

Cuyamaca College Perkins Funding Priorities

Perkins Funding Requests Must:

1. Meet “Requirements for Uses of Funds” as stated in the Perkins Act in direct support of one or more designated CTE program(s). Funding cannot be used to support normal college activities.
2. Clearly define and fully document a critical need for funding reflecting the impact on student success as measured by the Core Indicators.
3. Support learning outcomes in a CTE TOP code program (student, program, institutional, or service—)
4. Demonstrate a staff willingness and readiness to implement including district/college staff/services.
5. Be fully documented with current and accurate quotes.
6. To the maximum extent possible, comply with bid list/technology standards promulgated by the Campus/District IS personnel. Be prepared to show evidence of prices from at least two different vendors/sources if a Campus/District bid list is not available.
7. Be reflected in their Program Review (PR).
8. Compensate for insufficient department budget.

Additional Considerations for Request Totals in Excess of College Allocation:

To be used ONLY for programs that have met all of the above items (1-8)

- Multi-program CTE student support initiatives.
- Modernization/upgrading of non-functional essential (classroom/student support) equipment.
- New equipment/materials necessary for college approved new curriculum/student support initiatives; NOTE: curriculum must be already developed and at least in the Curriculum Committee approval process (innovation).
- Modernization/upgrading of **still functioning** essential/existing mission critical (classroom/student support).
- Instructor professional development initiatives.
- Additional considerations:
 - Requests that are not justified or are poorly documented.
 - Participation in workforce development activities.

CCCCO Perkins Guidelines

Required Use of Funds Categories:

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, including by offering elements of not less than one 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 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 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
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

Permissive Use of Funds Categories:

1. Involve parents, businesses, and labor organizations, in the design, implementation and evaluation of CTE programs.
2. Provide career guidance and academic counseling for students participating in CTE programs, that improves graduation rates and provides information on postsecondary and career options, and provides assistance for postsecondary students and adults.
3. Local education and business partnerships, including work-related experiences for students, adjunct faculty arrangements for qualified industry professionals and industry experience for teachers and faculty.
4. Provide programs for special populations.
5. Assisting career and technical student organizations.
6. Mentoring and support services.
7. Leasing, purchasing, upgrading or adapting equipment, including instructional aides and publications (including support for library resources) designed to strengthen and support academic and technical skill achievement.
8. Teacher preparation programs that address the integration of academic and CTE and that assist individuals who are interested in becoming CTE faculty, including individuals with experience in business and industry.
9. Developing and expanding postsecondary program offerings at times and in formats that are accessible for all students, including through the use of distance education.
10. Developing initiatives that facilitate the transition of sub-baccalaureate CTE students into baccalaureate degree programs, including articulation agreements, dual enrollment programs, academic and financial aid counseling and other initiatives to overcome barriers and encourage enrollment and completion.
11. Providing activities to support entrepreneurship education and training.
12. Improving or developing new CTE courses, including the development of programs of study for consideration by the state and courses that prepare individuals academically and technically for high-skill, high-wage or high-demand occupations and dual or concurrent enrollment opportunities.
13. Developing and supporting small, personalized career-themed learning communities.
14. Providing support for family and consumer sciences programs.
15. Providing CTE programs for adults and school dropouts to complete secondary education or dropouts to complete secondary education or upgrade technical skills.
16. Providing assistance to individuals who have participated in services and activities under this Act in continuing their education or training or finding an appropriate job.
17. Supporting training and activities (such as mentoring and outreach) in nontraditional fields.
18. Providing support for training programs in automotive technologies.
19. Pooling a portion of such funds with a portion of funds available to other recipients for innovative initiatives.
20. Supporting other CTE activities consistent with the purposes of the Act.