

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	Career Technical Education Between Non-Credit and Credit
Department/Division	VBUS CTE /SAC-SCE
Project Director	Mike Arroyo – Nilo Lipiz
Is this the 1st, 2nd or 3rd year of the project?	Third year of the project.
How is this proposal new & innovative?	Are adding Pharmacy Tech and other programs.
If a 2nd or 3rd year project, how will this proposal build on the foundation built in previous years?	Alignment projects were completed in the areas of Child Care Development/ ECE program and Keyboarding courses.
How does your proposal demonstrate collaboration with other departments/faculty on campus, high schools, industry partners, etc.?	Are working on an articulation agreement with Santa Ana College's Pharmacy Department. Partnering with child care organizations business organizations.
How does your proposal represent program improvement?	Our proposal promotes transition from noncredit to credit.
How does your proposal address student placement in high wage, high skill or high demand occupations?	Prepares noncredit students to not only get an entry level job but also at a higher wage. This also prepares a student to enter credit certificate programs.
How does your proposal address non-traditional participation and completion and Special Populations?	Noncredit students come from a variety of special populations.

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

2016-2017

District/College: RSCCD **Agreement No.:** 14-C01-042
Program Title: Office Technology/Office Computer Applications

Title of Proposed Project/Activity		Career Technical Education Continuum Between Non-Credit and Credit	
Department/Division		SAC/SCE CTE VOCATIONAL	
Project Director		Mike Arroyo	
Project Director's Phone #	(714)241-5736	Email	arroyo_michael@sac.edu
Division Dean	Nilo Lipiz		
Dean's Phone #	(714)241-5724	Email	lipiz_nilo@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
- X 2P1 – Credential, Certificate or Degree – Student program completion
- X 3P1 – Student Persistence or Transfer – Higher Education
- X 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)

Completion, persistence and employment in core indicators (particularly for special populations) need improvement. Credit and non-credit programs have worked in silos. This has led to a lack of seamless pathways and the ability of students taking non-credit classes to be successful in the credit program and improve their employability.

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)*

The proposed 2016-2017 budget will fund a part-time Faculty Coordinator (\$58,032 salary and \$9071 benefits). The tasks to perform during this development phase are as follows:

- Work in partnership with for-credit faculty at SAC Pharmacy to articulate courses in introductory pharmacy courses.

- Work in partnership with for-credit faculty of the programs identified to develop a seamless link with SCE's non-credit programs
- Identify partnerships leading to additional credit/non-credit program articulation
- Develop for-credit programs that best align with the School of Continuing Education's (SCE) non-credit programs
- Explore the opportunity of collaborating with the Deputy Sector Navigators in the areas of Hospitality and Business and the Doing What Matters framework
- The following programs have been identified: to work with to provide students with the skills to further their education into credit programs:
 - Accounting to develop a Basic Accounting Assistant CDCP certificate that provides the basic skills to get an entry-level job as well as to provide non-credit students with the basic skills to succeed in the credit program
 - Business Applications and Technology program to develop pathways from K12, non-credit to credit (\$20,000 for software)
 - Global Business and Entrepreneurship program to develop a Vocational Business Transfer certificate
 - Human Development program to develop articulations or basic skills
 - Occupational Therapy program to help develop basic skills classes that help non-credit students to be successful in the credit program and improve their employability
 - Keyboarding I and II typing skills which will articulate to satisfy keyboarding requirements on the credit side
 - Introductory pharmacy courses which will be taken with a credit instructor and can lead to a credit grade for a noncredit student

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 effectiveness 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	

<p>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. <i>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.</i></p>		<p>Indicate with a check mark which requirements have been met, below.</p>		
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		
<p>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.)</p>				
<p>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)</p>				

10. Permissive Uses Per Section 135(c) (check activities to be funded with CTE funds)	
X	1. Involve parents, businesses, and labor organizations, in the design, implementation and evaluation of CTE programs. [§135(c)(1)]
	2. Provide career guidance and academic counseling for students participating in CTE programs, that improves graduation rates and provides information on postsecondary and career options, and provides assistance for postsecondary students and adults, [§135(c)(2)]
X	3. Local education and business partnerships, including work-related experiences for students, adjunct faculty arrangements for qualified industry professionals and industry experience for teachers and faculty. [§135(c)(3)]
X	4. Provide programs for special populations. [§135(c)(4)]
	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)]
X	10. Developing initiatives that facilitate the transition of sub-baccalaureate CTE students into baccalaureate degree programs, including articulation agreements, dual enrollment programs, academic and financial aid counseling and other initiatives to overcome barriers and encourage enrollment and completion. [§135(c)(10)]
	11. Providing activities to support entrepreneurship education and training. [§135(c)(11)]
X	12. Improving or developing new CTE courses, including the development of programs of study for consideration by the state and courses that prepare individuals academically and technically for high-skill, high-wage or high-demand occupations and dual or concurrent enrollment opportunities. [§135(c)(12)]
	13. Developing and supporting small, personalized career-themed learning communities. [§135(c)(13)]
	14. Providing support for family and consumer sciences programs. [§135(c)(14)]
X	15. Providing CTE programs for adults and school dropouts to complete secondary education or dropouts to complete secondary education or upgrade technical skills. [§135(c)(15)]
	16. Providing assistance to individuals who have participated in services and activities under this Act in continuing their education or training or finding an appropriate job. [§135(c)(16)]
X	17. Supporting training and activities (such as mentoring and outreach) in nontraditional fields. [§135(c)(17)]
	18. Providing support for training programs in automotive technologies. [§135(c)(18)]
	19. Pooling a portion of such funds with a portion of funds available to other recipients for innovative initiatives. [§135(c)(19)]
	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	X	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
X	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
X	Using Both Perkins and Other Funding Sources

PROVIDE DETAILED BUDGET

Department Code: 18100_____

Budgeting Category/Description	Fund Requested		
	Instructional	Non-Instructional	TOTAL
1000 – Faculty salaries		\$34,190.00 \$13,842.00 \$10,000.00	\$58,032.00
2000 – Classified salaries (Instructional Assistant)			
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)		PT Fac. \$ 5,343.91 \$ 2,163.51 \$ 1,563.00	\$ 9,071
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		\$20,000.00	\$20,000.00
6000 – Capital Outlay Equipment, software over \$1,000 (no furniture)			
Total Funding Requested		\$87,103	\$87,103

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:

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 –

Agreement #: 14-C01-042

Retain in District Audit Files

Program/Project Title: Office Technology/Office Computer Applications

Across CTE Programs # XXXXXXXX

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
1. Strengthening the academic and career and technical skills of students participating in CTE programs through the integration of academics with CTE programs.	Activities list in the application (local application) Outcome by the end of the fiscal year (final report) 1.1 Students can earn high school elective credits through the completion of the CTE courses. All new courses created or revised we collaborate with the ASE department to approve high elective credits.	1	Status of activity at the beginning (local application) Status of activity at the end of the fiscal year (final report) 3
2. Link CTE at the secondary and the postsecondary levels, including by offering elements of not less than one program of study described in §122(c)(1)(A).	2.1 Investigate and explore the different certificate programs that will create a suitable pathway for students in non-credit to SAC	1	3
3. Provide students with strong experience in and understanding of all aspects of an industry, which may include work-based learning experiences.	3.1 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	1	1

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Across CTE Programs # XXXXXXXX

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.	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	1,3	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.	1	3
	5.3 Organize and support faculty involved to ensure student success in the program.	1	3
	5.4 Work with counselors to provide students with certificate Information.	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.	6.1 Develop an automated certification tracking system for all CDCP certificates offered in the Vocational program.	1	3
	6.2 Establish a process of Student Goal Sheets to identify the certificate pathway in the student's employment interest area.	1	4
	6.3 Develop a student retention program that shows progress and student completion	1	3
	6.4 Develop surveys to be completed by faculty and students which will be used to assess and indicate any areas that need improvement	1	3

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Across CTE Programs # XXXXXXXX

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.	Same as 4.1	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. 8.2 Work on the expansion of CDCP certificates and pathways.	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.	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.	1	3
	9.3 Look at employment trends and areas of labor growth for non- traditional and special populations	1	2

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Across CTE Programs # XXXXXXXX

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.	10.1 Our program serves at risk youth and parents at Orange County Children’s Therapeutic Art Center (OCCTAC) and displaced workers.	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.	10.2 Establish Advisory meetings	11	2
(3) Local education and business partnerships, including work-related experiences for students, adjunct faculty arrangements for qualified industry professionals and industry experience for teachers and faculty.	10.3 Build a partnership and meet with local WIB and employment agencies.	1	2
(4) Provide programs for special populations.	10.4 Our program serves CalWorks students and displaced workers. Same as 10.1	3	3
(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.			
(8) Teacher preparation programs that address the integration of academic and			

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Across CTE Programs # XXXXXXXX

Section 135(b) Requirements

Column A	Column B	Column C	Column D
Section 135(c) Permissive Uses	Activities	Source of funds	Status
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 Work in partnership with for-credit faculty of the programs identified to develop a seamless link with SCE’s non-credit programs 10.10.2 Identify partnerships leading to additional credit/non-credit program articulations 10.10.3 Develop for-credit programs that best align with the School of Continuing Education’s (SCE) non-credit programs 10.10.4 Explore the opportunity of collaborating with the Deputy Sector Navigators in the areas of Hospitality, and Business and the Doing What Matters initiative	1	1
(11) Providing activities to support entrepreneurship education and training.			
(12) Improving or developing new CTE courses, including the development of programs of study for consideration by the state and courses that prepare individuals academically and technically for high-skill, high-wage or high-demand occupations and dual or concurrent enrollment opportunities.	10.12 Explore the development of new certificates that address high employment, non-traditional, and special populations.	1	2
(13) Developing and supporting small, personalized career-themed learning communities.			
(14) Providing support for family and			

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Across CTE Programs # XXXXXXXX

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.	10.15.1 Working to develop pathways with OCDE ACCESS Alternative Education. 10.15.2 SAC SCE High school diploma students get high school elective credits for most of our courses.	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	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 initiatives.			
(20) Supporting other CTE activities consistent with the purposes of the Act.			