

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	College-Wide CTEA Administration and Professional Development
Department/Division	Career Education and Workforce Development
Project Director	Kimberly Mathews
Is this the 1st, 2nd or 3rd year of the project?	3rd year
How is this proposal new & innovative?	Faculty will be attending professional development activities to further develop their knowledge-base, learn new skills, network with colleagues, learn about the latest equipment and software, connect with industry, and learn best practices related to student persistence, completion, equity and success. The classified supervisor's responsibilities include applying for new grant opportunities and managing these grants, increasing access and equity by improving pathways from high school to college, and collaborating with multiple colleges and high school/ROP districts to enhance student success.
If a 2nd or 3rd year project, how will this proposal build on the foundation built in previous years?	Faculty will continue to participate in professional development activities to further strengthen their programs. The classified supervisor will continue to build relationships with SAC and regional faculty, staff and administrators to increase resources for SAC's CTE programs, faculty, staff and students.
How does your proposal demonstrate collaboration with other departments/faculty on campus, high schools, industry partners, etc.?	Collaboration is a vital component of professional development. When faculty attend conferences, they have the opportunity to connect with other SAC, community college, industry, and K-12 partners. Regional collaboration with SAC's K-12 partners and other community colleges is a requirement for many of the grants that are managed by the classified supervisor. This supervisor often attends monthly and/or quarterly meetings with our regional partners so that SAC's CTE programs can participate in and receive the funding benefits of these numerous grants.
How does your proposal represent program improvement?	Providing faculty with the opportunity to attend professional development activities exposes them to best practices for CTE student success which leads to program improvement. The classified supervisor is constantly seeking out and participating in grant opportunities to provide our CTE programs with new equipment and technology.
How does your proposal address student placement in high wage, high skill or high demand occupations?	Professional development activities constantly address the employment gaps in our region and how our CTE programs can reduce these gaps. The classified supervisor will provide administrative support for SAC's CTE programs, faculty, students, and staff.

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

Professional development activities often include workshop sessions which address non-traditional participation and completion and Special Populations. The classified supervisor will continue to monitor these core indicators across all CTE programs.

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

2016-2017

District/College: RSCCD/Santa Ana College **Agreement No.:** XX-C01-XX
Program Title: College-Wide CTEA Administration and Professional Development

Title of Proposed Project/Activity		College-Wide CTEA Administration and Professional Development	
Department/Division		CAREER EDUCATION & WORKFORCE DEVELOPMENT	
Project Director		Kimberly Mathews	
Project Director's Phone #	714-564-6224	Email	mathews_kimberly@sac.edu
Division Dean			
Dean's Phone #	714-564-6800	Email	hoffman_bart@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)

Employment in core indicators (particularly for special populations) needs improvement. Santa Ana College (SAC) Career and Technical Education (CTE) programs include 35 areas of study with offerings totaling 59 degree options and 101 certificates. These programs represent professions and industries that are continually evolving with new methodology and technology that require faculty and staff to constantly update their knowledge and skills.

The SAC Workforce Council decided that the best way to improve employment in core indicators is to provide administrative support for day-to-day responsibilities for furthering activities and to establish a professional development fund for faculty and staff.

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)*

In order to address the criteria of employment, several activities will be implemented.

1). Under the direction of the Dean of Career Education and Workforce Development, a classified supervisor (\$126,670 salary and benefits) will serve as manager of Perkins CTEA grant operations responsible for working with CTE faculty and staff in support of the following:

- Grant compliance across TOP codes
- Annual CTE course assessment and program review process
- Advisory group development, member recruitment and participation
- Work experience and internships
- Course/program/certificate/degree development and approval
- CTE outreach
- Other duties as assigned in support of CTE program improvement and student success

Supplies and materials (such as ink cartridges and paper) fund request is in support of Career Education and Workforce Development operations (\$800). Printing expenses will cover CTE marketing and outreach materials (\$3000).

2). A professional development fund will be established based on approved requests of CTE faculty and staff (\$111,733 for conferences and \$1000 for mileage).

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

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

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

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

Select **yes** **No** **Partially** *(Complete the following narrative section(s) as appropriate.)*

2. Describe any barriers encountered and lessons learned – Required if the response to Question 1 is No or Partially.

(Narratives limited to 1000 characters, or approximately one quarter page of text).

3. Describe accomplishments including effective practices derived from the project

(Narratives limited to 1000 characters, or approximately one quarter page of text).

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

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

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

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

Requirements for Uses of Funds	MET	UNMET	For Final Report if the UNMET activity is now met
1. Strengthening the academic, and career and technical skills of students participating in CTE programs through the integration of academics with CTE programs. [§135(b)(1)]	x		
2. Link CTE at the secondary and the postsecondary levels, including by offering elements of not less than one program of study described in §122(c)(1)(A). [§135(b)(2)]	x		
3. Provide students with strong experience in and understanding of all aspects of an industry, which may include work-based learning experiences. [§135(b)(3)]	x		
4. Develop, improve, or expand the use of technology in CTE, which may include training to use technology, providing students with the skills needed to enter technology fields, and encouraging schools to collaborate with technology industries to offer internships and mentoring programs. [§135(b)(4)]	x		
5. Provide in-service and pre-service professional development programs to faculty, administrators, and career guidance and academic counselors involved in integrated CTE programs, on topics including effective integration of academics and CTE, effective teaching skills based on research, effective practices to improve parental and community involvement, effective use of scientifically based research and data to improve instruction. Professional development should also ensure that faculty and personnel stay current with all aspects of an industry; involve internship programs that provide relevant business experience; and train faculty in the effective use and application of technology. [§135(b)(5)]	x		
6. Develop and implement evaluations of the CTE programs carried out with Perkins funds, including an assessment of how the needs of special populations are being met. [§135(b)(6)]	x		
7. Initiate, improve, expand and modernize quality CTE programs, including relevant technology. [§135(b)(7)]	x		
8. Provide services and activities that are of sufficient size, scope and quality to be effective. [§135(b)(8)]	x		
9. Provide activities to prepare special populations, including single parents and displaced homemakers enrolled in CTE programs, for high-skill, high-wage or high-demand occupations that will lead to self-sufficiency. [§135(b)(9)]	x		
FOR THOSE REQUIREMENT(S) LISTED ABOVE AS “UNMET:” Describe specific activity(ies) intended to address for each of the unmet requirement(s). (Limited to 2,000 characters, or approximately ½ page of text.)			
FOR THOSE REQUIREMENT(S) LISTED ABOVE AS “UNMET:” Describe specific future activity(ies) intended to address for each remaining unmet requirement(s). (Limited to 4,000 characters)			

10. Permissive Uses Per Section 135(c) (check activities to be funded with CTE funds)	
<input checked="" type="checkbox"/>	1. Involve parents, businesses, and labor organizations, in the design, implementation and evaluation of CTE programs. [§135(c)(1)]
<input 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)]
<input checked="" type="checkbox"/>	5. Assisting career and technical student organizations. [§135(c)(5)]
<input type="checkbox"/>	6. Mentoring and support services. [§135(c)(6)]
<input type="checkbox"/>	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 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 type="checkbox"/>	11. Providing activities to support entrepreneurship education and training. [§135(c)(11)]
<input checked="" type="checkbox"/>	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)]
<input checked="" type="checkbox"/>	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)]
<input type="checkbox"/>	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 checked="" type="checkbox"/>	Professional Dev. (including stipends)	<input type="checkbox"/>	Instructional Materials Purchase/Replacement (including software)
<input type="checkbox"/>	Instructional Equipment Purchase/Replacement	<input 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 checked="" type="checkbox"/>	Other (specify) Perkins Project Director
<input checked="" type="checkbox"/>	Program Marketing and Outreach	<input type="checkbox"/>	

Check one: UNMET REQUIREMENTS WILL BE ADDRESSED:

<input checked="" 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: 15205_____

Budgeting Category/Description	Fund Requested		
	Instructional	Non-Instructional	TOTAL
1000 – Faculty salaries			
2000 – Classified salaries (Instructional Assistant)		\$93,067	\$93,067
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)		\$33,603	\$33,603
4000 – Supplies & Materials Reference Books; Instructional Supplies; Supplies Technology – no promotional materials/favors		\$800	\$800
5000 – Other Operating Expenses & Services Conference, consultants, contracts, printing, software license & fees, maintenance contract		\$111,733--conferences \$1000—mileage \$3000--printing	\$115,733
6000 – Capital Outlay Equipment, software over \$1,000 (no furniture)			
Total Funding Requested		\$243,203	\$243,203

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 – SAC

Agreement #: XX-C01-042

Retain in District Audit Files

Program/Project Title: College-Wide CTEA Administration and Professional Development 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
1. Strengthening the academic and career and technical skills of students participating in CTE programs through the integration of academics with CTE programs.	1.1 SAC’s CTE programs offer certificates and degrees intended to provide students with both the industry-specific and general education they need to succeed in their careers and continue on as life-long learners.	3	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 SAC has 57 articulation agreements between various CTE programs and numerous high schools and regional occupational programs throughout our region.	3	3
3. Provide students with strong experience in and understanding of all aspects of an industry, which may include work-based learning experiences.	3.1 CTE programs are required to have advisory committees that comprise industry representatives to assure that coursework is both comprehensive and relevant with opportunities for student internships. 3.2 Several CTE faculty members participate in externships and have gone through training to incorporate tools in their teaching that promote student success.	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 – SAC

Agreement #: XX-C01-042

Retain in District Audit Files

Program/Project Title: College-Wide CTEA Administration and Professional Development 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.	4.1 SAC Administration highly values and strongly supports its CTE programs through the general fund and by insuring that other opportunities are made available to CTE faculty who have a long history of pursuing various state and federal funding sources to advance the use of technology in their programs. 4.2 Refer to 3.1.	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 Funding is provided for CTE faculty and staff to attend professional development programs/conferences to improve knowledge and skills relative to current industry trends and standards. Professional development programs and conferences to be attended include, but are not limited to the following: Fabtech, NASBITE International, QuickBooks Connect, Cengage Technology, Pharmacy Tech. Education Council, CA Fire Directors' Assn., NAEYC National Institute for Early Childhood Leaders and Professionals, National Educators Association, National Association for the Education of Young Children, BioMan, Bio-Links, World Business Forum, CA Society of Health Systems Pharmacists, CA State Bar, Accounting Educators of Higher Education, National League for Nursing Summit, National Association of Broadcasters, CA Medical Assistant Association, American Association of Paralegal Educators, Annual ADA Training, American Society for Engineering Education, CA Community College Association for Occupational Education, Adobe Max, and TRX Suspension Training Course. 5.2 Refer to 3.2.	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.	6.1 SAC requires an annual departmental portfolio assessment and a quadrennial review of all of its CTE programs in working toward a common goal of institutional effectiveness. CTE faculty are encouraged to include in their portfolio goals/activities how the needs of special populations are being met.	3	3
7. Initiate, improve, expand and modernize quality CTE programs, including relevant technology.	7.1 Same as 4.1.	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 – SAC

Agreement #: XX-C01-042

Retain in District Audit Files

Program/Project Title: College-Wide CTEA Administration and Professional Development Across CTE Programs # _____
 Section 135(b) Requirements

Column A	Column B	Column C	Column D
Section 135(b) Requirements	Activities	Source of funds	Status
8. Provide services and activities that are of sufficient size, scope and quality to be effective.	8.1 In addition to that noted in 3.1, SAC has a robust system of student services including CalWORKS, Career Development/CTE Student Success Center, Child Development Center, Citizenship Center, Counseling, Disabled Student Services, EOPS, CARE, Financial Assistance, Food Services, Health Center, Library, Psychological Services, Scholarship Program, Service Learning, Student Support Services, Testing Center, Learning Center, University Transfer Center and Veteran’s Center.	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.	9.1 As mentioned in 8.1, SAC has the EOPS and CARE programs. EOPS assists students with college-level educational deficiencies, socioeconomic disadvantages and/or cultural differences. CARE provides support and financial services to single parents. These programs support students enrolled in SAC’s CTE programs.	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 – SAC

Agreement #: XX-C01-042

Retain in District Audit Files

Program/Project Title: College-Wide CTEA Administration and Professional Development 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.	Assist CTE faculty with advisory group development, member recruitment and participation. Participate in regional advisory committees.	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.		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.	Assist CTE faculty in the development and implementation of work experience and internship opportunities.		
(4) Provide programs for special populations.	Promote SAC's many existing CTE programs that offer good career opportunities for special populations.	1	3
(5) Assisting career and technical student organizations.	Work with faculty and students in support of clubs and organizations that promote CTE program improvement and student success.	1	3
(6) For mentoring and support services;		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.		1	3
(8) Teacher preparation programs that address the integration of academic and		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 – SAC

Agreement #: XX-C01-042

Retain in District Audit Files

Program/Project Title: College-Wide CTEA Administration and Professional Development 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
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.	Assist CTE faculty with course/program/certificate/degree development and approval.	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.	Assist CTE faculty with course/program/certificate/degree development and approval.	1	3
(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.	Assist CTE faculty with course/program/certificate/degree development and approval.	1	3
(13) Developing and supporting small, personalized career-themed learning communities.	Through the combined efforts of CTEoc, Career Pathways Trust, and SB 1070, work with colleagues from the other eight OC community colleges to develop, implement, and maintain faculty and professional learning communities.	1	3
(14) Providing support for family and consumer sciences programs.	Assist CTE faculty with course/program/certificate/degree development and approval. Assist faculty with exploring, developing, implementing, and maintaining articulation	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 – SAC

Agreement #: XX-C01-042

Retain in District Audit Files

Program/Project Title: College-Wide CTEA Administration and Professional Development 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
	agreements within these programs.		
(15) Providing CTE programs for adults and school dropouts to complete secondary education or dropouts to complete secondary education or upgrade technical skills.	Work with high schools, ROPs, and RSCCD's continuing education programs to develop non-credit to credit pathways for adults and high school dropouts to upgrade their technical skills.	1	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.	Assist CTE faculty in the development and implementation of work experience and internship opportunities.	1	3
(17) Supporting training and activities (such as mentoring and outreach) in nontraditional fields.	Distribute promotional materials and provide outreach to high schools and counselors designed to encourage students to pursue non-traditional fields.	1	3
(18) Providing support for training programs in automotive technologies.	Assist CTE faculty with course/program/certificate/degree development and approval. Assist faculty with exploring, developing, implementing, and maintaining articulation agreements within these programs.	1	3
(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.	Support professional development of faculty and staff that results in program improvement and increased student success rates.	1	3