

Santa Ana College Perkins IV, Title I-C Application

2013-2014

Title of Proposed Project/Activity		College-Wide CTEA Administration and Professional Development	
Department/Division		CAREER EDUCATION & WORKFORCE DEVELOPMENT	
Project Director		Bart Hoffman	
Project Director's Phone #	46800	Email	Hoffman_bart@sac.edu
Division Dean			
Dean's Phone #	46800	Email	Hoffman_bart@sac.edu
TOP Code	Across TOP	TOP Code Title	Across Top

Funding Rationale

Based upon a review of the Core Indicators Report for your program, which of the following core indicators will be addressed in this plan?

- 1P1 – Technical Skill Attainment – Successful course completion
- 2P1 – Credential, Certificate or Degree – Student program completion
- 3P1 – Student Retention or Transfer – Higher Education
- 4P1 – Student Placement – Employment
- 5P1 – Nontraditional Participation – DISTRICT PRIORITY
- 5P2 – Nontraditional Completion – DISTRICT PRIORITY

Briefly describe the across CTE program improvement issue(s) that require funding. (Limited to 2,000 characters, or approximately ½ page of text)	
<p>Santa Ana College (SAC) Career and Technical Education (CTE) is comprised of 30 programs among 21 departments offering a combined total of 58 degrees and 83 certificates. These programs represent professions and industries that are continually evolving with new methodology and technology that require faculty and staff to constantly update their knowledge and skills.</p> <p>Program offerings are wide-ranging and require extensive, in-depth administrative support to assure that they are achieving core indicator targets, communicating their successes and are meeting the intent of Perkins IV Career and Technical Education Act (CTEA). The faculty and staff among the six academic divisions that offer and/or support the 30 CTE programs often have unique needs that require individual support to assure compliance with federal and state guidelines and regulations.</p>	
What is your projected completion date?	2014
Briefly describe how the issue(s) will be addressed. (Limited to 2,000 characters, or approximately ½ page of text)	
<p>Under the direction of the Dean of Career Education and Workforce Development, a classified supervisor will serve as manager of Perkins CTEA grant operations responsible for working with CTE faculty and staff in support of the following:</p> <ul style="list-style-type: none"> • Grant compliance across TOP codes 	

- Annual CTE course assessment and program review process
- Advisory group development, member recruitment and participation
- Work experience and internships
- Course/program/certificate/degree development and approval
- CTE outreach
- Other duties as assigned in support of CTE program improvement and student success

A professional development fund will be established based on approved requests of CTE faculty and staff. The fund will be monitored by Career Education and Workforce Development staff to assure compliance with state and federal regulations.

Final Report summary (this yellow shaded sections are for Final Report)

1. Was the program improvement issue(s) addressed and/or planned objectives met? Select [] yes (or) [] No
 Complete the following narrative section(s) as appropriate.

2. Describe any barriers encountered and lessons learned (Narratives limited to 1000 characters).

3. Describe accomplishments/best practices derived from the project (Narratives limited to 1000 characters).

Final Report of Expenditures: \$_____ (Huong will have this amount for Final report)

Professional Dev. (including stipends)	Instructional Materials Purchase/Replacement (include software)
Instructional Equipment Purchase/Replacement	Project Administration (DO)
Facility rental/lease (off-campus location)	Programs/Services for Special Populations
Curriculum Development	Consultant or Other Contracted Services
Program Marketing & Outreach	Other (specify)

Below are the nine §135(b) Requirements for Uses of Funds. Programs receiving these funds must meet these requirements.

Requirements for Uses of Funds

1. Strengthening the academic, and career and technical skills of students participating in CTE programs through the integration of academics with CTE programs. [§135(b)(1)]
2. Link CTE at the secondary and the postsecondary levels, including by offering elements of not less than one program of study described in §122(c)(1)(A). [§135(b)(2)]
3. Provide students with strong experience in and understanding of all aspects of an industry, which may include work-based learning experiences. [§135(b)(3)]
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. [§135(b)(4)]
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. [§135(b)(5)]
6. Develop and implement evaluations of the CTE programs carried out with Perkins IV funds, including an assessment of how the needs of special populations are being met. [§135(b)(6)]
7. Initiate, improve, expand and modernize quality CTE programs, including relevant technology. [§135(b)(7)]
8. Provide services and activities that are of sufficient size, scope and quality to be effective. [§135(b)(8)]
9. Provide activities to prepare special populations, including single parents and displaced homemakers enrolled in CTE programs, for high-skill, high-wage or high-demand occupations that will lead to self-sufficiency. [§135(b)(9)]

10. Permissive Uses Per Section 135(c) (check activities to be funded with VTEA funds)

- | | |
|---|---|
| x | 1. Involve parents, businesses, and labor organizations, in the design, implementation and evaluation of CTE programs. [§135(c)(1)] |
| | 2. Provide career guidance and academic counseling for students participating in CTE programs, that improves graduation rates and provides information on postsecondary and career options, and provides assistance for postsecondary students and adults, [§135(c)(2)] |
| x | 3. Local education and business partnerships, including work-related experiences for students, adjunct faculty arrangements for qualified industry professionals and industry experience for teachers and faculty. [§135(c)(3)] |

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x	4.	Provide programs for special populations. [§135(c)(4)]
x	5.	Assisting career and technical student organizations. [§135(c)(5)]
	6.	Mentoring and support services. [§135(c)(6)]
	7.	Leasing, purchasing, upgrading or adapting equipment, including instructional aides and publications (including support for library resources) designed to strengthen and support academic and technical skill achievement. [§135(c)(7)]
	8.	Teacher preparation programs that address the integration of academic and CTE and that assist individuals who are interested in becoming CTE faculty, including individuals with experience in business and industry. [§135(c)(8)]
x	9.	Developing and expanding postsecondary program offerings at times and in formats that are accessible for all students, including through the use of distance education. [§135(c)(9)]
x	10.	Developing initiatives that facilitate the transition of sub-baccalaureate CTE students into baccalaureate degree programs, including articulation agreements, dual enrollment programs, academic and financial aid counseling and other initiatives to overcome barriers and encourage enrollment and completion. [§135(c)(10)]
	11.	Providing activities to support entrepreneurship education and training. [§135(c)(11)]
x	12.	Improving or developing new CTE courses, including the development of programs of study for consideration by the state and courses that prepare individuals academically and technically for high-skill, high-wage or high-demand occupations and dual or concurrent enrollment opportunities. [§135(c)(12)]
	13.	Developing and supporting small, personalized career-themed learning communities. [§135(c)(13)]
	14.	Providing support for family and consumer sciences programs. [§135(c)(14)]
	15.	Providing CTE programs for adults and school dropouts to complete secondary education or upgrade technical skills. [§135(c)(15)]
x	16.	Providing assistance to individuals who have participated in services and activities under this Act in continuing their education or training or finding an appropriate job. [§135(c)(16)]
x	17.	Supporting training and activities (such as mentoring and outreach) in nontraditional fields. [§135(c)(17)]
	18.	Providing support for training programs in automotive technologies. [§135(c)(18)]
	19.	Pooling a portion of such funds with a portion of funds available to other recipients for innovative initiatives. [§135(c)(19)]
x	20.	Supporting other CTE activities consistent with the purposes of the Act. [§135(c)(20)]

NOTE: If you indicate CTE funds are being used for the specified activities below, then there must be funding for these activit(ies) indicated in the line item budget for the across CTE programs budgeted.

Check all types of activities to be funded with CTE Funds:

- | | |
|--|--|
| <input checked="" type="checkbox"/> Professional Dev. (including stipends) | <input type="checkbox"/> Instructional Materials Purchase/Replacement (including software) |
| <input type="checkbox"/> Instructional Equipment Purchase/Replacement | <input checked="" type="checkbox"/> Project Administration |
| <input type="checkbox"/> Facility rental/lease (off-campus location) | <input type="checkbox"/> Programs/Services for Special Populations |
| <input type="checkbox"/> Curriculum Development | <input type="checkbox"/> Consultants or Other Contracted Services |
| <input type="checkbox"/> Program Marketing and Outreach | <input type="checkbox"/> Other (specify) _____ |

PROVIDE DETAILED BUDGET

Department Code: 15205

Budgeting Category/Description	Fund Requested		
	Instructional	Non-Instructional	TOTAL
1000 – Faculty salaries			
2000 – Classified salaries		77,319.25	
3000 – Benefits (based on 2010/11 benefits) Part-time faculty & beyond contract (13.85%) P/T short-term classified (6.87% of wages) P/T ongoing classified (22.477%) Full-time classified (22.477% of wages + health & fringe ben.) <i>please contact Huong @07463 for actual amount</i>		42,458.76	
4000 – Supplies & Materials		\$2,000.00	
5000 – Other Operating Expenses & Services Conference, consultants, contracts, printing, software license & fees, maintenance contract		\$88,935.00	
6000 – Capital Outlay Equipment, software over \$1,000			
Total Funding Requested		\$210,713.01	

Note: Final Report of expenditures will be reported according to the following categories:

- (A) Curriculum Development/Instruction
- (B) Professional Development
- (C) Counseling/Direct Services to Students
- (D) Other: You must provide a description of programs/services funded
- (E) Administration (not to exceed 5% - reserved for DO)

PLEASE NOTE CARL PERKINS IV FUNDS MAY ONLY SERVE CAREER-TECHNICAL STUDENTS

List in detail specific hardware & software requested:

Budget Questions/Clarifications:

- Classified salary (2000) and benefits (3000) are based on the position of Director, Special Programs, grade H, step one
- Supplies and materials (4000) fund request is in support of Career Education and Workforce Development operations
- Other operating expenses and services (5000) includes total fund request for conferences across TOP codes

Acceptance of requested funds entails a responsibility for developing a project plan and final report. All 9 mandated activities must be achieved. Each department must submit a copy of their Advisory Committee Minutes to the Career Education & Workforce Development Office.

Simon B. Hoffman
Project Director (signature)

Simon B. Hoffman
Division Dean (signature)

Date: 4/19/13

Date: 4/19/13

Section III Part B

Perkins Career and Technical Education Act (Title IC) – Local Application
 Program Information Across Career Technical Education Programs

District/College: RSCCD –SAC Agreement #: 13-C01-042

Program/Project Title: College-Wide CTEA Administration and Professional Development Retain in District Audit Files
 ACTEP # _____

Section 135(b) Requirements

Column A	Column B	Column C	Column D	Column E
		Enter applicable number in appropriate column below.		
		Designate source of funds to be used by assigning a number as shown below: 1 = Perkins IC 2 = Other funds 3 = Both 4 = No funds needed	Status of Activity: 1 = Planned 2 = Started 3 = Continuing 4 = Completed	Year(s) Activity was/will be Addressed: 2008-2009 2009-2010 2010-2011 2011-2012
Section 135(b) Requirements	Activities	Source of funds	Status	Year(s)
<p>Refer to the District's 2008-2012 Local Plan for Title I, Part C, Section 132 Funds for Carl D. Perkins Career and Technical Education Act of 2006 (Perkins) and review TOP Codes planned for funding in _____.</p>	<p>Describe activities to be conducted to address Perkins Section 135(b) requirements listed in Column A.</p> <ol style="list-style-type: none"> Under the appropriate requirement, describe activities to be funded by Perkins Title IC to improve or expand the career and technical education programs. For each Section 135(b) Requirement listed in Column A, number each activity separately (i.e., 1.1, 1.2, etc.). If an activity meets more than one requirement, reference the number of the activity stated previously (i.e., Same as 1.2). <p>PLEASE BE SPECIFIC SINCE THESE ACTIVITIES WILL BE AUDITED!</p>			
<p>1. Strengthening the academic and career and technical skills of students participating in CTE programs through the integration of academics with CTE programs.</p>	<p>1.1 SAC's CTE programs offer certificates and degrees intended to provide students with both the industry-specific and general education they need to succeed in their careers and continue on as life-long learners.</p>	3	3	2008-2013
<p>2. Link CTE at the secondary and the postsecondary levels, including by offering elements of not less than one program of study described in §122(c)(1)(A).</p>	<p>2.1 SAC has 38 articulation agreements between various CTE programs and numerous high schools and regional occupation programs throughout Orange County.</p>	3	3	2008-2013
<p>3. Provide students with strong experience in and understanding of all aspects of an industry, which may include work-based learning experiences.</p>	<p>3.1 CTE programs are required to have advisory committees that comprise industry representatives to assure that coursework is both comprehensive and relevant with opportunities for student internships. 3.2 Several CTE faculty members participate in externships and have gone through training to incorporate tools in their teaching that promote student success.</p>	3	3	2008-2013

Section III Part B

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District/College: RSCCD –SAC

Agreement #: 13-C01-042

Retain in District Audit Files

Program/Project Title: College-Wide CTEA Administration and Professional Development

ACTEP #

Section 135(b) Requirements	Column A	Column B	Column C	Column D	Column E
Section 135(b) Requirements	Activities	Source of funds	Status	Year(s)	Year(s)
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.	4.1 SAC Administration highly values and strongly supports its CTE programs through the general fund and by insuring that other opportunities are made available to CTE faculty who have a long history of pursuing various state and federal funding sources to advance the use of technology in their programs. 4.2 Refer to 3.1.	3	3	2008-2013	2008-2013
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.	5.1 Funding is provided for CTE faculty and staff to attend professional development programs/conferences to improve knowledge and skills relative to current industry trends and standards. Professional development programs and conferences to be attended include, but are not limited to, Reading Apprenticeship, On Course, Basic Skills Initiative, NASBITE, Pharmacy Tech. Education Council, CA Fire Directors' Assn., American Public Works Assn., CBEA Annual Conference, CA Business Assn., CA Society of Health Systems Pharmacists, CA State Bar, American Accounting Assn., AutoCAD, Tech Ed, National Assn. of Broadcasters, Assn. of Occupational Therapy Assistants, National Business Education Assn. and Engineering Liaison Assn. 5.2 Refer to 3.2.	3	3	2008-2013	2008-2013
6. Develop and implement evaluations of the CTE programs carried out with Perkins funds, including an assessment of how the needs of special populations are being met.	6.1 SAC requires an annual departmental portfolio assessment and a quadrennial review of all of its CTE programs in working toward a common goal of institutional effectiveness. CTE faculty are encouraged to include in their portfolio goals/activities how the needs of special populations are being met. 7.1 Same as 4.1.	3	3	2008-2013	2008-2013
7. Initiate, improve, expand and modernize quality CTE programs, including relevant technology.	8.1 In addition to that noted in 3.1, SAC has a robust system of	3	3	2008-2013	2008-2013
8. Provide services and activities that	8.1 In addition to that noted in 3.1, SAC has a robust system of	3	3	2008-2013	2008-2013

Perkins IV I-C application (& Final Report)

Section III Part B

Perkins Career and Technical Education Act (Title IC) – Local Application
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District/College: RSCCD –SAC

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Program/Project Title: College-Wide CTEA Administration and Professional Development

Column A	Column B	Column C	Column D	Column E
Section 135(b) Requirements	Activities	Source of funds	Status	Year(s)
<p>are of sufficient size, scope and quality to be effective.</p>	<p>student services including CalWORKS, Career/Job Resource Center, Child Development Center, Citizenship Center, Counseling, Disabled Student Services, EOPS, CARE, Financial Assistance, Food Services, Health Center, Library, Psychological Services, Scholarship Program, Service Learning, Student Support Services, Testing Center, Tutorial Learning Center, University Transfer Center and Veteran's Center.</p>			
<p>9. Provide activities to prepare special populations, including single parents and displaced homemakers enrolled in CTE programs, for high-skill, high-wage or high-demand occupations that will lead to self-sufficiency.</p>	<p>9.1 As mentioned in 8.1, SAC has the EOPS and CARE programs. EOPS assists students with college-level educational deficiencies, socioeconomic disadvantages and/or cultural differences. CARE provides support and financial services to single parents. These programs support students enrolled in SAC's CTE programs.</p>	3	3	2008-2013

Section III Part B

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Program/Project Title: College-Wide CTEA Administration and Professional Development Retain in District Audit Files
 ACTEP # _____

Section 135(c) Permissive Uses: Each permissive use of funds does not need to be addressed.

Column A	Column B	Column C	Column D	Column E
Section 135(c) Permissive Uses	Activities	Source of funds	Status	Year(s)
10. Funds may be used to: (1) Involve parents, businesses, and labor organizations, in the design, implementation and evaluation of CTE programs. (2) Provide career guidance and academic counseling for students participating in CTE programs that improves graduation rates and provides information on postsecondary and career options, and provides assistance for postsecondary students and adults. (3) Local education and business partnerships, including work-related experiences for students, adjunct faculty arrangements for qualified industry professionals and industry experience for teachers and faculty. (4) Provide programs for special populations. (5) Assisting career and technical student organizations. (6) For mentoring and support services; (7) Leasing, purchasing, upgrading or adapting equipment, including instructional aides and publications (including support for library resources) designed to strengthen and support academic and technical skill achievement.	Assist CTE faculty with advisory group development, member recruitment and participation.	1	3	2013-2014
	Assist CTE faculty in the development and implementation of work experience and internship opportunities.	1	3	2013-2014
	Promote SAC's many existing CTE programs that offer good career opportunities for special populations.	1	3	2013-2014
	Work with faculty and students in support of clubs and organizations that promote CTE program improvement and student success.	1	3	2013-2014

Section III Part B

Perkins Career and Technical Education Act (Title IC) – Local Application
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District/College: RSCCD –SAC

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Column A	Column B	Column C	Column D	Column E
Section 135(c) Permissive Uses	Activities	Source of funds	Status	Year(s)
(8) Teacher preparation programs that address the integration of academic and CTE and that assist individuals who are interested in becoming CTE faculty, including individuals with experience in business and industry.				
(9) Developing and expanding postsecondary program offerings at times and in formats that are accessible for all students, including through the use of distance education.	Assist CTE faculty with course/program/certificate/degree development and approval.	1	3	2013-2014
(10) Developing initiatives that facilitate the transition of sub-baccalaureate CTE students into baccalaureate degree programs, including articulation agreements, dual enrollment programs, academic and financial aid counseling and other initiatives to overcome barriers and encourage enrollment and completion.	Refer to 9.	1	3	2013-2014
(11) Providing activities to support entrepreneurship education and training.				
(12) Improving or developing new CTE courses, including the development of programs of study for consideration by the state and courses that prepare individuals academically and technically for high-skill, high-wage or high-demand occupations and dual or concurrent enrollment opportunities.	Refer to 9.	1	3	2013-2014
(13) Developing and supporting small, personalized career-themed Perkins IV I-C application (& Final Report)				

Section III Part B

Perkins Career and Technical Education Act (Title IC) – Local Application
 Program Information Across Career Technical Education Programs

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Column A	Column B	Column C	Column D	Column E
Section 135(c) Permissive Uses	Activities	Source of funds	Status	Year(s)
learning communities.				
(14) Providing support for family and consumer sciences programs.				
(15) Providing CTE programs for adults and school dropouts to complete secondary education or dropouts to complete secondary education or upgrade technical skills.				
(16) Providing assistance to individuals who have participated in services and activities under this Act in continuing their education or training or finding an appropriate job.		1	3	2013-2014
(17) Supporting training and activities (such as mentoring and outreach) in nontraditional fields.	Distribute promotional materials to high schools and counselors designed to encourage students to pursue non-traditional fields.	1	3	2013-2014
(18) Providing support for training programs in automotive technologies.				
(19) Pooling a portion of such funds with a portion of funds available to other recipients for innovative initiatives.				
(20) Supporting other CTE activities consistent with the purposes of the Act.	Support professional development of faculty and staff that results in program improvement and increased student success rates.	1	3	2008-2014