

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

2014-2015

District/College: RSCCD/ Santa Ana College **Agreement No.:** XX-C01-XX
Program Title: SAC/SCE CTE Vocational **TOP Code:** 0514.00

Title of Proposed Project/Activity		Career Technical Education Career Pathways from Non-Credit to SAC	
Department/Division		SAC/SCE CTE VOCATIONAL	
Project Director		Mariella Baldo	
Project Director's Phone #	(714) 241-5781	Email	Baldo_mariella@sac.edu
Division Dean	Christine Kosko		
Dean's Phone #	(714) 241-5715	Email	Kosko_christine@sac.edu
TOP Code	0514.00	TOP Code Title	Office Technology/Office Computer Applications

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

Santa Ana College School of Continuing Education provides vocational and technology training to students of diverse backgrounds. Currently, we offer six Career Development and College Preparation (CDCP) Certificates approved by the California Community College Chancellor's Office. These are:

- General Office Clerk Certificate
- Executive Secretary/Administrative Assistant Certificate
- Customer Service Representative Certificate

- Computer Maintenance and Repair Workers Certificate
- Paraprofessional Mental Health Workers Certificate
- Childcare Workers Certificate

We want to be able to explore, develop, and implement a plan to create pathways for students to transfer into Career Technical Education programs at SAC.

This project will be completed over three years and is divided into three phases. The first phase and first year will be exploratory, the second year will be the development phase, and the third year will be the implementation phase.

What is your projected completion date? June 2015

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

The proposed 2014-2015 budget will fund a part-time Faculty Coordinator and stipends for SAC faculty. The tasks to perform during this exploratory phase are as follows:

- Investigate and identify the SAC/CTE certificate/degree programs that will create a suitable pathway for students in non-credit to SAC
- Identify SAC CTE programs that best align with the programs currently offered at CEC
- Explore the opportunity of collaborating with the Deputy Sector Navigators and the Doing What Matters initiative on doing what matters
- Identify three to four programs at SAC and develop one or two career pathway partnerships
- Identify class articulation opportunities
- Develop the procedure for class articulation from CEC to SAC
- Implement articulation agreements for the pathways developed

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.

Requirements for Uses of Funds	Indicate with a check mark which requirements have been met, below.		
	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 1/3 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)

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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)]
	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)]
	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)]
	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)]
	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)]
	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)]
	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)]
	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)]
	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 checked="" type="checkbox"/>	Consultants or Other Contracted Services
<input checked="" 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 checked="" type="checkbox"/>	Using Both Perkins and Other Funding Sources

PROVIDE DETAILED BUDGET

Department Code: 18200

Budgeting Category/Description	Fund Requested		
	Instructional	Non-Instructional	TOTAL
1000 – Faculty salaries		\$ 32,058.00 \$ 341.00 \$ 2,000.00	
2000 – Classified salaries (Instructional Assistant)			
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)		Fac \$ 4,523.00	
4000 – Supplies & Materials Reference Books; Instructional Supplies; Supplies Technology – no promotional materials/favors			
5000 – Other Operating Expenses & Services Conference, consultants, contracts, printing, software license & fees, maintenance contract			
6000 – Capital Outlay Equipment, software over \$1,000 (no furniture)			
Total Funding Requested		\$38,922.00	


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:

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: 3/18/14

Date: 3-18-14

**Section II Part B
Perkins Career and Technical Education Act (Title IC) – Local Application (& Final Report)**

Program Information by TOP Code

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

College/District: **RSCCD – Santa Ana College**

Retain in District Audit Files

Program Title: **Office Technology/Office Computer Applications**

TOP CODE(s): **0514.00**

Section 135(b) Requirements

Column A	Column B	Column C	Column D	Column E
		Enter applicable number in appropriate column below.		
<p>Column A</p> <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>Check the corresponding Section II Part A form for the Met/Unmet "Requirements for Use of Funds."</p> <p>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.</p>	<p>Column B</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 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). <p>PLEASE BE SPECIFIC SINCE THESE ACTIVITIES WILL BE AUDITED!</p>	<p>Column C</p> <p>Core Indicator addressed by the activity listed.</p> <ol style="list-style-type: none"> Tech. Skill Attainment Credential/Certificate/ Degree Transfer Student Persistence or Placement Student Placement Nontrad. Participation Nontrad. Completion 	<p>Column D</p> <p>Designate source of funds to be used by assigning a number as shown below:</p> <ol style="list-style-type: none"> Perkins IC Other funds Both No funds needed 	<p>Column E</p> <p>Status of Activity:</p> <ol style="list-style-type: none"> Planned Started Continuing Completed
<p>Section 135(b) Requirements</p> <ol style="list-style-type: none"> Strengthening the academic and career and technical skills of students participating in CTE programs through the integration of academics with CTE programs. 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). Provide students with strong experience in and understanding of all aspects of an industry, which may include work-based learning experiences. 	<p>Activities</p> <p>Activities list in the application (local application)</p> <ol style="list-style-type: none"> Students can earn school elective credits through the completion of the CTE courses. Investigate and explore the different certificate programs that will create a suitable pathway for students in non-credit to SAC Non-credit CTE students concurrently enrolled in other courses are exposed to various aspects of an industry through the implementation of competency based instruction throughout the curriculum in all our programs 	<p>Core Indicators</p> <p>3,6</p> <p>1,2,3,4,5,6</p> <p>1,2,3,4,5,6</p>	<p>Source of funds</p> <p>1</p> <p>1</p> <p>1</p>	<p>Status</p> <p>Status of activity at the beginning (local application)</p> <p>3</p> <p>Status of activity at the end of the fiscal year (final report)</p> <p>1</p> <p>1</p> <p>1</p>

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TOP CODE(s): 0514.00 Program Title: Office Technology/Office Computer Applications
 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 Students enrolled in all non-credit CTE courses use the latest hardware and software that meets industry standards. Faculty and supporting instructional staff have extensive work experience in their respective fields	1,2,3,4,5,6	1, 3	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.	5.1 Provide training for faculty on the use and implementation in instruction of new technology and software applications. 5.3 Manage, monitor, and support faculty involved to ensure student success in the program 5.4 Work with counselors to provide students with certificate information	1,3 3 3,4,5,6	1 1 1	3 3 3

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Program Title: Office Technology/Office Computer Applications

TOP CODE(s): 0514.00

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 Develop an automated certification tracking system for all CDCP certificates offered in the Vocational program. 6.2 Establish a process of Student Goal Sheets to identify the certificate pathway in the student's employment interest area. 6.3 Develop a student retention program that shows progress and student completion 6.4 Develop surveys to be completed by faculty and students which will be used to assess and indicate any areas that need improvement	3,5,6 3,4,5,6 3,4,5,6 3,4,5,6	1 1 1 1	3 4 3 3
7. Initiate, improve, expand and modernize quality CTE programs, including relevant technology.	Same as 4.1	1,2,3,4,5,6	1	2
8. Provide services and activities that are of sufficient size, scope and quality to be effective.	8.1 Upon completion of the certificates the student will have the skills and experience to be qualified candidates for job openings.	1,2,3,4,5,6	1	2
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 Explore the establishment of new CTE programs that would lead to high demand occupations and special populations.	4,5,6	1	3
	9.2 Establish a partnership with the Welfare to Work program to help their clients attain a certificate to prepare them to enter the workforce.	4,5,6	1	3
	9.3 Look at employment trends and areas of labor growth for non-traditional and special populations	4, 5,6	1	1

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TOP CODE(s): 0514.00 Program Title: Office Technology/Office Computer Applications
 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: (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.	10.1 Our program serves at risk youth and parents at Orange County Children's Therapeutic Art Center (OCCTAC) and displaced workers. 10.2 Establish Advisory meetings	3,4,5,6 3,4,5,6	1 1	3 2
	10.3 Build a partnership and meet with local WTB and employment agencies.	3,5,6	1	2
	10.4 Our program serves CalWorks students and displaced workers. Same as 10.1	1,2	3	3

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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
(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.				
(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.	10.10.1 Connect with Santa Ana College credit side to create a pathway between non-credit and credit students in Vocational areas. 10.10.2 Identify SAC CTE programs that best align with the programs currently offered at CEC 10.10.3 Explore the opportunity of collaborating with the Deputy Sector Navigators and the Doing What Matters initiative on doing what matters 10.10.4 Identify three to four programs at SAC and develop one or two career pathway partnerships 10.10.5 Identify class articulation opportunities 10.10.6 Develop the procedure for class articulation from CEC to SAC Implement articulation agreements for the pathways developed	1,2,3,5,6	1	1
(11) Providing activities to support entrepreneurship education and training.				
(12) Improving or developing new CTE	10.12 Explore the development of new certificates that address	1,2,3,4,5,6	1	1

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Section 135(b) Requirements

Column A	Column B	Column C	Column D	Column E
	Activities	Core Indicators	Source of funds	Status
Section 135(c) Permissive Uses 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.	high employment, non-traditional, and special populations.			
(13) Developing and supporting small, personalized career-themed 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.	Same as 1.1	3,6	2	3
(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.				
(17) Supporting training and activities (such as mentoring and outreach) in nontraditional fields.	17.1 Promote the SAC Career Technical Fair, work closely with counselors, and organize for students in our program to attend and learn about the non-traditional careers and certificates available at SAC	3,6	2	3
(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				

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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
initiatives.				
(20) Supporting other CTE activities consistent with the purposes of the Act.				