Strengthening Career & Technical Education Act for the 21ˢᵗ Century (Perkins V) Handbook

Updated: April 14, 2025

SAN DIEGO
Community College District

San Diego Community College District

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San Diego, CA 92101-4787

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Perkins V Overview

Purpose

The purpose of the SDCCD Perkins V Handbook is to provide a guide for grant compliance and districtwide alignment of grant management. Grant management includes processes and practices to ensure baseline consistency across San Diego City, Mesa, and Miramar College, and San Diego Continuing Education.

This handbook is designed for lead Perkins staff and administrators at San Diego City, Mesa, and Miramar College, and San Diego Continuing Education.

The ACTE has provided an Official Perkins V Guide. The official guide has been distributed to each institution. Institutions are encouraged to review this guide and become familiar with its contents.

The Carl D. Perkins Career and Technical Education Act, federal legislation that funds career and technical education (C.T.E.) nationwide, was most recently reauthorized in 2018 as *the Strengthening Career and Technical Education Act for the 21st Century* (Perkins V).

The purpose of the Strengthening Career and Technical Education Act for the 21st Century (Perkins V) is to develop more fully the academic knowledge, technical, and employability skills of secondary and postsecondary students enrolled in C.T.E. programs of study, primarily by:

- building on the efforts of states and localities to develop challenging academic and technical standards;

- promoting the development of services and activities that integrate academic, career, and technical instruction, and that link secondary and postsecondary education for participating students;

- increasing state and local flexibility in providing services and activities designed to develop, implement, and improve CTE.;

- disseminating national research and providing professional development and technical assistance to enhance C.T.E. programs of study, services, and activities.

- conducting technical assistance that promotes leadership and professional development to enhance the quality of C.T.E. teachers, faculty, administrators and counselors

- supporting partnerships among secondary schools, postsecondary institutions, area C.T.E. schools, local workforce investment boards, business and industry, and intermediaries

- providing individuals with the skills to keep the United States competitive; and

- increasing employment opportunities for special populations.

History of the Act

The Smith-Hughes Act of 1917 was the first authorization for the Federal funding of vocational education. Subsequent legislation for vocational education (now termed career and technical education) included the Vocational Act or 1973 and the Carl D. Perkins Act of 1984 (Perkins). Perkins was reauthorized as the Carl D. Perkins Vocational and Applied Technology Act (Perkins II) in 1990, the Carl D. Perkins Career and Technical Education Act of 1998 (Perkins III), and the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV).

- [Compilation of the Carl D. Perkins Career and Technical Education Act of 2006, as amended by the Strengthening Career and Technical Education for the 21st Century Act](#) (Perkins V) from the Office of the Legislative Counsel of the U.S. House of Representatives

- [Strengthening Career and Technical Education for the 21st Century Act](#) (Public Law 115-224)

- [Perkins IV Act](#) (PDF, 486 KB)

Fundamental Changes from Perkins IV to Perkins V

Perkins V is different from Perkins IV in the following primary ways (details available throughout the handbook):
1. Comprehensive local needs assessment – Institutions are required to complete a comprehensive local needs assessment every two years. This needs assessment must be utilized as the lead driver for all Perkins funding decisions.
2. Expanded consultation – Perkins V outlines required stakeholders for on-going engagement.
3. Changes in special population – there are three additional special populations.
4. Changes in core indicators – there are now three core indicators instead of 5.
5. Changes to Quarterly and Final Reporting format and requirements
6. Changes in required uses - Six (6) required uses (A-F). No more "permissive uses."
7. Changes in Reserve Funds
8. Transition to NOVA - All application and reporting requirements are within the State's NOVA system. Work plans are no longer required.

Side by Side Comparison

ACTE provides a [side-by-side comparison of Perkins IV and Perkins V.](#) This resource was distributed by the State and is available on the [SDCCD Perkins webpage.](#)

Priority Areas Emphasized by the State:
- Guided pathways – tied to Perkins Programs of Study
- Equitable placement
- Student-centered funding formula

- Competency-based education

Priority Areas for Monitoring:
- Focus on Student Success and support
- Continuity of services and programs
- All outcomes support vision for success metrics
- Monitoring: goals, support, outcomes, funding compliance
- Program evaluation, review, and recommendations
- Reserve: turning point, colleges accountability, and value

Perkins V Supporting Vision for Success:
- Provide career exploration and career development activities
- Provide professional development for educators
- Provide the skills necessary to pursue high skill, high wage, or in-demand occupations or sectors
- Support implementation of program elements resulting in increased student achievement,
- Conduct evaluation activities
- Employer engagement through comprehensive local needs assessment

Special Populations
Core Indicators will be disaggregated into the following special populations:
1. individuals with disabilities
2. individuals from economically disadvantaged families, including low-income youth and adults
3. individuals preparing for nontraditional fields
4. single parents, including single pregnant women
5. out-of-workforce individuals
6. English learners
7. homeless individuals
8. youth who are in, or have aged out of, the foster care system
9. youth with parents on active duty in the armed forces

"Special Populations" is defined as individuals with disabilities; individuals from economically disadvantaged families, including low- income youth and adults; individuals preparing for non-traditional fields; single parents, including single pregnant women; out-of-workforce individuals; English learners; homeless individuals described in section 725 of the McKinney-Vento Homeless Assistance Acf (42 U.S.C. 11434a); youth who are in, or have aged out of, the foster care system; and youth with a parent who is a member of the armed forces and is on active duty (Section 3)

The local application must contain a description of the results of the comprehensive needs assessment, and how special populations will learn about CTE course offerings and programs of study. The application must describe how the eligible recipient will: provide activities to prepare special populations for high skill, high wage, or in- demand occupations that will lead to self-sufficiency; prepare CTE participants for nontraditional fields; provide equal access for

special populations; ensure special populations are not discriminated against; and address disparities or gaps in performance in each of the plan years (Section 134).

Districtwide we are **r**equired to continually make meaningful progress toward improving the performance of special populations (Section 113).

We are required to disaggregate reported data by program or career cluster and by gender, race/ethnicity, each of the special population groups and migrant students (per section 1111(h)(1)(C)(ii) of ESEA of 1965) for every performance measure (Section 113).

Definitions

The following is a selection of definitions. See S.E.C. 3. [20 U.S.C. 2302] DEFINITIONS for full list of definitions. [View full Perkins V Act.](#)

Career and Technical Education

Organized educational activities that…

   A. offer a sequence of courses that—

   i. provides individuals with rigorous academic content and relevant technical knowledge and skills needed to prepare for further education and careers in current or emerging professions, which may include high-skill, high-wage, or in- demand industry sectors or occupations, which shall be, at the secondary level, aligned with the challenging State academic standards adopted by a State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965;

   ii. provides technical skill proficiency or a recognized postsecondary credential which may include an industry-recognized credential, a certificate, or an associate degree; and

   iii. may include prerequisite courses (other than a remedial course) that meet the requirements of this subparagraph;

   B. include competency-based, work-based, 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;

   C. to the extent practicable, coordinate between secondary and postsecondary education programs through programs of study, which may include coordination through articulation agreements, early college high school programs, dual or concurrent enrollment program opportunities, or other credit transfer agreements that provide postsecondary credit or advanced standing; and

   D. may include career exploration at the high school level or as early as the middle

grades (as such term is defined in section 8101of the Elementary and Secondary Education Act of 1965).

Key Terms

- EDGAR – The Education Department General Administrative Regulations
- UGG – Uniform Grant Guidance
- OMB – Office of Management & Budget

CTE CONCENTRATOR

A. at the secondary school level, a student served by an eligible recipient who has completed at least two courses in a single career and technical education program or program of study; and

B. at the postsecondary level, a student enrolled in an eligible recipient who has—
(i) earned at least 12 credits within a career and technical education program or program of study; or
(ii) completed such a program if the program encompasses fewer than 12 credits or the equivalent in total.

CTE PARTICIPANT

An individual who completes not less than one course in a career and technical education program or program of study of an eligible recipient.

PROGRAM OF STUDY

A coordinated, non-duplicative 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 Elementary and Secondary Education Act of 1965;

B. addresses both academic and technical knowledge and skills, including employability skills;

C. is aligned with the needs of industries in the economy of the State, region, Tribal community, or local area;

D. progresses in specificity (beginning with all aspects of an industry or career cluster and leading to more occupation-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

The term 'work-based learning' means sustained interactions with industry or community professionals in real workplace settings, to the extent practicable, or simulated environments at an educational institution that foster in-depth, firsthand engagement with the tasks required of a given career field, that are aligned to curriculum and instruction.

CREDIT TRANSFER AGREEMENT

A formal agreement, such as an articulation agreement, among and between secondary and postsecondary education institutions or systems that grant students transcripted postsecondary credit, which may include credit granted to students in dual or concurrent enrollment programs, early college high school, dual credit, articulated credit, and credit granted based on performance on technical or academic assessments.

CAREER GUIDANCE AND ACADEMIC COUNSELING

Guidance and counseling that…

A. provides access for students (and, as appropriate parents and out-of-school youth) to information regarding career awareness exploration opportunities and planning with respect to an individual's occupational and academic future;

B. provides information to students (and, as appropriate, parents and out-of-school youth) with respect to career options, financial aid, job training, secondary and postsecondary options (including associate and baccalaureate degree programs), dual or concurrent enrollment programs, work-based learning opportunities, early college high schools, financial literacy, and support services, as appropriate; and

C. may provide assistance for special populations with respect to direct support services that enable students to persist in and complete career and technical education, programs of study, or career pathways.

CAREER PATHWAYS

The term 'career pathways' has the meaning given the term in section 3 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3102), which states: 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 secondary or postsecondary education options, including apprenticeships registered under the Act of August 16, 1937 (commonly known as the "National Apprenticeship Act"; 50 Stat.

C. 664, chapter 663; 29 U.S.C. 50 et seq.) (referred to individually in this Act as an "apprenticeship", except in section 3226 of this title);

D. includes counseling to support an individual in achieving the individual's education and career goals;

E. 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;

F. 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;

G. enables an individual to attain a secondary school diploma or its recognized equivalent, and at least 1 recognized postsecondary credential; and

H. helps an individual enter or advance within a specific occupation or occupational cluster.

Required Uses

Perkins V includes six (6) required uses of funds. Federal guidelines require each institution to meet all 6 (not necessarily each program). An institution can meet the required uses with Perkins funds and/or other funds.

Required Uses versus Permissive Uses within NOVA application

As of 2022, the NOVA Application includes Permissive Uses from Perkins IV instead of Perkins V Required Uses (there are no Perkins V permissive uses that apply to individual institutions). *Permissive Uses found within NOVA are available in Appendix A.*

Local Required Use of Funds Worksheet for Audit Purposes

Due to the discrepancy noted above, to be compliant with federal Perkins V guidelines, the SDCCD has established a Local Required Use of Funds Worksheet for audit purposes.

- This worksheet must be completed by each institution and held on file at the District and at each institution.

- [Annual Perkins V Required Uses Worksheet](#) (sample)

Required Uses as listed within the Perkins V Act

There are six (6) required local uses of Perkins V funds. [View full Perkins V Act.](#)

Section 135 Local Uses of Funds (b) REQUIREMENTS FOR USES OF FUNDS

Funds made available to eligible recipients shall be used to support career and technical education programs that are of sufficient size, scope, and quality to be effective and that:

(1) provide career exploration and career development activities through an organized, systematic framework designed to aid students, including in the middle grades, before enrolling and while participating in a career and technical education program, in making informed plans and decisions about future education and career opportunities and programs of study, which may   include—

(1A) introductory courses or activities focused on career exploration and career awareness, including nontraditional fields;

(1B) readily available career and labor market information, including information on--
    (1Bi) occupational supply and demand; (1Bii)
    educational requirements;
    (1Biii) other information on careers aligned to State, local, or Tribal (as
    applicable) economic priorities; and
    (1Biv) employment sectors;

(A) programs and activities related to the development of student graduation and career plans;

(B) career guidance and academic counselors that provide information on postsecondary education and career options;

(C) any other activity that advances knowledge of career opportunities and assists students in making informed decisions about future education and employment goals, including nontraditional fields; or

(D) providing students with strong experience in, and comprehensive understanding of, all aspects of an industry;

(2) provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals, which may include—

    (2A) professional development on supporting individualized academic and career and technical education instructional approaches, including the integration of academic and career and technical education standards and curricula;
    (2B) professional development on ensuring labor market information is used to inform the programs, guidance, and advisement offered to students, including information provided under section 15(e)(2)(C) of the Wagner-Peyser Act (29 U.S.C. 49l-2(e)(2)(C));

    (2C) providing teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals, as appropriate, with opportunities to advance knowledge, skills, and understanding of all aspects of an industry, including the latest workplace equipment, technologies, standards, and credentials;

    (2D) supporting school leaders and administrators in managing career and technical education programs in the schools, institutions, or local educational agencies of such school leaders or administrators;

    (2E) supporting the implementation of strategies to improve student achievement and close gaps in student participation and performance in career and technical education programs;

    (2F) providing teachers, faculty, specialized instructional support personnel, career guidance and academic counselors, principals, school leaders, or paraprofessionals, as appropriate, with opportunities to advance knowledge, skills, and understanding in pedagogical practices, including, to the extent the eligible recipient determines that such evidence is reasonably available, evidence-

based pedagogical practices;

(2G) training teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals, as appropriate, to provide appropriate accommodations for individuals with disabilities, and students with disabilities who are provided accommodations under the Rehabilitation Act of 1973 (29 U.S.C. 701 et seq.) or the Individuals with Disabilities Education Act;

(2H) training teachers, faculty, specialized instructional support personnel, career guidance and academic counselors, and paraprofessionals in frameworks to effectively teach students, including a particular focus on students with disabilities and English learners, which may include universal design for learning, multi-tier systems of supports, and positive behavioral interventions and support; or

(2I) training for the effective use of community spaces that provide access to tools, technology, and knowledge for learners and entrepreneurs, such as makerspaces or libraries;

(3) provide within career and technical education the skills necessary to pursue careers in high-skill, high-wage, or in-demand industry sectors or occupations;

(4) support integration of academic skills into career and technical education programs and programs of study to support—

(4A) C.T.E. participants at the secondary school level in meeting the challenging State academic standards adopted under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965 by the State in which the eligible recipient is located; and

(4B) C.T.E. participants at the postsecondary level in achieving academic skills;

(5) plan and carry out elements that support the implementation of career and technical education programs and programs of study and that result in increasing student achievement of the local levels of performance established under section 113, which may include—

(5A) a curriculum aligned with the requirements for a program of study;

(5B) sustainable relationships among education, business and industry, and other community stakeholders, including industry or sector partnerships in the local area, where applicable, that are designed to facilitate the process of continuously updating and aligning programs of study with skills that are in demand in the State, regional, or local economy, and in collaboration with business outreach staff in one-stop centers, as defined in section 3 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3102), and other appropriate organizations, including community-based and youth-serving organizations;

(5C) where appropriate, expanding opportunities for C.T.E. concentrators to participate in accelerated learning programs (as described in section 4104(b)(3)(A)(i)(IV) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7114(b)(3)(A)(i)(IV)), including dual or concurrent enrollment programs, early college high schools, and the development or implementation of articulation

agreements as part of a career and technical education program of study;

(5D) appropriate equipment, technology, and instructional materials (including support for library resources) aligned with business and industry needs, including machinery, testing equipment, tools, implements, hardware and software, and other new and emerging instructional   materials;

(5E) a continuum of work-based learning opportunities, including simulated work environments;

(5F) industry-recognized certification examinations or other assessments leading toward a recognized postsecondary credential;

(5G) efforts to recruit and retain career and technical education program teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, and paraprofessionals;

(5H) where applicable, coordination with other education and workforce development programs and initiatives, including career pathways and sector partnerships developed under the Workforce Innovation and Opportunity Act (29 U.S.C. 3101 et seq.) and other Federal laws and initiatives that provide students with transition-related services, including the Individuals with Disabilities Education Act;

(5I) expanding opportunities for students to participate in distance career and technical education and blended-learning programs;

(5J) expanding opportunities for students to participate in competency-based education programs;

(5K) improving career guidance and academic counseling programs that assist students in making informed academic and career and technical education decisions, including academic and financial aid counseling;

(5L) supporting the integration of employability skills into career and technical education programs and programs of study, including through family and consumer science programs;

(5M) supporting programs and activities that increase access, student engagement, and success in science, technology, engineering, and

mathematics fields (including computer science and architecture) for students who are members of groups underrepresented in such subject fields;

(5N) providing career and technical education, in a school or other educational setting, for adults or out-of-school youth to complete secondary school education or upgrade technical skills;

(5O) supporting career and technical student organizations, including student preparation for and participation in technical skills competitions aligned with career and technical education program standards and curricula;

(5P) making all forms of instructional content widely available, which may include use of open educational resources;

(5Q) supporting the integration of arts and design skills, when appropriate, into career and technical education programs and programs of study;

(5R) partnering with a qualified intermediary to improve training, the development of public-private partnerships, systems development, capacity-building, and scalability of the delivery of high-quality career and technical education;

(5S) support to reduce or eliminate out-of-pocket expenses for special populations participating in career and technical education, including those participating in dual or concurrent enrollment programs or early college high school programs, and supporting the costs associated with fees, transportation, child care, or mobility challenges for those special populations; or

(5T) other activities to improve career and technical education programs; and

(6) develop and implement evaluations of the activities carried out with funds under this part, including evaluations necessary to complete the comprehensive needs assessment required under section 134(c) and the local report required under section 113(b)(4)(B).

Three-year Rule

The Three-year rule was a California specific rule during Perkins IV and no longer applied to Perkins V. The focus and justification for all activities must be your CLNA. The narratives provide opportunities for institutions to make a case as to what the CLNA says is needed (where the gaps are and, therefore, what will be funded). Gaps identified in the CLNA process can continue to be funded until they are no longer identified as gaps. Activities funded to close gaps that show no progress should be evaluated carefully and changed based on data.

Obligated Funds

"Obligated funds" refers to the federal requirements for when funds are considered obligated.

States may apply additional restrictions/interpretations; Institution-specific business services offices may also apply additional restrictions. About 50% of states required benefit to the program to occur prior to June 30 (so, equipment would need to arrive before June 30 and services rendered before June 30); 50% follow just the federal guidelines;

SDCCD received written confirmation from the CCCCO that equipment purchased but not arriving until after June 30 is allowable (May 2020).

Our region's State Monitor re-confirmed this process via email in June 2021.
> Q: "Must equipment purchased using Perkins funds be received prior to the end of the fiscal year, or is the acquisition date considered the day of the Purchase Order?"
> A: "You may use Perkins if the funds have already been encumbered and authorized (requisition/PO raised and approved) - the college can pay the invoice once the equipment arrives."

Rolling Over Requisitions

Requisitions that are not fulfilled may rollover into the second year with communication to district office. Doing so should be rare and requires evidence of rationale, need, challenges, faced, etc.

College Perkins leads should communicate any challenges in advance to District Educational Services. Awareness and approval should be confirmed prior to rolling a requisition. Requisitions cannot roll over more than one year.

Alignment of Funds – PeopleSoft and NOVA

Institutions shall update their PeopleSoft budgets to match their submitted budget in NOVA. PeopleSoft should align with the budget submitted within the application.

Adjustments to the budget within NOVA are allowable.

All budget changes must occur prior to certifying the quarterly report. Once certified, budgets cannot be decreased for that quarter.

Perkins NOVA Legend:	PeopleSoft Fund
(A) Curriculum Development/Instruction	1390
(B) Professional Development	1392
(C) Counseling/Direct Service to Students	1391
(D) Other: You must provide a description of program/services funded	1393 & 1395
(E) Administration (not to exceed 5% of total district expenditures) – For District Use Only	1394 – *For District Use Only*

Supplement Versus Supplant

1. Is the activity required by the College?
2. Was it paid for with non-federal funds in the prior year?
3. Is it a revised, new, or different activity?

Alignment with CLNA

All projects and expenses funded by Perkins should be supported by the Districtwide Comprehensive Local Needs Assessment (CLNA). Local Planning Teams reviewing applications for Perkins funds and making local Perkins funding decisions should prioritize the needs identified in the CLNA. Activities proposed not tied to the CLNA cannot be funded.

Changes in Budgets

As institutional budgets decline, increased requests for fund to cover activities that were previously covered by non-federal funds may occur. Auditors will look for two levels of evidence to ensure it is not considered supplanting:

- **Step 1:** Retain documentation of reduction in State or local support of the program or activity (official letter, newspaper, legislative reports, college meeting minutes, etc.) – Must show the reduction

- **Step 2:** Retain evidence that in the absence of the funding, the college or program would have eliminated the activity – must show that because of the reduction, the activity will not occur without other funding. Evidence could include minutes, the formal written announcement by a president or V.P., leadership emails, etc.

Reasonable and Necessary

Expenses charged to Perkins must relate directly to the benefit to the program. This benefit must be clear. Each institution is required to show this clear benefit.
If an institution is unsure, it is recommended that prior approval be requested. The institution should contact the District, and the District will provide clarification and/or reach out to the State for confirmation on behalf of the institution.
- The prudent person test
- The "if it shows up on the front page of the newspaper would it be okay?" test

Allowable & Unallowable Expenses

The CCCCO Regional Monitor for Perkins provided a list of Allowable and Unallowable Expenses. This list is posted to the SDCCD Perkins Resource page. Click here for a direct link to the list.

Food

Food is only allowable for parent and family engagement (unless an instructional cost – for example, culinary). Food for events or meetings with students, employers, or community groups is not allowable. Food for advisory committee meetings is not allowable.

Purchases

Institutions are encouraged to provide their assigned buyer full context on the requirements of the purchase, etc. and all background information necessary to make an informed decision. Establishing strong, positive, and regular communication with your assigned buyer is strongly encouraged.

Warranties

Purchasing a warranty for a piece of equipment needed for a CTE program, using Perkins funding, is allowable under certain conditions. The following guidance is quoted from an email correspondence from The Bruman Group who are Perkins experts:

"If California has a restriction on maintenance and warranty costs, that would supersede anything in the UGG. The section 2 CFR 200.447 on insurance does allow for insurance costs, with some caveats. A warranty or maintenance plan would keep the equipment in efficient operating condition and could be allowable under 200.452. And there isn't anything in Perkins that deems these unallowable expenses. But you should be careful to ensure that the warranties are for pieces of equipment that were also purchased with Perkins funds and that the warranties/maintenance plans do not extend beyond the period of performance or are charged to the correct budget periods."

Quote Threshold
All individual purchases of $10,000 and above require three quotes.

Bid Threshold
The Board of Governors of the California Community College's statutory bid threshold for community colleges is $114,500 as of January 1, 2024, pursuant to Public Contract Code 20651 (d). This threshold applies to the purchase of equipment, materials, supplies to be furnished, sold, or leased to the District; services that are not construction, and repairs that are not a Public Project or Maintenance as defined in Public Contract Code Section 22002. The bid threshold is cumulative for each supplier. The bid threshold is valid for one calendar year and is typically assessed each January 1.

The Purchasing & Contracts team sets an internal bid threshold 10% below the State's allowance to assure funding is available should the project require unforeseen change orders.

Grant leads are encouraged to communicate early with their purchaser (as early as possible) to explore the estimated total costs, potential change orders, etc.

Required Vendor Registration with SAM.gov
All vendors paid by federal funding are required by the Federal Government to be registered on SAM.gov prior to receiving funds.

Student Funding for Internships
As of March 2022, per our assigned state monitor, funding may be utilized to support students participating in an unpaid internship or work experience. Approval was based on Section 35 (b) (55)

> ***Section 135 (b)***
>
> *(5) plan and carry out elements that support the implementation of career and technical education programs and programs of study and that result in increasing student achievement of the local levels of performance established under section 113, which may include—*

(5S) support to reduce or eliminate out-of-pocket expenses for special populations participating in career and technical education, including those participating in dual or concurrent enrollment programs or early college high school programs, and supporting the costs associated with fees, transportation, child care, or mobility challenges for those special populations; or

Guidance:

Need: lack of paid internships is a challenge for our students with participating in work-based learning opportunities and specifically our Work Experience courses

Approved Model: Provide a one-time payment to provide financial support to help offset expenses associated with transportation, meals, professional attire, childcare, and lost wages accrued while participating in an unpaid internship within Work Experience courses.

Students will go through a screening process to determine eligibility for the stipend.

Eligibility will be based on:

- o Enrollment in work experience class
- o Completing an unpaid internship
- o A career education major
- o Financial need and/or member of a Perkins defined special population
- o Whether or not they have previously received a stipend

Core Indicators & State Performance Levels

Core Indicators

The State Chancellor's Office compiles core Indicator reports based on M.I.S. uploads submitted to the State by the SDCCD. The data for each core indicator is unique and determined by specific definitions provided by the State and disaggregated by the "special populations" required by Perkins. Core indicators are compared to Performance goals assigned by the State. See sample program and institution core indicator in Appendix B.

Core indicator reports are supposed to help programs assess gaps and then identify strategies (and fund these strategies) to close the gaps. Each application, project, etc. should connect to a core indicator for one or more special populations – programs need to articulate how the work they are proposing will close the gap for one or more specific special populations. W*here do gaps persist? What has changed? Have any of the interventions (projects and initiatives previously funded by Perkins) helped close the gaps? What new work can I propose to close a gap for one or more special populations directly?*

Perkins V includes three core indicators:
- i. The percentage of C.T.E. concentrators who, during the second quarter after program completion, remain enrolled in postsecondary education, are in advanced training, military service, a service program, the Peace Corps or are placed or retained in employment.

ii. The percentage of C.T.E. concentrators who receive a recognized postsecondary credential during participation in or within one year of program completion.

iii. The percentage of C.T.E. concentrators in C.T.E. programs that lead to nontraditional fields.

Perkins V Core Indicator Alignment to Vision for Success

Perkins V Core Indicator	Vision for Success Goal
1P1 Postsecondary placement and retention	Goal 2 – Over five years, increase by 35% the number of CCC students transferring annually to a U.C. or C.S.U. Goal 4 – Over five years, increase the percent of existing FTE students who report being employed in their field of study
2P2 Earned Recognized Postsecondary credential	Goal 1 – over five years, increase by at least 20% the number of CCC students annually who acquire associate degrees, credentials, certificates, or specific skill sets to prepare them for an in-demand job.
3P3 Nontraditional Program Concentration	Goal 5 – reduce equity gaps across all measures.

Numerators and Denominators

PERKINS V CORE INDICATORS			
Core Indicator	**Statute Language**	**Numerator**	**Denominator**
1P1 Postsecondary Retention & Placement	The percentage of C.T.E. 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 described in section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)), or are placed or retained in employment.	C.T.E. Concentrators who, during the 2nd quarter after exit, remain enrolled in postsecondary education, are in advanced training, military services, or a service program, or are placed or retained in employment	The Number of C.T.E. Concentrators who completed a program of study
Data Sources: *State, Community Colleges Administrative Records*			
2P1 Earned Recognized Postsecondary Credential	The percentage of C.T.E. concentrators who receive a recognized postsecondary credential during participation in or within one year of program completion.	The number of C.T.E. concentrators in the denominator who earned an industry-recognized credential, a certificate, a degree, or who completed the transfer program and were classified as transfer.	Concentrators enrolled in most recent academic year or concentrators who completed an existing point in a previous academic year

Data Sources: Industry certification, self-reporting, state community colleges administrative records			
3P1: **Nontraditional Program Concentration**	The percentage of C.T.E. concentrators in career and technical education programs and programs of study that lead to nontraditional fields.	Concentrators in the denominator who are of underrepresented gender	The number of C.T.E. concentrators in programs deemed nontraditional for either gender
Data Sources: Community Colleges Administrative Records			

Challenges with the Core Indicators

Updated core indicator data is often provided too late to inform local application selection. However, it is the primary tool the State provides for guiding Perkins applications and informing what gets funded. Thus, the SDCCD institution will utilize the most up-to-date core indicator data available to support the assessment of need and funding decisions.

Review and Signatures

Review of Core Indicator data at the program, institution, and district levels are required.
- **Program level core indicator reports** must be reviewed by the program faculty and Dean. Program level core indicator reports must be signed by the Dean.
- **Institution level core indicator reports** must be reviewed by the Dean and the Presidents. Institution level core indicator reports must be signed by the Presidents.
- **District level core indicator report** must be reviewed annually by the Vice-Chancellor of Instruction and the Chancellor. Institution level core indicator report must be signed by the Chancellor. A summary of institution-level core indicator reports must be provided with the district core indicator report.

The institutions must maintain signed copies within their Perkins files for audit purposes. Signed copies must also be sent to the District and held on file at the District for audit purposes.

Two-year lag in data
Data pulled for the Core Indicators is two years behind the current operating year:
- 2020-21 Program Year informed by 2018-2019 cohort data

Core Indicator and Special Populations

Core Indicators will be disaggregated into the following special populations:
1. individuals with disabilities
2. individuals from economically disadvantaged families, including low-income youth and adults
3. individuals preparing for nontraditional fields
4. single parents, including single pregnant women
5. out-of-workforce individuals
6. English learners

7. homeless individuals
8. youth who are in, or have aged out of, the foster care system
9. youth with parents on active duty in the armed forces

State Performance Levels

Based on historical performance (informed by the Core Indicators), the State assigns performance targets. Performance targets are districtwide and assigned across two years. Changes to performance targets can only occur every two-years. Once performance targets are approved, the District must perform within 90% of the target each year. A summary of the SDCCD's historical performance is provided in Appendix C.

Application Components, Templates, and Resources

Institution-specific local applications are due from the institution to the District around the end of April. Final due dates are distributed each fall, pending State guidance.

There are eight (8) primary components to the Local Application that must be completed by or in partnership with each institution.

NOVA Contacts

- "College Responsible Administrator/Dean of Career Education"
  - Each institution must confirm *at least one* primary NOVA Perkins Application role. Considerations should be given to not only the primary lead but also those who may be needed for application content entry.

Target Performance

The SDCCD must either accept the State target or negotiate a new local target for each core indicator.

- The State Targets will be provided in the context of past targets and past performance.
- A districtwide discussion will be had, and recommendations will be made to the Vice Presidents of Instruction.

Sample information is available in Appendix D.

Districtwide Goals & Metrics

Selection of Vision for Success Goals and Student Success Metrics

- There are five (5) Vision for Success Goals. For all five goals, we must have at least
- Student Success Metrics must be selected.
- There are 55 Student Success Metrics.
- Each activity funded must also be tied to a Student Success Metric and cannot be fully-added into the NOVA system until the Student Success Metrics are added at the District level.
- Each institution will provide a list of the Student Success Metrics they plan to utilize

within the application, prior to NOVA inputting content into NOVA. The District Career Education and Workforce Development Department then enter this information districtwide, thus ensuring the requested metrics are available for each institution when they enter their program activity content.

Selected metrics available on Perkins Resource Page

- 2020-21 Vision for Success Metrics Selected for Application
- 2021-22 Vision for Success Metrics Selected for Application
- 2022-23 Vision for Success Metrics Selected for Application
- 2023-24 Vision for Success Metrics Selected for Application

Local Application Narrative Responses

There are eight (8) questions; 2,750 total characters per section.
- A worksheet will be provided with word count limitations for each institution and the District to complete.
- Responses will be compiled and submitted by the SDCCD Career Education & Workforce Development Department.
- See Perkins resource page for most up-to-date version.

Comprehensive Local Needs Assessment (CLNA)

Districts are required to submit one districtwide CLNA. The development of the districtwide CLNA is informed by the Districtwide CLNA Reporting Guide and informed by each college's completion of the Districtwide CLNA Reporting Worksheets Packet. See CLNA sections for details and links to materials. Local Needs Assessment narrative questions are the CLNA Summary questions outlined within the Districtwide CLNA reporting guide. See CLNA sections for details and links to materials.

Purpose & Intent:

- Foundation of Perkins V planning and implementation
- Completed every two years
- Results should drive local application development and all future spending decisions for the two-year period
- One per District

To implement the CLNA, each institution, in consultation with a diverse range of stakeholders, evaluates overall Career Education offerings (programs, services, etc.) within six (6) required elements:
1. Performance on federal accountability indicators
2. Alignment to labor market needs
3. Scope, size, and quality of programs offered.
4. Progress toward implementing programs and programs of study
5. Recruitment, retention, and training of faculty and staff
6. Progress toward improving access and equity

Special Populations and the Comprehensive Needs Assessment

The CLNA must include consultation with representatives of special populations that shall include:

- an evaluation of the performance of special populations on the performance measures;
- an evaluation of strategies to overcome barriers that result in lower access to, or performance gaps in, the courses and programs for special populations;
- programs designed to enable special populations to meet the local levels of performance;
- and provide activities to prepare special populations for high skill, high wage, or in-demand occupations that will lead to self-sufficiency.

Districtwide CLNA Reporting Guide

The SDCCD Districtwide CLNA Reporting Guide provides specific direction for baseline requirements across all SDCCD colleges.

Related worksheets, materials, and process recommendations are available within the guide and on the District's Perkins webpage.

The SDCCD CLNA Guidance is based on the San Diego Imperial Counties Regional Consortium CLNA Reporting Guide, informed by the Regional Needs Assessment Report conducted every two years by the Centers of Excellence, and on the State's Reporting Framework.

- [Districtwide CLNA Worksheet Packet](#)
- Additional resources and word versions available on [Perkins Resource Page.](#)

Programs and Activities

Program Worksheets are no longer required by the Chancellor's Office.

However, District Educational Services will provide program and activity worksheets for each college to use (optional). They will mirror NOVA requirements and provide a template for each college to use to prepare for NOVA submissions.

Institutions are encouraged to use these worksheets and hold them on file within their Perkins records.

Use of these worksheets at the program and institution level will ensure compliance and support easy record keeping. The worksheets are designed for easy input into the NOVA application system.

- Sample Worksheet for Programs
- Sample Worksheet for Across Programs

7A. For each TOP Code the following must be completed:

1. Two Narrative Questions (2,500 character max per question)
   1.1 Briefly describe program improvements issue(s) concerning this

program and include specific examples.
- 1.2 Briefly describe program improvements issue(s) concerning this program and include specific examples.
2. Core Indicator Summary
    - 2.1 Confirmation of availability or not of core indicator information
    - 2.2 If available, confirmation of the number of core indicators at or above State negotiated levels, below State negotiated levels and NR/NA
    - 2.3 Signed paper copy of code indicator report
3. Specific Activities to be funded identified with:
    - 3.1 Activity Title
    - 3.2 Short description of the activity (1000 character limit)
    - 3.3 Associated Permissive Use
    - 3.4 Perkins Activity Category
    - 3.5 Selection of at least one Student Success Metric
4. Budget – for each budget item within the TOP Code:
    - 4.1 Activity associated with the expense (see above activities list – activities must be added into the NOVA system to enable the addition of budget information)
    - 4.2 Account number
    - 4.3 Expenditure category
    - 4.4 Direct expenditure dollar amount (note: Institutions may not use admin expenditure line)
    - 4.5 Brief description of expenditure (1000 character limit)

7B. For Across Program, the following must be completed:
1. Two Narrative Questions (2,500 character max per question)
    - 1.1 Briefly describe program improvements issue(s) concerning this program and include specific examples.
    - 1.2 Briefly describe program improvements issue(s) concerning this program and include specific examples.
2. Specific Activities to be funded identified with:
    - 2.1 Activity Title
    - 2.2 Short description of the activity (1000 character limit)
    - 2.3 Associated Permissive Use
    - 2.4 Perkins Activity Category
    - 2.5 Selection of at least one Student Success Metric
3. Budget – for each budget item within the TOP Code:
    - 3.1 Activity associated with the expense (see above activities list – activities must be added into the NOVA system to enable the addition of budget information)
    - 3.2 Account number
    - 3.3 Expenditure category
    - 3.4 Direct expenditure dollar amount (note: Institutions may not use admin expenditure line)
    - 3.5 Brief description of expenditure (1000 character limit)

Certification

Additional Local Application Components include:
- Certification – *to be completed by the District*
  - Allocation Certification – must be certified by District Chief Executive/Business Officer
  - Assurances – District Superintendent/President
  - Regulations – District Superintendent/President
  - Target Performance – State Monitor must approve
  - Actual performance – check box confirming we have reviewed.

Timeline for CLNA

The CLNA must be completed every two years.

The CLNA process begins during the summer in odd years and must be completed the following spring.

Draft Timeline for 2024-2025 CLNA:
- Summer 2023 – Districtwide planning meeting held; Fall CLNA processes confirmed; districtwide data distributed
- Fall 2023 – institutions engage faculty, staff, and administrators as well as required stakeholders (per consultation requirements) in local CLNA processes
- Spring 2024 – complete CLNA process at the institution level; compile into districtwide CLNA; submit to the State with 2023-24 application in NOVA.

Expanded Consultation

SEC. 134. [20 U.S.C. 2354] (d) CONSULTATION and (e) CONSULTATION CONTINUED
In conducting the comprehensive needs assessment, SDCCD institutions must involve a diverse body of stakeholders, including, at a minimum:
1. representatives of career and technical education programs in a local educational agency or educational service agency, including teachers, career guidance and academic counselors, principals and other school leaders, administrators, and specialized instructional support personnel and paraprofessionals;
2. representatives of career and technical education programs at postsecondary educational institutions, including faculty and administrators;
3. representatives of the State board or local workforce development boards and a range of local or regional businesses or industries;
4. parents and students; representatives of special populations;
5. representatives of regional or local agencies serving out-of-school youth, homeless children and youth, and at-risk youth (as defined in section 1432 of the Elementary and Secondary Education Act of 1965);
6. representatives of Indian Tribes and Tribal organizations in the State, where applicable; and
7. any other stakeholders that the eligible agency may require the eligible recipient to consult.

SDCCD institutions shall consult with the stakeholders listed above on an on-going basis. Engagement may include consultation to:

- provide input on annual updates to the comprehensive needs assessment
- ensure programs of study are:
- responsive to community employment needs;
- aligned with employment priorities in the State, regional, tribal, or local economy identified by employers and the entities described in subsection(d), which may include in-demand industry sectors or occupations identified by the local workforce development board;
- informed by labor market information
- designed to meet current, intermediate, or long-term labor market projections; and
- allow employer input, including input from industry or sector partnerships in the local area, where applicable, into the development and implementation of programs of study to ensure such programs of study align with skills required by local employment opportunities, including activities such as the identification of relevant standards, curriculum, industry-recognized credentials, and current technology and equipment;
- identify and encourage opportunities for work-based learning; and
- ensure funding under this part is used in a coordinated manner with other local resources.

A districtwide stakeholder engagement model was developed in 2021 to meet the expanded consultation requirements. Direct link to stakeholder engagement model

Reporting Requirements

Time and Effort

Time and Effort applies to those whose salaries and benefits are booked to the Perkins grant (1000s, 2000s, and 3000s). Time and Effort reporting is primarily connected to the documentation of individuals whose salaries and or benefits (some or all) hit federal sources of funding.

For Perkins, this primarily impacts: NANCE and contract staff members as well as some faculty members who are assigned roles funded partially or in full by the grant in support of grant activities approved by the State within the annual application.

Must follow guidance provided by District Grants & Contracts: Time and Effort Guidance

Semi-annual is defined as January and July:

- July – December to be reported in January
- January – June to be reporting in July

Must use reporting template provided by District Grants & Contracts: Time and Effort Template

Position Column

The position column should be used to communicate both the role/position and the work actually completed that was tied to approved Perkins grant activities.

This column is not meant to be used for formal HR purposes (formal position, classification, contract length, etc.), but should be used to provide the title of the role, the main responsibilities of that role in relationship to the federal grant, and the primary activities completed by the role within the time frame being reported – all activities must be aligned with approved Perkins application activities.

Percentage of Time

100% should be utilized regardless of contract length; for example, a faculty member with a 10-month contract fully funded through Perkins and a staff member with a 12-month contract fully funded through Perkins should both be noted as a 100 percent.

Student Stipends

Student stipends (funded through federal grants and provided through the 7000s) designed to support work-based learning activities, offset expenses related to internships and/or other forms of WBL do not automatically trigger time and effort reporting requirements.

If the student receiving a stipend for the purpose noted above is also an employee or has been an employee at some point during the same fiscal year, it is currently recommended that time and effort reporting be completed. Other forms of student stipends may trigger time and effort. Additional guidance is being explored.

Maintaining Documentation

As of April 2025, there is no formal requirement to submit Time and Effort reporting to District Offices. However, for Perkins reporting, we recommend retaining them within your quarterly reporting files and submitting them along with those quarterly reports.

As of April 2025, there is no formal requirement to submit Time and Effort reporting when adjusting salary and benefits expenses in or out of federal funding sources (making Journal Entry requests for example). However, you must be maintaining documentation for all roles added to federal funding sources and will likely be reminded of this requirement by business services

Time and Effort Resources

- [Time and Effort Uniform Grant Guidance CFR 200.430](#)
- [Time and Effort SDCCD Guidance for Reporting](#)
- [Time and Effort SDCCD Reporting Template](#)
- [Notes from Bruman Group training on Time and Effort](#)

Quarterly Report

Quarterly reports are due from the institution to the District the first week of the month following the end of the quarter. Final due dates are distributed each fall pending State guidance.

Quarterly reports should be submitted to the District and include:
- Quarterly Narrative Responses to Core Indicator Progress Questions (worksheet available)
- Quarterly updates on all programs and across programs funded (activities report)
- Budget changes, including changes in funding and or changes in the scope of activities

Institutions are encouraged to track quarterly activities based on the specific activities entered into the NOVA Application.

Institutions are required to provide succinct bullets on activities for the quarter work occurred. If Perkins funds are utilized during a quarter, then the activity funded must be noted. Quarterly activity is not required. If no activity occurs during a quarter, please include "No Activity" within the chart below.

Sample due dates:
>*Q1 – First week of October*
>*Q2 – First week of January*
>*Q3 – First week of April Q4 –*
>*First week of July*

Final Report

In the past, the state reporting requirements met both state and federal requirements. This is no longer the case.

The structure of the final report within NOVA is now focused solely on progress made on the Perkins Core Indicators (similar to the quarterly reporting framework).

In order to meet federal compliance requirements, the SDCCD requires each program funded with Perkins to provide a summary of outcomes and accomplishments based on their application. These program specific final reports are held on file at the college and at the district office.

See Perkins resource page for word and pdf version of reporting materials.

Annual SDCCD Perkins Report

Beginning in August 2018-2019, the District produces an annual report highlighting program and project outcomes supported by Perkins. This report is compiled by the District Career Education & Workforce Development Department and provided to the institutions for review prior to publishing. See the District Perkins webpage for past reports.

- 2021-2022 Perkins Report

Program Management

Head Count Confirmation and Perkins Allocations

The headcount data determines the total Perkins funding received by the District.
- 5% of total funds are reserved for District Business Services
- 15% of total funds are allocated to District Educational Services
- Remaining funds are distributed to the four colleges based on percentage of headcount

The State provides preliminary head count reports annually in late January/early February. *See Appendix G for a sample headcount report.*

This data is vetted by District Educational Services. The validation process includes District Student Services, Career Education & Workforce Development, District IT, and District Research. The data is then approved, or a request for a revision is made. When revisions are submitted, MIS must also be re-submitted.

Summary of head count and the CS and MIS files pulled to inform head count is available here.

VTEA Questions are central to informing Perkins allocations. To view current VTEA questions, please click here (as of April 2022).

Summary of Perkins Head Count (as of April 2022)

Timeline (Sample)

	Academic Year											
	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL
Local CLNA Process*	x	x	x	x	x	x	x	x	x				
Local Program Application Process					x	x	x	x	x				
Headcount Review and Certification							x	x					
CLNA Due*										X			
Local Application Due										x			
Quarterly Reporting	x			x			x			x			x
Final Report		x											

	Odd year (example: 2021)												Even year (Example: 2022)											
	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D
Local CLNA Process*							x	x	x	x	x	x	x	x	x									
Local Program Application Process	x	x	x	x							x	x	x	x										x
Headcount Review and Certification	x	x											x	x										
CLNA Due*			x										x	x		X								
Local Application Due			x												x									
Quarterly Reporting	x			x			x			x			x			x			x			x		
Final Report							x										x							

*CLNA occurs every two years; begins summer prior to spring due date; due every other April

Distribution of Funds

Chancellor's Office distributes funds after the headcount certification process is complete. In 2024, the memo with Perkins funding allocation went out April 22, 2024. Perkins distributions are included with other categorical funding (including SWP) in the Tentative budget District sends colleges. Here is an example from 2024-25 of the Perkins distribution percentages:

Perkins 1C - 2024-25

Confirmed Total Allocation (Districtwide):	$2,499,707.00	*Per NOVA as of 4/15/24*	
Colleges	$2,074,757.00	83%	
District Educational Services	$299,965.00	12%	
District Business Services	$124,985.00	5%	
	$2,499,707.00		

College Distribution
Distriution based on percentage of headcount

			Headcount
City	$503,239.00	24.26%	5,366
Mesa	$757,765.00	36.52%	8,080
Miramar	$468,820.00	22.60%	4,999
Continuing Education	$344,933.00	16.63%	3,678
	$2,074,757.00	**100%**	**22,123**

Local Planning Team

Each institution maintains a Local Planning Team to inform and guide Perkins investments, application processes, and the Comprehensive Local Needs Assessment.

See page 25 for required representation on Local Planning Teams.

Members of the Local Planning Team should be provided with this handbook, access to relevant data, and opportunities to review current institution specific practices and inform iterative improvements.

NOVA

Perkins V application, CLNA, quarterly reporting, and final report are managed within the State's NOVA application.

Contacts/Roles must be assigned within NOVA for local college level access, district reporting, and district approvals. Changes in key roles should be communicated to the District's Career Education and Workforce Development Department.

Substantially Approved versus Fully Approved

Per the San Diego region's assigned Perkins State Monitor (July 2020), once an application is substantially approved, then the institution may begin spending on most items:

- Salaries and benefits
- Supplies and materials
- professional development
- other activities

All purchases of more than $5,000 are restricted until the application has been fully approved by the State.

Changes within program and institutional budgets

Budget adjustments

If adjustments are at or under 10% in an existing line item, then only narrative justification for the change in the quarterly reports is needed. If the adjustment is greater than 10%, then a budget amendment may be needed, and prior approval should be requested. The District makes all approval requests to the State on behalf of the institution. The institution needs to contact the District in advance.

Inventory Assets and Equipment List Management

Physical inventory must be maintained by each institution.

Requisitions:

1. When creating requisitions using PERKINS funds add "PERKINS" item xxxx in the requisition comments field (the user MUST use additional information field and click show at receipt). This field is not searchable, but it is always viewable

   when the purchase order is viewed. Single items over the annual bid limit will need to be bid. Contact Purchasing & Contracts for help.

   Additional Information

   PERKINS - ADD ITEM#

   ☐ Send to Supplier   ☑ Show at Receipt   ☐ Show at Voucher

2. When creating the requisition enter the Dean. Site, Building, Room Number and "PERKINS" in the Requisitions Comments and Attachments field on the requisition.

   Requisition Comments and Attachments

   Enter requisition comments

   DEAN/CAMPUS/BLD-RM#/PERKINS

   ☐ Send to Supplier   ☑ Show at Receipt   ☑ Shown at Voucher

3. Adding the word Perkins and the building and room will help to specifically locate the location of the item purchased for future research.

NOTE: Purchases over the bid threshold (see bid threshold section for current dollar amount) must go through the formal bid process. Contact District Purchasing and Contracts **before** beginning outreach to potential vendors. Any outreach to vendors prior to the formal bid process may disqualify the vendor from submitting a bid.

Perkins Equipment Identification & Labeling Processes:
1. Distribution Center and/or Campus Receiving Department receives and distributes equipment.
    a. Distribution Center and/or Campus Receiving Department tags and enters data into the system
2. Tagging is the responsibility of the Distribution Center or Campus Receiving Department.
    a. Program coordinators are not responsible for tagging or tracking equipment purchased with Perkins funds. Campuses are responsible for equipment movement within sites.
3. Labeling of Equipment purchased with Perkins: Perkins stickers should be added to the equipment at the same time when the EQ number is added.
    a. If new labels are needed, please reach out to the SDCCD Career Education & Workforce Development Department
    b. If needed, Program Coordinators can add Perkins stickers to equipment once delivered to the classroom (if missing stickers and/or if Receiving does not add the Perkins sticker when labeling the equipment with required EQ numbers).
4. All equipment should be shipped to the Distribution Center (DIS/CED) or College Campus Receiving. Arrangements can be made for large or installation required equipment.
5. Reports can be generated by the commodity code used on the purchase order.
6. If a special report is needed for equipment purchased with Perkins funds, it can be generated by the GL strings.
7. Depreciation of equipment over $5,000 is calculated each year by Fiscal Services each year.

Out-of-State Travel Requests and Processes

Form
Spring 2023, the Chancellor's Office update the required out-of-state travel form. Signatures are now required. See District Perkins resource page for the form and guidance.

Restrictions
State funds cannot be used to travel to many states. See full list here.

Out of state travel is not permitted with Perkins Reserve Funds. Process

Out-of-state Travel Requests must receive state approval prior to travel. Institutions requesting out-of-state travel must submit the completed form and relevant paperwork to the District Career Education & Workforce Development Department.

The District will review the content, provide any edits (if needed), and then submit the form to the State on behalf of the institution.

This process can take time – we strongly recommend that requests are made multiple months in advance.

Travel may occur only after approval is confirmed by the state monitor.

Guidance

Individuals requesting out-of-state travel are expected to do their due diligence and research for lowest rates for travel, accommodations.

Within the out-of-state travel request form, the individual requesting the travel must address which core indicators they are improving with this professional development. It tells an auditor that the individual knows how to access core indicators, interpret them, and provide strategies for implementation of improvement. Not just for a general response to retention or skills attainment; rather, which specific special populations need more support and will benefit from these Perkins funds.

Out-of-state travel requests must be reviewed and approved by the institution and the District prior to submitting them to the State. The review is expected first at the institution level, then at the district level, and then at the State.

Reserve Funds

Perkins Reserve Funds (formerly known as Tech Prep and then CTE Transitions) increased from 10% under Perkins IV to 15% under Perkins V. Reserve funds are up to 15% of the State's Perkins 1C allocation (approx. $5 million statewide). In the past, these funds were distributed automatically to all Community College Districts. For Perkins V, the State has chosen to no longer automatically distribute these funds.

Reserve Funds are now available through a competitive RFA process to provide funding to support the implementation of proven and evidence-based strategies to close equity and participation gaps in skills and employment. The funds have been rebranded as the Perkins Reserve Innovation Grant.

The first round of Perkins Reserve Innovation Grants was spring 2022. Grants were awarded for $300,000 for July 2022 – June 2024.

As of August, 2023, future rounds of Perkins Reserve Innovation Grants have been put on hold while the Chancellor's Office evaluates the effectiveness of the first round.

Goals of the Perkins Reserve Innovation Grant:
  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.

Reference Materials

District Summaries and Reports
- [Districtwide 2022 CLNA for the 2022-23 and 2023-24 program years](#)
- [Districtwide 2020 CLNA for the 2020-21 and 2022-23 program years](#)
- Regional Needs Assessment Reports:
  - [2022](#)
  - [2020](#)
- District Annual Reports
  - [2020-2021](#)
  - [2019-2020](#)
  - [2018-2019](#)

Districtwide Worksheets, Templates, and Guides
- [District Perkins Page](#) includes up-to-date forms, worksheets, templates, including:
  - Application worksheets, materials, and deadlines
  - Reporting worksheets, materials, and deadlines
  - Guidance and reference documents
  - CLNA materials and guidance
  - Perkins Reserve materials and guidance
  - Core indicator resources

- [CTE Reporting, Data, and Resources](#)

State and National Resources and Reference
- [CCCCO Perkins V Website](#)
- [Perkins V Act](#)
- [Comparison of Perkins IV and Perkins V - ACTE Resource](#)
- [ACTE Perkins Site](#)
- [ACTE Local Needs Assessment Guide](#)
- [NOVA](#)

Appendix A

Permissive Uses as listed within NOVA Application (2020-21)

§135(c)(1): to involve parents, businesses, and labor organizations as appropriate, in the design, implementation, and evaluation of career and technical education programs authorized under this title, including establishing effective programs and procedures to enable informed and effective participation in such programs;

§135(c)(2): to provide career guidance and academic counseling, which may include the information described in section 118, for students participating in career and technical education programs, that: a) improves graduation rates and provides information on postsecondary and career options, including baccalaureate degree programs, for secondary students, which activities may include the use of graduation and career plans; and b) provides assistance for postsecondary students, including for adult students who are changing careers or updating skills;

§135(c)(3): for local education and business (including small business) partnerships, including for:
> **a)** work-related experiences for students, such as internships, cooperative education, school-based enterprises, entrepreneurship, and job shadowing that are related to career and technical education programs;
> **b)** adjunct faculty arrangements for qualified industry professionals; and
> **c)** industry experience for teachers and faculty;

§135(c)(4): to provide programs for special populations;
§135(c)(5): to assist career and technical student organizations;

§135(c)(6): for mentoring and support services;

§135(c)(7): for 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;

§135(c)(8): for teacher preparation programs that address the integration of academic and career and technical education and that assist individuals who are interested in becoming career and technical education teachers and faculty, including individuals with experience in business and industry;

§135(c)(9): to develop and expand postsecondary program offerings at times and in formats that are accessible for students, including working students, including through the use of distance education;

§135(c)(10): to develop initiatives that facilitate the transition of sub-baccalaureate career and technical education students into baccalaureate degree programs, including:
> **a)** articulation agreements between sub-baccalaureate degree-granting career and technical education postsecondary educational institutions and baccalaureate degree-granting postsecondary educational institutions;

b) postsecondary dual and concurrent enrollment programs;

c) academic and financial aid counseling for sub-baccalaureate career and technical education students that informs the students of the opportunities for pursuing a baccalaureate degree and advises the students on how to meet any transfer requirements; and

d) other initiatives:
> **i)** to encourage the pursuit of a baccalaureate degree; and
> **ii)** to overcome barriers to enrollment in and completion of baccalaureate degree programs, including geographic and other barriers affecting rural students and special populations;

§135(c)(11): to provide activities to support entrepreneurship education and training;

§135(c)(12): for improving or developing new career and technical education courses, including the development of new proposed career and technical programs of study for consideration by the eligible agency and courses that prepare individuals academically and technically for high skill, high wage, or high demand occupations and dual or concurrent enrollment opportunities by which career and technical education students at the secondary level could obtain postsecondary credit to count towards an associate or baccalaureate degree;

§135(c)(13): to develop and support small, personalized career-themed learning communities;

§135(c)(16): to provide assistance to individuals who have participated in services and activities under this Act in continuing their education or training or finding an appropriate job, such as through referral to the system established under section 121 of Public Law 105-220 (29 U.S.C. 2801 et seq.);

§135(c)(17): to support training and activities (such as mentoring and outreach) in nontraditional fields;

§135(c)(19): to support innovative initiatives, which may include:
a) improving the initial preparation and professional development of career and technical education teachers, faculty, administrators, and counselors;
b) establishing, enhancing, or supporting systems for:
> **i)** accountability data collection under this Act; or
> **ii)** reporting data under this Act;
b) implementing career and technical programs of study described in section 122(c)(1)(A); or
c) implementing technical assessments; and

§135(c)(20): to support other career and technical education activities that are consistent with the purpose of this Act.

Appendix B

Sample Core Indicator Reports

College Core Indicator Information by 6-Digit TOP (2020-2021)
Perkins IV, Title I, Part C Local Application

Agreement # _____   District/College: SAN DIEGO/SAN DIEGO MESA

124010 - Dental Assistant

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

Cohort Year CTE Enrollments: 446   **CTE Headcount:**   33

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

Core Indicator 1 Technical Skill Attainment	Count	Total	Negotiated Level State	District	College Performance	Percent Above or Below Negotiated Level
1 CTE Cohort*	38	39	91.75	87.53	97.44	9.9
2 Non-Traditional	3	4	91.75	87.53	75.00	N/A
3 Displaced Homemaker	2	2	91.75	87.53	100.00	N/A
4 Economically Disadvantaged	25	26	91.75	87.53	96.15	8.6
5 Limited English Proficiency			91.75	87.53	N/R	N/R
6 Single Parent	2	2	91.75	87.53	100.00	N/A
7 Students with Disabilities	2	2	91.75	87.53	100.00	N/A
8 Migrant			91.75	87.53	N/R	N/R

Core Indicator 2 Completions - Credential, Certificate, Degree or Transfer	Count	Total	Negotiated Level State	District	College Performance	Percent Above or Below Negotiated Level
9 CTE Cohort*	22	23	89	89	95.65	6.7
10 Non-Traditional	2	2	89	89	100.00	N/A
11 Displaced Homemaker	2	2	89	89	100.00	N/A
12 Economically Disadvantaged	13	14	89	89	92.86	3.9
13 Limited English Proficiency			89	89	N/R	N/R
14 Single Parent	2	2	89	89	100.00	N/A
15 Students with Disabilities			89	89	N/R	N/R
16 Migrant			89	89	N/R	N/R

Core Indicator 3 Persistence and Transfer	Count	Total	Negotiated Level State	District	College Performance	Percent Above or Below Negotiated Level
17 CTE Cohort*	38	39	91	91	97.44	6.4
18 Non-Traditional	4	4	91	91	100.00	N/A
19 Displaced Homemaker	2	2	91	91	100.00	N/A
20 Economically Disadvantaged	25	26	91	91	96.15	5.2
21 Limited English Proficiency			91	91	N/R	N/R
22 Single Parent	2	2	91	91	100.00	N/A
23 Students with Disabilities	2	2	91	91	100.00	N/A
24 Migrant			91	91	N/R	N/R

Core Indicator 4 Employment	Count	Total	Negotiated Level State	District	College Performance	Percent Above or Below Negotiated Level
25 CTE Cohort*	13	18	73.23	73.23	72.22	-1.0
26 Non-Traditional	DR	DR	73.23	73.23	DR	N/A
27 Displaced Homemaker	DR	DR	73.23	73.23	DR	N/A
28 Economically Disadvantaged	8	10	73.23	73.23	80.00	6.8
29 Limited English Proficiency			73.23	73.23	N/R	N/R
30 Single Parent	DR	DR	73.23	73.23	DR	N/A
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			Negotiated Level		College Performance	Percent Above or Below Negotiated Level

Form 1 Part E-C Last Revised 01/15/2008   * If no district target is available then state targets will be used.

College Core Indicator Information by 6-Digit TOP (2020-2021)

Perkins IV, Title I, Part C Local Application

		Count	Total	State	District		
33	CTE Cohort*	4	39	26	23.96	10.26	-13.7
	Non-Traditional	4	39	26	23.96	10.26	-13.7
	Displaced Homemaker		2	26	23.96	0.00	N/A
	Economically Disadvantaged	2	26	26	23.96	7.69	-16.3
	Limited English Proficiency			26	23.96	N/R	N/R
	Single Parent		2	26	23.96	0.00	N/A
	Students with Disabilities		2	26	23.96	0.00	N/A
	Migrant			26	23.96	N/R	N/R

Core Indicator 5b Nontraditional Completions				Negotiated Level		College Performance	Percent Above or Below Negotiated Level
		Count	Total	State	District		
34	CTE Cohort*	3	24	30	27.92	12.50	-15.4
	Non-Traditional	3	24	30	27.92	12.50	-15.4
	Displaced Homemaker		2	30	27.92	0.00	N/A
	Economically Disadvantaged	2	14	30	27.92	14.29	-13.6
	Limited English Proficiency			30	27.92	N/R	N/R
	Single Parent		2	30	27.92	0.00	N/A
	Students with Disabilities		1	30	27.92	0.00	N/A
	Migrant			30	27.92	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.

CORE INDICATOR 4 Employment	District Performance						Percent Above or Below Negotiated Level				
	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020		2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
25 CTE Cohort*	68.18	73.75	75.56	78.99	79.13		-3.3	5.6	7.6	7	5.9
26 Non-traditional	61.03	69.26	76.07	76.07	78.47		-10.4	1.1	8.1	4.1	5.2
27 Displaced Homemaker	46.55	52.78	52.73	63.16	44.12		-24.9	-15.4	-15.3	-8.8	-29.1
28 Economically Disadvantaged	66.67	70.94	74.93	78.01	77.89		-4.8	2.8	6.9	6.00	4.7
29 Limited English Proficiency	52.58	64.71	70.64	62.75	73.61		-18.9	-3.5	2.6	-9.3	0.4
30 Single Parent	68.33	70.73	65.63	82.69	71.15		-3.1	2.6	-2.4	10.7	-2.1
31 Student with Disabilities	48.33	51.43	54.36	62.96	66.13		-23.1	-16.8	-13.6	-9.00	-7.1
32 Migrant	N/R	N/R	N/R	N/R	N/R		N/R	N/R	N/R	N/R	N/R

CORE INDICATOR 5a Nontraditional Populations	District Performance						Percent Above or Below Negotiated Level				
	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020		2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
33 CTE Cohort*	23.54	22.69	24.11	24.44	24.6		2.5	0.8	1.6	1.4	0.9

CORE INDICATOR 5b Nontraditional Completions	District Performance						Percent Above or Below Negotiated Level				
	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020		2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
34 CTE Cohort*	27.42	26.35	27.79	28.49	29.05		2.1	0.7	1.8	2.00	1.5

Form 1 Part E-C Last Revised 01/15/2008   * If no district target is available then state targets will be used.

Appendix C

Sample SDCCD Core Indicator Summary Report

DISTRICTWIDE CORE INDICATORS

🟩	10 or more above negotiated levels
⬜	above negotiated levels
🟥	below negotiated levels
🟥	10 or more percent below negotiated levels

CORE INDICATOR 1

	Technical Skill Attainment	District Performance					Percent Above or Below Negotiated Level				
		2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
1	CTE Cohort*	89.67	88.78	86.4	87.98	86.97	0.6	-1.5	-3.2	1.6	-1.2
2	Non-traditional	87.3	86.92	81.04	83.53	82.49	-1.8	-3.3	-8.6	-2.9	-5.7
3	Displaced Homemaker	93.33	90.43	89.2	95.42	88.62	4.2	0.2	-0.4	9.00	0.4
4	Economically Disadvantaged	90.18	88.69	87.26	88.3	87.83	1.1	-1.6	-2.3	1.9	-0.4
5	Limited English Proficiency	84.14	84.35	81.21	81.05	86.19	-5	-5.9	-8.4	-5.3	-2.00
6	Single Parent	90.19	89.2	89.12	88.02	87.11	1.1	-1.00	-0.5	1.6	-1.1
7	Student with Disabilities	86.34	87.85	84.68	83.47	84.22	-2.8	-2.4	-4.9	-2.9	-4.00
8	Migrant	N/R	N/R	N/R	N/R	N/R	N/R	N/R	N/R	N/R	N/R

CORE INDICATOR 2

	Completions -Credentials, Certificates, Degrees, and Transfer	District Performance					Percent Above or Below Negotiated Level				
		2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
9	CTE Cohort*	82.81	93.98	96.65	95.68	95.87	3.1	13.6	12.6	7.8	6.9
10	Non-traditional	87.24	95.28	98.00	97.96	97.4	7.6	14.9	14.00	10.1	8.4
11	Displaced Homemaker	82.05	91.04	100	98.21	98.00	2.4	10.6	16.00	10.4	9.00
12	Economically Disadvantaged	84.5	95.16	96.88	96.35	96.91	4.8	14.7	12.9	8.5	7.9
13	Limited English Proficiency	89.38	96.34	98.34	98.84	99.29	9.7	15.9	14.3	11.00	10.3
14	Single Parent	87.13	94.25	96.36	93.75	93.42	7.5	13.8	12.4	5.9	4.4
15	Student with Disabilities	90.95	98.47	97.74	99.26	98.23	11.3	18.1	13.7	11.4	9.2
16	Migrant	N/R	N/R	N/R	N/R	N/R	N/R	N/R	N/R	N/R	N/R

CORE INDICATOR 3

	Persistence and Transfer	District Performance					Percent Above or Below Negotiated Level				
		2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
17	CTE Cohort*	86.94	95.46	97.03	96.41	96.26	1.9	10.3	9.3	6.4	5.3
18	Non-traditional	89.24	95.47	97.38	97.59	97.64	4.2	10.3	9.6	7.6	6.6
19	Displaced Homemaker	88.82	97.14	97.84	97.03	98.95	3.8	12.00	10.1	7.00	7.9
20	Economically Disadvantaged	88.63	96.86	97.48	96.94	97.27	3.6	11.7	9.7	6.9	6.3
21	Limited English Proficiency	91.88	96.71	98.65	98.4	98.77	6.9	11.5	10.9	8.4	7.80
22	Single Parent	93.15	97.55	97.98	94.04	94.56	8.1	12.4	10.2	4	3.6
23	Student with Disabilities	92.15	97.96	98.13	98.57	98.06	7.1	12.8	10.4	8.6	7.10
24	Migrant	N/R	N/R	N/R	N/R	N/R	N/R	N/R	N/R	N/R	N/R

Appendix D

SDCCD Historical State Performance Summary

San Diego Community College District   *Mar-20*
State Performance Levels

1. Technical Skill Attainment

Program Year	State Target	District Agreed Target	Actual Performance	90% of Agreed upon Target	Goal Met (Yes or no)
2016-2017	91.00%	90.24%	88.79%	81.22%	Yes
2017-2018	91.00%	89.60%	86.40%	80.64%	Yes
2018-2019	91.00%	86.40%	87.98%	77.76%	Yes
2019-2020	91.75%	88.21%	86.97	79.39%	Yes
Average	91.19%	88.61%	2240.04%	79.75%	

2. Completions (Credential, Certificate, License or Degree)

Program Year	State Target	District Agreed Target	Actual Performance	90% of Agreed upon Target	Goal Met (Yes or no)
2016-2017	83.00%	80.41%	88.78%	81.22%	Yes
2017-2018	88.00%	84.01%	96.65%	75.61%	Yes
2018-2019	88.00%	87.40%	95.68%	79.06%	Yes
2019-2020	89.00%	89.00%	95.87%	80.10%	Yes
Average	87.00%	85.21%	94.25%	79.00%	

3. Persistence & Transfer

Program Year	State Target	District Agreed Target	Actual Performance	90% of Agreed upon Target	Goal Met (Yes or no)
2016-2017	88.00%	85.19%	95.46%	76.67%	Yes
2017-2018	90.00%	87.76%	97.03%	78.98%	Yes
2018-2019	90.00%	90.00%	96.41%	81.00%	Yes
2019-2020	91.00%	91.00%	96.26%	81.90%	
Average	67.75%	67.19%	72.43%	60.47%	

4. Placement

Program Year	State Target	District Agreed Target	Actual Performance	90% of Agreed upon Target	Goal Met (Yes or no)
2016-2017	68.00%	68.18%	73.75%	61.36%	Yes
2017-2018	68.00%	68.00%	75.56%	61.20%	Yes
2018-2019	72.00%	72.00%	78.99%	64.80%	Yes
2019-2020	73.23%	73.23%	79.13%	66.91%	
Average	70.31%	70.35%	76.86%	63.57%	

5a. Equity: Non-Traditional Participation

Program Year	State Target	District Agreed Target	Actual Performance	90% of Agreed upon Target	Goal Met (Yes or no)
2016-2017	24.00%	21.91%	22.69%	19.72%	Yes
2017-2018	25.00%	22.47%	24.11%	20.22%	Yes
2018-2019	25.00%	23.08%	24.44%	20.77%	Yes
2019-2020	26.00%	23.96%	24.60%	21.33%	Yes
Average	25.00%	22.86%	23.96%	20.51%	

5b. Equity: Non-Traditional Completion

Program Year	State Target	District Agreed Target	Actual Performance	90% of Agreed upon Target	Goal Met (Yes or no)
2016-2017	28.00%	25.63%	26.35%	23.07%	Yes
2017-2018	29.00%	25.97%	27.79%	23.37%	Yes
2018-2019	29.00%	26.45%	28.49%	23.81%	Yes
2019-2020	30.00%	27.51%	29.05%	25%	Yes
Average	29.00%	26.39%	27.92%	23.75%	

CTE Enrollment:

Program Year	All Students	CTE	Undeplicated CTE Economically Disadvantaged Students	Undeplicated CTE Economically Disadvantaged Students with DSS Students
2016-2017*	126,935	52,186	29,781	29,781
2017-2018*	125,756	51,193	30,724	30,724
2018-2019	129,327	52,530	31,398	31,418
2019-2020*	129,367	50,366	30,305	30,305

*data pulled from prelimary report 1 (versus final report)

Sources:
Perkins Applications; CTE7 Certification; 16-17, 17-18, 18-19, 19-20
CTE Enrollment: Section 132 Categories of Unduplicated Headcount Preliminary and Final Reports; data is two years in the rears

Appendix E

SDCCD Target Performance (2020-21)

2020-2021 Performance Target
NOVA Sandbox SDCCD Application

Core Indicator	2019-20 State Target	2019-2020 FAUPL Target	2020-21 State Target	SPLT
1P1. Placement & Retention	N/A	N/A	73.00%	73.00%
2P1. Recognized Postsecondary Credentials	N/A	N/A	79.65%	79.65%
3P1. Equity: Non-Traditional Participation	N/A	N/A	23.00%	23.00%

Comparison to Historical Actuals

1P1 Proposed Target: Lower than actual histprical performance levels
2P1 Proposed Target: Lower than actual historical performance levels
3P1 Proposed Target: Lower than actual historical performance levels except for 16-17

SUMMARY - HISTORICAL NEGOTIATED TARGETS

CORE INDICATOR	NEGOTIATED TARGETS AND ACTUAL PERFORMANCE											
	16-17			17-18			18-19			2019-20		
	STATE TARGET	DISTRICT TARGET	DISTRICT ACTUAL PERFOR.	STATE TARGET	DISTRICT TARGET	DISTRICT ACTUAL PERFOR.	STATE TARGET	DISTRICT TARGET	DISTRICT ACTUAL PERFOR.	STATE TARGET	DISTRICT TARGET	DISTRICT ACTUAL PERFOR.
Technical Skill Attainment	91	90.24	88.79	91	89.6	89.6	91	86.4	86.4	91.75	88.21	86.97
Completions - Credential, Certificate, Degree or Transfer Ready	83	80.41	96.65	88	84.01	95.68	88	87.84	95.87	89	89	95.87
Persistence and Transfer	88	85.19	95.46	90	87.76	97.03	90	90	96.41	91	91	96.26
Placement/Employment	75	68.18	73.75	68	68	75.56	72	72	78.99	73.23	73.23	79.13
Nontraditional Participation	24	21.91	22.69	25	22.47	24.11	25	23.08	24.44	26	23.7	24.6
Nontraditional Completions	28	25.63	26.35	29	25.97	27.79	29	26.45	28.49	30	27.51	29.05

Appendix F

SDCCD Visions for Success Metrics Selected (2020-21)

Goal	Metric	Institution(s)
Completion	All Applicants Who Enrolled in Any Community College	City and District
Completion	All Applicants Who Enrolled in the Same Community College	City and Miramar
Completion	All Students Who Earned an Associate Degree (including ADTs)	District
Completion	CTE Perkins Participants Who Attained the Living Wage	Mesa & District
Completion	CTE Perkins Participants Who Completed a Noncredit Workforce Milestone	SDCE & District
Completion	CTE Perkins Participants Who Demonstrated a Skills Gain	City, Mesa, Miramar & District
Completion	CTE Perkins Participants Who Earned a Chancellor's Office Approved Certificate	Mesa, Miramar, & District
Completion	CTE Perkins Participants Who Earned a Noncredit Certificate	SDCE
Completion	CTE Perkins Participants Who Earned an Associate Degree (including ADTs)	Mesa
Completion	CTE Perkins Participants Who Earned Nine or More Career Education Units Within the District in a Single Year	Mesa & District
Equity	Students Who Ever Received a College Promise Grant/Board of Governor's Waiver	Mesa & District
Transfer	All Students Who Transferred to Credit Coursework	District
Transfer	CTE Perkins Participants Who Transferred to a Four-Year Institution	Mesa
Workforce	All Unemployed Students Who Became Employed	City & District
Workforce	CTE Perkins Participants Who Demonstrated a Skills Gain	Miramar & District
Workforce	CTE Perkins Participants with a Job Closely Related to Their Field of Study	City, Mesa, Miramar & District

Appendix G

Sample Head Count Report

Report 1:

California Community Colleges
Management Information Systems
Perkins Section 132 Formula Distribution
Based on Perkins Title I-C Allocation Criteria

Using MIS Data from 2018-2019 *

Preliminary Report 1 - Categories of Unduplicated Headcounts by College

Districts	Colleges	1 - All Students	3 - CTE Students	5 - Unduplicated CTE Economically Disadvantaged Students (Columns 1-12 on Report 2)	6 - Unduplicated CTE Economically Disadvantaged Students with DSS Students **
San Diego CCD	San Diego Adult/CED	38,097	12,938	6,901	6,901
	San Diego City College	24,300	9,391	6,375	6,375
	San Diego Mesa College	35,343	13,155	7,792	7,792
	San Diego Miramar College	26,835	13,527	5,523	5,523
	District Total	124,575	49,011	26,591	26,591

Report 2:

California Community Colleges
Management Information Systems
Perkins Section 132 Formula Distribution
Based on Perkins Title I-C Allocation Criteria
Using MIS Data from 2018-2019
Preliminary Report 2 -- CTE Duplicate Counts by Economic Disadvantaged Categories
By Colleges * (Column add vertically -- Rows are not intended to be added horizontally)

DISTRICT	COLLEGE	1-BOGW	2-PELL	3-CALWORKS	4-WIA	5-SSI SELF DECL	6-SSI AUDITABL	7-TANF SELF DECL	8-TANF AUDITABL	9-GA SELF	10-GA AUDITABL	11-OTHER SELF	12- OTHER AUDITABL	13-DSS STUDENT
San Diego CCD	San Diego Adult/CED	0	0	188	115	261	0	343	0	8	0	6,248	0	0
	San Diego City College	4,736	2,157	98	12	95	0	3	0	64	0	3,559	0	0
	San Diego Mesa College	5,521	2,108	51	15	85	0	3	0	52	0	4,767	0	0
	San Diego Miramar College	3,391	1,418	28	11	59	0	0	0	46	0	3,654	0	0
	District Total	13,648	5,683	365	153	500	0	349	0	170	0	18,228	0	0