



**SANTA ROSA JUNIOR COLLEGE
GUIDE FOR STRONG WORKFORCE PROGRAM ROUND 10 &
PERKINS 2025-2026 PROJECT APPLICATION**

Submit application to your Dean by March 31, 2025

please note that large construction projects will not be considered this year

This document is a guide for all of the information that is needed when you submit your application. Once you have all of the below documentation and information, [complete the application – linked here](#)

Project Description Organization

SOC Code: this is a new request but is easily located on the [Bay Region Demand & Supply](#) “TOP-SOC Crosswalk” tab

Objective(s) (Goals)

Name:

Description:

Type: select one from list

Note: the application accepts up to three objectives. If there are more than three objectives, type up additional objectives and upload as a PDF to the “other documentation” upload area.

Activity(ies)

Name:

Description:

Objective that Applies to this Activity: type in corresponding objective

Note: the application accepts up to four activities per objective. If there are more than four activities for one objective, type up additional activities and upload as a PDF to the “other documentation” upload area.

Activity Budget

Code	Type	Amount	Metric (select all that apply)
1000	Instructional Salaries	\$	<input type="checkbox"/> SWP completion <input type="checkbox"/> SWP transfer <input type="checkbox"/> SWP unit accumulation <input type="checkbox"/> SWP workforce <input type="checkbox"/> SWP equity <input type="checkbox"/> BACCC goal A <input type="checkbox"/> BACCC goal B <input type="checkbox"/> BACCC goal C <input type="checkbox"/> Vision 2030 goal 1 <input type="checkbox"/> Vision 2030 goal 2 <input type="checkbox"/> Vision 2030 goal 3 <input type="checkbox"/> Perkins career development <input type="checkbox"/> Perkins prof development <input type="checkbox"/> Perkins skill development <input type="checkbox"/> Perkins skill - program integration <input type="checkbox"/> Perkins implement achievement program
2000	Non-Instructional Salaries	\$	
3000	Benefits (if requesting salaries, must estimate benefits = 30% of salary)	\$	
4000	Supplies (rarely allowable)	\$	
5000	Consultants, Services, Marketing	\$	
6000	Equipment and Construction	\$	
TOTAL		\$	

Narratives to Provide in the Application

Metrics

Select each metric that will be impacted by this project. For each metric selected, describe how investment in this project will result in improved performance of that metric. You do not have to address all of the metrics. Focus on the one(s) that will be impacted by this project and address how program numbers or performance will improve as a result of this project.

Strong Workforce Program Student Success

- Completion: increase number of students annually who acquire associate degrees, credentials, certificates, or specific job oriented skill sets
- Transfer: increase number of students transferring annually to a UC or CSU
- Unit Accumulation: decrease the average number of units accumulated by students earning associate degrees
- Workforce: increase the percent of exiting students who report being employed in their field of study
- Equity: reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups Be specific about which population(s) are included in the term underrepresented

BACCC Regional Strategic Plan

- Goal A: Provide pathways that enable all Bay Area students to find employment and advance to livable wages
- Goal B: Meet the needs of employers in the Bay Region for well-qualified candidates for positions that pay livable wages
- Goal C: Ensure equity in participation, completion, and employment

Vision 2030 Outcomes

- Goal 1: Equity in Success: ensure the academic and career success of all current and prospective students
 - Completion: increase, with equity, the number of students who complete a meaningful educational outcome
 - Baccalaureate Attainment: increase, with equity, the number of students who transfer or earn an ADT
 - Workforce: increase, with equity, the number of students who earn a living wage
- Goal 2: Equity in Access: increase, with equity, the number of students attending college with emphasis on underserved
- Goal 3: Equity in Support: partner with other systems to provide academic, financial, social support necessary to thrive
 - Maximize Financial Aid: increase, with equity, students receiving financial aid
 - Reduce Units to Completion: decrease, with equity, the number of units in excess of 60 for ADT

Perkins Categories

- Career Exploration and Development: provide career exploration and career development activities through an organized, systematic framework
- Professional Development: provide professional development for CTE professionals
- Skill Development: provide the skills necessary to pursue high-skill, high-wage or in-demand industry sectors or occupations
- Skill and Program Integration: support integration of academic skills into CTE programs
- Implement Achievement Programs: plan and carry out elements that support the implementation of CTE programs and programs of study and that result in increased student achievement

Perkins Core Indicators

Review core indicator report by TOP Code and total each positive, negative, N/R or N/A outcome in the last column of the report. Enter numbers below.

How many core indicators are at or above the State negotiated level(s)?

How many core indicators are below the State negotiated level(s)?

How many core indicators are listed as N/R or N/A?

Explain how this project helps reduce gap(s) identified in Core Indicator Report

Comprehensive Local Needs Assessment

Projects that address gaps identified in the CLNA receive funding priority

- Earned Postsecondary Credential
- Non-traditional Program Enrollment 25% or less of one gender is employed
- Special Populations focus of any Core Indicator
 - special populations are: economically disadvantaged; non-traditional fields; single parents; with disabilities; out of workforce; English learners; homeless youth; foster care system youth; youth with parents on active duty in armed forces
- Collaboration and alignment with high school (faculty, staff, students, parents) skills, opportunities, and pathways/ programs of study
- Inclusion of industry partners to encourage work-based learning
- Apprenticeship program for the trades
- Basic skills (math, reading, writing, digital literacy and financial literacy) support to success in CE programs

Documentation to Upload with Application

uploads will not save in the form until the application is submitted

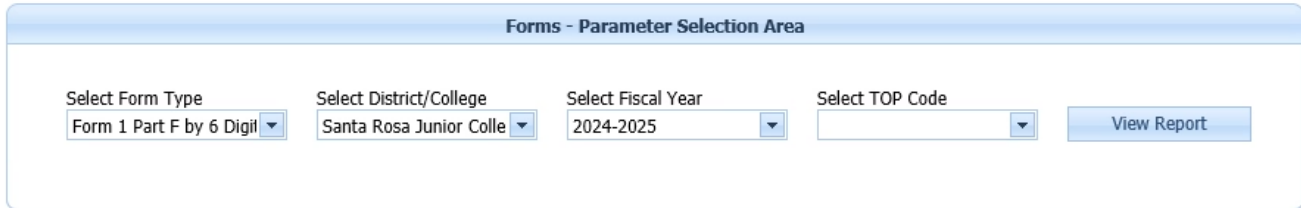
Signed Perkins Core Indicators

Review your program's five-year historical core indicator summary spreadsheet and explore gaps in performance. This spreadsheet must be wet-signed by the department Chair and Dean, and a paper copy sent to the Career Education department in addition to submitting it with the application.

To locate program core indicator summary, go to:

[https://misweb.cccco.edu/perkinsV/Core Indicator Reports/Forms All.aspx](https://misweb.cccco.edu/perkinsV/Core%20Indicator%20Reports/Forms%20All.aspx)

Enter information as shown below, with your program's TOP code, then click "view report"



Review core indicator report by TOP Code. The total of each positive, negative, N/R, or N/A outcome in the last column of the report must be entered later in the application.

Bay Region Sector Dashboard

<https://sites.google.com/baccc.net/coe/sector-profiles?authuser=0>

"Share" dropdown menu at top of page → PDF

Bay Region Demand & Supply

<https://public.tableau.com/app/profile/.yuhuang/viz/BayRegionDemandandSupplyDashboard/BayRegion?publish=yes>

Screenshot of each tab pasted into a Word document, save as PDF

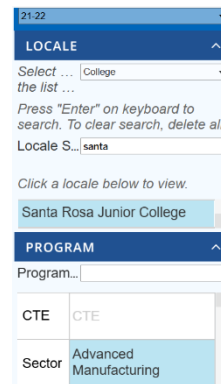
DataVista

https://datavista.cccco.edu/data_views/swp_report

Time trend reports (2021-22) for program:

- Students overall
- Earned an Award
- Attained Living Wage

Save each graph as a PDF → combine PDFs into one for upload



Impact on District Resources

If your project impacts other departments, email communication with and confirmation of support from that department **must** be included with your application

Examples (not limited to these examples):

- Information Technology (Kevin Snyder, Mike Roth)
 - Software, including ongoing support and maintenance needs
 - How will new technologies be supported in the future in the absence of additional grant funding? For example, warranty coverage, software subscription costs, eventual hardware replacement.

- Are there potential conflicts with existing standards for district technology such as accessibility or data security?
- Media Services (Q McQuaig)
 - Initial configuration, installation, implementation and ongoing maintenance
 - Are there potential conflicts with existing standards for district technology such as accessibility or data security?
- Facilities Operations (Hank Lankford)
 - Does your project require installation and/or physical modifications to existing facilities such as walls, floors, lighting, upgrade of power source, built-in cabinetry, etc.?
- Capital Projects: large construction projects will not be considered this year

Any other reports or data that support investment in this project

Documentation in support of amount requested

Sample Narratives for Needs Motivating the Project & How They Will be Addressed

Sample Narratives for Needs Motivating the Project

- Example A: Core Indicators 2, 3, and 5P1 are below the state-negotiated levels. These outcomes indicate that this program needs to focus on completion, retention, and nontraditional recruitment. The Perkins district planning team has asked the district to provide for employment data of Auto Tech students and non-traditional/ special population students. Completing Auto Tech students frequently asked faculty about internships that may lead to employment opportunities. However, local employers have related that many of our Auto Tech students lack the “soft skills” that would make them more competitive.
- Example B: 1. Facilities for EMT’s & Paramedics need to be improved. The classroom, restrooms, lab, and storage space provided are extremely inadequate. 2. Outdated equipment needs to be replaced with current industry standard equipment. 3. EMT and Paramedic faculty need to stay current in the field. 4. Attracting and retaining nontraditional populations to CTE programs is an overall goal. Female enrollment in the program has decreased. Increasing enrollment of female students needs to be a priority. 5. Program and course SLOs and assessments are not in place and need to be developed to increase student learning feedback loops.

Sample Narratives for How the Need(s) will be Addressed

- Example A: The district will 1) gather region-wide effective strategies/ practices on improving retention, completion and nontraditional recruitment in Auto Tech programs, 2) continue to work on improving its data collection methods, 3) increase effort to work with local firms to place more Auto Tech students in internships, and 4) integrate “soft skills” into the curriculum to increase employment potential.
- Example B: 1. Funding from the recently approved bond measure will provide construction funding for new classroom and lab space. Perkins funds will be used to purchase and install new and existing equipment in the new facilities. 2. Industry advisory committee members recommend partnering with an industry equipment manufacturer to replace outdated networking equipment. They also suggest seeking private sector donations to expand tech equipment to accommodate increasing student. Perkins funds will be used to leverage industry contributions. 3. EMT/Paramedic faculty will be encouraged to participate in industry training workshops and other related professional development opportunities using Perkins funds. Faculty will also be encouraged to attend training specifically directed to better serve nontraditional career technical students. 4. Increase efforts to find a part time EMT/Paramedic female instructor, or at a minimum as a guest lecturer, to serve as a role model and implement best practices in recruiting and retaining nontraditional students 5. Staff and faculty will work with members of the advisory committee to develop SLOs and a plan and timeline for implementation.