

# Crafton Hills College

**Carl D. Perkins Career & Technical Education Act (Perkins IV) and Strong Workforce Program (SWP)**

COMBINED FUNDING OPPORTUNITY

Request for Proposals 2019‐2020

# Proposals due: 4:00 p.m. on Friday, March 8, 2019 to Crafton Center (CCR) 240.1

# \*\*\*Late Proposals Will Not Be Accepted\*\*\*

For questions contact:

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1. **Announcement of Funding Opportunity**

The CHC Career Education and Human Development department is issuing this Request for Proposals (RFP) to support and strengthen Career and Technical Education (CTE) at CHC. This RFP provides the background information and procedures for applying for funds for the 2019‐2020 fiscal year. This RFP combines the application process for two funding streams: *Perkins Career and Technical Education Act (CTEA)* funding and the *Strong Workforce Program*.

This RFP is aligned with the larger movement at CHC toward integrated planning and budgeting. In an effort to streamline processes, the application includes questions based on both SWP and Perkins 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 both funding streams. The Allocation Subcommittee will review applications and make recommendations about utilizing Perkins and/or SWP funds to support quality proposals.

The information provided on the pages that follow includes:

* + Background Information on Perkins and SWP funding
	+ Priorities for 2019‐20
	+ Eligibility Requirements, as well as the required uses of both Perkins and SWP funding
	+ Accountability Measures
	+ Procedures for Applying for Funds
	+ Instructions for Completing Forms (both Department Proposals and Collaborative Proposals)
	+ A Timeline with Due Dates
	+ An Appendix of additional information and resources

Prospective applicants are encouraged to familiarize themselves with the RFP and the Proposal templates as soon as possible. Proposals are due by 4:00 PM on March 8, 2019. Proposals received after the deadline will not be considered in the review process or be eligible for funding. The Office of Career Education and Human Development is available to provide technical assistance during the application process. Please contact one of the following administrators if you have any questions:

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# Background Information

### Perkins

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 CHC. Congress reauthorized the Act through 2012 to continue the delivery of high quality, comprehensive CTE programming at community colleges.

Perkins Title I‐C funding is allocated to districts annually based on the economically disadvantaged Career Technical Education (CTE) student counts for the district. In 2018‐19, CHC received an allocation of approximately $149,000 in Perkins Title I‐C funding and approximately $39,000 for CTE transitions. Tentative allocations for 2019‐20 will become available around March 2019.

### 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 CTE 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 CTE programs statewide.

In 2016, the state government announced an annual $200 million allocation to California community colleges. In the second year of allocations, Fiscal Year 2017‐18, CHC benefited from approximately $565,000 SWP allocation to address local program needs, and approximately $519,000 SWP allocation to meet regional labor market needs.

# Priorities and Eligibility Requirements for Fiscal Year 2019‐19

This section includes priorities for funding for Fiscal Year 2019‐20, general requirements for all applicants, followed by specific funding requirements for Perkins and SWP funding. Please review all of the priorities and requirements. You may apply for funding that meets the requirements of either Perkins or SWP, but it is not necessary to meet the requirements of both sources. The Allocation Subcommittee will make recommendations about which funding source is an appropriate match for applicant requests.

### Priorities for Fiscal Year 2019‐20

This year, CHC is particularly interested in investing in a set of approaches that focus on increasing CTE student work‐based learning opportunities and job placement as a result of program completion and certification. CHC will prioritize allocations to projects that increase measurable performance in these areas:

* + SWP Metric: Employment rate at the second and fourth fiscal quarters after students exit the California community college system.
	+ Perkins 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.

Recommendations for the possible use of Perkins/SWP funds to achieve these outcomes include, but are not limited to, the following activities, which should demonstrate measurable improvements.

* + Deepen employer/industry engagement in programs.
	+ Expand capacity to track and report student employment placements.
	+ Increase enrollments in work experience and internships.
	+ Develop collaborative approaches across programs in Occupational Clusters.
	+ Increase professional exchange among CTE faculty, Counseling faculty, and classified staff related to pathways, data management, and other workforce development topics.

### General Requirements

1. **Advisory Committee Requirements**

All CTE 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 CTE programs is an eligibility requirement for receiving Perkins/SWP funds**. Those programs that have not held an advisory committee meeting during the 2017‐18 academic year, and/or have not submitted the approved CHC Advisory Committee Reporting Form that includes an advisory roster and minutes (to include meeting date, attendees, and outcomes of the meeting) are ineligible for 2019‐20 Perkins/SWP funds. If you have not yet held your advisory committee meeting for 2018‐19, you must document that you have one scheduled for Spring 2019, and you must have submitted documentation on your 2018‐19 advisory committee meeting.**

### Program Review/Annual Plan Requirements

As with the previous year’s allocation process, all requests must be reflected in Program Review/ Annual Plans. The Allocation Subcommittee will strive to collaborate with other sources of funds to leverage the work across CHC to meet the goals of the Education Master Plan.

### Student Equity Training Requirements

Perkins and SWP funds awarded for 2019‐20 will include the expectation that awardees participate in the college’s 2019 Student Equity Training; Perkins and SWP staff and administrators will also participate. When awards are announced, details on this professional development designed for CHC faculty, staff, and administrators will be included.

### Perkins Funding Requirements

The Perkins Act requires that each TOP Code included in our annual application to the state meet each of the nine requirements over the course of the legislation’s implementation. TOP Code matrices must be up‐to‐date. The nine **Requirements for Uses of Perkins** 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.
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 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

### Strong Workforce Program Funding Requirements

The CHC Strong Workforce Program Strategic Plan (2017‐2020) has four main goals:

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

Please review the SWP Strategic Plan at: <https://desertcolleges.org/swp/plan/index.php>

### SWP Funding Areas:

To support the goals above and integrate planning with other CHC 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 include, but are not limited to, the following:

### Enrollment Development:

* + Strengthen CTE program outreach and enrollment
	+ Encourage enrollment growth across CHC occupational clusters

### Program Enhancement:

* + Strengthen existing CTE programs and occupational clusters at CHC
	+ Address gaps in funding
	+ Encourage the development of innovative curriculum
	+ Support student success strategies, such as learning communities
	+ Decrease system barriers to completion, such as sequencing and program advising
	+ Increase job placement support
	+ Deepen industry engagement
	+ Fund updated equipment supplies and facilities

### Innovation:

* + Support and expedite new CTE curriculum development
	+ Seed new CTE programs, based on labor market demand
	+ Engage student alumni in supporting current students
	+ Map pathways for students that outline stackable certificates connected to employment opportunities on their way to degrees and transfer.

### Infrastructure:

* + Strengthen the institutional infrastructure to grow CTE programs across CHC
	+ Invest in communications
	+ Improve coordination between CTE programs and related services
	+ Expand data research capacity
	+ Internship and job placement
	+ Increased informational exchange with student development professionals
	+ Dual enrollment agreements with K‐12 school districts
	+ Increase CTE program marketing; outreach to employers, industry associations, and trade unions
	+ Expand disability support services for CTE students
	+ Improve sector‐related career guidance for CTE and occupational cluster students
	+ Provide administrative support for departments to manage CTE‐related grants

### Integrated Student Support Services and Instruction:

* + Fund campus‐based equitable support services aimed at supporting retention, completion, and job placement without a marked achievement gap
	+ Provide tutoring services for students in CTE programs and occupational clusters
	+ Increase professional exchange between CTE faculty and Counseling faculty

### Professional Development:

* + Provide professional development for CHC’s internal stakeholders such as faculty, classified staff, students, trustees, and administrators related to pathways, data management, and other workforce development topics
	+ Develop career pathway‐related professional development for CHC’s external stakeholders such as K‐12 partners, community based organizations, industry, labor and government organizations

### One‐Time Capital Investments:

* + Help fund facility renovation and other capital investments needed to maintain a safe, supportive, and quality learning environment

### Designated Staff:

* + Ensure the continuity of essential, designated positions to support SWP compliance and reporting, document CTE program achievements, and further the work of pathways/occupational clusters.

### SWP Eligibility Criteria:

CHC will prioritize established CTE programs in its SWP allocations process. However, all CHC 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

# Accountability

### Perkins Core Indicator Reports

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

### 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 2019‐20 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.

Step by step instructions for retrieving your department’s Core Indicator Summary report are provided 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 “Crafton Hills College” from the dropdown menu*
		- *Select “Fiscal Year” 2018‐19 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.*

### Strong Workforce Program Accountability

For both the local and region share of the Strong Workforce Program funding, CHC 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>

### Other Data/Reports

Using additional data for program planning and assessment is strongly encouraged. These may include:

* local labor market research [www.labormarketinfo.edd.ca.gov/,](http://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.cccewd.net](http://www.cccewd.net/)
* CTE Outcomes Survey [http://cteos.santarosa.edu](http://cteos.santarosa.edu/)
* Centers of Excellence reports and data tools: [www.coeccc.net.](http://www.coeccc.net/) In particular:
	+ Demand and Supply tools: [http://coeccc.net/supply‐demand/](http://coeccc.net/supply)
	+ Regional Labor Market Assessment: <http://coeccc.net/documents/Regional%20Assessment_Bay_FINAL_lc.pdf>
* Program outcome data from the Student Success Scorecard <http://scorecard.cccco.edu/scorecard.aspx>
* Launchboard [http://doingwhatmatters.cccco.edu/LaunchBoard.aspx,](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

### Progress Reports for Funded Proposals

All departmental or collaborative proposals that receive funding during the 2019‐20 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 dates are:

October 8, 2018 for Q1 2019‐20

January 8, 2019 for Q2 2019‐20

April 8, 2019 for Q3 2019‐20

A more complete summary report will be due on July 8, 2019 for Q4 2019‐20. The Perkins and SWP administrators will send out reminders and reporting formats to grantees.

# Procedure for Applying for Funds

All departments and collaborative groups interested in applying for Perkins/SWP funds for academic year 2019‐20 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 forms (see next section, *Directions for Completing Forms*). 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 the following by **4:00 p.m., Friday, March 8, 2019**:
	* One electronic copy (WORD doc) to Mary Bender, mbender@craftonhills.edu, with a copy to Veronica Smith, vsmith@craftonhills.edu

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| **DEPARTMENT PROPOSAL CHECKLIST** |
| Cover page and sign‐off 10 points | Advisory committee statement |
| Program Review/Annual Plan statement |
| Technology requests include ITS sign off |
| All required signatures |
| Core Indicator summary completed |
| Proposal Narrative –six questions70 points | 1. Executive summary. (½ page. 10 points) |
| 2a. What is the problem (program improvement issues) you are trying to address? (1 page. 20 points)2b. Complete Perkins Core Indicators and SWP Metrics charts |
| 3. Describe how you will resolve the problem (program improvement issues)? (1 page. 25 points) |
| 4. Person(s) responsible (5 points) |
| 5. Project timeline (5 points) |
| 6. Other Sources of Support (½ page. 5 points) |
| Project Budget 20 points | Prioritized, detailed budget, no page limit |
| Progress Report 20 points | Complete progress report form if applicable Complete Required uses of funds form |
| **SUBMISSION of full proposal by 4:00pm FEBRUARY 8, 2019** | One electronic copy (WORD doc) to Mary Bender, mbender@craftonhills.edu, with a copy to Veronica Smith, vsmith@craftonhills.edu |

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# Directions for Completing Forms

### Technology Sign‐Off Procedure

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 March 1, 2019 technology approval submission deadline. ITS will NOT review your requests for pedagogical or labor market justification; that is the purview of the Perkins/SWP Allocation Subcommittee. This means that you can submit your technology requests to be listed on the Project Budget, along with the proposal cover page, for review and approval signature while you are developing the narrative portion of your proposal.

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| **Friday, March 1, 2019,****4:00 p.m.** | **2019‐2020 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 Proposal Cover Page, or the separate Technology Sign Off page to Director of College Technology Service, Wayne Bogh, LRC 119, , by 4:00 p.m. on 03/01/19**
* **Proposals not submitted by this deadline will not be considered**
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### Completing Proposal Forms

**Department and Collaborative Proposals require separate applications**. Both types of 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 Perkins Core Indicators and/or SWP Metrics (participation, retention, technical skill attainment, completion, employment, earnings, and non‐traditional participation); is evidence‐based; is allowable under Perkins/SWP; and is likely to succeed. The connections between the need, the proposal, and the budget are clear and unambiguous. A description of each type of application follows. Be sure to use the Proposal Checklist on page 15 to assure that your proposal is complete.

### Department Proposals

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

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

1. **Department Proposal – Sign off and Cover Page** (10 points) Complete all information requested and include all signatures.

Attach the COMPLETED and SIGNED Core Indicator summary report (see directions for obtaining these on page 12). 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).

Note the technology sign‐off process described on the cover sheet. Proposals that do not comply with this process will not be considered.

*“Applicants requesting computers, software, or classroom technology must get approval from Information Technology Services in order to assure that ITS guides your proposed purchases and has the capacity to service new equipment. ALL such proposals must be turned in to Wayne Bogh, Director of College Technology Service, LRC 119, NO LATER THAN 4:00 p.m. on March 1, 2019.”*

1. **Department Proposal ‐ Narrative** (70 points, page limits for each question). Complete the form provided to answer the six specific questions. Please respond fully to each question and follow the required format.
	1. Executive summary, including a brief statement of need, description of the project, anticipated outcomes, and success metrics. ***(limit ONE HALF (1/2) page, single‐spaced, 1 inch margins, 12pt font).* 10 points**
2. a. Briefly describe the problem (program improvement issue(s)) you are trying to address and include specific examples ***(limit ONE (1) page, single‐spaced, 1” margins, 12pt font, see Example Responses in Appendix)****.* **20 points**

b. Which Perkins Core Indicators and/or SWP Metrics does your proposed project address? ***(Please complete the charts and include an explanation if necessary)***

1. Briefly describe how the problem (program improvement issue(s)) will be solved by your proposed project ***(limit ONE (1) page, single‐spaced, 1” margins, 12pt font, see***

***Example Responses in Appendix).* 25 points**

1. Who is/are the person(s) responsible for this project? **5 points**
2. What is the timeline for completing this project? **5 points**
3. What other sources of support have you secured for this project? State any plans to become institutionalized ***(limit ONE HALF (1/2) page, single spaced, 1” margins, 12 pt font).* 5 points**

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

### Competitive narratives should:

* Address how efforts will be made to meet the *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 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.
1. **Department Proposal ‐ Budget** (20 points, no page limit)

Use *Budget Detail* to identify how funds will be used—providing a clear and detailed explanation for each line item. State other sources of support and plans to institutionalize the activities 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:

* State 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.
1. **Department Proposal ‐ Progress Report** (20 points)
2. Use the *Progress Report* form to address the amount of Perkins/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 Perkins/SWP funds please state “Non‐applicable” on the Progress Report and your scores will be adjusted accordingly.
3. Required uses of funds: Complete the table of the nine required uses of funds, stating whether each is currently met or unmet. Describe specific activities intended to address the unmet requirement(s) ***(limit ONE HALF (1/2) page, single spaced, 1” margins, 12pt font,*** *see Example Responses in the application*).

# Timeline

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| **January 10, 2019** | **Request for Proposals released** |
| **March 1, 2019** | **Departments proposing technology must consult with ITS and receive sign off per directions in RFP.** |
| **March 8, 2019** | **Proposals due (Electronic Word documents MUST be submitted in addition to hard copy with signatures)** |
| **April 2019** | **Allocation Subcommittee meets to make funding recommendations** |
| **REPORTING DATES** |
| **Tuesday, January 8, 2019** | **Q2 2018‐19 Progress report due** |
| **Monday, April 8, 2019** | **Q3 2018‐19 Progress report due** |
| **Monday, July 8, 2019** | **Q4 2018‐19 Summary report due** |

**APPENDIX – RESOURCES**

Budget—Object of Expenditures/Classifications

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| **Object of Expenditure** | **Classification** | **Description** |
| 1000 | Instructional Salaries | **Instructors, Counselors, Supervisors’ Salaries:**Name/Classification(Days/hours) x (Daily/hourly rate) = $ |
| 2000 | Non‐Instructional Salaries | **Classified Salaries, Non‐instructional:**Name/Classification(Days/hours) x (Daily/hourly rate) =$**Instructional Aides’ Salaries:**Name/Classification(Days/hours) x (Daily/hourly rate) = $ |
| 3000 | Employee Benefits | Rate by percentage |
| 4000 | Supplies & Materials | 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). |
| 5000 | Other Operating Expenses & Services | List type and costs (includes travel and per diem, dues and memberships, postage, rents, leases and repairs)**Subcontractors:**Name (daily/hourly rate)Identify specific service to be rendered |
| 6000 | Capital Outlay | List type and costs**Equipment** (i.e., computer hardware, desks, chairs, etc.) |
| 7000 | Other Outgo |  |

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 both sexes 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:*
	1. *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.*
	2. *Faculty will address what support services are available and how to obtain them on campus.*
	3. *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).*