

Chancellor's Office, California Community Colleges  
Educational Services Division

**CAREER TECHNICAL EDUCATION UNIT**

**TECH-PREP EDUCATION PROGRAM  
TRANSITION APPLICATION FOR**

*(2007-2008)*

**This Transition Application Includes:**

Tech-Prep Program Requirements

Application Content, Format Instructions, and Forms

Application Legal Terms and Conditions

**TRANSITION APPLICATION DEADLINE**

May 8, 2007, by 5:00 p.m.

# TECH-PREP TRANSITION APPLICATION CHECKLIST

**NOTE:** This checklist is a tool for Consortia to use when completing their Transition Application. **If the Transition Application contains the following information, in the following order, the packet will be complete.**

- Grant Agreement for Tech-Prep Program Allocation -- Application Face Sheet (*5 copies, 3 with original CEO/Designee signatures*) (*See Appendix A*)

**NOTE:** There is one Application Face Sheet for districts and another for non-districts.

District applicants use the Face Sheet that has a district line at the top of the page (paid through the apportionment process) and non-district use the Face Sheet that has a non-district line at the top of the page (paid through cost reimbursement)

- Contact Page (*See Appendix A*)
- Application Narrative (*Six questions – four that address current Tech-Prep implementation as of 06-07, one that focuses on activities for fiscal year 07-08, and a new question describing how the consortia will use the transition year to strategically plan for Perkins IV (including the new accountability)– no more than 4 pages long*)
- Statement of Work -- Annual Workplan (*See Appendix A*)
- Application Budget Summary (*5 copies, 3 with original Project Director signatures and CBO/Designee signatures*) (*See Appendix A*)
- Application Budget Detail Sheet (*See Appendix A for Format Example and Blank Form*)
- Organization Chart (*Consortia partnerships and advisory/committee structure*)
- Certification of Program Compliance and Quality (*5 copies, 3 with original Project Director signatures*) (*See Appendix A*)
- Certification Regarding Lobbying; Debarment, Suspension and Other Responsibility Matters; and Drug-Free Workplace Requirements (*5 copies, 3 with original CEO/Designee signatures*) (*See Appendix A*)
- No** supplemental material (***DO NOT*** include appendices or other supplemental information unless specifically requested in the Application.)
- Completed Packets stapled in upper left corner (***DO NOT*** use binders or other covers.)
- Mailing envelope is labeled **ATTENTION: CAREER TECHNICAL EDUCATION UNIT, ROBIN HARRINGTON, TECH-PREP TRANSITION APPLICATION ENCLOSED** and submitted no later than **5:00 P.M., ON TUESDAY MAY 8, 2007.**
- Of five (5) sets, three (3) have original signatures (**IN ANY INK COLOR OTHER THAN BLACK**) on the:
  - Application Face Sheet (*CEO/Designee signature*)
  - Application Budget Summary (*Project Director signature and CBO/Designee signature*)
  - Certification of Program Compliance and Quality (*Project Director signature*)
  - Certification Regarding Lobbying; Debarment, Suspension and Other Responsibility Matters; and Drug-Free Workplace Requirement (*CEO/Designee signature*)

# TECH-PREP EDUCATION PROGRAM TRANSITION APPLICATION FOR 2007-2008

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**TECH-PREP EDUCATION PROGRAM  
TRANSITION APPLICATION FOR  
(2007-2008)**

**A. Intent**

The Tech-Prep Education Program Transition Application contains Tech-Prep program requirements and application submittal information regarding content, instructions and forms. It also contains copies of the Grant Agreement Legal Terms and Conditions Articles I and II).

Applications must be submitted utilizing the required format, forms, and sequence described in the Tech-Prep Application Checklist.

**B. Performance Period**

The performance period for the 2007-2008 allocation shall be from July 1, 2007, through August 31, 2008. All performance under this allocation shall be completed by June 30, 2008, except the Fourth Quarter Year-to-Date Expenditure and Progress Report must be received by the Chancellor's Office no later than July 31, 2008, and the Final Reports must be received by the Chancellor's Office no later than August 31, 2008.

**C. Calendar of Key Dates**

Be advised that within the Tech-Prep Application process there are important deadlines. The following is a listing of these key dates:

May 8, 2007	Deadline for Receipt of Tech-Prep Applications <i>(No Later than 5:00 p.m.)</i>
July 1, 2007	Projects Operational
October 25, 2007	1st Quarter Year-to-Date Expenditure and Progress Report due
January 24, 2008	2nd Quarter Year-to-Date Expenditure and Progress Report due
April 25, 2008	3rd Quarter Year-to-Date Expenditure and Progress Report due and <i>Last day for amendments</i>
June 30, 2008	Projects Completed
July 25, 2008	4th Quarter Year-to-Date Expenditure and Progress Report due
August 31, 2008	2007-2008 Final Performance Reports and Final Report of Expenditures due

## **D. Application Content and Format Instructions**

### ***Background***

For your convenience the purpose of the Carl D. Perkins Vocational and Technical Education Act of 1998 (VTEA 98) and the required components of Title II, Sections 202 and 204 are listed below.

VTEA 98 has defined the Act's purpose as: To develop more fully the academic, vocational, and technical skills of secondary students and postsecondary students who elect to enroll in vocational and technical education programs, by:

- Building on efforts of States and localities to develop challenging academic standards;
- Promoting the development of services and activities that promote the integration of academic, vocational, and technical instruction that link secondary and postsecondary education for participating vocational and technical education students;
- Increasing State and local flexibility in providing services and activities designed to develop, implement, and improve vocational and technical education, including Tech-Prep education; and
- Disseminating national research, and providing professional development and technical assistance, that will improve vocational and technical education programs, services and activities.

These overall purposes should overlap many of the Tech-Prep required components. The required components for a Tech-Prep program include:

1. A minimum of 2-years of secondary education and 2-years of postsecondary education in a nonduplicative, sequential course of study.
2. Integration of academic vocational, and technical instruction and utilization of work-based/worksite learning where appropriate and available.
3. Provision of technical preparation in career fields such as engineering, technology, applied science, a mechanical, industrial, or practical art or trade, agriculture, health occupations, business, and applied economics.
4. The building of student competencies in mathematics, science, reading, writing, communications, economics, and workplace skills through applied, contextual academics and integrated instruction, in a coherent sequence of courses.
5. Provision of a nonduplicative sequence of study which leads to an associate or a baccalaureate degree or a postsecondary certificate in a specific career field.
6. The provision of 2-years of secondary education and 2-years of postsecondary education that leads to placement in appropriate employment or further education.
7. The development by secondary and postsecondary articulation agreements between the participants in the consortium. (An articulation agreement is a written commitment to

a program designed to provide students with a non-duplicative sequence of progressive achievement leading to degrees or certificates in a Tech-Prep education program.)

8. The ability to evaluate the effectiveness of the partnership comprised of secondary, postsecondary institutions and employers.
9. The availability of enrollment opportunities for Tech-Prep students in concurrent secondary and postsecondary coursework.
10. Uses of appropriate and available, work-based or worksite learning in conjunction with business and all aspects of an industry.
11. Uses of educational technology and distance learning, as appropriate, to involve all the consortium partners more fully in the development and operation of the programs.
12. In-service training for teachers that is designed to train vocational and technical teachers to effectively implement Tech-Prep programs; provides for joint training (secondary and postsecondary) in the consortium; designed to insure that teachers and administrators stay current with the needs, expectations, and methods of business and all aspects of the industry; and focuses on training postsecondary education faculty in the use of contextual and applied curricula and instruction.
13. In-service training for counselors designed to enable them to provide information to students regarding Tech-Prep programs, employment opportunities, and placing students in proper employment; staying current with needs, expectations, and methods of business and all aspects of an industry; providing equal access to all Tech-Prep programs to individual who are members of special populations (individuals with disabilities; from economically disadvantaged families, individuals preparing for non-traditional training and employment; single parents and single pregnant women; displaced homemakers; and individuals with other barriers to educational achievement, including individuals with limited English proficiency) including services developed for the needs of special populations, and preparatory services for these students.

As noted in VTEA 98, Title II, Section 205, special consideration was meant to be given to Consortia who had, or were attempting to develop, the program components listed below.

14. Transfer to 4-year degree programs or placement in effective employment.
15. Plans are built in consultation with business, industry, institutions of higher education, and labor organizations.
16. Plans address re-entry, dropout prevention and needs of special populations.
17. Education and training in areas or skills where there are significant workforce shortages, including the information technology industry.
18. Demonstrates meeting high academic and employability competencies.

### ***One-Year Transition Application (2007-2008)***

The one-year transition application is developed as an extension of the five-year plan (developed in 1999) in detailing the transition year from Perkins III to Perkins IV high-level goals. This transition application will require a Application Face Sheet; Contact Page; Application Narrative; Statement of Work (Annual Workplan); Application Budget Summary; Application Budget Detail Sheet; Organization Chart; Certification of Program Compliance and Quality; and Certification Regarding Lobbying; Debarment, Suspension and Other Responsibility Matters; and Drug-Free Workplace Requirements.

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. Applicants shall use the following format and sequence.

- 1. Grant Agreement for Tech-Prep Program Allocation – Application Face Sheet**  
(Since the Application face sheet is a legal document, under no circumstances can the language be altered on the applicant’s computer. The applicant **must** use the form provided in Appendix A or a photocopy of the form.) **Note:** There is one Application Face Sheet for districts and another for non-districts.

Obtain the signature of the district Chief Executive Officer (or Authorized Designee).

- 2. Contact Page** (*Form provided in Appendix A*)

Place the **completed** Contact Page behind the Application Face Sheet.

- 3. Application Narrative** (*Note: Revised section for 07-08*)

The narrative section consists of six questions. The first four questions are a self-assessment of the consortiums implementation of Tech-Prep as of the end of 2006-2007, the fifth question asks the consortium how they are using the transition year to strategically plan for Perkins IV (including the new accountability requirements) and the sixth question asks for the focus of the 2007-2008 Transition Application. This section will be no more than 4 pages long and consist of high-level “**BRIEF**” answers.

- a. Curriculum Development and Improvement**

How are you building a nonduplicative sequential course of study i.e., (2+2, 4+2, 2+4), meeting high academic and employability competencies through applied contextual academics and technical preparation and instruction?

**b. Professional Development**

How are you meeting the requirement for training of vocational and technical teachers, administrators and counselors (secondary and postsecondary) -- enabling them to effectively implement Tech-Prep programs?

**c. Partnership Development and Articulation**

What are you doing to insure the effectiveness and evaluation of your partnership (including consultation with business and industry) to accomplish i.e., a (2+2, 4+2, 2+4) sequential course of study, articulation agreements, transfer or placement?

**d. Student Support Structures**

What do you have in place to address Tech-Prep student support structures in the areas of counseling, placement in employment or further education, needs of special populations and workbased learning?

**e. Transition Year Planning** *(While Perkins III and IV are very close in content and intent, there are some very specific new requirement in Perkins IV that will need to be looked at and planned for in the transition year and much needed time to develop a five-year Tech Prep plan in order to be ready to start implementation in fiscal year 08-09.)*

What are you doing to get ready to submit a 5-year plan and transition into the new requirements of Perkins IV?

**Examples:** Accountability – Section 203(e) and section 113; implementing the new definitions of a tech-prep student in secondary and postsecondary; coordinating activities conducted under Title I-C; and the additional requirements of programs of study.

See Perkins III/IV side-by-side at the following web address as a resource:  
<http://www.cccco.edu/divisions/esed/cte/Perkins/Perkins1.html>

**f. Final Statement**

Given the overview of the four areas above, what will be the focus for your Application for 2007-2008.

**4. Statement of Work (Annual Workplan)**

The workplan serves as the annual statement of work for fiscal year 2007-2008. The applicant shall use the format provided in Appendix A. This format will be used to outline the project's objectives, activities, projected timeline, individuals responsible and outcomes. The workplan also serves as the major foundation for linking the various pieces of the proposal together. Thus, it is important that objectives of the workplan be clearly stated, and each corresponding activity delineated along with appropriate timelines, responsibilities and performance measures.



a. Objectives:

- The objectives serve as the statement of purpose or intent of the project. The applicant should use the overall goals listed in year five of the five-year plan to develop these objectives. Objectives should be stated in measurable terms (i.e., quantitative and qualitative terms).

*Example:* Fiscally support the establishment of two career pathways.

b. Activities

- Under this section, describe the activities required to accomplish each of the project objectives.

*Example:* Stipends for community college and/or high school faculty for release time for the development of new pathways.

c. Timelines

- This should provide a weekly or monthly calendar of projected completion dates for key activities.

d. Responsible Persons

- Individuals responsible for completing key activities should be identified by name and/or position.

e. Outcomes

- Expected outcomes should relate to the project objectives and activities.

*Example:* Two career pathways will be established as of Fall 2007 at high school “A” and high school “B.”

- The proposal should identify the type of documentation to be used to show evidence of achievement, e.g., letters of agreement, projected student completion rates, milestones, benchmarks.

## 5. Application Budget Summary/Budget Detail Sheet (Appendix A)

- a. Complete the **Application Budget Summary** (See Crossover Chart, **Appendix A**, to determine expenditure classifications.) When entering dollar amounts, round off to the nearest dollar, **DO NOT INCLUDE CENTS**.

**NOTE:** The purpose of the Budget is to indicate whether the project is well planned and reasonable in scope.

To substantiate the Application Budget Summary, submit an Application Budget Detail Sheet. (See Example of Application Budget Detail Sheet format and Crossover Chart in **Appendix A**.) The Application Budget Detail Sheet lists the cost breakdown of each budget classification amount requested. Indicate specific rates and amounts.

- b. The indirect costs (overhead) for this project **cannot exceed four percent (4%)** of the total direct costs. Indirect costs are calculated by dividing the total costs by 1.04 -- multiplying that amount by 4% and the number will equal the indirect cost. Example:  $\$76,648 \text{ (Total Cost)} \div 1.04 = \$73,700 \text{ (Total Direct Cost)} \times 4\% = \$2,948 \text{ (Indirect Cost)}$ .
- c. Supervision/Administration costs (not directly involved in the day-to-day ongoing activities) **cannot exceed five percent (5%)**.
- d. The consortium may provide for the acquisition of instruction (classroom/laboratory) equipment; counseling/guidance/career development equipment; and/or software/hardware used to track Tech-Prep students if:
- The consortium members need equipment to implement the revised curriculum and instructional methodologies; or
  - The equipment is needed by counselors to provide Tech-Prep students with employment opportunities, and/or placing students in proper employment; or
  - Special equipment is needed to provide equal access to all Tech-Prep program counseling services for special population students; or
  - Purchase of Hardware or Software used for tracking students will solve the accountability problem of tracking the Tech-Prep student; and
  - The consortium has reached the level of implementation; i.e., students are now enrolled in Tech-Prep programs; and
  - The consortium members have agreed on the distribution of equipment.

Projects planning to request funds for equipment must justify the expense in a written narrative specifying which of the allowable equipment conditions exist, that students are currently enrolled in Tech-Prep programs, and that the

consortium members have agreed on the distribution of equipment. All equipment requests require prior Project Monitor approval.

An inventory of equipment purchased must be maintained.

- e. The signature of the Project Director and the CBO/Designee are required on the Application Budget Summary. (Sign in any 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. Out-of-State travel not completely disclosed on the Budget Detail sheet requires prior approval of the Project Monitor. The state reserves the right to limit Out-of-State travel.

## **6. Organization Chart**

The organization chart must contain the Consortium partnerships and the advisory/committee structure.

**NOTE:** The required partners (secondary institutions, postsecondary institutions and business partners) of the consortium must be on the partnership's decision-making/advisory body.

## **7. Certification of Program Compliance and Quality (Appendix A)**

The Certification of Program Compliance and Quality specifies areas of collaboration, rigorous and engaged learning, meaningful linkages between theory and practice, articulation strategies, outcome-focused curriculum, access and opportunities for all students, and asks for assurances that funds shall be spent in compliance with these areas and state and federal regulations.

The Project Directors signature is required on this form. (Sign in any ink color other than black.)

## **8. Certification Regarding Lobbying; Debarment, Suspension and Other Responsibility Matters; and Drug-Free Workplace Requirements (Appendix A)**

This form has the duly authorized representative of the partnership certify that the applicant will comply with the certification regarding Lobbying; debarment, suspension and other responsibility matters.

The CEO/Designee signature is required on the certification. (Sign in any ink color other than black.)

## **E. Application Submission Procedures**

1. Use the enclosed forms (see Appendix A) or provide a computer facsimile of the forms. The one exception to computer facsimiles is the APPLICATION FACE SHEET. Since the Application Face Sheet is a legal document, under no circumstances can the language be altered on the applicant's computer. The applicant must use the form provided in Appendix A or a photocopy of the form.
2. Submit five (5) sets three (3) with original signatures (**Please sign in any ink color other than black**) by **5 p.m. on Tuesday, May 8, 2007**. Address the outside mailing envelope to:

Career Technical Education Unit  
Chancellor's Office, California Community Colleges  
ATTN: Robin Harrington  
1102 Q Street  
Sacramento, CA 95814

### **Attention: Tech-Prep Transition Application Enclosed**

3. Staple or clip the Application in the upper left-hand corner. Please DO NOT use binders or other covers.

**NOTE: If the application is too thick to staple, a sturdy clip may be used.**

4. The Application Face Sheet must be signed by the district's Chief Executive Officer (or Authorized Designee) to bind the allocation recipient to its provisions. Three (3) of the five (5) sets **MUST** have ORIGINAL SIGNATURES. Sign in any ink color other than black.

**NOTE:** Make sure you use the correct Application Face Sheet. One Face Sheet is for District use only and one is for Non-District use only (see application checklist for explanation).

5. The Application Budget Summary page must be signed by the Project Director and the Chief Business Officer (or Authorized Designee). Three (3) of the five (5) sets **MUST** have ORIGINAL SIGNATURES. Sign in any ink color other than black.
6. The Certification of Program Compliance and Quality must be signed by the Project Director. Three (3) of the five (5) sets **MUST** have ORIGINAL SIGNATURES. Sign in any ink color other than black.
7. The Certification Regarding Lobbying; Debarment, Suspension and Other Responsibility Matters; and Drug-Free Workplace Requirements must be signed by the district's Chief Executive Officer (or Authorized Designee). Three (3) of the five (5) sets **MUST** have ORIGINAL SIGNATURES. Sign in any ink color other than black.

**F. Budget Changes**

See Grant Agreement Article I (Appendix B) for budget change instructions.

**G. Reporting Requirements**

*Year-to-Date Expenditures and Progress Report Form*

Each consortium is required to submit quarterly Year-to-Date Expenditure and Progress Reports via an online reporting system (see Calendar of Key Dates, Section C, for quarterly reporting due dates).

**H. Grant Agreement Legal Terms and Conditions**

The Application Face Sheet specifies that as part of the grant agreement, a set of Grant Agreement Legal Terms and Conditions (Articles I and II,) will be attached thereto and incorporated in the grant by reference. For your convenience, Articles I and II are contained in Appendix B.