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

COMBINED FUNDING OPPORTUNITY

Request for Proposals 2020-2021

Proposals due: 4:00 p.m. on Friday, January 31st, 2020 to Crafton Center (CCR) 240.1
Late Proposals Will Not Be Accepted

For questions contact:

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I. **Announcement of Funding Opportunity**

The CHC Career Education and Human Development department is issuing this Request for Funding (RF) to support and strengthen Career and Technical Education (CTE) at CHC. This RF provides the background information and procedures for applying for funds for the 2020-2021 fiscal year. This RF combines the application process for two funding streams: *Perkins Career and Technical Education Act (CTEA)* funding and the *Strong Workforce Program*.

This RF is aligned with the larger movement at CHC towards 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 information provided on the pages that follow includes:
- Background Information on Perkins and SWP funding
- Priorities for 2020-2021
- 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

II. **Background Information**

Perkins
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.

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.

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

This section includes priorities for funding for Fiscal Year 2020-2021, 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. Priorities for Fiscal Year 2020-21
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, apprenticeship programs, 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.

B. 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. Advisory committee meetings should be submitted to the CTE Dean well in advance. Advisory committee meetings will be added to a calendar which is sent out to our local region, including high schools who are interested in developing a pathway with your program.

2. 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.

3. 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.

C. 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. <u>TOP Code matrices must be up-to-date.</u> 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—

    o Effective integration and use of challenging academic and career and technical education provided jointly with academic teachers to the extent practicable;

    o Effective teaching skills based on research that includes promising practices;

    o Effective practices to improve parental and community involvement; and

    o 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

D. Strong Workforce Program Funding Requirements

The CHC Strong Workforce Program Strategic Plan (2018-202) has five main goals:

1. **Regional Leadership and Priority Sectors:** Cultivate and develop regional leadership and support structures that improve outcomes in the region's priority sectors.
2. **Build and Clarify the Path:** Design well-articulated career education pathways that increase the likelihood of students achieving economic prosperity**Stay on the Path and Ensure Learning:** Facilitate student progression and completion in career education pathways.
3. **Enter the Path:** Ensure that potential students are aware of career education pathways through effective career exploration, communication and outreach.
4. **Employment Preparation and Transition to Work:** Provide diverse

opportunities that prepare students for a seamless transition into careers or career advancement

For detailed information on the SWP goals please visit:
http://www.desertcolleges.org/swp/plan/

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:

1. **Enrollment Development:**
   - Strengthen CTE program outreach and enrollment
   - Encourage enrollment growth across CHC occupational clusters

2. **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

3. **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.

4. **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

5. **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

6. **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

7. **One-Time Capital Investments:**
   - Help fund facility renovation and other capital investments needed to maintain a safe, supportive, and quality learning environment

8. **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

IV.   Accountability

A. 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.

B. **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

C. **Other Data/Reports**

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

- Local labor market research www.labormarketinfo.edd.ca.gov/,
- Reports and environmental scans produced by the CA Community College's Economic and Workforce Development program and the *Doing What Matters for Jobs and the Economy* framework www.cccewd.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-demand/
  - 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,

D. **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 assigned deadlines, **regardless of the academic calendar.** Those dates are:

  October 15, 2020 for Q1 2020 - 2021
  January 15, 2020 for Q2 2020 - 2021
  April 15, 2020 for Q3 2020 - 2021
  July 15, 2020 for Q4 2020 - 2021

All departments and collaborative groups interested in applying for Perkins/SWP funds for academic year 2020-2021 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 Checklist* to make sure you submit a complete proposal.

4. Submit the following by **4:00 p.m., Friday, January 31st , 2020**:

 • One electronic copy (WORD doc) to Mary Bender, mbender@craftonhills.edu, with a copy to Veronica Smith, vsmith@craftonhills.edu

V. <u>Directions for Completing Forms</u>

 A. Cover Sheet
 Please see attached appendix for cover sheet. This cover sheet should be filled out by the program director or project champion.

 B. Core Indicator Reports
 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 "2019-2020" 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*
- *Export using PDF format*

C. **SWP & Perkins Activity Sheet**
Describe program strategies/activities to improve Program's Core Indicators that fall below the Negotiated Level or address the SWP Metrics. Additional activities can be added after addressing the areas below the negotiated level. Fill in all six required filled for each activity. There is no minimum or maximum amount of activities or funding amount. Funds will be allocated based on the amount the college receives that round. Descriptions should include a brief statement of need, description of the project, anticipated outcomes, and success metrics. Briefly describe the problem (program improvement issue(s)) you are trying to address and include specific examples. Briefly describe how the problem (program improvement issue(s)) will be solved by your proposed project. Which Perkins Core Indicators and/or SWP Metrics does your proposed project address (Select all that apply)? When indicating the budget neeed for an activity, be sure to include the specific object code (i.e. 5200, 6400, 936999), the amount being requested, and an itemized description for how the funds are going to be spent. Please not that if you are ordering equipment that is over $5,000 it will need to come out a 936999 object code not 6400/6420.

D. **Timeline**
Each proposal needs to include a timeline that anticipates when you plan to have a project completed. A project does not need to be completed in only one quarter and can be split between multiple quarters.

E. **Priority**
All activities should be in order of importance. A project that is completing a core indicator or metrics should be ahead of a project that is a want. Activity one should be the most important and be considered your highest priority while the last project should be the least important and be considered the lowest priority. Attaching a list at the end of the application with highest to lowest priority is helpful and encouraged.

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.

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**

Appendix

Please ensure that all of the following documents are attached in this order to have a completed application.:
1. Cover Sheet (attached below)
2. Core Indicator PDF
3. SWP & Perkins Project/Activity Sheet (attached below)
4. Timeline
5. Priority List

Cover Sheet

Program:
TOP Code:
Dept:

Contact Faculty:

Name(s):

Participating Faculty: Signatures:

_____   _____

_____   _____

_____   _____

We understand that the funds requested in this plan cannot supplant college funding.

Expenditures cannot be used for general purposes, the maintenance of existing programs or to backfill funds shifted to other projects.

Total funds requested: _____

SWP & Perkins Project/Activity Sheet

Describe program strategies/activities to improve Program's Core Indicators that fall below the Negotiated Level or address the SWP Metrics. Additional activities can be added <u>after</u> addressing the areas below the negotiated level.
Use a separate form for each activity

Activity # ___-
  1- Title of Activity:
  2- Program/Discipline:
  3- Mark which core indicator this addresses:

Core 1- Skill Attainment	
Core 2- Completions, Certificates, Degrees	
Core 3- Persistence	
Core 4- Employment	
Core 5A- Non-Traditional Participation	
Core 5B- Non-Traditional Completion	

  4- Description:

SWP & Perkins Project/Activity Sheet

5- Mark which "Required Use" is being addressed by this activity

Perkins Required Uses	
1. Strengthening the academic, and career and technical skills of students participating in CTE programs through the integration of academics with CTE programs.	
2. Link CTE at the secondary and the postsecondary levels,	
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 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.	
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.	
6. Develop and implement evaluations of the CTE programs carried out with Perkins IV funds, including an assessment of how the needs of special populations are being met.	
7. Initiate, improve, expand and modernize quality CTE programs, including relevant technology.	
8. Provide services and activities that are of sufficient size, scope and quality to be effective.	

SWP Required Use	
1. Increasing program size by number of enrolled.	
2. Greater number of completers throughout CTE programs by either number of students who earn a degree/certificate and/or transfer to a four year institution.	
3. Increasing employment rate at the second and fourth fiscal quarters after students exit the California community college system and/or proportion of exiting students employed in a job closely related to their field of study.	
4. Students attaining better earnings in the second fiscal quarter after students exit the California community college system, percent change in earnings or proportion of students who attained the regional living wage.	

SWP & Perkins Project/Activity Sheet

6- Indicate the budget needed for this activity-

Object Code	Funds being Requested	Itemized Description
"1000"- example: Non-Instructional Hourly $49/hour (add benefits of 12.3% below in "3000-benefit")		
"2000"- example: Hourly personnel (add benefits of 9% below in "3000-benefit")		
"3000"- Benefits		
"4000"- example: supplies, printing, software		
"5000"- example: consultant, travel/conference, rentals, software license, repairs/maintenance		
"6000"- example: equipment, computer equipment		

The following is an example of a completed application.

Cover Sheet

Program: <u>Fire Academy</u>

TOP Code: <u>213350</u>   **Dept:** <u>Fire Academy</u>

Contact Faculty: <u>Michael Alder</u>

Name(s):

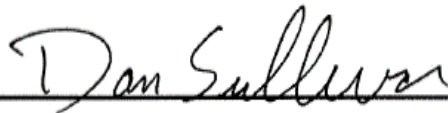Participating Faculty: Signatures:

Michael Alder   3/4/19

Daniel Sullivan   3/4/19

We understand that the funds requested in this plan cannot supplant college funding.

Expenditures cannot be used for general purposes, the maintenance of existing programs or to backfill funds shifted to other projects.

Total funds requested: <u>$ 127,621.04</u>

College Core Indicator Information by 2-Digit TOP (2019-2020)

Perkins IV, Title I, Part C Local Application

Agreement # _____   **District/College: SAN BERNARDINO/CRAFTON HILLS**

07 - Information Technology

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

Cohort Year CTE Enrollments: 262   **CTE Headcount:**   169

(includes CTE enrollments above introductory level only)   (CTE students enrolled above introductory level only)

Core Indicator 1 Technical Skill Attainment			Negotiated Level		College Performance	Percent Above or Below Negotiated Level
	Count	Total	State	District		
1 CTE Cohort*	41	44	91.75	86.23	93.18	7.0
2 Non-Traditional	11	11	91.75	86.23	100.00	13.8
3 Displaced Homemaker			91.75	86.23	N/R	N/R
4 Economically Disadvantaged	24	25	91.75	86.23	96.00	9.8
5 Limited English Proficiency			91.75	86.23	N/R	N/R
6 Single Parent	1	1	91.75	86.23	100.00	N/A
7 Students with Disabilities	3	3	91.75	86.23	100.00	N/A
8 Migrant			91.75	86.23	N/R	N/R

Core Indicator 2 Completions - Credential, Certificate, Degree or Transfer Ready			Negotiated Level		College Performance	Percent Above or Below Negotiated Level
	Count	Total	State	District		
9 CTE Cohort*	22	24	89.00	85.40	91.67	6.3
10 Non-Traditional	7	7	89.00	85.40	100.00	N/A
11 Displaced Homemaker			89.00	85.40	N/R	N/R
12 Economically Disadvantaged	17	18	89.00	85.40	94.44	9.0
13 Limited English Proficiency			89.00	85.40	N/R	N/R
14 Single Parent			89.00	85.40	N/R	N/R
15 Students with Disabilities	2	2	89.00	85.40	100.00	N/A
16 Migrant			89.00	85.40	N/R	N/R

Core Indicator 3 Persistence and Transfer			Negotiated Level		College Performance	Percent Above or Below Negotiated Level
	Count	Total	State	District		
17 CTE Cohort*	39	42	91.00	89.71	92.86	3.1
18 Non-Traditional	10	11	91.00	89.71	90.91	1.2
19 Displaced Homemaker			91.00	89.71	N/R	N/R
20 Economically Disadvantaged	22	24	91.00	89.71	91.67	2.0
21 Limited English Proficiency			91.00	89.71	N/R	N/R
22 Single Parent	1	1	91.00	89.71	100.00	N/A
23 Students with Disabilities	3	3	91.00	89.71	100.00	N/A
24 Migrant			91.00	89.71	N/R	N/R

Form 1 Part E-C Last Revised 02/01/2010   * If no district target is available then state targets will be used.

College Core Indicator Information by 2-Digit TOP (2019-2020)

Perkins IV, Title I, Part C Local Application

Core Indicator 4 Employment	Count	Total	Negotiated Level		College Performance	Percent Above or Below Negotiated Level
			State	District		
25 CTE Cohort*	7	10	73.23	73.23	70.00	-3.2
26 Non-Traditional	DR	DR	73.23	73.23	DR	N/A
27 Displaced Homemaker			73.23	73.23	N/R	N/R
28 Economically Disadvantaged	DR	DR	73.23	73.23	DR	N/A
29 Limited English Proficiency			73.23	73.23	N/R	N/R
30 Single Parent			73.23	73.23	N/R	N/R
31 Students with Disabilities			73.23	73.23	N/R	N/R
32 Migrant			73.23	73.23	N/R	N/R

Core Indicator 5a Nontraditional Participation	Count	Total	Negotiated Level		College Performance	Percent Above or Below Negotiated Level
			State	District		
33 CTE Cohort*	11	44	26.00	24.34	25.00	0.7
Non-Traditional	11	44	26.00	24.34	25.00	0.7
Displaced Homemaker			26.00	24.34	N/R	N/R
Economically Disadvantaged	6	25	26.00	24.34	24.00	-0.3
Limited English Proficiency			26.00	24.34	N/R	N/R
Single Parent	1	1	26.00	24.34	100.00	N/A
Students with Disabilities	3	3	26.00	24.34	100.00	N/A
Migrant			26.00	24.34	N/R	N/R

Core Indicator 5b Nontraditional Completions	Count	Total	Negotiated Level		College Performance	Percent Above or Below Negotiated Level
			State	District		
34 CTE Cohort*	7	24	30.00	28.16	29.17	1.0
Non-Traditional	7	24	30.00	28.16	29.17	1.0
Displaced Homemaker			30.00	28.16	N/R	N/R
Economically Disadvantaged	5	17	30.00	28.16	29.41	1.3
Limited English Proficiency			30.00	28.16	N/R	N/R
Single Parent			30.00	28.16	N/R	N/R
Students with Disabilities	2	2	30.00	28.16	100.00	N/A
Migrant			30.00	28.16	N/R	N/R

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

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

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

____10____ of the 34 are at or above the District negotiated level(s);

____1____ of the 34 are below the District negotiated level(s);

____23____ of the 34 are list as (N/A, N/R)

Department Chair (or authorized Designee) : _____

Describe program strategies/activities to improve Program's Core Indicators that fall below the Negotiated Level. Additional activities can be added <u>after</u> addressing the areas below the negotiated level.

Use a separate form for each activity

Activity # _1_

1- Title of Activity: <u>Reliable industry level equipment</u>
2- Program/Discipline: <u>Emergency Medical Technician</u>
3- Mark which core indicator this addresses:

Core 1- Skill Attainment	X
Core 2- Completions, Certificates, Degrees	
Core 3- Persistence	
Core 4- Employment	X
Core 5A- Non-Traditional Participation	
Core 5B- Non-Traditional Completion	

4- Description: This activity ensures the EMS-BLS student is using the standard and similar equipment used in the emergency medical services industry. This activity is designed to add to the practical application of skills training of EMS-BLS student. A program level list of prioritized equipment has been developed to assist with bringing the program level to industry standards. Additionally, this activity includes specialized gear needed to meet industry standards and to have direct practical applications.

5- Mark which "Required Use" is being addressed by this activity

Perkins Required Uses	
1. Strengthening the academic, and career and technical skills of students participating in CTE programs through the integration of academics with CTE programs.	
2. Link CTE at the secondary and the postsecondary levels,	
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 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.	
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.	
6. Develop and implement evaluations of the CTE programs carried out with Perkins IV funds, including an assessment of how the needs of special populations are being met.	
7. Initiate, improve, expand and modernize quality CTE programs, including relevant technology.	X
8. Provide services and activities that are of sufficient size, scope and quality to be effective.	

6- Indicate the budget needed for this activity-

Object Code	Amount of Funds being Requested
"1000"- example: Non-Instructional Hourly $49/hour (add benefits of 12.3% below in "3000-benefit")	
"2000"- example: Hourly personnel (add benefits of 9% below in "3000-benefit")	
"3000"- Benefits	
"4000"- example: supplies, printing, software	_4300 – 4500._ Requesting $14,000.00 in supplies that cannot be predetermined. These are instructional supplies used in the EMS-BLS programs to meet industry needs and standards. There is a list attached to this form, which shows the prioritization of the equipment that will be augmented for instruction. _4750._ The EMS-BLS program could use an ambulance simulator $58,000.00 that will be used to evaluate students working in confined space and focus on the unique needs of the industry. This simulator would also prevent future costs of repair and maintenance. Additionally, this static device can be used by multiple EMS programs both instructionally and during the final testing sequences. This device provides the direct practical application and experiences through simulation and realistic learning environment.
"5000"- example: consultant, travel/conference, rentals, software license, repairs/maintenance	
"6000"- example: equipment, computer equipment	_6400-_ Lung Sound Manikin $3000.00 for student instructional equipment. Used to sharpen patient assessment skill and respiratory issues commonly seen in the field setting.

2019/2020
Perkins/Strong Workforce Spending Plan

1st Quarter

Activity #1 to spend 50% of total

Activity #2 to spend 50% of total

Activity #4 to spend 50% of total

Activity #5 to spend 50% of total

Activity #6 to spend 25% of total

Activity #7 to spend 50% of total

Activity #8 to spend 50% of total

Activity #9 to spend 100% of total

Activity #10 to spend 50% of total

2nd Quarter

Activity #4 to spend the last 50%

Activity #6 to spend 25% of total

3rd Quarter

Activity #1 to spend the last 50%

Activity #2 to spend the last 50%

Activity #6 to spend 25% of total

Activity #7 to spend 50% of total

Activity #8 to spend 50% of total

Activity #10 to spend 50% of total

Activity #5 to spend 50% of total

4th Quarter

Activity #3 to spend 100%

Activity #6 to spend 25% of total

2019-2020 EMT Instructional Supply and Equipment Needs for Perkins

Items	Need	Status	Cost	Priority
Supplies & Parts	*	Instructional Supplies *Essential & Required	$5,000	2
CPR Supplies	*	Manikins, AED Trainers, parts *Essential & Required	$5,000	3
Field Safety Gear	20	Helmets and liners *Essential & Required	$4,000	4
Gurney	1	Need 1 Stryker Power Cot	$11,000	7
Gurney battery	1	Need 1 Stryker battery this	$450	8
Extrication Trainer	1	Need 1. Replace in 7 years	$13,500	5
Ambulance Sim.	1	Indoor Ambulance Module *Essential & Necessary	$58,000	1
Computer Tech	*	Tablets for testing *Essential & Necessary	$2,000	6
Lung Sound Manikin	1	Have 1, need another *Essential & Necessary	$2,800 each	9
Portable Suction	1	Replace as needed *Essential & Necessary	$600	10

TOTAL
$102,350