

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

2014-2015

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 #	714-564-6800	Email	Hoffman_bart@sac.edu
Division Dean	Bart Hoffman		
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 1/2 page of text)

Santa Ana College (SAC) Career and Technical Education (CTE) programs include 36 areas of study with offerings totaling 65 degree options and 104 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.

Program offerings are wide-ranging and require extensive, in-depth administrative support to assure that they are achieving core indicator targets, communicating their successes and are meeting the intent of Perkins IV Career and Technical Education Act (CTEA). The faculty and staff among the six academic divisions that offer and/or support the numerous CTE programs often have unique needs that require individual support to assure compliance with federal and state guidelines and regulations.

What is your projected completion date?	June 2015
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Briefly describe how the issue(s) will be addressed. (Limited to 2,000 characters, or approximately 1/2 page of text)

Under the direction of the Dean of Career Education and Workforce Development, a classified supervisor 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

A professional development fund will be established based on approved requests of CTE faculty and staff. The fund will be monitored by Career Education and Workforce Development staff to assure compliance with state and federal regulations. TOP Codes for professional development include the following:

- 0430.00
- 0501, 0502, 0505, 0506.40, 0508, 0514
- 0604.00, 0614.00
- 0835.20
- 0901, 0948.00, 0956.50, 0956.30
- 1280.00
- 1303.10, 1305.00, 1305.40, 1305.50, 1305.80
- 1402.99
- 2133.00

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	

<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. 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.</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 <u>each</u> 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 <u>each</u> 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)			
<input checked="" type="checkbox"/>	1. Involve parents, businesses, and labor organizations, in the design, implementation and evaluation of CTE programs. [§135(c)(1)]		
	2. Provide career guidance and academic counseling for students participating in CTE programs, that improves graduation rates and provides information on postsecondary and career options, and provides assistance for postsecondary students and adults, [§135(c)(2)]		
<input checked="" type="checkbox"/>	3. Local education and business partnerships, including work-related experiences for students, adjunct faculty arrangements for qualified industry professionals and industry experience for teachers and faculty. [§135(c)(3)]		
<input checked="" type="checkbox"/>	4. Provide programs for special populations. [§135(c)(4)]		
<input checked="" type="checkbox"/>	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)]		
<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)]		
	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)]		
	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)]		
	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)]		
	18. Providing support for training programs in automotive technologies. [§135(c)(18)]		
	19. Pooling a portion of such funds with a portion of funds available to other recipients for innovative initiatives. [§135(c)(19)]		
<input checked="" type="checkbox"/>	20. Supporting other CTE activities consistent with the purposes of the Act. [§135(c)(20)]		
NOTE: If you indicate CTE funds are being used for the specified activities below, then there must be funding for the activity(ies) indicated in the line item budget for that TOP Code program(s) funded.			
Check all types of activities to be funded with CTE Funds:			
<input checked="" type="checkbox"/>	Professional Dev. (including stipends)	<input type="checkbox"/>	Instructional Materials Purchase/Replacement (including software)
	Instructional Equipment Purchase/Replacement	<input type="checkbox"/>	Programs/Services for Special Populations
	Facility rental/lease (off-campus location)	<input type="checkbox"/>	Consultants or Other Contracted Services
	Curriculum Development	<input checked="" type="checkbox"/>	Other (specify)self evaluation for improvement of the program
	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)		\$78,533.16	\$78,533.16
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)		\$28,387.00	\$28,387.00
4000 – Supplies & Materials Reference Books; Instructional Supplies; Supplies Technology – no promotional materials/favors		\$2000	\$2000
5000 – Other Operating Expenses & Services Conference, consultants, contracts, printing, software license & fees, maintenance contract		\$109,328.00	\$109,328.00
6000 – Capital Outlay Equipment, software over \$1,000 (no furniture)			
Total Funding Requested		\$218,248.16	\$218,248.16

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:

- Classified salary (2000) and benefits (3000) are based on the position of Director, Special Programs, grade H, step one
- Supplies and materials (4000) fund request is in support of Career Education and Workforce Development operations
- Other operating expenses and services (5000) includes total fund request for conferences across TOP codes

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.

 3/19/14

 Project Director

 3/19/14

 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

Retain in District Audit Files

Agreement #: XX-C01-042

0430.00, 0501, 0502, 0505, 0506.40, 0508,
0514, 0604.00, 0614.00, 0835.20, 0901,
0948.00, 0956.30, 0956.50, 1280.00, 1303.10,
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2133.00

Program/Project Title: College-Wide CTEA Administration and Professional Development
Section 135(b) Requirements

Across CTE Programs # 2133.00

Column A	Column B	Column C		Column D
		Enter applicable number in appropriate column below. Designate source of funds to be used by assigning a number as shown below:	Status of Activity: 1 = Planned 2 = Started 3 = Continuing 4 = Completed	
<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). 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>1 = Perkins IC 2 = Other funds 3 = Both 4 = No funds needed</p>	<p>1 = Planned 2 = Started 3 = Continuing 4 = Completed</p>	
<p>Section 135(b) Requirements</p> <ol style="list-style-type: none"> Strengthening the academic and career and technical skills of students participating in CTE programs through the integration of academics with CTE programs. Link CTE at the secondary and the postsecondary levels, including by offering elements of not less than one program of study described in §122(c)(1)(A). Provide students with strong experience in and understanding of all aspects of an industry, which may include work-based learning experiences. 	<p>Activities</p> <ol style="list-style-type: none"> 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. 2.1 SAC has 61 articulation agreements between various CTE programs and numerous high schools and regional occupation programs throughout Orange County. 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. 	<p>3</p>	<p>3</p>	
		<p>3</p>	<p>3</p>	
		<p>3</p>	<p>3</p>	

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Program/Project Title: College-Wide CTEA Administration and Professional Development

Across CTE Programs # 2133.00

Section 135(b) Requirements	Column A	Column B	Column C	Column D
	Column A	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, Reading Apprenticeship, On Course, Basic Skills Initiative, NASBITE, Pharmacy Tech. Education Council, CA Fire Directors' Assn., American Public Works Assn., CBEA Annual Conference, CA Business Assn., CA Society of Health Systems Pharmacists, CA State Bar, American Accounting Assn., AutoCAD, Tech Ed, National Assn. of Broadcasters, Assn. of Occupational Therapy Assistants, National Business Education Assn. and Engineering Liaison Assn. 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

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Program/Project Title: College-Wide CTEA Administration and Professional Development

Across CTE Programs # 2133.00

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.	7.1 Same as 4.1.	3	3
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/Job Resource 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, Tutorial 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

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Program/Project Title: College-Wide CTEA Administration and Professional Development

Across CTE Programs #

2133.00

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. (2) Provide career guidance and academic counseling for students participating in CTE programs that improves graduation rates and provides information on postsecondary and career options, and provides assistance for postsecondary students and adults. (3) Local education and business partnerships, including work-related experiences for students, adjunct faculty arrangements for qualified industry professionals and industry experience for teachers and faculty. (4) Provide programs for special populations. (5) Assisting career and technical student organizations. (6) For mentoring and support services; (7) Leasing, purchasing, upgrading or adapting equipment, including instructional aides and publications (including support for library resources) designed to strengthen and support academic and technical skill	Assist CTE faculty with advisory group development, member recruitment and participation.	1	3
	Assist CTE faculty in the development and implementation of work experience and internship opportunities.		
	Promote SAC's many existing CTE programs that offer good career opportunities for special populations.	1	3
	Work with faculty and students in support of clubs and organizations that promote CTE program improvement and student success.	1	3

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Program/Project Title: College-Wide CTEA Administration and Professional Development
Section 135(b) Requirements

Across CTE Programs # 2133.00

Column A	Column B	Column C	Column D
Section 135(c) Permissive Uses	Activities	Source of funds	Status
(8) Teacher preparation programs that address the integration of academic and CTE and that assist individuals who are interested in becoming CTE faculty, including individuals with experience in business and industry.			
(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

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Section 135(b) Requirements Across CTE Programs # 2133.00

Column A	Column B	Column C	Column D
Section 135(c) Permissive Uses	Activities	Source of funds	Status
(13) Developing and supporting small, personalized career-themed learning communities.			
(14) Providing support for family and consumer sciences programs.			
(15) Providing CTE programs for adults and school dropouts to complete secondary education or dropouts to complete secondary education or upgrade technical skills.			
(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 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.			
(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