



California Community Colleges

Request for Application

Perkins Reserve Innovation Grant Closing Equity Gaps in Skills and Employment

WORKFORCE AND ECONOMIC DEVELOPMENT DIVISION

Funding Year: 2022-2024

Release Date: March 30, 2022

Application Deadline: Applications must be received by May 31, 2022, at 5:00 PT.

Funding Source: Perkins V Reserves

Bidders' Conference: April 27, 2022, 12:00PM by Zoom Webinar

Questions Deadline: Written questions concerning the specifications of this Request for Applications must be submitted via email to perkinssupport@cccco.edu by May 20, 2022, at 5:00PM.

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INTRODUCTION

The California Community Colleges is the largest system of higher education in the nation, composed of 73 districts and 116 colleges serving more than 2.1 million students per year. California community colleges provide college and career education to all in achieving education and employment pathways through workforce training, certificates and degrees; transfer to four-year universities; and basic skills education in English and math. As the state's engine for social and economic mobility, the California Community Colleges supports the Vision for Success, a strategic plan designed to improve student success outcomes, increase transfer rates, and eliminate achievement gaps.

The Workforce and Economic Development Division (WEDD) is responsible for managing a portfolio of programs to support community colleges in advancing economic growth and global competitiveness of the State of California and to prepare California's workforce for the 21st century. WEDD oversees several streams of state and federal funds, including Perkins V: Strengthening Career and Technical Education for the 21st Century Act, Strong Workforce Program (SWP), K12 Strong Workforce Program, Economic and Workforce Development (EWD), California Adult Education Program, California Apprenticeship Initiative, and Nursing Program Support, among others. Through these funds, WEDD aims to support college in closing the skills, employment and equity gaps, enable wage and employment progression, foster student success and completion, and prepare students for the future of work.

Workforce and Job Recovery with Equity

The California Community Colleges Chancellor's Office, in support of the State's efforts, is focused on a broad-based approach to post-pandemic workforce recovery. The recovery efforts target regional investments to serve greater numbers and diverse populations of Californians and the delivery of flexible workforce training and education for career pathways that result in high-skill and high-wage employment. Specifically, investments should expand and enhance proven workforce training models and support systems that focus on equity, access and inclusion, and deeper participation by individuals and employers.

PROGRAM OVERVIEW

This section provides a summary of key program attributes and dates. This information will be extrapolated further in subsequent sections of this document.

Funding Agency: California Community Colleges Chancellor's Office

Sponsoring Division: Workforce and Economic Development Division

Funding Opportunity Title: Perkins Reserve Innovation Grant – Closing Equity Gaps in Skills and Employment

Closing Date for Submissions: May 31, 2022

Funding Period: July 1, 2022 – June 30, 2024

Award Amount: The maximum amount is \$300,000 per award

Total Funds Available: \$9,115,034

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Project Start Date: July 1, 2022

Match: Required

Award Announcement Date: June 30, 2022

Questions: perkinssupport@cccco.edu

I. Funding Opportunity Description

BACKGROUND

The Strengthening Career and Technical Education for the 21st Century Act (Perkins V) was signed into law on July 31, 2018. This bipartisan measure reauthorized the Carl D. Perkins Career and Technical Education Act of 2006 and provides annual Federal funding to support CTE for our nation's youth and adults. Perkins V funding allocated to California Community Colleges Chancellor's office are focused on preparing individuals from traditionally underrepresented student groups, including those individuals who are economically or educationally disadvantaged, and those identified as economically distressed or at-risk, for high skill, high wage, and/or in-demand occupations.

The Strengthening Career and Technical Education for the 21st Century Act (Perkins V) funds serve as an important lever for improving postsecondary career education to better engage students in learning, to meet critical workforce demands, and to foster student upward economic and socially mobility.

Under Perkins V section 112 (c), the State of California may allow up to fifteen percent (15%) of title IC Funds to local recipients for Career and Technical Education activities described in sections 135 of Perkins V.

GOALS, PURPOSE AND PRIORITIES

Goals

The goals of the Perkins Reserve Innovation Grant are:

- 1) To foster innovation through the identification and promotion of promising and proven career and technical education programs, practices, and strategies used in closing regional gaps, specifically equity and performance gaps, to increase student success aligned with the Vision for Success goals.
- 2) To support career education pathways that lead to a meaningful credential (such as a certificate or degree, or industrial certifications and licensure) that directly allows student in entering high-skill, high-wage, or in-demand occupations or industries in regionals and communities, where local or regional equity and performance gaps exists.

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Purpose

The Perkins Reserve Innovation Grants are competitive grants to provide funding assistance to eligible applicants to implement proven and evidence-based strategies to close equity and participation gaps in skills and employment.

For purposes of this grant, proposals must satisfy one or more of the following:

- **Address existing CTE programs with disparities or equity gaps in performance.** Applicants must seek to increase the number of CTE participants who completed a recognized postsecondary credential during or within a one year period, in a non-traditional field, that are placed into employment or placed in a work-based learning program. The term "non-traditional" means occupations or fields of work, including computer science, technology, and other emerging high skill occupations for which individuals from one gender comprise less than 25 percent of the individuals employed in each such occupation or field of work. Example of non-traditional fields include architecture, human services, information technology, manufacturing, transportation and nursing. (Also see Appendix B on related TOP Codes)
- **Create and pilot an accelerated version of an existing CTE Certificate Programs or Training with direct job placements.** Colleges must compress time to completion by at least one-third to one-half of the time necessary for students to complete an existing CTE certificate program that meets current industry skills demands that leads directly to employment. The accelerated program must also target participation of underrepresented groups, unemployed, low income and working adults in the area.

Programs selected must provide employment at local or regional living wage or higher, or provide an entry into local or regional living wage or higher employment within 6 months of employment.

Special consideration will be given to **colleges located in rural areas** who demonstrate existing disparities or equity gaps in performance and show how their proposal will address these gaps and lift up those targeted populations to close equity and performance gaps in completion and employment.

"Rural Area" means any area of a state not in a city or town that has a population of more than 50,000 inhabitants according to the latest decennial census of the United States, and not in the urbanized area contiguous and adjacent to a city or town that has a population of more than 50,000 inhabitants. An applicant must meet the requirements as listed above and provide the necessary locale codes in its grant application.

Applicants are encouraged to retrieve locale codes from the National Center for Education Statistics School District search tool where districts can be looked up individually to retrieve locale codes. <https://nces.ed.gov/ccd/districtsearch>

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Perkins V Outcomes Measures (Core Performance Indicators)

Perkins-funded programs are evaluated on a suite of metrics that are mandated by the US Department of Education. Activities proposed must result in achieving one or more of the Core Performance Indicators below.

- **1P1: Postsecondary Placement**

This metric is defined as: “The percentage of CTE concentrators who, during the second quarter after program completion, remain enrolled in postsecondary education, are in advanced training, military service, or a service program that receives assistance under title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.), are volunteers as describe in section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)), or are placed or retained in employment.”

- **2P1: Earned Recognized Postsecondary Credential**

This metric is defined as: “The percentage of CTE concentrators who receive a recognized postsecondary credential during participation in or within 1 year of program completion.” This means that a student gets counted under this indicator whether the student obtains the credential during participation or within 1 year of completion.

- **3P1: Non-Traditional Program Concentration**

This metric is defined as: “The percentage of CTE concentrators in career and technical education programs and programs of study that lead to non-traditional fields.” This means that a student gets counted under this indicator if individuals from their gender comprise less than 25 percent of the individuals employed in the related occupation or field of work.

All Perkins metrics definitions can be found at: <https://cte.ed.gov/accountability/core-indicators>.

Applicants are encouraged to utilize the LaunchBoard Dashboards metrics to address the gaps. Please refer to Appendix C for Instructions on how to utilize the LaunchBoard Dashboards listed below. See **APPENDIX C – Instructions on Using LaunchBoard Dashboards**.

- **Community College Pipeline:**

<https://www.calpassplus.org/LaunchBoard/Community-College-Pipeline.aspx>

- **Strong Workforce:**

<https://www.calpassplus.org/Launchboard/SWP.aspx>

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EXPECTED OUTCOMES

By focusing on the Core Performance Indicators, and by using 2019-20 as the baseline year within LaunchBoard, applicants are expected to generate outcomes that result in:

- An increase in the number of students with credentials compared to the baseline data provided.
- An increase in the number of students enrolled in work-based learning compared to the baseline data provided.
- An increase in the number of students employed compared to the baseline data provided.
- Increased time to completion and employment with accelerated training compared to the baseline data provided.

II. General Award Information

FUNDING AND PERFORMANCE PERIOD

The maximum award amount is up to \$300,000 per award. This is an open competition and there is no limit to the number of applications per region.

Grants will be awarded for a period of twenty-four (24) months which will be specified on the grant agreement. All performance under this allocation shall be completed by June 30, 2024. Extensions will be not granted for these awards.

Awards shall be based on the merit and reasonable cost for the anticipated outcomes and performance of the project. The Chancellor's Office reserves the right to adjust awards based upon the availability of funds, or fund applications at a lesser amount if it is determined that the application can be implemented with less funding, or if funding is not sufficient to fully fund awards.

MATCH/COST SHARING

Applicant must provide 50 percent matching funds from Student Equity and Achievement (SEA) funds or other equity funds, as the goal and purpose of these projects are to reduce local equity and performance gaps. Colleges must demonstrate how other efforts to close equity gaps at the college is being leveraged, and how students served under this proposal will also benefit from the student support and wrap around services provided by the college to increase student success. Strong Workforce Program and other funds may be used as match for supporting employment and work-based learning activities, as long as SEA or other equity funds are also utilized as match.

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NOTIFICATION OF AWARDS

Award notification will be made via an official Intent to Award Memo. All award notifications will be posted on the WEDD website. Selection of an applicant as a recipient does not constitute approval of the grant application as submitted. Before the actual grant is awarded, the Chancellor's Office may request adjustment or modifications to the proposal and/or budget. The Chancellor's Office reserves the right not to fund any application related to this RFA.

ELIGIBILITY

Any college or district within the California community college system is eligible to apply. In addition, an applicant should have the operational and physical capacity to implement, manage the project and achieve the performance objectives of the grant.

APPLICATION DUE DATE

The application is due **on or before May 31, 2022, by 5:00 PM PDT**. The application including any required forms and supporting documentations must be submitted via the Chancellor's Office NOVA system **on or before May 31, 2022 by 5:00 PM PDT**, at which time the application system will close. No other forms of submission will be accepted.

INCOMPLETE AND LATE APPLICATIONS

Incomplete or late applications will not be considered. The Chancellor's Office reserves the right to reject any and all applications received prior to scoring should any of the following occur:

- i. The application is not submitted through the NOVA system.
- ii. The budget exceeds the maximum amount allowed as specified in the Application instructions.
- iii. The application does not meet the match requirement funding levels and/or indicates that the match comes from non-allowable sources.
- iv. The application is incomplete and/or missing any required documents.

III. Application Criteria

APPLICATION NARRATIVE (30 POINTS)

Describe your proposed project goal, purpose and scope. Specifically, clearly explain the following:

1. What is the problem that you are trying to solve?
2. Describe the problem or issue regarding the selected population(s) and existing CTE program.
3. Describe the population(s) to be served, including supporting data and evidence of need, and why this population was selected.
4. Describe the selected existing CTE program, including supporting data and evidence, and why this program is selected.
 - a. Explain how the proposed project addresses local and regional labor market needs, providing credible labor market demand data and research to support your assertion that proposed program is high-demand, high Wage career pathways, the occupation(s) and associated skills, and how the program will ensure the in-demand skills competencies are achieved.
 - b. Please provide data that supports and documents a sufficient number of local vacancies in these occupations to meet placement goals. Identify the source of the data, using links to the data source or attached documentation.
5. Describe the project partners, such as intermediaries, local workforce boards, local community-based organizations or others, who will be working with the college to serve the population selected. What expertise do the project partners bring to the college, what role they will serve in the project, and what other contributions the project partners will bring to the project in serving students? How will the collaboration or partnership increase access to CTE education for targeted populations, and provide the partner's demonstrated experience and results in assisting such individuals with attaining employment in the career pathways identified.
6. Provide data and evidence used to show the need or gap within the population(s) targeted and specific CTE education/workforce outcomes expected, and how the project focus and implementation will improve equity and employment gaps.
7. Describe your program model and methodology, and evidence that supports your proposed approach will result in increasing current outcomes.
8. Describe the training programs, mentoring, coaching or services will be provided to participants.
9. Explain how the proposed project aligns with local or regional economic development plans, citing relevant economic development planning documents.
10. Provide an estimate of the number of students impacted and the number of placements and specific occupations this project will serve.
11. Explain what strategies will be used to outreach to the students to be served, including populations who are chronically unemployed or underemployed, or increasing access to employment and workbased learning opportunities for the targeted special populations that leads to better jobs and higher wages.

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12. Describe proposed project activities that will prepare the students to be successful in high skill, high wage, or in-demand occupations. How will the project be evaluated to determine whether the program is working well and producing the expected outcomes?
13. Identify the Core Performance indicators selected for improvement and explain how the proposed project will contribute to an increase of the Core Performance Indicators selected.

WORKPLAN: OBJECTIVES, ACTIVITIES & OUTCOMES (30 POINTS)

The workplan is the most important document in the proposal. The workplan provides detailed description of the annual activities, timeline and expected measurable outcomes, deliverables and responsible individuals for the tasks or activities for the proposed project. The workplan serves as the major foundation for linking the various pieces of the proposal together, to show how work will be conducted to achieve what is laid out in the proposal.

Describe the activities and strategies that will be implemented to address the Problem Statement and to achieve the Project Objectives. In building the workplan which is essentially a project implementation roadmap, the following must be clearly explained:

- **Project Goals** –What are the major goals to be achieved to reach the expected outcomes for the project? For example, the overall project is to train and place industry maintenance technicians which are in high demand locally, one project goal may be to increase completion rates for certificate program participants.
- **Activities** – Describe the activities that will need to be undertaken to achieve the stated goal. Using the example goal above, describe the activities that would need to be carried out in order to increase completion rates for participants. An example of an activity could be to increase math pass rates which will help students complete the certificate program, which could be done by collaborating with the Math department to contextualize math in a way relevant to the industry maintenance application to help students learn and retain applicable math concepts.
- **Measurable Outcomes and Deliverables** – Describe measurements that will be used to show if activities are producing the intended results. Using the activity example above, a deliverable would be a contextualized math course completed and offered as part of the certificate, and a measurable outcome would be students passing math at a higher than previous rates, which also impact certificate completion rates.
- **Timeline** – Describe how much time it will take to complete each activity, and estimated start and end date of the activity.

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- **Responsible Persons** – Indicate who will be responsible for overseeing and completing each activity listed.
- **Core Performance Indicators(CPI)** – Specify which CPIs will be improved with the goal and activities.

PROJECT MANAGEMENT (15 POINTS)

1. Describe the team of staff and individuals who will be responsible for this project working on the day to day activities, including but not limited to outreach and recruitment, supporting students, providing interventions as needed, coordinating with partners, providing job and workbased learning placements for students, monitoring and tracking program participants and submitting required reports and data to the Chancellor's Office.
2. Describe what existing college capacity and resources will be effectively utilized and integrated with this project to ensure project success.
3. Describe who will be the executive/administration level sponsor for the project, and college resources and personnel that will be available to support the project and ensure success.
4. Describe the role of Institutional Effectiveness in this provide and any support provided for evaluation or other activities. Explain how performance measures are incorporated into the project evaluation of the workplan.
5. Describe the college's plan upon completion of the project.

BUDGET AND BUDGET NARRATIVE (15 POINTS)

Applicants must submit a budget for each year of funding by object code (1000 to 6000), and provide clear narrative of each expenditure line item. The budget narrative must include purpose of any services, materials, salaries, etc. included in the budget.

Match by line item must also be entered into the budget. The budget narrative must include sources of match, purpose of match funds and how the match is used to support the project.

Budgets and budget narratives for the use of grant funds will be reviewed and scored as part of the application process. Budgets without sufficient details or descriptions and/or that include items deemed non-allowable, excessive, or inappropriate will receive a lower score. Program funds are for direct services to the project only and are intended to supplement, not supplant, existing investments. Applicants should refer to Perkins V Guidelines, Definitions, and Allowable Expenditures to determine specific allowable and non-allowable activities and costs.

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OVERALL PROJECT FEASIBILITY (10 POINTS)

The following factors will be considered in review of an application:

- i. **Significance.**
 - a. The extent to which the proposed project utilizes evidence-based strategies and methods, or involves the development or demonstration of promising new strategies that build on, or are alternatives to, existing strategies in addressing problem
 - b. The likelihood that the proposed project will result in system change or improvement.
- ii. **Quality of the Workplan**
 - a. Are the proposed goals reasonable and would result in achieving overall project outcomes?
 - b. Do the activities support the goal?
 - c. Are measurable outcomes and deliverables clearly identified for each activity and realistic based on the proposed activities?
- iii. **Project Design and Management Plan.**
 - a. The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable. (2) The methodology and approach for the project is based on data and evidence that it is likely to achieve the expected outcomes. (3) The capability of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks; (4) The sustainability of project purposes, activities, or benefits of the planned work of the applicant beyond the end of the grant.
- iv. **Adequacy of Resources.** In determining the adequacy of resources for the proposed project, WEDD considers (1) The extent to which the budget is adequate to support the proposed project; and (2) The relevance and demonstrated commitment of each partner in the proposed project to the implementation and success of the project.

In reviewing applications in this grant competition, the Chancellor's Office may consider the past performance of the applicant in carrying out previous grants, such as the applicant's use of funds, achievement of project objectives, compliance with grant conditions, whether the applicant failed to submit a timely performance report or submitted a report of unacceptable quality.

The Chancellor's Office also requires assurance applicable to Federal civil rights laws that prohibit discrimination in programs or activities receiving Federal financial assistance from the Department of Education (34 CFR 100.4, 104.5, 106.4, 108.8, and 110.23) prior to making awards.

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SELECTION CRITERIA

Grant applications are competitively scored, based on a 100-point scale, as indicated in the table provided below. A minimum average score of 75 must be obtained during the review process in order to be considered for funding.

Application Component	Maximum points
Application Narrative with clear problem statement	30
Workplan	30
Project Management	15
Budget and Budget Narrative	15
Overall Project Feasibility	10
Total	100

IV. Application Submission

SUBMITTING THE APPLICATION IN NOVA

To submit the application, please login using your existing NOVA account at <https://nova.cccco.edu/>.

- If you are new to NOVA and would like to have an account created for you, please use the Access Request Wizard (<https://nova.cccco.edu/request-access>) wizard to provide your contact information and details for the access you need.
- If you already have a NOVA account and require a modification to your access permissions, please submit a NOVA Support Request through the support portal.
- For additional support and technical assistance, please visit: <https://nova.cccco.edu/help> to submit a NOVA Support Request ticket.

After logging into NOVA:

Go to the sidebar menu; select “Programs” then “Perkins Reserve Management” and “Applications.”

Click “Create Application” button to begin. You will be directed to choose your region and institution in order to create the application.

REJECTION OF APPLICATION

The Chancellor’s Office reserves the right to reject any and all applications received. A grant application shall be rejected prior to scoring if:

- It is received at the Chancellor’s Office via electronic submittal in NOVA later than May 31, 2022 or is incorrectly submitted.
- The proposed budget amount exceeds \$300,000.
- Any of the required components of the application are incomplete or not submitted.

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PROGRAM USE OF FUNDS

Funds must be used to support proposed activities and allowable activities such as:

- Improving the transition of students from postsecondary education to employment through dual, or concurrent enrollment programs; the completion of one postsecondary program to another postsecondary program that awards a recognized postsecondary credential;
- Improving CTE Concentrator employment outcomes in nontraditional fields, providing integrated student support that addresses the comprehensive needs of students, such as incorporating accelerated and differentiated learning opportunities supported by evidence-based strategies for special populations;
- Providing technical skill proficiency or a recognized postsecondary credential which may include an industry-recognized credential, a certificate, or an associate degree;
- Providing competency-based education, work-based learning, or other applied learning that supports the development of academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of an industry, including entrepreneurship, of an individual;
- Improving CTE outcomes of students served by recipients through activities such as supporting the development and enhancement of innovative delivery models for CTE-related work-based learning;
- Working with industry to ensure courses or Programs of Study aligned to labor market skills needs;
- Creating or expanding recruitment, retention, or professional development activities for CTE Counselors,

Non-Allowable Activities and Costs

i. Out-of-State Travel

Out-of-state travel costs are not permissible under this grant program.

ii. In-state travel

In-state travel costs are allowable as long as the expenses for transportation, lodging, subsistence, and related items are only incurred by district employees on official business relevant to accomplishing the goals and outcomes of this project. For Travel (Object 5000), District travel and reimbursement policies apply.

Administrative Indirect Cost Rate

Per Statute limits, grantee institution may take a maximum of 5% administrative indirect costs of the total grant awarded.

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OTHER REQUIREMENTS

- A. Dissemination.** In addition to submitting the annual report required, grantee must disseminate the results of the evaluation /progress widely and on a timely basis in order to increase the understanding of the effectiveness of programs and activities supported under P-RIG Funds. Grantee may choose to use CCCAOE conference, regional meeting, state conference or educational events to present progress/results of evaluation.

- B. Record Retention-** Grantee must follow federal guidelines on record retention, which require that recipients maintain all records pertaining to grant activities for a period of at least three years from the date of submission of the final expenditure report. See 2 CFR 200.333-.337 for more specific information, including information about the start of the record retention period for awards that are renewed quarterly or annually, and when the records must be retained for more than three years.

SUBMISSION DATE AND TIMES

The application for the Perkins Innovation Grant, the required forms, and all supporting documentation must be submitted and certified via the NOVA reporting system on or before May 31, 2022, at which time the application system will close. Only applications submitted via the NOVA reporting system will be accepted. No other forms of submission will be accepted.

Calendar of Key Dates

RFA Released: March 30, 2022

Bidders' Conference: April 27, 2022

Deadline for Submitting Questions: May 20, 2022

Notification of Intent to Award: June 30, 2022

Appeal Deadline: July 11, 2022

Grant Commencement: July 1, 2022

Grant Period End: June 30, 2024

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BIDDERS' CONFERENCE WEBINAR

The Chancellor's Office staff will host an informational Bidders' Conference Webinar on April 27, 2022 from 12:00PM to 1:00PM PT to provide an overview of the project submission process and offer potential applicants an opportunity to ask additional clarifying questions. Failure to attend the webinar will not preclude the submission of an application. The webinar will be recorded for posting [on the Chancellor's Office website](#).

Date and Time: April 27, 2022 from 12:00PM to 1:00PM PT [Webinar Registration](#):
https://cccconfer.zoom.us/webinar/register/WN_uXVqbmrvQI29aP7Haarfig

After registering, you will receive a confirmation email containing information about joining the webinar.

RFA Clarification

If any ambiguity, conflict, discrepancy, omission, or other error in this RFA is discovered, immediately notify WEDD and request a written clarification. Any addendum to the RFA will be posted on the [WEDD RFA website](#) at <https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/Workforce-and-Economic-Development/WEDD-RFA>. Applicants are responsible for checking the WEDD RFA website for any updates to the RFA or FAQ. Applicants will be not notified via any other manner.

Written questions concerning the specifications and instructions in this RFA must be submitted by email to perkinssupport@cccoco.edu.

Frequently Asked Questions (FAQs) document will be posted on the [WEDD RFA website](#) at: <https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/Workforce-and-Economic-Development/WEDD-RFA>

VI. Award Administration

GENERAL

All funds granted by the CCCCO under this RFA may be used only for the purpose for which they are granted in accordance with the approved application and budget, regulations, terms and conditions of the award, applicable cost principles, CCCCO assistance regulations, and other relevant provisions.

REPORTING

A. Reporting: Expenditure and Progress Reports

Grantees will be required to report on performance metrics and expenditures biannually in NOVA. The Chancellor's Office may, at its discretion, institute additional reporting requirements or frequency as needed for the improvement of the grant. Reporting dates are as follows:

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Expenditure End Date	Reporting Due Date	Bi-annual Expenditure and Reports
December 31, 2022	January 31, 2023	1 st Bi-Annual Expenditure (Year 1 - Q1 & Q2) and Progress Report due
June 30, 2023	August 31, 2023	2 nd Bi-Annual Expenditure (Year 1 - Q3 & Q4) and First Year Progress Report due
December 31, 2023	January 31, 2024	3 rd Bi-Annual Expenditure (Year 2 - Q1 & Q2) and Progress Report due
June 30, 2024	August 31, 2024	4 th Bi-Annual Expenditure (Year 2 - Q3 & Q4) and Second Year Progress Report due
	December 31, 2024	Project Evaluation and Final report due

As part of the progress reports, grantees are required to provide data on the following metrics:

I. Student Populations to Be Served

- a. Baseline Data: Use fiscal year 2019-20 to establish baseline data on number of students to be served
- b. # of employers offering work-based learning programs to college students

II. Student Engagement Metrics

- a. # of students reporting working part-time or fulltime
- b. # of students on track to earn credentials
- c. # of students enrolled in non-traditional field
- d. # of students enrolled in competency-based education or work-based learning
- e. # of students enrolled in coaching or mentorship

III. Increase in Responsiveness to Training Needs

- a. Experiential Learning Metrics
 - i. # of academic programs with integrated internships/work-based learning
 - ii. # of employer partners increased or added.

B. Annual Report

In addition to providing bi-annual expenditure and progress reports through NOVA, grantees shall annually prepare and submit a report that includes a description of the progress each subgroup or special populations of students served by the grantees has made in achieving the project's goals and the actual levels of performance. Data shall be disaggregated by each of the indicator of performance, special populations, race, gender, top code, and career cluster, etc.

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AWARD APPEALS

Applicants who wish to appeal a grant award decision must submit a letter of appeal to the Chancellor's office. The Chancellor's Office must receive the letter of appeal, with a signature by the authorized person, no later than seven (7) days after the publication of the awardees. The final decision will be provided in writing within two weeks from the date that appeals are due. The Chancellor's Office decision shall be the final administrative action afforded the appeal.

Appeals shall be limited to the grounds that the Review Committee failed to correctly follow the specified processes for reviewing the application. The applicant must file a full and complete written appeal, including the process(s) in dispute. Incomplete or late appeals will not be considered. The applicant may not supply any new information that was not contained in the original application. Appeals should be submitted to the Chancellor's Office at the following email address perkinssupport@cccco.edu.

ACCESS AND EQUITY

The recipient will comply with all federal statutes relating to nondiscrimination. (These include but are not limited to Title VI of the Civil Rights Act of 1964 [P.L. 88-352], which prohibits discrimination on the basis of race, color, or national origin; Title IX of the Education Amendments of 1972, as amended [20 U.S.C. 1681-1683 and 1685-1686], which prohibits discrimination on the basis of sex; Section 504 of the Rehabilitation Act of 1973, as amended [29 U.S.C. 794], which prohibits discrimination on the basis of handicaps; the Age Discrimination Act of 1975, as amended [42 U.S.C. 6101-6107], which prohibits discrimination on the basis of age; Title II of the Genetic Information Nondiscrimination Act (GINA) of 2008 [P.L. 110-233], 29 CFR 635.10 (c)(1), which prohibits the use of genetic information in making employment decisions, restricts employers and other entities covered by Title II (employment agencies, labor organizations and joint labor-management training and apprenticeship programs - referred to as "covered entities") from requesting, requiring or purchasing genetic information, and strictly limits the disclosure of genetic information.)

Appendix A – Terms and Definitions

Acronym	Definition
ABE	Adult Basic Education
ASE	Adult Secondary Education
CAEP	California Adult Education Program
CCC	California Community Colleges
CCP	Community College Pipeline

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Acronym	Definition
CTE	Career Technical Education
DOE	Department of Education
ESL	English as a Second Language
SSM	Student Success Metrics
SWP	Strong Workforce Program
TOP	Taxonomy of Programs
US	United States
WEDD	Workforce and Employment Development Division

Career Pathway

The term “career pathway” means a combination of rigorous and high-quality education, training, and other services that—

- A. aligns with the skill needs of industries in the economy of the State or regional economy involved;
- B. prepares an individual to be successful in any of a full range of postsecondary education options, including apprenticeships registered under the “National Apprenticeship Act”
- C. includes counseling to support an individual in achieving the individual’s education and career goals;
- D. includes, as appropriate, education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster;
- E. organizes education, training, and other services to meet the particular needs of an individual in a manner that accelerates the educational and career advancement of the individual to the extent practicable;
- F. enables an individual to attain at least 1 recognized postsecondary credential; and
- G. helps an individual enter or advance within a specific occupation or occupational cluster.

Out-of-school youth (Perkins V: Section 3(35))

Out-of-school youth has the same definition found in Section 3 of the WIOA. Also see [Supporting the Educational and Career Success of Out-of-School Youth under WIOA](#).

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Program of study

A coordinated, sequence of academic and technical content at the secondary and postsecondary level that—

- A. incorporates challenging state academic standards, including those adopted by a state under Section 1111(b)(1) of the ESEA (20 U.S.C. 6311(b)(1)), that—
- B. addresses both academic and technical knowledge and skills, including employability skills; and
- C. is aligned with the needs of industries in the economy of the state, region, or local area;
- D. progresses in specificity (beginning with all aspects of an industry or career cluster and leading to more occupational specific instruction);
- E. has multiple entry and exit points that incorporate credentialing; and
- F. culminates in the attainment of a recognized postsecondary credential.

Work-based Learning

A program that provides a student or worker the experience to:

- Perform meaningful job tasks in a workplace that develop readiness for work, knowledge, and skills that support entry or advancement in a particular career field;
- Foster in-depth, first-hand engagement with the tasks required of a given career field and be aligned to curriculum and instruction;
- Supports skill development and lifelong learning;
- Accelerate advancement along career pathways

Examples of WBL include paid structured internships, apprenticeships, earn and learn programs, work study/experience programs, etc.

Appendix B – TOP Codes Associated with Non-Traditional Employment

The following TOP Codes are associated with jobs of which 25% or fewer women occupy.

TOP Code	Program
010200	Animal Science
010230	Dairy Science
010300	Plant Science
010310	Agricultural Pest Control Adviser and Operator (Licensed)
010400	Viticulture, Enology, and Wine Business

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TOP Code	Program
010900	Horticulture
010910	Landscape Design and Maintenance
010930	Nursery Technology
010940	Turfgrass Technology
011200	Agriculture Business, Sales and Service
011400	Forestry
011500	Natural Resources
011510	Parks and Outdoor Recreation
020110	Landscape Architecture (transfer)
030300	Environmental Technology
043000	Biotechnology and Biomedical Technology
051000	Logistics and Materials Transportation
061420	Electronic Game Design
070100	Information Technology, General
070200	Computer Information Systems
070600	Computer Science (transfer)
070700	Computer Software Development
070710	Computer Programming
070730	Computer Systems Analysis
070800	Computer Infrastructure and Support
070810	Computer Networking
079900	Other Information Technology
093400	Electronics and Electric Technology

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TOP Code	Program
093410	Computer Electronics
093440	Electrical Systems and Power Transmission
093510	Appliance Repair
093600	Printing and Lithography
094600	Environmental Control Technology
094610	Energy Systems Technology
094700	Diesel Technology
094730	Heavy Equipment Operation
094800	Automotive Technology
094840	Alternative Fuels and Advanced Transportation Technology
094850	Recreational Vehicle Service
094900	Automotive Collision Repair
094910	Upholstery Repair - Automotive
095000	Aeronautical and Aviation Technology
095010	Aviation Airframe Mechanics
095020	Aviation Powerplant Mechanics
095040	Aircraft Electronics (Avionics)
095050	Aircraft Fabrication
095200	Construction Crafts Technology
095210	Carpentry
095220	Electrical
095230	Plumbing, Pipefitting and Steamfitting
095240	Glazing

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TOP Code	Program
095250	Mill and Cabinet Work
095260	Masonry, Tile, Cement, Lath and Plaster
095270	Painting, Decorating, and Flooring
095280	Drywall and Insulation
095290	Roofing
095500	Laboratory Science Technology
095600	Manufacturing and Industrial Technology
095630	Machining and Machine Tools
095640	Sheet Metal and Structural Metal
095700	Civil and Construction Management Technology
095730	Surveying
095910	Diving and Underwater Safety
125500	Mortuary Science
130600	Nutrition, Foods, and Culinary Arts
130630	Culinary Arts
130710	Restaurant and Food Services and Management
210210	Public Works
210500	Administration of Justice
210510	Corrections
210550	Police Academy
220610	Geographic Information Systems
302000	Aviation and Airport Management and Services
302010	Aviation and Airport Management

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The following TOP Codes are associated with jobs of which 25% or fewer men occupy.

TOP Code	Program
080200	Educational Aide (Teacher Assistant)
080210	Educational Aide (Teacher Assistant), Bilingual
080900	Special Education
083580	Adapted Physical Education
120510	Phlebotomy
120800	Medical Assisting
120810	Clinical Medical Assisting
122300	Health Information Technology
122310	Health Information Coding
123000	Nursing
123010	Registered Nursing
123020	Licensed Vocational Nursing
124000	Dental Occupations
124010	Dental Assistant
124020	Dental Hygienist
126100	Community Health Care Worker
130500	Child Development/Early Care and Education
130540	Preschool Age Child
130550	The School Age Child
130560	Parenting and Family Education
130570	Foster and Kinship Care
130590	Infants and Toddlers

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TOP Code	Program
130600	Nutrition, Foods, and Culinary Arts
130620	Dietetic Services and Management
130700	Hospitality
130730	Resort and Club Management
130800	Family Studies
140200	Paralegal
160100	Library Science, General
210400	Human Services
210450	Disability Services
300900	Travel Services and Tourism

APPENDIX C – Instructions on Using LaunchBoard Dashboards

Accessing Key Data for Use in Workplan

Below are instructions on how to utilize the Community College Pipeline and Strong Workforce dashboards to identify data relevant to the Core Performance Indicators.

1P1: Postsecondary Placement

The 1P1: Postsecondary Placement metric is concerned with what students do after they leave their programs. LaunchBoard dashboards track two of the six listed post-exit success criteria. These are transfer and employment.

To get transfer rates for the state, microregion, microregion, district or college, the steps are as follows:

- (1) Go to the Community College Pipeline dashboard (<https://www.calpassplus.org/LaunchBoard/Community-College-Pipeline.aspx>)
- (2) Select a geographic area, program and year of focus from the drop-downs at the top of the page. Also select credit, noncredit or both.

The screenshot shows the top navigation area of the LaunchBoard dashboard. It features several filter options: radio buttons for 'Statewide', 'Macroregion', and 'Microregion'; radio buttons for 'District' and 'College'; a dropdown menu for 'Program or Sector' with 'All Programs' selected; a dropdown menu for 'Academic Year' with '2018-2019' selected; a 'Credit Status' dropdown menu with 'All: Students who took either cred...' selected; a blue 'VIEW' button; and a link for 'Export Data to CSV'. Below these filters, there is a link for 'DETAILED DATA COMPARISON'.

- (3) Select “View Success”
- (4) Select “Detailed Data”
- (5) Select “Transfer” from the menu on the left side of the page

The results show the number of students who transferred to UC/CSU, in-state private colleges, out-of-state colleges or any 4-year institution. Using the total number of transfers results in the most similar / analog metric to the 1P1 Postsecondary Placement metric. Over time, the data can be disaggregated by gender, age or race/ethnicity using the drill-down menu above the chart.

The dashboard can also be used to obtain employment rates, as follows:

- (1) Go to the Community College Pipeline dashboard (<https://www.calpassplus.org/LaunchBoard/Community-College-Pipeline.aspx>)
- (2) Select a geographic area, program and year of focus from the drop-downs at the top of the page. Also select credit, noncredit or both.
- (3) Select “View Employment”
- (4) Select “Detailed Data”
- (5) Choose “Became Employed” from the menu on the left

This will allow viewing the numbers of students who obtained employment after program exit. Combining the number of students who transfer with the number who became employed, then dividing by the total number of exiters for the year will result in a metric that is similar to 1P1 Secondary Placement.

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Please note: The data will not include exiters who sought advanced training in their area, transferred to a different workforce program or community college, joined the military, obtained a volunteer position or joined a service program.

In addition, the way that Perkins tracks completers/exiters and the way that the community college system tracks completers/exiters is similar, but not identical.

2P1: Postsecondary Placement

The 2P1: Earning Recognized Postsecondary Credential metric is concerned with students earning a credential. Credentials earned by exiters is tracked in LaunchBoard; however, this metric also includes those who earn the credential within a year of exit. Students earning credentials outside of the CCC system are not tracked by LaunchBoard, so the statistic created here will be an underestimate of 2P1: Earned Recognized Postsecondary Credential.

To obtain this data, do the following:

- (1) Go to the Community College Pipeline dashboard
(<https://www.calpassplus.org/LaunchBoard/Community-College-Pipeline.aspx>)
- (2) Select a geographic area, program and year of focus from the drop-downs at the top of the page. Also select credit, noncredit or both.
- (3) Select “View Success”
- (4) Select “Detailed Data”
- (5) Select “Earned a Degree or Certificate (Completers)”

This will allow viewing the total number of students who received an award upon exit in a given year. The “Drill Down” menu will also allow the data to be disaggregated by race/ethnicity, gender or age.

Please note: As previously stated, this data will not include exiters who obtained a degree or certificate from another institution within a year of exit. In addition, the way that Perkins tracks completers/exiters and the way that the community college system does is similar, but not identical. These metrics will differ slightly, but the replacement metric will still yield a reasonable and reliable approximation.

3P1: Postsecondary Placement

The 3P1: Non-Traditional Program Concentration metric tracks students who are pursuing their education in a field that leads to jobs which are held predominantly (75% or more) by people who are not the same gender (male/female genders only) as the individual. This metric can be constructed exclusively from LaunchBoard data, and it is labor-intensive.

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To create the metric, follow these steps:

- (1) Go to the Strong Workforce Program dashboard
(<https://www.calpassplus.org/Launchboard/SWP.aspx>)
- (2) Select a geographic area and year of focus from the drop-downs at the top of the page. Under “Drill Down” select “Gender.”

The screenshot shows the top navigation bar of the LaunchBoard interface. It includes radio buttons for geographic levels: Statewide (selected), Macroregion, Microregion, District, and College. There are three dropdown menus: 'Program or Sector' set to 'All CTE Programs', 'Year' set to '2019-2020', and 'Drill Down' set to 'Gender'. A 'COMPARISON' toggle is on the left, and a yellow 'VIEW' button is on the right.

- (3) Under “Program or Sector” choose one of the TOP Codes in Appendix B for a college, district or region with a program in that TOP Code.
- (4) Track the number of male, female and other gendered students enrolled in the program.
- (5) Repeat for all programs in Appendix B (Note: this needs to be done once for “male” programs and once for “female” programs).
- (6) Track the total number of students enrolled in the programs and the number of students of the “opposite” gender who are enrolled. The number of opposite-gender students divided by the total enrollees is the analog replacement metric for 3P1: Non-Traditional Program Concentration.

Please note: LaunchBoard only allows for disaggregations of single groups at a time. As such, metric 3P1 can only be constructed for the aggregate or based on individual demographic parameters.

Demographics

Perkins’ demographics are similar to the demographics in LaunchBoard, but there are some key differences. The following table outlines the demographic groups that Perkins tracks and any issues that may arise when constructing the analog metrics from LaunchBoard Data.

Perkins’ Demographic Group	Tracked in LB?	Notes
Total	Yes	
Female	Yes	
Male	Yes	
Gender Unknown	Yes	Not for 3P1
Individuals Preparing for Non-Traditional Fields	No	Can be created by combining methodology for 1P1 and 2P1 with 3P1
Out of Workforce Individuals	No	

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Perkins' Demographic Group	Tracked in LB?	Notes
Individuals with Economically Disadvantaged Families	No	
English Learners	No	
Single Parents	No	
Individuals with Disabilities	No	
Technical Preparation	No*	Can be created by building 1P1 and 2P1 from the SWP dashboard (same methodology applies)
Homeless Individuals	No	
Youth in Foster Care	No	
Youth with a Parent in Active Military	No	
American Indian/ Alaskan Native	Yes	Not 3P1
Asian	Yes	Not 3P1
Black or African American	Yes	Not 3P1
Filipino	Yes	Not 3P1
Hispanic	Yes	Not 3P1
Pacific Islander	Yes	Not 3P1, Is "Native Hawaiian/ Pacific Islander" in LaunchBoard
White Non-Hispanic	Yes	Not 3P1, is "White" in LaunchBoard
Multi-Ethnicity	Yes	Not 3P1, Combines "2 or More Races" and "Multiple Values Reported"
Race Unknown	Yes	Not 3P1

In Appendix B, applicants will find a list of a TOP Codes that are associated with non-traditional employment.