

Local Application Program Information by TOP Code (& Final Report)

2014-2015

District/College: Santa Ana College / Rancho Santiago Com. College District Agreement No.: XX-C01-XX
Program Title: Automotive Technology TOP Code: 0948.00

Title of Proposed Project/Activity		Automotive Powertrain Diagnostic Update for Certification	
Department/Division		AUTOMOTIVE / HUMAN SERVICES AND TECHNOLOGY	
Project Director		Glen Hammonds	
Project Director's Phone #	(714) 564-6664	Email	hammonds_glen@sac.edu
Division Dean	Bart Hoffman		
Dean's Phone #	(714) 564-6800	Email	Hoffman_bart@sac.edu
TOP Code	0948.00	TOP Code Title	Automotive Technology

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?

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

Briefly describe program improvement issue(s) concerning this TOP code and include specific examples. (Limited to 2,000 characters, or approximately ½ page of text)

The modern vehicle continues to rapidly evolve, becoming more sophisticated in operation as well as diagnosis. The equipment and methods used in preparing students for successful employment in industry must include updates and modifications chasing these changes. The training and delivery of information requires methods that will connect with modern students including use of tablets, Bluetooth, etc.

The area of automotive power train/drive train diagnosis and repair has been identified by the SAC Automotive Technology Advisory Committee as a critical component of student training and preparation. Industry partners such as BMW and Mercedes dealerships have stressed the need for updating this area of study.

The SAC Automotive Technology Program is nationally certified (NATEF / ASE) in the powertrain areas. Program certification requires tools/equipment and hands-on training that meet industry standards. The program would

need this update for the continued accreditation in this area.

Students are being placed into jobs and careers in automotive dealerships and independent shops, examples include BMW, VW, Chevrolet, Kia, Mercedes, etc. SAC students, especially our special populations and non-traditional students need and deserve to be prepared to meet industry standards. Relevant equipment and training increases student completion as well as placement.

Changes in modern vehicles, program curriculum, and learning styles make this update project a valuable and needed component of the SAC Automotive Technology Program.

What is your projected completion date?	June 30, 2015
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Briefly describe how the issue(s) will be addressed. (Limited to 2,000 characters, or approximately ½ page of text)

This project would address the above issues in several respects. The tools and equipment needed to bring the training up to industry standards have been identified through discussions with industry partners, which include modern lab units for hands-on practice, diagnostic test equipment, and power train specific tools. Examples would include modern electronic automatic transmissions, run-flat tire service equipment, fluid recovery machines, etc.

The program curriculum would also be modified through the development of an Advanced Drive Train Service (5 units) course including hands-on practice. This course would emphasize the techniques and knowledge needed to diagnose and service modern vehicles. Most dealerships and shops are presently bumper to bumper vehicle service, making this training critical to successful employment in the industry. This course would be included in the Automotive AS degree and Drive Train Service Certificate. Delivery of training would include the use of tablets, computers, and hand held testers. The use of these devices would better fit the learning styles of current students, increasing completion rates.

All automotive students would be better prepared for ASE, national certification in the Powertrain, Automatic Transmission, and Electronics areas. These certifications enable non-traditional populations such as our female automotive students to increase their employability and wages. Students would also be trained in environmental and safety issues. As a result, these students would be better employees and as well as more responsible technicians. Training would include SAC Automotive Program students as well as Transit Bus (OCTA, LAMetro, etc) technicians, which includes women and other non-traditional participants.

The Automotive Power train Diagnostic project through updating tools/equipment, curriculum including delivery, and student preparation for 3rd party certification would align with the goals of the college, as well as the program. All of the above aspects of this project have been discussed with and approved by automotive advisory members as well as business partners.

This project would enable continued SAC Automotive Program NATEF, national certification in the Powertain and Automatic Transmission areas.

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

1. Was the program improvement issue(s) addressed and/or planned objectives met? (Narratives limited to 1000 characters)

If the response in Section 1 is No or Partially describe the barriers and/or lessons learned in Section 2.

If the response in Section 1 is Yes or Partially describe the accomplishment and/or effective practices derived from the project in Section 3.

Select ☐ Yes ☐ No ☐ Partially (Complete the following narrative section(s) as appropriate.)

2. Describe any barriers encountered and lessons learned – Required if the response to Question 1 is No or Partially.
(Narratives limited to 1000 characters, or approximately one quarter page of text).

3. Describe accomplishments including effective practices derived from the project
(Narratives limited to 1000 characters, or approximately one quarter page of text).

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

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

Below are the nine §135(b) Requirements for Uses of Funds. Programs receiving these funds must meet these requirements. Indicate with a check mark those requirements that the program currently meets (met). Any remaining unmet requirement(s) must be addressed with completed or ongoing activities by June 30 for reporting in the final report. Note: All nine required uses of funds must be met by the end of the Act or each year until reauthorization. Funds may also be used for the permissive activities specified in number 10.

Indicate with a check mark which requirements have been met, below.

Requirements for Uses of Funds	MET	UNMET	For Final Report if the UNMET activity is now met
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)]	x		
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)]	x		
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)]	x		
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)]	x		
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)]	x		
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. [§135(b)(6)]	x		
7. Initiate, improve, expand and modernize quality CTE programs, including relevant technology. [§135(b)(7)]	x		
8. Provide services and activities that are of sufficient size, scope and quality to be effective. [§135(b)(8)]	x		
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)]	x		

FOR THOSE REQUIREMENT(S) LISTED ABOVE AS "UNMET:"

Describe specific activity(ies) intended to address for each of the unmet requirement(s). (Limited to 2,000 characters, or approximately ½ page of text.)

FOR THOSE REQUIREMENT(S) LISTED ABOVE AS "UNMET:"

Describe specific future activity(ies) intended to address for each remaining unmet requirement(s). *(Limited to 4,000 characters)*

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

x	1.	Involve parents, businesses, and labor organizations, in the design, implementation and evaluation of CTE programs. [§135(c)(1)]
x	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)]
x	4.	Provide programs for special populations. [§135(c)(4)]
x	5.	Assisting career and technical student organizations. [§135(c)(5)]
x	6.	Mentoring and support services. [§135(c)(6)]
x	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)]
x	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)]
	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)]
x	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)]
x	15.	Providing CTE programs for adults and school dropouts to complete secondary education or 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)]
x	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 the activity(ies) indicated in the line item budget for that TOP Code program(s) funded.

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

	Professional Dev. (including stipends)	x	Instructional Materials Purchase/Replacement (including software)
x	Instructional Equipment Purchase/Replacement		Programs/Services for Special Populations
	Facility rental/lease (off-campus location)		Consultants or Other Contracted Services
x	Curriculum Development		Other (specify)self evaluation for improvement of the program
	Program Marketing and Outreach		

Check one: UNMET REQUIREMENTS WILL BE ADDRESSED:

x	Entirely with Perkins Funds
	Entirely with Other Funding Sources
	Using Both Perkins and Other Funding Sources

PROVIDE DETAILED BUDGET

Department Code: 15751

Budgeting Category/Description	Fund Requested		
	Instructional	Non-Instructional	TOTAL
1000 – Faculty salaries	0	0	0
2000 – Classified salaries (Instructional Assistant)	0	0	0
3000 – Benefits (based on 2013/14 benefits) Part-time faculty & beyond contract (13.15%) P/T short-term classified (6.2% of wages) P/T ongoing classified (22.542%) Full-time classified (22.542% of wages + health & life insurance (maximum \$22,374.12) & fringe ben.\$1,486.36)	0	0	0
4000 – Supplies & Materials Reference Books; Instructional Supplies; Supplies Technology – no promotional materials/favors	8,000.	0	8,000.
5000 – Other Operating Expenses & Services Conference, consultants, contracts, printing, software license & fees, maintenance contract	0	0	0
6000 – Capital Outlay Equipment, software over \$1,000 (no furniture)	138,000.	0	138,000.
Total Funding Requested	146,000.	0	146,000.

Detailed Budget Requested:

Powertrain and electronic transmission units:

Modern units with teardown stands and testers for student hands-on practice. **\$47,000.**

System simulators for student practice on mandated communication protocols updates: \$36,000.

Tablets with automotive software for vehicles diagnostics and training. \$24,000.

Environmentally sound fluid recovery and safety equipment for standard and hybrid vehicles:

Recovery machines for automotive fluids, automatic trans, power steering, etc.
Safe lifting and holding equipment for lab units. **\$28,000.**

Supplies:

Includes hand tools, automatic transmission/powertrain supplies and special adaptors. **\$11,000.**

Total \$146,000.

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

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

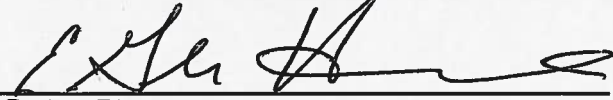
PLEASE NOTE CARL PERKINS IV FUNDS MAY ONLY SERVE CAREER-TECHNICAL STUDENTS

Budget Questions/Clarifications:

Additional classrooms or lab areas would NOT be required to complete this project.

Facility modifications would NOT be required to complete this project.

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.



Project Director



Division Dean

Date: 3-19-14

Date: 3/19/14

Section II Part B

Perkins Career and Technical Education Act (Title IC) – Local Application (& Final Report)

Program Information by TOP Code

College/District: **RSCCD –**

Agreement #: **XX-C01-042**

Retain in District Audit Files

TOP CODE(s): **0948.00**

Program Title: **Automotive Technology**

Section 135(b) Requirements

Column A	Column B	Column C	Column D	Column E
		Enter applicable number in appropriate column below.		
Refer to the District's 2008-2012 Local Plan for Title I, Part C, Section 132 Funds, Carl D. Perkins Career and Technical Education Act of 2006 (Perkins). Check the corresponding Section II Part A form for the Met/Unmet "Requirements for Use of Funds." Note: Each TOP Code identified for funding must meet each of the nine requirements by the end of the Act or each year until reauthorization. Section 135(b) Requirements	Describe activities to be conducted to address Perkins Section 135(b) requirements listed in Column A. - Under the appropriate requirement, describe activities to be funded by Perkins Title IC to improve or expand the identified 4- or 6-digit TOP Code 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). PLEASE BE SPECIFIC SINCE THESE ACTIVITIES WILL BE AUDITED!	Core Indicator addressed by the activity listed. 1 = Tech. Skill Attainment 2 = Credential/Certificate/ Degree Transfer 3 = Student Persistence or Completion 4 = Student Placement 5 = Nontrad. Participation 6 = Nontrad. Completion	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
1. Strengthening the academic and career and technical skills of students participating in CTE programs through the integration of academics with CTE programs.	Activities list in the application (local application)	Core Indicators	Source of funds	Status
	1.2 Students would complete written worksheets on diagnostic procedures, measurement/metric conversions, safety/environmental concerns, and written repair orders.	1,3,4	4	3
	1.3 Students would successfully locate information using published repair manuals as well as multiple on-line information services.	1,3,4	4	3
	1.4 Meet with other departments such as business, biology, and engineering to discuss possible projects jumping across typical college boundaries.	3,5,6	4	2
	Outcome by the end of the fiscal year (final report)			

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Program Information by TOP Code

College/District: RSCCD –

Agreement #: XX-C01-042

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TOP CODE(s): 0948.00

Program Title: Automotive Technology

Section 135(b) Requirements

Column A	Column B	Column C	Column D	Column E
Enter applicable number in appropriate column below.				
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).	2.1 This program articulates with several local High School / ROP Districts. These agreements are reviewed and updated on a yearly basis. 2.2 Maintain membership in regional as well as local high school / ROP advisory committees. 2.3 Participate in automotive skills contests at the high school / ROP level. 2.4 Assist local high school in obtaining NATEF, national certification.	5 5 5 5	4 4 4 4	3 3 3 3
3. Provide students with strong experience in and understanding of all aspects of an industry, which may include work-based learning experiences.	3.1 This program presents a comprehensive overview of the industry across a wide range of our automotive courses. This has helped the student understand the need for skills in most aspects of the automotive industry. Other facets of the automotive industry are also introduced in our courses, such as auto technician, smog technician, dealer employee, independent shop owner, and service writer. Students with real world experience are encouraged to share their successes and failures with the class and other students. 3.2 Continue co-operative work internship programs with entities such as the City of Santa Ana. 3.3 Build program awareness of the current and future needs of industry through Advisory Committee Meetings (two per year), Open House (two per year), and visits to automotive dealerships and shops.	3,4,5,6 2,4,6 4,5	4 4 4	3 3 3

Section II Part B
Perkins Career and Technical Education Act (Title IC) – Local Application (& Final Report)
Program Information by TOP Code

College/District: RSCCD -- **Agreement #:** XX-C01-042

Retain in District Audit Files

TOP CODE(s): 0948.00 **Program Title:** Automotive Technology

Section 135(b) Requirements

Column A	Column B	Column C	Column D	Column E
Section 135(b) Requirements	Activities	Core Indicators	Source of funds	Status
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 Tablets as well as laptops and PCs would be used by students on a daily basis for vehicle testing and computer aided learning. 4.2 Students would use both of the primary online information systems and computers on a daily basis in all automotive shop courses. 4.3 Maintain OCADA (Orange County Automotive Dealers Association) as an important industry partner. 4.4 The SAC Automotive Program through NATEF Certification has enabled students to be accepted into vehicles manufacturer training programs such as Toyota T10, BMW Metro-STEP and BMW MINI-STEP. Students will participate in dealership mentoring programs such as Mercedes. 4.5 Same as 2.2. 4.6 Maintain equipment to the level of industry standards with the goal of the increasing the overall digital electronic, environmental/safety, and metric awareness of the students.	1,4,5,6 1,4,5,6 4,5,6 1,2,3,4,5,6 5 1,4,5,6	3 2 4 2 4 3	1 3 3 3 3 3

Section II Part B

Perkins Career and Technical Education Act (Title IC) – Local Application (& Final Report)

Program Information by TOP Code

College/District: RSCCD –

Agreement #: XX-C01-042

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TOP CODE(s): 0948.00
Section 135(b) Requirements

Program Title: Automotive Technology

Column A	Column B	Column C	Column D	Column E
Section 135(b) Requirements	Activities	Core Indicators	Source of funds	Status
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 The instructors in the Automotive Technology Program would attend courses and seminars several times a year in many phases of the field; such as hybrids, electrical, engines etc. These seminars are attended by our instructors as well as local high school automotive teachers.	1, 4	3	3
	5.2 Program instructors would successfully complete Smog Update Training to maintain Smog and Smog Instructor Licenses.	1, 2, 4	4	3
	5.3 Program instructors would each complete a minimum of 20 hours of approved update training as required for NATEF Certification.	1, 2, 4	4	3
	5.4 Program instructors would maintain ASE national certification in their areas of instruction as required by NATEF.	1, 2, 5	4	3
	5.5 Program instructors would maintain Snap-on S-Tech and SCRTTC membership for 3rd party certification.	1, 2, 3	4	3
	5.6 Program instructors would maintain required ASE certification as required by BAR for Smog Licenses.	1, 2, 4	4	3

Section II Part B
Perkins Career and Technical Education Act (Title IC) – Local Application (& Final Report)
Program Information by TOP Code

College/District: RSCCD – Agreement #: XX-C01-042

Retain in District Audit Files

TOP CODE(s): 0948.00 Program Title: Automotive Technology

Section 135(b) Requirements

Column A	Column B	Column C	Column D	Column E
Section 135(b) Requirements	Activities	Core Indicators	Source of funds	Status
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 This program evaluates the number of certificates issued, student persistence, job placements and non-traditional students participating in the program.	4,5,6,7	4	3
	6.2 A majority of the training worksheets would be shown and approved by members of our advisory committee.	1, 3, 4	4	3
	6.3 The Automotive Program is evaluated through the NATEF Certification process.	1, 2, 3, 4, 5, 6	2	3
	6.4 The program would be evaluated through the use of surveys from the district as well as program developed surveys given to current and former students, industry partners, and employers.	3, 5, 6	4	3
	6.5 Tours of the automotive area would be conducted for business partners, such as Auto Club, Kia and BMW, Mercedes giving examples of tasks as well as equipment used.	4,5	4	3
	6.6 Advisory meetings would be attended including Workforce Council, CTE community meetings, as well as regional articulation meetings to help evaluate the needs of special populations in our service area.	3, 5, 6	4	3

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College/District: RSCCD –

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TOP CODE(s): 0948.00

Program Title: Automotive Technology

Section 135(b) Requirements

Column A	Column B	Column C	Column D	Column E
Section 135(b) Requirements	Activities	Core Indicators	Source of funds	Status
7. Initiate, improve, expand and modernize quality CTE programs, including relevant technology.	7.1 This program would update and improve the delivery of training in the field of Powertrains and Automatic Transmissions. 7.2 The requirements mandated by the BAR in Powertrain repair would be met. 7.3 Students would be better prepared to successfully complete ASE Certification in multiple areas. 7.4 Older style tools and equipment would be replaced with equipment currently used in industry. This allows the student to practice on modern vehicles with equipment meeting current industry, EPA/OSHA, BAR, and NATEF standards. 7.5 This training is enhanced by the donation of vehicles from Kia, GMC as well as Toyota Hybrid components. Donations of new vehicles, engines and hybrid components from business partners such as BMW would be obtained. 7.6 Program courses would be modified to improve delivery of information as well as training on the upgraded equipment. A new Advanced Powertrain course would be developed.	1, 3, 4, 6 1, 2, 3, 4 1, 2, 4, 6 1, 3, 4, 6 1, 3, 4, 6 1, 2, 3, 4, 5, 6	1 4 4 3 2 4	1 3 3 1 3 1

Section II Part B
Perkins Career and Technical Education Act (Title IC) – Local Application (& Final Report)
Program Information by TOP Code

College/District: RSCCD – **Agreement #:** XX-C01-042

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TOP CODE(s): 0948.00 **Program Title:** Automotive Technology

Section 135(b) Requirements

Column A	Column B	Column C	Column D	Column E
Section 135(b) Requirements	Activities	Core Indicators	Source of funds	Status
8. Provide services and activities that are of sufficient size, scope and quality to be effective.	8.1 Modern equipment as needed for hands-on student practice in automotive areas would be purchased at levels required for all students to participate. This project would include hands-on practice in areas of the automotive skills needed for high paying jobs in industry. The student through work sheets and practical testing on vehicle components would be required to show their skill level is up to NATEF standards.	1, 2, 3, 4, 5, 6	3	1
	8.2 Equipment and supplies would be purchased to make the instruction effective for students enrolled in the automotive courses. Multiple pieces of test equipment, training units, system simulators, and computers would be available for student use.	1, 2, 3, 5, 6	3	1
	8.3 The equipment would be inspected and approved by the Automotive Advisory Committee. The equipment would also meet the guidelines set by NATEF, for national automotive program certification as well as mandated EPA and OSHA requirements.	1, 4, 6	4	1

Section II Part B

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TOP CODE(s): 0948.00

Program Title: Automotive Technology

Section 135(b) Requirements

Column A	Column B	Column C	Column D	Column E
Section 135(b) Requirements	Activities	Core Indicators	Source of funds	Status
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.	9.1 The automotive program is continually working with the local high schools and ROPs. Program instructors are a vital part of local and regional high schools advisory committees.	5, 6	4	3
	9.2 Automotive program instructors continue to participate in numerous high schools activities and help secure donations of vehicles and equipment for these programs.	5, 6	4	3
	9.3 The Automotive Technology Program continues to be a part of Transitions (Tech-Prep), participating in their activities.	5, 6	4	3
	9.4 Non-traditional students continue to be recruited through our participation in career fairs and activities.	5	4	3
	9.5 Counselors would also be consulted to help all types of students become aware of the automotive field.	3, 6	4	3
	9.6 Program instructors would attend career fairs, high school contests, and give shop tours to groups, business partners, and individuals to recruit a wide range of students in the automotive field.	5, 6	4	3
	9.7 The automotive program would continue linkages with other programs such as Vital Link for assistance in the recruitment of non-traditional students.	5, 6	4	3
	9.8 Student third party certifications would be emphasized. Non-traditional students could successfully complete these certifications. Student completion rates should increase with success in these areas.	1, 4, 5, 6	4	3

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Program Information by TOP Code

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Section 135(b) Requirements

Column A	Column B	Column C	Column D	Column E
Section 135(c) Permissive Uses	Activities	Core Indicators	Source of funds	Status
10. Funds may be used to:	10.1.1 Conduct twice per year advisory meetings with program evaluation as required by NATEF. This would include business and student surveys.	3, 4, 5, 6	4	3
(1) Involve parents, businesses, and labor organizations, in the design, implementation and evaluation of CTE programs.	10.1.2 Same as 9.1.	5, 6	4	3
	10.1.3 Work with local businesses for program improvement such as Auto Club of So. Calif., Crevier and Shelly BMW, Fletcher Jones Mercedes, and Kia Motors.	1, 3, 4, 6	4	3
	10.1.4 Facilitate tours of Auto/Diesel/Welding area for high school students and parents as well as business and legislative representatives. Twice per year, hold an Open House for any interested individuals.	4, 5, 6	4	3
(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.	10.2.1 Career / Job Resource Center would provide guidance and job seeking - employment support. Seminars of resume writing and proper interview skills will be presented.	3, 4, 6	4	3
	10.2.2 A Career Technical counselor would be available for automotive students.	2, 3, 5, 6	4	3
	10.2.3 Promote Work-Keys testing and the Basic Skills Initiative.	3, 4, 5, 6	4	3
	10.2.4 Promote ASE Certification for students.	1, 2, 3, 4	4	3
	10.2.4 Promote 3 rd Party Certification for students.	1, 2, 3, 5, 6	4	3
(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.	10.3.1 Continue involvement with Orange County Auto Dealers Association. Continue implementation of student internships at local automotive dealers. Participate in OCADA activities, such as high school automotive contests.	5, 6	4	3
	10.3.2 Visit businesses for industry requirements and experience. Continue linkages with local and national business partners.	1, 3, 4, 6	4	3

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Section II Part B

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Program Information by TOP Code

College/District: RSCCD –

Agreement #: XX-C01-042

Retain in District Audit Files

TOP CODE(s): 0948.00

Program Title: Automotive Technology

Section 135(b) Requirements

Column A	Column B	Column C	Column D	Column E
Section 135(c) Permissive Uses	Activities	Core Indicators	Source of funds	Status
	10.3.3 Continue to be a member of the SCRTTC (Southern California Regional Transit Training Consortium), for training of technicians and instructors in the multiple areas.	1, 2, 5, 6	2	3
	10.3.4 Maintain faculty update training for instructors as required by NATEF.	1, 3, 4, 6	3	3
(4) Provide programs for special populations.	10.4.1 Modify training units for easier access by disabled and disadvantaged students.	3, 5, 6	4	3
	10.4.2 Discuss the needs of special population students with Disabled Student Services for better understanding of program modification.	3, 5, 6	4	3
(5) Assisting career and technical student organizations.	10.5.1 Maintain membership in OCADA, for student internships at local shops and dealerships. This would include mentors at the work place.	1, 3, 4, 6	4	3
(6) For mentoring and support services;	10.6.1 Same as 10.5.1.	1, 3, 4, 6	4	3
(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.	10.7.1 Purchase modern equipment and supplies needed to meet the environmental and safety needs of industry.	1,2,3,4,5,6	3	1
	10.7.2 Modify courses to integrate student use of modern equipment as required by industry to build student skill level.	1, 2, 3, 4, 6	4	1
	10.7.3 Purchase tools and equipment required by NATEF to maintain Automotive Program nation certification.	1,2, 3, 4, 5, 6	3	1
(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.	10.8.1 Participate in instructor Train-the-Trainer courses enabling faculty to become certified instructors from SCRTTC, Snap-on Tools, etc.	1, 2, 4, 6	3	3
(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.	10.9.1 Offer courses from early morning, through out the day, until late evening for additional access for all students. Use Blackboard in program.	1, 2, 3, 5, 6	4	3

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Section 135(b) Requirements

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Section 135(c) Permissive Uses	Activities	Core Indicators	Source of funds	Status
(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.	n/a			
(11) Providing activities to support entrepreneurship education and training.	10.11.1 Offer courses required for students to complete the automotive side of the new Automotive Business Certificate.	1, 2, 3, 6	4	3
(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.	10.12.1 Develop a new course in Advanced Powertrains for delivery as part of Automotive Technology degree and certificate.	1,2,3,4,5,6	4	1
(13) Developing and supporting small, personalized career-themed learning communities.	n/a			
(14) Providing support for family and consumer sciences programs.	n/a			
(15) Providing CTE programs for adults and school dropouts to complete secondary education or dropouts to complete secondary education or upgrade technical skills.	10.15.1 Implementation of classroom as well as hands-on practice to upgrade the skill level of all students including adults, dropouts and non-traditional students. Recommend campus services available for students needing support.	2, 3, 4, 5, 6	4	3
(16) Providing assistance to individuals who have participated in services and activities under this Act in	10.16.1 Faculty will deal directly with dealerships and shops to provide placement for prepared students.	3, 4, 6	4	3

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Column A	Column B	Column C	Column D	Column E
Section 135(c) Permissive Uses	Activities	Core Indicators	Source of funds	Status
continuing their education or training or finding an appropriate job.	10.16.2 Career / Job Resource Center will provide guidance and job seeking and employment support. Deliver seminars on resume writing skills and proper interview techniques.	3, 4, 6	4	3
(17) Supporting training and activities (such as mentoring and outreach) in nontraditional fields.	10.17.1 Increase the level of marketing and outreach for recruitment of non-traditional students in the Automotive Program. Increase the level of placement of non-traditional students into automotive dealerships.	4, 5, 6	4	3
(18) Providing support for training programs in automotive technologies.	10.18.1 The Automotive Program will maintain national certification through NATEF in all eight areas at the highest level. 10.18.2 The Program will maintain certification as a California BAR Training Site, Snap-on Tools S-Tech Training Center, A-Tech Training Site, SCRTTC Training College, and Esco Institute EPA Refrigerant Recovery Training Site. 10.18.3 The Program will purchase and maintain all tools and equipment required by NATEF in all eight areas of national certification.	1,2,3,4,5,6 1,2,3, 4, 5, 6 1,2,3,4,5,6	2 2 3	3 3 3
(19) Pooling a portion of such funds with a portion of funds available to other recipients for innovative initiatives.	n/a			
(20) Supporting other CTE activities consistent with the purposes of the Act.	10.20.1 Faculty will attend update seminars as well as advance technology training in multiple areas. 10.20.2 Instructors will maintain currency in emissions training certification. 10.20.3 Instructors will maintain ASE (national) certification in their instruction areas as required by NATEF.	1, 3, 4, 5, 6 1, 2, 4 1, 2, 3, 4, 6	3 4 4	3 3 3