

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

2014-2015

District/College: RSCCD / Santa Ana College **Agreement No.:** XX-C01-XX
Program Title: CTE

Title of Proposed Project/Activity		Student Success through Practical Education 2.0	
Department/Division		BUSINESS & HUMAN SERVICES & TECHNOLOGY	
Project Director		Madeline Grant	
Project Director's Phone #	46789	Email	Grant_madeline@sac.edu
Division Dean	Allen Dooley & Bart Hoffman		
Dean's Phone #	46750 / 46800	Email	Dooley_allen@sac.edu / 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 Retention 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)

"Internships came back as the most important thing that employers look for when evaluating a recent college graduate," says Dan Berrett, senior reporter at the Chronicle of Higher Education.

Student success for CTE programs is measured by 4 criteria: course and program completion, job training, and placement. Having developed a structured internship program during Fall 2013, Spring 2014 was spent developing faculty and industry relationships. These relationships are key to placing students in rewarding positions. The goals for 2014 –15 project will be to expand program support to an additional 4-6 departments while continuing to support the GBE, Business Administration, Automotive Technology and Pharmacy Tech programs.

Collaboration with the DSNs and the Doing What Matters initiative will allow the program to expand, by providing industry contacts while simultaneously creating a pipeline of student interns. Partnering with the State Chancellors office will continue to provide industry with the employment coverage requirement they need when providing internship opportunities.

In order to move forward, further program development and improvement will be essential. For example, curriculum for a dedicated Work Experience class must be developed in order to fully support on-the job educational learning opportunities. This will require an evaluation of Title V regulations and adaptation of the current Work Experience documents and course content to be delivered in the new course.

This unique proposal partners not only different academic departments from different academic divisions, but also seeks to create strong, coordinated external community relationships with local industry leaders and employers. What this means is that SAC students from across multiple disciplines and divisions will have access to internship opportunities that are highly regarded by employers. Students benefit not only from their internship experience in an industry setting, often as a paid internship, but also students can receive college credit. This college credit is significant as it becomes part of a student's living transcript and as such serves as evidence and proof to an employer as to that student's capabilities.

What is your projected completion date? June 2015

Briefly describe how the issue(s) will be addressed. *(Limited to 2,000 characters, or approximately 1/2 page of text)*

The responsibilities of the coordinator will include:

1. Program Expansion
 - A. Identify 4 to 6 additional SAC programs/departments(faculty) to work with
 - B. Write curriculum for an Internship Work Experience Class
 - C. Create electronic documents for Work Experience Classes
 - D. Coordinate internship opportunities with partners and faculty
2. Develop Industry Partnerships :
 - A. Identify additional internship opportunities for SAC students with local employers
 - B. Identify company needs and create framework for the internship
 - C. Coordinate on campus interviews if required
3. Student recruitment and preparation
 - A. Conduct on campus student recruitment (advertising, classroom visits, website)
 - B. Prepare student for interviews (resume & interview preparation)

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)
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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)]	✓		

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 1/2 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 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)]
<input checked="" type="checkbox"/>	5. Assisting career and technical student organizations. [§135(c)(5)]
<input checked="" 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 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 checked="" type="checkbox"/>	11. Providing activities to support entrepreneurship education and training. [§135(c)(11)]
<input 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 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 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 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: 15170

Budgeting Category/Description	Fund Requested		
	Instructional	Non-Instructional	TOTAL
1000 – Faculty salaries		\$4,800	\$4,800
2000 – Classified salaries (19 hrs / week @ \$30.00)		\$22,800	\$22,800
3000 – Benefits (based on 2013/14 benefits) Part-time faculty & beyond contract (13.15%) P/T short-term classified (6.2% of wages) P/T ongoing classified (22.542%) Full-time classified (22.542% of wages + health & life insurance (maximum \$22,374.12) & fringe ben.\$1,486.36)		Faculty 632	632
		P/T short-term Classified 1,414	1,414
4000 – Supplies & Materials Reference Books; instructional Supplies; Supplies Technology – no promotional materials/favors		\$1,500	\$1,500
5000 – Other Operating Expenses & Services Conference, consultants, contracts, printing, software license & fees, maintenance contract		\$259	\$259
6000 – Capital Outlay Equipment, software over \$1,000 (no furniture)			
Total Funding Requested		\$31,405	\$31,405

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 – 1 LHE per semester to develop Internship Work Experience class and documentation
 1 LHE per semester to develop social media and web presence for internship program
- 2000 – Internship Coordinator Salary
- 4000 – Marketing Materials, 4-in-1 printer, scanner
- 5000 – Year subscription to data collection website (Wofuu)

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: 3-18-14

Date: 3-19-14

**Section III Part B
Perkins Career and Technical Education Act (Title IC) – Local Application (& Final Report)
Program Information Across Career Technical Education Programs**

College/District: Santa Ana College/RSCCD Agreement #: XX-C01-042

Retain in District Audit Files

Program/Project Title: Student Success through Practical Education 2.0 Across CTE Programs # _____
Section 135(b) Requirements

Column A	Column B	Column C	Column D
Section 135(b) Requirements	Activities	Source of funds	Status
<p>Refer to the District's 2008-2012 Local Plan for Title I, Part C, Section 132 Funds, Carl D. Perkins Career and Technical Education Act of 2006 (Perkins).</p> <p>Review the planned activities by TOP Codes to be funded in the program year and the Perkins Requirement(s) that will be strengthened through Across CTE program activities.</p>	<p>Describe activities to be conducted to address Perkins Section 135(b) requirements listed in Column A.</p> <ol style="list-style-type: none"> Under the appropriate requirement, describe activities to be funded by Perkins Title IC to improve or expand the career and technical education programs. For each Section 135(b) requirement listed in Column A, number each activity separately (i.e., 1.1, 1.2, etc.). If an activity meets more than one requirement, reference the number of the activity stated previously (i.e., same as 1.2). <p>PLEASE BE SPECIFIC SINCE THESE ACTIVITIES WILL BE AUDITED!</p>	<p>Enter applicable number in appropriate column below.</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>
<p>Section 135(b) Requirements</p> <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>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>Outcome by the end of the fiscal year (final report)</p> <p>Academic skills will be gained and credit earned when students are enrolled in the Internship Work Experience class. Once the course is developed and approved, CTE programs will be encouraged to add Work Experience as a capstone requirement or elective.</p> <p>Internship opportunities and work experience credit will be available to SAC CTE students. High School students will be encouraged to enroll in programs offering internship connections in order to gain valuable practical experience.</p> <p>Develop partnerships with local industries/businesses to offer SAC student internships. From these partnerships further development of an "industry/employer" database of jobs, skills requirements, location, key contacts, etc.</p>	<p>1</p> <p>4</p> <p>1</p>	<p>1</p> <p>4</p> <p>2</p>

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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.	<p>1. Students will increase technology skills through on the job experience based on industry needs.</p> <p>2. Develop electronic documents for all work experience classes.</p>	1	2
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.	<p>Utilize special population recruitment tools and techniques to encourage participation in internship opportunities.</p> <p>Provide a fall and spring flex-week activity workshop to all interested faculty to inform these faculty as to the many opportunities available to their students regarding internships and work experience.</p>	1	2
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.	Expanding and improving CTE programs to include practical education will offer SAC students an advantage in the job market. Connections with industry will provide faculty an opportunity to collaborate with industry professionals.	1	2
7. Initiate, improve, expand and modernize quality CTE programs, including relevant technology.	Internships will be coordinated across two Divisions (Business & Human Services & Technology) and will expand to include 4 – 6 additional programs/departments.	1	2

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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.	Internships will be coordinated across two Divisions (Business & Human Services & Technology) and will expand to include 4 – 6 programs/departments for a total of 8-12 programs.	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.	Internship preparation will include career readiness training (resume and interview skills) and provide opportunities for on the job experience.	1	2

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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. (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.	Funds will be used to create partnerships with local businesses to create internship opportunities for SAC students.	1	2
(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 achievement.	Faculty will collaborate with the internship coordinator and students to provide education guidance as it pertains to internship and career opportunities. An internship Work Experience class will be developed to ensure students receive academic credit for their on the job educational experience. Career readiness workshops will be offered to assist industry specific opportunities. Through the development of local business partnerships opportunities for student and faculty internship/externships and facility tours will be discussed.	1	2
(8) Teacher preparation programs that address the integration of academic and CTE and that assist individuals who are	Career readiness preparation will be made available for traditional and special population students. Interns will be recruited from CTE student organizations. Support services will be provided through career readiness preparation. NA	1	2

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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.	Program promotions and documentation will be made available online (i.e. website or Blackboard)	1	2
(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.	NA		
(11) Providing activities to support entrepreneurship education and training.	Internships opportunities will provide on the job training which can lead to business startups.	1	2
(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.	NA		
(13) Developing and supporting small, personalized career-themed learning communities.	Internships focus on student learning which is personal and focused.	1	2
(14) Providing support for family and consumer sciences programs.	Family and consumer science programs will be a target partner program.	1	2
(15) Providing CTE programs for adults and school dropouts to complete secondary	Upgrading and applying learned skills is a key objective of practical education and will be required of all internship positions.	1	2

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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.	Internship placement increases the chances of job placement through gained experience by the employee and on the job evaluation by the employer.	1	2
(17) Supporting training and activities (such as mentoring and outreach) in nontraditional fields.	Students from all populations will be targeted for application to all internship opportunities including nontraditional positions and populations.	1	2
(18) Providing support for training programs in automotive technologies.	The internship program for Automotive Technology will be expanded to include more students and additional worksites.	1	2
(19) Pooling a portion of such funds with a portion of funds available to other recipients for innovative initiatives.	NA		
(20) Supporting other CTE activities consistent with the purposes of the Act.	Career training, skills attainment and job placement for traditional and nontraditional populations and positions will be the priority outcome for this proposal.	1	2