

Santa Ana College Perkins IV, Title I-C Application

2013-2014

Title of Proposed Project/Activity		CTE Project for Students who are Deaf or Hard of Hearing	
Department/Division		DEAF AND HARD OF HEARING PROGRAM/DSPS	
Project Director		Monica J. Collins, Faculty Coordinator DHHP	
Project Director's Phone #	714-564-6283	Email	<u>Collins_Monica@sac.edu</u>
Division Dean	Associate Dean Student Services		
Dean's Phone #	714-564-6277	Email	Bryant_micki@sac.edu
TOP Code	Across TOP	TOP Code Title	Across TOP Codes

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)

The funding for the CTE Project for Students who are Deaf or Hard of Hearing (DHH) advances the mission of Santa Ana College by providing specialized Career and Technical Education information and training to meet the workforce and economic development needs of diverse DHH community at Santa Ana College. Individuals who are deaf or hard of hearing face greater unemployment rates than non-deaf populations and face unique barriers that are not addressed by traditional CTE programs. Additionally, DHH students often lack knowledge of and exposure to a variety of career and technical education options and how to assess their appropriateness to their hearing loss. The unemployment rate for individuals who are deaf is estimated at 74% (EDD, State of California). The project will work closely with CTE faculty to ensure that students have a realistic understanding of work environments and are accessing and persisting in CTE programs suited to their skills, interests, and abilities. This project is consistent with DSPS planning portfolio goals by addressing retention in career planning for disabled students.

What is your projected completion date? June 2014

Briefly describe how the issue(s) will be addressed. (Limited to 2,000 characters, or approximately ½ page of text)

- A DHH CTE Advisor with the support and under the supervision of the DHH Program Coordinator will provide direct support services and vocational guidance to students who are deaf or hard of hearing

(DHH) enrolled at SAC &/or SCC. On average, 50 students are registered with the DHP office each semester; many of whom have limited knowledge regarding vocational programs and related employment opportunities. The provision of information and guidance regarding CTE opportunities will increase the number of students enrolled in CTE programs and improve retention and completion rates.

- Specialized workshops targeting the unique needs of DHH students will be offered, including CTE opportunities at RSCCD, appropriate use of technology to facilitate communication in the classroom and work place, disclosure of disability status, and access and use of interpreter services during training. Students attending the workshops will use informed choice about their functional limitations and the essential functions of careers to enhance their career success.
- Workshops and materials will be developed for faculty and staff to address accommodations in classroom and worksite, working effectively with interpreters, and retention strategies for DHH students. Providing information and support to faculty will ensure that the vocational programs are fully accessible and will increase retention and completion rates for students with disabilities.
- Individualized Vocational Plans (IVP) will be developed with each student; progress towards goals will be monitored and revised as needed with special attention given to retention and completion factors. Development and monitoring of the IVPs will increase DHH students' enrollment, retention and completion of career programs.

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

1. Was the program improvement issue(s) addressed and/or planned objectives met? Select [] yes (or) [] No
Complete the following narrative section(s) as appropriate.

2. Describe any barriers encountered and lessons learned (Narratives limited to 1000 characters).

3. Describe accomplishments/best practices derived from the project (Narratives limited to 1000 characters).

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

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

Below are the nine §135(b) Requirements for Uses of Funds. Programs receiving these funds must meet these requirements.

Requirements for Uses of Funds

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 IV 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,

Perkins IV I-C application (& Final Report)

high-wage or high-demand occupations that will lead to self-sufficiency. [§135(b)(9)]

10. Permissive Uses Per Section 135(c) (check activities to be funded with CTEA funds)

- | | |
|---|--|
| | 1. Involve parents, businesses, and labor organizations, in the design, implementation and evaluation of CTE programs. [§135(c)(1)] |
| X | 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)] |
| | 3. Local education and business partnerships, including work-related experiences for students, adjunct faculty arrangements for qualified industry professionals and industry experience for teachers and faculty. [§135(c)(3)] |
| X | 4. Provide programs for special populations. [§135(c)(4)] |
| | 5. Assisting career and technical student organizations. [§135(c)(5)] |
| | 6. Mentoring and support services. [§135(c)(6)] |
| | 7. Leasing, purchasing, upgrading or adapting equipment, including instructional aides and publications (including support for library resources) designed to strengthen and support academic and technical skill achievement. [§135(c)(7)] |
| | 8. Teacher preparation programs that address the integration of academic and CTE and that assist individuals who are interested in becoming CTE faculty, including individuals with experience in business and industry. [§135(c)(8)] |
| X | 9. Developing and expanding postsecondary program offerings at times and in formats that are accessible for all students, including through the use of distance education. [§135(c)(9)] |
| X | 10. Developing initiatives that facilitate the transition of sub-baccalaureate CTE students into baccalaureate degree programs, including articulation agreements, dual enrollment programs, academic and financial aid counseling and other initiatives to overcome barriers and encourage enrollment and completion. [§135(c)(10)] |
| | 11. Providing activities to support entrepreneurship education and training. [§135(c)(11)] |
| | 12. Improving or developing new CTE courses, including the development of programs of study for consideration by the state and courses that prepare individuals academically and technically for high-skill, high-wage or high-demand occupations and dual or concurrent enrollment opportunities. [§135(c)(12)] |
| | 13. Developing and supporting small, personalized career-themed learning communities. [§135(c)(13)] |
| | 14. Providing support for family and consumer sciences programs. [§135(c)(14)] |
| X | 15. Providing CTE programs for adults and school dropouts to complete secondary education or upgrade technical skills. [§135(c)(15)] |
| X | 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)] |
| | 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 these activit(ies) indicated in the line item budget for the across CTE programs budgeted.

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 checked="" type="checkbox"/> Project Administration |
| <input type="checkbox"/> Facility rental/lease (off-campus location) | <input checked="" type="checkbox"/> Programs/Services for Special Populations |
| <input type="checkbox"/> Curriculum Development | <input type="checkbox"/> Consultants or Other Contracted Services |
| <input type="checkbox"/> Program Marketing and Outreach | <input type="checkbox"/> Other (specify) _____ |

PROVIDE DETAILED BUDGET

Department Code: 19532

Budgeting Category/Description	Fund Requested		
	Instructional	Non-Instructional	TOTAL
1000 – Faculty salaries		3,500.00	3500.00
2000 – Classified salaries		21,000.00	21,000.00
3000 – Benefits (based on 2012/13 benefits) Part-time faculty & beyond contract (14.20%) P/T short-term classified (7.25% of wages) P/T ongoing classified (23.567%) Full-time classified (23.567% of wages + health & life insurance (maximum \$22,714.95) & fringe ben.\$1,350) <i>please contact Huong @07463 for actual amount</i>		3,375.00 Faculty - \$825.00 Classified - \$2,672.00	3,375.00
4000 – Supplies & Materials		0.00	0.00
5000 – Other Operating Expenses & Services Conference, consultants, contracts, printing, software license & fees, maintenance contract		0.00	0.00
6000 – Capital Outlay Equipment, software over \$1,000		0.00	0.00
Total Funding Requested		27,875.00	27,875.00

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

List in detail specific hardware & software requested: NA

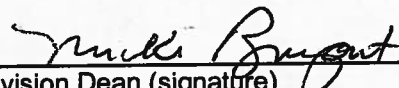
Budget Questions/Clarifications:

The Project employs a classified staff person to provide direct service to the deaf and hard of hearing students benefitting from the project. The benefits for both the classified staff and full time faculty member are calculated at 22.477% due to how they are actually paid within the district per Huong Nguyen.

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 (signature)

Date: 5/14/13


Division Dean (signature)

Date: 5/14/13

Section III Part B

Perkins Career and Technical Education Act (Title IC) – Local Application
 Program Information Across Career Technical Education Programs

Agreement #: 13-C01-042

District/College: RSCCD – SAC

Retain in District Audit Files
 ACTEP # _____

Program/Project Title: CTE Project for Students who are Deaf or Hard of Hearing

Section 135(b) Requirements

Column A	Column B	Column C	Column D	Column E
		Enter applicable number in appropriate column below.	Status of Activity:	Year(s) Activity was/will be Addressed:
		Designate source of funds to be used by assigning a number as shown below:	1 = Planned 2 = Started 3 = Continuing 4 = Completed	2008-2009 2009-2010 2010-2011 2011-2012
		Source of funds	Status	Year(s)
<p>Refer to the District's 2008-2012 Local Plan for Title I, Part C, Section 132 Funds for Carl D. Perkins Career and Technical Education Act of 2006 (Perkins) and review TOP Codes planned for funding in _____.</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>Section 135(b) Requirements</p>	<p>Activities</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>The CTE Project for DHH provides students with a connection between coursework and career training goals through the development of an Individualized Vocational Plan. Students enrolled in or exploring vocational majors are provided guidance, including tracking of courses and development of work related skills (assistive technology, communication, disability related accommodations, etc.).</p>	3	3	2013-2014
<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>The project creates and distributes information to resource specialists at feeder high schools to provide information on CTE training opportunities to prospective DHH students. Based on the uniqueness of this project and the students that it serves, non-traditional secondary schools are also targeted. Outreach to feeder schools is conducted as appropriate.</p>	3	3	2013-2014
<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>The project will develop presentations by local deaf professionals from the resource directory working in various career areas to facilitate the students' understanding of careers they can train for at SAC.</p>	3	3	2013-2014

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Section 135(b) Requirements		Column B	Column C	Column D	Column E
Column A	Column B	Activities	Source of funds	Status	Year(s)
<p>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>	<p>The project promotes the use of technology for researching potential job interests along with utilizing different types of technology to improve communication with co-workers and supervisors.</p>	3	3	2013-2014	
<p>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>	<p>During fall and spring the CTE Advisor and/or Program Coordinator provide informational workshops and consultation to instructors, counselors, and/or administrators on vocational barriers for DHH individuals addressing concerns regarding accommodations (both in educational and work settings) and retention strategies for DHH students enrolled in vocational programs.</p> <p>The project maintains close contact with the Department of Rehabilitation at the local and state levels to advise them as to the current CTE program offerings for current and potential mutual students.</p>	3	3	2013-2014	
<p>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.</p>	<p>The project is designed to assist DHH students in their pursuit of career training, and works closely with the CTE instructors and administrators to reduce attitudinal and curricular barriers. The CTE Advisor and/or Program Coordinator meet with each CTE department to assess the accessibility of the program, and to provide support to both the faculty and student in identifying an appropriate fit. Students are asked about their perspectives of accessibility at the end of each semester.</p>	3	3	2013-2014	

Section III Part B

Perkins Career and Technical Education Act (Title IC) – Local Application
 Program Information Across Career Technical Education Programs

District/College: RSCCD – SAC Agreement #: 13-C01-042
 Program/Project Title: CTE Project for Students who are Deaf or Hard of Hearing Retain in District Audit Files
 ACTEP # _____

Column A	Column B	Column C	Column D	Column E
Section 135(b) Requirements	Activities	Source of funds	Status	Year(s)
7. Initiate, improve, expand and modernize quality CTE programs, including relevant technology.	The project provides expert consultation to the current CTE program staff and administration allowing for improvement and expansion of CTE programs by providing information, access and support to an underserved population and ensures that students are accessing vocational programs suited to their skills, interests, and abilities.	3	3	2013-2014
8. Provide services and activities that are of sufficient size, scope and quality to be effective.	The project improves and expands CTE programs opportunities for DHH students by providing information, access and support to an underserved population and ensures that students are accessing CTE programs suited to their skills, interests, and abilities.	3	3	2013-2014
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.	The project while serving DHH students recognizes that many of the DHH students are also single parents and displaced homemakers, making the project that much more valuable to the special population it serves. The critical link between CTE courses and employment opportunities is emphasized both in the individual meetings and group workshops.	3	3	2013-2014

Section III Part B

Perkins Career and Technical Education Act (Title IC) – Local Application
 Program Information Across Career Technical Education Programs

District/College: RSCCD – SAC

Agreement #: 13-C01-042

Retain in District Audit Files
 ACTEP # _____

Program/Project Title: CTE Project for Students who are Deaf or Hard of Hearing

Section 135(c) Permissive Uses: Each permissive use of funds does not need to be addressed.

Column A	Column B	Column C	Column D	Column E
Section 135(c) Permissive Uses	Activities	Source of funds	Status	Year(s)
<p>10. Funds may be used to:</p> <p>(1) Involve parents, businesses, and labor organizations, in the design, implementation and evaluation of CTE programs.</p> <p>(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.</p> <p>(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.</p> <p>(4) Provide programs for special populations.</p> <p>(5) Assisting career and technical student organizations.</p> <p>(6) For mentoring and support services;</p> <p>(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.</p>	<p>As mentioned earlier, the unemployment rate for individuals who are deaf is estimated at 74% (EDD, State of California). This project will provide individual and group career and academic guidance to students who are deaf or hard of hearing to increase their chances of completing coursework and/or certificates. The critical link between courses and employment opportunities will be emphasized both in the individual meetings and group workshops.</p> <p>The project is for deaf and hard of hearing students. Some may have additional disabilities, but all will have a hearing loss.</p>	<p>3</p> <p>3</p>	<p>3</p> <p>3</p>	<p>2013-2014</p> <p>2013-2014</p>

Section III Part B

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Column A	Column B	Column C	Column D	Column E
Section 135(c) Permissive Uses	Activities	Source of funds	Status	Year(s)
(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.	Project Coordinator is uniquely qualified to provide expert consultation on accessibility for DHH learners during curriculum development, including distance education, to CTE faculty.	3	3	2013-2014
(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.	The project will host visits to campus by local universities and training institutions specializing in DHH education each year to promote transition into baccalaureate degree programs.	3	3	2013-2014
(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				

Section III Part B

**Perkins Career and Technical Education Act (Title IC) – Local Application
Program Information Across Career Technical Education Programs**

District/College: RSCCD – SAC **Agreement #:** 13-C01-042
Program/Project Title: CTE Project for Students who are Deaf or Hard of Hearing **Retain in District Audit Files**
ACTEP # _____

Column A	Column B	Column C	Column D	Column E
Section 135(c) Permissive Uses	Activities	Source of funds	Status	Year(s)
(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.	The project has a unique relationship with a transition program offered through Orange County Unified School District for DHH students struggling to complete their high school program.	3	3	2013-2014
(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.	The project is uniquely suited to provide assistance to DHH individuals who have participated in services and activities under this act in continuing their education or training through continued support from the CTE Advisor and Program Coordinator.	3	3	2013-2014
(17) Supporting training and activities (such as mentoring and outreach) in nontraditional fields.				
(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.				

