



**SAN DIEGO
COMMUNITY COLLEGE DISTRICT**

City College • Mesa College
Miramar College • Continuing Education

2016-17

Handbook for Perkins Funding



SAN DIEGO COMMUNITY COLLEGE DISTRICT

CITY COLLEGE • MESA COLLEGE • MIRAMAR COLLEGE • CONTINUING EDUCATION

Handbook for Carl D. Perkins Funding

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Introduction to Carl D. Perkins Act

This handbook is designed to be a guide for developing, submitting and administering a Carl D. Perkins (Perkins) grant application. It is intended as a reference tool only and is subject to revision.

The purpose of the “Carl D. Perkins Career and Technical Education Act of 2006” is to develop more fully the academic and career technical skills of students enrolled in career and technical education programs by:

- ***Building*** on the efforts of states to develop challenging academic and technical standards and to assist students in meeting the standards, including preparation for high skill, high wage or high demand occupations in current or emerging professions;
- ***Promoting*** the development of services and activities that integrate rigorous and challenging academic and technical instruction and link secondary and postsecondary education for participating students;
- ***Increasing*** flexibility in providing services and activities designed to develop, implement and improve career and technical education;
- ***Conducting and Disseminating*** national research and information on best practices;
- ***Providing*** technical assistance that promotes leadership and professional development and improves the quality of career and technical education faculty, administrators, and counselors;
- ***Supporting*** partnerships among educational levels, business and industry and local workforce investment boards; providing individuals with opportunities throughout their lifetimes to develop the knowledge and skills needed to keep the United States competitive.

GENERAL GUIDELINES FOR PERKIN’S FUNDING

To accomplish the legislative purpose, the Act focuses on the continuous improvement of career and technical education (CTE) programs. CTE Departments may submit requests in the form of a Perkins Funding application to assist them in meeting the 9 required uses of funds and specific program improvement issues. Specific definitions and guidelines follow below:

a) DEFINITIONS - Understanding the following definitions will assist in understanding many of the activities and best practices described in this guide and in completing an application for Perkins Grant funding.

All Aspects of an Industry: Strong experience in, and comprehensive understanding of, the industry that the individual is preparing to enter, including information regarding occupational education and training options and employment information [Sec 3(2)]...3 may also include aspects of planning, management, and finance, technical and production skills, underlying principles of technology, labor issues, community issues and health, safety and environmental issues associated with the industry (i.e., not simply the required technical skills for the field but a variety of information pertaining to the industry).

Articulation Agreement: A written commitment (A) that is agreed upon at the state level or approved annually by the lead administrators of [i] a secondary and a postsecondary educational institution; or [ii] a postsecondary sub-baccalaureate degree granting and a baccalaureate degree granting institution; and (B) a program [i] designed to provide, students with a non-duplicative sequence of progressive achievement leading to a technical skill proficiency, a credential, a certificate or a degree; and (ii) linked through credit transfer agreements between the institutions. [Sec. 3(4)]

Career and Technical Education: (A) a sequence of courses that [i] provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in current or emerging professions; [ii] provides technical skill proficiency, an industry-recognized credential, a certificate, or an associate degree; and [iii] may include prerequisite courses (other than a remedial course) and (B) includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills and knowledge of all aspects of an industry. [Sec. 3(5)]

Career and Technical Program of Study: A program of study that (A) incorporates secondary and postsecondary education elements; (B) includes coherent and rigorous content aligned with challenging academic standards and relevant career and technical content in a coordinated, non-duplicative progression of courses that align secondary education with postsecondary education to adequately prepare students to succeed in postsecondary education; (C) may include opportunity for secondary students to participate in dual or concurrent enrollment programs or other ways to acquire postsecondary credit; and (D) leads to an industry-recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree. [Sec. 122(c)(1)(A)]

Career Guidance and Academic Counseling: Guidance and counseling that (A) provides access to information regarding career awareness and planning with respect to an individual's occupation and academic future; and (B) provides information with respect to career options, financial aid, and postsecondary options, including baccalaureate degree programs. [Sec. 3(7)]

Concentrator: A postsecondary student who earns 12 college units in a Perkins approved program over a three year time period

Core Indicators of Performance: Performance accountability system used to assess the effectiveness of the State and the eligible recipients of the State with achieving statewide progress in career and technical education and to optimize the return on investment of Federal funds in career and technical education activities.

Limited English Proficiency: Individuals with limited ability in speaking, reading, writing, or understanding English, and (A) whose native language is a language other than English; or (B) who lives in a family or community environment in which a language other than English is the dominant language. [Sec. 3(16)]

Non-Traditional Training and Employment: 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 percent of the individuals employed in each such occupation or field of work. [Sec. 3(20)] 5

Postsecondary Career and Technical Education Student: A student who has completed at least 12 college units of a Perkins approved CTE technical certificate or associate degree program or completed a Perkins approved a short- term program of fewer than 16 units.

Program of Study: The career and technical programs of study, which may be adopted by local educational agencies and postsecondary institutions to be offered as an option to students when planning for and completing future coursework, for career and technical content areas that i) incorporate secondary education and postsecondary education elements; ii) include coherent and rigorous content aligned with challenging academic standards and relevant career and technical content in a coordinated, non-duplicative progression of courses that align secondary education with postsecondary education to prepare students adequately to succeed in postsecondary education; iii) may include the opportunity for secondary students to participate in dual or concurrent enrollment programs or other ways to acquire postsecondary credits; and iv) lead to an industry-recognized credential or certificate at the postsecondary level or an associate or baccalaureate degree. Sec. 122 (c) (A)]

Program Quality The measure of program success in teaching all enrolled students the industry-recognized competencies and skills necessary for them to practice careers within their chosen field after graduation and support a high level of student performance in core academic areas and skills. Program quality also includes successful student performance on certification/licensure exams and/or end of program exams, acquiring and maintaining program accreditations/certifications and meeting established business/industry standards.

Program Scope The curricular parameters and limitations of each program. Qualifiers include course content; range, of course, offerings within each sequence, ability to simulate fully with the appropriate workplace environment, a number of work skills and competencies taught, etc.

Program Size Quantifiable, physical parameters and limitations of each program—e.g., number of courses within the approved sequence, the amount of available resources (*computers, software, workplace tools, etc.*), the number of staff involved, the number of students enrolled, and the number of students completing a program each year.

Special Populations (A) individuals with disabilities; (B) individuals from economically disadvantaged families, including foster children; (C) individuals preparing for nontraditional fields; (D) single parents, including single pregnant women; (E) displaced homemakers; and (F) individuals with limited English proficiency. [Sec. 3(29)]

On-Going Program Expenses — Items essential to delivering effective, quality CTE programs should over time be assumed by the institution. Perkins mini-grant funds are to be used for improvements, not to maintain the operation of a CTE program or service provided by the institution. Approved Perkins funding for items such as annual renewals for software/hardware licenses for instructional software or student screening/placement assessments is subject to the 3-year rule.

b) CORE INDICATORS, MANDATORY ACTIVITIES, AND BEST PRACTICES - The Act mandates that Perkins funds be used to improve career and technical education programs through the implementation or refinement of nine different activities. [Sec. 135(b)] These activities, and the suggested best practices, provide the basis for the Perkins mini-grant funds” and ultimate achievement of the core indicators of performance. Expenditure limits, as well as allowable and unallowable expenditures, are explained in this handbook.

Core Indicators of Performance: Assess the extent to which the State of California and local recipients have improved the quality of career and technical education programs, Perkins legislation sets forth minimum core indicators of performance for career and technical education programs at the postsecondary level. [Sec. 113(b)(1)(B)]

These measures of performance are incorporated into the State plan as a condition of approval by the U.S. Department of Education, must be valid and reliable and include, at a minimum, measures of each of the following:

1P1 - 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. Measures any student identified as a concentrator who attempted a technical skill assessment test. Numerator = number of CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year Denominator = number of CTE concentrators who attempted technical skills assessments during the reporting year

2P1 - Credential, Certificate, or Degree—Student attainment of an industry-recognized credential, a certificate, or a degree. Measures concentrators who earned an award and were NO LONGER enrolled in postsecondary education. Numerator = number of CTE concentrators who receive an industry-recognized credential, a certificate, or a degree during the reporting year Denominator = number of CTE concentrators who left postsecondary education during the reporting year

3P1 - Student Retention and Transfer—Student retention in postsecondary education or transfer to a baccalaureate degree program. Measures concentrators who were enrolled during the reporting year and remained in postsecondary education the following fall. All students who earned an award or an industry-recognized credential are REMOVED from the analysis. Numerator = number of CTE concentrators who remained enrolled at their original postsecondary institution or transferred to another 2- or 4- year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the fall of the previous reporting year Denominator = number of CTE concentrators who were enrolled in postsecondary education in the fall of the previous reporting year and who did not earn an industry-recognized credential, a certificate, or a degree in the previous reporting year

4P1 - Student Placement (Follow-up)—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. Measures placement of all concentrators who are no longer enrolled in postsecondary education. Only students who have completed, earned an industry-recognized credential or have dropped out of postsecondary education are included in the analysis. Numerator = number of CTE concentrators who were placed or retained in employment or placed in military service or apprenticeship programs in the 2nd quarter following the program year in which they left postsecondary education (i.e., unduplicated placement status for CTE concentrators who graduated by June 30, 2012, would be assessed between

October 1, 2012, and December 31, 2012) Denominator = number of CTE concentrators who left postsecondary education during the reporting year

5P1 - Nontraditional Participation – Student participation in career and technical education programs that lead to employment in nontraditional fields. [Sec 113(b)(2)(B)]. Measures all participants and concentrators enrolled in underrepresented gender programs. Numerator = number of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year Denominator = number of CTE participants who participated in a program that leads to employment in nontraditional fields during the reporting year

5P2 - Nontraditional Completion—Student completion of career and technical education programs that lead to employment in nontraditional fields. [Sec 113(b)(2)(B)]. Measures all nontraditional concentrators who earned an award in a gender underrepresented program. Numerator = number of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year Denominator = number of CTE concentrators who completed a program that leads to employment in nontraditional fields during the reporting year

***Please remember to review your core indicator report to identify areas that need improvement. The Perkins Coordinator can assist you in determining improvement of program areas that should be addressed.** Core Indicator Reports can be found at <https://misweb.cccco.edu/perkins/main.aspx>. The above definitions explain how the core indicator performance is measured and who is being measured.*

Choose Core Indicator reports, and then 2015-16 Fiscal Year Planning, Forms and then by 4 Digit TOP code. You will choose _____ College from the drop down and then your TOP code.

c) MANDATORY USES AND BEST PRACTICES - This section contains information regarding the nine mandatory activities, best practices and suggested activities. These activities or other activities that meet the Perkins requirements should be described in the mini-grant application to support the need for the funding amounts being requested.

Throughout the Perkins legislation, suggestions for improving career and technical education programs were identified in the form of “mandatory and permissive activities” goals and supportive “best practices” or strategies. [Sec. 118—Occupational and Employment Information, Sec. 122—State Plan, Sec. 124—State Leadership Activities, Sec. 134—Local Plan, Sec. 135—Local Uses of Funds] Funding is provided with the expressed intent of achieving the nine mandatory activities.

The following is a list of legislated mandatory activities and strategies (or best practices) to improve the quality of career and technical education programs and subsequently the knowledge and skills of students and attainment of the core indicators of performance.

While the activities are mandatory, the supportive practices are suggestions worthy of careful consideration when completing the program improvement activity pages. Do not consider the “strategies/best practices” as prescriptive or all inclusive!

1. ACADEMIC & TECHNICAL ACTIVITIES

Perkins Legislation: *To strengthen the academic and technical skills of students by strengthening the academic and technical education components of programs. Sec.135(b)(1)]*

Strategies/Best Practices

Integration:

- Infusing academic skills into technical courses.
- Using occupationally related applied learning strategies in academic courses.

Alignment:

- Linking academic content with challenging academic standards.
- Linking technical content with relevant occupational knowledge/skills based on industry-recognized standards.
- Teaching technical students the same rigorous academic standards as other students.

Developing and revising curriculum:

- Using program advisory committees to validate learning outcomes.
- Creating a rigorous, integrated and aligned curriculum.
- ALLOWING ACADEMIC AND TECHNICAL INSTRUCTORS TO JOINTLY DEVELOP CURRICULUM.

2. CREDIT-BY-EXAM/POSTSECONDARY LINKAGES ACTIVITIES

Perkins Legislation: *To link secondary with postsecondary career and technical education programs and postsecondary career and technical education programs with baccalaureate programs. [Sec. 135(b)(2), Sec. 135(c)(10)]*

Strategies/Best Practices

- Secondary/postsecondary articulation, i.e. Credit-by-exam (*Mandated*):
- Updating or expanding “Articulation Agreements.”
- Creating aligned and non-duplicative sequences of courses.
- Permitting concurrent enrollment and/or dual credit.
- Establishing policies/procedures for awarding advanced placement and credit.
- Tracking and increasing utilization of existing articulation agreements.
- Postsecondary articulation (*Permissive*)
- Linking career and technical education programs with baccalaureate programs.
- Transferring academic/technical credits into baccalaureate colleges/universities.

3. ALL ASPECTS OF AN INDUSTRY ACTIVITIES

Perkins Legislation: *To provide students with strong experience in and understanding of all aspects of their chosen industry. [Sec. 135(b)(3)]*

Strategies/Best Practices

- Infusing “all aspects” into curricula and services:
- Regional labor market statistics, trends and job requirements.
- Horizontal and vertical career ladders to broaden career horizons.
- General employability skills that are needed for career mobility and success.
- Industry-wide management and production/service issues.

Other topics identified in the definition of “All Aspects of an Industry.”

Expanding business/industry involvement:

- Assisting with entrepreneurship training.
- Infusing expertise into classroom (*guest speakers, field trips, resources, etc.*)
- Increasing work-based experiences (*field trips, job shadowing, internships*).
- Utilizing qualified business/industry professionals as adjunct faculty when possible.
- Validating of curricula outcomes by program advisory committees.
- Employing personnel to coordinate business/industry experiences for students.

4. USE OF TECHNOLOGY ACTIVITIES

Perkins Legislation: *To develop, improve or expand the use of technology in career and technical education. [Sec. 135(b)(4)]*

Strategies/Best Practices

- Infusing and expanding relevant technology in programs.
- Leasing, purchasing, upgrading or adopting new technology and equipment.
- Developing or updating realistic multi-year equipment replacement schedules
- Ensuring students acquire the technology related skills needed for entry into high-skill careers.
- Collaborating with technology industries to provide internships, mentoring, and employment experiences for students.
- Employing personnel to coordinate work-based technology experiences.

5. PROFESSIONAL DEVELOPMENT ACTIVITIES

Perkins Legislation: *To provide high quality and comprehensive professional development for teachers, counselors and administrators. [Sec 134(b)(4), Sec. 135(b)(5)]*

Strategies/Best Practices

- Establishing intensive and sustained professional development program.
- Focusing professional development activities on instruction:
 - Methods of effectively integrating academic and technical education.

- Incorporation of applied learning strategies.
- Techniques for teaching “All Aspects of an Industry.”
- Staying current with needs, expectations and practices of business/industry.
- Research-based effective teaching skills.
- Effective use and application of technology to improve instruction.
- Improving instruction for Special Populations including nontraditional students
- Use of student and program assessment data to improve instruction.
- Understanding requirements of Perkins legislation.
- Arranging relevant business/industry experiences and/or internships for educators.
- Establishing a comprehensive professional development plan for educators.
- Involving participants in determination and evaluation of in-service activities.

6. PROGRAM EVALUATION ACTIVITIES

Perkins Legislation: *To develop and implement evaluations of career and technical education programs, including how needs of special populations are being met. [Sec. 135(b)(6)]*

Strategies/Best Practices

- Tracking and reporting of industry-recognized credentials, certificates or degrees awarded.

Assessing/analyzing:

- Program Review
- Attainment of “Core Indicators of Performance.”
- Student numbers and trends (*enrollment, completion, placement, etc.*).
- Levels of student satisfaction.
- The extent of academic and technical integration in courses/programs.
- Involvement of business/industry (*school-based and work-based*).
- The relevance of the program to the regional labor market.
- Creating and implementing student achievement and program evaluations.
- Developing program “Strategic Improvement Plans” based upon assessments.

Utilizing program advisory committees:

- Approving student learning outcomes.
- Functioning as independent “third party” program evaluators.
- Determining appropriateness of program “Strategic Improvement Plans.”
- Ensuring preparation for nontraditional fields is encouraged and respected.

7. IMPROVE, EXPAND AND MODERNIZE PROGRAM ACTIVITIES

Perkins Legislation: *To initiate, improve, expand and modernize quality career and technical education programs. [Sec. 135(b)(7)]*

Strategies/Best Practices

- Expanding program offerings at times or in formats more accessible for students.
- Curriculum development activities
- Acquire external business and industry related program certification/accreditation
- Implement program modifications to ensure program and student learning outcomes are aligned with business and industry standards
- Involving program advisory committees in improving and modernizing programs.

8. SUFFICIENT SIZE, SCOPE AND QUALITY ACTIVITIES

Perkins Legislation: *To provide services and activities that are of sufficient size, scope, and quality to be effective. [Sec. 135(b)(8)]*

Strategies/Best Practices

- Refining programs to incorporate elements in Perkins definition of “Programs of Study.”
- Ensuring classroom/laboratory settings simulate workplace environments.
- Staffing programs with adequate personnel (*faculty and support*).
- Increasing student enrollment, completion and placement to justify program continuation.
- Basing the breadth and depth of learning outcomes on current job requirements.

Using program advisory committees:

- Evaluate extent programs meet regional labor market needs.
- Annually validate the occupational relevance of learning outcomes.

Increasing business/industry involvement:

- Expanding work-based experiences (*job shadowing, internships, cooperative education, work experiences, etc.*).
- Infusing expertise into the classroom (*guest speakers, field trips, resources, etc.*).
- Ensuring programs prepare students for high skill, wage or demand occupations.
- Ensuring preparation for nontraditional careers is encouraged and respected.
- Improving accessibility to program information and statistics for prospective students and the public.
- Providing career guidance and academic counseling.

9. SPECIAL POPULATIONS ACTIVITIES

Perkins Legislation: *To provide activities to prepare special populations for high skill, wage or demand occupations that will lead to self-sufficiency. [Sec. 135(b)(9)]*

Strategies/Best Practices

- Establishing or refining non-discrimination policies/procedures.
- Implementing strategies to overcome program enrollment and completion barriers.
- Redesigning programs to enable attainment of “Core Indicators of Performance.”
- Making modifications to curriculum or equipment.
- Employing classified/supportive personnel/aides.
- Expanding/aligning student services (assessment, counseling, financial aid, job placement).
- Using peer tutors
- Creating marketing materials that highlight nontraditional students and/or special population students

d) 2016-17 PERKINS FUNDING PROCESS TIMELINE

1. **December - January**
Distribute Perkins Application Materials
2. **December - January**
Perkin's grant workshops – Review of performance improvement issues, core indicators, success rates, retention rates and application materials.
3. **January – March**
Write/prepare plan based on performance improvement issues and unmet needs; Compile required supporting documentation; Solicit feedback from your department and advisory committee; Review and Approval by CTE Dean (signature required)
4. **March**
 - Submit 2 copies of your completed grant application to _____ no later than 11 AM on **ADD DATES**.
 - Prior to submitting to , submit a copy to Dean _____ for review.
 - Once approved by the Dean, submit 1 packet electronically to **ADD email@sdccd.edu** and 1 printed copy with signatures via interoffice mail or scan and email to **ADD** .
 - **Late applications will not be accepted.**
5. **March -April**
Plans will be reviewed by the Perkins Funding committee. The committee will consist of the CTE Dean, the Perkins Project Director, Advisory Committee Members/Industry representatives, a representative from IT, a representative from Counseling, a representative from special populations and a student (if possible).
6. **April**
Status will be communicated to applicants that include – Approved, Approved But Not Funded and Not Funded Grant projects and activities.

7. **April -May**
SDCCD's Perkins grant application will be prepared by the Project Director based on Perkins Funding Committee recommendations.
8. **May**
SDCCD's Perkins 1C grant application reviewed by CTE Deans and then by Business Services before being signed by the President.
9. **May**
SDCCD's Perkins 1C grant application due to State Chancellor's Office

PERKINS FUNDING CAN BE USED:

- To provide ongoing and continuous improvement to CTE programs – NOT maintenance of programs
- To develop, implement and improve CTE programs, not general education programs.
- To improve programs, not isolated courses

***The idea is to improve STUDENT SUCCESS
while continually improving your program!!!!***

*****Please note: Perkins was not reauthorized yet, so we are continuing the same grant cycle. 2014-15 could be the final year in the current grant cycle – if you have unmet program improvement issues, your grant application MUST outline your plan to meet address those issues in the upcoming academic year. Programs that do not address improvement of existing issues may eliminate themselves from receiving future funding.***

e) PERKINS APPLICATION - The application is one document that contains multiple forms and questions created with Adobe Pro. Please complete all documents as thoroughly as possible. Forms include a cover sheet, application, budget, CTE Advisory Committee Meeting Information and Perkins Program Data form and Labor Market Update form. If you would prefer the Word documents, email email@sdccd.edu

- **Cover Sheet:** One-page document that includes contact information, project title, project goal and required Department Chair and Deans signatures.
- **Application Narrative:** Complete questions about your proposed activities or project. Please provide as much detail as possible. Assume that the reader knows nothing about your program. Questions include information about the 9 required uses of funds, need for the project, project overview, project justification, core indicator data, and peer tutoring information (to be completed if you are requesting funds for peer tutoring).
- **Budget:** Include details about estimated expenses, timeline, proposed activities, and the types and amounts of expenditures. You should estimate the cost as accurately as possible using quotes and estimates from vendors. Include tax and shipping charges if requesting tangible items.
- **CTE Advisory Committee Meeting Information Form:** Perkins Section 134(b)(4) requires that a group of individuals, comprised of business, industry, labor organizations, special populations, faculty (including academic faculty), students and others be involved in the development,

implementation, and evaluation of career technical education programs assisted under Title I, Part C funds.

At the bottom of the form describe how this wide variety of stakeholders (your advisory committee) were involved in the development, implementation, and evaluation of your program and how they were informed about the requirements of Perkins IV including career and technical programs of study.

Attach minutes and agenda from the most recent advisory committee meeting where discussion of your proposed Perkins plans took place.

- ***Perkins Program Data and Labor Market Update – Attachment E.***

This form will validate that your program is preparing students for occupations in high demand, high wage, or high skill occupations. Information can be found on the following websites:

Employment Development Department

<http://www.labormarketinfo.edd.ca.gov/>

Bureau of Labor Statistics

<http://www.bls.gov/>

CA State Chancellor's Office

http://datamart.cccco.edu/Outcomes/Course_Ret_Success.aspx;

Salary Surfer

<http://salarysurfer.cccco.edu/SalarySurfer.aspx;> <http://www.onetonline.org>

Supplemental Documents:

- Sample Completed Application Forms and Attachments
- List of the 9 Mandatory and 20 Permissive Uses of Perkins 1C Grant Funds
- Best Practices Ideas

**SAN DIEGO ADD YOUR COLLEGE NAME HERE
CTEA (CAREER TECHNICAL EDUCATION ACT)
INSTRUCTIONAL/ACROSS Proposal Narrative**

Perkins VI Application Year: _____

Program/Service: _____ **TopCode:** _____

Answer each of the following as briefly but completely as possible.

1. Describe how the program's industry partners (especially the advisory board) assist with program improvement including curriculum advice, obtaining equipment, providing internships and finding or providing other funding (Up to 750 characters only for answer).

Describe the assistance this across program or service will support the success of CTE students (limit answer to 500 characters). *****This question is only for across programs or services*****

[Click here to enter text.](#)

2. Explain specific labor market information showing 1) number of jobs available or projected in San Diego County, 2) number of other institutions offering the program, 3) how many City students completed the program in the last three years, and 4) the pay rates for those in the industry. Refer to [InfoSources 2016-17](#) for sources of LMI data (Up to 750 characters only for answer).

How will CTE students be identified and tracked for the across program or service (limit answer to 500 characters)? *****This question is only for across programs or services*****

[Click here to enter text.](#)

3. Describe how your program connects to High Schools or Universities, creating career pathways in your field. Include articulation, specific projects, collaboration with teachers/professors, etc. (Up to 750 characters only for answer).

Explain what evaluation measures will show the success of the program/service (limit answer to 500 characters). *****This question is only for across programs or services*****

[Click here to enter text.](#)

4. These two sections will go directly into the online local application to the state if the program is funded by the CTEA Committee.

- a. **Problems:** Briefly describe program improvement issue(s) concerning this TOP code at your college and include specific examples. Include the specific deficits provided in the Core Indicator Report (CIR) data for the program. Refer to [InfoSources 2016-17](#) for how to access the CIR (up to 2000 characters allowed):

Briefly describe the across CTE program improvement issue(s) that require funding (limit answer to 2000 characters): *****This question is only for across programs or services*****

[Click here to enter text.](#)

- b. **Solutions:** Briefly describe how the issue(s) will be addressed (objectives) specifically referencing activities in Section II-B. Explain how deficits described in 4a above from the CIR will be rectified by planned program improvements (up to 2000 characters allowed):

Briefly describe how the across CTE program issue(s) will be addressed (objectives) specifically referencing activities in Section III (limit answer to 2000 characters): *****This question is only for across programs or services*****

[Click here to enter text.](#)

Perkins Application Budget Sheet

Perkins IV Application Year:

Program Name & Top Code:

Priority	Object Code (ie. 1000/2000 Salaries, 3000 Benefits, 4000- Supplies, 5000-Prof Dev, 6000 Equipment)	Description (include taxes, shipping, installation fees, current quotes and room number for equipment)	Quantity	Cost per unit	Total Cost	Previously funded by Perkins? (Y/N)	Previously funded by general fund OR other funding sources? (Y/N)	If yes, what year(s) (ie. 15-16)	Is this apart of your program review and described in your Section II/III of App.	Comments/Additional Info.
1 Items listed in this section or must have needed items					\$0.00					
					\$0.00					
					\$0.00					
					\$0.00					
					\$0.00					
					\$0.00					
					\$0.00					
					\$0.00					
					\$0.00					
Subtotal					\$0.00					
2 Items listed in this section or second-ary needed items					\$0.00					
					\$0.00					
					\$0.00					
					\$0.00					
					\$0.00					
					\$0.00					
					\$0.00					
					\$0.00					
					\$0.00					
					\$0.00					
					\$0.00					
					\$0.00					
Subtotal					\$0.00					
GRAND TOTAL					\$0.00					

FUNDING REQUEST TERMS: I UNDERSTAND THIS REQUEST

PART E CONTINUED - PROGRAM IMPROVEMENT ISSUES: IF AFTER COMPLETING THE CHART BELOW, YOU DISCOVER THAT YOUR PROGRAM IS PERFORMING BELOW THE STATE NEGOTIATED LEVEL (COLUMN 2), A PLAN MUST BE DEVELOPED FOR IMPROVEMENT FOR EACH OF THE CORE INDICATORS THAT ARE BELOW THE STATE LEVEL.

INDICATOR	STATE NEGOTIATED LEVEL	LOCAL NEGOTIATED LEVEL	2012-2013 PERFORMANCE	% ABOVE OR BELOW NEGOTIATED LEVEL	2013-2014 PERFORMANCE	% ABOVE OR BELOW NEGOTIATED LEVEL
1 . TECHNICAL SKILL ATTAINMENT	88.83	88.83	60.20	-28.6	80.49	-8.3
2 . COMPLETIONS	82.15	82.15	97.40	16.5	96.04	13.9
3 . PERSISTENCE & TRANSFER	85.80	85.80	88.66	2.8	72.03	-13.8
4 . PLACEMENT	81.62	72.90	71.19	-10.3	65.48	-7.4
5A. EQUITY: NON-TRADITIONAL PARTICIPATION	22.20	22.20	56.12	34.00	65.85	43.7
5B. EQUITY: NON-TRADITIONAL COMPLETION	25.00	25.00	56.79	31.8	65.00	40

CORE INDICATOR IMPROVEMENT: IF APPLICABLE, PLEASE PROVIDE A NARRATIVE EXPLAINING HOW YOUR PERKINS FUNDED PROJECT/ACTIVITIES WILL IMPROVE YOUR CORE INDICATOR DATA (PROGRAM IMPROVEMENT ISSUES).

CORE INDICATOR 1

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CORE INDICATOR 2

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CORE INDICATOR 3

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CORE INDICATOR 4

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CORE INDICATOR 5A AND 5B

8

PART F - PEER TUTORING: IF YOU ARE REQUESTING PERKINS FUNDS TO SUPPORT THE USE OF PEER TUTORS, PLEASE COMPLETE THE FOLLOWING QUESTIONS.

ARE TUTORS REQUIRED FOR YOUR DEPARTMENT/ PROGRAM TO MAINTAIN A LICENSE OR CERTIFICATION?
PLEASE EXPLAIN.

HOW MANY TUTORS DO YOU PLAN TO HIRE?

HOW MUCH WILL THEY BE PAID PER HOUR?

HOW MANY HOURS PER WEEK WILL THEY BE NEEDED?

WHAT COURSES WILL THEY BE PROVIDING TUTORING FOR?

HAVE YOU RECEIVED PERKINS FUNDS TO SUPPORT PEER TUTORING FOR YOUR DEPARTMENT/PROGRAM IN THE PAST 5 YEARS? ☐ YES ☐ NO

IF YOU ANSWERED YES ABOVE, PLEASE TELL US WHY PERKINS SHOULD CONTINUE PROVIDING FUNDS TO SUPPORT PEER TUTORS FOR YOUR DEPARTMENT/PROGRAM. WHAT EVIDENCE DO YOU HAVE THAT TUTORING IS MAKING A DIFFERENCE? PLEASE PROVIDE THE ASSESSMENT DATA THAT SUPPORTS THIS REQUEST.

PERKINS IV

Mandatory Nine (9)

Required Uses of Basic Grant Funds

1. Strengthen the academic and career and technical skills of students participating in career and technical education programs to ensure learning in “core academic subjects” under the Elementary and Secondary Education Act.
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 1 career and technical program of study described in Section 122 (c)(1)(A)”
3. Provide students with strong experience in and understanding of all aspects of an industry.
4. Develop, improve, or expand the use of technology in career and technical education.
5. Provide professional development programs to secondary and postsecondary teachers, faculty, administrators, and career guidance and academic counselors who are involved in integrated career and technical education programs.
6. Develop and implement evaluations of the career and technical education programs supported with Basic Grant funds, 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 for high skill, high wage, or high demand occupations that will lead to self-sufficiency

20 Permissive Uses of Basic Grant Funds

1. Involve parents, businesses, and labor organizations in the design implementation, and evaluation of career and technical education programs.
2. Provide career guidance and academic counseling for students participating in career and technical education programs.
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. Programs for special populations.
5. Assist career and technical student organizations.
6. Mentoring and support services.
7. Lease, purchase, upgrade, or adapt equipment.
8. Teacher preparation programs that address the integration of academic and career and technical education and that assist individuals who are interested in becoming career and technical education teachers and faculty.
9. Develop and expand postsecondary program offerings at times and in formats that are accessible to students, including distance education
10. Develop initiatives that facilitate the transition of sub-baccalaureate career and technical education students into baccalaureate degree programs.
11. Provide activities to support entrepreneurship education and training
12. Improve or develop new career and technical education courses
13. Develop and support small-personalized career-themed learning communities.
14. Provide support for family and consumer sciences programs
15. Provide career and technical education programs for adults and school dropouts to complete the secondary school education, or upgrade the technical skills, of the adults and school dropouts
16. Provide assistance to individuals who have participated in services and activities under Perkins in continuing their education or training, or finding an appropriate job
17. Support training and activities in non-traditional fields
18. Provide support for training programs in automotive technologies
19. Pool a portion of Basic Grant funds with a portion of funds available to at least one other eligible local recipient for innovative initiatives
20. To support other career and technical education activities that are consistent with Perkins.

BEST PRACTICES

FOR

MEETING ALL 9 REQUIRED USES OF FUNDS & IMPROVING CORE INDICATORS

- **Invite, Involve and Educate Business** – Build strong advisory committees; Invite guest speakers from business/industry to speak to your classes; Connect students with workplace learning activities; Offer job shadowing, internships and externships; Offer field trips; Infuse all aspects into curricula; Labor market analysis – statistics, trends and job requirements; Involve your advisory committee members in improving and modernizing your program and curricula; Basing breadth and depth of learning outcomes on current job requirements ***(Meets required use # 3, 7 and 8; Should improve core indicator(s) #1 and # 4);***
- **Peer Tutoring and other Support Services** – Encourage students to use tutors in the classroom, lab and/or Tutors At Large; Encourage students to establish study groups and learning communities; ***(Meets required use(s) # 1, # 8 and # 9; Should improve core indicator(s) # 1, 2, 3 and 5a and 5 b)***
- **Employer Certifications** - Encourage employers to require certifications, examinations and/or professional assessments ***(Meets required use and core indicator # 1 and # 7)***
- **Study Groups/Learning Communities** – Help students create study groups and/or learning communities
- **Employment Concentration Certificates** – Employment concentrations certificates offer students an incentive to continue their efforts toward earning a certificate or degree ***(Meets required use(s) # 1, # 8 and # 9; Should improve core indicator(s) # 1, 2, 3 and 5a and 5 b and help with success and retention rates)***
- **Career and Academic Counseling** - students can make an appointment with the CTE Counselor (or another counselor) and develop an ED plan– students with clear career and educational goals are more motivated and this more likely to succeed; Have the CTE Counselor provide a Job Skills Workshop in your classes ***(Meets core indicator # 1, 2 and 3 as well as improve success and retention rates)***
- **Career Pathways & Articulation** – Develop credit-by-exam agreements with feeder HS districts (mandated); Creating aligned and non-duplicative sequences of courses; Clearly defined Career Pathways that include options such as dual enrollment, concurrent enrollment, and articulation motivate students especially if pathways from middle to high school and high school to college are defined; Postsecondary articulation (permissive use) ***(Meets required use # 2; Should improve core indicator # 2 and 3; Should lead to stronger success and retention rates)***
- **Improve, Expand and Modernize Program Activities** – Expand program offerings at times and in formats more accessible to students (i.e.: distance ed., new locations); Involve your advisory committee members in improving and modernizing your programs ***(Meets required use # 7 and # 8)***

- **Increase Student Motivation and Engagement** ; Use peer groups; Provide clear goals and expectations early in class; Poor attendance has a major impact on student achievement – define clear and strict consequences for poor attendance; Widen and deepen student awareness of opportunities and the consequences of decisions (***Should improve core indicators # 1 -3 as well as improve success and retention rates***)
- **Professional Development** – Attend conferences and workshops; Apply what you learned to your curriculum and instruction; Focus professional development activities on instruction; Focus professional development on meeting Perkins requirements and improving core indicators (***Meets required use # 5***)
- **Curriculum Development** - Align curriculum to industry and professional standards used in external examinations and certifications; Stay in tune with industry trends and labor market data (Advisory Committees); Infuse academic skills into technical courses; Use advisory committees to validate learning outcomes (***Meets all required uses and Improves all core indicators***)
- **Special Populations & Non-Traditional Students** – Use peer tutors; Help to reduce gender bias and negative attitudes in your industry by promoting involvement by non-traditional gender, i.e.: women in law enforcement, men in child care, and/or women in automotive); Use nontraditional gender as instructors and in marketing materials; Identify students who may have barriers to learning and connect them with resources (i.e.: learning disabilities, language difficulties, and gender); Provide nontraditional role models and mentors; Conduct targeted recruitment activities; Provide a gender neutral environment; Participate in trainings regarding special populations; Making modifications to curriculum and/or equipment; Prepare students for nontraditional careers (***Meets required use # 9; Should improve core indicators # 5 a and 5 b***)
- **Upgrade Technology & Software** – Infusing and expanding relevant technology in programs, integrate technology into curriculum; Have the same technology, equipment and supplies used in the industry available to supplement instruction; Have current software used in the industry available in the classroom/lab; Allow students to learn and master technology through hands-on activities and demonstrations so they learn technology related skills essential for employment; (***Meets required use(s) # 4 and #7; Improves required use # 1; Should improve core indicator # 1***); Ensuring that classroom and lab settings simulate workplace environments (***Meets required use # 8***)
- **Evaluate the Effectiveness of your Program** – Conduct satisfaction surveys; Give pre and post tests; Curriculum evaluation, revision and writing new curriculum; Program Review; Student learning outcomes; Track progress towards meeting core indicators, student learning outcomes, and other program goals; Tracking and reporting industry-recognized credential, certificate or degrees awarded. (***Meets core indicator # 6; Improves core indicators # 1, 2, 3, 5a and 5b***)

College Core Indicator Information by 4-Digit TOP (2013-2014)

Agreement # _____ District/College: **SAN DIEGO COMMUNITY COLLEGE DISTRICT**

0505 - Business Administration

Instructions: Print out forms. Complete and sign bottom of the last page.



Cohort Year CTE Enrollments: 266

(includes CTE enrollments above introductory level only)

CTE Headcount: 262

(CTE students enrolled above introductory level only)

Core Indicator 1 Technical Skill Attainment			Negotiated Level		College Performance	Percent Above or Below Negotiated Level
	Count	Total	State	District		
1 CTE Cohort*	99	123	88.83	88.83	80.49	-8.3
2 Non-Traditional	63	81	88.83	88.83	77.78	-11.1
3 Displaced Homemaker	4	4	88.83	88.83	100.00	N/A
4 Economically Disadvantaged	64	77	88.83	88.83	83.12	-5.7
5 Limited English Proficiency	1	1	88.83	88.83	100.00	N/A
6 Single Parent	12	16	88.83	88.83	75.00	-13.8
7 Students with Disabilities	4	5	88.83	88.83	80.00	N/A
8 Migrant			88.83	88.83	N/R	N/R

Core Indicator 2 Completions - Credential, Certificate, Degree or Transfer Ready			Negotiated Level		College Performance	Percent Above or Below Negotiated Level
	Count	Total	State	District		
9 CTE Cohort*	97	101	82.15	82.15	96.04	13.9
10 Non-Traditional	64	67	82.15	82.15	95.52	13.4
11 Displaced Homemaker	4	4	82.15	82.15	100.00	N/A
12 Economically Disadvantaged	63	64	82.15	82.15	98.44	16.3
13 Limited English Proficiency	1	1	82.15	82.15	100.00	N/A
14 Single Parent	15	15	82.15	82.15	100.00	17.9
15 Students with Disabilities	5	5	82.15	82.15	100.00	N/A
16 Migrant			82.15	82.15	N/R	N/R

Core Indicator 3 Persistence and Transfer			Negotiated Level		College Performance	Percent Above or Below Negotiated Level
	Count	Total	State	District		
17 CTE Cohort*	85	118	85.80	85.80	72.03	-13.8
18 Non-Traditional	55	77	85.80	85.80	71.43	-14.4
19 Displaced Homemaker	2	4	85.80	85.80	50.00	N/A
20 Economically Disadvantaged	60	74	85.80	85.80	81.08	-4.7
21 Limited English Proficiency			85.80	85.80	N/R	N/R
22 Single Parent	10	15	85.80	85.80	66.67	-19.1
23 Students with Disabilities	3	5	85.80	85.80	60.00	N/A
24 Migrant			85.80	85.80	N/R	N/R

College Core Indicator Information by 4-Digit TOP (2013-2014)

Perkins IV, Title I, Part C Local Application

Core Indicator 4 Employment			Negotiated Level		College Performance	Percent Above or Below Negotiated Level
	Count	Total	State	District		
25 CTE Cohort*	55	84	81.62	72.90	65.48	-7.4
26 Non-Traditional	35	56	81.62	72.90	62.50	-10.4
27 Displaced Homemaker	DR	DR	81.62	72.90	DR	N/A
28 Economically Disadvantaged	28	52	81.62	72.90	53.85	-19.1
29 Limited English Proficiency	DR	DR	81.62	72.90	DR	N/A
30 Single Parent	8	14	81.62	72.90	57.14	-15.8
31 Students with Disabilities	DR	DR	81.62	72.90	DR	N/A
32 Migrant			81.62	72.90	N/R	N/R

Core Indicator 5a Nontraditional Participation			Negotiated Level		College Performance	Percent Above or Below Negotiated Level
	Count	Total	State	District		
33 CTE Cohort*	81	123	22.20	22.20	65.85	43.7
Non-Traditional	81	123	22.20	22.20	65.85	43.7
Displaced Homemaker	1	4	22.20	22.20	25.00	N/A
Economically Disadvantaged	58	77	22.20	22.20	75.32	53.1
Limited English Proficiency	1	1	22.20	22.20	100.00	N/A
Single Parent	7	16	22.20	22.20	43.75	21.6
Students with Disabilities	3	5	22.20	22.20	60.00	N/A
Migrant			22.20	22.20	N/R	N/R

Core Indicator 5b Nontraditional Completions			Negotiated Level		College Performance	Percent Above or Below Negotiated Level
	Count	Total	State	District		
34 CTE Cohort*	65	100	25.00	25.00	65.00	40.0
Non-Traditional	65	100	25.00	25.00	65.00	40.0
Displaced Homemaker	1	4	25.00	25.00	25.00	N/A
Economically Disadvantaged	48	65	25.00	25.00	73.85	48.8
Limited English Proficiency	1	1	25.00	25.00	100.00	N/A
Single Parent	7	15	25.00	25.00	46.67	21.7
Students with Disabilities	3	5	25.00	25.00	60.00	N/A
Migrant			25.00	25.00	N/R	N/R

*Note: Students meeting criteria for this indicator with 12+ CTE units in a discipline (one course is above intro) in 3 years. See cohort specifications for full criteria.

The DR notation indicates privacy requirements - EDD requires that counts less than six not be displayed. N/A (Not Applicable) indicates denominators 10 or N/R (Not Reported) indicates categories where no participants were reported. These performance indicators include all vocational programs whether or not they are supported by Perkins Title IC Funds. For more detailed reports, see Core Indicators 'Summary' and 'Detail' Reports. Shaded areas are for your information and are not included as accountability measures.

By totaling each positive, negative, N/A, N/R outcome in the last column from items 1 - 34, I certify and acknowledge that performance in the 34 Core Indicator categories is as follows:

_____ of the 34 are at or above the District negotiated level(s);
 _____ of the 34 are below the District negotiated level(s);
 _____ of the 34 are list as (N/A, N/R)

Department Chair (or authorized Designee): _____