# Federal Carl Perkins resources are provided to community colleges to support investments that lead to the success of “Student from Special Populations” enrolled in Career & Technical Education (CTE) programs. This application provides “eligible program areas” an opportunity to identify needs and submit work plan proposals for the 2020-21 Academic Year.

# APPLICATION DUE DATE: Monday, May 28, 2020 by 1:00pm.

# Email your proposed program application to Manny Walsh @ [walshm@mjc.edu](mailto:walshm@mjc.edu)

# Questions and Technical Assistance?

# Contact Pedro Mendez @ (209) 575-6332 or by email [mendezp@mjc.edu](mailto:mendezp@mjc.edu)

# Two Carl Perkins Technical Assistance Workshops will be provided via Zoom Confer

# May 7th, 2020 from 3:30pm to 5:00pm and

# May 13th, 2020 from 3:30pm to 5:00pm.

# BACKGROUND

# Each year YCCD submits the Carl D. Perkins Act Application on behalf of both colleges to the California Community College Chancellor’s Office for approval. During the month of May, each college organizes its individual campus program workplans and submits their portion of the application to the YCCD Grants Office for review and submission.

# Who is eligible to Apply?

# All Career Education Programs are eligible to apply.

# All “across program” service areas that support students enrolled in CTE Courses and Program are eligible to apply

# Non-Career Education specific programs can collaborate with CTE Program Areas in support CTE student success initiatives

# Application Checklist: What’s needed to apply?

# Application Section II.A: Complete the Carl D. Perkins Act 2020-21 application below (this document)

# Application Section II.B.: Enter your proposed work plan act into Section II.B. (section in this document).

# Program Area Advisory (Instructional Program Areas Only): Attach a list of program advisory membership and meeting minutes from the 2019-20 calendar year.

# CCCCO Core Indicator Information: Attach a pdf file of the Carl Perkins Core Indicator Report for the program area or top code area that you have reviewed in forming your proposal. If this is a new CTE TOP Code area requested to be funded by the Carl D. Perkins in the 2020-21 academic year, please note in your application. [CCCCO CTE Core Indicator Website](https://misweb.cccco.edu/perkins/Core_Indicator_Reports/Summ_coreIndi_TOPCode.aspx). [Carl D. Perkins Brochure Link.](http://extranet.cccco.edu/Portals/1/WED/CEP/PerkinsIV/CoreIndicator/CI-and-SPBrochure.pdf)

# Steps to prepare your request:

# Begin by reviewing available Carl Perkins Core Indicator Data and most recent Program Review to determine needs and alignment.

# Determine a strategy for your 2020-21 proposal

# Improve or expand Career Education Programs, not maintain programs

# Improve Career Education Programs of Study (Pathways)

# Impact “Special Population Students” enrolled in Career Education Programs

# Improve Program Area Carl Perkins Core Indicators:

# 1P1: Technical Skill Attainment

# 2P1: Credential, Certificate or Degree

# 3P1: Student Persistence or Transfer

# 4P1: Student Placement

# *Apprentice, Military, Placement or Retention in Employment*

# 5P1: Non-Traditional Population Participation

# 5P2: Non-Traditional Population Completion

# What is meant by “Special Population Students?”

# [<http://www.cccspecialpopulations.org/definitions.htm> ]

# Economically Disadvantage Students

# Limited English Proficient

# Students with Disability

# Single Parents and Displaced Homemaker; and

# Non-traditional Gender Representation in you CTE Program Discipline

# Where can I invest Carl Perkins Resources?

# What Types of Costs are Considered Eligible?

# OBJECT CODE 1000: Stipends

# OBJECT CODE 2000: Classified Hourly (no permanent)

# OBJECT CODE 4000: Instructional and Non-Instructional Materials

# OBJECT CODE 5000: Fees, Local Travel, Field Trips, Outreach

# OBJECT CODE 6000: Instructional Equipment

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| **Division:** | Choose an item. | **Date:** | 4/13/2020 |

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| **TOP Code:** | Choose an item. | **Project Size:** | Choose an item. |

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|  | ***Amount Requested:*** Click or tap here to enter text. |

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| --- | --- | --- |
| Click or tap here to enter text. |  | xx/xx/xx |
| *Faculty/Staff Name* | *Signature* | *Date* |
| Click or tap here to enter text. |  | xx/xx/xx. |
| *Dean* | *Signature* | *Date* |

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| **CONTACT INFORMATION** | |
| Phone: Click or tap here to enter text. | Email: Click or tap here to enter text. |
| **If this is a cross-disciplinary or multi collaborative project**, please list other key department and community college contributors:  Click or tap here to enter text. | |

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| **California Community Colleges: Career Education Practices Unit FORM: Sec II-A**  **Need Given CTE Indicator Report Review [See Below Appendix]:** Describe in detail the program improvement issue(s) concerning this TOP code and include specific examples. (Limited to 1,000 characters, or approximately 1/4 page of text.) |
| Describe the learning environment, classes and students in this program. Discuss the number of students in the program, success rates, persistence trends, completion and students directly being employed in industry. Describe “students from special populations” that enrolled in this program. What issues are the issue your proposed application is attempting to address in 2020-21? |
| **California Community Colleges: Career Education Practices Unit FORM: Sec II-A**  **PLANNED ACTIVITIES:** Describe how the issue(s) will be addressed by your proposed plan. (Limited to 2,000 characters) |
| Describe how your work plan will address the issues described above. What specific classes and students it impacts. Explain how your request will specifically impact “students from special populations” in this program.  Explain how the proposed request will improve or enhance the “program area’s” curriculum, learning environment, faculty expertise, program outreach, direct services and/or expanding program capacity that reach students from special populations targeted by Carl Perkins resources.  Provide a specific timeline for your workplan and when this project would be completed if funded.  Does this project depend on other funding, approvals or facility structural changes beyond resources made available via the Carl Perkins Process. |
| **Targeted Special Population:** Please check all students your proposal seeks to impact.  Economically disadvantaged  Limited English proficiency  Students with disabilities  Single parents and displaced homemakers  Non-traditional gender representation in the discipline  **How will your proposal support the population checked above overcome barriers to access, persistence and/or success. Use specific examples. :**  Please describe how you believe the proposed workplan will impact each of the categories identified above. |

# Budget

Complete the Excel budget worksheet that accompanies this proposal form. Provide as much detail as possible about costs.

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| **Object Code** |  | **Description:** Describe Activity and include Details & Specific Calculations. | **Category**  **[A,B,C or D]** | **Amount** |
| 1000: Instruction  (Stipends Only) | 51430: Instruction | Click or tap here to enter text. | Select | Type Amount |
| 2000: Classified  (No Permanent Staffing) | 52330: Non-Inst. Hourly | Click or tap here to enter text. | Select | Type Amount |
| 52431: Instr. Aide Hourly | Click or tap here to enter text. | Select | Type Amount |
| 3000: | 53000: Benefits & Fringes | Click or tap here to enter text. | Select | Type Amount |
| 4000: Supplies | 54301: Inst. Supplies | Click or tap here to enter text. | Select | Type Amount |
| 54431: Non-Inst. Supplies | Click or tap here to enter text. | Select | Type Amount |
| 5000: Services | 55101: Local Travel | Click or tap here to enter text. | Select | Type Amount |
| 55104: Field Trip(s) | Click or tap here to enter text. | Select | Type Amount |
| 55211: Fees | Click or tap here to enter text. | Select | Type Amount |
| 55436: Consultant | Click or tap here to enter text. | Select | Type Amount |
| 55440: Outreach | Click or tap here to enter text. | Select | Type Amount |
| 56400: Under $5K | Click or tap here to enter text. | Select | Type Amount |
| 56450: Over $5K | Click or tap here to enter text. | Select | Type Amount |
|  |  | **TOTAL** |  | **$ Total Amount** |

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|  | **CATEGORY:** *Final Report expenditures will be reported per the following categories:*  **[A]** Curriculum Development/Instruction  **[B]** Professional Development  **[C]** Counseling/Direct Service to Students  **[D]** Other: You must provide a description of programs/services funded |
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| **NOTE 1:** Each TOP Code identified for funding must meet each of the nine requirements by the end of the Act or each year until reauthorization.  **NOTE 2:** Any UNMET areas indicated “require” activities for that Required Area.  **NOTE 3:** Prepopulated statements have added in each cell generic to various TOP Code Areas. Please leave if this apply, remove if it does not. Add specific project activities in appropriate location on the table. | **Describe activities to be conducted to address Perkins Section 135(b) requirements listed in Column A.**   1. Under the appropriate requirement, describe activities to be funded by Perkins Title IC to improve or expand the identified 4- or 6-digit TOP Code career and technical education programs. 2. For each Section 135(b) requirement listed in Column A, number each activity separately (i.e., 1.1, 1.2, etc.). 3. If an activity meets more than one requirement, reference the number of the activity stated previously (i.e., same as 1.2). | | | **Core Indicator addressed by the activity listed.**  1 = Tech. Skill Attainment  2 = Credential/Certificate/ Degree  3 = Student Persistence or Transfer  4 = Student Placement  5 = Nontrad. Participation  6 = Nontrad. Completion | **Designate source of funds to be used by assigning a number as shown below:**  1 = Perkins IC  2 = Other funds  3 = Both  4 = No funds needed | **Status of Activity:**  1 = Planned  2 = Started  3 = Continuing  4 = Completed |
| **Section 135(b) Requirements** | **MET** | **UNMET** | **Activities** | **Core Indicators** | **Source of funds** | **Status** |
| 1. Strengthening the academic and career and technical skills of students participating in CTE programs through the **integration of academics with CTE programs.** |  |  | * 1. Course and Program Compliance: Courses and reauthorized through faculty meetings and their advisory committee every two years. Program curriculum will evaluate outcome assessment data, learning objectives, course content for relevant industry value and application. |  |  |  |
| 2. Link CTE at the secondary and the postsecondary levels, including by offering elements of not less than one **program of study** described in §122(c)(1)(A). |  |  | * 1. Review opportunities for course articulation, dual enrollment and CTE program of studies agreements with secondary schools in the Region, annually. |  |  |  |
| 3. **Provide students with strong experience in and understanding of all aspects of an industry**, which may include work-based learning experiences. |  |  | * 1. Maintain and Expand field trips, industry guest speakers, employer site experiences and other student work that enhances student understanding of occupational careers & industry workplace environments. |  |  |  |
| 4. **Develop, improve, or expand the use of technology** in CTE, which may include training to use technology, providing students with the skills needed to enter technology fields, and encouraging schools to collaborate with technology industries to offer internships and mentoring programs. |  |  | * 1. Evaluate the currency and relevancy of technology in classroom and laboratory facilities. Ensure information is incorporated into college program review and planning. |  |  |  |
| 5. **Provide in-service and pre-service professional development programs** to faculty, administrators, and career guidance and academic counselors involved in integrated CTE programs, on topics including effective integration of academics and CTE, effective teaching skills based on research, effective practices to improve parental and community involvement, effective use of scientifically based research and data to improve instruction. Professional development should also ensure that faculty and personnel stay current with all aspects of an industry; involve internship programs that provide relevant business experience; and train faculty in the effective use and application of technology. |  |  | * 1. Support faculty training and event attendance to conference, industry certification teacher training, and/or technology training.   2. Support staff visitation of educational and industrial sites. |  |  |  |
| 6. **Develop and implement evaluations of the CTE programs carried out with Perkins funds,** including an assessment of how the needs of special populations are being met. |  |  | * 1. Meet each semester to review and evaluate student equity & success, learning outcome and CTE Core Indicator data on the aggregate student body and the special population groups in the program.   2. Conduct “in-class” CTE Perkins Student Survey each semester, to identify TOP Code, Employment Data, Career Goals, Demographic Data, Income Level, Educational Attainment, Special Population Data. |  |  |  |
| 7. **Initiate, improve, expand and modernize** quality CTE programs, including relevant technology. |  |  | * 1. Evaluate the currency and relevancy of technology in classroom and laboratory facilities. Ensure information is incorporated into college program review and planning. |  |  |  |
| 8. **Provide services and activities that are of sufficient size, scope and quality to be effective**. |  |  | * 1. Continually gain input from the program industry advisory committee, faculty, alumni and current students that inform program quality and appropriateness of scope and size of programs (i.e. curriculum, labs, schedules, 3rd party certifications, outreach, student events, work base learning opportunities, etc.) |  |  |  |
| 9. **Provide activities to prepare special populations**, including single parents and displaced homemakers enrolled in CTE programs, **for high-skill, high-wage or high-demand occupations** that will lead to self-sufficiency. |  |  | * 1. Participate in the recruitment and preparation of special populations for entry into industry related occupations (i.e. EOP&S, CUE Initiative, CTE Open House, College Counselor Day, Veteran Services, CalWorks, ACT, Project Lead, FTIC, Employer Events, etc.) |  |  |  |

| **Column A** | **Column B** | **Column C** | **Column D** | **Column E** |
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| **Section 135(c) Permissive Use**  **Note:** This section is optional and is not required but eligible as activities. However, must have Checked Met in all section 135(b) Requirements, above] | **Activities** | **Core Indicators** | **Source of funds** | **Status** |
| 10. Funds may be used to:  (1) Involve parents, businesses, and labor organizations, in the design, implementation and evaluation of CTE programs. |  |  |  |  |
| (2) Provide career guidance and academic counseling for students participating in CTE 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) Assisting career and technical student organizations. |  |  |  |  |
| (6) For mentoring and support services; |  |  |  |  |
| (7) Leasing, purchasing, upgrading or adapting equipment, including instructional aides 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 dropouts to complete secondary education or upgrade technical skills. |  |  |  |  |
| (16) Providing assistance to individuals who have participated in services and activities under this Act in continuing their education or training or finding an appropriate job. |  |  |  |  |
| (17) Supporting training and activities (such as mentoring and outreach) in nontraditional 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 innovative initiatives. |  |  |  |  |
| (20) Supporting other CTE activities consistent with the purposes of the Act. |  |  |  |  |