

SAC CTEA Proposal

Overview

2016-2017

(This form must accompany your CTEA Application and will be used internally for review and ranking purposes only. Please use this form to provide background information relevant to your program and the proposal.)

Title of Proposed Project/Activity	CTE Completion/ Counseling Career and Employment Services
Department/Division	COUNSELING
Project Director	Sandy Morris
Is this the 1st, 2nd or 3rd year of the project?	This is the third year of the new Career Development/ Career Technical Education Student Success Center.
How is this proposal new & innovative?	<p>The new Career Development/CTE Student Success Center (CD/CTESSSC) provides Career Technical Education (CTE) students, services that support persistence, completion, transfer and employment.</p> <p>New Pilot Programs are created yearly focusing on new CTE disciplines to promote CTE completion. Pilot Programs include Engineering, Manufacturing Technology, Human Development and Pharmacy Technician. This will be expanded in 2016/2017.</p> <p>In addition, each semester new CTE students near completion are recruited to participate in CTE program completion services.</p>
If a 2nd or 3rd year project, how will this proposal build on the foundation built in previous years?	The CD/CTESSC opened its doors in Fall 2014. The Pilot Programs were established and have expanded yearly. The outreach to near completers and potential CTE students continues to grow each year. Employment workshops have expanded and evolved to mirror today's competitive job market. We anticipate continued growth and expansion in the upcoming year.
How does your proposal demonstrate collaboration with other departments/faculty on campus, high schools, industry partners, etc.?	The CD/CTESSC staff collaborate with all CTE faculty on a regular basis to coordinate classroom presentations, develop Pilot Programs and strategies for outreach efforts. Staff collaborates with Santa Ana Unified School District, Middle High School College and CEC for the purpose of recruiting potential CTE students. Industry partners are contacted to develop employment opportunities for CTE students.
How does your proposal represent program improvement?	Program improvement is demonstrated by the expansion and creation of new CTE Pilot Programs and outreach to additional CTE near completers. Increased number of CTE students will receive support services focusing on retention and completion. An additional source of outreach recruitment and support of potential CTE students will come from the collaboration with a new Undecided Major Initiative housed in the CD/CTESSC, which reaches out to all undecided majors. Over and above services offered include personal and career exploration through workshops, advising and guided activities directed by counselors.
How does your proposal address student placement in high wage, high skill or high demand occupations?	The CD/CTESSC is a hub for local employment listing. Approximately 600+ new job leads are received on a monthly basis, which include high wage, high demand positions. Companies with competitive compensation are invited to center to conduct interviews (i.e. Orange County Sheriff's Department).

How does your proposal address non-traditional participation and completion and Special Populations?

Special populations to be served include first generation college students, veterans, disabled and welfare populations. Staff orients potential students on nontraditional CTE options regardless of gender or ethnicity.

Local Application Program Information Across CTE Programs (& Final Report)

2016-2017

District/College: Rancho Santiago Community College District/Santa Ana College **Agreement No.:** XX-C01-XX

Program Title: Career Development/ Career Technical Education Student Success Center

Title of Proposed Project/Activity		CTE Completion/ Counseling, Career and Employment Services	
Department/Division		COUNSELING	
Project Director		Sandy Morris	
Project Director's Phone #	714-564-6257	Email:	Morris_sandy@sac.edu
Division Dean	Micki Bryant		
Dean's Phone #	714-564-6078	Email	Bryant_micki@sac.edu

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 Persistence 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)

The Career Development/CTE Student Success Center (CD/CTESSC) provides Career Technical Education (CTE) students, services that support major selection, persistence, completion, transfer and employment focusing on core indicators numbers one through five. In 2015/16 4,500 CTE near completers (85% complete) and undecided majors were contacted to schedule an appointment for academic advisement and to encourage completion. In addition, 360 students participated in a pilot program in 2015/16. CTE programs will be targeted each year on a pilot basis to receive support services through completion. With these additional pilot programs we anticipate a significant increase in students served. Students in introductory courses for each pilot program will receive information on Educational Plans, program completion and referrals to student services. Follow up services include group and individual educational planning, industry speakers and field trips. CTE students need access to specially trained staff for guidance and advisement in program selection, planning and employment services. Employment services are crucial to train students in resume development, interview preparation and job search techniques to transition to employment. The advisory group recommends and supports the above increased efforts towards CTE completion, persistence and employment.

--	--

What is your projected completion date?	June 2017
--	-----------

Briefly describe how the issue(s) will be addressed. *(Limited to 2,000 characters, or approximately ½ page of text)*

This proposal is across the tops, therefore does not have a top code. Core indicators numbers one through five will be addressed by funding the CD/CTESSC staff that will coordinate all center operations to facilitate CTE completion, persistence and employment. \$63,962.00 will be required to fund center staff which is critical to the operation of the center and success of CTE students. There is a great student demand for these services as indicated by data from 2015/16 (4,500 CTE students utilized these services).The advisory group recommends and supports the above increased efforts towards CTE completion, persistence and employment.

CD/CTESSC operations will be coordinated by the Intermediate Clerks and Career Technician. They will provide the following services:

- Outreach to CTE near-completers (85% completed) includes: contact by email, phone, or in person to schedule an appointment for academic advisement and encourage completion.
- Provide program information to CTE students, schedule CTE counseling appointments, build/maintain database, track/follow-up students in process of completion and assist in analyzing data.
- Assess students’ needs and provide information on all SAC CTE programs.
- New innovative job placement software will be implemented to increase access to CTE employers. New CD/CTESSC web site will be developed.
- Utilize innovative approaches to increase awareness of CTE programs by implementing Undecided Major Initiative and conducting outreach to prospective CTE students at SAUSD and SAC School of Continuing Education.
- Coordinate employment services, schedule on-campus interviews, facilitate industry mentor presentations, CTE Fair and CTE orientations on “What can I do with a major in”?
- Pilot Programs- Collaborate with Admissions and Records to identify CTE near completers for pilot programs. Contact CTE students to schedule counseling appointments. Contact CTE faculty to schedule class presentations. Coordinate industry presenters and field trips
- Present employment preparation workshops including: Resume Writing, Resume Critique, Interview Techniques and LinkedIn.

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: \$_____ (<i>Resource Development will have this amount for Final report</i>)			
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			

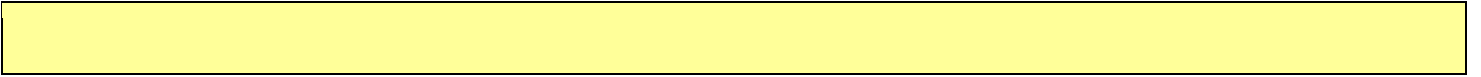
Below are the nine §135(b) Requirements for Uses of Funds. Programs receiving these funds must meet these requirements. Indicate with a check mark those requirements that the program currently meets (met). Any remaining unmet requirement(s) **must be addressed with completed or ongoing activities by 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)	
<input checked="" type="checkbox"/>	1. Involve parents, businesses, and labor organizations, in the design, implementation and evaluation of CTE programs. [§135(c)(1)]
<input checked="" type="checkbox"/>	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)]
<input checked="" type="checkbox"/>	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)]
<input checked="" type="checkbox"/>	4. Provide programs for special populations. [§135(c)(4)]
	5. Assisting career and technical student organizations. [§135(c)(5)]
<input checked="" type="checkbox"/>	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)]
<input checked="" type="checkbox"/>	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)]
<input checked="" type="checkbox"/>	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)]
<input checked="" type="checkbox"/>	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)]
<input checked="" type="checkbox"/>	11. Providing activities to support entrepreneurship education and training. [§135(c)(11)]
	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)]
<input checked="" type="checkbox"/>	14. Providing support for family and consumer sciences programs. [§135(c)(14)]
<input checked="" type="checkbox"/>	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)]
<input checked="" type="checkbox"/>	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)]
<input checked="" type="checkbox"/>	17. Supporting training and activities (such as mentoring and outreach) in nontraditional fields. [§135(c)(17)]
<input checked="" type="checkbox"/>	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)]
<input checked="" type="checkbox"/>	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:

<input 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"/>	Programs/Services for Special Populations
<input type="checkbox"/>	Facility rental/lease (off-campus location)	<input type="checkbox"/>	Consultants or Other Contracted Services
<input type="checkbox"/>	Curriculum Development	<input type="checkbox"/>	Other (specify)self evaluation for improvement of the program
<input checked="" type="checkbox"/>	Program Marketing and Outreach	<input type="checkbox"/>	

Check one: UNMET REQUIREMENTS WILL BE ADDRESSED:

<input type="checkbox"/>	Entirely with Perkins Funds
<input type="checkbox"/>	Entirely with Other Funding Sources
<input type="checkbox"/>	Using Both Perkins and Other Funding Sources

PROVIDE DETAILED BUDGET

Department Code: 19540_____

Budgeting Category/Description	Fund Requested		
	Instructional	Non-Instructional	TOTAL
1000 – Faculty salaries			
2000 – Classified salaries (Instructional Assistant)		\$52,498.00	\$52,498.00
3000 – Benefits (based on 2015/16 benefits) Part-time faculty & beyond contract (15.63%) P/T short-term classified (6.2% of wages) P/T ongoing classified (22.947%) Full-time classified (22.947% of wages + health & life insurance (maximum \$25,517.64) & fringe ben.\$1,486.36)		\$9,664.00	\$9,664.00
4000 – Supplies & Materials Reference Books; Instructional Supplies; Supplies Technology – no promotional materials/favors		\$300.00	\$300.00
5000 – Other Operating Expenses & Services Conference, consultants, contracts, printing, software license & fees, maintenance contract		\$1,500.00 CTE Program marketing brochures, posters and printing	\$1,500.00
6000 – Capital Outlay Equipment, software over \$1,000 (no furniture)			
Total Funding Requested			\$63,962.00

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

Budget Questions/Clarifications:

The CTE Counselors are funded by Student Success and Support Program (SSSP) funds, for a total of approximately \$158,000.00 annually. The career technician and classified staff, which support Counseling functions and CTE center operations, are not allowable expenditures under the SSSP guidelines.

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: _____

Date: _____

Section III Part B
Perkins Career and Technical Education Act (Title IC) – Local Application (& Final Report)
Program Information Across Career Technical Education Programs

College/District: RSCCD – Santa Ana College

Agreement #: XX-C01-042

Retain in District Audit Files

Program/Project Title: CTE Completion/ Counseling, Career and Employment Services Across CTE Programs # _____

Section 135(b) Requirements

Column A	Column B	Column C	Column D
Enter applicable number in appropriate column below.			
<p>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).</p> <p>Review the planned activities by TOP Codes to be funded in the program year and the Perkins Requirement(s) that will be strengthened through Across CTE program activities.</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>Designate source of funds to be used by assigning a number as shown below:</p> <p>1 = Perkins IC 2 = Other funds 3 = Both 4 = No funds needed</p>	<p>Status of Activity:</p> <p>1 = Planned 2 = Started 3 = Continuing 4 = Completed</p>
Section 135(b) Requirements	Activities	Source of funds	Status
<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>Activities list in the application (local application) CD/CTESSC facilitates transition from acquisition of CTE skills to competitive employment. Additionally, the center assists CTE majors with employment in their major fields, thus strengthening academic and career technical skills by providing hands-on experience. CTE Intermediate Clerk will coordinate facilities for CTE Fair. For the Final Report – please write the outcome based on activities that you had conducted Outcome by the end of the fiscal year (final report)</p>	<p>1</p>	<p>Status of activity at the beginning (local application)</p> <p style="text-align: center;">3</p> <p>Status of activity at the end of the fiscal year (final report)</p>
<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>Employment preparation education provided by CD/CTESSC is part of a continuum of post-secondary life-learning skills that increases CTE students’ success in workforce development. Furthermore, in an effort to strengthen secondary and post-secondary programs, marketing and outreach efforts are implemented to recruit and retain students for CTE programs including Santa Ana Unified School District, and Middle College High School. CTE Intermediate Clerk will coordinate and market for CTE Fair.</p>	<p>1</p>	<p>3</p>
<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>The CD/CTESSC is a conduit between local industries and SAC CTE programs. Employment opportunities provide work-based learning and strengthen student understanding of an industry</p>	<p>1</p>	<p>3</p>

Section III Part B
Perkins Career and Technical Education Act (Title IC) – Local Application (& Final Report)
Program Information Across Career Technical Education Programs

College/District: RSCCD – Santa Ana College

Agreement #: XX-C01-042

Retain in District Audit Files

Program/Project Title: CTE Completion/ Counseling, Career and Employment Services Across CTE Programs # _____

Section 135(b) Requirements

Column A	Column B	Column C	Column D
Section 135(b) Requirements	Activities	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.	Collaboration and employer outreach occur to develop employment opportunities in career technical industries. These on-the-job training experiences combined with academic classes improve and expand the students' use of technology.	1	3
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.	The CD/CTESSC staff provides Employment Outlook information to faculty, Counselors and administrators on current employment trends and real workplace skill requirements. CTE Intermediate Clerk will coordinate and market for CTE Fair. In addition, the CTE staff facilitate a CTE series of workshops entitled “What Can I Do With a Major in _____?” that ensures faculty, staff and students stay current with academic requirements and opportunities within an industry.	1	3
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.	The CD/CTESSC will serve special populations (i.e. disabled, single parents, veterans, first generation college students, etc.) including students from these specific programs: <ol style="list-style-type: none"> 1. Cal WORKs serves disadvantaged students and assesses successful placements. 2. EOPS and SSSP re-entry/First Generation students receive individualized job search assistance. 3. DSPS The center develops an evaluation survey to assess employer and student satisfaction with services.	1	3

Section III Part B
Perkins Career and Technical Education Act (Title IC) – Local Application (& Final Report)
Program Information Across Career Technical Education Programs

College/District: RSCCD – Santa Ana College

Agreement #: XX-C01-042

Retain in District Audit Files

Program/Project Title: CTE Completion/ Counseling, Career and Employment Services Across CTE Programs #

Section 135(b) Requirements

Column A	Column B	Column C	Column D
Section 135(b) Requirements	Activities	Source of funds	Status
7. Initiate, improve, expand and modernize quality CTE programs, including relevant technology.	The CD/CTESSC expands students’ technical skills by developing opportunities for hands-on experience in a competitive work setting within the students’ chosen CTE field.	1	3
8. Provide services and activities that are of sufficient size, scope and quality to be effective.	Services and activities are available for all Santa Ana College CTE students. CTE Intermediate Clerk will coordinate and market CTE Fair. Career Technician is effective in providing direct CTE student contact and outreach efforts. The CTE staff will provide ongoing support to CTE students to promote retention and degree/certificate completion.	1	3
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.	The CTE staff provide outreach to programs on campus that provide services for special populations (i.e. disabled, single parents, veterans, first generation college students, etc.) including: <ul style="list-style-type: none"> 1. Cal WORKs serves disadvantaged students and assesses successful placements. 2. EOPS and SSSP re-entry/First Generation students receive individualized job search assistance. 3. DSPS Numerous employment opportunities are provided to CTE students, including high wage and high demand occupations.	1	3

Section III Part B
Perkins Career and Technical Education Act (Title IC) – Local Application (& Final Report)
Program Information Across Career Technical Education Programs

College/District: RSCCD – Santa Ana College

Agreement #: XX-C01-042

Retain in District Audit Files

Program/Project Title: CTE Completion/ Counseling, Career and Employment Services Across CTE Programs # _____

Section 135(b) Requirements

Column A	Column B	Column C	Column D
Section 135(c) Permissive Uses	Activities	Source of funds	Status
10. Funds may be used to: (1) Involve parents, businesses, and labor organizations, in the design, implementation and evaluation of CTE programs.	The CD/CTESSC staff contacts businesses to develop job opportunities for students	1	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.	The CD/CTESSC is a CTE completion hub. The staff provides career guidance, workshops, and academic advisement to CTE students, CTE High School students and Middle College High School to promote recruitment and retention and completion of CTE degrees and certificates. CTE Intermediate Clerk will coordinate and market CTE Fair. Career Technician will focus on improving graduation rates by providing outreach to near completers.	1	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.	The expansion of work related opportunities including non-subsidized employment.	1	3
(4) Provide programs for special populations.	Special populations to be served include first generation college students, veterans, disabled and welfare populations	1	3
(5) Assisting career and technical student organizations.	N/A		
(6) For mentoring and support services;	Employment Preparation facilitated by the Career Technician provide extensive support for job readiness including job resources and essential clerical support.	1	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.	N/A		

Section III Part B
Perkins Career and Technical Education Act (Title IC) – Local Application (& Final Report)
Program Information Across Career Technical Education Programs

College/District: RSCCD – Santa Ana College

Agreement #: XX-C01-042

Retain in District Audit Files

Program/Project Title: CTE Completion/ Counseling, Career and Employment Services Across CTE Programs # _____

Section 135(b) Requirements

Column A	Column B	Column C	Column D
Section 135(c) Permissive Uses	Activities	Source of funds	Status
(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.	Collaborative efforts with teacher preparation programs are established and the CTE staff serve as liaison with SAC’s Center for Teacher Excellence program in the Counseling Department. In an effort to market CTE teacher preparation program, CTE Intermediate Clerk and Career Technician will coordinate with faculty to participate in CTE Fair.	1	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.	Services and programs are offered during both day and evening hours.	1	3
(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.	“What Can I Do With a Major in ___?” Workshops present career and academic information designed to facilitate transition to both employment and transfer to baccalaureate programs. Staff refers students to the financial aid department and other student services to overcome barriers and encourage enrollment and completion. The CTE completion hub will facilitate these student support services.	1	3
(11) Providing activities to support entrepreneurship education and training.	Entrepreneurial training occurs in CD/CTESSC	1	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.	N/A		
(13) Developing and supporting small, personalized career-themed learning communities.	Workshops highlighting specific career paths are offered. Intermediate Clerks and Career Technician will assist in coordinating these events and marketing them to students.	1	3
(14) Providing support for family and	Job opportunities for consumer science majors are provided	1	3

Section III Part B
Perkins Career and Technical Education Act (Title IC) – Local Application (& Final Report)
Program Information Across Career Technical Education Programs

College/District: RSCCD – Santa Ana College

Agreement #: XX-C01-042

Retain in District Audit Files

Program/Project Title: CTE Completion/ Counseling, Career and Employment Services Across CTE Programs #

Section 135(b) Requirements

Column A	Column B	Column C	Column D
Section 135(c) Permissive Uses	Activities	Source of funds	Status
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.	N/A		
(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.	CD/CTESSC staff provides extensive job placement services, both part-time and full-time to students in their area of study. The Career Technician and Intermediate Clerks facilitate the job placement functions of the center.	1	3
(17) Supporting training and activities (such as mentoring and outreach) in nontraditional fields.	Career seminars highlight a variety of career paths and the CTE staff promotes nontraditional fields through outreach efforts.	1	3
(18) Providing support for training programs in automotive technologies.	Job placement activities for automotive technology are provided and the CTE staff advise students of the SAC Automotive Technology degrees and certificates available. CTE Intermediate Clerk will outreach/market employment opportunities designated for Automotive Technology students.	1	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.	CTE majors are supported with job placement assistance and the CTE staff promote CTE academic programs and activities. CTE Intermediate Clerk markets employment opportunities for designated CTE Majors.	1	3