these funds which are not spent during the first quarter will continue to be available through June 30, 2006.

Column V: Last Three Quarters Allocation

The remainder of this year’s basic grant is to be budgeted in this column. This column **must equal** the amount shown in the Grand Total line of the budget.

- * All totals **must** agree with the Finance Form 104.
- * Refer to Part V – Sections B and C for additional budget information.

Section D - Required Uses of Funds Checklist

To ensure compliance with Title I, Section 135(b) of Perkins IV, check the appropriate block to indicate whether Perkins dollars or other dollars are used to support the activities. If other sources are used, indicate if they are local, state, or other federal dollars. If other federal funds, list the grant source. Tech Prep funds should be so identified, even though they are Title II of Perkins. [Sec. 134(b)(1)]

Required Uses	Source of Funds	
	Perkins	Other (list)
1. Strengthen the academic and career and technical skills of students through the integration of academics with career and technical programs through a coherent sequence of courses.		
2. Link secondary and postsecondary career and technical education.		
3. Provide students with strong experience in and understanding of all aspects of an industry.		
4. Develop, improve, or expand the use of technology including training of career and technical education personnel to use technology, providing students with the academic and technical skills to enter the technology field, or collaborating with technology industries to offer voluntary internships and mentoring programs.		
5. Provide professional development for faculty, counselors and administrators, who are involved in integrated career and technical education programs.		
6. Evaluate programs and assess how special populations are being served.		
7. Initiate, improve, expand, and modernize career and technical education programs.		
8. Provide services and activities of sufficient size, scope, and quality to be effective.		
9. Provide activities to prepare special populations, who are enrolled in career and technical education programs, for high skill, high wage, or high demand occupations that will lead to self-sufficiency.		

Part IV: Accountability/Evaluation

The Carl D. Perkins Act of 2006 requires States to establish Core Indicators of Performance to measure:

- Student attainment of challenging career and technical skill proficiencies;
- Student attainment of a postsecondary degree, certificate, or credential;
- Student retention in postsecondary education or transfer to a baccalaureate degree program;
- Placement in military service or apprenticeship programs or placement or retention in employment; and
- Student participation in and completion of career/technical education programs that lead to employment in non-traditional fields.

The following are the measures of performance North Carolina has proposed to report progress to the U. S. Department of Education for 2007-2008:

- 1- **Skill Proficiency Attainment:** The percent of career/technical students, who have completed a minimum of 12 hours in a career and technical education program of study and have a GPA of 2.5 or higher.
- 2- **Credential, Certificate, Degree Attainment:** The percent of career/technical students who have received a postsecondary certificate, degree, or industry-recognized credential
- 3- **Retention:** The percent of career/technical students, who have completed a minimum of 12 hours in a career and technical education program of study, which were retained or transferred to a baccalaureate degree program.
- 4- **Placement or Retention in Employment:** The percent of career/technical students, who have completed a minimum of 12 hours in a career and technical education program of study, which participated in a state-recognized apprenticeship program or were placed or retained in employment.
- 5- **Non-traditional Participation and Completion:** The percent of career/technical students, who have completed a minimum of 12 hours in a career and technical education program of study, which participated and completed a career and technical education program of study that lead to employment in non-traditional fields.

Beginning in FY 2009, each community college receiving Perkins funding will be required to negotiate with the State, a level of performance for each core indicator. Data will be provided to assist you in determining a reasonable performance level.

Part V: Appendices

Section A. Definitions

(1) **ADMINISTRATION** --- activities necessary for the proper and efficient performance of the eligible recipient's duties under this Act, including supervision, but does not include curriculum development activities, personnel development, or research activities.

(2) **ALL ASPECTS OF AN INDUSTRY** --- strong experience in, and comprehensive understanding of, the industry that the individual is preparing to enter, including career information.

(3) **ARTICULATION AGREEMENT** --- a written agreement (A) that is approved annually by the lead administrators of a secondary institution and a postsecondary educational institution or a subbaccalaureate degree granting postsecondary educational institution and a baccalaureate degree granting postsecondary educational institution; and (B) to a program that is designed to provide students with a non-duplicative sequence of progressive achievement leading to technical skill proficiency, a credential, a certificate, or a degree and is linked through credit transfer agreements between the two agreeing institutions.

(4) **CAREER AND TECHNICAL EDUCATION** --- organized educational activities that (A) offer a sequence of courses that (i) provides a coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in current or emerging professions, (ii) provides technical skills proficiency, an industry-recognized credential, a certificate, or an associate degree, and may include prerequisite courses (other than a remedial course); and (B) include competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of an industry, of an individual.

(5) **CAREER GUIDANCE AND ACADEMIC COUNSELING** --- providing access to information regarding career awareness and planning with respect to an individual's occupational and academic future that shall involve guidance and counseling with respect to career options, financial aid, and postsecondary options, including baccalaureate degree programs.

(6) **COOPERATIVE EDUCATION** --- a method of education for individuals who, through a written agreement between a school and employers, receive alternation of study in school with a job. The experience shall be planned and supervised by the school and employer so that each contributes to the education and employability of the student.

(7) **DISPLACED HOMEMAKER** --- an individual who (A) has worked primarily without remuneration to care for a home and family, and for that reason has diminished marketable skills; has been dependent on the income of another family member but is no longer supported by that income; or is a parent whose youngest dependent child will become ineligible to receive assistance under part A of title IV of the Social Security Act (42 U.S.C. 601 et seq.) not later than 2 years after the date on which the parent applies for assistance under this title; and (B) is unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment.

(8) **INDIVIDUAL WITH LIMITED ENGLISH PROFICIENCY** --- a student who has limited ability in speaking, reading, writing, or understanding the English language, and (A) whose native language is a language other than English; or (B) who lives in a family or community environment in which a language other than English is the dominant language.

(9) **INDIVIDUAL WITH A DISABILITY** --- an individual with any disability (as defined in section 3 of the Americans with Disabilities Act of 1990 (42 U.S.C. 12102)).

(10) **NONTRADITIONAL FIELDS** --- occupations or fields of work, including careers in computer science, technology, and other emerging high skill occupations, for which individuals from one gender comprise less than 25 percent of the individuals employed in each such occupation or field of work.

(11) **POSTSECONDARY EDUCATIONAL INSTITUTION** --- an institution of higher education that provides not less than a two-year program of instruction that is acceptable for credit toward a bachelor's degree; a tribally controlled college or university; or a nonprofit educational institution offering certificate or apprenticeship programs at the postsecondary level.

(12) **SPECIAL POPULATIONS** ---

- (A) individuals with disabilities;
- (B) individuals from economically disadvantaged families, including foster children;
- (C) individuals preparing for nontraditional training and employment;
- (D) single parents, including single pregnant women;
- (E) displaced homemakers; and
- (F) individuals with limited English proficiency.

(13) **SUPPORT SERVICES** --- services related to curriculum modification, equipment modification, classroom modification, supportive personnel, and instructional aids and devices.

(14) **TECH-PREP PROGRAM** --- a program of study that (1) is carried out under an articulation agreement between consortium participants; (2) combines at least two years of secondary education and two years of postsecondary education in a nonduplicative sequential course of study; (3) integrates academic and career and technical, instruction, utilizing work-based and worksite learning where appropriate and available; (4) provides technical preparation in a career field; (5) builds student competence in technical skills and in core academic subjects through applied, contextual, and integrated instruction in a coherent sequence of courses; (6) leads to technical skill proficiency, an industry-recognized credential, a certificate, or a degree, in a specific career field; and (7) leads to placement in high skill or high wage employment, or further education.

Section B. Allowable Activities That Meet the Requirements for Uses of Funds

(Part III of Local Plan)

1. Academic Integration/Secondary-Postsecondary Links

To support career and technical education programs that strengthen the academic and career/technical skills of students participating in career education programs by strengthening the academic and career/technical components of such programs through the integration of academics with career education programs through a coherent sequence of courses to ensure learning in the core academic, and career and technical subjects.

To link secondary career and technical education and postsecondary career and technical education, including implementing tech prep programs.

Funds **may** be used for:

- Costs associated with developing curriculum articulation agreements (staff costs may not be associated with classroom instruction).
- Release time for academic and career faculty to develop integrated curriculum.
- Other activities supporting the integration of academic and career curriculum.

Funds **may not** be used for:

- Equipment.
- Secondary Tech-Prep education programs.
- Classroom supplies.

2. All Aspects of an Industry

Provides students with strong experience in and understanding of all aspects of an industry.

Funds **may** be used for:

- Career Development/Placement Positions (salary and fringes). **If position is prorated, provide percentage (%) of salary.**
- Industry/Job Fairs.
 - Apprenticeship Activities.

(An eligible apprenticeship program is one that is registered with the N.C. Department of Labor. Costs associated with recruitment, selection, employment and training of apprentices are allowable.)

Funds **may not** be used for:

- Support Services for students.

3. Use of Technology/Professional Development

To support career and technical education programs that develop, improve, or expand the use of technology.

To provide professional development to faculty, counselors, and administrators.

Funds **may** be used for:

- Training of career education personnel to use state-of-the-art technology, including distance learning.
- Offering faculty internships and mentoring programs in high technology industries.
- Inservice training activities for instructors who currently teach in funded program areas.
- Inservice training of academic instructors who teach related academic subjects in funded career areas (the costs of inservice training of academic instructors may require the proration of costs).
- Salaries of instructors who are participating in inservice “return to industry” training opportunities that are above or outside their contractual teaching requirements.
- The costs of tuition, books and fees for individuals who are completing the SACS requirements, working on a BS/BA degree or increasing their knowledge in a teaching or skill-related subject area.
- Offering a variety of learning experiences for instructors in technical skills and retraining programs including: attendance at special schools that provide credit and certification; workshops and studies leading to certification and SACS re-certification; studies in specialized areas or in specialized subject matters; contracting for outside presenters for faculty/staff development programs; and faculty retraining leading to expanding teaching roles.

Funds **may not** be used for:

- Equipment.
 - Curriculum development planning activities.
 - Competency Based Education (CBE).
 - Writing across curriculum activities.
 - Program review activities.
 - General conferences in which the training offered is not related to subject content or does not provide upgrading of skills.
 - Trade shows, exhibitions or exhibits.
 - Unstructured or informal visits to observe programs.
4. Administration – administrative costs (not to exceed 5% of expenditures) – all administrative costs charged to a basic grant must be used in the direct support of the programs and activities that are authorized elsewhere in the local application. Administrative costs may include: salaries, fringe benefits, travel.

5. Modernization and Expansion

Initiate, improve, expand, and modernize quality career and technical education programs.

Funds **may** be used for:

- Staff release time from instruction to re-design or modify curriculum (this person may not participate in classroom or other instruction while working on project paid from these funds).

- The hiring of additional faculty for a period not to exceed three years to improve the program by lowering the student/teacher ratio. Attendant costs such as fringe benefits, travel, and materials are allowable. Provide period of time position(s) has (have) been funded. **If position is prorated, provide percentage (%) of time.**

6. Services and Activities

To provide services and activities that are of sufficient size, scope, and quality to be effective.

Funds **may not** be used for:

- The purchase of books, as defined in Purpose Code 930.
7. Equipment – leasing, purchasing, upgrading, or adapting equipment for career/technical education programs. Equipment is defined as a non-consumable with a usable life of over one year.

Each item of equipment purchased must remain assigned to that program for its usable life and continue to be used for its original and intended purpose.

Funds **may not** be used for:

- Office equipment, or non-instructional equipment.
- Vehicles, storage buildings, ramps, or other physical additions to buildings.

8. Guidance and Counseling

To support guidance and counseling services to students enrolled in career and technical education programs. The term guidance and counseling means programs which assist individuals in making and implementing informed educational and occupational choices. A Special Populations Coordinator may be paid from these funds.

Funds **may** be used for:

- Salaries. **Provide number of positions and percentage (%).**
- Fringe benefits.
- Travel.
- Supplies and materials.

9. Nontraditional Training and Employment

The term “nontraditional training and employment” means occupations or fields of work, including careers in computer science, technology, and other emerging high skill occupations, for which individuals from one gender comprise less than 25 percent of the individuals employed in each such occupation or field of work.

- Workshops/seminars for students.
- Classroom training.

10. Other

- A. Supportive Personnel – supportive personnel such as tutors, signers, note takers for students enrolled in career/technical education programs.
- B. Instructional Supplies or Aids & Devices – instructional supplies, instructional aids and devices, application software.

Funds **must** be used for student instruction only.

Section C. CHART OF ACCOUNTS (From the NCCCS Accounting Procedures Manual)

The following are excerpts from the NCCCS Accounting Procedures Manual and only contain information for Purpose Codes allowable under the Carl D. Perkins Career and Technical Education Act of 1998. *Statements in italics have been added for purposes of this Plan.*

2XX CURRICULUM INSTRUCTION

This category includes the cost of all activities that directly involve the delivery of instruction to students. These costs shall include the salaries paid to instructors and teaching assistants whose efforts directly involve the instruction of students. These costs shall also include all fringe benefits associated with these individuals as well as “other costs” including: travel, supplies, service and maintenance contracts on educational equipment and any other current expenses incurred in the course of instruction. The curriculum purposes are as follows:

210 **Certificate** programs are designed to lead to employment or to provide skills upgrading or retraining for individuals already in the workforce. A certificate program may be a stand-alone curriculum program title, or a college may award a certificate under an approved degree or diploma curriculum program for a series of courses taken from the approved program of study. *Perkins funds may only be used for an approved curriculum program.*

220 **Associate Degree** programs are planned programs of study culminating in an Associate in Applied Science, Associate in Arts, Associate in Fine Arts, Associate in Science, or Associate in General Education degree. *Perkins funds may only be used in an Associate in Applied Science Degree program.*

Associate in Applied Science Degree programs are designed to prepare individuals for employment. These programs involve the application of scientific principles in research, design, development, production, distribution, or service.

230 **Diploma** programs are designed to provide entry-level employment training. A diploma program may be a stand-alone curriculum program title, or a college may award a diploma under an approved Associate in Applied Science Degree curriculum program for a series of courses taken from the approved program of study and structured so that a student may complete additional nonduplicative course work to receive an Associate in Applied Science Degree. *Perkins funds may only be used for an approved curriculum program.*

41X ACADEMIC SUPPORT

Academic Support includes those activities that provide support for the institution’s primary purpose of instruction. This category includes the following purpose:

410 **Library/Learning Center** includes expenditures for organized activities that directly support the operation of a catalogued or classified collection of resource material. It also includes learning resource and educational media support services that aid in the transmission and collection of information in support of the institution’s educational mission. *Perkins funds may only be used for resources that support career and technical education programs, and is not allowable for the purchase of books (Purpose Code 930).*

42X – ACADEMIC ADMINISTRATION

Academic Administration includes expenditures for activities that provide administrative support to the academic programs, but excludes executive academic officers who are included under Executive Management (purpose 110). *The following academic administration purpose is allowable under Perkins.*

421 **Curriculum** is the administration of curriculum instruction as a whole and includes related expenditures for all directors, deans, support personnel, etc. who support and/or supervise curriculum programs. The chief academic officer shall not be coded to this purpose. Department chairs in which instruction is still an important role, should have their expenditures charged under their specific curriculum purpose. Perkins funds may only be used for the administration of funded career and technical education programs.

5XX – STUDENT SUPPORT

510 **Student Services** include the costs associated with the admissions office and registrar. (*Perkins funds exclude registrar.*) Also included in this purpose are counseling, career guidance, placement officers and placement testing, and financial aid administration when assisting career and technical education students. Do not include the chief student affairs officer.

510-

3971 **Voc. Ed. Direct Assistance to Students.** Record the cost of tuition, required fees, required books, required supplies, and childcare expenses that have been approved by the System Office’s Federal Career Education Director for Activity 6. Costs must be directly associated with the career education program. Receipts or written documentation must be provided before reimbursements can be processed. Childcare expenses should be paid directly to the provider and form 1099 filed. In rare instances, a reimbursement may be made to the student for expenses substantiated by a receipt from a licensed and legal child care provider. Expenditures must be coded to purpose 510 and career code 15. *Amount of Perkins funds available is limited to not more than 10% of a college’s allotment.*

9XX – OPERATION & MAINTENANCE OF PLANT

920 **Equipment** includes the cost of acquiring administrative or instructional equipment or furniture, motor vehicles, data processing equipment, audio-visual materials of a durable nature, and any other tangible items of substantial cost that may reasonably be expected to have a useful life exceeding one year. *Perkins funds may only be used for items in this category which are utilized for instructional purposes, and may not be used to procure motor vehicles or administrative equipment.*

Section D. Supplement, Not Supplant

Federal grant funds must supplement and not supplant state or local funds. Federal funds may not result in a decrease in state or local funding that would have been available to conduct the activity had federal funds not been received. In other words, federal funds may not free up state or local dollars for other purposes, but should create or augment programs to an extent not possible without federal dollars. You must be able to demonstrate that federal funds are added to the

amount of state and local funds that would, in the absence of federal funds, be made available for uses specified in your plan.

For example, if Perkins funds were used to provide a career education service the college is required to provide under state or local law, supplanting would occur. In this circumstance, all federal funds used to carry out that service could be questioned by auditors. As a rule, Perkins funds should not be used for a college's general responsibilities.

Determining Supplanting

The critical question in determining whether there has been a supplanting violation is whether federal funds were used instead of funds from non-federal sources. It will have to be shown that the federally funded activity would not have been funded by state or non-federal sources.

When auditors review compliance with non-supplant rules, they often use the following test: What would the recipient have done in the absence of federal funds? If the project would have been carried out anyway with non-federal funds, there will be the presumption of supplanting. During the audit appeal process evidence would be required to disprove that presumption.

On the other hand, if the auditor were to find evidence that in the absence of those federal funds, the specific activity or program would not have been carried out; there would be no presumption of supplanting.

Section E. Equipment Disposal

Equipment shall be used by the grantee or subgrantee in the program or project for which it was acquired as long as needed, whether or not the project or program continues to be supported by Federal funds. When no longer needed for the original program or project, the equipment may be used in other activities currently or previously supported by a Federal agency.

When acquiring replacement equipment, the grantee or subgrantee may use the equipment to be replaced as a trade-in or sell the property and use the proceeds to offset the cost of the replacement property, subject to the approval of the awarding agency.

Management Requirements: Procedures for managing equipment until disposition takes place will, as a minimum, meet the following requirements:

- 1) Property records must be maintained that include a description of the property, serial number or other identification number, the source of property, who holds title, acquisition date, cost, percentage of Federal participation in the cost, the location, use and condition of the property, and any ultimate disposition data including the date of disposal and sale price of the property.
- 2) A physical inventory must be taken at least once every two years.
- 3) A control system must be developed to ensure adequate safeguards to prevent loss, damage, or theft of the property.
- 4) Adequate maintenance procedures must be developed to keep the property in good condition.
- 5) If the property is sold, proper sales procedures must be established and followed to ensure the highest possible return.

Disposition: When equipment is no longer needed for the original project or program or for other activities currently or previously supported by a Federal agency, disposition will be made as follows: Items of equipment with a current per-unit fair market value of less than \$5,000 may be retained, sold or otherwise disposed of with no further obligation to the awarding agency.

- Education Department General Administrative Regulations (EDGAR), 34 CFR Part 80.32

Part VI: ASSURANCES
P.L. 109-270

THIS STATEMENT OF ASSURANCES MUST BE SIGNED AND DATED BY AN AUTHORIZED REPRESENTATIVE OF THE INSTITUTION.

Upon acceptance of federal career and technical education funds, _____
agrees to: (college name)

- 1) Assure that funds made available under P.L. 109-270 shall be used to supplement, and to the extent practicable increase the amount of state and local funds that would in the absence of such federal funds be made available for the uses specified in the local application, and in no case supplant such state or local funds;
- 2) Assure that any career and technical education program or project assisted with funds made available under P.L. 109-270 shall be of sufficient size, scope, and quality to bring about improvement in the quality of career and technical education programs;
- 3) Provide for such fiscal control and fund accounting procedures as may be necessary to assure the proper accounting for federal funds paid to the community college;
- 4) Assure that none of the funds expended under P.L. 109-270 will be used to acquire equipment, including computer software, in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or any affiliate of such organization;
- 5) Provide guidance, counseling, and career development activities conducted by professionally trained counselors and teachers who are associated with the provisions of such special services;
- 6) Provide career and technical education programs that encourage students through counseling to pursue such coherent sequences of courses;
- 7) Provide counseling and instructional services designed to facilitate the transition from school to employment and career opportunities;
- 8) Provide counseling and relevant career and technical training activities to men and women who desire to enter occupations that are not traditionally associated with their sex;
- 9) Assess the special needs of students participating in programs receiving assistance under P.L. 109-270 with respect to their successful completion of the career and technical education program in the most integrated setting possible;
- 10) Assure that individuals who are members of the special populations will be provided with equal access to activities assisted under this title and will not be discriminated against on the basis of their status as members of the special populations;
- 11) Assure that individuals who are members of the special populations will be provided with programs designed to enable the special populations to meet or exceed core indicator levels of performance;

- 12) Assure that programs and activities will prepare individuals who are members of the special populations for further learning and for high skill, high wage, or high demand careers;
- 13) Provide supplementary services to students who are members of special populations, including, with respect to individuals with disabilities - - (a) curriculum modification; (b) equipment modification; (c) classroom modification; (d) supportive personnel; and (e) instructional aides and devices;
- 14) Assure that career and technical education planning for individuals with disabilities will be coordinated among appropriate representatives of career and technical education, career rehabilitation agencies, and other workforce assistance programs;
- 15) Assure that the provision of career and technical education to each student will be monitored to ensure that disadvantaged students and students of limited English proficiency have access to such education in the most integrated setting possible; and
- 16) Provide sufficient information to the North Carolina Community College System Office to enable the System Office to comply with the allocation guidelines under P.L. 109-270. Such information will include a determination of the number of Pell Grant recipients.

The aforementioned assurances are in keeping with local administrative procedures and/or board policies.

President	Signature	Date
Board Chair	Signature	Date

Appendix D

Program title from curriculum program standard

CURRICULUM STANDARD

Effective Term: Fall 2003

[2003*03]

Curriculum Program

Aquaculture Technology

Cod

A15120

Title

e

Concentration

(not applicable)

Curriculum Description

The Aquaculture Technology curriculum prepares individuals for careers in aquaculture and management of aquatic ecosystems. It provides a broad background in science and math as well as specialized course work and practical experience in fish, shellfish, and aquatic plant production and management.

Course work includes biology, chemistry, and math, as well as water quality and limnology, nutrition and feeding, genetics and breeding, facilities construction, and aquabusiness. Students will be required to spend time working in the industry through the summer cooperative work experience.

Graduates may find employment on private farms and government hatcheries or at public aquariums. Graduates may also start new businesses in fish, shellfish, or aquatic plant farming; pond and lake management services; or home/office aquarium or water garden management services.

Curriculum Requirements*

- I. **General Education.** Degree programs must contain a minimum of 15 semester hours including at least one course from each of the following areas: humanities/fine arts, social/behavioral sciences, and natural sciences/mathematics. Degree programs must contain a minimum of 6 semester hours of communications. Diploma programs must contain a minimum of 6 semester hours of general education; 3 semester hours must be in communications. General education is optional in certificate programs.
- II. **Major Hours.** AAS, diploma, and certificate programs must include courses which offer specific job knowledge and skills. Work experience, including cooperative education, practicums, and internships, may be included in a degree or diploma program up to a maximum of 8 semester hours and in a certificate program up to a maximum of 2 semester hours. (*see back of page for Major Hours requirements*)
- III. **Other Required Hours.** A college may require other subjects or courses to complete graduation requirements. These requirements may include electives, orientation, study skills courses, or other graduation requirements.

	AAS	Diploma	Certificate
Minimum General Education Hours	15	6	0
Minimum Major Hours	49	30	12
Other Required Hours	0-7	0-4	0-1
Total Semester Hours Credit in Program	64-76	36-48	12-18

Major Hours

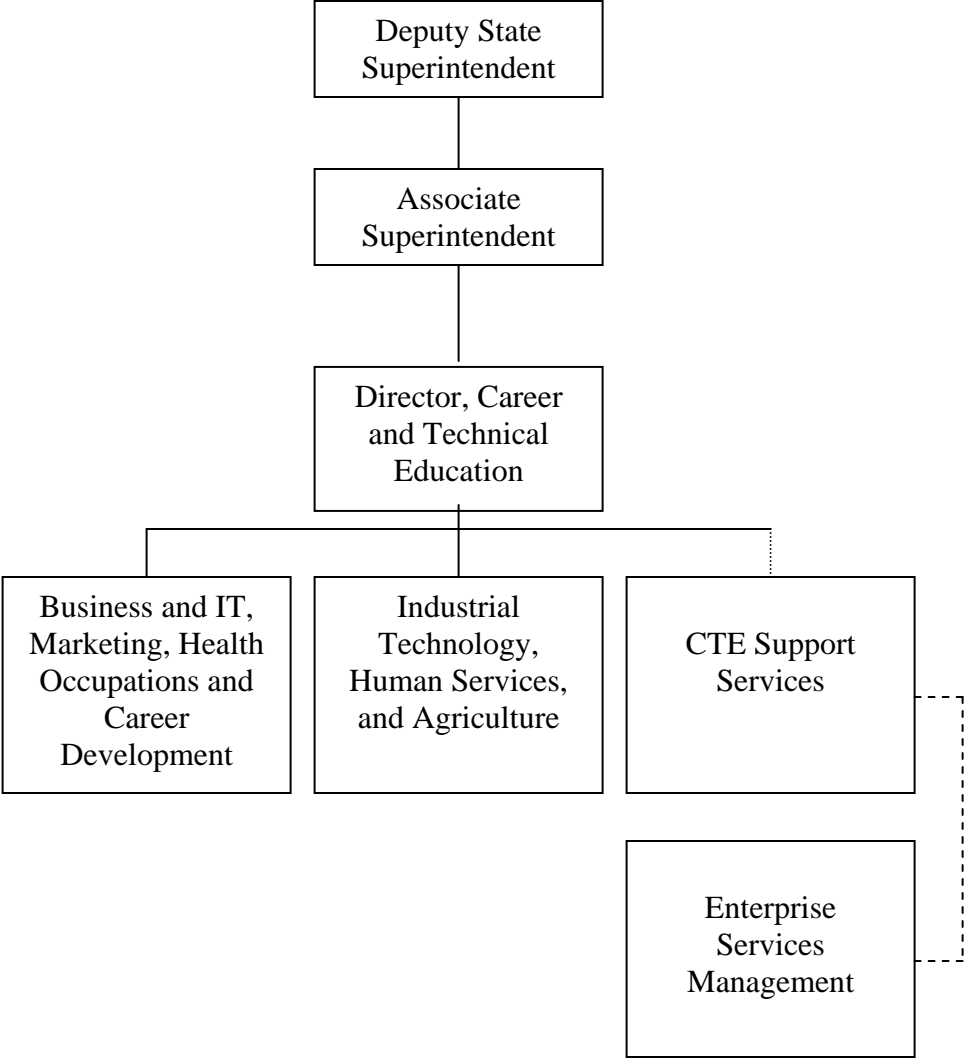
- A. Core.** The subject/course core is comprised of subject areas and/or specific courses which are required for each curriculum program. A diploma program offered under an approved AAS program standard or a certificate which is the highest credential level awarded under an approved AAS program standard must include a minimum of 12 semester hours credit derived from the subject/course core of the AAS program.
- B. Concentration** (*if applicable*). A concentration of study must include a minimum of 12 semester hours credit from required subjects and/or courses. The majority of the course credit hours are unique to the concentration. The required subjects and/or courses that make up the concentration of study are in addition to the required subject/course core.
- C. Other Major Hours.** Other major hours must be selected from prefixes listed on the curriculum standard. A maximum of 9 semester hours credit may be selected from any prefix listed, with the exception of prefixes listed in the core or concentration. Work experience, including cooperative education, practicums, and internships, may be included in associate in applied science degree and diploma curriculum programs up to a maximum of 8 semester hours credit and in certificate programs up to a maximum of 2 semester hours credit.

Aquaculture Technology A15120

	AAS	Diploma	Certificate
Minimum Major Hours Required	49 SHC	30 SHC	12 SHC
A. CORE <i>Courses required for the diploma are designated with *</i>	22-24 SHC	22-24 SHC	

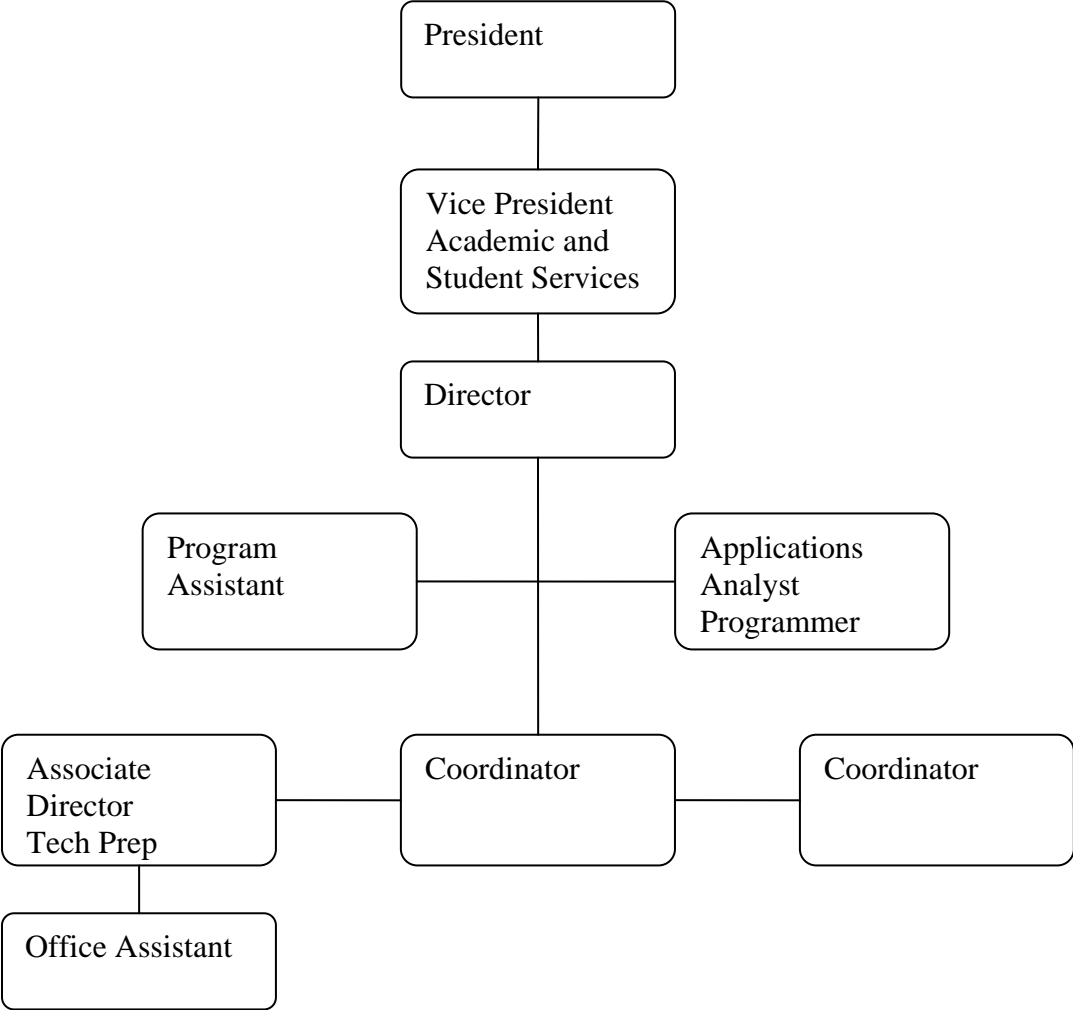
Appendix E

Governance Structure (secondary)



Appendix F

Governance Structure (postsecondary)



Appendix G

College Tech Prep RFP

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, April 11, 2008

Issued by

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

DRAFT

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, April 11, 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, vocational/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, or high demand 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, an associate or baccalaureate degree or a 2-year postsecondary certificate 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 21st century.

Vision and Mission of College Tech Prep

CTP in North Carolina has the vision of developing a well-educated high-performance 21st 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 2-year associate degree, 2-year certificate, completion of a 2-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 21st 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 local educational agencies and 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 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

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.

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*

MINIMUM PROGRAM CHARACTERISTICS

Each CTP consortia must have on file:

1. an annually signed articulation agreement between participants in the consortium;
2. a CTP Five-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

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 completer course credit;
- e. 21st 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 base 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.

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

FUNDING PRIORITIES FOR GRANTS

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

The CTP Grant and Five-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 2-year postsecondary institutions, and if possible and practical, 4-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 CTE 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;
 - 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 local educational agency(ies) and postsecondary education institution(s). The project must focus on the funding priorities outlined in the CTP Five-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 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, 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 Public Schools of North Carolina (PSNC) and the North Carolina Community College System (NCCCS). Failure to comply with requirement of this RFP or Perkins will result in cancellation of the grant.

The 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, project evaluation)
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 Grants in 2008-2010. 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 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*

*Each high school within the consortium must meet the following criteria:

- a). Offer the combined College Tech Prep and College/University Prep courses of study;
- b). Be located in a separate facility; and
- c). Meet other requirements for College Tech Prep participation as described in this proposal.

Budget Constraints

- a. **NO ADMINISTRATIVE PERSONNEL COSTS CAN BE PAID FROM THE GRANT'S 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 negotiate for third party evaluation.. Up to 10% of the budget may be used for this service.**
- d. Expenditures of these funds must 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 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 **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 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 elements (absence of any element or elements will disqualify the grant application from further consideration):**

1.) 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.) 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.) Budget form 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 Five-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.) 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.)Project Narrative Description (and its Relationship to Five-Year Plan) must be submitted as **Pages 5-21** 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, 5. Data Collecting and Reporting follows . Attachments for the Articulation Agreements or Statement and Five year plan are also included in the evaluation process.

The narrative description (pages 5-21 of the proposal) must:

- (1) not to exceed sixteen (16) 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 twenty-one (21)
- (5) the narrative description is sixteen (16) pages in length. Narrative may include charts, tables, and bulleted lists.

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

Proposal Sections	Proposal to address the following items:
<p>Prior Implementation (0 - 10 points) Secondary: 5 Points Post Secondary:5 points</p>	<p>Describe previous College Tech Prep efforts and student outcomes from all funding sources. If you have been a funded CTP project, summarize information from the data packet and provide rationale for the outcomes.</p> <ul style="list-style-type: none"> • How has this data been used to improve CTE and CTP • How have previous grants activities affected: <ul style="list-style-type: none"> ○ Remediation; ○ Articulated credit earned and awarded; ○ CTP Completers and CTP Graduate Placement; ○ Professional development; etc. • Briefly share strategies and outcomes.

<p>Establishment of Need (0-10 points) Secondary: 5 points Postsecondary: 5 points</p>	<p>Describe the process used to develop the consortia's CTP five-year plan and to establish this projects need.</p> <ul style="list-style-type: none"> • Provide a concise overview of the secondary & postsecondary need for funding. • Describe how the needs are coordinated and address the secondary & postsecondary needs.
<p>Project Description (0-30 points) Secondary: 15 points Postsecondary: 15 points</p>	<p>Describe the project on a secondary & postsecondary level.</p> <ul style="list-style-type: none"> • The purpose, goals, objectives, strategies, evaluation, criteria, budget, tasks to be accomplished, timelines, and the persons that comprise the project management team including descriptions of collaborative efforts as well as partnerships with business and industry. • The project should be tied to the CTP five-year plan. • Describe how the budget and associated equipment costs (if any) will be used to support the project activities. • 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. <p>Note: Guidelines for program contents can be found in the Perkins Act of 2006, Title II, Section 203 (c).</p> <ul style="list-style-type: none"> •
<p>Accountability and Proposed Outcomes (0-10 points) 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"> • All projects must describe the process for measuring CTP program completers' academic and technical competencies. • All consortia must be able to report the information attached on the Data Sheet provided in Appendix D. • Program outcomes should be developed for consideration in benchmarking.
<p>Data Collection/ Reporting Total (0-10 points) Secondary: 5 points Postsecondary: 5 points</p>	<ul style="list-style-type: none"> • Develop 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 • Provide baseline data for consideration in performance negotiation. <ol style="list-style-type: none"> 1. The number of secondary education tech prep students and postsecondary education tech prep students served.

<p>Data Collection/ Reporting (Continued)</p>	<p>2. The number and percentage of secondary education tech prep students enrolled in the tech prep program who-</p> <ol style="list-style-type: none"> a. Enroll in postsecondary education b. Enroll in postsecondary education in the same field or major as secondary education tech prep students were enrolled at the secondary level; c. Complete State or industry recognized certification or licensure; d. Successfully complete as a secondary student, courses that award postsecondary credit at the secondary level; and e. Enroll in remedial mathematics, writing, or reading courses upon entering postsecondary education <p>3. The number and percentage of postsecondary education tech prep students who</p> <ol style="list-style-type: none"> a. Are placed in a related field of employment not later than 12 months after graduation from the tech prep program; b. Complete State or industry-recognized certification or licensure; c. Complete a 2 year degree or certificate program within the normal time for completion of such program; and d. Complete a baccalaureate degree program within the normal time for completion of such program <p>Note: In this RFP, 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.</p>
<p>Articulation Agreements Total (0-10 points) Secondary: 5 points Postsecondary: 5 points</p>	<p>Provide a copy of both state and local Articulation Agreements both state and local agreements. These pages are in addition to the 16-page limit.</p> <ul style="list-style-type: none"> • State Agreement: Consortia using the North Carolina High School-to-Community College Articulation Agreement, should provide an annually signed statement indicating such. • Local Articulation Agreement: Consortia that have developed a Local agreement should attaché a copy of the agreement in Appendix E. • Those planning to develop a local agreement should indicate areas for consideration, a brief outline of the process and timeline for implementation.
<p>Five-Year CTP Plan Total (0-20 points) Secondary: 10 points Postsecondary: 10 points</p>	<p>Provide a copy of the consortium Five-Year CTP Plan.</p> <ul style="list-style-type: none"> • Topics to be addresses should include at a minimum: Articulation, Curriculum/ Program of Study, Development of Programs, In-service for faculty, In-service for counselors, Equal access, and Preparatory services. • These 3-5 pages are Appendix C.

D. 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, April 11, 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 Summey
Section Chief, CTE Support Services
North Carolina Department of Public Instruction
Phone: (919) 807-3870
E-mail: 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

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.

DRAFT

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, 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

II. 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
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.

(Consortia RFP Page: 3a)

COLLEGE TECH PREP GRANT

July 1, 2008 - June 30, 2010

PROPOSED BUDGET

IX. 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

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.

"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.

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				

Appendix F

E. 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 5-21 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 Five-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, April 11, 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

	Prior Implementation Total 10 points Secondary: 5 points Postsecondary: 5 points	Secondary 0-5 _____ Post Secondary 0-5 _____ COMMENTS:
	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 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	
	Establishment of Need Total 10 points Secondary: 5 points _____ Postsecondary: 5 points _____	Secondary 0-5 _____ Post Secondary 0-5 _____ COMMENTS:
	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 five year plan and the need this proposal will address.	
Project Description and Relationship to Five-Year		<p>Secondary 0-15 _____</p> <p>Post Secondary 0-15 _____</p> <p>COMMENTS:</p>
<p>Total 30 points</p> <p>Secondary: 15 points</p> <p>Postsecondary: 15 points</p>		
	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 five-year plan?	
	Is there a relationship between the RPF 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?	

Accountability and Proposed Outcomes (0-10 points) Secondary: 5 points Postsecondary: 5 points		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.	

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Data Collection and Reporting: (0-10 points) Secondary:5 points Postsecondary:5 points		Secondary 0-10 _____ Post Secondary 0-10 _____ COMMENTS
	<ul style="list-style-type: none"> 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. 	
	<ul style="list-style-type: none"> Does the RFP provide for a baseline data for consideration in performance negotiation. 	
	<ul style="list-style-type: none"> Does the Plan and Baseline data include the following Data Points: <ul style="list-style-type: none"> The number of secondary education tech prep students and postsecondary education tech prep students served. The number and percentage of secondary education tech prep students enrolled in the tech prep program who- <ol style="list-style-type: none"> Enroll in postsecondary education Enroll in postsecondary education in the same field or major as secondary education tech prep students were enrolled at the secondary level; Complete State or industry recognized certification or licensure; Successfully complete as a secondary student, courses that award postsecondary credit at the secondary level; and Enroll in remedial mathematics, writing, or reading courses upon entering postsecondary education 	

	<ul style="list-style-type: none">• The number and percentage of postsecondary education tech prep students who<ul style="list-style-type: none">a. Are placed in a related field of employment not later than 12 months after graduation from the tech prep program;b. Complete State or industry-recognized certification or licensure;c. Complete a 2 year degree or certificate program within the normal time for completion of such program; andd. Complete a baccalaureate degree program within the normal time for completion of such program <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>	
--	---	--

Articulation Total 10 points Secondary: 5 points Postsecondary: 5 points		Secondary 0-5 _____ Post Secondary 0-5 _____ COMMENTS
	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 (State Articulation Agreement) the North Carolina High School-to-Community College Articulation Agreement	
	Is there assigned 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	

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

Overall Review: _____

Reviewer's Name: _____ Date: _____

Check those that apply:

Reviewer Form: _ Mountains _ Piedmont _ Coast and employed by __Secondary __Post Secondary __ other

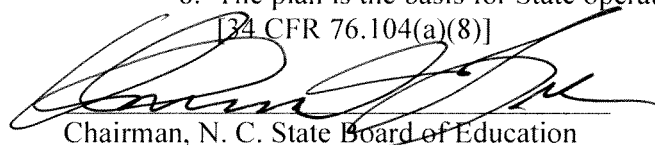
Appendix H

VII. EDGAR AND OTHER CERTIFICATIONS

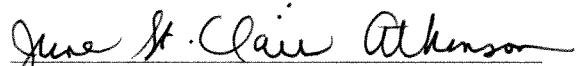
A. EDGAR Certifications – Secondary

The North Carolina State Board of Education assures that this plan, which serves as an agreement between State and Federal Governments under the Carl D. Perkins Career and Technical Education Improvement Act of 2006 (P.L. 109-270) will be administered in accordance with applicable Federal laws and regulations, including the following certifications and assurances:

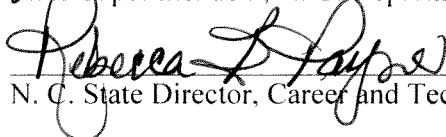
1. The plan is submitted by the State agency that is eligible to submit the plan. [34 CFR 76.104(a)(1)]
2. The State agency has authority under State law to perform the functions of the State under the program. [34 CFR 76.104(a)(2)]
3. The State legally may carry out each provision of the plan. [34 CFR 76.104(a)(3)]
4. All provisions of the plan are consistent with State law. [34 CFR 76.104(a)(4)]
5. The State Director of Career and Technical Education has authority under State law to receive, hold, and disburse Federal funds made available under the plan. [34 CFR 76.104(a)(5)]
6. The State Director of Career and Technical Education who submits the plan, specified by title in the certification, has authority to submit the plan. [34 CFR 76.104(a)(6)]
7. The agency that submits the plan has adopted or otherwise formally approved the plan. [34 CFR 76.104(a)(7)]
8. The plan is the basis for State operation and administration of the program. [34 CFR 76.104(a)(8)]


Chairman, N. C. State Board of Education

April 1, 2008
Date


State Superintendent, N. C. Department of Public Instruction

April 3, 2008
Date


N. C. State Director, Career and Technical Education

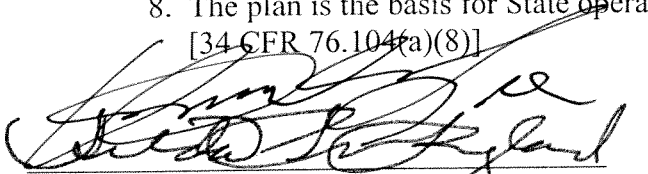
April 1, 2008
Date

VII. EDGAR AND OTHER CERTIFICATIONS

A. EDGAR Certifications – Postsecondary

The North Carolina State Board of Community Colleges assures that this plan, which serves as an agreement between State and Federal Governments under the Carl D. Perkins Career and Technical Education Improvement Act of 2006 (P.L. 109-270) will be administered in accordance with applicable Federal laws and regulations, including the following certifications and assurances:

1. The plan is submitted by the State agency that is eligible to submit the plan. [34 CFR 76.104(a)(1)]
2. The State agency has authority under State law to perform the functions of the State under the program. [34 CFR 76.104(a)(2)]
3. The State legally may carry out each provision of the plan. [34 CFR 76.104(a)(3)]
4. All provisions of the plan are consistent with State law. [34 CFR 76.104(a)(4)]
5. The State Director of Career and Technical Education has authority under State law to receive, hold, and disburse Federal funds made available under the plan. [34 CFR 76.104(a)(5)]
6. The State Director of Career and Technical Education who submits the plan, specified by title in the certification, has authority to submit the plan. [34 CFR 76.104(a)(6)]
7. The agency that submits the plan has adopted or otherwise formally approved the plan. [34 CFR 76.104(a)(7)]
8. The plan is the basis for State operation and administration of the program. [34 CFR 76.104(a)(8)]


Chair, N. C. State Board of Community College

3-20-08
Date


President, N. C. Community College System

3-17-08
Date


Director, Federal Vocational Education

3/14/2008
Date

Appendix I

CERTIFICATION REGARDING LOBBYING

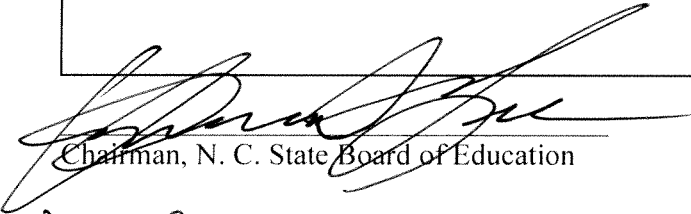
Applicants must review the requirements for certification regarding lobbying included in the regulations cited below before completing this form. Applicants must sign this form to comply with the certification requirements under 34 CFR Part 82, "New Restrictions on Lobbying." This certification is a material representation of fact upon which the Department of Education relies when it makes a grant or enters into a cooperative agreement.

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 CFR Part 82, for persons entering into a Federal contract, grant or cooperative agreement over \$100,000, as defined at 34 CFR Part 82, Sections 82.105 and 82.110, the applicant certifies that:

- (a) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;
- (b) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions;
- (c) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants and contracts under grants and cooperative agreements) and that all subrecipients shall certify and disclose accordingly.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certification.

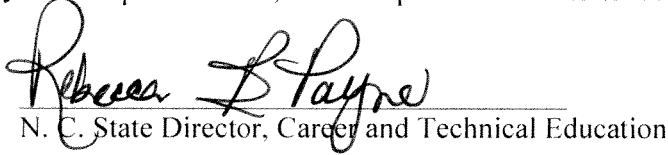
NAME OF APPLICANT	PR/AWARD NUMBER AND / OR PROJECT NAME
-------------------	---------------------------------------


Chairman, N. C. State Board of Education

April 1, 2008
Date


State Superintendent, N. C. Department of Public Instruction

April 3, 2008
Date


N. C. State Director, Career and Technical Education

April 1, 2008
Date

CERTIFICATION REGARDING LOBBYING

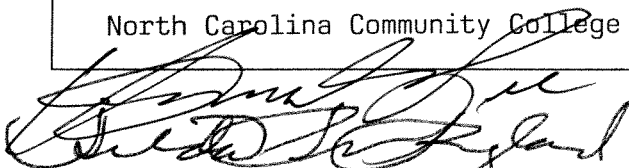
Applicants must review the requirements for certification regarding lobbying included in the regulations cited below before completing this form. Applicants must sign this form to comply with the certification requirements under 34 CFR Part 82, "New Restrictions on Lobbying." This certification is a material representation of fact upon which the Department of Education relies when it makes a grant or enters into a cooperative agreement.

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 CFR Part 82, for persons entering into a Federal contract, grant or cooperative agreement over \$100,000, as defined at 34 CFR Part 82, Sections 82.105 and 82.110, the applicant certifies that:

- (a) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;
- (b) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions;
- (c) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants and contracts under grants and cooperative agreements) and that all subrecipients shall certify and disclose accordingly.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certification.

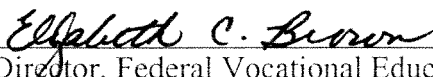
NAME OF APPLICANT	PR/AWARD NUMBER AND / OR PROJECT NAME
North Carolina Community College System	


Chair, N. C. State Board of Community Colleges

3-20-08
Date


President, N. C. Community College System

3-17-08
Date


Director, Federal Vocational Education

3/14/2008
Date

Appendix J

OMB Approval No. 0348-0040

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

Note: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant I certify that the applicant:

1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management, and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§ 6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§ 523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§ 290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. § 3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with the provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874) and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§ 327-333), regarding labor standards for federally assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1721 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
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16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, AAudits of States, Local Governments, and Non-Profit Organizations.
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL <i>Jane St. Clair Atkinson</i>	TITLE <i>State Superintendent</i>
APPLICANT ORGANIZATION <i>N.C. Department of Public Instruction</i>	DATE SUBMITTED <i>April 3, 2008</i>

Standard Form 424B (Rev. 7-97) Back

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503

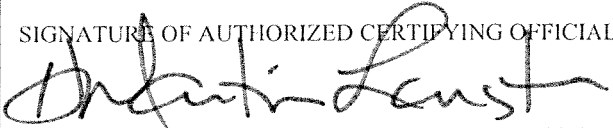
PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

Note: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant I certify that the applicant:

1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management, and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
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SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL 	TITLE President
APPLICANT ORGANIZATION North Carolina Community College System	DATE SUBMITTED 3-17-08

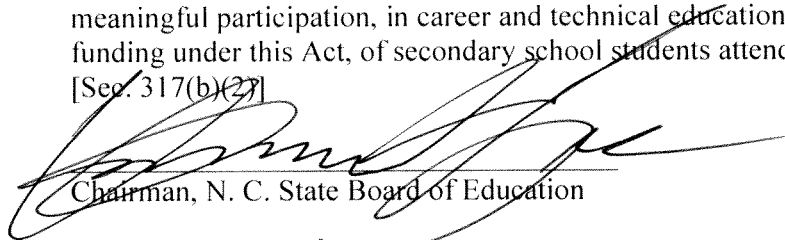
APPENDIX K

B. Other Assurances

The North Carolina State Board of Education assures that this plan, which serves as an agreement between State and Federal Governments under the Carl D. Perkins Career and Technical Education Improvement Act of 2006 (P.L. 109-270) will be administered in accordance with applicable Federal laws and regulations, including the following certifications and assurances:

1. The State will comply with the requirements of the Act and the provisions of the State plan, including the provision of a financial audit of funds received under the Act which may be included as part of an audit of other Federal or State programs. [Sec. 122(c)(11)]
2. The State assures none of the funds expended under the Act will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the acquiring entity or the employees of the acquiring entity, or any affiliate of such an organization. [Sec. 122(c)(12)]
3. The State will waive the minimum allocation as required in section 131(c)(1) in any case in which the local educational agency is located in a rural, sparsely populated area or is a public charter school operating secondary school career and technical education programs and demonstrates that it is unable to enter into a consortium for purposes of providing services under the Act. [Section 131(c)(2)]
4. The State will provide, from non-Federal sources for the costs the eligible agency incurs for the administration of programs under this Act, an amount that is not less than the amount provided by the eligible agency from non-Federal sources for such costs for the preceding fiscal year. [Sec. 323(a)]
5. You must provide a signed assurance that your State and eligible recipients that use funds under this Act for in-service and preservice career and technical education professional development programs for career and technical education teachers, administrators, and other personnel shall, to the extent practicable, upon written request, permit the participation in such programs of career and technical education secondary school teachers, administrators, and other personnel in nonprofit private schools offering career and technical secondary education programs located in the geographical area served by such eligible agency or eligible recipient. [Sec. 317(a)]
6. You must provide a signed assurance that, except as prohibited by State or local law, that an eligible recipient may, upon written request, use funds made available under this Act to provide for the meaningful participation, in career and technical education programs and activities receiving funds under this Act of secondary school students attending nonprofit private schools who reside in the geographical area served by the eligible recipient. [Sec. 317(b)(1)]

7. The State assures that eligible recipients that receive an allotment under this Act will consult, upon written request, in a timely and meaningful manner with representatives of nonprofit private schools in the geographical area served by the eligible recipient regarding the meaningful participation, in career and technical education programs and activities receiving funding under this Act, of secondary school students attending nonprofit private schools.
[Sec. 317(b)(2)]



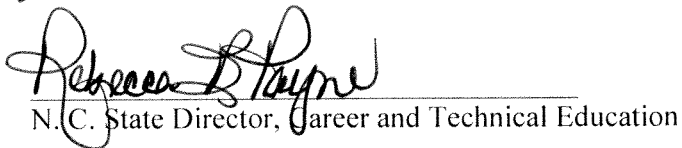
Chairman, N. C. State Board of Education

April 3, 2008
Date



State Superintendent, N. C. Department of Public Instruction

April 3, 2008
Date



N.C. State Director, Career and Technical Education

April 3, 2008
Date

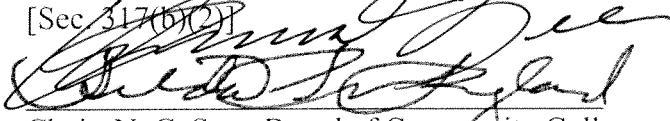
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[Sec. 317(b)(2)]



Chair, N. C. State Board of Community Colleges

3-20-08

Date



President, N. C. Community College System

3-17-08

Date

Elizabeth C. Brown
Director, Federal Vocational Education

3/14/2008

Date