City College of San Francisco
Carl D. Perkins Career & Technical Education Act (CTEA), Adult Education Programs (AEP) and the Strong Workforce Program (SWP)

INTEGRATED CATEGORICAL FUNDING OPPORTUNITY
Request for Proposals 2020-2021

Proposals due:
11:59 p.m.
Thursday, February 27, 2020
ONLINE APPLICATION PROCESS
***Late Proposals Will Not Be Accepted***

For questions contact:
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I. Announcement of Funding Opportunity

The CCSF Office of Workforce Development is issuing this Request for Proposals (RFP) to support and strengthen Adult and Career Education at CCSF. This RFP provides the background information and procedures for applying for funds for the 2020-21 fiscal year. This RFP combines the application process for three funding streams: Adult Education Program (AEP, formerly AEBG), Perkins Career and Technical Education Act (CTEA), and the Strong Workforce Program (SWP).

This RFP is aligned with the larger movement at CCSF toward integrated planning and budgeting. In an effort to streamline processes, the application includes questions based on AEP, CTEA and SWP funding to generate information applicable to each of the funding streams. Departments and collaborations that are interested in applying for funds will submit one application for funding. All applications will be reviewed by the appropriate committees and program managers, who will make recommendations about utilizing AEP, CTEA and/or SWP funds to support quality proposals.

The information provided on the pages that follow includes:
- Background Information on AEP, CTEA and SWP funding
- Eligibility Requirements, as well as the required uses of AEP, CTEA and SWP funding
- Accountability Measures
- Procedures for Applying for Funds
- Instructions for Completing New Online Application Form
- An Appendix of additional information and resources

Prospective applicants are encouraged to familiarize themselves with the RFP and the new online application form as soon as possible. **Proposals are due by 11:59 PM on February 27, 2020.** Proposals received after the deadline will not be considered in the review process or be eligible for funding. The Office of Workforce Development is available to provide technical assistance during the application process. We will be scheduling technical assistance workshops and a webinar in January. Please contact one of the following administrators if you have any questions:

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II. **Background Information**

**Adult Education Program**
The Adult Education Program (formerly Adult Education Block Grant or AEBG) coordinates representatives from local educational agencies, community colleges, workforce, and industry partners to support and increase the educational opportunities for adult learner students. The San Francisco Adult Education Consortium (“the Consortium”), a partnership led by City College of San Francisco (CCSF) and San Francisco Unified School District (SFUSD) in collaboration with multiple public sector and community-based stakeholders, seeks to improve the educational and career outcomes of adult education students.

The Consortium prioritizes strategies that improve educational access and success for adult education students; foster seamless student transitions between SFUSD and CCSF and between school and work; and build adult education provider capacity through professional development and data alignment. Beginning in 2016-17, state education leaders distribute annual categorical funding based on (1) the amount allocated to the consortium in the prior year, (2) the consortium’s need for adult education, and (3) the consortium’s effectiveness in meeting those needs. In 2019-20, CCSF received an allocation of $3,600,000 in Adult Education funding. Tentative allocations for 2020-21 will become available in Summer 2020.

**Perkins CTEA**
Carl D. Perkins Career and Technical Education Act (CTEA) Title I-C funding supports the advancement and improvement of Career and Technical Education (CTE) at CCSF. Congress reauthorized CTEA 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 five-year local plan that guides CCSF’s implementation of this funding for the life of the legislation. Since 2012, CTEA funding has continued to be rolled over annually.

Perkins CTEA funding is allocated to districts annually based on the economically disadvantaged CTE student counts for the district. In 2019-20, CCSF received an allocation of $930,331 in Perkins CTEA funding. Tentative allocations for 2020-21 will become available in Spring 2020.

**Strong Workforce Program**
The Strong Workforce Program (SWP) is a statewide effort to proactively address widely recognized gaps in workforce development throughout the State of California. According to the California Community Colleges Chancellor’s Office (CCCCO), an estimated 1.9 million job openings in California in the next 10 years will require, at minimum, some college and/or an Associate’s degree. To address this demand, the CCCCO convened a statewide SWP Task Force in 2015 to examine ways to strengthen student success at California’s community colleges, the primary providers of job training in the state. As a result of this discussion, in November 2015 the state SWP Task Force issued a list of 25 recommendations for improving Career Education programs statewide.

In 2016, the state government announced an annual $200 million allocation to California community colleges. In the third year of allocations, Fiscal Year 2019-20, CCSF benefited from a $2.7 million SWP
allocation to address local program needs and a $1.5 million SWP allocation to meet regional labor market needs. Tentative allocations for 2020-21 will become available in Summer 2020.

The above state categorical funds are disbursed annually.

III. Priorities and Eligibility Requirements for Fiscal Year 2020-21

This section includes priorities for funding for Fiscal Year 2020-21, general requirements for all applicants, followed by specific funding requirements for AEP, CTEA and SWP funding. Please review all of the priorities and requirements. You may apply for funding that meets the requirements of either AEP, CTEA or SWP, but it is not necessary to meet the requirements of all sources. The Allocation Subcommittee will make recommendations about which funding source is an appropriate match for applicant requests.

A. Priorities for Fiscal Year 2020-2021

For the upcoming year 2020-21, there is particular interest in supporting faculty inquiry in the following areas:

- Program design improvements and pathways mapped to a student’s end goal of certificate, degree, and transfer in both credit and noncredit programs;
- Projects that help achieve the system-wide goals of the new funding formula with particular focus on student equity and achievement and enhanced enrollment;
- Collaborative approaches across programs to support students with a first semester experience, which helps students choose and enter a program pathway; and
- Increased professional exchange among instructional faculty, counseling faculty, classified staff, administrators, and external stakeholders (such as employers, universities, and community based organizations) to ensure program alignment with career opportunities and further education

B. General Eligibility Requirements*

(*Please note, some requirements apply to all programs while others are applicable only to the respective categorical program)

1. Perkins/SWP Advisory Committee Requirements

To be eligible for Perkins/SWP funds, programs are required to hold advisory committee meetings at least once every academic year, and City College has adopted a process for programs to document and report on those meetings. Complying with all Title 5, Ed. Code, and accreditation requirements for programs is an eligibility requirement for receiving Perkins/SWP funds.

Those programs that do not hold an advisory committee meeting during the 2019-20 academic year, and/or have not submitted the CCSF forms that include an advisory committee roster and meeting minutes (to include meeting date, attendees, and outcomes of the meeting) are ineligible for 2020-21 Perkins/SWP funds.
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If you have not yet held your advisory committee meeting for 2019-20, you must document that you have one scheduled by the end of the 2019-20 academic year, and you must have submitted documentation on your 2018-19 advisory committee meeting. Faculty resources for running advisory committees can be found here: https://www.ccsf.edu/en/educational-programs/cte/faculty_resources.html

2. All Proposals Program Review Requirements
As with previous years, all requests must be rooted in needs statements in Program Review. You may notice the alignment of focus areas with other categorical and performance-based funding. You can find a resource document describing district categorical funds at this link: CCSF Office of Institutional Research and Planning Categorical Program Funding Matrix. The primary contacts for each funding stream are available to provide technical assistance and guidance as you develop your proposals.

3. All Proposals Student Equity Training Requirements
AEP, CTEA and SWP funds awarded for 2020-21 will include the expectation that awardees participate in the college’s Student Equity Training and professional development. When awards are announced, details on this professional development designed for CCSF faculty, staff, and administrators will be included.

C. Adult Education Program (AEP) Funding Requirements
Adult Education Program (AEP) funds encourage collaborative and intentional partnerships between workforce, education partners, community stakeholders and industry to ensure that students are prepared for life, work and additional educational opportunities throughout stages of their educational journey. Adult Education funds support the expansion and improvement of adult education in the following areas of service:

- Adult Basic Education/Adult Secondary Education/GED or High School Equivalency
- English as a Second Language & Citizenship
- Short-term non-credit Career Technical Education
- Programs for adults with disabilities
- Training for child school success
- Training for older adults seeking to reenter the workforce

Applicants may propose activities that improve programs or systems in the following ways:

1. Support college connection and transition for students ages 18+ with expanded college transition support, dual enrollment and credit recovery classes.

2. Increase noncredit enrollment through marketing and community outreach for noncredit classes and programs.

3. Increase student success, completion, and progression in basic skills through high impact teaching and learning practices.
4. Support high school success and college access and success for students with disabilities

5. Streamline matriculation processes for noncredit students and increase counseling and student support services integration for noncredit students.

**Permissive Uses of AEP Funds**
1. Program coordination and staff or instructor time
2. Staff or instructor stipends
3. Program or curriculum planning and development
4. Student assessment
5. Articulation
6. Instructional materials and equipment
7. Supplemental instruction and tutoring
8. Counseling, advising, other student educational planning services
9. Follow-up services for students (software or faculty/staff time)
10. Publication and outreach materials
11. Office and meeting supplies
12. In state travel (out of state needs approval)
13. Computers (hardware/software)
14. Research and contracted services
15. Professional development
16. Food/non-alcoholic beverages for meetings

**Unallowable AEP Expenditures**
- Supplanting
- Direct services to students under 18
- Direct services to students not in one of the seven designated program areas
- Construction
- Political or professional dues, memberships, contributions
- Unrelated travel costs
- Vehicles, clothing, entertainment, fines & penalties
- International travel

**D. Perkins CTEA Funding Requirements**

The 2006 Perkins CTEA 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.** The nine Requirements for Uses of Perkins CTEA are:

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
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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.

Permissive Uses of Perkins CTEA Funds

Applicants may propose 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 support 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.
Unallowable Perkins Expenditures:

- Supplanting
- Construction
- Facilities and Furniture
- Student expenses or direct assistance to students
- **THREE YEAR RULE:** the three-year rule which states that expenditures for new, expanded, improved, modernized or developed projects, services or activities are eligible for up to three years of funding—the year of its inception and the two following years. This is a reasonable expectation and fits well within the guidelines of Perkins. Using the above-mentioned rule, when the same service or activity has been funded for three consecutive years, as of the fourth year the activities would be considered maintaining/sustaining effort and therefore not an allowable expense. The risk in the case of continuing programs is supplanting when funding is not used for the purpose of expanding, improving, modernizing or developing projects, services or activities innovation but for maintenance.

E. Strong Workforce Program Funding Requirements

The CCSF Strong Workforce Program Strategic Plan (2017-2020) has four main goals:

1. Support all CCSF students in realizing their career aspirations;
2. Increase Career Education student enrollment, success, and completion;
3. Increase student work-based learning opportunities and post-program job placement, retention, and earnings in students’ chosen field of study;
4. Align CCSF Career Education programs and occupational clusters with regional workforce development supply and demand.

Please review the SWP Strategic Plan at [http://www.ccsf.edu/en/educational-programs/cte/faculty-resources/SWP.html](http://www.ccsf.edu/en/educational-programs/cte/faculty-resources/SWP.html) To support the goals above and integrate planning with other CCSF planning initiatives, the SWP Task Force identified a set of recommendations to guide decision-making regarding future SWP allocations. Recommendations for the possible use of SWP funds are included in the SWP Strategic Plan.

SWP Eligibility Criteria:

CCSF will prioritize established CTE programs in its SWP allocations process. However, all CCSF departments, programs, and services are encouraged to apply if they can demonstrate that they are part of a collaborative project with an existing or proposed CTE program, assist students with career goals, or advance the work of occupational clusters. All departments and programs interested in receiving SWP allocations are required to meet the following eligibility criteria:

1. Must respond to priorities identified through the Program Review/Annual Plan process
2. Must respond to current and/or emerging industry needs, as documented by industry advisory groups, partners, and through regional LMI data
3. Must be able to track and provide detailed data for the required state performance metrics
4. Must be willing to participate in internal evaluations of the SWP-funded programs

Unallowable SWP Expenditures:
- Supplanting*
- Goods and Services for Personal Use
- Entertaining
- Alcohol
- Lobbying
- Fundraising
- Donations

* SWP funds should support new, expanded, improved, and/or the modernization of projects, services, and activities. Projects and requests may be eligible for up to three years of funding: the year of its inception and the two following years. The duration of funding will be specified in the SWP award letter. Funds that are not expended by the end of the funding year will expire and not rollover. When the same service or activity has been funded for three consecutive years, as of the fourth year the activities will be considered maintaining/sustaining effort and are, therefore, not an allowable expense. The risk in the case of continuing programs is supplanting when funding is not used for the purpose of expanding, improving, modernizing or developing projects, services or activities innovation but for maintenance.

IV. Accountability

A. Student Success Metrics pinpoint critical milestones and accomplishments that align with the Vision for Success and Student-Centered Funding Formula. These metrics also align across various initiatives and funding streams and present opportunities for integrated planning and implementation. The chart on the next page summarizes the AEP metrics, Perkins Core Indicators, and SWP metrics. Proposals must identify at least one of the Student Success Metrics that will be positively impacted by the funds you are requesting.
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<thead>
<tr>
<th>Student Success Metrics</th>
<th>AEP Metrics</th>
<th>Perkins Core Indicators (CI)</th>
<th>SWP Metrics</th>
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<tbody>
<tr>
<td>Enrollment</td>
<td>Number of Adults Served</td>
<td>CI5a: Nontraditional Participation</td>
<td>Number of Enrollments</td>
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<tr>
<td>Learning Progress</td>
<td>Skills gains in adult basic education, ESL, workforce preparation, and CTE programs</td>
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<td>Momentum</td>
<td>Improved one or more educational functioning level</td>
<td>CI1: Technical Skill Attainment</td>
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<td>CI5b: Nontraditional Completion</td>
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<td>Success</td>
<td>Completion of a credential, diploma, certificate, and/or college credit awards</td>
<td>CI2: Credential, Certificate or Degree Attainment</td>
<td>Number of students who get a degree or certificate</td>
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<td>Transition into postsecondary education and college credit pathways</td>
<td>CI3: Student Persistence or Transfer</td>
<td>Number of students who transfer</td>
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<tr>
<td>Employment</td>
<td>Employment in 2nd and 4th Quarter</td>
<td>CI4: Student Placement</td>
<td>Employment in 2nd and 4th Quarter</td>
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<td>Job Closely Related to field of study</td>
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<td>Earnings</td>
<td>Annual earnings</td>
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<td>Median earnings in second fiscal quarter after exit</td>
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<td>Earnings Gains</td>
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<td>Median change in earnings</td>
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<td>Attained a Living Wage</td>
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<td>Attained a Living Wage</td>
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B. Perkins Core Indicator Reports: Instructions* Perkins legislation emphasizes accountability. Applicants should address their program’s core indicator data on student outcomes throughout their proposal. Core indicators not a required element for SWP and AEP.

Perkins 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.

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 2020-21 proposal. You may also use the data to help inform the decision regarding the TOP Codes for which your department seeks funding. The Allocation Subcommittee requires that departmental proposals submit relevant program Core Indicator Reports with completed proposals. These are not required for Collaborative projects.

Instructions for retrieving your department’s Core Indicator Summary report are below. The report shows goals established by State and Federal legislation that all programs should strive to achieve for each core indicator.

How to retrieve your Core Indicator reports: Please download Core Indicator reports at this link: https://misweb.cccco.edu/perkins/Core_Indicator_Reports/Default.aspx

- Click on the “Forms” link.
- Click on the most recent year “Form 1 Part F by 6-digit TOP Code – College” link
- Select “San Francisco, City College of” from the dropdown menu
- Select “Fiscal Year” 2017-18 from the dropdown menu
- Choose your program TOP Code and Name from the dropdown menu on the right
- Click on “View report” button on the far right-hand side of the web page
- Select a format (PDF or Excel) and click Export. The report will be downloaded to your computer.
- At the bottom of the form is a place to total the number of indicators that are above negotiated targets, the number that are below negotiated targets, and the number that are shown as NA/NR. Enter these totals on the appropriate lines (your numbers MUST add up to 34).
C. Strong Workforce Program Accountability
For both the local and region share of the Strong Workforce Program funding, CCSF will need to set projections for the performance of each program. Applicants will indicate which SWP metrics will be a target for the proposed project. SWP metrics include:

Program size:
- Number of enrollments

Completion:
- Number of students who earn a degree or certificate
- Number students who transfer to a four-year institution

Employment:
- Employment rate at the second and fourth fiscal quarters after students exit the California community college system
- Proportion of exiting students employed in a job closely related to their field of study

Earnings:
- Earnings in the second fiscal quarter after students exit the California community college system
- Percent change in earnings
- Proportion of students who attained the regional living wage

Please see the link below for additional background on SWP Metrics:
http://doingwhatmatters.cccco.edu/portals/6/docs/sw/Strong%20Workforce%20Metrics.pdf

D. Other Data/Reports
Using additional data for program planning and assessment is strongly encouraged. These may include:

- Local, department, and program level data including student outcomes, demographics, enrollment (work with the Office of Research and Planning)
- 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 and the Doing What Matters for Jobs and the Economy framework www.cccwd.net
- CTE Outcomes Survey http://cteos.santarosa.edu
- Centers of Excellence reports and data tools: www.coeccc.net. In particular:
  - Demand and Supply tools: http://coeccc.net/Supply-and-Demand.aspx
  - Regional Labor Market Assessment: http://coeccc.net/Search
- Program outcome data from the Student Success Scorecard
  http://scorecard.cccco.edu/scorecard.aspx
• Launchboard http://doingwhatmatters.cccco.edu/LaunchBoard.aspx, or other data sources housed in the Chancellor’s Office
• Student and/or employer surveys
• Licensing/accreditation data
• Focus group results
• Departmental data cubes on Argos showing demographics, enrollments, or outcomes
• SLO data
• Please see the appendix for links to additional resources.

E. Progress Reports for Funded Proposals

All departmental or collaborative proposals that receive funding during the 2020-21 program year will be required to provide a brief progress report NO LATER than 5 business days after the end of the first through third quarter, regardless of the academic calendar. Those tentative due dates are:

October 8, 2020 for Q1 2020-21
January 8, 2021 for Q2 2020-21
April 8, 2021 for Q3 2020-21

A more complete summary report will be due on July 8, 2021 for Q4 2020-21. The AEP, CTEA and SWP administrators will send out reminders and reporting formats to grantees.

V. Procedure for Applying for Funds

All departments and collaborative groups interested in applying for AEP, CTEA and SWP funds for academic year 2020-21 are advised to complete the following activities:

1. Organize a 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 Planning Team to analyze labor market and core indicator data, establish priorities for funding requests, and plan and assign tasks for proposal completion. The Associate Deans listed on the cover page can provide technical assistance.

3. Complete all required information (see next section, Directions for Completing Application Tasks). Use the Proposal Scoring Rubric to guide completion of proposal, and use the Proposal Checklist to make sure you submit a complete proposal.

4. Submit an online application with all required documents by 11:59 p.m., Thursday, February 27, 2020.
Online Application Instructions

This year, CCSF is using SurveyMonkey Apply, an online grant application and management system. To register for an applicant account and start your application:

- Go to [https://ccsf.smapply.io/prog/integrated_categorical_funding_opportunity_2020-2021/](https://ccsf.smapply.io/prog/integrated_categorical_funding_opportunity_2020-2021/)
- **First time users:** Click on **Register** on the top right side of the screen
- Complete the registration form: Enter First Name, Last Name, email address and create a password
- Check the box next to **I am not a robot**
- Click **Create Account**
- Click **Continue to Site**
- **First time users:** You will be prompted to verify your email address. Click **Send Verification Link**
- You will receive an email From: noreply@smapply.io; Subject: SurveyMonkey Apply Account Email Verification. In the body of the email, click **Confirm email address**.
- Once your email is confirmed, you will be able to access the site and start an application.
- Click **View Programs**. This will take you to a description of this **Combined Categorical Funding Opportunity**.
- Click **Apply**
- Name your application. Enter a Title of Proposal and click **Create Application**
- You will be taken to your application home screen which includes a list of tasks for completing the application:

<table>
<thead>
<tr>
<th>Your tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>[ ] Cover Page</td>
</tr>
<tr>
<td>[ ] Summary Core Indicator Report Upload</td>
</tr>
<tr>
<td>[ ] Proposal Narrative</td>
</tr>
<tr>
<td>[ ] Budget Detail</td>
</tr>
<tr>
<td>[ ] Requirements for Use</td>
</tr>
<tr>
<td>[ ] Graphic Representation of Project (optional)</td>
</tr>
<tr>
<td>[ ] Department Chair Approval Form</td>
</tr>
<tr>
<td>[ ] School Dean Approval</td>
</tr>
</tbody>
</table>
When you click on each of the tasks, you will be given prompts to fill in additional information. Additional instructions for completing each of these tasks are provided below.

**Add Collaborator(s)**
- Click **Add Collaborator** to invite collaborators to view or contribute to your application
- Enter email address of collaborators (separate addresses by commas)
- Check which type of access you are giving to collaborators: **View & Edit** or **View Only**
- Enter message (optional)
- Click **Send Invite**

**VI. Directions for Completing Application Tasks**

Proposals are competitive and require the completion of all required components. A successful proposal describes a project that addresses identified needs for improvements in student outcomes as described in the Student Success Metrics (participation, retention, technical skill attainment, completion, employment, earnings, and non-traditional participation); is evidence-based; is allowable under AEP/Perkins/SWP; and is likely to succeed. The connections between the need, the proposal, and the budget are clear and unambiguous. A description of the application follows, along with a Proposal Checklist to assure that your proposal is complete. The online application cannot be submitted unless all tasks are complete.

**Reminder:** Departments may submit only **one** proposal with the exception of large, divergent and diverse departments, which may submit up to three. Those departments eligible for multiple proposals are Business, Engineering, Health Care Technology, and English as a Second Language. Any department may be included in one or more Collaborative Proposal. Each proposal should include all programmatic requests.

**Cover Page Information** (10 points)

Complete all information requested including the Program Review Statement and Advisory Committee Statement.

**Technology Sign-Off**

Do you require computers, software or classroom technology? If you click yes, you will receive instructions to download the Technology Sign-Off page. A copy of the Technology Sign-Off page is also included in the Appendix. Follow the technology sign-off process described below. Proposals that do not comply with this process will not be considered.

All departmental or collaborative proposals that are requesting computers, software, or classroom technology must get approval from ITS. This will allow ITS to guide your proposed purchases, and ensure that ITS has capacity to service new equipment or software after purchase. ITS has offered to consult with departments prior to the February 13, 2020 technology approval submission deadline. **ITS will NOT review your requests for pedagogical or labor market justification; that is the purview of the Allocation Subcommittee.** This means that you can submit your technology
CCSF 2020-21 ADULT EDUCATION, PERKINS, AND STRONG WORKFORCE REQUEST FOR PROPOSALS requests to be listed on the Project Budget for review and approval signature while you are developing the narrative portion of your proposal.

| Wednesday, February 12, 2020, 5:00 p.m. | 2020-2021 Proposals requesting computers, software, or classroom technology **must be submitted to ITS for review** and approval. Departments are encouraged to consult with ITS about requests.  
- Submit an itemized description of your request and the Technology Sign Off page to ITS Office Manager, JR Hall, jrhall@ccsf.edu, Batmale 130, Mailbox LB2, by 4:00 p.m on 2/12/20.  
- Proposals not submitted by this deadline will not be considered |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Wednesday, February 12, 2020, 5:00 p.m.</td>
<td>All requests for ITS approval will be returned to proposal author no later than 2/20/20.</td>
</tr>
</tbody>
</table>

**Perkins Only: Summary Core Indicator Report Upload**

Click Attach File and follow the instructions to upload the COMPLETED and SIGNED Core Indicator summary report (see directions for obtaining the report on page 14).

**Proposal - Narrative** (70 points, page limits for each question). Complete the online application to answer the six specific questions. Please respond fully to each question and follow the required format.

1. **All Proposals**: Executive summary, including a brief statement of need, description of the project, anticipated outcomes, and success metrics. (limit 250 words). 10 points

2. **All Proposals**: a. Briefly describe the problem (program improvement issue(s)) you are trying to address and include specific examples (limit 500 words). 20 points

   b. Student Success Metrics-Which AEP Metrics, Perkins Core Indicators and/or SWP Metrics does your proposed project address? Please indicate at least one metric from the list provided that will be positively impacted by the funds you are requesting. (Please select all that apply and include an explanation if necessary)

3. **All Proposals**: Briefly describe how the problem (program improvement issue(s)) will be solved by your proposed project. (limit 500 words). 25 points
4. **All Proposals:** Who is/are the person(s) responsible for this project? If there is a team, please provide a brief description of each member’s role. Clearly identify parties responsible for the success of the project; team should be aligned with the size, scope, and nature of proposed activities. 5 points

5. **All Proposals:** What is the timeline for completing this project? Complete the table for activities using reasonable, realistic, and appropriate timelines. 5 points

Example:

<table>
<thead>
<tr>
<th>Start</th>
<th>End</th>
<th>Task</th>
<th>Person Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>e.g. Fall 2018</td>
<td>e.g. Spring 2019</td>
<td>Marketing campaign</td>
<td>Jane Doe</td>
</tr>
</tbody>
</table>

6. **All Proposals:** What other sources of support have you secured for this project? State any plans to become institutionalized (limit 250 words). 5 points

*Narratives not written in this format will not be reviewed.*

**Competitive narratives should:**

- Address how the proposed project meets the *Priorities and Eligibility Requirements*.
- Use labor market data, core indicators results, SWP metrics, and/or other relevant student outcome data to indicate need, justify activities and speak to expected student/program improvements.
- Make clear connections between the proposal, the work plan, and the budget request.
- Any requests for computer hardware, software, or classroom technology should be directly connected to program improvement. For applicants requesting computer hardware, software, or classroom technology, signatures must be secured from ITS, following the procedures described on the cover sheet.

**All Proposals: Budget** (20 points)

Use the Budget Detail chart provided 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 in your response to Question 6 on the application. Refer to Budget—Object of Expenditures/Classifications in the Appendix to determine expenditure classifications. Budget items should clearly refer to specific activities stated in your response to Question 3 (how the program improvement issues will be addressed by your proposed project).
Remember to:

- List budget priorities for funding in order of importance. We always get requests that far exceed what is available to allocate. Clearly prioritized and explained budgets help the Allocation Subcommittee make decisions when the full amount of a proposal cannot be funded.
- Note any items requested in individual Department Proposals that connect to items requested in Collaborative Proposals.
- Round calculations to the nearest dollar
- Include delivery costs, taxes (8.5%), installation fees, etc. for equipment, technology, and supplies
- Please estimate benefits for all personnel at 35% of salary.
- Budgeting Tools: The Grants & Resource Development Office and the Student Equity Office have provided budget development worksheets and tools that may be helpful as you develop your program budget. Links are provided below:
  - https://www.ccsf.edu/content/dam/Organizational_Assets/Department/Research_Planning_Grants/GrantsResources/Grant%20Development%20Worksheet%202017-18_Oct.xlsx
  - https://www.ccsf.edu/content/dam/Organizational_Assets/Department/Student_Services/Student_Equity/EquityBudgetingTool_V4.xlsx

Progress Report for Previously Funded Projects Only (20 points*)

Complete the Progress Report form to address the amount of AEP/CTEA/SWP 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 AEP/CTEA/SWP funds please state “Non-applicable” on the Progress Report and your scores will be adjusted accordingly. *

Perkins only: Requirements for Use of Perkins Funds:

1. Complete the table of the nine required uses of funds, stating whether each is currently met or unmet.
2. Describe specific activities intended to address the unmet requirement(s) (limit 250 Words).

For All Proposals

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. Collaborative proposals will upload a graphic representation of collaborative proposal, showing how your departments will organize to achieve the proposed objectives. MAXIMUM 1 page. 5 points
All Proposals: Department Chair Approval: Applicants who are not the Department Chair will need to get Department Chair Approval and follow the instructions provided.

- Click Department Chair Approval
- Click Request a Recommendation
- Enter your Department Chair’s first name, last name, email address, and any message you want to provide about your application.
- Your Department Chair will then receive an email message with instructions for reviewing and signing your proposal.
- Once the Department Chair approves the application, you will receive an email message from: noreply@smapply.io; Subject: Recommendation completed. Then you can mark this task as complete.

All Proposals: School Dean Approval:
- Click School Dean Approval
- Click Request a Recommendation
- Enter your School Dean’s first name, last name, email address, and any message you want to provide about your application.
- Your School Dean will then receive an email message with instructions for reviewing and signing your proposal.
- Once the Dean approves the application, you will receive an email message From: noreply@smapply.io; Subject: Recommendation completed. Then you can mark this task as complete.

Review and Submit Your Application:
A green check mark will appear next to each task when it is completed. Once you have completed all of the tasks in the application, click Review and Submit. After final review, click Download to save a copy of the application to your computer. After final review, click Submit Your Application. You will receive an email indicating that your application was received.
<table>
<thead>
<tr>
<th>PROPOSAL CHECKLIST</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Cover page and sign-off</strong> 10 points</td>
</tr>
<tr>
<td>Advisory committee statement</td>
</tr>
<tr>
<td>Program Review statement</td>
</tr>
<tr>
<td>Technology requests include ITS sign off form</td>
</tr>
<tr>
<td>All required signatures</td>
</tr>
<tr>
<td><strong>PERKINS ONLY</strong> Core Indicator summary completed and signed</td>
</tr>
<tr>
<td><strong>Proposal Narrative —six questions 80 points</strong></td>
</tr>
<tr>
<td>1. Executive summary. (250 Words. 10 points)</td>
</tr>
<tr>
<td>2. Describe the problem you are trying to address (500 Words. 20 points)</td>
</tr>
<tr>
<td>Indicate which Student Success Metrics are addressed by your program</td>
</tr>
<tr>
<td>3. Describe how your project addresses the problem (500 Words. 25 points)</td>
</tr>
<tr>
<td>4. Person(s) responsible (5 points)</td>
</tr>
<tr>
<td>5. Project timeline (5 points)</td>
</tr>
<tr>
<td>6. Other sources of support (5 points)</td>
</tr>
<tr>
<td><strong>Collaborative Proposals</strong></td>
</tr>
<tr>
<td>Upload graphic representation of your project (5 points)</td>
</tr>
<tr>
<td><strong>Project Budget 20 points</strong></td>
</tr>
<tr>
<td>Prioritized, detailed budget</td>
</tr>
<tr>
<td><strong>Progress Report</strong></td>
</tr>
<tr>
<td>Must be completed by applicants who have received funding in prior years. Complete Required Uses of Funds form (for Perkins)</td>
</tr>
<tr>
<td><strong>SUBMISSION of full proposal by 11:59 pm FEBRUARY 27, 2020</strong></td>
</tr>
<tr>
<td>One (1) electronic application submitted via SurveyMonkey Apply. No hard copies are required.</td>
</tr>
</tbody>
</table>
Scoring Rubric

**PROPOSAL SCORING RUBRIC:** These are guidelines. Scorers may exercise discretion in assigning point values that are somewhere between the values listed.

<table>
<thead>
<tr>
<th>QUESTION</th>
<th>DISTINGUISHED</th>
<th>ACCEPTABLE</th>
<th>POOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cover page: All boxes checked &amp; all needed signatures</td>
<td>All boxes checked yes or not applicable. All needed signatures. <strong>Perkins only:</strong> Core Indicators tallied and signed.</td>
<td>N/A</td>
<td>Some No’s checked, missing signatures, or missing Core Indicators</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>0 points</td>
</tr>
<tr>
<td>1. Executive summary: limit 250 words</td>
<td>Clearly describes need, project, outcomes &amp; success metrics.</td>
<td>Description of need, project, outcomes &amp; success metrics may be unclear or incomplete</td>
<td>Does not adequately describe need, project, outcomes &amp; success metrics, or unanswered</td>
</tr>
<tr>
<td></td>
<td>10 points</td>
<td>5 points</td>
<td>2 points</td>
</tr>
<tr>
<td>2. Describes problem/program improvement issues with specific examples: limit 500 words</td>
<td>Clearly describes problem/program improvement issues with specific examples and supporting evidence. <strong>Perkins/SWP only:</strong> Includes input from Advisory Committee. Addresses Core Indicators/SWP Metrics.</td>
<td>Mostly describes problem/program improvement issues in general; does not include input from Advisory Committee or supporting evidence; fails to relate to Core Indicators/SWP Metrics</td>
<td>Does not adequately describe problem/ program improvement issues; does not provide specific examples; no Advisory Committee input; no relation to Core Indicators/SWP Metrics</td>
</tr>
<tr>
<td></td>
<td>20 points</td>
<td>10 points</td>
<td>5 points</td>
</tr>
<tr>
<td>3. Describes how problem/program improvement issues will be addressed, and addresses Funding Priorities for 2020-21 limit 500 words</td>
<td>Clearly describes &amp; prioritizes activities; describes outcomes for students, including impacts on Core Indicators/ SWP Metrics, or AEP metrics. Addresses Funding Priorities for 2020-21</td>
<td>Partially describes activities or outcomes for students; may not be prioritized; or may not include how activities might impact Core Indicators/SWP Metrics, or AEP metrics.</td>
<td>Does not adequately describe activities or outcomes for students; items not prioritized; or no connection to Core Indicators/SWP Metrics, or AEP metrics.</td>
</tr>
<tr>
<td></td>
<td>25 points</td>
<td>15 points</td>
<td>5 points</td>
</tr>
<tr>
<td>4. Person (s) Responsible</td>
<td>Complete and clear.</td>
<td>Mostly complete &amp; clear.</td>
<td>Missing.</td>
</tr>
<tr>
<td></td>
<td>5 points</td>
<td>3 points</td>
<td>0 points</td>
</tr>
<tr>
<td>QUESTION</td>
<td>DISTINGUISHED</td>
<td>ACCEPTABLE</td>
<td>POOR</td>
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<td>---------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td>5 points</td>
<td>2 points</td>
<td>0 points</td>
</tr>
<tr>
<td>6. Sources of Support</td>
<td>Clearly identifies other sources of support for the project. States plans for project to become institutionalized.</td>
<td>Mostly identifies other sources of support. Incomplete plans for project to become institutionalized.</td>
<td>No other sources of support or plans for project to become institutionalized.</td>
</tr>
<tr>
<td></td>
<td>5 points</td>
<td>3 points</td>
<td>0 points</td>
</tr>
<tr>
<td>7. Budget detail</td>
<td>Budget priorities &amp; requested items are aligned with work plan priorities &amp; activities. All items eligible for Perkins/SWP, or AEP funding. Accurate &amp; clear.</td>
<td>Budget is accurate and all items are eligible for Perkins/SWP, or AEP funding. Some items may not be clearly connected to work plan priorities or activities.</td>
<td>Inaccurate, or not prioritized, or not connected to work plan priorities or activities. Most requested items not eligible for Perkins/SWP, or AEP funding.</td>
</tr>
<tr>
<td></td>
<td>20 points</td>
<td>15 points</td>
<td>10 points</td>
</tr>
<tr>
<td>8. Progress report</td>
<td>Complete, clear, concise. Perkins Use of Funds table is completed, or description of other previous funding progress described as applicable. Includes specific activities to meet unmet required uses of funds if applicable.</td>
<td>Mostly complete &amp; clear. Perkins Use of Funds table, or other previous funding progress is partially completed. Does not include specific activities to meet unmet required uses of funds if applicable.</td>
<td>Incomplete. Proposal may not be eligible for review.</td>
</tr>
<tr>
<td></td>
<td>20 points</td>
<td>15 points</td>
<td>5 points</td>
</tr>
</tbody>
</table>
## VII. **Timeline**

<table>
<thead>
<tr>
<th>Date Range</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>December 2019</td>
<td>Request for Proposals released</td>
</tr>
<tr>
<td>Throughout December 2019 – February 2020</td>
<td>Associate Deans available by appointment to provide help sessions for applicants</td>
</tr>
<tr>
<td>February 12, 2020</td>
<td>Departments proposing technology must consult with ITS and receive sign off per directions in RFP.</td>
</tr>
<tr>
<td>February 27, 2020</td>
<td>Proposals due via SurveyMonkey Apply</td>
</tr>
<tr>
<td>March 2020</td>
<td>Allocation Subcommittee meets to make funding decisions</td>
</tr>
<tr>
<td>April 2020</td>
<td>Tentative Awards Announced</td>
</tr>
</tbody>
</table>

### TENTATIVE REPORTING DATES

<table>
<thead>
<tr>
<th>Date</th>
<th>Report Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday, April 8, 2020</td>
<td>Q3 2019-20 Progress report due</td>
</tr>
<tr>
<td>Monday, July 8, 2020</td>
<td>Q4 2019-20 Summary report due</td>
</tr>
<tr>
<td>Monday, October 8, 2020</td>
<td>Q1 2020-21 Progress report due</td>
</tr>
<tr>
<td>Tuesday, January 8, 2021</td>
<td>Q2 2020-21 Progress report due</td>
</tr>
<tr>
<td>Monday, April 8, 2021</td>
<td>Q3 2020-21 Progress report due</td>
</tr>
<tr>
<td>Monday, July 8, 2021</td>
<td>Q4 2020-21 Summary report due</td>
</tr>
</tbody>
</table>
### APPENDIX – RESOURCES

Budget—Object of Expenditures/Classifications

<table>
<thead>
<tr>
<th>Object of Expenditure</th>
<th>Classification</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1000</td>
<td>Instructional Salaries</td>
<td><strong>Faculty Salaries:</strong> Name/Classification (Days/hours) x (Daily/hourly rate) = $</td>
</tr>
<tr>
<td>2000</td>
<td>Non-Instructional Salaries</td>
<td><strong>Classified Salaries, Non-instructional:</strong> Name/Classification (Days/hours) x (Daily/hourly rate) =$</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Instructional Aides’ Salaries:</strong> Name/Classification (Days/hours) x (Daily/hourly rate) = $</td>
</tr>
<tr>
<td>3000</td>
<td>Employee Benefits</td>
<td>Rate by percentage (estimate 35% for faculty, and 40% for classified)</td>
</tr>
<tr>
<td>4000</td>
<td>Supplies &amp; Materials</td>
<td>List type and costs for instructional and non-instructional supplies and materials (have a useful life of less than one year, i.e. office, library, medical, food periodicals, magazines, pictures, maps, computer software).</td>
</tr>
<tr>
<td>5000</td>
<td>Other Operating Expenses &amp; Services</td>
<td>List type and costs (includes travel and per diem, dues and memberships, postage, rents, leases and repairs) <strong>Subcontractors:</strong> Name (daily/hourly rate) Identify specific service to be rendered</td>
</tr>
<tr>
<td>6000</td>
<td>Capital Outlay</td>
<td>List type and costs <strong>Equipment</strong> (i.e., computer hardware, desks, chairs, etc.)</td>
</tr>
<tr>
<td>7000</td>
<td>Other Outgo</td>
<td></td>
</tr>
</tbody>
</table>
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”
Sample Responses to Application Questions. *Please note these examples are guidelines and not intended to be prescriptive.*

2 a. Briefly describe the problem (program improvement issue(s)) and include specific examples.

**Example A:** There is a need in the Business program (0501) for improvements to Core Indicator 2 – Completions: mainly for economically disadvantaged students; Core Indicator 3 – persistence and transfer for nontraditional (female) and economically disadvantaged students; and Core Indicator 4 – Employment, which is below the State negotiated rate for disadvantaged students. The Western Association of Food Chains (WAFC) has met with members of the Business Advisory Board, who expressed that the food retail industry is in short supply of mid-level workers who possess the necessary or required technology skills to step into high in-demand and higher wage management positions. The Business Advisory Board has suggested that the business program certificates be evaluated and modified to meet the current needs of the business community and concurrent training sessions conducted for all Business faculty focusing on course content, quality, and SLO attainment.

**Example B:** Animation will not show any non-traditional core indicator data since employment for males and females is above 25%. Core Indicators 1-4 are equal to or above the state negotiated rate from 0 to 10.8%. The Animation Advisory Committee (AAC) has specified that ensuring continued high levels of technical skill attainment and persistence depends upon continued services to special populations by providing classroom tutors and laboratory tutors. The AAC in reviewing needed technology recommended the purchase and integration of Cintiq Drawing tablets to remain up-to-date using equipment that is common practice in both animation and gaming industries.

3. Briefly describe how the problem (program improvement issue(s)) will be addressed

**Example A:** 1. To improve students’ success rates in completion, persistence, transfer, and employment, the program will: a. Develop student mentoring opportunities where students develop a small business project, in collaboration with a mentor, present the project to the advisory board for feedback and revisions, then present the project to a community of peers and professionals.
b. Faculty will address what support services are available and how to obtain them on campus.
c. Faculty will receive professional development on the recruitment and persistence of nontraditional students.

2. The program will work in collaboration with the WAFC board to align certificates with the competencies identified by representatives of the Retail Management sector.

3. The Business Program certificates will be evaluated and modified and faculty will participate in conferences and professional development/training opportunities to learn new technologies, share best practices and acquire skills necessary to succeed in the classroom.

**Example B:** To ensure continued high levels of technical skill attainment and persistence for special population students, the program will employ classroom tutors and lab tutors to preside over shared Laboratory space. $21,000 is allocated for classroom/lab tutors for Animation. To remain up-to-date in the animation and gaming industries, Obtain Cintiq Companion Tablets (a small economy sized portable device) will be purchased and shared between classrooms. (11 tablets will be purchased for $19,000).
Resources

Perkins IV Core Indicator Cohort Definitions, Selection Methodology and Report Specifications
http://extranet.cccco.edu/Divisions/WorkforceandEconDev/CareerEducationPractices/PerkinsIV/CoreIndicators.aspx

Taxonomy of Programs 6th Edition

Curriculum Inventory
https://coci2.ccctechcenter.org/

SAM Codes

Brochure that show six-digit TOPs and the corresponding non-traditional designation
Community College Programs Classified Nontraditional Top Codes

Perkins Resource Guide the PDF guide provides resources for program analysis and improvement. The
guide was specifically designed for use by faculty, administrators and researchers
http://extranet.cccco.edu/Portals/1/WED/CEP/PerkinsIV/CoreIndicator/pirg-full_doc.pdf

Core Indicator and Special Populations Brochure
http://extranet.cccco.edu/Portals/1/WED/CEP/PerkinsIV/CoreIndicator/CI-and-SPBrochure.pdf

Joint Special Populations Advisory Committee Resource Website
http://www.jspac.org/

Career Technical Education Resource Guide for the Carl D. Perkins Title IC Basic Grant Funds,
California Community Colleges Chancellor’s Office, May 2011,
http://extranet.cccco.edu/Portals/1/WED/CEP/OnlineTrainingTutorials/CTE_Resource_Guide-
RevJune2012.pdf

Career Technical Education Program Approval: The Program and Course Approval Handbook, California
Community College Chancellor’s Office
http://extranet.cccco.edu/Portals/1/AA/ProgramCourseApproval/Handbook_5thEd_BOGapproved.pdf

Training and Tutorials, California Community Colleges Chancellor’s Office Workforce and Economic
Development Division Includes tutorials on all aspects of Perkins Management
http://extranet.cccco.edu/Divisions/WorkforceandEconDev/CareerEducationPractices/PerkinsIV/Onlin
eTrainingTutorials.aspx

Perkins Collaborative Resource Network (PCRN) --National network includes resources on legislation
and policies, state formula grants, accountability, discretionary programs and national initiatives.
http://cte.ed.gov/

**Organizations and Collaborative Information for CTE**

California Council on Science and Technology (CCST):
http://www.ccst.us/index.php

Health Workforce Initiative
https://ca-hwi.org/

Public Safety:
http://www.publicsafetyinfo.org/

Faculty and Career Professionals
http://cacareerbriefs.com

California Career Cafe (Work-based learning)
http://www.cacareercafe.com/

**Data Collection and Reporting**

Data Collection and Reporting Perkins Core Indicator Handbook Resources, California Community Colleges Chancellor’s Office
http://extranet.cccco.edu/Divisions/WorkforceandEconDev/CareerEducationPractices/PerkinsIV/CoreIndicators.aspx

Core Indicator Reports, California Community Colleges Chancellor’s Office,
https://misweb.cccco.edu/perkins/main.aspx

A Common Postsecondary Data Dictionary for Perkins Accountability, NRCCTE, Pradeep Kotamraju, April 2010
Perkins/Strong Workforce/Adult Education Programs Funding Request Technology Sign-Off

All proposals that are requesting computers, software, or classroom technology must get approval from ITS. This will allow ITS to guide your proposed purchases to meet ITS standards, and ensure that ITS has capacity to service new equipment or software after purchase. **ITS has offered to consult with departments prior to the 2/12/20 technology approval submission deadline.** ITS will NOT review your requests for pedagogical or labor market justification; that is the purview of the Allocation Subcommittee. This means that you can submit your technology requests to be listed on the Project Budget for review and approval signature while you are developing the narrative portion of your proposal.

| February 12, 2020 | 2020-2021 Proposals requesting computers, software, or classroom technology must be submitted to ITS for review and approval. Submit an itemized list of your technology request and this Page to ITS Office Manager, JR Hall, jrhall@ccsf.edu Batmale 130, Mailbox LB2, by 4:00 p.m. on 2/12/20. Proposals not submitted by this deadline will not be considered |
| February 20, 2020 | All requests for ITS approval will be returned to proposal author no later than 2/20/20. |

Proposal Title:  
Contact Person:  
Telephone:  Email:  
Department(s):  

**INFORMATION TECHNOLOGY SERVICES APPROVES THIS REQUEST:**

**APPROVED:**  **DATE:**  

*Signature*