	SECTION ONE: REQUIREMENTS FOR USES OF FUNDS- Provide your summary of requests in this section and be sure to address all the Continuous Improvement Goals that are relevant.		
	Continuous Program Improvement Goals	**Activities that Meet Requirements**	Continuous Program Improvement Goals: SMART **Specific**: Target a specific area for improvement **Measurable**: Quantify. List an indicator(s) of progress. **Agreed Upon**: Specify who will do it. **Realistic:** Is this scalable given available resources? **Time-related**: What results can be achieved in FY23?
1	Strengthen the academic, and career and technical skill of students participating in CTE programs through the integration of academics with CTE programs.		
2	Link CTE at the secondary and the postsecondary levels.		
3	Provide students with strong experience in and understanding of all aspects of an industry, which may include work-based learning experiences.		

4	Develop, improve, or expand the use of technology in CTE, which may include training to use technology, providing students with the skills needed to enter technology fields, and encouraging schools to collaborate with technology industries to offer internships and mentoring programs.		
5	Provide in-service and pre-service professional development programs to faculty, administrators, and career guidance and academic counselors involved in integrated CTE programs, on topics including effective integration of academics and CTE, effective teaching skills based on research, effective practices to improve parental and community involvement, effective use of scientifically based research and data to improve instruction. Professional development should also ensure that faculty and personnel stay current with all aspects of an industry, involve internship programs that provide relevant business experience; and		

	train faculty in the effective use and application of technology.		
6	Develop and implement evaluations of the CTE programs carried out with Perkins V funds, including an assessment of how the needs of special populations are being met.		
7	Initiate, improve, expand and modernize quality CTE programs, including relevant technology.		
8	Provide services and activities that are of sufficient size, scope and quality to be effective.		
9	Provide activities to prepare special populations including economically disadvantaged students enrolled in CTE programs, for high-skill, high-wage, or high-demand occupations that will lead to self-sufficiency.		

CTE: FY23 PROGRAM PLANNING
GOALS AND ACTIVITIES

SECTION TWO: PROGRAM IMPROVEMENT GOALS: Provide a ranking of the activity requests/goals made in Section One in this section and be sure to address the relevant core indicator and Vision for Success Goals with measurable outcomes. What is the cost and what type of resources will be required.

Rank	Activity Goals	Which Core Indicator (s) and Vision for Success Goals will this activity improve?	Measureable Outcomes	Cost ($)	Required Resources (Human and Physical)
1					
2					
3					
4					
5					

SECTION THREE: EMPLOYER ENGAGEMENT. Using the ranking for funded activity goals as listed in Section Two, please address how the activity goal(s) will improve Employer Engagement.

Rank	Activity Goals	Which Employer Engagement Goals will this activity improve?
1		
2		
3		
4		
5		

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Perkins V Core Indicators:

1P1: Postsecondary Retention and Placement

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

2P1: Earned Recognized Postsecondary Credential

The percentage of CTE concentrators who receive a recognized postsecondary credential during participation in or within 1 year of program completion.

3P1: Non-Traditional Program Enrollment

The percentage of CTE concentrators in career and technical education programs and programs of study that lead to non-traditional fields.

California Community Colleges Chancellor's Office Vision for Success Goals:

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INCREASE DEGREE & CERTIFICATE ATTAINMENT Through Guided Pathways, colleges provide students with program maps that help them get and stay on the path that's as straightforward as possible and furthers their career goals.

INCREASE TRANSFERS TO FOUR-YEAR INSTITUTIONS Our student transfer rate continues to increase year over year. We've nearly doubled the number of students receiving associate degrees for transfer since 2015. Every year, our colleges introduce new degrees with a guarantee for transfer to the California State University system.

SECURE GAINFUL EMPLOYMENT We're stepping up and playing a key role in connecting displaced workers who will be on the front lines of economic recovery efforts to career training opportunities. This means improving onramps to learning and off-ramps to work for learners of all ages.

REDUCE EXCESS UNIT ACCUMULATION BY STUDENTS By abandoning a placement system that failed to accurately measure students' potential, particularly students of color, colleges more than doubled the number of transfer-level courses and significantly reduced or eliminated remedial courses that don't count toward graduation.

CLOSE EQUITY GAPS We're asking colleges to identify students most in need so that they can tailor their support. We provided more flexibility with funding for programs and services that advance equity.

CLOSE REGIONAL ACHIEVEMENT GAPS Nearly half of our students have tuition covered by the California College Promise grant. We're working with the legislature to increase financial aid and its flexibility so that students can cover other important college expenses like rent, food, and books.

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SWP Employer Engagement Goals

I.   The expansion of work-based learning for all students in the program of study
II. The increase of student employment outcomes
III. The responsiveness of activity goal to the training needs of employers