

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

2014-2015

District/College: RSCCD/SAC **Agreement No.:** XX-C01-XX
Program Title: CTE Completion/ Counseling, Career and Employment Services

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/Job Resource Center (CJRC) is transitioning towards becoming a Career Technical Education (CTE) completion hub, for the purpose of increasing CTE completion rates. This new CTE Completion Center will create a one-stop office to provide CTE students with counseling, support and resources to guide them through to certificate/degree completion and preparation for employment. As part of the development of this Center, students from two CTE pilot programs will be targeted during the 2014-15 academic year for increased counseling and support services. Additionally, outreach efforts will be conducted towards CTE near-completers to encourage completion, and undecided majors will be informed about CTE program options. Data obtained from both the pilot program and outreach efforts will be used to inform the development and expansion of the CTE Completion Center services for all CTE students.

To Complete a CTE degree or certificate in timely manner, and compete successfully in the highly competitive job market, it is imperative that students have access to the full complement of student support services, including academic counseling and employment preparation training. CTE students need access to academic counselors for guidance in appropriate selection of a CTE program and advisement for effective educational planning leading to completion. Substantive employment services from counselors and staff are crucial to train CTE students in the arts of resume development, interview preparation, as well as in job

search techniques and soft skills, to successfully transition from CTE program completion into the world of work.

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 program improvement issues will be addressed by offering the following services/resources:

***CTE Completion Center Staff and Counselors will focus on developing a CTE Completion Center hub. An additional Part-Time Counselor will be hired, and the current CTE Counselor's hours will be increased to provide comprehensive services to a greater number of CTE students.**

CTE Completion Center Staff and Counselors will collaborate to perform the following functions:

- CTE academic advising will be increased to serve an increased number of CTE students to promote retention and completion of CTE degrees and certificates.
- Academic advising will be provided to assist students in selection of appropriate CTE programs, development of education plans, and ongoing assistance with course selection so that students will be able to complete programs in a timely manner.
- Increased student support services will be provided to assist CTE students to overcome barriers to completion. Students will receive appropriate referrals to Financial Aid, Tutoring, Health & Wellness Center, Service Learning Center, CTE program orientations, etc.
- Outreach will be provided to CTE near-completers involving contact by email, phone, or in person to provide academic advisement to encourage completion.
- CTE Completion Center efforts will be supported by the Intermediate Clerks and Career Technician. They will provide program information to students, schedule advisement appointments, build and maintain database, track and follow-up students in process of completion and assist in analyzing data.
- Pilot study targeting two CTE programs will provide increased counseling and student support services, as well as data on student success for program expansion.
- Staff will serve as a liaison to other faculty and departments to further support CTE student academic success.
- Increase awareness of CTE programs by conducting outreach to prospective students including SAC Undecided Majors, SAUSD high schools, SAC School of Continuing Education, and One Stop College Information Centers.
- Career awareness will be developed through industry mentor presentations, CTE Fair, and workshops on "What can I do with a CTE major in....," etc.

- Employment preparation services will be offered to enhance students' abilities to obtain CTE employment. Workshops will include resume writing, interview skills, job search techniques, and soft skills; individual appointments will offer resume critiques, mock interviewing, and job search strategies.
- Employment services will be provided, including proprietary SAC employment listings, on-campus interviews, and assistance with online applications and job search.

***At this time an official name for the hub has not been developed, so in its absence the hub will be referred to as the "CTE Completion Center" (CTECC).**

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©(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. Permissible Uses Per Section 135© (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©(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©(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©(3)]
<input checked="" type="checkbox"/>	4. Provide programs for special populations. [§135©(4)]
<input checked="" type="checkbox"/>	5. Assisting career and technical student organizations. [§135©(5)]
<input checked="" type="checkbox"/>	6. Mentoring and support services. [§135©(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©(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©(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©(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©(10)]
<input checked="" type="checkbox"/>	11. Providing activities to support entrepreneurship education and training. [§135©(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©(12)]
	13. Developing and supporting small, personalized career-themed learning communities. [§135©(13)]
<input checked="" type="checkbox"/>	14. Providing support for family and consumer sciences programs. [§135©(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©(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©(16)]
<input checked="" type="checkbox"/>	17. Supporting training and activities (such as mentoring and outreach) in nontraditional fields. [§135©(17)]
<input checked="" type="checkbox"/>	18. Providing support for training programs in automotive technologies. [§135©(18)]
	19. Pooling a portion of such funds with a portion of funds available to other recipients for innovative initiatives. [§135©(19)]
<input checked="" type="checkbox"/>	20. Supporting other CTE activities consistent with the purposes of the Act. [§135©(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		

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: 19540

Budgeting Category/Description	Fund Requested		
	Instructional	Non-Instructional	TOTAL
1000 – Faculty salaries		\$81,418	\$81,418
2000 – Classified salaries		\$46,372	\$46,972
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)		Faculty: \$10,707 Classified: \$10,454	Faculty: \$10,707 Classified: \$10,454
4000 – Supplies & Materials Reference Books; Instructional Supplies; Supplies Technology – no promotional materials/favors		\$ 500	\$ 500
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		\$149,451	\$149,451

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:

Faculty: 1 PT CTE cnslr, 25 hrs/wk, 48 weeks; 1 PT CTE cnslr, 15 hrs/wk, 48 weeks (50% funding requested)
Classified: 15 hrs/wk, 10 month Career Technician (provides workshops, resume, job placement services);
2 PT Intern Clrks (support outreach/counselor activities; build/maintain data base; track/monitor students)

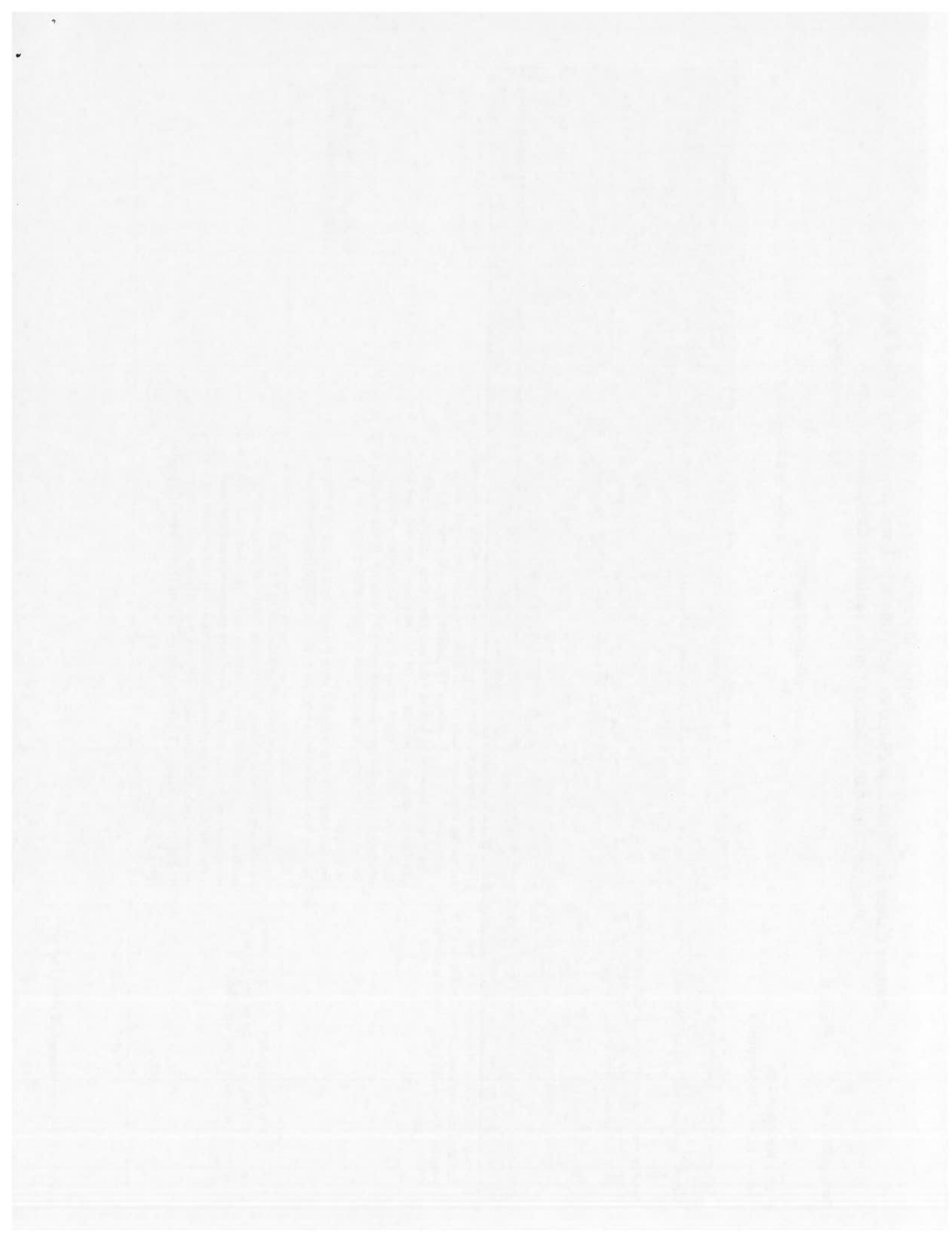
Acceptance of requested funds entails a responsibility for developing a project plan and final report. All 9 mandated activities must be achieved. Each department must submit a copy of their Advisory Committee Minutes to the Career Education & Workforce Development Office.

W. Bryant for Sandy Morris
 Project Director

W. Bryant
 Division Dean

Date: 3/19/14

Date: 3/19/14



**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 – Agreement #: XX-C01-042

Retain in District Audit Files

Across CTE Programs # _____

Program/Project Title: _____

Section 135(b) Requirements

Column A	Column B	Column C	Column D
Section 135(b) Requirements	Activities	Source of funds	Status
<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> <ol style="list-style-type: none"> Perkins IC Other funds Both No funds needed 	<p>Status of Activity:</p> <ol style="list-style-type: none"> Planned Started Continuing Completed
<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>The Career Technical Education Completion Center (CTECC) 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. Furthermore, the CTE Counselors conducts CTE educational plan workshops and advises CTE students in the selection of the appropriate sequence of academic courses for their degree or certificate. 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>3</p>	<p>3</p> <p>Status of activity at the beginning (local application)</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 CTECC 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>3</p>	<p>3</p> <p>Status of activity at the end of the fiscal year (final report)</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: RS CCD – Agreement #: XX-C01-042

Program/Project Title: _____
 Section 135(b) Requirements _____
 Retain in District Audit Files _____
 Across CTE Programs # _____

Column A	Column B	Column C	Column D
		Enter applicable number in appropriate column below.	
3. Provide students with strong experience in and understanding of all aspects of an industry, which may include work-based learning experiences.	The CTECC is a conduit between local industries and SAC CTE programs. Employment opportunities provide work-based learning and strengthen student understanding of an industry.	3	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 – Agreement #: XX-C01-042

Retain in District Audit Files

Across CTE Programs #

Program/Project Title: _____

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. Additionally, the CTE Counselors advise students of courses needed to obtain skills required to enter technology fields.	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.	The CTECC 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 Counselors and staff present 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. Finally, the CTE Counselors and staff will advise academic counselors and faculty regarding CTE programs at SAC.	3	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 CTECC 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. The center develops an evaluation survey to assess employer and student satisfaction with services.	3	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 –

Agreement #: XX-C01-042

Retain in District Audit Files

Program/Project Title: _____
 Section 135(b) Requirements _____
 Across CTE Programs # _____

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 CTECC expands students' technical skills by developing opportunities for hands-on experience in a competitive work setting within the students' chosen CTE field.	3	3
8. Provide services and activities that are of sufficient size, scope and quality to be effective.	The hiring of an additional counselor will increase effectiveness of services. These services and activities are available for all Santa Ana College CTE students. CTE Intermediate Clerk will coordinate and market CTE Fair. The part-time CTE Counselors and Career Technician are effective in providing direct CTE student contact and outreach efforts. The CTE Counselors and staff will provide ongoing support to CTE students to promote retention and degree/certificate completion.	3	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 counselors and 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: 1. Cal WORKs serves disadvantaged students and assesses successful placements. 2. EOPS and SSSP re-entry/First Generation students receive individualized job search assistance. Numerous employment opportunities are provided to CTE students, including high wage and high demand occupations.	3	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 – Agreement #: XX-C01-042

Retain in District Audit Files

Across CTE Programs #

Program/Project Title: _____

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 CTECC staff contacts businesses to develop job opportunities for students	3	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 CTECC is transitioning to a CTE completion hub. The staff and part-time CTE Counselors provide career guidance, educational planning workshops, and academic counseling 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 be providing outreach to near completers.	3	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.	3	3
(4) Provide programs for special populations.	Special populations to be served include first generation college students, veterans, disabled and welfare populations	3	3
(5) Assisting career and technical student organizations.	N/A		
(6) For mentoring and support services;	Extensive support for job search is provided including job resources and essential clerical support. Additionally, the CTE Counselors provide ongoing support to CTE students	3	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		
(8) Teacher preparation programs that	Collaborative efforts with teacher preparation programs are established and the		

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 –

Agreement #: XX-C01-042

Retain in District Audit Files

Program/Project Title: _____

Across CTE Programs # _____

Section 135(h) Requirements

Column A	Column B	Column C	Column D
Section 135(c) Permissive Uses	Activities	Source of funds	Status
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.	CTE Counselors 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.	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.	Services and programs are offered during both day and evening hours.	3	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. The CTE Counselors facilitate the transition of sub-baccalaureate CTE students into baccalaureate degree programs by following articulation agreements, advising of dual enrollment programs, providing academic counseling and referring students to the financial aid department to overcome barriers and encourage enrollment and completion. The CTE completion hub will facilitate these student support services.	3	3
(11) Providing activities to support entrepreneurship education and training.	Entrepreneurial training occurs in Career/Job Resource Center workshops.	3	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.	3	3
(14) Providing support for family and consumer sciences programs.	Job opportunities for consumer science majors are provided.	3	3
		3	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 – Agreement #: XX-C01-042

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Across CTE Programs # _____

Program/Project Title: _____

Section 135(b) Requirements

Column A	Column B	Column C	Column D
Section 135(c) Permissive Uses	Activities	Source of funds	Status
(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.	CTECC 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.	3	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 Counselors promotes nontraditional fields through outreach efforts.	3	3
(18) Providing support for training programs in automotive technologies.	Job placement activities for automotive technology are provided and the CTE Counselors advise students of the SAC Automotive Technology degrees and certificates available. CTE Intermediate Clerk will outreach/market employment opportunities designated for Automotive Technology students.	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.	CTE majors are supported with job placement assistance and the CTE Counselors promote CTE academic programs and activities. CTE Intermediate Clerk markets employment opportunities for designated CTE Majors.	3	3