



CTE Funding Requests

Process:

1. Review Funding Request Form found on CTE Website (insert link here)
2. Complete and submit Funding Request Form found on CTE Website by **November 25, 2018** for funding consideration in the year **2018-2019**.
3. Funding requests will be reviewed by CTE Committee during the **December 2018** meeting and recommendations sent to CTE Administration for consideration.
4. CTE Administration will select projects to fund by **December 31, 2018** and inform whomever completed the Funding Request Form, as well as the CTE Committee Chair, no later than **January 15, 2019**.
5. CTE Committee Chair will summarize awards during **February 2019** CTE Committee meeting.

REQUIREMENTS FOR USES OF PERKINS FUNDS

1. Strengthening the academic, and career and technical skills of students participating in CTE programs through the integration of academics with CTE programs. [§135(b)(1)]
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). [§135(b)(2)]
3. Provide students with strong experience in and understanding of all aspects of an industry, which may include work-based learning experiences. [§135(b)(3)]
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. [§135(b)(4)]
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. [§135(b)(5)]
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. [§135(b)(6)]
7. Initiate, improve, expand and modernize quality CTE programs, including relevant technology. [§135(b)(7)]
8. Provide services and activities that are of sufficient size, scope and quality to be effective. [§135(b)(8)]
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. [§135(b)(9)]

Perkins Allowable & Non-Allowable Expenditures

Perkins identifies the following permissive uses of the funds:

- a. To involve parents, businesses, and labor organizations, as appropriate, in the design, implementation, and evaluation of CTE programs supported with the funds.
- b. To provide career guidance and academic counseling for students participating in CTE programs.
- c. For local education and business partnerships.
- d. To provide programs for special populations.
- e. To assist CTE student organizations.
- f. For mentoring and support services.
- g. For leasing, purchasing, upgrading, or adapting equipment designed to strengthen and support academic and technical skill achievement.

- h. For CTE teacher preparation programs.
- i. To develop and expand postsecondary program offerings at times and in formats that are accessible for students, including working students.
- j. To develop initiatives that facilitate the transition of sub baccalaureate CTE students into baccalaureate degree programs.
- k. To provide activities to support entrepreneurship education and training.
- l. For improving or developing new CTE courses.
- m. To develop and support small, personalized career-themed learning communities.
- n. To provide support for family and consumer science programs.
- o. To provide CTE programs for adults and school dropouts to complete the secondary education, or upgrade the technical skills, of the adults and school dropouts.
- p. To provide advanced training or job placement assistance to individuals who have participated in CTE programs assisted with these funds.
- q. To support training and activities in non-traditional fields.
- r. To provide support for straining programs in automotive technologies.
- s. To pool a portion of such funds with a portion of funds available to not less than one eligible recipient for innovative initiatives (related to CTE).
- t. To support other CTE activities that are consistent with the purpose of this Act.

California Department of Education identifies the following as Non-Allowable uses of Perkins funds:

1. Consumable supplies to be made into products to be sold or to be used personally by students, teachers, or other persons (paper ink, CO₂ cartridges, etc.)
2. Standard classroom consumable supplies, except those required to provide additional services to special population students or are beyond the core program
3. Contingency or “petty cash” funds
4. Contributions and donations
5. Dues/memberships to professional organizations or societies
6. Equipment and supplies for building maintenance
7. Fines and penalties
8. Standard classroom furniture, files, and equipment not specific and unique to the instructional program (tables, chairs, desks, general storage, whiteboards, etc.) or used by the teacher (Overhead, LCD projectors, laptops, iPads, Nooks etc.)
9. General storage files or cabinets not designed to store specific tools or equipment
10. Gifts, door prizes, etc.
11. Instructional aids, uniforms, tools, laptops or other items to be used by a limited number of students or retained by students
12. Interest and other financial costs



13. Lodging, food, dues, individual transportation, or dues for Career Technical Student Organizations (in-state or out-of-state)
14. Maintenance contracts or agreements
15. Excessive installation costs for equipment purchased with Perkins funds
16. Any entertainment costs, including meals or banquets
17. Promotional items, such as T-shirts, pens, cups, key chains, and other memorabilia
18. Student tuition costs or university fees
19. Purchase or lease of passenger vehicles including vehicles such as automobiles, trucks, buses, utility vehicles, airplanes, boats, and golf carts
20. Remediation of students
21. Purchasing, constructing, renovating or remodeling facilities
22. Equipment or supplies not used directly to teach skills to students, including electronic student response systems (Quizdoms, SMART Boards, etc.)
23. Equipment solely for use by the teacher, administrator or other staff members
24. Administrative or supervisory salaries (unless this is a portion of the 5 percent allowed for administering the funds)
25. Administrative and clerical activities related to the management of the Perkins IV funds, these costs must be charged to the 5 percent allowed for administering the funds
26. Salaries or wages paid to students
27. Conference travel unrelated to career and technical education program improvement
28. Out-of-state travel not directly related to program improvement activities in the local plan
29. Student instructional costs or tuition of either technical or academic courses used to meet remediation, graduation, degree or certificate requirements
30. Costs of advertising and public relations designed to solely promote the LEA
31. Student expenses/Direct assistance to students or salaries to students
32. Insurance/Self-Insurance
33. Audits, except single audit
34. Expenses that supplant
35. Alcohol
36. Fund Raising
37. Others, as evaluated on a case-by-case basis
38. Collapsible walls, blinds, greenhouse, farm animals for shows
39. List is not complete or exhaustive – please contact CDE for additional information.

Strong Workforce Program Metrics

Background

Per the Strong Workforce Program legislation, performance accountability measures shall “to the extent possible, align with the performance accountability measures of the federal Workforce Innovation and Opportunity Act (Public Law 113-128). Outcome measures shall include, to the extent possible, demographic data, to allow policymakers and the general public to evaluate progress in closing equity gaps in program access and completion, and earnings of underserved demographic groups.... Recommendations for future allocations to consortiums [should be] based upon program outcomes, including, at a minimum, the number of certificates granted to, and wage increases of, students who have completed a career technical education program.”

Metrics

All metrics are disaggregated by race, gender, and age grouping, and are available in the LaunchBoard.

- Number of course enrollments: The number of registrations in courses (may include duplicated students)**
- Number of students who got a degree or certificate: Unique individuals who completed a credit or noncredit local certificate, credit or noncredit Chancellor’s Office approved certificate, associate degree, or applied bachelor’s degree *
- Number of students who transferred: Unique individuals who transferred to a four-year institution
- Employed in the second fiscal quarter after exit: Employment rate for exiting students in the second fiscal quarter after leaving the community college system (based on a match to the state unemployment insurance wage file)*
- Employed in the fourth fiscal quarter after exit: Employment rate for exiting students in the fourth fiscal quarter after leaving the community college system (based on a match to the state unemployment insurance wage file)*
- Job closely related to field of study: The proportion of students who reported that their current job is close or very close to their field of study (based on responses in the CTE Outcomes Survey)
- Median earnings in the second fiscal quarter after exit: Earnings for exiting students in the second fiscal quarters after leaving the community college system (based on a match to the state unemployment insurance wage file)*
- Median change in earnings: Percentage change in earnings for exiting students, one year before and one year after exiting the California community college system (based on a match to the state unemployment insurance wage file)**
- Attained a living wage: Proportion of exiting completing and skills-builder students who attained the living wage for a single individual in the college’s Doing What Matters region (based on a match to the state unemployment insurance wage file and Insight Center for Community Economic Development data)

* WIOA metrics

** additional metrics flagged in the legislation



We are pleased to announce the 2018-19 district and regional allocations for both the Strong Workforce Program base and incentive amounts (pending September 18 BOG approval). Beginning in 2018-19, the full set of Strong Workforce Program metrics were activated and this is reflected in the funding amounts. As Strong Workforce Program enters the third years of continuous funding, we acknowledge the stability that is created by the legislative commitment.

The focus on student outcomes could not come at a better time as the system implements guided pathways and other supports. As you are aware, the statewide Vision for Success adopted by the Board of Governor that outlines six ambitious goals to meet California's needs and calls for the California Community College system to achieve these outcomes by 2022.

While all six goals focus on greater student attainment, the bolded ones stand out in their direct relationship to the use of Strong Workforce Program dollars:

1. Increase by at least 20 percent the number of CCC students annually who earn degrees, credentials, certificates or specific skill sets to prepare them for an in -demand job;
2. Increase by 35 percent the number of CCC students transferring annual to a UC or CSU;
3. Decrease the average number of units accumulated by CCC students earning associates degrees, from approximately 87 total units (the most recent system -wide average) to 79 total units the average among the quintile of colleges showing the strongest performance on this measure;
4. Increase the percentage of CTE students who report being employed in their field of study from 60 to 69 percent the average among the quintile of colleges showing the strongest performance on this measure; [http:// www.cccco.edu](http://www.cccco.edu)
5. Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups, with the goal of cutting achievement gaps by 40% within 5 years and fully closing those achievement gaps within 10 years.
6. Reduce regional achievement gaps across all of the above measures through faster improvements among colleges located in regions with the lowest educational attainment of adults, with the ultimate goal of fully closing regional achievement gaps within 10 years.

As you complete planning for how to invest 2018-19 Strong Workforce Program funds, we encourage you to integrate into a guided pathways framework for these critical dollars to deliver 'more and better CTE' that propel towards these outcomes.

Attachment A outlines a breakdown of 2018-19 district and regional allocations for both the Strong Workforce Program base and incentive amounts. The state budget provided \$248 million (i.e., \$236M after the 5% state leadership/operation is removed). The column labeled "incentive" in the attachment is based on MIS data submission that is the basis for calculating the positive incentive as recommended by the 17% Committee. The "total" column represents the full 60% local/ district, and 40% regional allocation split:

- CTE full-time equivalent students 1/3rd
- Unemployed adults 1/3rd
- Job openings 1/6th
- Strong Workforce outcomes 1/6th



CTE FUNDING REQUEST FORM

PROGRAM/AREA: _____

DATE OF REQUEST: _____

Prior to completing this form, please review the attached documents outlining CTE grant fund allowable uses and objectives.

1. I am requesting funds from:

Perkins Strong Workforce Local Strong Workforce Regional Other

2. This need has been documented in Annual Program Review and has appropriate Goal Sheet completed. *(Funding priority will be given to needs that have been documented in APR & GS).*

Yes No

3. Check (X) the type of activity to be funded. Check all that apply -

- Professional Development (including stipends)
- Instructional Materials Purchase/Replacement (including software)
- Instructional Equipment Purchase/Replacement
- Project Administration
- Facility rental/lease (off-campus location)
- Programs/Services for Special Populations
- Curriculum Development Consultants or Other Contracted Services
- Program Marketing and Outreach
- Other (specify): _____

4. Describe the item(s) or activity and provide a statement of how the item(s) or activity will assist in achieving the funding source requirements/objectives listed on the attachments? Please review the attachments to ensure the activities you are proposing are in alignment/allowable with funding source.



5. Please state how the items or activity will improve the CTE program and address the program specific needs (including those mentioned in the program review). How will it:

- Increased Retention & Completion
 Increase Enrollment
 Increase Employability

6. Outline the cost associated with your request

Est. Price:	Qty.	Description of Item	Amount
Total Amount:			

_____ Requester's Name & Signature

Note: Please include the backup documentation as needed to support this request (e.g. purchase order, quote, invoice, etc.) Funding recommendation will be made by the CTE Committee; Final decision will be made by CTE Director.

Approval:		
	Administrator (VP of Instruction or Director of CTE)	Date Approved