January 30, 2013

TO: CTE Department Chairs, Past Perkins Recipients, CTE Administrators

FROM: John Carrese, Perkins Coordinator
Office of Career & Technical Education

RE: Release of 2013-2014 Perkins Request for Proposals (RFPs)

The Office of Career & Technical Education announces the release of the 2013-14 Applications for Perkins funds. Attached please find the updated RFP, as well as the Department and Collaborative applications.

This year we are starting the process of linking Program Review and the Perkins Application process. We urge you to review the instructions with references to Program Review in the Narrative sections of both applications. We believe this should help to streamline the process for all departments. Each year we update the instructions to reflect changes in District policies, State Chancellors’ Office directives and Allocation Subcommittee requests making it vital that you review the RFP instructions. To avoid confusion we also urge you to use the current application forms dated 2013-14.

New Considerations and Reminders:

2012-13 Committee Recommendations: If you submitted proposals for the 2012-13 year that were not funded or only partially funded please review the award letter forwarded to you last April from the Office of Career & Technical Education. The letter includes important Committee recommendations. These recommendations will be strongly considered for future funding.

Accountability: CTEA legislation emphasizes accountability. As in previous years applicants should address their programs’ core indicator data on student outcomes throughout their proposals. We will send a link to your department’s most recent Core Indicator Report when it becomes available later in January or in early February. The Office of Career and Technical Education will provide departments Core Indicator Reports upon request. The reports show goals established by State and Federal legislation that all programs should strive to achieve for each core indicator. Please submit the Core Indicator Reports for the Programs for which you are requesting funds.

With the exception of the Core Indicator Reports please do not attach addenda including tables, appendices, graphs or vendor estimates to your proposals.
Special Populations: Perkins largely focuses on better serving special populations students. Please refer to your Core Indicators and other data to determine your student needs when planning your proposed projects. How will your request improve the outcomes of your special population students? This issue needs to be carefully considered and addressed in your proposals. More information and the definition of special populations are stated in the RFP.

Budget issues:
- Please estimate benefits for all Perkins-funded personnel at 25%.
- Perkins does not allow funds for facilities upgrades and furniture. If you request items such as new computers or LCD projectors you should be certain that the classrooms have the capacity to accommodate them. Otherwise you will need to secure a separate source of funding to pay for the upgrades.
- Please be certain that specialized equipment is "turn-key," which should include the cost of delivery, assembly and set-up. Do not assume that Buildings and Grounds will complete the installation of your equipment. It is imperative that you follow Purchasing Dept guidelines to ensure the successful and timely implementation of your projects.

Technology Sign off: Please note that Tim Ryan, Information Technology Services will need to sign the grant requests for software and hardware. It is always a good idea to run any technology requests by the ITS person you work closely with so that you are assured that the system can be set up properly for your department. The same is true for AV equipment requests. Please check with Jill Kersey, AV Coordinator, so you are assured the system can be set up properly.

2013-14 Allocation Schedule:
* RFP issued January 29, 2013
* Collaborative and Department applications due: Tuesday March 19, 2013
* Applications reviewed by Allocation Subcommittee: Friday April 12, 2013
* Award letters released: Friday, April 19, 2013

Attachments:
2013-14 Requests for Proposals (with Object of Expenditures)
Department Proposal
Collaborative Proposal
City College of San Francisco
Carl D. Perkins Career & Technical Education Act (Perkins IV)

Collaborative Proposal
2013-2014

Proposal Title__________________________________________________________

Contact Person________________________________Telephone__________________

Department(s)__________________________________________________________

______________________________________________________________________

TOP Code(s)________________________________________________________________

Synopsis of Proposal (Two or three sentences)_______________________________

______________________________________________________________________

Total amount of Perkins funds requested for 2013-14: $________________________

<table>
<thead>
<tr>
<th>Signature</th>
<th>Date</th>
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<tbody>
<tr>
<td>Department Chair Signature</td>
<td></td>
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<tr>
<td>School Dean Signature</td>
<td></td>
</tr>
<tr>
<td>*Chief Technology Office (if requesting computers or software)</td>
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</tr>
</tbody>
</table>

Please add Department Chair and Dean signatures as needed

*Applicants requesting computers must contact Tim Ryan, Information Technology Services office at least two weeks prior to the application deadline for his signature.
Perkins Collaborative Proposal 2013-14
Narrative

Departments: ______________________________

In no more than three pages (12-point font, 1 inch margins), answer the following questions.

1. What are the collaborative’s primary career and technical program improvement issues? (Please reference Program Review Question #4 related to Overall Departmental Direction, summarizing improvements)

2. What specific need does this collaborative project address? Document with evidence, such as labor market research, if relevant. (Please reference Program Review Question #2 related to Data Trends).

3. How will the collaborative use Perkins funds to assist programs with the improvement issues? Address Required Uses of Funds. (If requesting computer hardware/software to replace current technology, indicate age of hardware, version of software to be replaced). (Please reference Program Review Question #3 related to internal/external developments in your Department and Question #6 related to Planning Objectives for Next Year and Question #8 related to priority use for additional funds).

4. What specific and measurable outcomes will result from this collaborative? What is the anticipated impact on students’ learning outcomes—including CTEA core indicators? If applicable, state the specific product or service resulting from this project. (Please reference Program Review Question #4 related to any assessments of student learning outcomes).

5. Who is the person(s) responsible for this project?

6. What is the timeline for completing this project?

Narratives not written in this format will not be reviewed. Use separate pages if desired.

SCORE ____/50
Perkins Collaborative Proposal 2013-14

Diagram

Departments: ________________________________________________________________

Utilize this page to provide a graphic representation of your collaborative proposal—specifically how departments will organize to achieve proposed objectives. If your collaborative is requesting technology, please identify. (One page limit.)

- Relationship between departments and technology requested and/or cascaded
- Age of hardware, version of software to be replaced
- Priority of need
- Items requested in this collaborative proposal that link to items requested in individual department proposals

SCORE ____/10
Perkins Collaborative Proposal 2013-14
Budget Detail

Please PRIORITIZE budget items on the following template and place an asterisk (*) next to any item that links directly to another item requested through an individual department proposal. Feel free to add lines to template as needed.

Departments: __________________________________________________________
List other sources of support. State any plans to become institutionalized.

<table>
<thead>
<tr>
<th>Priority</th>
<th>Object of Expenditure</th>
<th>Classification/Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXAMPLE</td>
<td>4000</td>
<td>Supplies &amp; Materials: TomTom 25 3.5-Inch Portable GPS Navigator @ $149 each + $13 (8.5% tax), 10 count total</td>
<td>$1,620</td>
</tr>
<tr>
<td>1</td>
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<td>10</td>
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</tbody>
</table>

Total Costs

NOTE:
• PLEASE PRIORITIZE REQUESTS
• Refer to Budget-Object of Expenditure form to classify line items (found in RFP Appendix)
• Round calculations to the nearest dollar
• Include delivery costs, taxes (8.5%), installation fees, etc. for equipment, technology and supplies
• Do not request funds for furniture or capital upgrades
• Do not attach additional documents, such as written estimates for proposed purchases
• Please estimate benefits for all personnel at 25%.

SCORE______/20
Perkins Collaborative Proposal 2012-13  
Progress Report

Describe how this collaborative used Perkins funds in previous years, if applicable. Include amount of funds received. Outline how your collaborative met stated objectives and how funds impacted students' core indicators, learning outcomes. Please be specific.

<table>
<thead>
<tr>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012-13</td>
</tr>
<tr>
<td>2010-11</td>
</tr>
<tr>
<td>2009-10</td>
</tr>
<tr>
<td>2008-09</td>
</tr>
<tr>
<td>2007-08</td>
</tr>
</tbody>
</table>


Identify and describe reasons for not completing planned activities, i.e., staff changes, delay(s) in access to funding, etc.

SCORE_____/20
Perkins Collaborative Proposal 2013-14 Rating Sheet

Departments ___________________________ Total Score: ___________/100

**Narrative, 50 points max**  50 points = responds to all questions in full with detailed evidence, request successfully addresses program improvement, labor market and aligns with Perkins Requirements; 30 = does not answer questions with appropriate detail, unclear alignment with Perkins Requirements; 10 points = unsatisfactory)

**Question 1: What are the collaborative's primary career and technical program improvement issues?**
• Clearly states programmatic need and area of improvement and references Program Review Question #4

**Question 2: What specific need does this collaborative project address?**
• Substantiates need with evidence (e.g. labor market research, Advisory Board feedback, DSS data, student and/or employer surveys, etc) and references Program Review Question #2

**Question 3: How will the collaborative use Perkins funds to assist programs with the improvement issues?**
• Provides detailed outline of activities that relate to program improvement issues and workforce development need and references Program Review Questions #3, #6, #8
• Addresses any of the Required or Permissive Uses of Funds

**Question 4: What specific and measurable outcomes will result from this collaborative? What is the anticipated impact on students’ learning outcomes—including CTEA core indicators?**
• Addresses how the activities will improve the student learning outcomes, including core indicators (skill attainment, completions, transfers, placement, nontraditional participation) and references Program Review Question #4
• Describes how the project will improve the outcomes for special populations and references
• Describes any resulting product or service

**Question 5: Who is the person(s) responsible for this project?**
• Clearly identifies parties responsible for success of project; team should be aligned with size, scope & nature of activities

**Question 6: What is the timeline for completing this project?**
• Clearly states completion of activities using reasonable, realistic and appropriate timeline

**Comments about Narrative:** ____________________________________________________________ Points: ___________/50

**Diagram, 10 points max** (10 points = provides clear diagram with required information; 5 points = provides incomplete diagram)
• Clearly outlines relationship between collaborative partners for achievement of proposed objectives
• For those requesting technology, documents:
  o Relationship between departments and technology requested and/or cascaded; age of hardware; version of software to be replaced
  o Priority of need
  o Items requested in this collaborative proposal that link to items requested in individual department proposals

**Comments about Diagram:** ____________________________________________________________ Points: ___________/10

**Budget, 20 points max** (20 points = detailed, descriptive budget; 10 = leaves questions unanswered about budget)
• Demonstrates support from other sources; describes plans for institutionalization
• Clearly shows linkage between Narrative/Workplan and items requested
• Provides a detailed and realistic budget with prioritizes budget items and identifies connections with Department Proposals

**Comments about Budget:** ____________________________________________________________ Points: ___________/20

**Progress Report, 20 points max** (20 points = addresses all points thoroughly; 10 points = leaves questions unanswered about past uses of funds). STATE “NA” IF COLLABORATIVE HAS NOT RECEIVED PAST FUNDING
• Describes uses of Perkins funds for collaborative over past 4 years
• States whether past goals were met
• Describes collaborative accomplishments
• Describes reasons for not completing past planned activities, if any

**Comments about Progress Report:** ____________________________________________________ Points: ___________/20

**Overall Comments:** _________________________________________________________________
City College of San Francisco
Carl D. Perkins Career & Technical Education Act (Perkins IV)

Request for Proposal 2013-2014

Proposals due:
5:00 p.m.
Tuesday, March 19, 2013
Office of Institutional Advancement – C306, Ocean Campus
***No Late Proposals Will Be Accepted***

For questions contact:
Office of Career & Technical Education
C30, Ocean Campus
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I. Eligibility for Funding

Carl D. Perkins Career and Technical Education Act (CTEA) of 2006 funds support the advancement and improvement of career and technical education (CTE) at CCSF. Congress recently reauthorized the Act through 2012 to continue the delivery of high quality, comprehensive CTE programming at community colleges. In 2007-08, CCSF undertook an extensive process to develop a new five-year local plan that will guide CCSF’s implementation of this funding for the life of the legislation. Only those programs that participated in developing the Five-Year Plan during Spring 2008 are eligible to apply for funds.

II. Uses of Funds for Year 2013-2014

A. Required Uses of Funds

The 2006 Act requires that each TOP Code included in our annual application to the state meet each of the nine requirements over the course of the legislation’s implementation. TOP Code matrices must be up-to-date.

1. Strengthen the academic and career and technical skills of students participating in career and technical education programs, by strengthening the academic and career and technical education components of such programs through the integration of academics with career and technical education programs through a coherent sequence of courses, such as career and technical programs of study

2. Link career and technical education at the secondary level and career and technical education at the postsecondary level, including by offering the relevant elements of not less than one career and technical program of study

3. Provide students with strong experience in and understanding of all aspects of an industry, which may include work-based learning experiences

4. Develop, improve, or expand the use of technology in career and technical education, which may include:
   - Training of career and technical education teachers, faculty, and administrators to use technology, which may include distance learning;
   - Providing career and technical education students with the academic and career and technical skills (including the mathematics and science knowledge that provides a strong basis for such skills) that lead to entry into the technology fields; or
   - Encouraging schools to collaborate with technology industries to offer voluntary internships and mentoring programs, including programs that improve the mathematics and science knowledge of students

5. Provide professional development programs that are consistent with to secondary and postsecondary teachers, faculty, administrators, and career guidance and academic counselors who are involved in integrated career and technical education programs, including—
   - In-service and pre-service training on—
Effective integration and use of challenging academic and career and technical education provided jointly with academic teachers to the extent practicable;  
Effective teaching skills based on research that includes promising practices;  
Effective practices to improve parental and community involvement; and  
Effective use of scientifically based research and data to improve instruction;  
- Support of education programs for teachers of career and technical education in public schools and other public school personnel who are involved in the direct delivery of educational services to career and technical education students, to ensure that such teachers and personnel stay current with all aspects of an industry;  
- Internship programs that provide relevant business experience; and  
- Programs designed to train teachers specifically in the effective use and application of technology to improve instruction.

6. Develop and implement evaluations of the career and technical education programs carried out with funds under this title, including an assessment of how the needs of special populations are being met.

7. Initiate, improve, expand, and modernize quality career and technical education programs, including relevant technology.

8. Provide services and activities that are of sufficient size, scope, and quality to be effective.

9. Provide activities to prepare special populations, including single parents and displaced homemakers who are enrolled in career and technical education programs, for high skill, high wage, or high demand occupations that will lead to self-sufficiency.

B. Permissive Uses of Funds

Proposals may adopt activities that improve programs in the following ways:

1. Involve parents, businesses and labor organizations in the design, implementation and evaluation of CTE programs.

2. Provide career guidance, academic counseling for students participating in CTEA programs that improves graduation rates and provides information on postsecondary and career options, and provides assistance for postsecondary students and adults.

3. Local education and business partnerships, including work-related experiences for students, adjunct faculty arrangements for qualified industry professionals and industry experience for teachers and faculty.

4. Provide programs for special populations.

5. Assist career and technical student organizations.

6. Provide mentoring and support services.

7. Leasing, purchasing, upgrading or adapting equipment including instructional aids and publications (including supports for library resources) designed to strengthen and support academic and technical skill achievement.
8. Teacher preparation programs that address the integration of academic and CTE and that assist individuals who are interested in becoming CTE faculty, including individuals with experience in business and industry.

9. Developing and expanding postsecondary program offerings at times and in formats that are accessible for all students, including through the use of distance education.

10. Developing initiatives that facilitate the transition of sub-baccalaureate CTE students into baccalaureate degree programs, including articulation agreements, dual enrollment programs, academic and financial aid counseling and other initiatives to overcome barriers and encourage enrollment and completion.

11. Providing activities to support entrepreneurship education and training.

12. Improving or developing new CTE courses, including the development of programs of study for consideration by the state and courses that prepare individuals academically and technically for high-skill, high-wage or high-demand occupations and dual or concurrent enrollment opportunities.

13. Developing and supporting small, personalized career-themed learning communities.

14. Providing support for family and consumer sciences programs.

15. Providing CTE programs for adults and school dropouts to complete secondary education or upgrade technical skills.

16. Providing assistance to individuals who have participated in services and activities under the Act in continuing their education or training or finding an appropriate job.

17. Supporting training and activities (such as mentoring and outreach) in non-traditional fields.

18. Providing support for training programs in automotive technologies.

19. Pooling a portion of such funds with a portion of funds available to other recipients for innovation initiatives.

20. Supporting other CTE activities consistent with the purposes of the Act.

III. Accountability

A. Core Indicator Reports

CTEA legislation emphasizes accountability. Applicants should address their program’s core indicator data on student outcomes throughout their proposal.

CTEA Core Indicators are defined as follows:

- **Core Indicator 1: Technical Skill Attainment** – Student attainment of challenging career and technical skill proficiencies, including student achievement on technical assessments that are aligned with industry-recognized standards, if available and appropriate.

- **Core Indicator 2: Credential, Certificate, or Degree** – Student attainment of an industry-recognized credential, a certificate, or a degree.
Core Indicator 3: Student Persistence or Transfer – Student retention in postsecondary education or transfer to a baccalaureate degree program.

Core Indicator 4: Student Placement – Student placement in military service or apprenticeship programs or placement or retention in employment, including placement in high skill, high wage, or high demand occupations or professions.

Core Indicator 5, Part 1 & Part 2: Nontraditional Participation and Completion – Student participation in, and completion of, career and technical education programs that lead to employment in nontraditional fields.

The Office of Career and Technical Education will provide departments a CCSF Core Indicator Summary upon request. The report shows goals established by State and Federal legislation that all programs should strive to achieve for each core indicator.

While core indicator data may not be conclusive for all TOP Codes, the reports are recognized as a viable tool for analyzing program patterns and trends over time. Use the data to assist with program planning and to justify your 2013-14 proposal. You may also use the data to help inform the decision regarding the TOP Codes for which your department seeks funding.

New: The Allocation Subcommittee now requires that departmental proposals submit relevant program Core Indicator Reports with completed proposals. These are not required for Collaborative projects.

B. Other Data/Reports

Using additional data for program planning and assessment is strongly encouraged. These may include local labor market research (www.labormarketinfo.edd.ca.gov/), reports and environmental scans produced by the CA Community College’s Economic and Workforce Development program (www.ccccwd.net), student and/or employer surveys, licensing/accreditation data, or focus group results. The Decision Support System (http://Advancement.ccsf.edu/) operated by the Research Office also offers comprehensive data including current enrollment data on course and section demand, student characteristics, success and enrollment productivity. The Centers of Excellence initiative also publishes economic data. Reports can be located at www.coeccc.net

IV. Procedure for Applying for Funds

All departments and collaborative groups interested in applying for Perkins funds for academic year 2013-14 must complete the following activities:

1. Organize a Perkins Planning Team. For individual department proposals, include the chair and program faculty. For collaborative groups, engage all relevant and effected department chairs and related faculty.

2. Convene your Perkins Planning Team to analyze labor market and core indicator data, establish priorities for funding and to plan and assign tasks for proposal completion. If necessary, invite the Perkins Program Coordinator to provide procedural or technical assistance at one of your Planning Team meetings.
3. Complete all required forms (see next section, Directions for Completing Forms). Use the Perkins Proposal Rating Sheet to guide completion of proposal.

4. Submit the following by **5:00 p.m., Tuesday March 19, 2013:**
   a. Ten (10) hard copies and one electronic copy to the Office of Institutional Advancement, C306, Mailbox C30, Ocean Campus

V. Directions for Completing Forms

Department and Collaborative Proposals require separate applications. Both types of proposals remain competitive and require the completion of all required components. Find following descriptions for each application.

Department Proposals

Reminder: Departments may submit only one proposal with the exception of large, divergent and diverse departments, which may submit more than one. Those eligible departments include Business, Engineering and Health Care Technology. Each proposal should include all programmatic requests.

Submit ten (10) hard copies and one (1) electronic copy of the following forms.

1. **Department Proposal - Cover Page**  
   Complete all information requested and include all signatures.

2. **Department Proposal - Narrative** (60 points, 3 page limit)  
   **3 PAGES MAXIMUM (12 point font, 1 inch margins)**  
   The Narrative includes six specific questions. Please respond fully to each question in paragraph form.
   
   1. What labor market does your program address? Document it using labor market information and industry feedback. *(Please reference Program Review Question #2 related to Data Trends).*
   
   2. With this labor market in mind, what are your department’s primary career and technical education program improvement issues? *(Please reference Program Review Question #4 related to Overall Departmental Direction, summarizing improvements)*
   
   3. What activities will your department undertake with Perkins funding to assist you with these improvements? Address Required Uses of Funds. *(If requesting computer hardware/software to replace current technology, indicate age of hardware, version of software to be replaced).* *(Please reference Program Review Question #3 related to internal /external developments in your Department and Question # 6 related to Planning Objectives for Next Year and Question #8 related to priority use for additional funds)*.
   
   4. What specific and measurable outcomes will result from these activities? What is the anticipated impact on students’ learning outcomes—including CTEA core indicators? If
applicable, state the specific product or service resulting from this project. ([Please reference Program Review Question #4 related to any assessments of student learning outcomes].

5. Who is the person(s) responsible for this project?
6. What is the timeline for completing this project?

Narratives not written in this format will not be reviewed.

Competitive narratives should:

- Address how efforts will be made to meet the Required Uses of Funds and Permissive Uses of Funds
- Use labor market data, core indicators results and/or other relevant student outcome data to indicate need, justify activities and speak to expected student/program improvements
- Any requests for computer hardware or software should be directly connected to program improvement. Perkins funds cannot be used for maintenance purposes. For applicants requesting computer hardware or software, signatures must be secured by Tim Ryan, Information Technology Services (Batmale L 131, tryan@ccsf.edu)

3. Department Proposal - Budget (20 points, no page limit)

Use Budget Detail to identify how funds will be used—providing a clear and detailed explanation for each line item. State other sources of support and plans to institutionalize the activities. Refer to Budget—Object of Expenditures/Classifications to determine expenditure classifications. Budget items should clearly refer to specific activities stated in the Narrative.

Remember to:

- State priorities for funding in order of importance.
- Note any items requested in individual Department Proposals that connect to items requested in Collaborative Proposals.
- Exclude furniture—CTEA regulations prohibit the funding of furniture of any kind.

4. Department Proposal - Progress Report (20 points, no page limit)

Use the Progress Report form to address the amount of CTEA funds awarded historically, how they have been used in the past/to date, including how they have impacted the department, improved student success and assisted your department in achieving stated objectives. If your department has never received Perkins funds please state “Non-applicable” on the Progress Report and your scores will be adjusted accordingly.

Collaborative Proposals

Collaborative proposals should be submitted by teams of two or more departments working together. Examples of collaborative proposals might be the sharing of technology across multiple departments to keep current with industry expectations or the development of a new program that
requires the involvement of two or more departments to address an emerging workforce opportunity. Submit only one collaborative proposal per team. \(\text{(Any relevant information from Program Review should be included in these proposals).}\)

Submit ten (10) hard copies and one (1) electronic copy of the following forms.

1. **Collaborative Proposal - Cover Page**
   
   Complete all information requested and include all signatures.

2. **Collaborative Proposal - Narrative** (50 points, 3 page limit)
   
   \(\text{3 PAGES MAXIMUM (12 point font, 1 inch margins)}\)
   
   The Narrative includes six specific questions. Please respond fully to each question in paragraph form.

   1. What are the collaborative’s primary career and technical program improvement issues?
   
   2. What specific need does this collaborative project address? Document with evidence, such as labor market research, if relevant.
   
   3. How will the collaborative use Perkins funds to assist programs with the improvement issues? Address Required Uses of Funds. (If requesting computer hardware/software to replace current technology, indicate age of hardware, version of software to be replaced).
   
   4. What specific and measurable outcomes will result from this collaborative? What is the anticipated impact on students’ learning outcomes—including CTEA core indicators? If applicable, state the specific product or service resulting from this project.
   
   5. Who is the person(s) responsible for this project?
   
   6. What is the timeline for completing this project?

   \(\text{Narratives not written in this format will not be reviewed.}\)

   **Competitive narratives should:**

   \- Address how efforts will be made to continue to meet the \textit{Required Uses of Funds} and \textit{Permissive Uses of Funds}
   
   \- Use labor market data, core indicators results and/or other relevant student outcome data to indicate need, justify activities and speak to expected student/program improvements
   
   \- Any requests for computer hardware or software should be directly connected to program improvement. Perkins funds cannot be used for maintenance purposes. For applicants requesting computer hardware, signatures must be secured by Tim Ryan, Information Technology Services (Batmale L-131, tryan@ccsf.edu).

3. **Collaborative Proposal – Diagram** (10 points, 1 page limit)
Provide a graphic representation of your collaborative effort to show how departments will organize to achieve proposed objectives. If your collaborative is requesting technology, please identify:

- Relationship between programs and technology requested and/or cascaded
- Age of hardware, version of software to be replaced
- Priority of need
- Items requested in this collaborative proposal that link to items requested in individual department proposals

4. **Budget** (20 points, no page limit)

Use *Budget Detail* to identify how funds will be used—providing a clear and detailed explanation for each line item. State other sources of support and plans to institutionalize the activities. Refer to *Budget—Object of Expenditures/Classifications* to determine expenditure. Budget items should clearly refer to specific activities stated in the *Narrative*.

Remember to:

- State priorities for funding in order of importance.
- Note any items requested in individual Department Proposals that connect to items requested in Collaborative proposals.
- Exclude furniture and facilities upgrades—Perkins regulations prohibit the funding of furniture and capital upgrades of any kind.
- When requesting equipment or technology, include all costs associated with the items, including delivery, assembly and installation. Consult with the Purchasing Office for assistance.
- When requesting staff time please include 25% for benefits.

5. **Progress Report** (20 points, no page limit)

Use the *Progress Report* form to address the amount of Perkins funds awarded historically, how they have been used in the past/to date, including how they have impacted the collaborative, improved student success and assisted your collaborative in achieving stated objectives. If your collaborative has never received Perkins funds please state “Non-applicable” on the Progress Report and your scores will be adjusted accordingly.
### VI. Timeline

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tr>
<td>Tuesday January 29, 2013</td>
<td>2013-2014 RFP Issued</td>
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<td>Tuesday March 19, 2013 5:00 p.m.</td>
<td>2013-2014 Proposals Due</td>
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<td></td>
<td>(Ocean Campus, C306)</td>
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<tr>
<td>Friday April 12, 2013</td>
<td>Allocation Committee Meets</td>
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<tr>
<td>Friday April 19, 2013</td>
<td>Awards Announced</td>
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<tr>
<td>Object of Expenditure</td>
<td>Classification</td>
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<tr>
<td>1000</td>
<td>Instructional Salaries</td>
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<tr>
<td>2000</td>
<td>Non-Instructional Salaries</td>
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<td>Instructional Aides’ Salaries:</td>
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<tr>
<td>3000</td>
<td>Employee Benefits</td>
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<tr>
<td>4000</td>
<td>Supplies &amp; Materials</td>
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<tr>
<td>5000</td>
<td>Other Operating Expenses &amp; Services</td>
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<td>Capital Outlay</td>
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<tr>
<td>7000</td>
<td>Other Outgo</td>
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2006 Carl D. Perkins Career & Technical Education Act
Definition of Requirements

All Aspects of Industry:

“Provide students with strong experience in and understanding of all aspects of an industry, which may include work-based learning experiences”

“All aspects of industry includes, with respect to a particular industry that a student is preparing to enter, planning, management, finances, technical and production skills, underlying principles of technology, labor and community issues, health and safety, and environmental issues related to that industry.”

CTE and Academic Integration:

“Strengthen the academic and career and technical skills of students participating in career and technical education programs, by strengthening the academic and career and technical education components of such programs through the integration of academics with career and technical education programs through a coherent sequence of courses, such as career and technical programs of study”

“Coherent sequence of courses means a series of courses in which vocational and academic education are integrated and which directly relates to and leads to both academic and occupational competencies. The term includes competency-based education, academic education, and adult training and retraining course.”

K-12 Connections & Programs of Study:

“Link career and technical education at the secondary level and career and technical education at the postsecondary level, including by offering the relevant elements of not less than 1 career and technical program of study.”

“The programs of study must incorporate secondary and postsecondary education elements; include academic and career technical content in a coordinated, non-duplicative progression of courses and lead to an industry-recognized credential or certificate at the postsecondary level, or an associate or bachelor degree.”

Special Populations & Non-traditional Students:

“Provide activities to prepare special populations, including single parents and displaced homemakers who are enrolled in career and technical education programs, for high skill, high wage, or high demand occupations that will lead to self-sufficiency.”

“Special populations refers to individuals with disabilities, individuals from economically disadvantaged families (including foster children), individuals preparing for nontraditional fields, single parents (including single pregnant women), displaced homemakers and individuals with limited English proficiency.”
“Nontraditional fields refers to occupations or fields of work, including careers in computer science, technology and other current and emerging high skill occupations, for which individuals from one gender comprise less than 25% of the individuals employed in each such occupation or field of work.”

**Teacher/counselor recruitment and professional development:**

“Provide professional development programs that are consistent with to secondary and postsecondary teachers, faculty, administrators, and career guidance and academic counselors who are involved in integrated career and technical education programs, including—

- In-service and pre-service training on—
  - Effective integration and use of challenging academic and career and technical education provided jointly with academic teachers to the extent practicable;
  - Effective teaching skills based on research that includes promising practices;
  - Effective practices to improve parental and community involvement; and
  - Effective use of scientifically based research and data to improve instruction;

- Support of education programs for teachers of career and technical education in public schools and other public school personnel who are involved in the direct delivery of educational services to career and technical education students, to ensure that such teachers and personnel stay current with all aspects of an industry;

- Internship programs that provide relevant business experience; and

- Programs designed to train teachers specifically in the effective use and application of technology to improve instruction”

**Use of Technology:**

“Develop, improve, or expand the use of technology in career and technical education, which may include:

- Training of career and technical education teachers, faculty, and administrators to use technology, which may include distance learning;

- Providing career and technical education students with the academic and career and technical skills (including the mathematics and science knowledge that provides a strong basis for such skills) that lead to entry into the technology fields; or

- Encouraging schools to collaborate with technology industries to offer voluntary internships and mentoring programs, including programs that improve the mathematics and science knowledge of students”