

CHANCELLOR'S OFFICE
CALIFORNIA COMMUNITY COLLEGES
ECONOMIC DEVELOPMENT AND WORKFORCE PREPARATION DIVISION
CAREER TECHNICAL EDUCATION UNIT

**The Carl D. Perkins Career and Technical Education
Act of 2006 (Perkins IV)
Title IB REGIONAL CONSORTIUM**

**REQUEST FOR GRANT RENEWAL APPLICATIONS
Instructions, Terms and Conditions**



Program and Funding Fiscal Year: 2012-2013

**Application Deadline: Applications must be received at the
Chancellor's Office by 5:00 p.m. on Friday, May 25, 2012**

Note: All questions regarding this notice for tentative grant awards should be addressed to the Project Monitor.

Regional Consortium Renewal Application Summary Checklist

2012-2013 Career and Technical Education Improvement Act (Perkins IV) Title IB

Instructions: This checklist is to be completed by the district's Responsible Administrator and submitted with the 2012-2013 Regional Consortium Renewal Application.

- Complete each of the attached forms and provide four (4) complete applications that include the appropriate information in the order listed below.
- Check the boxes to indicate the application forms being submitted by the district.

REQUIRED FORMS

- Grant Agreement Face Sheet (Appendix A) (**NOTE:** Four (4) copies of this form must have original signatures. All signatures must be in an ink color other than black.)
- Contact Page (Appendix B)
- Application Consortium Data Sheet (Appendix B)
- Certifications Regarding Lobbying; Debarment, Suspension and Other Responsibility Matters; and Drug-Free Workplace Requirements (Appendix A) (**NOTE:** Three (3) copies of this form must have original signatures. All signatures must be in an ink color other than black.)
- Application Abstract (Appendix B)
- Table of Contents (*Form not provided*)
- Statement of Need (*Form not provided; use narrative format*)
- Response (Justification/Feasibility of Project: *Form not provided; use narrative format*)
- Annual Workplan (Appendix B) (Address RFA Specifications)
- Project Management (*Form not provided*)
- Application Budget Summary and Budget Detail Sheets (Appendix B) (**NOTE:** Four (4) copies of this form must have original signatures. All signatures must be in an ink color other than black.)
- Dissemination (*Form not provided; use narrative format*)

Additional Requirements

- No supplemental material (**DO NOT** include appendices or other supplemental information unless specifically requested in the RFA Specification)
- Completed Packets stapled in upper left corner (**DO NOT** use binders or other covers.)
- Mailing envelope is labeled **ATTENTION: PERKINS IV TITLE IB REGIONAL CONSORTIUM GRANT APPLICATION ENCLOSED**. The applications must be received at the Chancellor's Office by 5:00 p.m. on **Friday, May 25, 2012**.

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All sections of this RFA are available on the CTE web site at: [Perkins Title 1 B](#)

Section I: Application Information and Processes

A. Intent

The Chancellor's Office of the California Community Colleges is requesting renewal applications to continue to improve career and technical education programs and services for all segments of the population and to improve access for individuals who are inadequately served or underrepresented. These activities are consistent with the purposes of the Carl D. Perkins Career and Technical Education Improvement Act of 2006 (Perkins IV) [Public Law (P.L.) 109-270]; and the Career education policies adopted by the Board of Governors of the California Community Colleges.

This manual, the *Career Technical Education Request for Applications Specifications for Grant Renewals Instructions, Terms, and Conditions, 2012-2013*, (henceforth *CTE-ITC*) contains general instructions, procedures, formats, and timelines for submitting renewal applications to the Chancellor's Office, California Community Colleges (COCCC).

The CTE-ITC has been developed with the intent of establishing, to the extent possible, consistent practices and procedures for the submission and granting of funds for priorities established by the CTE Improvement Act of 2006 (Perkins IV), Public Law (P.L.) 109-270. Applications must be submitted utilizing the format, forms, and sequence described in this document and address the RFA Specification under which they are applying.

B. Purposes/Uses of the Funds

The purpose of the Perkins IV funds is to develop the academic, career, and technical skills of secondary students and postsecondary students who elect to enroll in career and technical education programs by:

1. Build on the efforts of states and localities to develop challenging academic and technical standards, to assist students in meeting such standards, including preparation for high skill, high wage, or high demand occupations in current or emerging professions;
2. Promote the development of services and activities that integrate academic, CTE instruction, and that link secondary and postsecondary education for participating CTE students;
3. Increase state and local flexibility to provide services and activities designed to develop, implement, and improve CTE, including tech prep education;

4. Ensure the dissemination of information on best practices that improve CTE programs, services, and activities;
5. Provide technical assistance that
 - a. Promotes leadership, initial preparation, and professional development at the state and local levels; and
 - b. Improves the quality of CTE teachers, faculty, administrators, and counselors;
6. Support partnerships among secondary schools, postsecondary institutions, baccalaureate degree granting institutions, local workforce investment boards, business and industry; and
7. Provide individuals with opportunities throughout their lifetimes to develop, in conjunction with other education and training programs, the knowledge and skills needed to keep the United States competitive.

C. Funding Category

Renewal applications for Career Technical Education projects are being solicited for funding as authorized under Perkins Title I, Part B - State Provisions, Section 124 Special Projects - State Leadership Activities.

Title I, Part B - State Provisions Section 124 Special Projects - State Leadership Activities

The following is derived from the California State Plan for Career and Technical Education (State Plan) and provides an overview of funding areas for State Leadership Activities. Refer to the State Plan for a more in depth discussion of these priorities.

[Carl D. Perkins Career Technical Education Act of 2006 State Implementation](#)

1. **Leadership At All Levels** – Leadership in the implementation of CTE is required at all levels – state, regional, local – and across sectors, in order to ensure high-quality programs and coordination of efforts. It takes the form of both centralized staffing and decentralized advisory and peer leadership structures.
2. **High-Quality Curriculum and Instruction** – Activities related to high-quality CTE curriculum and instruction stimulate authentic learning. These activities intentionally highlight the academics inherent in CTE and integrate CTE with academic coursework. Efforts to promote high-quality, integrated curricula include adoption of the CTE Model Curriculum

Standards and Framework, alignment of CTE courses with A-G requirements for admission to the state's university system, alignment of CTE and noncredit instruction in the community colleges, and the implementation of work-based learning programs and a variety of tools and professional development strategies in both segments.

3. **Career Exploration and Guidance** – Activities related to career exploration and guidance function to serve students at all stages of the developmental continuum, first to awaken in children a sense of boundless possibility, and later to prepare adults for the multiple job changes that they will experience over the course of their working lives. Students and job seekers must also understand the skills needed in the workplace and how to navigate the education system to meet their goals. The CTE Model Curriculum Standards addresses the “foundation skills.” In addition, the California Career Resource Network was created explicitly to provide free and low-cost career exploration and career education resources to the field.
4. **Student Support and Student Leadership Development** – CTE is an educational strategy that provides students with engaging curricula, career preparation, and opportunities for advancement. Activities must be directed at ensuring that CTE is accessible to all students in order to reach the populations most in need of these benefits. Once enrolled, many students also need additional support and personalization. Students in “special populations,” including students with disabilities, individuals from economically disadvantaged families, foster children, individuals preparing for “nontraditional fields,” single parents and single pregnant women, displaced homemakers, and English learners, face numerous challenges in accessing CTE. Many students at all levels need support with issues such as childcare and transportation, in addition to basic skills.
5. **Industry Partnerships** – Partnerships ensure that CTE curricula remain relevant to the needs of the workplace and provide students and educators with opportunities for learning and work experience in the world outside of education. Currently, *advisory committees* serve as the primary mechanism for industry to provide input to education. Efforts must be made to ensure that industry is engaged in meaningful ways for advisory purposes, as well as for work-based learning and professional development.
6. **System Alignment and Coherence** – Activities which involve alignment and cooperation, both vertically and horizontally throughout the CTE system, are essential to maximize efficient use of system resources and provide optimal services to students. Key strategies for building a more coherent CTE system include course sequencing, articulation agreements, Senate Bill 70 initiatives, CTE Transitions, dual and concurrent enrollment

strategies, “middle” and “early college” high schools. System wide implementation of these strategies is needed.

7. **Effective Organizational Design** – Activities to ensure access to CTE and the development of more integrated approaches to teaching and learning, including collaboration among faculty and across disciplines, requires attention to organizational design issues. These include organizational structure, such as the creation of “learning communities,” scheduling, and use of class time, use of out-of-school time, access to facilities, and use of technology for distance learning. In addition, students must have increased mobility to access career pathways of interest in schools or colleges that may not be in their areas.

8. **System Responsiveness to Changing Economic Demands** – Activities to ensure that education “moves at the pace of work” so that it responds in timely ways to the demands of the workplace and contribute to continued economic prosperity. A number of strategies are already being implemented to ensure a “demand-driven,” responsive CTE system: the California CTE Model Curriculum Standards and Framework; advisory committees processes; sharing of labor market information across sectors; coordination with the CCCCO Economic Development Initiatives; strategies supported by Senate Bill 70 to develop career pathways based on industry demand; and contract education, which provides on-demand training to incumbent workers. However, broader and deeper implementation of these strategies is required.

9. **Skilled Faculty and Professional Development** – A major thrust will be directed toward ensuring that CTE instructors are knowledgeable and current in their technical areas and knowledgeable in the academic underpinnings of their professions. In addition, they must be excellent teachers and be able to broker opportunities for learning that bridge the classroom and the workplace. Innovative recruitment and credentialing, drawing on business and industry, must therefore be supplemented with collaborative teaching strategies to provide student access to experiences that encompass the full range of knowledge and skills required. In addition, pre-service and in-service professional development programs must be expanded for both CTE and academic instructors, administrators, counselors, and staff to include integrated teaching strategies and the skills required to succeed in the 21st century.

Such professional development must promote understanding between CTE and “academic” personnel. Local educational personnel and representatives of various state level organizations such as the Academic Senate, CCCAOE, statewide advisory committees and collaboratives , and Regional Consortia, as well as representatives of business and industry, will assist in the identification of priorities for professional

development activities. These individuals and groups will also assist in the design and delivery of professional development programs and activities.

10. **Evaluation, Accountability, and Continuous Improvement** – It is essential that the state develop the means for understanding when and how well the goals are being met and establish mechanisms for continuous improvement. Students in CTE programs must be able to demonstrate both academic achievement and mastery of technical and workplace knowledge and skills. Accountability systems such as the California Student Information System provide unique identifiers for k-12/adult students, and Cal-PASS will enable the monitoring of student progress across schools and segments. These systems must be fully implemented, with definitions clarified and widely understood. Further, statewide accountability systems must include measures that address CTE-related outcomes, such as technical skill attainment and employment, as well as graduation and transition to further education. In addition, resources and professional development are required to support the collection, analysis, and use of data for program improvement.

11. **CTE Promotion, Outreach, and Communication** – Activities to help ensure that students take advantage of the available learning opportunities so that the many benefits of CTE are reaped. Students, parents, educators, business, and policy makers need more information about CTE programs and evidence of their effectiveness. In addition, communication among practitioners across the “academic-CTE divide” must be promoted to facilitate mutual understanding and better course a program integration for the benefit of all students.

RFA Specification Numbers

Number	Title
012-342-001	Central Region
012-342-002	San Diego-Imperial Region
012-342-004	Bay-Interior Region (Dual Region)
012-342-005	LA-Orange Region (Dual Region)
012-342-006	South Central Region
012-342-007	Desert Region
012-342-008	North-Far North Region

D. Eligibility

Only Community College Districts are eligible to apply.

E. RFA Clarification

If any ambiguity, conflict, discrepancy, omission, or other error in this RFA is discovered, immediately notify the Chancellor’s Office of the error and request a written modification or clarification of the document. A clarifying addendum will be given to all parties who have obtained the RFA, without divulging the source of the request. In so far as practical, the Chancellor’s Office will give such notice to other interested parties, but the Chancellor’s Office shall not be responsible for failure to do so.

The contact person for questions concerning these Grant Instructions is: Paul Barth, (916) 323-3895 or via e-mail at pbarth@cccco.edu.

F. Project Selection

Renewal projects are reviewed and recommended for funding by the appropriate California Community College Chancellor’s Office project monitor.

Application Submittal Procedure and Calendar of Key Dates

Application Submittal Procedure

1. Applications must be received by the Chancellor's Office by **5 p.m. on May 25, 2012** to be eligible. If you are mailing the application, it is recommended that a return receipt be requested from the shipping agent.
2. Submit four (4) copies of the application, all four (4) with ORIGINAL SIGNATURES (All signatures must be in an ink color other than black). Label the outside of the mailing envelope:

Career Technical Education Unit
California Community Colleges Chancellor's Office
1102 Q Street, Sacramento, CA 95811-6549
Attention: Paul Barth, Perkins IV Title IB Regional Consortium
Grant Application Enclosed

3. Staple the application in the upper left-hand corner. Please DO NOT use binders or other covers. Also, please DO NOT include appendices or other supplemental information such as letters of support unless specifically requested in the RFA Specification.
4. The Grant Agreement Face Sheet must be signed by the district's Chief Executive Officer (or Authorized Designee) to bind the grantee to its provisions. All four (4) copies **MUST** have ORIGINAL SIGNATURES. (All signatures must be in an ink color other than black.)
5. Certifications Regarding Lobbying; Debarment, Suspension and Other Responsibility Matters; and Drug-Free Workplace Requirements must be signed by the Chief Executive Officer (or Authorized Designee). All four (4) copies **MUST** have ORIGINAL SIGNATURES (All signatures must be in an ink color other than black)
6. Budget Summary page or pages must be signed by the Project Monitor and Chief Business Officer (or Authorized Designee). All four (4) copies **MUST** have ORIGINAL SIGNATURES. (All signatures must be in an ink color other than black.)

Calendar of Key Dates

Be advised that within the Request for Application process there are important deadlines. The following is a listing of these key dates.

May 25, 2012	Deadline for Receipt of Grant Applications (No later than 5:00 p.m.)
July 1, 2012	Projects Operational
October 25, 2012	1 st Quarter Year-to-Date Expenditure and Progress Report Due
January 25, 2013	2 nd Quarter Year-to-Date Expenditure and Progress Report Due
April 25, 2013	3 rd Quarter Year-to-Date Expenditure and Progress Report Due
	Last day for amendments
June 28, 2013	All projects completed
July 25, 2013	4 th Quarter Year-to-Date Expenditure and Progress Report Due
August 30, 2013	Final Reports and Claims Due

Section II: RFA Specification for Grant Renewals and Application Format and Instructions

RFA Specification for Grant Renewals

RFA Specification Numbers:	012-342-01 through 012-342-08
RFA Specification Title:	Regional Consortium Grant
Program Division:	Economic Development and Workforce Preparation
Division Vice Chancellor:	Van Ton-Quinlivan
Funding Source:	Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV)
Funding Category:	Title IB (State Leadership)
Performance/Funding Periods:	July 1, 2012 through June 30, 2013
Maximum Funds Available:	\$150,000 per region. The total maximum funding is also provided on the face sheet (Appendix A) for each consortium (double for dual regions).
Number of Awards:	Seven – Bay/Interior Region, Central Region, Desert Region, LA/Orange Region, North/Far North Region, San Diego/Imperial Region, and South Central Region.

The career technical education funds must address the intent of the Carl D. Perkins Career and Technical Education Improvement Act of 2006 (Perkins IV). A major thrust of the Act is to ensure that students enrolled in Career and technical education receive the same rigor of academics as transfer students. Program improvements in the areas of professional development, curriculum development, educational technology, and partnership development should result in an increased number of students, including special populations, advancing in higher education and in obtaining high-skills leading to high-wage jobs.

The Office of Career and Adult Education has targeted the following four key objectives for this year of funding. Projects must describe how these objectives will be addressed in the narrative under the Need and/or Response portions of the application.

- Improving the academic skills of Career and technical education students;
- Strengthening connections between secondary and postsecondary education;
- Preparing individuals for occupations in demand that pay family-supporting wages; and
- Investing in effective, high-quality local programs.

Application Format and Instructions

The following instructions prescribe the mandatory format and approach for the development and presentation of the application. Application format instructions must be followed, all questions must be answered, and all requested data must be supplied. Specification information is provided to assist in the presentation of the data. As instructed herein, use the forms, narrative format, and the RFA Specifications to prepare project applications. Note that there have been some updates for 2012-13.

Overview of Components of the Application

1. Grant Agreement Face Sheet
2. Contact Page
3. Application Consortium Data Sheet
4. Certifications Regarding Lobbying; Debarment, Suspension and Other Responsibility Matters; and Drug-Free Workplace Requirements
5. Application Abstract
6. Table of Contents
7. Statement of Need
8. Response
9. Annual Workplan
 - a) Objectives
 - b) Activities
 - c) Performance Outcomes
 - d) Timelines
 - e) Responsible Person(s)
10. Project Management
11. Application Budget Summary and Budget Detail Sheets
12. Dissemination

You must use the Face Sheets sent with this package (or in Appendix A) and the forms in Appendix B. The GRANT AGREEMENT FACE SHEET SHALL NOT be replicated, but may be duplicated. All forms are available on line at:

<http://www.cccco.edu/SystemOffice/Divisions/EconDevWorkPrep/CTE/Grants/VETA1b/t/abid/520/Default.aspx>

1. **Grant Agreement Face Sheet**, sent with this package (also available on our web site as Appendix A)

Complete and obtain the signature of the district Chief Executive Officer (or Authorized Designee) on at least four copies of these forms. (All signatures must be original and in an ink color other than black).

2. **Contact Page** (*Appendix B*)

3. Place the **completed** Contact Page behind the Grant Agreement Face Sheet. **Application Consortium Data Sheet** (*Appendix B*)

Place the **completed** Application Consortium Data Sheet behind the Contact Page.

4. **Certifications Regarding Lobbying; Debarment, Suspension and Other Responsibility Matters; and Drug-Free Workplace Requirements** (*Legal Certification form*)

Complete and obtain the signature of the district Chief Executive Officer (or Authorized Designee) on at least three copies of these forms. (All signatures must be original and in an ink color other than black). Place the **completed** Certification behind the Application Consortium Data Sheet.

5. **Application Abstract** (*Appendix B*)

- a. The abstract should simply and concisely summarize in 250 words or less last year's accomplishments/deliverables to date and expected deliverables/outcomes for the coming year.
- b. Place the Application Abstract immediately behind the Certification. The Career Technical Education Unit reserves the right to request any or all parts of the application in electronic format.

6. **Table of Contents** (*Form not provided*)

- a. The narrative pages shall be numbered in sequence, with the numbers centered at the bottom of each page.
- b. The Table of Contents shall be on a separate page, with each component of the application listed and page numbers indicated.
- c. Place the Table of Contents behind the Application Abstract Page.

7. **Statement of Need** (*Form not provided; use narrative format*)

Specification

A challenging economy and an increasing demand for results from most of our social institutions are making this a critical time to reshape the role of Career and technical education and economic development in California. To effectively meet the regional market demand for education and training by industry and business, a collaborative and coordinated response strategy is needed among the colleges in the region. Such a response calls for the development of a regional

consortium of community colleges. The regional consortium should serve as a network of education and training programs and services, which bring staff from career technical education and economic development together for information sharing and problem solving. Those services would include, but not be limited to, ongoing assessment and regional/sub-regional planning, marketing, dissemination of information, collaborative exchanges and coordination. Additionally, the regional consortium is in a key position to promote collaborative partnerships and joint ventures among a wide range of business and industry partners.

Instructions

The statement of need must:

- Reflect the scope of the problems or issues being addressed in the Specifications (below in number 8).
- Substantiate the need by providing adequate data/documentation to support the need by a current review of the literature and research (e.g., labor market studies, multi-region and state economic development surveys, community development studies).
- Relate to regional and statewide trends.
- Describe regional needs under the following federally mandated objectives:
 - ▶ Improving the academic skills of Career and technical education students;
 - ▶ Strengthening connections between secondary and postsecondary education;
 - ▶ Preparing individuals for occupations in demand that pay family-supporting wages; and
 - ▶ Investing in effective, high-quality local programs.

8. Response (*Justification/Feasibility of Project – form not provided; use narrative format*)

Specification: Required Project Structure

These funds are to support the expansion and improvement of a regional infrastructure designed to serve as a network of educational and economic development services aimed at improving:

- The regions response in meeting the Career and technical education, training and economic development needs of industry, government and the community;
- The marketing and awareness of community colleges Career and technical education and economic development programs and services;

- The use of technology to develop collaborative electronic networks to share information among the colleges and business and industry within the regions and across the state;
- The ability to leverage partnership development among the colleges and industry;
- The coordination among colleges and disseminating “best practices” in professional development, curriculum development, educational technology, tech prep, serving of special populations and partnership development.

Instructions

The application must:

- Describe the project’s response to the identified need. This section of the application should describe the proposed purpose, objectives, and/or solutions for addressing the need.
- Describe the project’s capabilities and capacity for meeting the requirements of the specification being addressed. The benefits of the project should be clearly delineated.
- Demonstrate what steps will be taken to institutionalize the proposed solutions, both short-term and long-term actions.
- Provide enough information to convince the reviewer that the proposed objectives, approaches/solutions are feasible and will ultimately result in having a positive impact on multiple regions and the state.
- If not previously discussed, describe how the following federally mandated objectives will be addressed:
 - ▶ Improving the academic skills of career and technical education students;
 - ▶ Strengthening connections between secondary and postsecondary education;
 - ▶ Preparing individuals for occupations in demand that pay family-supporting wages; and
 - ▶ Investing in effective, high-quality local programs.

9. Annual Workplan (*Appendix B*)

I. Minimum Required Objectives

The following is a list of identified broad minimum objectives. Objectives should be stated in measurable terms.

1. To form a consortium of colleges within a region to address:
 - The integration of academic, vocational, and technical skills of students who choose to enroll in occupational education;
 - That students enrolled in career and technical education receive the same rigor of academics as transfer students; and
 - Program improvements in the areas of accountability, professional development, curriculum development, linkages and partnerships, counseling and other support services, student leadership activities, dissemination and public relations and resource development.
2. To increase the visibility of career and technical education and economic development opportunities throughout the region.
3. To improve the linkages among career and technical education programs, the statewide discipline/industry collaboratives and advisory committees; the economic development initiatives, and the Workforce Investment Act boards and entities.
4. To disseminate best practices on a regular basis, and to solicit feedback from participants in order to foster continual improvement.
5. To provide a range of information and marketing services to the region, coordinate service delivery with other service providers, and identify gaps in services needed in the region.

II Minimum Required Activities

1. Seek the active involvement of and maintain lines of communication with Chief Executive Officers, Chief Instructional Officers, Chief Student Services Officer, Career Technical Education and Economic and Workforce Development Administrators, the Academic Senate, Management Information Systems Officer, the Statewide Discipline Advisory Committee, and Economic Development Centers and Initiative Directors in regional consortia planning and activities . On a regular basis inform them of regional CTE events, activities and successes.
2. The consortia will conduct, at least six, meetings in person or via remote means, with designated staff from each college in the region to coordinate programs and services, to share information and to develop an annual strategic work plan.

3. Meet at least quarterly with the California Community College Chancellor's Office CTE and EWD staff.
4. Meet with the statewide discipline/Industry collaboratives and the related advisory committees and the Perkins CTE representatives, as designated by the Chancellor's Office. A minimum of two meetings annually is recommended. The Chancellor's Office will assist in convening and facilitating these meetings.
5. Collaborate and communicate on a regular basis with the Perkins CTE Statewide discipline/industry collaboratives and their respective advisory committees, the Special Populations, Work-Based Learning and Career Development Collaboratives; the Academic Senate and the Chancellor's Office staff to:
 - Assist in the development/implementation of statewide/regional consortium and partnerships with all the Perkins IV collaboratives.
 - Provide communication about and dissemination of Perkins IV collaborative activities, outcomes and products to all community college providers of Perkins IV collaborative specific discipline/industry cluster education; and
 - Assist with professional development activities.
6. Collaborate regionally with the Economic and Workforce Development Initiatives and industry/sector based collaboratives through Regional Centers and Initiative Directors on an annual basis and as needed to respond to regional workforce needs.
7. As appropriate, share regional consortium information and products with other Regional Consortia, Perkins IV statewide discipline/industry collaboratives and their related advisory committees, Special Populations, Work-Based Learning and Career Development Collaboratives, and the Chancellor's Office CTE and EWD staff.
8. Provide professional development opportunities that enable academic and CTE faculty and counselors to acquire the knowledge and skills necessary to improve CTE programs and services, implement EWD initiatives, and ensure access and success for special populations.
9. Participate in statewide and regional workforce development marketing efforts. Identify and prioritize the region's top three sectors in terms of labor market data and need. Encourage regional

collaboration to market workforce development for these sectors. Refer to Appendix C for additional information.

10. Facilitate the dissemination of information, articles, position papers, and products developed by Career Technical Education and Economic and Workforce Development Program projects to colleges, and education and economic development entities in the region. This includes posting these items on the consortia web site.
11. Sponsor and participate in regional and statewide meetings(s)/workshop(s):
 - For Career Technical Education and Economic and Workforce Development funded projects: promote collaboration and linkages between groups, networking, sharing of best practices, and updates on legislative and other current events impacting the regions.
 - When planning regional conferences, workshops, and training, seek input from appropriate CCCCCO staff, and relevant statewide advisory committees and collaboratives, as well as CTE and EWD practitioners.
 - In coordination with the Chancellor's Office CTE, EWD staff and others, implement as needed regional strategy workshops.
 - Participate in the California Community College Association of Occupational Education (CCCAOE); Regional Consortia Chairs meetings; EWD Regional Collaboration and Program Advisory Committees (EDPAC); and similar organizations.
 - When convened by the Chancellor's Office, participate in and contribute to a meeting with the statewide discipline/industry collaboratives and the statewide advisory committees.
12. Link the regional consortium website with the Community College Chancellor's Office Career Education Practices home page, and the Economic and Workforce Development (CCEWD) web site. Keep web pages updated to reflect relevant changes. Provide links to the other regional consortias and to the statewide collaboratives and their advisory committees. Refer to #12, parts d & e, page 21.
13. Facilitate and coordinate assistance efforts to colleges that will be used to enable special population students to meet state-adjusted levels of performance. Special population categories include: a) individuals with disabilities, b) economically disadvantaged

students, c) individuals preparing for non-traditional employment, d) single parents/single pregnant women, e) displaced homemakers, and f) individuals with limited English proficiency.

14. Contribute to the annual statewide Special Populations conference. This may be coordinated with the California Department of Education and other groups.
15. Provide support and guidance for new and/or prospective career technical education and economic workforce development administrators.

Note: The Regional Consortium may chose to offer mini-grants to implement some of the above activities.

Instructions

The Annual Workplan serves as the statement of work for the proposed project. Use the applicable form(s) provided in Appendix B (and available online at <http://www.cccco.edu/SystemOffice/Divisions/EconDevWorkPrep/CTE/Grants/VE/TA1b/tabid/520/Default.aspx> to outline the sequence of objectives, activities, performance outcomes, timeline and responsible person(s). The workplan also serves as the major foundation for linking the various pieces of the application together. Thus, it is important that objectives of the workplan be clearly stated, and each corresponding activity delineated along with appropriate performance outcomes, timelines, and responsible persons.

a. Objectives

- The RFA Specification and Section I above has identified Minimum Required Objectives. The applicant must address these Required Objectives. Additional project objectives may be added. All objectives must be relevant to the project. Objectives must be itemized, prioritized and stated in measurable terms.

Example: Eighty percent (80%) of the 35 faculty completing the Internet Professional Development workshop will incorporate best practices learned into their classroom, as evidenced by revised curriculum outlines and team teaching strategies.

- The project objectives provide the foundation for developing the approaches or solutions to be used in addressing the need/problem and serve as the basis for determining performance outcomes.

- b. Activities (section II above has identified Minimum Required Activities. The applicant must address these Required Activities).
 - Under this section, describe the activities required to accomplish each of the project objectives.
 - The applicant must also demonstrate that the activities are sufficient to achieve each of the proposed outcomes.
- c. Performance Outcomes
 - Expected performance outcomes are reasonable and based on the proposed project objectives and activities.
 - The application should identify the type of documentation to be used to show evidence of achievement, e.g., projected student completion rates, milestones, and benchmarks.
- d. Timelines
 - Provides a monthly calendar of projected completion dates for key activities.
- e. Responsible Person(s)
 - Individual(s) responsible for completing key activities should be identified by name and position.

10. Project Management (*Form not provided*)

Specifications

Address the requirements for the project management plan in the narrative as outlined below. This section must clearly describe the capacity of the college to attain the desired outcomes of the project and address how the college will make the project fully functional.

Instructions

- a. Provide an organizational chart for the project.
- b. Provide a management plan for operating the project.
- c. Show evidence of the commitment of project staff, describing their responsibilities and the amount of time to be devoted to project activities. Provide a summary of each individual's experience (no more than two pages total). Those who will implement the project should be involved in the

planning. If not, and if the key personnel are to be chosen later, include a complete job description and the duties of such personnel.

11. Application Budget Summary and Budget Detail Sheets (Appendix B)

Complete and obtain the signature of the Project Director and Chief Business Officer (or Authorized Designee) on at least three copies of these forms. (All signatures must be original and in an ink color other than black). Please include this section after the Project Management narrative.

- a. Complete the appropriate **Application Budget Summary or Summaries** (See Crossover Chart in **Appendix B** to determine expenditure classifications). When entering dollar amounts, round off to the nearest dollar. **DO NOT TYPE CENTS.**

NOTE: The purpose of the Budget is to indicate whether the project is well planned and reasonable in scope. Technical errors in the budget can be changed if the project is recommended for funding, as long as the request does not exceed the maximum amount allowable. The budget process must be open and transparent, and the final product shared with the members.

Grantees must adhere to the rules in *Articles I and II*, which outline the Legal Terms and Conditions. It is the responsibility of the fiscal agent to ensure that the directors and staff of the collaborative meet these requirements. With particular attention to the Budget and Subcontracting sections # 9-11, pages 5 -6; and Standards of Conduct #15, pages 9-10.

To substantiate the Application Budget Summary, submit a Budget Detail Sheet. (Appendix B.) The Budget Detail Sheet lists the cost breakdown of each budget classification amount requested. Indicate specific items and services, rates and amounts, expanding the space as needed.

- b. The indirect costs (overhead) for this project cannot exceed four percent (4%) of the total direct costs (line 8 of the application Budget Summary). The following formulas may be used to determine the indirect:
 - For specific or maximum award amounts, i.e., the RFA specifications dictate the amount that an applicant can request:
$$(\text{Total Grant Amount}) \div 1.04 = (\text{Total Direct Cost}) \times 4\% = (\text{Indirect Cost})$$

For example: $168,000 \div 1.04 = 161,538 \times 4\% = 6,462$
 $\$161,538 (\text{Total Direct Cost}) + \$6,462 (\text{Indirect Cost}) = 168,000 (\text{Total Grant Amount})$
- c. Supervision/Administration costs (not directly involved in the day-to-day ongoing activities) **cannot exceed five percent (5%).**

- d. Equipment cost is allowable for Perkins IV funds. However, a justification is required. This means that if projects are planning to request funds for equipment, then they must identify what specific funds will be used for curriculum development, professional development, partnerships, accountability, and student support structures. All equipment requests will require Project Monitor's approval.
- e. The district/college Chief Business Officer's original signature is required on at least three copies of each Application Budget Summary. (All signatures must be in an ink color other than black.)
- f. For Travel (Object 5000), district travel and reimbursement policies apply. Only travel necessary to the project is allowed. List travel purpose and estimated cost. **Any out-of-state travel requires pre-approval of the Project Monitor.** Refer to instructions and forms on CTE web site at: [CEP Home Page](#), and click on appropriate links in the left side menu bar.
- g. See Grant Agreement Article I (Appendix A) for budget change instructions.

12. Dissemination (*Form not provided; use narrative format*)

It is the responsibility of the grantee to disseminate minutes, findings, work products and materials. The following are examples of what the Chancellor's Office requires for dissemination. Please write a narrative statement discussing how you will meet these requirements.

- a. The grantee shall prepare minutes of required meetings and post them and related documents on their website.
- b. Project staff are required to disseminate their findings and work products through State and regional conferences including meetings of the Community College League of California, the Academic Senate, the California Community Colleges Association of Occupational Education, CCEWD, the Chancellor's Office Annual Conference and/or other annual meetings. Since project directors are not ultimately responsible for the agenda at the above-mentioned conferences, a revision to the project may be required during implementation.
- c. Documents, reports, materials or grant products produced as a result of the grant are public documents and should be disseminated to other community colleges, and posted on your web site. Describe how grant materials or products will be distributed to other Community Colleges, resource libraries, or other organizations. Indicate if electronic forms of dissemination will be used. **The Chancellor's Office Project Monitor must review and approve final products, materials, or documents before dissemination.**

- d. Create and maintain a web site to share information about the project, and it should provide relevant and up to date information concerning the consortia including products, meeting minutes and professional development activities. It should also contain a directory of those involved in the consortia , including the fiscal agent, project director(s) and members, and this must be kept current.
- e. All publications and websites must meet the requirements in the Legal Terms and Conditions (*Section 13, Products and Deliverables, subsections d and e*); such as referencing California Community College in the heading/name; meeting ADA accessibility standards; and including a disclosure statement similar to: *This website is funded fully or in part by a Carl D. Perkins Title I, Part B State Leadership Grant, # 12-XXX-xx, awarded by the California Community Colleges Chancellor's Office.*"

Section III: RFA Reporting Requirements

RFA Reporting Requirements (*Required forms in Appendix C*)

Year-to-Date Expenditure and Progress Report

The grantee shall submit quarterly year-to-date expenditure and progress reports. Report the funds separately by source, charging each activity against the appropriate source. The list of deliverables must be addressed for each quarter.

Submit quarterly year-to-date, expenditure and progress reports through the online reporting system located at: <http://misweb.cccco.edu/vteaib/prod/logon.cfm>
Reporting due dates are provided on page 8 of this document.

Final Reports

Work Products

- The grantee will provide a list of advisory committee members, their titles, and the employment sector, local educational agency, or regional consortium they represent; one set of advisory committee meeting minutes; and a copy of any significant printed material produced with grant funds.
- All products that have as a final creation any media software (e.g. videotape) shall develop an accompanying workbook/guide that provides instruction on its uses. **Send ONLY one (1) copy of each of these products, in electronic format with your final report.**

Final Report of Expenditure by Source of Funds

Complete the 2012-2013 Final Report of Expenditures by Source of Funds in hardcopy and also enter data online through the online reporting system at: <http://misweb.cccco.edu/vteaib/prod/logon.cfm>

Sign the Final Report of Expenditures by Source of Funds and the Data Summary forms and submit to the Chancellor's Office as directed. Two copies of the final report must be submitted; all two (2) of the copies must have original signatures (all signatures must be an ink color other than black).

Submit the two (2) signed copies of the complete final report by 5 pm; August 30, 2013 to:

Career Education Practices Unit,
Chancellor's Office, California Community Colleges,
1102 Q Street, Sacramento, CA 95811-6549,

Attention: Paul Barth, CTE Title IB Consortia Project Final Report Enclosed

Data Summary Form

The following information is to be reported on the Final Performance Report (Data Summary Form).

- a. Report the amount of funds awarded, amount of funds expended, and estimated funds spent by category, with all relevant details.
- b. Expenditures by Leadership Category -- Report the estimated expenditures by leadership category. Note: the total expenditures must equal the total amount of funds expended.
- c. Professional Staff Served -- Report applicable ethnicity, gender and discipline of professional staff served, including the number of (a) professional staff (general/academic, CTE, instructional support, counselors) and if applicable (b) CTE students by gender and ethnicity.
- d. Provide a list of all colleges/schools served by the project.
- e. Report, if applicable, on the number of courses within specific TOP code discipline/sub-discipline/field categories that are new, expanded/revised, or deleted as a result of the project.

Narrative Sections

The grantee will provide a final report narrative of outcomes of the primary and secondary required activities and efforts to collaborate with postsecondary and secondary educators; public/private sector stakeholder groups, Statewide

Advisory Committees, Statewide Collaborative and Consortia projects, and other statewide CTE initiatives.

Please provide a Final Report Narrative, by describing and providing information for each of the following Perkins IV activities: (Please keep all responses to each in the same section/area and in the order below).

1. Seek the active involvement of and maintain lines of communication with Chief Executive Officers, Chief Instructional Officers, Chief Student Services Officer, Career Technical Education and Economic and Workforce Development Administrators, the Academic Senate, Management Information Systems Officer, the Statewide Discipline Advisory Committee, and Economic Development Centers and Initiative Directors in regional consortia planning and activities . On a regular basis inform them of regional CTE events, activities and successes.
2. The consortia will conduct, at least six, meetings with designated staff from each college in the region to coordinate programs and services, to share information and to develop an annual strategic work plan.
3. Meet at least quarterly with the State Chancellor's Office CTE/EWD staff.
4. Meet with the statewide advisory committees representatives and the Perkins CTE Statewide Discipline/Industry Collaborative Projects, as designated by the Chancellor's Office. A minimum of two meetings annually is recommended. The Chancellor's Office will assist in convening and facilitating these meetings.
5. Collaborate and communicate on a regular basis with the Perkins CTE Statewide Discipline/Industry Collaborative Projects, Special Populations Collaborative, Work-Based Learning Collaborative, Statewide Advisory Committees, the Statewide Academic Senate and the Chancellor's Office staff to:
 - Assist in the development/implementation of statewide/regional consortium and partnerships with all the Perkins IV collaboratives.
 - Provide communication about and dissemination of Perkins IV collaborative activities, outcomes and products to all community college providers of Perkins IV collaborative specific discipline/industry cluster education; and
 - Assist with professional development activities.
6. Collaborate regionally with the Economic and Workforce Development Initiatives and industry/sector based collaboratives through Regional Centers and Initiative Directors on an annual basis and as needed to respond to regional workforce needs
7. As appropriate, share regional consortium information and products with other Regional Consortia, Perkins IV Statewide Advisory Committees, Statewide

Discipline/Industry Collaborative projects, Special Populations Collaborative, Work-Based Learning Collaborative and Chancellor's Office CTE and EWD staff.

8. Provide professional development opportunities that enable academic and CTE faculty and counselors to acquire the knowledge and skills necessary to improve CTE programs and services, implement EWD initiatives, and ensure access and success for special populations.
9. Participate in statewide and regional workforce development marketing efforts. Identify and prioritize the region's top three sectors in terms of labor market data and need. Encourage regional collaboration to market workforce development for these sectors.
10. Facilitate the dissemination of information, articles, position papers, and products developed by Career Technical Education and Economic and Workforce Development Program projects to colleges, and education and economic development entities in the region.
11. Sponsor and participate in regional and statewide meetings(s)/workshop(s):
 - For Career Technical Education and Economic and Workforce Development funded projects: promote collaboration and linkages between groups, networking, sharing of best practices, and updates on legislative and other current events impacting the regions.
 - When planning regional conferences, workshops, and training, seek input from appropriate CCCCCO staff, and relevant statewide advisory committees and collaboratives, as well as CTE and EWD practitioners.
 - In coordination with the Chancellor's Office CTE, EWD staff and others, implement as needed regional strategy workshops.
 - Participate in the California Community College Association of Occupational Education (CCCAOE); Regional Consortia Chairs meetings; EWD Regional Collaboration and Program Advisory Committees (EDPAC); and similar organizations.
 - If convened by the Chancellor's Office, participate in and contribute to a statewide meeting with the Statewide Advisory Committees and Statewide Discipline/Industry Collaboratives.
12. Link the regional consortium website with the Community College Chancellor's Office CTE website, the collaboratives and advisory committees, and the Economic and Workforce Development (CCEWD) home page. Keep web pages updated to reflect relevant changes. Meet the website requirements in

#12 sections d and e on page 21 of this RFA.

13. Facilitate and coordinate assistance efforts to colleges that will be used to enable special population students to meet state-adjusted levels of performance. Special population categories include: a) individuals with disabilities, b) economically disadvantaged students, c) individuals preparing for non-traditional employment, d) single parents/single pregnant women, e) displaced homemakers, and f) individuals with limited English proficiency.
14. Contribute to the annual statewide Special Populations conference. This may be coordinated with the California Department of Education and other groups.
15. Provide support and guidance for new and/or prospective career technical education and economic workforce development administrators.

ADDITIONAL INFORMATION AND REQUIREMENTS

In addition, this project must adhere to the purposes and provisions of the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV) and the 2008-2012 State Plan.

The grants awarded through this RFA Specification will be for **July 1, 2012 through June 30, 2013**. All projects that have as a final product any media software (e.g., videotape) shall develop an accompanying workbook/guide that provides instruction on its uses.

Ongoing contact with the CTE Project Monitor is required. Funded projects may also be subject to one or more formal site visits during the grant period.

All courses initiated or substantially modified as a result of the activities supported by this grant must comply with all applicable sections of Title 5 of the California Code of Regulations, particularly Section 55002, which defines standards for degree-applicable credit, non-degree-applicable credit, and noncredit courses, and must be reviewed through the appropriate process as described in those regulations.

All Career education programs (certificates or degrees) initiated or substantially modified as a result of activities supported by this grant must be approved at the appropriate level and through the appropriate process as specified in the *Curriculum Standards Handbook* including TOP published by the Chancellor's Office [Reference Materials Page Including TOP codes](#). In general, any program that requires 18 units or more of coursework must be approved by the Chancellor's Office before it is initiated or substantially modified.

Mailing Address and Contact Information:

Career Technical Education Unit
Chancellor's Office California Community Colleges
1102 Q Street, Sacramento, CA 95811-6549

Attention: Paul Barth

CTE Title IB Consortia Project Final Report Enclosed

Questions: Contact –Your project monitor

Or - Paul Barth, Perkins IB Lead
At: 916-323-3865, or pbarth@cccco.edu

A directory of monitors and regions may be found at:

<http://www.cccco.edu/ChancellorsOffice/Divisions/WorkforceandEconomicDevelopment/CareerEducationPracticesUnit/RegionalConsortialInformationandWebLinks/tabid/935/Default.aspx>