Chancellor's Office
California Community Colleges

Division of Workforce and Economic Development

Request for Applications, Instructions, Terms & Conditions

SB 1070 Career Technical Education Pathways Program Grant

Program and Funding Fiscal Year: 2013-2014

Funding Source:

Career Technical Education Pathways Program - SB 1070 (Steinberg)

Application Deadline: Applications must be received electronically at the Chancellor's Office by 5:00 p.m. on **Monday, December 2, 2013**

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Instructions

A. Introduction

This document contains general instructions, procedures, formats, and timelines for submitting project applications to the Chancellor's Office of the California Community Colleges.

Applications must be submitted using the format and sequence described in these Instructions and address the Request for Applications (RFA) Specification for the project for which funding is sought.

B. Program Overview

SB 1070 Career Technical Education Pathways Program

Senate Bill 1070 (Steinberg) extended the Career Technical Education Pathways Program until June 30, 2015. The purpose of the bill is to engage K-16 in improving linkages, increasing readiness of secondary students for postsecondary education, and increasing student success and training in postsecondary education by developing career technical education pathways between high schools and community colleges (see section J. RFA Specification, Reference Materials for a link to the Senate Bill 1070).

The mission of the Career Technical Education Pathways program is to contribute to California's job growth and economic vitality through collaboration and articulation between California's middle and high schools, postsecondary education, and regional business and labor organizations to increase student success in postsecondary education and careers in high growth, high need, or emerging regional economic sectors. Directives set forth in SB 1070 are to increase readiness of middle and high school pupils for postsecondary education and careers in regional economic sectors by:

1. Aligning existing postsecondary technical preparation programs and courses with high school career technical education curriculum to ensure seamless transitions for students.

2. Increasing attainment of industry recognized certificates.

3. Promoting productive partnerships between educational institutions and business and industry to build upon existing regional structures.

4. Promoting and tracking participation of high school and college students in articulated and dual enrolled courses, and the credit awarded.

5. Providing professional development to teachers and faculty.

6. Expanding student's opportunities in paid or unpaid work experience programs and internships.

7. Successful implementation of the State's existing career pathways.

8. Validating reliable measures to establish readiness for postsecondary education and career.

The primary objective of this RFA is for consortia within regions to develop and implement sustainable policies and infrastructure that result in the measurable and successful transition of CTE students from high schools to postsecondary education and careers. Consortia will be required to identify and leverage regional resources, leadership, and investments utilizing multiple sources which may include CTE Transitions, Perkins IV, SB 70, SB 1070, and SB 1402 grant funding.

Consortia must be comprised of a minimum of community colleges (as specified in the SB 1070 CTE Pathways Program Allocation Table in Section C. Categories for Which Funding is Available) and a minimum of one high school district per community college within a consortium. Funding is allocated based upon a regional formula. Only a community college district is eligible to be the fiscal agent. The fiscal agent will follow its local district policies in regards to sub-contracting or awarding funds to other members of the consortium.

It is the intent of the Chancellor's Office for this RFA that:

- Existing career pathways, articulation agreements, dual enrollment and credit earned in courses is foundational for this work.

- Consortia within regions will establish a baseline measurement for articulated courses, dual enrollments, career pathways, and for the number of CTE students completing articulated courses, earning college credit, and matriculating from high schools to community colleges. This information will be used to design and implement plans that promote student success, student cohort completions, and program improvement.

- Activities will build long-term and locally sustainable infrastructure that is supported by the districts within the region.

- Strategies used will include work-based learning opportunities for high school and postsecondary students.

- As with all other CCCCO grants funded under the Doing What Matters for Jobs and the Economy, Common Metrics and Accountability

Measures (Appendix E), and student success metrics must be collected for the LaunchBoard and utilized for accountability.

- Consortia will use and build upon existing regional capacity including, Regional Consortia, Deputy Sector Navigators, CTE Transitions networks, and existing SB 70 funded Collaboratives.

- Applicants will address the implementation of success of pathways through strategies that may include dual enrollment, articulation agreements, and utilize credit by exam.

Applicants will demonstrate a comprehensive consortium and regional collaboration to create new pathways or course sequences that begin with foundational preparation, continue with high school level courses that combine rigorous academics with career education, and are articulated with local community college and four-year public postsecondary educational institutions, with meaningful involvement from regional industry and labor organizations, professional trade associations, and local workforce boards.

C. **Categories for Which Funding is Available**

This RFA awards one-time funding for consortia within regions to be budgeted over three years January 15, 2014 to December 31, 2016 (the first year limited to $200,000 for planning). See the SB 1070 CTE Pathways Program Allocation Table within this section for a regional breakout of community colleges, number of awards per region, minimum consortium of colleges required per award, and maximum funding per award. While consortia are made up of colleges, only a community college district is eligible to be the fiscal agent.

The intent of this three-year grant is as follows:

Year One

$200,000 **ONLY** to be used to pay for project director salaries, benefits, travel, support staff and meeting costs in order to:

1. Develop a two-year consortium plan with regional key players that consists of: 1) anticipated policy changes; 2) consortium coordination of SB 1070 objectives that improve linkages and pathways or course sequences from secondary to postsecondary to work; and 3) consortium data collection, performance, reporting and analysis while using the LaunchBoard (see RFA Objective section for details).

2. Collect consortium baseline data to map and develop an inventory of articulated courses, career pathways, and to identify the number of CTE students completing articulated courses, earning college credit, and matriculating from high schools to community colleges. This information

will be used to design and implement the two-year plan that promotes student success and program improvement.

3. Convene the key players during the year to develop the two-year plan and to submit an estimated budget amount for year one of the plan by August 15, 2014 and a completed renewal application with a two-year plan to CCCCO by October 15, 2014.

4. Participate in LaunchBoard training and meetings with the expectation of coordinating the consortium LaunchBoard data collection in years two and three.

Year Two

$150,000 to be used to pay for project director salaries, benefits, travel and support staff in additional to an allocation budget for the first year objectives for the regional plan in order to:

1. Implement year one of the two-year regional plan.

2. Coordinate the LaunchBoard data collection for the consortium.

3. Convene the key players during the year to evaluate the two-year plan and to update plan submissions for year-three.

Year Three

$150,000 to be used to pay for project director salaries, benefits, travel and support staff in additional to an allocation budget for the second year objectives for the regional plan in order to:

1. Implement Year Two of the two-year regional plan.

2. Coordinate the LaunchBoard data collection for the consortium.

3. Completion of two-year plan outcomes and submittal of a final report that includes the close out of expenditures.

The following is a table that shows the regional breakout for statewide awards for the SB 1070 Career Technical Education Pathways Program Grant. The colleges listed within each region may choose to form a consortium to be included as part of an application consisting of a planning year and a two-year implementation plan. Colleges may choose not to participate in consortia within the region. However, in order to be eligible to apply, a consortium must have a minimum number of colleges that have agreed to participate. The following allocation table shows the RFA Specification number, funded regions with colleges listed, number of awards available per region, the minimum number of colleges required per consortium, and the maximum allocation allotted to each three-year grant. The awards available per region and the colleges required per consortium are based on a minimum of 60% participation per region.

SB 1070 Career Technical Education Pathways Program Allocation Table

RFA Specification Number	Funded Region Breakout	Number of Awards per Region	Minimum Consortium of Colleges per Award	Maximum 3-Year Allocation per Award
13-164	**Northern Inland, Northern Coastal, Greater Sacramento Region** American River College Butte College College of the Redwoods College of the Siskiyous Cosumnes River College Feather River College Folsom Lake College Lake Tahoe Community College Lassen College Mendocino College Sacramento City College Shasta College Sierra College Woodland Community College Yuba College	2	5 5 (30% x 2 = 60%)	*1st Award* $1,139,891 *2nd Award* $1,139,891
13-164	**San Francisco/San Mateo, East Bay, Silicon Valley, North Bay, Santa Cruz/Monterey Region** Berkeley City College Cabrillo College Cañada College Chabot College City College of San Francisco College of Alameda College of Marin College of San Mateo Contra Costa College DeAnza College Diablo Valley College Evergreen Valley College Foothill College Gavilan College Hartnell College Laney College Las Positas College Los Medanos College Merritt College Mission College Monterey Peninsula College Napa Valley College Ohlone College Santa Rosa Jr. College Solano Community College San Jose City College Skyline College West Valley College	2	9 9 (30% x 2 = 60%)	*1st Award* $1,839,884 *2nd Award* $1,839,884

RFA Specification Number	Funded Region Breakout	Number of Awards per Region	Minimum Consortium of Colleges per Award	Maximum 3-Year Allocation per Award
13-164	**Central Valley, Mother Lode Region** Bakersfield College Cerro Coso Community College College of the Sequoias Columbia College Fresno City College Merced College Modesto Junior College Porterville College Reedley College San Joaquin Delta College Taft College West Hills College, Coalinga West Hills College, Lemoore	1	8 (60% x 1 = 60%)	$1,704,945
13-164	**South Central Region** Allan Hancock College Antelope Valley College College of the Canyons Cuesta College Moorpark College Oxnard College Santa Barbara City College Ventura College	1	5 (60% x 1 = 60%)	$1,294,215
13-164	**San Diego/Imperial Region** Cuyamaca College Grossmont College Imperial Valley College Mira Costa College Palomar College San Diego City College San Diego Mesa College San Diego Miramar College Southwestern College	1	5 (60% x 1 = 60%)	$1,457,952

RFA Specification Number	Funded Region Breakout	Number of Awards per Region	Minimum Consortium of Colleges per Award	Maximum 3-Year Allocation per Award
13-164	**Desert/Inland Empire Region** Barstow Community College Chaffey College College of the Desert Copper Mountain College Crafton Hills College Moreno Valley College Mt. San Jacinto College Norco College Palo Verde College Riverside City College San Bernardino Valley College Victor Valley College	1	7 (60% x 1 = 60%)	$1,474,251
13-164	**LA County Region** Cerritos College Citrus College East Los Angeles College El Camino College Glendale Community College Long Beach City College Los Angeles City College Los Angeles Harbor College Los Angeles Mission College Los Angeles Pierce College Los Angeles Southwest College Los Angeles Trade-Tech College Los Angeles Valley College Mt. San Antonio College Pasadena City College Rio Hondo College Santa Monica College West Los Angeles College	2	5 5 (30% x 2 = 60%)	*1st Award* $1,614,769 *2nd Award* $1,614,769
13-164	**Orange County Region** Coastline Community College Cypress College Fullerton College Golden West College Irvine Valley College Orange Coast College Saddleback College Santa Ana College Santiago Canyon College	1	5 (60% x 1 = 60%)	$1,979,492

D. Eligibility

Only California Community College districts are eligible to apply as the fiscal agent. In addition, only those applicants that have the project director identified may apply. The identified project director will be required to be housed somewhere within the applying district. At the discretion of the Chancellor's Office, an interview with the project director may be required prior to final selection.

Consortia must be comprised of a minimum of community colleges (as specified in the SB 1070 CTE Pathways Program Allocation Table in Section C. Categories for Which Funding is Available) and a minimum of one high school district per community college within a consortium. No community college may be part of more than one consortium. However, K-12 and high school districts may belong to multiple consortia.

If an application does not meet a minimum score of 75 points deemed to meet the performance and viability standards, it will not be funded and the RFA can be reissued for competitive bid.

The Chancellor's Office will consider past performance of grantees prior to awarding additional funds to those reapplying for contracts and grants, and shall deny applications from grantees that exhibited unsatisfactory performance. Therefore past performance of other state grants will be a consideration prior to final selection.

E. Performance Period

The application will be awarded for a single year and renewed annually for up to an additional two years contingent on successful completion of required outcomes. All performance for the first year of this award shall be completed by December 31, 2014 with final performance expenditure and reporting due February 28, 2015. See listing of key dates on page 20 for quarterly and final report deadlines for the first year.

No extensions will be granted for this funding. Applications will not be renewed at the end of the three-year grant term.

F. 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. Insofar 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.

Contact person for these Instructions and/or RFA Specification is:

> Abigail Singleton
> (916) 322-4285
> **asingleton@cccco.edu**

G. Application Format and Instructions

A new Excel workbook (Appendix B) has been developed which contains a contact page, annual workplan, application budget summary, and an application budget detail sheet. This workbook must be used when submitting an application and has been designed in order to save the applicant time in filling out redundant information and contains formulas that will also prevent errors in allocation amount, indirect costs, etc. Narrative sections such as the cover letter, abstract, need, response to need, the management section and intent-to-participate letters are not part of this new workbook (an application checklist, CEO cover letter template, intent-to-participate form letter template and out-of-state travel form can be found in Appendix C Application Templates). The following instructions prescribe the format and order for the development and presentation of the application (for both the new Excel workbook and the narrative sections of the application). In order to receive the highest possible score and to prevent disqualification, the application format instructions must be followed, the application must follow the order prescribed below, all questions must be answered, and all requested data must be supplied. Applicants are expected to follow these instructions while using the RFA Specification (page 22) and the forms and templates provided in Appendix B and C.

The Chancellor's Office may require the applicant to make adjustments in the budget, annual workplan, or other aspects of the application prior to funding the grant. The Chancellor's Office reserves the right to review and approve the project director selection within the application.

Grant applications are scored based on a maximum of 100 points as indicated on sections listed below.

NOTE: A minimum averaged score of 75 must be obtained within the reading process in order to be considered for funding.

	Maximum points
Need	10
Response to Need	15
Annual Workplan	25
Application Budget Summary/Application Budget Detail Sheet	10
Project Management	20
Dissemination	5
Feasibility of the Project	15
Total Points	**100**

1. **Face Sheet**

   NOTE: The completed application will be submitted electronically therefore no face sheet will be required. If an application is funded, an appropriate face sheet with instructions will be sent out for completion.

2. **Cover Letter**

   The Chief Executive Officer/Designee of the applying Community College District will submit a cover letter with signature within the electronic submission stating that the Community College District is willing to be fiscal agent of a consortium and is submitting the application for Chancellor's Office review (see Appendix C Application Templates for CEO cover letter template).

3. **Contact Page**

   An Excel workbook (Appendix B) contains the contact page, budget forms and annual workplan. The first tab **"Do First"** of the workbook requires the applicant to make selections from drop down menus accessed by clicking the applicable text box and clicking the arrow to the right of the box.

   ● Region – Select applicable region as shown in the SB 1070 CTE Pathways Program Allocation Table

   ● District – Select Community College District that is applying as fiscal agent.

   ● College – If a college within the district is housing the project director, then select applicable college. If the project director is working out of the district office, then select N/A.

   After filling in the **"Do First"** tab, the district and college information populates the appropriate forms. The **Contact Page** tab must be filled in second. After filling in the contact page, the Project Director and the District Chief Business Officers' names and titles populate the Application Budget Summary. These auto fill features prevent incorrect and/or inconsistent information within the application.

4. **Application Abstract** *(Narrative – Limited to one page, 1" margins, single or double-spaced, 12 pt. Arial font)*

The abstract should concisely summarize the entire application and must not exceed one page. Include statements on the objectives, procedures, expected contribution or impact on the funding priorities of the RFA Specification, and deliverables (products/services/outcomes).

5. **Table of Contents**

The Table of Contents shall be on a separate page, with each component of the application listed and page numbers indicated.

6. **Need**   **Maximum Points 10**
    (Narrative – Limited to 5 pages, 1" margins, single or double-spaced, 12 pt. Arial font)

The purpose of the need section is so that the applicant can concisely describe the regional landscape as it currently exists and the gaps to effect policies pathways, and partnerships in a way that will build a long-term sustainable infrastructure and data collection mechanisms for effective CTE educational pathways from high schools to community colleges that lead to demonstrated student success (see RFA Needs section for details).

7. **Response to Need**   **Maximum Points 15**
    (Narrative – Limited to 7 pages, 1" margins, single or double-spaced, 12 pt. Arial font)

The response to the needs section responds to the objectives and identifies who will be a part of developing a two-year regional plan; how regions will develop sustainable policies and infrastructures that result in the measurable and successful transition of CTE students from high schools to community colleges; and specifies how regional resources, leadership, and investments will be leveraged (multiple funding sources utilized including CTE Transitions, Perkins, SB 70, SB 1070, and SB 1402 grant funding).

8. **Annual Workplan**   **Maximum Points 25**

NOTE: While it is the intent of the RFA policy objectives to create regional policy changes, it will be up to the applicant to design the application annual workplan in such a way that within the two-year implementation plan, each policy objective chosen will be complete.

The annual workplan is found in Appendix B, Application Forms. As a courtesy, 5 tabs have been provided within the Excel workbook numbered Annual Workplan-1 to 5 as templates for up to the first five objectives. If your

workplan has more than five objectives and/or you need additional pages for a single objective the Excel workbook allows you to make more copies of any Annual Workplan tab.

(a) Objectives

Objectives should be based on the scope of the proposed project while remaining consistent with the Objectives of the RFA Specification.

List one objective per form, along with corresponding measurable outcomes, activities, timelines, and responsible individual. Label the objectives in sequential order: Objective #1.0 at the top of page one; Objective #2.0 at the top of page two, and so forth.

Additional copies of the form will be needed to address all of the project objectives. **NOTE:** While each object must be on its own form that does not preclude a single objective having activities that cover more than one page.

(b) Activities

Activities are the basic steps that need to be taken to implement the project and to achieve results. Major activities and tasks should be outlined in the activities section of the annual workplan for each objective.

(c) Timelines

Provide the projected completion date for key activities within the term of the grant. Identify the month and year in which activities will be completed. **NOTE:** As closely as possible, determine starting and ending month of each activity. It is not acceptable to make all activities year long or to state "ongoing."

(d) Responsible Person(s)

Identify, by position, individual(s) responsible for completing activities.

(e) Performance Outcomes

Each objective should result in measurable outcomes that clearly link to the objectives and activities. Describe the outcomes in qualitative and quantitative terms. Address any performance outcomes unique to this project that will result from the implementation of the objectives and activities listed in the Annual Workplan.

(f)   Metric Number(s)

Identify which of the CCCCO-provided Common Metrics & Accountability Measure(s) (Appendix E) this objective affects and place the corresponding number(s) in the Metric No. column.

9. **Application Budget Summary/
    Application Budget Detail Sheet   Maximum Points 10**

This RFA awards one-time funding for consortia within regions to be budgeted over three years (the first year limited to $200,000 for planning). No extensions will be granted for this funding. The application will have a planning year and be renewed annually for up to an additional two years contingent on successful completion of required outcomes. The following table is an example of how funding is allocated. Each region has a different allocation amount but the distribution formulas are the same. This table shows the three-year amount allocated to each region. It is required that that a base amount of $200,000 for the project director be allocated out in year one and $150,000 each year for years two and three. Therefore the total allocation minus the $500,000 base for project director distribution equals the amount available for the two-year implementation plan. The consortium will determine how much of the amount available will be used in each of the two implementation years. In other words after subtracting the three-year base amount from the total grant allocation, the consortium will determine (based on the two-year implementation plan) the distribution of the remaining allocation.

RFA Specification Number	Funded Region Breakout	Year 1 Planning Year Years 2 & 3 Implementation
13-164	**Northern Inland, Northern Coastal, Greater Sacramento Region** *(2 awards each with the same allocation formula)*	($639,891) $200,000 Base $150,000 Base $150,000 Base **ONLY** **Total of $1,139,891**
13-164	**San Francisco/San Mateo, East Bay, Silicon Valley, North Bay, Santa Cruz/ Monterey Region** *(2 awards each with the same allocation formula)*	($1,339,884) $200,000 Base $150,000 Base $150,000 Base **ONLY** **Total of $1,839,884**
13-164	**Central Valley, Mother Lode Region**	($1,204,945) $200,000 Base $150,000 Base $150,000 Base **ONLY** **Total of $1,704,945**

RFA Specification Number	Funded Region Breakout	Year 1 Planning Year	Years 2 & 3 Implementation
13-164	**South Central Region**	($794,215) $200,000 Base **ONLY** $150,000 Base **Total of $1,294,215**	$150,000 Base
13-164	**San Diego/Imperial Region**	($957,952) $200,000 Base **ONLY** $150,000 Base **Total of $1,457,952**	$150,000 Base
13-164	**Desert/Inland Empire Region**	($974,251) $200,000 Base **ONLY** $150,000 Base **Total of $1,474,251**	$150,000 Base
13-164	**LA County Region** *(2 awards each with the same allocation formula)*	($1,114,769) $200,000 Base **ONLY** $150,000 Base **Total of $1,614,769**	$150,000 Base
13-164	**Orange County Region**	($1,479,492) $200,000 Base **ONLY** $150,000 Base **Total of $1,979,492**	$150,000 Base

In order to help allocation recipients plan objectives, activities and their corresponding budgets, Appendix D – Guidelines, Definitions and Allowable Expenditures has been developed. Please review these guidelines before completing your application budget summary and application budget detail sheet.

a. **Completion of Application Budget Detail Sheet/ Application Budget Summary**

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.

First year grant funding will provide $200,000 to the grant recipient for salaries, travel, coordination of activities, indirect administrative costs at 4% in order to meet the first year objectives. Participants are expected to leverage additional regional resources to support planning efforts from multiple sources which including CTE Transitions, Perkins, SB 70, SB 1070, and SB 1402 grant funding.

Second- and third-year grant funding will provide $150,000 per year to the grant recipient for salaries, travel, coordination of activities, indirect administrative costs at 4% in order to meet the second- and third-year objectives. The remainder of the grant for years two and three will be determined by the annual workplan and budget as developed during the planning year and approved by the Chancellor's Office.

Application Budget Detail Sheet: The application budget detail sheet is required within the application and must be filled in before the application budget summary as it populates and adds the application budget summary.

The application budget detail sheet and a sample budget detail sheet are included in the Excel workbook (Appendix B). The budget detail sheet is filled in *after completing* the **"Do First** and **Contact Page**" tabs within the workbook. These two tabs sheets will populate the applicable sections of the application budget detail sheet and application budget summary (preventing errors). The application budget detail sheet **must** include the cost of each budget classification requested indicating specific rates and amounts. It is expected that this breakdown will be highly detailed.

Application Budget Summary: After completing the application budget detail sheet, the application budget summary will be fully filled in via the auto fill features. The application budget summary is to be signed by the Project Director and the District Chief Business Officer/Designee (if chosen for funding 4 originals in an ink color other than black will be requested in hard copy).

b.   **Indirect Administrative Costs**

Program funds are for direct services to the project only and are intended to supplement, not supplant existing programs. **NOTE**: The funding allocated under SB 1070 does not allow supervision/administra-tion (beyond the 4% indirect administrative costs) to be charged to the grant.

An applicant may not propose to use grant funds to cover staff costs or to compensate outside individual or firm for services associated with preparing the grant application.

The indirect administrative costs (overhead) for this project cannot exceed four percent (4%) of the total grant (line 8 of the application budget summary). The application budget detail sheet and application

budget summary within the Excel workbook (Appendix B) will show an error message if more than 4% of line 8 is requested.

c. **Travel**

For Travel (Object 5000), district travel and reimbursement policies apply. Only travel necessary for the project is allowed. List travel purpose and estimated cost. Out-of-State travel will be closely scrutinized and requires completion of the Out-of-State Travel Request form found in Appendix C Application Templates.

In addition out-of-state travel must be disclosed on the application budget detail sheet. After the application has been fully executed, any further out-of-state travel requires prior approval of the Project Monitor by sending in the above-mentioned form for approval. The state reserves the right to limit out-of-state travel. Out of country travel is not an allowable expenditure.

d. **Equipment Purchases**

While SB 1070 allows equipment purchases it is the intent of this funding to design and implement long-term effectiveness and sustainability (without the need for grant dollars) of secondary and postsecondary CTE educational pathways from high schools to community colleges. Therefore any equipment budgeted will be closely scrutinized to determine purchases meet the intent of the funding and show long-term sustainability. All equipment purchases must be attached to an annual workplan objective and highly detailed on the application budget detail sheet.

e. **Regional Consortia Meetings**

As part of Doing What Matters the Chancellor's Office has targeted investments into regions, sectors, and technical assistance. Two of those investments (Regional Consortia and Deputy Sector Navigators grants) have been funded within each region. It is required that the project director of this application attend all scheduled regional consortia meetings within their region in order to stay connected with these two investments. Attendance of these meetings must be listed in the application annual workplan and the travel section of the application budget detail.

f. **Project Director Fund Allocation**

The project director role is a key talent role for the system and expected to be a full time position (no less than 80%). For this reason no

individual can hold more than one key talent role for the system. Budgeting of 80-100% of a project director's time must be shown on the application budget detail sheet. This salary cannot be higher than the salary scale for an equivalent project director in the fiscal agent district. Time allocation between the district, the assignment of project director, and all other roles held by the project director (direct or indirect) with the California Community Colleges cannot exceed 100% time.

10. Project Management   **Maximum Points 20**
(Narrative – Limited to five pages, 1" margins, single or double-spaced, 12 pt. Arial font)

See the RFA Specification for a complete description of management plan requirements. At a minimum the management plan requires a narrative consisting of a response to questions, an organizational chart, a governance chart, a project director resume, and a letter from the Regional Consortia Chair and Intent-to-Participate form letters per community college within the consortium. The organizational and governance charts, letters and resume do not count against the five page narrative limit.

NOTE: *Only those applications that have the project director identified may apply. The project director role is expected to be single individual equaling 80-100% time for this position.*

11. Dissemination   **Maximum Points 5**

(Narrative – Limited to one page, 1" margins, single or double-spaced, 12 pt. Arial font)

Describe how the project director will distribute grant materials or products to all partner individuals and organizations. This narrative must not exceed one page. Project staff is encouraged to disseminate their findings and work products through State and regional venues.

12. Overall Feasibility of the Project   **Maximum Points 15**

This is not a category to be addressed separately in the application, but rather is a rated area on the scoring sheet. The reviewers have an opportunity to consider whether the project is realistically capable of attaining the required and proposed outcomes. Reviewers will consider the entire application in the context of the RFA Specification to make a final, overall appraisal of the project proposal. The intent is to judge the cohesiveness and viability of the project.

13. Application Procedures

a. The application must be received in a single PDF document in the order specified above. Instructions for submittal may also be found in Appendix C, Application Templates (Application Checklist). It is therefore anticipated the applicant will print out all sections of the application, get the required original signatures and copy and/or scan that completed application into a single PDF document (using the correct order) that will be attached to an e-mail and submitted electronically.

Assemble a single complete electronic copy of the application in PDF format and make sure all the following required signatures are received:

(1) The cover letter must be signed by the district's Chief Executive Officer or authorized designee;

(2) Application Budget Summary must be signed by the district's Chief Business Officer (or authorized designee) and the Project Director;

(3) Letter signed by the Regional Consortia Chair; and

(4) Intent-to-Participate letter per college within the consortium signed by each college's Vice President of Career Technical Education or above (or authorized designee).

b. Applications must be submitted electronically in a single PDF (no separate e-mails with pieces of applications will be accepted). The single PDF of the application must be e-mailed to **SB1070@cccco.edu** with the subject line reading: **WEDRFA2013-14SB1070** by 5:00 p.m. Monday, December 2, 1013. Applications e-mailed to any address other than listed above will not be accepted. Any questions should be addressed to:

> Abigail Singleton
> (916) 322-4285
> **asingleton@cccco.edu**

The maximum size for all attachments sent within an individual e-mail to the Chancellor's Office is 10 mb. The Chancellor's Office suggests that applicants check to see what their servers allow for attachments when sending documents.

NOTE: Within two business days after receiving an application via e-mail the Chancellor's Office will send an e-mail receipt. If after this timeframe the applicant does not receive a receipt they should contact Abigail Singleton at the phone number or e-mail address above to confirm receipt of their application.

H. Rejection of Application

The Chancellor's Office reserves the right to reject any and all applications received.

A grant application shall be rejected prior to scoring if:

1. It is not received at the Chancellor's Office via electronic submittal later than 5:00 p.m. on Monday, December 2, 2013 or sent to the wrong e-mail address.

2. The RFA Specification Number is not correct on all the documents.

3. The Application Budget Detail Sheet or Application Budget Summary exceeds the amount allocated the region as detailed in the RFA Specification.

4. The application does not have an identified project director (as specified by management section resume).

5. The project director position does not meet the minimum 80% time requirement within the application budget detail sheet.

6. The Annual Workplan and/or Application Budget Detail Sheets do not show attendance at regional consortia meetings.

7. It does not include all required application documents submitted in a single e-mail.

    a. A cover letter signed by the CEO or designee of the Community College District

    b. Contact Page

    c. Application Abstract (narrative limited to 1 page)

    d. Table of Contents

    e. Need (narrative limited to 5 pages)

    f. Response to Need (limited to 7 pages)

    g. Annual Workplan

    h. Application Budget Summary
        (Project Director's signature)
        (Chief Business Officer's/Designee's signature)

    i. Application Budget Detail Sheet

    j. Out-of-State Travel Form(s) (if out-of-state travel is requested)

    k. Project Management (narrative limited to 5 pages, plus an organizational chart, governance chart, project director resume, letter from Regional Consortia Chair, college intent-to-participate letters)

    l. Dissemination (narrative limited to 1 page)

8. Contains facsimiles of forms and has changed language on those forms (this may cause a rejection).

9. Narrative sections of the application exceed the maximum page limit specified.

I.   Calendar of Key/Reporting Dates

Key Dates

October 18, 2013	RFA Released
October 31, 2013	Bidder's Conference
December 2, 2013	Deadline for Submitting Application
December 13, 2013	Notification of Intent to Award
December 30, 2013	Appeal Deadline
January 13-14, 2014	Board of Governors Approval (grants over $100,000)
January 15, 2014	Grant Commencement

Reporting Dates (Year One)

April 25, 2014	1st Quarter Year-to-Date Expenditure and Progress Report due
July 25, 2014	2nd Quarter Year-to-Date Expenditure and Progress Report due
October 25, 2014	3rd Quarter Year-to-Date Expenditure and Progress Report due
January 25, 2015	4th Quarter Year-to-Date Expenditure and Progress Report due
February 28, 2015	Final Claim of Expenditures and Final Report

Chancellor's Office
California Community Colleges

RFA Specification

RFA Specification Number	Funded Region Breakout	Number of Awards per Region	Minimum Consortium of Colleges per Award	Maximum 3-Year Allocation per Award
13-164	Northern Inland Northern Coastal Greater Sacramento	2	5 5	*1st Award* $1,139,891 *2nd Award* $1,139,891
13-164	San Francisco/San Mateo East Bay Silicon Valley North Bay Santa Cruz/Monterey	2	9 9	*1st Award* $1,839,884 *2nd Award* $1,839,884
13-164	Central Valley Mother Lode	1	8	$1,704,945
13-164	South Central	1	5	$1,294,215
13-164	San Diego/Imperial	1	5	$1,457,952
13-164	Desert/Inland Empire	1	7	$1,474,251
13-164	Los Angeles County	2	5	*1st Award* $1,614,769 *2nd Award* $1,614,769
13-164	Orange County	1	5	$1,979,492
Total		**11**	**68**	**$17,099,943**

RFA Title: SB 1070 Career Technical Education Pathways Program Grant

Funding Source: SB 1070 Career Technical Education Pathways Program

Funding Period: January 15, 2014 through December 31, 2016

Total Funds Available: $17,099,943

Required Match: No match required

Number of Awards: 11

BACKGROUND

Framework for Doing What Matters for Jobs and the Economy

Within the reference materials section at the end of the RFA are links to the Doing What Matters website and Senate Bill SB 1070 for those that wish to research these documents for a full understanding of the system goals and or legal requirements for this RFA. The goals of Doing What Matters for Jobs and the Economy are as follows: to supply in-demand skills for employers, create relevant career pathways and stackable credentials, promote student success, and get Californians into open jobs. Key activities under this framework include: a focus on regional priority/emergent sectors and industry clusters (to be referred to simply as "sectors"); take effective practices to scale; integrate and leverage programming between funding streams; promote common metrics for student success; remove structural barriers to execution.

It is the intent of the division, wherever possible, to target the investment of incentive funds against three thematic areas in support of this framework: regions, sectors, and technical assistance.

NEED
(Narrative – Limited to five pages, 1" margins, single or double-spaced, 12 pt. Arial font)

The mission of the SB 1070 Career Technical Education Pathways program is to contribute to the State's job growth and economic vitality through collaboration and careful articulation between California's public middle schools, high schools, institutions of postsecondary education, and regional business and labor organizations to decrease school dropout rates and increase student success by aligning curricula to the needs of growing an emerging economic sectors and creating seamless pathways that connect middle and high school students to related community college programs.

The primary objective of this RFA is for regions to develop and implement sustainable policies and infrastructure that result in the measurable and successful transition of CTE students from high schools to community colleges. Regions will be required to identify and leverage regional resources, leadership, and investments utilizing multiple sources which may include CTE Transitions, Perkins, SB 70, SB 1070, and SB 1402 grant funding.

It is the intent of the Chancellor's Office for this RFA that:

- Existing career pathways, articulation agreements, dual enrollment and credits earned are foundational for this work.

- Consortia within regions will establish a baseline measurement for articulated courses, dual enrollments, career pathways, and for the number of CTE students completing articulated courses, earning college credit, and matriculating from high

schools to community colleges. This information will be used to design and implement plans that promote student success, student cohort completions and program improvement.

- Activities will build long-term and locally sustainable infrastructure that is supported by the colleges within the region.

- Strategies used will include work based learning opportunities for high school and postsecondary students.

- As with all other CCCCO grants funded under the Doing What Matters for Jobs and the Economy, Common Metrics and Accountability Measures (Appendix E), and student success metrics must be collected for the LaunchBoard and utilized for accountability.

- Consortia will use and build upon existing regional capacity including, Regional Consortia, Deputy Sector Navigators, and existing SB 70 funded Collaboratives, and workforce entities.

This section identifies the regional need to build long-term sustainable infrastructure including articulation and matriculation strategies and policies that result in the measurable and successful transition of CTE students from high schools to community colleges. In addition, the section must include an analysis of the regional landscape including barriers and opportunities to leverage regional resources, leadership, and investments that utilize multiple funding sources necessary to affect policies, pathways, and partnerships.

RESPONSE TO NEED
(Narrative – Limited to 7 pages, 1" margins, single or double-spaced, 12 pt. Arial font)

Based upon the identified barriers and opportunities, this section must present a plan that will achieve the grant objectives and involve active participation of a consortium within a region. The response to the needs section responds to the objectives and identifies who will be a part of developing a two-year consortium plan; how consortia within regions will develop sustainable policies and infrastructures that result in the measurable and successful transition of CTE students from high schools to community colleges; and specifies how regional resources, leadership, and investments will be leveraged (multiple funding sources utilized including CTE Transitions, Perkins, SB 70, SB 1070, and SB 1402 grant funding).

OBJECTIVES

The primary objective of this RFA is for regions to develop sustainable policies and infrastructure that result in the measureable and successful transition of CTE student form high schools to postsecondary education and careers. Consortia within the regions will be required to identify and leverage regional resources, leadership and investments utilizing multiple sources which may include CTE Transitions, Perkins, SB 70, SB 1070, and SB 1402 grant funding. Year one of this three-year funding is to accomplish the following:

Consortia will be required to meet grant objectives that demonstrate comprehensive collaborations by building upon existing regional structures. Consortia will develop a two-year plan to accomplish the policy changes and objectives of SB 1070 that improve linkages and pathways and course sequences from secondary to postsecondary to work. Additionally consortia will be responsible for data collection, performance, reporting and analysis while using the LaunchBoard.

1.   The project director will coordinate with the regional Deans, Deputy Sector Navigators, regional colleges, and SB 70 and CTE Transition Coordinators in order to develop a team to design a two-year consortium plan, to build upon existing regional structures, leverage regional resources, and accomplish data collection for the consortium.

2.   The project director will collect baseline data to map the consortium and develop an inventory of articulated courses, career pathways, and to identify the number of CTE students completing articulated courses, earning college credit, and matriculating from high schools to community colleges. This information will be used to design and implement the two-year plan that promotes student success and program improvement.

3.   The project director shall participate in LaunchBoard training and meetings with the expectation of coordinating the consortium LaunchBoard data collection in years two and three.

4.   The project director will use the consortium team to develop a two-year plan to jointly accomplish policy changes within the region to meet the objectives of SB 1070 to improve linkages and pathways or course sequences from secondary to postsecondary to work and regional data collection, performance, reporting and analysis while using the LaunchBoard. The consortia must address the following:

        a.   Policy Changes

                ● Alignment of CTE curriculum with high school career technical education curriculum across the consortium to ensure seamless

transitions for students through articulation, C-ID, and regional programs of study.

- Alignment of dual enrollment practices and credit by examination within the consortium.

- Award of college credit with grades listed on the transcripts to high school students participating in CTE articulated courses.

- Provision of priority registration to graduating high school students who have successfully completed an articulated college level CTE course through their college (continuing or returning student status). College credit with grades earned in the articulated course must be listed on the college transcript.

- The provision of matriculation services to promote alignment with the student success initiative to high school seniors who have completed articulated CTE courses. Services may include orientation, assessment, development of an Individual Educational Plan (IEP), identification of program of study, and financial aid services and other student support services.

b.   *SB 1070 Objectives*

The following are required objectives of SB 70 funding and must be a part of consortia planning:

- Increase the readiness of middle school and high school pupils for, and their access to, postsecondary education and careers in high-need, high-growth, or emerging regional economic sectors.

- Increase student success in postsecondary education and training for careers in high-need, high-growth, or emerging regional economic sectors.

- Align existing postsecondary technical preparation programs and courses with high school career technical education curriculum to ensure seamless transitions for pupils.

- Increase the attainment of industry-recognized certificates through community college and high school career technical education programs in high-need, high-growth, or emerging regional economic sectors.

- Promote productive partnerships between high school CTE programs, postsecondary educational institutions, emerging or growing regional

businesses and industries, and labor organizations connected to those businesses and industries.

- Provide professional development to high school teacher and community college faculty to improve their delivery of career-oriented academic and technical education.

- Expand middle and high school pupil and college student opportunities for work opportunities, paid or unpaid internships, and participation in career technical student organizations, and expand teacher and faculty opportunities for externships in high-need, high-growth, or emerging regional job sectors.

- Promote and track the participation of high school pupils and college student in articulated courses, and where appropriate four-year postsecondary educational institutions.

c. *Accountability Measures*

- SB 1070 requires establishment and validation of outcomes, including, but not limited to, research-based indicators and measurable pupil and student outcomes for academic performance, attendance, graduation, certificates or other credentials earned, direct transitions from high school to postsecondary education and training, college eligibility, college preparedness, wages of graduates or certificate recipients, and other indicators as appropriate. The outcome-based data shall specifically identify the impact of the Career Technical Education Pathways Program on the success of participants in achieving the goals. In addition as with all other CCCCO grants funded under the Doing What Matters for Jobs and the Economy, Common Metrics and Accountability Measures (Appendix E) must be collected for the LaunchBoard and utilized for accountability. Regional data collection, performance reporting and analysis while using the LaunchBoard will be included as part of the regional two-year plan.

PROJECT MANAGEMENT PLAN

Management is an important part of the success of any project. It is therefore necessary that the following be included as part of the management plan within the application:

The Project Director role is a key talent role for the system and expected to be a full-time position (no less than 80%). For this reason no individual can hold more than one key talent role for the system. Budgeting of 80-100% of a project director's time must be shown on the application budget detail sheet.

Management Narrative
(Narrative – Limited to five pages)

1. Explain the project director's professional experience in this field, including direct work experience, specific expertise, existing networks and partnerships; major accomplishments especially in bringing educational systems into alignment; and recognition or awards that serve as a testimony to subject matter expertise.

2. Describe the project director's past successes in convening stakeholders towards the purpose of shifting policies and/or practices. What needed to be achieved? What were the outcomes attributable to the project director's efforts?

3. Describe how the project director has taken a leadership role in creating a vision, identifying opportunities, and acquiring resources to organize cross-organizational and cross-functional teams to achieve a common set of goals.

4. Describe the project director's experience in outcome-centric environments/ projects with strong emphasis on data collection, performance baselining, measurement, reporting and analysis.

Management (Misc.)
(The following does not count as part of the narrative page count.)

1. Provide an organizational chart for operating the project. Provide the governance chart showing the communication structure with the Regional Consortia and Deputy Sector Navigators.

2. Provide intent-to-participate form letters from all community colleges that will participate in the consortium. Consortia must be comprised of a minimum of community colleges (as specified in the SB 1070 CTE Pathways Program Allocation Table in Section C. Categories for Which Funding is Available) and a minimum of one high school district per community college within a consortium. No community college may be part of more than one consortium. It is therefore required to have a completed and signed intent-to-participate form letter from each community college at a level of (Vice President of Career Technical Education or above) and listed in that letter the high school district(s) that will be partnered with to meet the high school district requirement.

3. Provide the project director's resume.

4. Provide a letter from the Regional Consortia Chair that specifies the project director has met and discussed priority and emergent sector plans for the region in order to take advantage of the existing region infrastructure.

Permissive Activities and General Costs

Appendix D, *Guidelines, Definitions and Allowable Expenditures* provides detail of permissive activities, expenditures, and general costs that are allowable with the grant funding. Appendix D should be reviewed in detail before building the annual workplan and budget for this application.

The following is a brief overview of the permissive activities within Senate Bill 1070 and a listing of some general costs related to permissive activities:

Permissive Activities

- Pathways and Programs of Study;
- Dual enrollment;
- Professional Development;
- Articulation;
- Responsiveness to Industry Needs;
- High School Specific Activities;
- Counseling or Guidance;
- Work-based Learning;
- Curriculum Development; and
- Transitioning from Community Colleges to UC/CSU.

General Costs

- Communication Costs (telephone, telegrams, postage, messenger)
- Compensation for Personnel Services (salary, wages, fringe benefits)
- Equipment
- Indirect or Administrative Expenditures (4% of total direct costs)
- Materials & Supply Costs (only those actually used for performance of sponsored agreement)
- Meetings and Conferences
- Professional and Consultant Services
- Publication and Printing Costs (must be a direct cost, indirect cost can only use the 4%)
- Travel

REPORTING REQUIREMENTS

Year-to-Date Expenditures and Progress Report

Each allocation recipient is required to submit quarterly Year-to-Date Expenditure and Progress Reports via an online reporting system (see Calendar of Key Dates, Section I or Appendix A, Article I, Section 4, for quarterly reporting due dates and terms). No negative numbers are allowed within quarterly reports since the Chancellor's Office

allows for liberal budget movement quarterly (see Article I, Section 2, Budget Changes) and has an online process for those budget changes that require Project Monitor approval.

Accountability Reporting

The accountability for and measurement of grant activities administered through CCCCO's Workforce and Economic Development Division is based on the ARCC 2.0 framework and augments that work because the Division's grants span in scope from middle schools through community college as well as post community college into the workforce. Three categories of measures have been included:

- Quality of service;
- Leading indicators of curriculum alignment to labor market needs; and
- Student momentum points.

Depending on the performance requirements of the funding stream from which the grant originated, certain measures within these three categories will become more relevant, but the overriding objective of moving the needle on outcomes remains, rather than the prior practice of monitoring activities and outputs.

With this unified framework of common metrics and accountability measures, funding and program decisions can be more data-driven and evidence-based given what works in moving students towards success.

All applicants for this RFA agree that they have read the following document and its links, and will be able to set up systems in 2013-14 and report in 2014-15 in order to meet the accountability and measurement of grant activities.

Refer to the document entitled *Common Metrics and Accountability Measures* (see Appendix E).

REFERENCE MATERIALS

Legal Terms and Conditions Articles I and II (Appendix A)
Application Forms (Appendix B)
Application Templates (Appendix C)
Guidelines, Definitions and Allowable Expenditures (Appendix D)
Common Metrics and Accountability Measures (Appendix E)
SB 1070 – Career Technical Education Pathways Program
http://www.leginfo.ca.gov/bilinfo.html

The Chancellor's Office Doing What Matters website contains a variety of documents and input from the field used to design the RFAs going out competitive this year. If you are interested in reading these documents they may be found at:
http://doingwhatmatters.cccco.edu/PromoteStudentSuccess/RFAProcess.aspx

TERMS AND CONDITIONS

The grant shall consist of this Grant Agreement face sheet and the Grantee's application, with all required forms. The RFA Specification and the Grant Agreement Legal Terms and Conditions, as set forth in the RFA Instructions are incorporated into this grant by reference.