

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	CTE Cooperative Work Experience – Making it Real
Department/Division	Business Division
Project Director	Madeline Grant
Is this the 1st, 2nd or 3rd year of the project?	1 st year
How is this proposal new & innovative?	Learning while earning is a trend being taken seriously across the state. To support our CTE Internship program, we need to update and revamp our CWE classes and programs to support the growth in internships across campus. This proposal will allow us to update and streamline our courses and forms, and most importantly to move from offering courses to a CWE program through development of a website and marketing materials.
If a 2nd or 3rd year project, how will this proposal build on the foundation built in previous years?	NA
How does your proposal demonstrate collaboration with other departments/faculty on campus, high schools, industry partners, etc.?	CWE courses are offered across CTE programs and across campus. CWE courses are offered to support internships onsite at our industry partners' locations. Discussions are underway to determine if CWE courses can be articulated with local high schools so students can fulfill degree/certificate requirements prior to transferring to SAC, leading to increased enrollments.
How does your proposal represent program improvement?	This proposal will provide support to update existing 3 part and hard copy forms transforming them to digital format. Course outlines and syllabi will be updated to comply with changes to Title V requirements. Having a website and marketing materials will allow the program to enter the digital age and attract our current students, hence increasing awareness and enrollments.
How does your proposal address student placement in high wage, high skill or high demand occupations?	CWE courses provide a pathway for students to enter the work force as unpaid interns and move to paid interns as well as paid permanent part-time and full-time positions. These courses expose local businesses to the talented students enrolled at SAC creating pathways to employment and partnerships with department faculty.
How does your proposal address non-traditional participation and completion and Special Populations?	CWE courses are available to all students and provide an opportunity for all SAC students.

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

2016-2017

District/College: RSCCCD—Santa Ana College **Agreement No.:** XX-C01-XX
Program Title: CTE Cooperative Work Experience – Making it Real

Title of Proposed Project/Activity		CTE Cooperative Work Experience – Making it Real	
Department/Division		BUSINESS DIVISION	
Project Director		Madeline Grant	
Project Director's Phone #	46789	Email	Grant_madeline@sac.edu
Division Dean	Madeline Grant		
Dean's Phone #	46789	Email	Grant_madeline@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?

- X___ 1P1 – Technical Skill Attainment – Successful course completion
- ___ 2P1 – Credential, Certificate or Degree – Student program completion
- ___ 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)

Core Indicator report for SAC shows Technical Skills Attainment significantly negative for: CTE Cohort -6.0, Non Traditional -3.6, and Students with Disabilities -5.6 and Employment negative for all cohorts ranging from -9.8 to a high of -39.4. Advisory Committees across campus support the need for on the job training/internships as the best way to connect students to workforce. The core indicator reports and requests from Advisory Committees @ SAC show the need to create a more robust Cooperative Work Experience (CWE) program to work in partnership with the growing CTE Internship Program.

Completing paid or unpaid internship requires that students enroll in a CWE course. To better support our students and increase employment and skills attainment a CWE program is needed. At this time courses are offered as stand alone. A structure and program infusion is needed.

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)*

CWE faculty will review and update the CWE CORs to comply with the recently updated Title V regulations. Fillable PDF forms will be created to streamline faculty, student and employer completion and to be used for distance education delivery of CWE courses. Meetings with CTE faculty will be held to discuss the benefits and next steps for CWE course inclusion in existing/new programs (\$7800 salary and \$1220 benefits). Development of a website and marketing materials will allow the CWE courses to function more like a program which will increase access to students and potential industry partners and employers (\$6000).

Meetings/training meetings will be held with faculty and employers to promote the new program and to increase the participation from local employers. A new laptop will be required to demonstrate and train off site (\$2,000).

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)]	✓		
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)]	✓		
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)]	✓		
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)]	✓		
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)]	✓		
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)]	✓		
7. Initiate, improve, expand and modernize quality CTE programs, including relevant technology. [§135(b)(7)]	✓		
8. Provide services and activities that are of sufficient size, scope and quality to be effective. [§135(b)(8)]	✓		
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)]	✓		
<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)]
<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(c)(2)]
<input checked="" type="checkbox"/>	3. Local education and business partnerships, including work-related experiences for students, adjunct faculty arrangements for qualified industry professionals and industry experience for teachers and faculty. [§135(c)(3)]
<input checked="" type="checkbox"/>	4. Provide programs for special populations. [§135(c)(4)]
	5. Assisting career and technical student organizations. [§135(c)(5)]
<input checked="" type="checkbox"/>	6. Mentoring and support services. [§135(c)(6)]
<input checked="" 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)]
	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)]
	10. Developing initiatives that facilitate the transition of sub-baccalaureate CTE students into baccalaureate degree programs, including articulation agreements, dual enrollment programs, academic and financial aid counseling and other initiatives to overcome barriers and encourage enrollment and completion. [§135(c)(10)]
	11. Providing activities to support entrepreneurship education and training. [§135(c)(11)]
	12. Improving or developing new CTE courses, including the development of programs of study for consideration by the state and courses that prepare individuals academically and technically for high-skill, high-wage or high-demand occupations and dual or concurrent enrollment opportunities. [§135(c)(12)]
	13. Developing and supporting small, personalized career-themed learning communities. [§135(c)(13)]
	14. Providing support for family and consumer sciences programs. [§135(c)(14)]
<input checked="" type="checkbox"/>	15. Providing CTE programs for adults and school dropouts to complete secondary education or dropouts to complete secondary education or upgrade technical skills. [§135(c)(15)]
<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)]
	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)]
	19. Pooling a portion of such funds with a portion of funds available to other recipients for innovative initiatives. [§135(c)(19)]
	20. Supporting other CTE activities consistent with the purposes of the Act. [§135(c)(20)]

NOTE: If you indicate CTE funds are being used for the specified activities below, then there must be funding for the activity(ies) indicated in the line item budget for that TOP Code program(s) funded.

Check all types of activities to be funded with CTE Funds:

<input type="checkbox"/>	Professional Dev. (including stipends)	<input type="checkbox"/>	Instructional Materials Purchase/Replacement (including software)
<input type="checkbox"/>	Instructional Equipment Purchase/Replacement	<input type="checkbox"/>	Programs/Services for Special Populations
<input type="checkbox"/>	Facility rental/lease (off-campus location)	<input checked="" type="checkbox"/>	Consultants or Other Contracted Services
<input checked="" type="checkbox"/>	Curriculum Development	<input type="checkbox"/>	Other (specify)self evaluation for improvement of the program
<input checked="" type="checkbox"/>	Program Marketing and Outreach	<input type="checkbox"/>	

Check one: UNMET REQUIREMENTS WILL BE ADDRESSED:

<input type="checkbox"/>	Entirely with Perkins Funds
<input type="checkbox"/>	Entirely with Other Funding Sources
<input type="checkbox"/>	Using Both Perkins and Other Funding Sources

PROVIDE DETAILED BUDGET

Department Code: 19532_____

Budgeting Category/Description	Fund Requested		
	Instructional	Non-Instructional	TOTAL
1000 – Faculty salaries		7,800	7,800
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)		1,220	1,220
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		6,000	6,000
6000 – Capital Outlay Equipment, software over \$1,000 (no furniture)		\$2,000	\$2,000
Total Funding Requested		17,020	17,020

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:

1000 – Faculty salaries	3LHE / semester @ \$1,300 per LHE
2000 – Classified salaries	
3000 – Benefits - Curric Development	\$7,800 @ 15.63%
3000 – Benefits - Tutor	
4000 – Supplies & Materials	Text/Study aids
5000 – Other Operating Expenses & Services	Marketing
6000 – Capital Outlay	New laptop for off site meetings

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 #: 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
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
<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>Activities list in the application (local application)</p> <p>Ease of access to CWE courses and requirements will allow for greater enrollments and participation in Internship programs</p>	<p>1</p>	<p>Status of activity at the beginning (local application)</p> <p>1</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>3. Provide students with strong experience in and understanding of all aspects of an industry, which may include work-based learning experiences.</p>	<p>Activities list in the application (local application)</p> <p>Ease of access to CWE courses and requirements will allow for greater enrollments and participation in Internship programs</p>	<p>1</p>	<p>1</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: 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
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.	Utilizing online fillable pdf forms will increase access and ease of completion of CWE courses	1	1
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.	Meetings will be held with faculty and counselors offering program specific CWE courses as well as general courses to discuss new program, forms and curriculum updates	1	1
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.			
7. Initiate, improve, expand and modernize quality CTE programs, including relevant technology.	Utilizing online fillable pdf forms will increase access and ease of completion of CWE courses	1	1

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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Program/Project Title: _____

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.			
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.			

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(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.	Partner employers will be contacted to increase use of CWE courses and onsite internships	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.	Career guidance will be included in the redesigned CWE courses	1	1
(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.	Partner employers will be contacted to increase use of CWE courses and onsite internships		
(4) Provide programs for special populations.	Programs offering CWE that target special populations will be supported through the updates and redesign	1	1
(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.	A laptop will be purchased in order to provide training and opportunities for businesses and faculty offsite.	1	1
(8) Teacher preparation programs that address the integration of academic and CTE and that assist individuals who are			

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(b) Requirements

Column A	Column B	Column C	Column D
Section 135(c) Permissive Uses	Activities	Source of funds	Status
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.	CWE courses will be made online ready and will be offered to more CTE programs through the redesign and update	1	1
(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.			
(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.			
(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	Technical skills will be increased through increased access to CWE courses by more students	1	1

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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
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.	CWE course completion leads to increased access to higher paying jobs and transition from internship to paid position.	1	2
(17) Supporting training and activities (such as mentoring and outreach) in nontraditional fields.			
(18) Providing support for training programs in automotive technologies.	CWE course completion leads to increased access to higher paying jobs and transition from internship to paid position	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.			