Application Preview & Submit

Details

Grant ID
20-C01-030

District Information

District
Imperial CCD

Address

Allocations & Expenditures

Title 1C Allocation
$378,454

Planned Title 1C Expenditure
$378,454

Status

Submitted
Draft

Substantially Approvable
Once a date appears and is substantially approved, you are authorized to begin expending funds by the date but not before July 1, 2020 (whichever is later).

Not yet Substantially Approvable

Approved
Once a date appears and is approved, you can be reimbursed for expenditures at the regularly scheduled reporting periods.

Not yet Approved

Contacts: District Contact Information Form

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Martha Garcia	District Superintendent/President	n/a	martha.garcia@imperial.edu	(760) 355-6219
Dr. Christina Tafoya	Additional Contact	Imperial Valley College	christina.tafoya@imperial.edu	(760) 355-6213
Ms. Patricia Robles	District Contact/Project Director	n/a	patricia.robles@imperial.edu	(760) 355-6217

System Contacts

District Chief Executive/Business Officer

Martha Garcia
Superintendent/President
martha.garcia@imperial.edu
(760) 355-6219

Forms

Responses (Sec I-D): Responses to Local Plan Requirements

1. Provide a description of the information on the CTE course offerings and activities that the eligible recipient will provide with funds under this part, which shall include not less than one program of study, including how the results of the comprehensive needs assessment informed the selection of the specific CTE programs and activities selected to be funded.

The funding allocations for 2020-2021 were made from the recommendation of the Perkins Committee members and were discussed and approved with the stakeholders, which included faculty and others suggested in Section 134b of Perkins V. The reviews have included program evaluations of performance data, including the program Core Indicators required by Perkins and the CLNA, which identified program priorities. The internal procedures for funding dissemination also requires programs to identify how funding requests specifically address the requirements under Perkins and how the activities will result in continuous program improvement. The majority of requests for funding are in the areas of technology to enhance student learning, curriculum development, and professional development. Funding across all programs is intended to improve program performance in the areas of student retention, success, placement, and non-traditional participation.

2. Provide a description of any new programs of study the eligible recipient will develop and submit to the state for approval.

The curriculum approval process is well-defined and is consistent with the Program Approval Handbook published by the California Community College Chancellor's Office (CCCCO). New programs are required to provide current and local labor market information to validate the need for new programs and the sustainability of employment opportunities for program completers/graduates. The Centers of Excellence (COE) are the labor market information source for new program approvals, which includes addressing emerging labor market needs for new programs where data is not evident within existing databases via employer hiring projections and assessments under the guidance of the COE. The local Curriculum Committee provides review and approval, assessing that the course objectives align with educational norms and requirements. A discipline/program advisory committee must certify that the program, course objectives, and Student Learning Outcomes (SLO) are consistent with industry needs and expectations. The Regional Consortium, the local Academic Senate, and ultimately the CCCCO must also review new programs.

3. Describe how students, including students who are members of special populations, will learn about CTE course offerings and if a course is part of a CTE program of study.

CTE programs are promoted through a wide variety of methods that reach across traditional media, social media, flyers, career fairs, and the career services center. Courses are published in the course schedules and are widely available in the entire region. Career posters are displayed along most public transportation bus shelters in the region to reach public transportation users and highlight the opportunities available at the college. Career fairs are conducted attracting hundreds and in some cases thousands of students from the entire region including disabled students, adult education students, limited English students, young students, and the elderly. Program flyers are widely distributed and include program pathways, program objectives, employment opportunities, and program costs. New programs receive special allocations to widely publicize the new programs and the schedules. This could include traditional media, such as television and newspapers, as well as social media.

4. Provide a description of how the eligible recipient, in collaboration with local workforce development boards and other local workforce agencies, one-stop delivery systems described in section 121(e)(2) of the Workforce Innovation and Opportunity Act (29 U.S.C. 3151 (e)(2)), and other partners, will provide career exploration and career development coursework, activities, or services.

Imperial Valley College is a member of the local Workforce Development Board (WDB) and the local One-Stop Consortium. CTE program reviews are presented to the WDB for a review of program performance metrics, labor market information, and general program "health status." As a board member, the College is directly involved in the development of new programs, guidance, and regulations related to investments under the WIOA. As a member of the One-Stop Consortium, the College is also directly involved in the delivery of services under WIOA, including counseling assessment, financial aid counseling, and on-the job-training opportunities for students. The College is also a member of the Imperial Valley Economic Development Corporation (IVEDC), participates, and is actively involved in developing training programs and customized trainings for new industry prospects and proposals.

5. Provide a description of how the eligible recipient, in collaboration with local workforce development boards and other local workforce agencies, one-stop delivery systems described in section 121(e)(2) of the Workforce Innovation and Opportunity Act (29 U.S.C. 3151 (e)(2)), and other partners, will provide career information on employment opportunities that incorporate the most up-to-date information on high-skill, high-wage, or in-demand industry sectors or occupations, as determined by the comprehensive needs assessment.

Board members and the Executive Director of the WDB were active participants in the development of the CLNA. Representatives of the One-Stop delivery system are invited to all CTE program advisory committees, where they share data and services available to students and employers. Labor Market Information reports, prepared by the Centers of Excellence, will be presented to the WDB to ensure coordination of services for maximum efficacy and coordination of resources.

6. Provide a description of how the eligible recipient, in collaboration with local workforce development boards and other local workforce agencies, one-stop delivery systems described in section 121(e)(2) of the Workforce Innovation and Opportunity Act (29 U.S.C. 3151 (e)(2)), and other partners, will provide an organized system of career guidance and academic counseling to students before enrolling and while participating in a CTE program.

To meet the State-adjusted performance levels and to provide CE students advice on future education and training opportunities, efforts will continue through district counseling staff, specialist counselors within categorical programs, both full-time and part-time CE faculty, and the Imperial County Workforce Development Board One-Stop Employment Centers. A counselor liaison provides communication opportunities in multiple directions, such as from faculty to counseling, counseling to program, student to counselor, and liaison counselor to counseling. Because the liaison counselor attends the designated CE program advisory committee meetings, the communication network is extended to Business, Industry, and Government. Counseling personnel participates in high school outreach and, on behalf of CE programs, present information to students who are still in high school. The annual Career Fair/College & University Day and the annual Career Education Expo/Transfer Fair provide additional opportunities for members of business, industry, government, faculty, and counseling to offer students advice and information on careers, educational opportunities, training availability, and potential for future employment. Advice, guidance, counseling sessions, conversation, and printed materials place an emphasis on the need for successful attainment of both academic and technical skills.

7. Provide a description of how the eligible recipient will improve the academic and technical skills of students participating in CTE programs by strengthening the academic and CTE components of such programs through the integration of coherent and rigorous content aligned with challenging academic standards and relevant CTE programs to ensure learning in the subjects that constitute a well-rounded education (as defined in section 8101 of the Elementary and Secondary Education Act of 1965).

The integration of core academics into CE programs continues to be paramount for the district. The expansion and measurement of Institutional Student Learning Outcomes (SLOs) into the CE curriculum provide a mechanism to upgrade writing and reading assignments, and work-related problems and projects. In 20-21, CE faculty will continue to work on the assessment phase for SLOs and the implementation of Program Learnign Ourcomes (PLOs) to capture institutional improvements by program. CE will continue to seek and achieve national certification standards to validate the skills and knowledge acquired by the students. Programs will continue working on their programs meeting industry standards. The local industry certification of CE programs will also promote and validate the academic rigor and value of the program. Some industry certifications for programs include ASE NATEF certification for Auto Tech, American Welding Society (AWS) SENSE certification for Welding Tech, and NABCEP for Solar Technology. Academic skilsl will continue to be integrated into CE programs and provide CE students the same academic experiences, rigor, and proficiency as all other students.

8. Provide a description of how the eligible recipient will provide activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations that will lead to self-sufficiency.

To meet the State-adjusted performance levels and to identify barriers to success for Special Populations, the College will continue to coordinate the activities of Student Services and Academic Services funded programs, in addition to Perkins, to assure that access and success for Special Populations is a priority. During the process of everyday business and Program Review, evaluation of instructional and College processes and procedures, and other review and evaluative activities, the focus will be on the identification of barriers to success. One College process that assists in the identification of Special Population sensitive issues is the approval of program curriculum and instruction. Several College standing committees, such as Admissions and Operating, College Council, Campus Operations, Curriculum, Instruction, and Student Affairs constantly survey and assess processes and operations to assure barriers are not being created and do not exist.

9. Describe how the eligible recipient will prepare CTE participants for non-traditional fields.

To meet the State-adjusted performance levels and to promote nontraditional training and employment, CE programs, Across CE Program efforts, and other College initiatives will promote educational, training, and career opportunities for all students and will make special efforts to actively promote nontraditional career, education, and training opportunities. Locally developed informational materials will be developed and distributed to promote the opportunities in nontraditional arenas. National, State, and regional resources promoting nontraditional opportunities are available for outreach purposes. The Economic and Workforce Development Division Office will continue to promote nontraditional participation. Imperial County is a traditional and conservative community that needs exposure to nontraditional role models and presentation of the opportunities within nontraditional career choices. To this end, during the annual Career Fair/College & University Day and the annual Career Education Expo/Transfer Fair in the spring, recruitment of role models to promote nontraditional participation will continue to be a priority. Faculty and other College personnel will be encouraged to participate in professional development activities that will heighten their awareness of the needs and our ability to support activities within the nontraditional arena.

10. Describe how the eligible recipient will provide equal access for special populations to CTE courses, programs, and programs of study.

Active information and recruitment efforts will be made to ensure that special populations are given equal access to all programs. Presentations will be made to the College's Student Services Council, which includes members and advocates for all special populations. Special strategies will be developed and implemented to address the individual need of each sector with collaboration with the Student Services Council. Messaging should include the advantages of the College, including lower tuition than four-year schools and private schools. Additionally, CTE staff will be asked to attend yearly seminars that make professors aware of the individual needs of students with special needs. Professors will be asked to make all necessary accommodations as requested by the DSP&S Office, including note-takers, test allowances, and tutoring options.

11. Describe how the eligible recipient will ensure that members of special populations will not be discriminated against on the basis of their status as members of special populations.

Special Populations specialists, such as counselors and DSP&S personnel, are included as members of these committees to assure the presence of expertise and to assure the availability of advice leading to improved opportunities for Special Populations and to ensure that Special Populations are not unintentionally discriminated with unreasonable regulations and access. The College will continue to include directed notices for Special Populations in College catalogs, schedules of classes, course outlines, and course syllabi. Professional development opportunities will continue to be used as learning opportunities for College personnel. As an example of these opportunities are the conferences and workshops presented and sponsored by the Joint Special Populations Advisory Committee (JSPAC).

12. Provide a description of the work-based learning opportunities that the eligible recipient will provide to students participating in CTE programs.

Work-Based Learning (WBL) strategies will enhance and/or develop essential employability skills and will help students build a strong connection with industry. Students participating in CTE programs, through the connection with academic learning and the world of work, will be exposed to the following WBL opportunities.

- Guest Speakers – Guest speakers will provide an opportunity for students to hear firsthand about a specific profession, the necessary education or preparation required for the job.
- Industry Speakers/Presentations – Representatives from industries will have an opportunity to discuss about careers or provide a presentation on essential skills needed for the job, education required, and share their own experience.
- Workplace/Company Tours – Visits to real workplaces that provide hands-on experiences where students can learn about the skills required in the industry. Students are exposed to tools, materials, and equipment necessary to perform the job, understanding workplace expectations.
- Career Fairs – Events in which employers and recruiters will be available to provide information about jobs and internship opportunities in their companies. Students are able to network with professionals, practice their soft skills, and watch live demos.
- Workshops – Resume Building, 21st Century Soft Skills, Job Search, and Interview Preparation group workshops will be available face-to-face and/or virtually.
- Mock Interviews – Students will be exposed to training exercises that will help prepare them for real interviews.
- Internships (Paid/Unpaid) – Continuous WBL experiences designed to enhance classroom learning. Students will apply their classroom knowledge in the workforce.
- Job Placement – Training by an employer that is provided to a paid participant during a limited period. Students will engage in productive work that provides essential skills and knowledge.

13. Describe how the recipient will work with representatives from employers to develop or expand work-based learning opportunities for CTE students, as applicable.

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Employers play an active role in determining the value of their businesses when they participate in work-based learning activities. CE programs are required to host a minimum one program advisory committees per academic year, with a preference of two, one in the fall and one in the spring. These committees must include at least three industry representatives. Employers and community partners, such as the Chambers of Commerce and the One-Stop Consortium, would be involved in college curriculum development and collaborate with faculty to teach students desired industry skills. Faculty will continue to develop connections with the industry to serve our students. Students will explore different careers and create awareness of fundamental employability skills. Employers will promote their company brand and will gain access to a pipeline of qualified candidates, reducing recruitment costs and hiring risks. To maintain connection with representatives, quarterly newsletters will be distributed via e-mails to keep employers up to date with developments in our college.

14. Provide a description of how the eligible recipient will provide students participating in CTE programs with the opportunity to gain postsecondary credit while still attending high school, such as through dual or concurrent enrollment programs or early college high school, as practicable.

To meet the State-adjusted performance levels and to link secondary and post-secondary CE programs, the combined efforts included in the local Perkins plan, Dual Enrollment high school articulations and the Career Pathways Initiative, will continue to be expanded. The articulation process has evolved into a process of cooperation and sharing of information between College CE personnel and high school personnel. Cooperation between College and high school personnel contributes to improved program content, course sequencing, mastery of discipline-specific competencies, and clarification of career pathways. This cooperation within CE programs will make the transition from secondary to post-secondary CE programs a much more effective one. Business, Computer Information Systems (CIS), Welding Technology, Automotive Technology, Child Development, and Allied Health are CE programs that currently have the articulation agreement process implemented. The College also has CCAP agreements with local high schools, which include CE courses.

15. Provide a description of how the eligible recipient will coordinate with the eligible agency and institutions of higher education to support the recruitment, preparation, retention, and training, including professional development, of teachers, faculty, administrators, and specialized instructional support personnel and paraprofessionals who meet applicable State certification and licensure requirements (including any requirements met through alternative routes to certification), including individuals from groups underrepresented in the teaching profession.

To meet the State-adjusted performance levels and to provide for professional development and preparation of College personnel to assure the integration of activities that support the requirements for rigorous content and challenging academic standards, professional growth and professional development will continue to be promoted and encouraged. All College programs promote professional development and CE programs plan activities for professional development, which are included in the local plan and are supported by the Local Planning Team and administration. Both technical professional development and pedagogical professional development are promoted and encouraged. It is especially important in CE to promote professional development for the many individuals that have transitioned from a career in industry to a career in education. Individuals that have not been prepared to be teachers and educators need to develop the knowledge and skills necessary for curriculum development and the integration of academic skills into CE program activities. The College will continue to implement departmental and college-sponsored workshops on topics such as teaching methods, SLO development, SLO assessment, as well as other subjects, that will improve the teaching and learning environment and that will help develop knowledge for the integration of rigor into instructional activities. Faculty will continue to develop and expand the SLO process for all CE courses and programs and as part of this process will develop kknowledge and skills in learning assessment, learning theory, SCANS, Bloom's Taxonomy, and many other related subjects associated with teaching and learning.

16. Provide a description of how the eligible recipient will address disparities or gaps in performance as described in section 113(b)(3)(C)(ii)(II) in each of the plan years.

Each Perkins recipient will be required to submit a success plan to address performance indicators in Year One that identifies success baselines for special populations, growth projections, and achievements targets. Programs will work with the Office of Institutional Research to clearly understand the data elements and with Student Support Services to understand the challenges experienced by subgroups and special populations.

17. Describe the additional actions the eligible recipient will take to eliminate disparities or gaps if no meaningful progress has been achieved prior to the third program year.

Data will be tracked by the Division of Economic and Workforce Development with technical assistance provided for programs that may lag behind intended indicators. Special efforts and mitigation will be dedicated to programs with serious challenges under the premise that "failure is not an option." Concrete mitigation plans will be developed in partnership with faculty, support services, industry feedback, and of course students themselves. Students will have the better understanding of challenges experienced in each group and suggest ideas and plans for mitigation and increased success.

Local Needs Assement: Summary of the Results of the Comprehensive Local Needs Assessment (CLNA)

1. Section 134(c)(2)(A): Provide a summary of Student Performance on Required Performance Indicators (Disaggregated)

College aggregate core indicator information was analyzed for the past four years to try to get a general health of the programs as a whole. Overall, core indicator 1, Technical Skills Attainment, had a college performance rate above the negotiated level for the CTE cohort as a whole. Core indicator 2 had the same performance above the negotiated college performance level for all four years. Core indicator 3, has many of the same trends, except for one year (20-21), where the college performance was -.1 below the district negotiated level. Section 2 needs assessment element #1 shows that the college met the 90% of Target goals for all fours years.

2. Section 134(c)(2)(B)(i): Provide a summary of Program Size, Scope, and Quality to Meet the Needs of All Students

Quality of programs is gauged in a number of ways. CTE programs are required to have two advisory committee meetings, one in each regular semester. The fall meeting includes review of the program content and requires a certification from the committee that the program meets industry standards and/or recommend modifications. Programs are also required to complete a biannual CTE program review that analysis performance indicators and LMI. Additionally, CTE programs are required to complete a Comprehensive Institutional Program Review every three years that analysis among other things fill rates, completion and success using disaggregated student data that looks at access across special populations. Access is analyzed using enrollment management matrixes that project student needs and ensures that student demand and access is met. Most CTE programs include industry certifications that also align with industry needs.

3. Section 134(c)(2)(C): Provide a summary of Progress Towards Implementation of CTE Programs of Study

All programs have instituted program pathways that are publicized in brochures and social media. Courses are articulated with all local high schools that award college credit in the initial pathway in CTE disciplines that allow students to start their CTE college career in a more advanced way. Dual Enrollment agreements with all local high schools also provide opportunities for college credit. In 2019-2020, one CTE certificate program in Electrical Technology was offered all in one year. Important lessons were learned from that program. The concept of "fast-track" is popular with students. Fast-track schedule courses work sequentially so that students are able to complete a certificate program in one year, instead of two.

4. Section 134(c)(2)(D): provide a summary of Improving recruitment, retention, and training of CTE professionals, including underrepresented groups

Faculty in CTE disciplines at Imperial Valley College is diverse and reflects the diversity of the community. Professional development activities are encouraged and seldom denied. Perkins funds are budgeted in most disciplines for faculty to maintain currency in their industry. Challenges in recruitment include the requirement of an Associate Degree as a minimum qualification. The CCCCO has published new guidelines that encourage colleges to re-evaluate their equivalency reviews for Associate Degrees. Equivalency norms are in the jurisdiction of the Academic Senate and we will work with the Academic Senate to consider these new guidelines.

5. Section 134(c)(2)(E): provide a summary of Progress Towards Equal Access to CTE Programs for All Students

Imperial Valley College has a high number of economically disadvantaged, non-traditional, students with disabilities, and limited English proficiency students enrolling in CTE cohorts. Core indicator performance analysis shows that economically disadvantaged students are still outperforming goals and their outcomes have all exceed the negotiated levels of performance during these last four years. Non-traditional students have also met their negotiated goals for the last four years for all four core indicators. We see that both Limited English Proficiency and Students with disabilities have met most of their annual goals, yet there are few instances where these two subgroups failed to meet their core indicator goal, and this seems to be more prevalent with Core Indicator 2/3 for Completions and Persistence/Transfer. The greatest challenge in access is the under-performing of non-traditional students. Industrial Technology programs are dominated by male students and both Child Development and Office Technologies are dominated by female students. Health and Public Safety programs, including Nursing, have obtained a good balance of students. A more structured recruitment campaign is proposed to mitigate this issue. CTE staff will also be provided training to better understand the challenges faced with special populations and develop better instructional plans and deliveries that ensures equal access and success for all students.

6. Section 134(c)(2)(B)(ii): provide a summary of alignment of programs to Labor Market Information (LMI)

The College will continue to rely on LMI data to make program decisions. All CTE programs are required to complete a bi-annual CTE program review where LMI data is a required an important element. Programs must document and justify that employment opportunities exist in the community for program completers. As an example of the review, a CTE program was discontinued in 2019-2020 after determining of minimal local labor demand existed in the discipline. Program advisory committees are also an essential component of the review. As part of the San Diego/Imperial County Region, Imperial Valley College uses the Centers of Excellence (COE) for LMI reports. Accordingly, all new programs are required to identify job opportunities for students. The COE provides for alternative tools to assert labor demand for new industries.

Local Needs Assessment(s)

Document Title	Type	Uploaded	Comment	Actions
Perkins CLNA Comprehensive Local Needs Assessment.pdf	Local Needs Assessment	6/12/2020, 11:38:35 AM	N/A	🗑

Goals & Metrics: Vision for Success Goals and Student Success Metrics

✓ **Completion:** Increase the number of CCC students annually who acquire associate degrees, credentials, certificates, or specific job oriented skil sets.

Student Success Metrics
- CTE Perkins Participants Who Earned a Chancellor's Office Approved Credit Certificate
- CTE Perkins Participants Who Earned an Associate Degree (including ADTs)

✕ **Transfer:** Increase the number of CCC students system-wide transferring annually to a UC or CSU.

✕ **Unit Accumulation:** Decrease the average number of units accumulated by CCC students earning associate degrees.

✓ **Workforce:** Increase the percent of exiting studens who report being employed in their field of study.

Student Success Metrics
- CTE Perkins Participants Who Attained the Living Wage
- CTE Perkins Participants Who Demonstrated a Skills Gain

- CTE Perkins Participants with a Job Closely Related to Their Field of Study

✓ **Equity:** Reduce equity gaps across all of the above measures through faster improvements among traditionally underrespresented student groups.

Student Success Metrics

- CTE Perkins Participants Who Attained the Vision Goal Completion Definition

Budget Summary (Sec IV-A): Application Budget Summary

District
Imperial CCD
Grant ID
20-C01-030
Title 1C Allocation
$378,454
Planned Title 1C Expenditure
$378,454

Combined 1C Application Budget Summary

Acct No. & Object of Expenditure	Federal Funds		
	Direct Program Expenditure	Administrative Expenditure	Total
1000 - Instructional Salaries	$27,250	$0	$27,250
2000 - Non-Instructional Salaries	$34,030	$2,530	$36,560
3000 - Employee Benefits	$13,648	$448	$14,096
4000 - Supplies and Materials	$29,173	$3,157	$32,330
5000 - Other Operating Expenses and Services	$65,999	$2,358	$68,357
6000 - Capital Outlay	$190,345	$9,516	$199,861
Total Expenditure	$360,445	$18,009 (4.76% of Total)	$378,454

* District total Title 1C administration expenditure can not exceed 5% of district total Title 1C expenditure.

Imperial CCD: Budget Summary

No budget items available.

Imperial Valley College: Budget Summary

Acct No. & Object of Expenditure	Federal Funds		
	Direct Program Expenditure	Administrative Expenditure	Total
1000 - Instructional Salaries	$27,250	$0	$27,250
2000 - Non-Instructional Salaries	$34,030	$2,530	$36,560
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6000 - Capital Outlay	$190,345	$9,516	$199,861
Total Expenditure	$360,445	$18,009 (4.76% of Total)	$378,454

Certification

Allocation Certification (CTE-1): College/District Certification

District
Imperial CCD

Grant ID
20-C01-030

Amount Encumbered
$378,454

The allocation agreement shall consist of the RFA Specification; this Allocation Agreement face sheet; the Recipient's completed online application; and the Allocation Agreement Legal Terms and Conditions (Articles I and II, Rev. 3/09), with all other required forms as set forth in the RFA Instructions. All of these items are incorporated into this allocation agreement by reference.

The online application is complete once it is submitted online at https://nova.cccco.edu/ and approved by the Chancellor's Office.

The total amount payable for this Carl D. Perkins Career and Technical Education Improvement Act of 2006 (P.L. 109-270 CFDA # 84.048A) allocation shall not exceed the amount specified above as "Amount Encumbered." Further these funds are not used to supplant state funds and they are used to improve services targeted for CTE programs.

The term of this allocation agreement shall be from July 1, 2020 to and including August 31, 2021. All performance under this allocation agreement shall be completed by June 30, 2021, except for the submission of any Final Reporting that may be required by Article 1 of the Allocation Agreement. I hereby certify upon my own personal knowledge that budgeted funds are available for the period and purpose of the expenditure stated above.

Certification

District Chief Executive/Business Officer
Martha Garcia Superintendent/President martha.garcia@imperial.edu (760) 355-6219
Awaiting Certification

Assurances (CTE-3): Statement of Assurance

District

Imperial CCD

Grant ID
20-C01-030

General Assurances

1. No Carl D. Perkins Career and Technical Education Act of 2006 (Perkins V or Act) funds will be used to acquire equipment/software in any instance in which the acquisition will result in a direct financial benefit to any organization representing the interests of the district, its employees, or affiliates.
2. No Perkins V funds shall be used to mandate that any individual will be required to participate in a CTE program, including a program that requires the attainment of a federally funded skill level, standard or certificate of mastery.
3. Perkins V funds shall supplement, and shall not supplant, nonfederal funds expended to carry out CTE activities.
4. All the funds made available under Perkins V shall be used in accordance with the requirements of the Act.
5. Sufficient demographic information and reports will be provided to the Chancellor's Office to permit it to carry out the administration and reporting activities required by Perkins V and the California State Plan for CTE.
6. Perkins V requires that a group of individuals, comprised of Business, Industry, Labor Organizations, Special Populations, Academic Faculty and CTE Faculty*, Career Guidance and Academic Counselors, Students, Others, be involved in the development, implementation, and evaluation of CTE programs assisted with Title I, Part C funds.
7. Every career and technical training program offered by a community college district shall be reviewed every two years by the governing board to ensure it meets documented labor market demand, does not represent unnecessary duplication, and is effective as measured by the employment and completion success of its students of the California Education Code].

* The majority of faculty should be representatives of CTE. (NOTE: If you are unable to recruit a representative of any of the required groups, you must attach to this form a plan how this requirement will be addressed.)

Specific Assurances

Perkins V Act identifies six required characteristics of programs in which the funds are to be used. To comply with these requirements for local uses of funds, the district assures that the program(s) to be assisted with Perkins V funds will—

1. strengthen the academic and career and technical skills of students participating in CTE programs, by strengthening the academic and CTE components of such programs through the integration of academics with CTE programs through a coherent sequence of courses, such as career and technical programs of study, to ensure learning in the core academic subjects and career and technical subjects;

2. link CTE at the secondary level and CTE at the postsecondary level, including by offering the relevant elements of not less than one career and technical program of study;

3. provide students with strong experience in and understanding of all aspects of an industry, which may include work-based learning experiences;

4. develop, improve, or expand the use of technology in CTE, which may include—

a) training of CTE teachers, faculty, and administrators to use technology, which may include distance learning;

b) providing CTE students with the academic and career and technical skills (including the mathematics and science knowledge that provides a strong basis for such skills) that lead to entry into the technology fields; or

c) encouraging schools to collaborate with technology industries to offer voluntary internships and mentoring programs, including programs that improve the mathematics and science knowledge of students;

5. provide professional development programs that are consistent with §122 to secondary and postsecondary teachers, faculty, administrators, and career guidance and academic counselors who are involved in integrated CTE programs, including—

a) in-service and preservice training on—

(i) effective integration and use of challenging academic and CTE provided jointly with academic teachers to the extent practicable;   -

(ii) effective teaching skills based on research that includes promising practices;   -

(iii) effective practices to improve parental and community involvement; and   -

(iv) effective use of scientifically based research and data to improve instruction;

b) support of education programs for teachers of CTE in public schools and other public school personnel who are involved in the direct delivery of educational services to CTE students, to ensure that such teachers and personnel stay current with all aspects of an industry;

c) internship programs that provide relevant business experience; and

d) programs designed to train teachers specifically in the effective use and application of technology to improve instruction;

6. develop and implement evaluations of the CTE programs carried out with funds under this title, 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;

8. provide services and activities that are of sufficient size, scope, and quality to be effective] and

9. provide activities to prepare special populations, including single parents and displaced homemakers who are enrolled in CTE programs, for high skill, high wage, or high demand occupations that will lead to self-sufficiency.

* The majority of faculty should be representatives of CTE. (NOTE: If you are unable to recruit a representative of any of the required groups, you must attach to this form a plan how this requirement will be addressed.)

Certification

District Superintendent/President

Martha Garcia
Superintendent/President
martha.garcia@imperial.edu
(760) 355-6219

Awaiting Certification

Regulations (CTE-4): Certifications Regarding Lobbying; Debarment, Suspension and Other Responsibility Matters; and Drug-Free Workplace Requirements

District
Imperial CCD

Grant ID
20-C01-030

Applicants should refer to the regulations cited below to determine the certification to which they are required to attest. Applicants should also review the instructions for certification included in the regulations before completing this form. Signature of this form provides for compliance with certification requirements under 34 CFR Part 82, "New Restrictions on Lobbying," and 34 CFR Part 85, "Government-wide Debarment and Suspension (Nonprocurement) and Government-wide Requirements for Drug-Free Workplace (Grants)." The certifications shall be treated as a material representation of fact upon which reliance will be placed when the Department of Education determines to award the covered transaction, allocation, or cooperative agreement.

1. Lobbying

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 CFR Part 82, for persons entering into a grant or cooperative agreement over $100,000, as defined at 34 CFR Part 82, Sections 82.105 and 82.110, the applicant certifies that: (a) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement; (b) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions; (c) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

2. Debarment, Suspension, and Other Responsibility Matters

As required by Executive Order 12549, Debarment and Suspension, and implemented at 34 CFR Part 85, for prospective participants in primary covered transactions, as defined at 34 CFR Part 85, Sections 85.105 and 85.110--

A.   The applicant certifies that it and its principals:

(a)   Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency;

(b)   Have not within a three-year period preceding this application been convicted of or had a civil judgement rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State, or local) transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;

(c)   Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (Federal, State, or local) with commission of any of the offenses enumerated in paragraph (2)(b) of this certification; and

(d)   Have not within a three-year period preceding this application had one or more public transaction (Federal, State, or local) terminated for cause or default; and

B.   Where the applicant is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application.

3. Drug-Free Workplace (Grantees Other than Individuals)

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610 –

A. The applicant certifies that it will or will continue to provide a drug-free workplace by:

(a) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition;

(b) Establishing an on-going drug-free awareness program to inform employees about:

(1) The dangers of drug abuse in the workplace;

(2) The grantee's policy of maintaining a drug-free workplace;

(3) Any available drug counseling, rehabilitation, and employee assistance programs; and

(4) The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;

(c) Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a);

(d) Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will:

(1) Abide by the terms of the statement; and

(2) Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction;

(e) Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to: Director, Grants Policy and Oversight Staff, U.S. Department of Education, 400 Maryland Avenue, S.W. (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected grant;

(f) Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted:

(1) Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or

(2) Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency;

(g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).

B. The grantee may insert in the space provided below the site(s) for the performance of work done in connection with the specific grant:

Place of Performance (Street address, city, county, state, zip code)

Address Line 1

380 E. Aten Rd.

Address Line 2

Not Entered

City/County

Imperial

State

CA

Zip Code

92251

✕ Check if there are workplaces on file that are not identified here.

Certification

District Superintendent/President
Martha Garcia Superintendent/President martha.garcia@imperial.edu (760) 355-6219
Awaiting Certification

Target Performance (CTE-6): District Negotiation of Levels of Performance

District Negotiation of Levels of Performance

Core Indicator	2019-20 State Target	2019-20 FAUPL Target	2020-21 State Target	SPLT	Actual Performance Outcome	Accept SPLT	2020-21 FAUPL Target
1P1. Placement & Retention	N/A	N/A	73.00%	73.00%	N/A	Yes	73.00%
2P1. Recognized Postsecondary Credentials	N/A	N/A	79.65%	79.65%	N/A	Yes	79.65%
3P1. Equity: Non-traditional Participation	N/A	N/A	22.95%	22.95%	N/A	Yes	22.95%

✓ Check here to indicate you have completed this form.

Certification

Regional Fund Monitor - San Diego/Imperial
Jean Claude Mbomeda Program Monitor/Perkins Accountability Lead jmbomeda@ccccc.edu (916) 322-6883
Certified by Jean Claude Mbomeda   05/14/2020 11:03 PM PDT

Actual Performance (CTE-7): District Performance Determination

District Performance Determination

Core Indicator	State Target	Agreed Target	90% of Agreed Upon Target	Actual Performance	Met 90% of Target
1P1. Placement & Retention	73.00%	73.00%	65.70%	N/A	N/A
2P1. Recognized Postsecondary Credentials	79.65%	79.65%	71.69%	N/A	N/A
3P1. Equity: Non-traditional Participation	22.95%	22.95%	20.66%	N/A	N/A

✓ Check here to indicate you have completed this form

Imperial CCD

Status

Draft

Programs (Sec I-C): TOP Codes and Titles to be Funded Including Across CTE Programs

Budget Summary

Budget Summary Total	Direct	Admin	Combined Budget
Total Budgets	$0	$0	$0

TOP Code Programs

✓ Click here if no TOP Code funds are being expended at the district level.

Across CTE Programs

✓ Click here if no Across CTE funds are being expended at the district level.

Administration Programs

✓ Click here if no Administration funds are being expended at the district level.

Core Indicators (Sec I-E): District Aggregate Core Indicator Information

How many Core Indicators are at or above the District negotiated level(s)?

22

How many Core Indicators are below the District negotiated level(s)?

8

How many Core Indicators are listed as N/R or N/A?

4

Imperial Valley College

Status

Draft

Programs (Sec I-C): TOP Codes and Titles to be Funded Including Across CTE Programs

Budget Summary

Budget Summary Total	Direct	Admin	Combined Budget
Total Budgets	$360,445	$18,009	$378,454

TOP Code Programs

TOP Codes (*2-, 4-, and 6-digit)	Program Title	Budget Summary		
		Direct	**Admin	Combined Budget
051400 Office Technology/Office Computer Applications	Office Technologies	$8,470	$423	$8,893
070200 Computer Information Systems	Computer Information Technology	$6,070	$303	$6,373
093400 Electronics and Electric Technology	Electrical Technology/Electrical Wiring & Low Voltage	$26,020	$1,300	$27,320
094600 Environmental Control Technology	Air-Conditioning & Refrigeration Technology	$16,977	$847	$17,824
094800 Automotive Technology	Automotive Technology	$15,784	$787	$16,571
095200 Construction Crafts Technology	Building Construction Technology	$27,870	$1,392	$29,262
095650 Welding Technology	Welding Technology	$29,820	$1,490	$31,310
123010 Registered Nursing	Registered Nursing	$30,995	$1,548	$32,543
130500 Child Development/Early Care and Education	Child Development/Early Childhood Education	$15,250	$762	$16,012
210510 Corrections	Corrections Academy/Correctional Science	$19,000	$950	$19,950
210550 Police Academy	POST Academy/Administration of Justice: Law Enforcement	$20,250	$1,012	$21,262
125100 Paramedic	Emergency Medical Services - Paramedic	$14,515	$725	$15,240
213350 Fire Academy	Fire Academy/Fire Technology	$55,000	$2,750	$57,750
Total TOP Code Budget by College		**$286,021**	**$14,289**	**$300,310**

* Use of the 2-digit TOP Code means that all programs within the specified 2-digit TOP Code(s) is intended, and each of those programs will meet all 9 requirements by the end of the Act or each year until reauthorization.

** Amount is shown only if district permits Administation costs at the program level.

Across CTE Programs

Across CTE Programs (assigned in order of entry)	Program Title	Budget Summary		
		Direct	Admin	Combined Budget
Across CTE-01	Across CTE Programs	$74,424	$0	$74,424
Total Across CTE Budget by College		**$74,424**	**$0**	**$74,424**
Total Budget by TOP Code and Across CTE Programs		**$360,445**	**$14,289**	**$374,734**

Administration Programs

Core Indicators (Sec I-E): District Aggregate Core Indicator Information

How many Core Indicators are at or above the District negotiated level(s)?

22

How many Core Indicators are below the District negotiated level(s)?

8

How many Core Indicators are listed as N/R or N/A?

4

TOP Code 051400.01 Office Technologies

Core Indicators (Sec I-E): Certification Form for College Core Indicator Information by TOP

Is core indicator information available for TOP Code 051400 Office Technology/Office Computer Applications? *

Yes

How many Core Indicators are at or above the State negotiated level(s)?

11

How many Core Indicators are below the State negotiated level(s)?

6

How many Core Indicators are listed as N/R or N/A?

17

Program Info (Sec II): Local Application Program Information by TOP Code

Briefly describe program improvements issue(s) concerning this program and include specific examples.

There is a need for improvement to come Core indicators. Our students are part of Special Populations, including single parents, economically disadvantaged, and limited English proficiency. The students have been incredibly impacted from the COVID-19 virus. Students have limited access to technology and are some unable to focus their time and energy to their courses due to lack of daycare. The current classroom equipment in our Office Technologies lab classroom is in need of service or replacement because many technical issues arise during everyday instruction.

Briefly describe how the issue(s) will be addressed.

Students would benefit if laptop computers were available for them to use at home or on campus. This would allow our students to work on campus using our free Wifi. Mobile daycare would provide services in cases of an emergency. Services could probably be offered by internship students who are in the Early Childhood Education or Child Development programs. Internship students would gain experience and Business students would be successful in their classes. We would like to replace equipment in Room 803, including CPUs, monitors, keyboards, wrist guards, etc. Room 803 serves students enrolled in our Business Office, Accounting, Administrative, and Retail Management programs. We will continue offering in-class tutoring in order to help students understand and reinforce concepts learned in class. We plan on having a Retail Management Program and a Cooperative Work Experience Program Advisory Committee meetings in order to assure that our curriculum meets the needs of our industry. We plan on continuing our participation in the Southern California Retail Management Program Advisory Committee meetings to keep current of the needs of the food chains that we have locally. Attending the Computer-Using Educators (CUE) Conference will help faculty continue to learn current technology resources and how to apply them in the classroom in order to empower our students by keeping them engaged. We would like to look into purchasing the Second-Life Virtual World platform, which would help our second language learners develop their communication skills - reading, writing, speaking and build their self-esteem while having fun. They can become whoever they want to be, whichever career, and experience real-life working scenarios while learning. They would communicate with English-proficient language learners and it would not only reinforce their pronunciation, but they would learn about their culture, as well.

Check all activity categories to be funded with Perkins V Funds: *

✓ **Career Exploration and Development**
Provide career exploration and career development activities through an organized, systematic framework;

✓ **Professional Development**
Provide professional development for a wide variety of CTE professionals;

✓ **Skill Development**
Provide the skills necessary to pursue high-skill, high-wage or in-demand industry sectors or occupations;

✕ **Skill and Program Integration**
Support integration of academic skills into CTE programs;

✓ **Implement Achievement Programs**
Plan and carry out elements that support the implementation of CTE programs and programs of study and that result in increased student achievement;

✕ **Develop and Implement Evaluations**
Develop and implement evaluations of the activities funded by Perkins;

Activities

Program Advisory Committee

Activity Name

Program Advisory Committee

Select the Permissive Activity that Applies to this Activity

§135(c)(1)

Select Student Success Metrics that Apply to this Activity

- Workforce: CTE Perkins Participants with a Job Closely Related to Their Field of Study

Select the Activity Categories that Apply to this Activity

- Implement Achievement Programs

Description of Activity

Hospitality for Program Advisory Committee meeting.

Professional Development

Activity Name

Professional Development

Select the Permissive Activity that Applies to this Activity

§135(c)(19)

Select Student Success Metrics that Apply to this Activity

- Completion: CTE Perkins Participants Who Earned a Chancellor's Office Approved Credit Certificate

Select the Activity Categories that Apply to this Activity

- Professional Development

Description of Activity

Professional development for conferences, such as the Computer-Using Educators (CUE) Conference, the CA Placement Association (CPA Conference), the CA Internship & Work Experience Association Conference, and the Southern CA Retail Program Advisory Committee meetings. The CUE Conference helps educators meet and lead their students in the 21st century with a focus on learning environment design, digital learning systems, and rethinking traditional lesson design. The CPA Conference promotes collaboration and develops relationships to meet the placement needs of public and private business and institutions, while serving as a liaison with government agencies. The CIWEA Conference focuses on discussing and sharing information around creating and supporting our emerging workforce in effective and creative ways. The Retail meeting includes retail businesses and colleges with the Retail program to discuss experiences and best practices and learn updates from WAFC.

Student Tutor

Activity Name

Student Tutor

Select the Permissive Activity that Applies to this Activity

§135(c)(6)

Select Student Success Metrics that Apply to this Activity

- Equity: CTE Perkins Participants Who Attained the Vision Goal Completion Definition

Select the Activity Categories that Apply to this Activity

- Skill Development

Description of Activity

Student Tutor for Business Office Technologies.

Software

Activity Name

Software

Select the Permissive Activity that Applies to this Activity

§135(c)(13)

Select Student Success Metrics that Apply to this Activity

- Workforce: CTE Perkins Participants Who Attained the Living Wage

Select the Activity Categories that Apply to this Activity

- Career Exploration and Development

Description of Activity

Other Maintenance Agreement. Purchase a Second Life Virtual World license platform that could be used by students in all business communication/office technology courses. This software license would provide students an opportunity to help our English learners develop their communication skills (reading, writing, speaking) and build their self-esteem, while having fun. They can become whoever they want, whichever career, and experience real-life working scenarios while learning (https://secondlife.com/). They would communicate with English-proficient language learners and it would not only reinforce their pronunciation, but they would learn about their culture, as well.

Budget (Sec IV-B): Application Budget Summary

Budget Items

4000 - Supplies and Materials

Account Number

4000 - Supplies and Materials

Expenditure Category

(D) Other: You must provide a description of program/services funded

Activities that Apply to this Budget Item

- Program Advisory Committee

Federal Funds

Direct Program Expenditure

$500

Administrative Expenditure (if allowed at the program level)

$25

Brief Description of Expenditure

Hospitality for Program Advisory Committee meeting.

Budget Item Total: $525

5000 - Other Operating Expenses and Services

Account Number

5000 - Other Operating Expenses and Services

Expenditure Category

(B) Professional Development

Activities that Apply to this Budget Item

- Professional Development

Federal Funds

Direct Program Expenditure

$3,000

Administrative Expenditure (if allowed at the program level)

$150

Brief Description of Expenditure

Professional development for conferences, such as the Computer-Using Educators (CUE) Conference, the CA Placement Association (CPA Conference), the CA Internship & Work Experience Association Conference, and the Southern CA Retail Program Advisory Committee meetings. The CUE Conference helps educators meet and lead their students in the 21st century with a focus on learning environment design, digital learning systems, and rethinking traditional lesson design. The CPA Conference promotes collaboration and develops relationships to meet the placement needs of public and private business and institutions, while serving as a liaison with government agencies. The CIWEA Conference focuses on discussing and sharing information around creating and supporting our emerging workforce in effective and creative ways. The Retail meeting includes retail businesses and colleges with the Retail program to discuss experiences and best practices and learn updates from WAFC.

Budget Item Total: $3,150

3000 - Employee Benefits

Account Number

3000 - Employee Benefits

Expenditure Category

(C) Counseling/Direct Service to Students

Activities that Apply to this Budget Item

- Student Tutor

Federal Funds

Direct Program Expenditure

$50

Administrative Expenditure (if allowed at the program level)

$2

Brief Description of Expenditure

Worker's Comp for Student Tutor for Business Office Technologies.

Budget Item Total: $52

2000 - Non-Instructional Salaries

Account Number

2000 - Non-Instructional Salaries

Expenditure Category

(C) Counseling/Direct Service to Students

Activities that Apply to this Budget Item

- Student Tutor

Federal Funds

Direct Program Expenditure

$4,320

Administrative Expenditure (if allowed at the program level)

$216

Brief Description of Expenditure

Salary for Student Tutor for Business Office Technology.

Budget Item Total: $4,536

5000 - Other Operating Expenses and Services

Account Number

5000 - Other Operating Expenses and Services

Expenditure Category

(A) Curriculum Development/Instruction

Activities that Apply to this Budget Item

- Software

Federal Funds

Direct Program Expenditure

$600

Administrative Expenditure (if allowed at the program level)

$30

Brief Description of Expenditure

Other Maintenance Agreement. Purchase a Second Life Virtual World license platform that could be used by students in all business communication/office technology courses. This software license would provide students an opportunity to help our English learners develop their communication skills (reading, writing, speaking) and build their self-esteem, while having fun. They can become whoever they want, whichever career, and experience real-life working scenarios while learning (https://secondlife.com/). They would communicate with English-proficient language learners and it would not only reinforce their pronunciation, but they would learn about their culture, as well.

Budget Item Total: $630

Budget Summary

Acct No. & Object of Expenditure	Federal Funds		
	Direct Program Expenditure	Administrative Expenditure	Total
2000 - Non-Instructional Salaries	$4,320	$216	$4,536
3000 - Employee Benefits	$50	$2	$52
4000 - Supplies and Materials	$500	$25	$525
5000 - Other Operating Expenses and Services	$3,600	$180	$3,780
Total Expenditure	**$8,470**	**$423** **(4.76% of Total)**	**$8,893**

TOP Code 070200.02 Computer Information Technology

Core Indicators (Sec I-E): Certification Form for College Core Indicator Information by TOP

Is core indicator information available for TOP Code 070200 Computer Information Systems? *

Yes

How many Core Indicators are at or above the State negotiated level(s)?

0

How many Core Indicators are below the State negotiated level(s)?

0

How many Core Indicators are listed as N/R or N/A?

34

Program Info (Sec II): Local Application Program Information by TOP Code

Briefly describe program improvements issue(s) concerning this program and include specific examples.

Our CIT issues directly pertain to Core Indicators 1 & 2. We want to make sure that our students are attaining skills that are current in the computer technology industry. We want to make sure that our students are able to obtain certificates. Both indicators are driven by making sure our programs are relevant today, and forever adaptive and changing to meet future needs. Computer Information Technology is a quickly evolving subject matter. What is considered relevant technology today, can become obsolete tomorrow. This will not change looking into the future. As our College consistently adapts and changes curriculum to ensure that our programs are up-to-date and relevant, our faculty needs to stay current, updated, and, in some cases, must proactively seek out the latest technological trends so that we can offer our students an education prescribed by current technological advancements and needs.

Briefly describe how the issue(s) will be addressed.

Our constant need to meet with industry and receive feedback on our College programs is very important and allows us to stay in the correct heading. Not only do we discuss data captured from the past, but we also look to our program advisory committee to discuss future plans and adaptive curriculum in our programs. This is done by hosting program advisory committee meetings and inviting those in industry to share their thoughts on our programs and courses. This is a vital step in making sure our programs remain current. Another way for our faculty to remain updated on current technological practices is to attend conferences. We'd like to attend technology-based conferences to meet with other professionals in the field and have a chance to view new and upcoming technology.

Check all activity categories to be funded with Perkins V Funds: *

✕ **Career Exploration and Development**
Provide career exploration and career development activities through an organized, systematic framework;

✓ **Professional Development**
Provide professional development for a wide variety of CTE professionals;

✕ **Skill Development**
Provide the skills necessary to pursue high-skill, high-wage or in-demand industry sectors or occupations;

✕ **Skill and Program Integration**
Support integration of academic skills into CTE programs;

✓ **Implement Achievement Programs**
Plan and carry out elements that support the implementation of CTE programs and programs of study and that result in increased student achievement;

✕ **Develop and Implement Evaluations**
Develop and implement evaluations of the activities funded by Perkins;

Activities

Program Advisory Committee

Activity Name
Program Advisory Committee

Select the Permissive Activity that Applies to this Activity
§135(c)(1)

Select Student Success Metrics that Apply to this Activity
- Workforce: CTE Perkins Participants with a Job Closely Related to Their Field of Study

Select the Activity Categories that Apply to this Activity
- Implement Achievement Programs

Description of Activity
Hospitality for Program Advisory Committee meeting.

Professional Development

Activity Name
Professional Development

Select the Permissive Activity that Applies to this Activity
§135(c)(19)

Select Student Success Metrics that Apply to this Activity

- Completion: CTE Perkins Participants Who Earned a Chancellor's Office Approved Credit Certificate

Select the Activity Categories that Apply to this Activity

- Professional Development

Description of Activity

Professional development for faculty to attend a Computer Information Technology (CIT) Conference, the Teachers of Accounting at Two-Year Colleges (TACTYT) Conference, and regional workshops related to the field of computer information technology. A CIT Conference would allow the faculty to stay up to date on the fast-changing industry of computer information technology. The TACTYC's primary objective is the advancement of accounting education, emphasizing the development of creative and innovative teaching and curriculum and to discuss other issues relating to accounting education.

Budget (Sec IV-B): Application Budget Summary

Budget Items

4000 - Supplies and Materials

Account Number

4000 - Supplies and Materials

Expenditure Category

(D) Other: You must provide a description of program/services funded

Activities that Apply to this Budget Item

- Program Advisory Committee

Federal Funds

Direct Program Expenditure

$750

Administrative Expenditure (if allowed at the program level)

$37

Brief Description of Expenditure

Hospitality for Program Advisory Committee meeting.

Budget Item Total: $787

5000 - Other Operating Expenses and Services

Account Number

5000 - Other Operating Expenses and Services

Expenditure Category

(B) Professional Development

Activities that Apply to this Budget Item

- Professional Development

Federal Funds

Direct Program Expenditure

$5,320

Administrative Expenditure (if allowed at the program level)

$266

Brief Description of Expenditure

Professional development for faculty to attend a Computer Information Technology (CIT) Conference, the Teachers of Accounting at Two-Year Colleges (TACTYT) Conference, and regional workshops related to the field of computer information technology. A CIT Conference would allow the faculty to stay up to date on the fast-changing industry of computer information technology. The TACTYC's primary objective is the advancement of accounting education, emphasizing the development of creative and innovative teaching and curriculum and to discuss other issues relating to accounting education.

Budget Item Total: $5,586

Budget Summary

Acct No. & Object of Expenditure	Federal Funds		
	Direct Program Expenditure	Administrative Expenditure	Total
4000 - Supplies and Materials	$750	$37	$787
5000 - Other Operating Expenses and Services	$5,320	$266	$5,586
Total Expenditure	$6,070	$303 (4.75% of Total)	$6,373

TOP Code 093400.03 Electrical Technology/Electrical Wiring & Low Voltage

Core Indicators (Sec I-E): Certification Form for College Core Indicator Information by TOP

Is core indicator information available for TOP Code 093400 Electronics and Electric Technology? *

Yes

How many Core Indicators are at or above the State negotiated level(s)?

4

How many Core Indicators are below the State negotiated level(s)?

6

How many Core Indicators are listed as N/R or N/A?

24

Program Info (Sec II): Local Application Program Information by TOP Code

Briefly describe program improvements issue(s) concerning this program and include specific examples.

Core Indicators 2, 3, and 5a are below the State-negotiated levels. Facilities for the new Low Voltage System Technician (LVST) program need to be improved. The current Electrical Wiring classroom, lab, and storage space provided are extremely inadequate. We lack enough Low Voltage equipment, which should include the new latest industry standards. Ongoing efforts attracting and retaining nontraditional populations to Electrical Wiring programs is an overall goal. Female enrollment in the program has to improve and focus on that needs to be a priority. We need to improve course SLOs and assessments.

Briefly describe how the issue(s) will be addressed.

We are requesting funds that will provide the use of the existing Renewable Energy - Solar Technology lab to become part of the Low Voltage System Technician program by improving the existing classroom and lab space environment. Perkins funds will be used to purchase and install new equipment in the LVST lab facilities. The Program Advisory Committee members recommend partnering with local industry to expand the LVST program to local electrical contractors. Perkins funds will be used to leverage industry contributions. We will also hire a student tutor who will be able to assist students during lab hours, which will improve their skill attainment and help them reach their goals of earning a college certificate.

Check all activity categories to be funded with Perkins V Funds: *

✕ **Career Exploration and Development**
Provide career exploration and career development activities through an organized, systematic framework;

✓ **Professional Development**
Provide professional development for a wide variety of CTE professionals;

✓ **Skill Development**
Provide the skills necessary to pursue high-skill, high-wage or in-demand industry sectors or occupations;

✕ **Skill and Program Integration**
Support integration of academic skills into CTE programs;

✕ **Implement Achievement Programs**
Plan and carry out elements that support the implementation of CTE programs and programs of study and that result in increased student achievement;

✕ **Develop and Implement Evaluations**
Develop and implement evaluations of the activities funded by Perkins;

Activities

Program Advisory Committee

Activity Name
Program Advisory Committee

Select the Permissive Activity that Applies to this Activity
§135(c)(19)

Select Student Success Metrics that Apply to this Activity
- Workforce: CTE Perkins Participants with a Job Closely Related to Their Field of Study

Select the Activity Categories that Apply to this Activity
- Skill Development

Description of Activity
Hospitality for Program Advisory Committee meeting.

Student Tutor

Activity Name
Student Tutor

Select the Permissive Activity that Applies to this Activity
§135(c)(6)

Select Student Success Metrics that Apply to this Activity
- Equity: CTE Perkins Participants Who Attained the Vision Goal Completion Definition

Select the Activity Categories that Apply to this Activity
- Skill Development

Description of Activity
Salary for Student Tutor for Electrical Wiring.

Instructional Equipment

Activity Name
Instructional Equipment

Select the Permissive Activity that Applies to this Activity
§135(c)(7)

Select Student Success Metrics that Apply to this Activity
- Workforce: CTE Perkins Participants Who Demonstrated a Skills Gain

Select the Activity Categories that Apply to this Activity
- Skill Development

Description of Activity

Instructional Equipment. Purchase of Low Voltage equipment and Fiber-Optics equipment.

Professional Development

Activity Name

Professional Development

Select the Permissive Activity that Applies to this Activity

§135(c)(7)

Select Student Success Metrics that Apply to this Activity

- Completion: CTE Perkins Participants Who Earned a Chancellor's Office Approved Credit Certificate

Select the Activity Categories that Apply to this Activity

- Professional Development

Description of Activity

Professional Development for Electrical Wiring faculty to attend conferences and workshops.

Software

Activity Name

Software

Select the Permissive Activity that Applies to this Activity

§135(c)(20)

Select Student Success Metrics that Apply to this Activity

- Workforce: CTE Perkins Participants with a Job Closely Related to Their Field of Study

Select the Activity Categories that Apply to this Activity

- Skill Development

Description of Activity

Maintenance/License Agreement for the Interplay Learner software package. It allows learning material of video-based and 3D simulations and students will benefit from learning up-to-date technology.

Budget (Sec IV-B): Application Budget Summary

Budget Items

2000 - Non-Instructional Salaries

Account Number

2000 - Non-Instructional Salaries

Expenditure Category

(D) Other: You must provide a description of program/services funded

Activities that Apply to this Budget Item

- Student Tutor

Federal Funds

Direct Program Expenditure

$4,320

Administrative Expenditure (if allowed at the program level)

$216

Brief Description of Expenditure

Salary for Student Tutor for Electrical Wiring.

Budget Item Total: $4,536

3000 - Employee Benefits

Account Number

3000 - Employee Benefits

Expenditure Category

(D) Other: You must provide a description of program/services funded

Activities that Apply to this Budget Item

- Student Tutor

Federal Funds

Direct Program Expenditure

$50

Administrative Expenditure (if allowed at the program level)

$2

Brief Description of Expenditure

Worker's Comp for Student Tutor for Electrical Wiring.

Budget Item Total: $52

4000 - Supplies and Materials

Account Number

4000 - Supplies and Materials

Expenditure Category

(D) Other: You must provide a description of program/services funded

Activities that Apply to this Budget Item

- Program Advisory Committee

Federal Funds

Direct Program Expenditure

$250

Administrative Expenditure (if allowed at the program level)

$12

Brief Description of Expenditure

Hospitality for the Program Advisory Committee meeting.

Budget Item Total: $262

5000 - Other Operating Expenses and Services

Account Number

5000 - Other Operating Expenses and Services

Expenditure Category

(B) Professional Development

Activities that Apply to this Budget Item

- Professional Development

Federal Funds

Direct Program Expenditure

$2,500

Administrative Expenditure (if allowed at the program level)

$125

Brief Description of Expenditure

Professional Development for Electrical Wiring faculty to attend conferences and workshops related to the field of electrical wiring.

Budget Item Total: $2,625

6000 - Capital Outlay

Account Number

6000 - Capital Outlay

Expenditure Category

(D) Other: You must provide a description of program/services funded

Activities that Apply to this Budget Item

- Instructional Equipment

Federal Funds

Direct Program Expenditure

$14,500

Administrative Expenditure (if allowed at the program level)

$725

Brief Description of Expenditure

Instructional Equipment. For the purchase of Low Voltage equipment and Fiber Optics C-Tech equipment.

Budget Item Total: $15,225

5000 - Other Operating Expenses and Services

Account Number

5000 - Other Operating Expenses and Services

Expenditure Category

(D) Other: You must provide a description of program/services funded

Activities that Apply to this Budget Item

- Software

Federal Funds

Direct Program Expenditure

$4,400

Administrative Expenditure (if allowed at the program level)

$220

Brief Description of Expenditure

Maintenance/License Agreement for the Interplay Learner software package. It allows learning material of video-based and 3D simulations and students will benefit from learning up-to-date technology.

Budget Item Total: $4,620

Budget Summary

Acct No. & Object of Expenditure	Federal Funds		
	Direct Program Expenditure	Administrative Expenditure	Total
2000 - Non-Instructional Salaries	$4,320	$216	$4,536
3000 - Employee Benefits	$50	$2	$52
4000 - Supplies and Materials	$250	$12	$262
5000 - Other Operating Expenses and Services	$6,900	$345	$7,245
6000 - Capital Outlay	$14,500	$725	$15,225
Total Expenditure	$26,020	$1,300 (4.76% of Total)	$27,320

TOP Code 094600.04 Air-Conditioning & Refrigeration Technology

Core Indicators (Sec I-E): Certification Form for College Core Indicator Information by TOP

Is core indicator information available for TOP Code 094600 Environmental Control Technology? *

Yes

How many Core Indicators are at or above the State negotiated level(s)?

2

How many Core Indicators are below the State negotiated level(s)?

7

How many Core Indicators are listed as N/R or N/A?

25

Program Info (Sec II): Local Application Program Information by TOP Code

Briefly describe program improvements issue(s) concerning this program and include specific examples.

One of the main issues that our program is constantly undergoing is the need for qualified Heating, Ventilation, and Air-Conditioning (HVAC) technicians because there are more people retiring from the industry than people joining the industry. In addition, the new people that are joining the HVAC industry need to be trained with the latest tools and techniques available so that they can be employable in the industry.The deficit of employeees is partially caused by the fact that a lot of baby boomers are retiring and as the demand for technicians is growing, it has become a challenge to recruit and train the millennial generation, which are accustomed to fast-pace technology in tools and equipment.

The HVAC industry has a current need for new employees being able to use and operate tools and equipment that are currently being fielded in the trade, which have the capacity to send wireless diagnostic information to share with other technicians, so they can learn how to keep a digital service log of each customer's equipment and keep track of the history of repairs. There is a trend to train technicians to be more technological and advanced in the field of HVAC. Another issue is that technology is changing so fast that it requires technicians to be fluent in the installation and programming of automated equipment that can be monitored from a distance through the use of Wifi networks. Our program will need digital programmers to teach students the basic concepts in logic controllers and automation controlling devices. An issue that the HVAC program is having is related to program completion and certificate attainment, an area where the program is below the district's negotiated level. Another issue that is evident within the HVAC program is the student persistence and transfer rates, which are significantly lower than the district's negotiated level.

Briefly describe how the issue(s) will be addressed.

Core indicator #1 Technical Skill Attainment seems to be good as we are 7.4% above the district's negotiated level. When it comes to Core indicator #2 Completions - Credential, Certificate, Degree or Transfer Ready, the HVAC program is 38.1% below the districts negotiated level, so the program will work with our CTE counselor to help students petition for certificates and degrees so that they don't go uncounted when they finish the program. Another factor affecting this core indicator is the fact that a lot of students go directly into the HVAC industry when they acquire sufficient skills to become employable and don't return to complete their certificate program. This core indicator will be improved with the joined help of our CTE counselor, Career Services Center, and faculty. Faculty are working to revise the curriculum to ensure that the program curriculum is updated and, in fact, is what is needed in the industry. Core Indicator #3 - Persistence and Transfer is 20.6% below the district's negotiated level due to the fact that we are the only college in the area and our program is not designed for graduates to transfer to a higher education institution or university since it is a career technical program. Core Indicator #4 Employment is 10.7% below the district's negotiated level, which is a positive number considering that this number has been increasing from previous years since we started referring students to the Career Center, so we see this negative number decreasing to a positive number in the future. When it comes to Core Indicator #4 Nontraditional Participation, the program is 19.9% below the district's negotiated level. We will try to address this with an outreach campaign to promote women in the HVAC industry. One of the biggest accomplishments has been student interaction and motivation in class with the use of the new bluetooth equipment, which has allowed them to monitor A/C equipment with the use of their phones and tablets. The new technology allows students to enhance their hands-on experience, enhancing the amount of projects done in class in groups and individually. Another good accomplishment has been having student tutor during lab, which has proven beneficial as student comprehension and skill development continuously increases. We're going to continue to follow the technological trends of the industry to ensure that students are being taught and prepared for future and current employment.

Check all activity categories to be funded with Perkins V Funds: *

✕ **Career Exploration and Development**
Provide career exploration and career development activities through an organized, systematic framework;

✓ **Professional Development**
Provide professional development for a wide variety of CTE professionals;

✓ **Skill Development**
Provide the skills necessary to pursue high-skill, high-wage or in-demand industry sectors or occupations;

✕ **Skill and Program Integration**
Support integration of academic skills into CTE programs;

✓ **Implement Achievement Programs**
Plan and carry out elements that support the implementation of CTE programs and programs of study and that result in increased student achievement;

✕ **Develop and Implement Evaluations**
Develop and implement evaluations of the activities funded by Perkins;

Activities

Hospitality

Activity Name
Hospitality

Select the Permissive Activity that Applies to this Activity
§135(c)(1)

Select Student Success Metrics that Apply to this Activity
- Workforce: CTE Perkins Participants with a Job Closely Related to Their Field of Study

Select the Activity Categories that Apply to this Activity
- Skill Development

Description of Activity
Hospitality for Program Advisory Committee meeting.

Student Tutor

Activity Name
Student Tutor

Select the Permissive Activity that Applies to this Activity
§135(c)(6)

Select Student Success Metrics that Apply to this Activity
- Equity: CTE Perkins Participants Who Attained the Vision Goal Completion Definition

Select the Activity Categories that Apply to this Activity
- Skill Development

Description of Activity

Student Tutor for the Air-Conditioning and Refrigeration Technology Program.

Instructional Equipment

Activity Name

Instructional Equipment

Select the Permissive Activity that Applies to this Activity

§135(c)(7)

Select Student Success Metrics that Apply to this Activity

- Workforce: CTE Perkins Participants Who Demonstrated a Skills Gain

Select the Activity Categories that Apply to this Activity

- Skill Development

Description of Activity

Instructional Equipment. Purchase a Bosch variable frequency drive air conditioner. This equipment has adjustable settings where it can be set at different settings (3-ton, 4-ton, 5-ton). This is the latest technology used in the industry.

Instructional Supplies

Activity Name

Instructional Supplies

Select the Permissive Activity that Applies to this Activity

§135(c)(7)

Select Student Success Metrics that Apply to this Activity

- Workforce: CTE Perkins Participants Who Demonstrated a Skills Gain

Select the Activity Categories that Apply to this Activity

- Skill Development

Description of Activity

Instructional Supplies. Purchase instructional supplies to be included in tool kits that students can take home for use during online laboratory instruction, but can also be used on campus for courses that resume lab class on campus. The tool kits would include volt meters, gauges to check refrigerant, and window units that students can practice on, whether the lab work is completed at home or in a classroom setting.

Professional Development

Activity Name

Professional Development

Select the Permissive Activity that Applies to this Activity

§135(c)(19)

Select Student Success Metrics that Apply to this Activity

- Equity: CTE Perkins Participants Who Attained the Vision Goal Completion Definition

Select the Activity Categories that Apply to this Activity

- Professional Development

Description of Activity

Professional Development. Subscription to The News, which is an HVAC magazine. The magazine provides air-conditioning faculty and industry employees with continuous updates and articles on a variety of topics. One of the topics in an April 2020 edition is titled "Women in HVACR are Still a Rarity." This article would help the ACR faculty in improving the increase of females in the program. Other articles, such as one in a June 2020 article is called A2L Refrigerant Integration and Its Impact on HVACR Service Calls." This type of article helps the instructor continue to learn more about different aspects of the industry, which in turn he/she can use as part of lectures. There are very updated articles that include current events, such as one called "Can HVAC Systems spread Covid-19?" These types of articles can help provide faculty with discussion ideas as to how ACR relates to real-world problems and solutions.

Budget (Sec IV-B): Application Budget Summary

Budget Items

2000 - Non-Instructional Salaries

Account Number

2000 - Non-Instructional Salaries

Expenditure Category

(C) Counseling/Direct Service to Students

Activities that Apply to this Budget Item

- Student Tutor

Federal Funds

Direct Program Expenditure

$4,320

Administrative Expenditure (if allowed at the program level)

$216

Brief Description of Expenditure

Salary for Student Tutor for the Air-Conditioning & Refrigeration Technology Program.

Budget Item Total: $4,536

3000 - Employee Benefits

Account Number

3000 - Employee Benefits

Expenditure Category

(C) Counseling/Direct Service to Students

Activities that Apply to this Budget Item

- Student Tutor

Federal Funds

Direct Program Expenditure

$50

Administrative Expenditure (if allowed at the program level)

$2

Brief Description of Expenditure

Worker's Comp benefits for the Student Tutor for the Air-Conditioning & Refrigeration Technology Program.

Budget Item Total: $52

4000 - Supplies and Materials

Account Number

4000 - Supplies and Materials

Expenditure Category

(D) Other: You must provide a description of program/services funded

Activities that Apply to this Budget Item

- Hospitality

Federal Funds

Direct Program Expenditure

$250

Administrative Expenditure (if allowed at the program level)

$12

Brief Description of Expenditure

Hospitality for Program Advisory Committee meeting.

Budget Item Total: $262

4000 - Supplies and Materials

Account Number

4000 - Supplies and Materials

Expenditure Category

(D) Other: You must provide a description of program/services funded

Activities that Apply to this Budget Item

- Instructional Supplies

Federal Funds

Direct Program Expenditure

$7,297

Administrative Expenditure (if allowed at the program level)

$364

Brief Description of Expenditure

Instructional Supplies. Purchase instructional supplies to be included in tool kits that students can take home for use during online laboratory instruction, but can also be used on campus for courses that resume lab class on campus. The tool kits would include volt meters, gauges to check refrigerant, and window units that students can practice on, whether the lab work is completed at home or in a classroom setting.

Budget Item Total: $7,661

6000 - Capital Outlay

Account Number

6000 - Capital Outlay

Expenditure Category

(D) Other: You must provide a description of program/services funded

Activities that Apply to this Budget Item

- Instructional Equipment

Federal Funds

Direct Program Expenditure

$5,000

Administrative Expenditure (if allowed at the program level)

$250

Brief Description of Expenditure

Instructional Equipment. Purchase a Bosch variable frequency drive air conditioner. This equipment has adjustable settings where it can be set at different settings (3-ton, 4-ton, 5-ton). This is the latest technology used in the industry.

Budget Item Total: $5,250

4000 - Supplies and Materials

Account Number

4000 - Supplies and Materials

Expenditure Category

(B) Professional Development

Activities that Apply to this Budget Item

- Professional Development

Federal Funds

Direct Program Expenditure

$60

Administrative Expenditure (if allowed at the program level)

$3

Brief Description of Expenditure

Professional Development. Subscription to The News, which is an HVAC magazine. The magazine provides air-conditioning faculty and industry employees with continuous updates and articles on a variety of topics. One of the topics in an April 2020 edition is titled "Women in HVACR are Still a Rarity." This article would help the ACR faculty in improving the increase of females in the program. Some articles include current events, such as one called "Can HVAC Systems Spread Covid-19?" These types of articles can help provide faculty with discussion ideas as to how ACR relates to real-world problems and solutions.

Budget Item Total: $63

Budget Summary

Acct No. & Object of Expenditure	Federal Funds		
	Direct Program Expenditure	Administrative Expenditure	Total
2000 - Non-Instructional Salaries	$4,320	$216	$4,536
3000 - Employee Benefits	$50	$2	$52
4000 - Supplies and Materials	$7,607	$379	$7,986
6000 - Capital Outlay	$5,000	$250	$5,250
Total Expenditure	**$16,977**	**$847** **(4.75% of Total)**	**$17,824**

TOP Code 094800.05 Automotive Technology

Core Indicators (Sec I-E): Certification Form for College Core Indicator Information by TOP

Is core indicator information available for TOP Code 094800 Automotive Technology? *

Yes

How many Core Indicators are at or above the State negotiated level(s)?

4

How many Core Indicators are below the State negotiated level(s)?

10

How many Core Indicators are listed as N/R or N/A?

20

Program Info (Sec II): Local Application Program Information by TOP Code

Briefly describe program improvements issue(s) concerning this program and include specific examples.

The Automotive Technology Department provides education that combines structure on-the-job training with classroom instruction and responds to labor market needs. This assures our students, employers, and the community that our programs will fit and meet the requirements of today's technology. The Automotive Technology program is accredited by the Automotive Service Excellence (ASE). This certification ensures the student will receive training in automotive repair that meets automotive industry standards. Upon completion of the program, a student will be prepared for an entry-level position in the automotive industry and pursue industry certifications. Changing Technology makes skill attainment more difficult if they do not have the proper equipment available during lab. There is a constant need to upgrade and maintain tools and equipment. Professional development is needed to maintain a high level of faculty training to attract new students and improve program enrollment while meeting Core Indicators 1 and 2, which are below district levels, as are 3 and 5. There is a strong demand in the automotive industry for customer service and light maintenance and repair. We need to update our curriculum to meet the needs of the changing automotive industry.

Briefly describe how the issue(s) will be addressed.

The Automotive Technology program will form stronger partnerships with industry and articulate with high schools. Also, the program will continue to hold program advisory committee meetings who can help review the curriculum and make suggestions. Participation in professional development activities also impact program improvement. These new tools and equipment will integrate and represent the latest technology and will give the students the job skills needed to enter the automotive technology field, and they will enhance the student's ability to take on the (ASE) Automotive Service Excellence Certification tests A-1 through A-8 Automotive Technician. Curriculum review and modifications, if needed, will assure the integration of current ASE and industry standards, which will improve enrollment, retention, and success rates.

Check all activity categories to be funded with Perkins V Funds: *

✕ **Career Exploration and Development**
Provide career exploration and career development activities through an organized, systematic framework;

✓ **Professional Development**
Provide professional development for a wide variety of CTE professionals;

✓ **Skill Development**
Provide the skills necessary to pursue high-skill, high-wage or in-demand industry sectors or occupations;

✕ **Skill and Program Integration**
Support integration of academic skills into CTE programs;

✓ **Implement Achievement Programs**
Plan and carry out elements that support the implementation of CTE programs and programs of study and that result in increased student achievement;

✕ **Develop and Implement Evaluations**
Develop and implement evaluations of the activities funded by Perkins;

Activities

Professional Development

Activity Name
Professional Development

Select the Permissive Activity that Applies to this Activity
§135(c)(19)

Select Student Success Metrics that Apply to this Activity
- Completion: CTE Perkins Participants Who Earned a Chancellor's Office Approved Credit Certificate

Select the Activity Categories that Apply to this Activity
- Professional Development

Description of Activity

Professional development for Auto Tech faculty to attend the California Automotive Teachers (CAT) Conference. The mission of the CAT is to promote the best interests of automotive instruction throughout the State of California.

Instructional Equipment

Activity Name

Instructional Equipment

Select the Permissive Activity that Applies to this Activity

§135(c)(7)

Select Student Success Metrics that Apply to this Activity

- Workforce: CTE Perkins Participants Who Demonstrated a Skills Gain

Select the Activity Categories that Apply to this Activity

- Skill Development

Description of Activity

Instructional Equipment. Purchase of instructional equipment for Auto Tech to include a precision lathe, a pressure washer, and a camshaft and polisher.

Consultant

Activity Name

Consultant

Select the Permissive Activity that Applies to this Activity

§135(c)(7)

Select Student Success Metrics that Apply to this Activity

- Workforce: CTE Perkins Participants Who Demonstrated a Skills Gain

Select the Activity Categories that Apply to this Activity

- Skill Development

Description of Activity

Hire a consultant to upgrade the alignment machine so that it becomes up-to-date.

Program Advisory Committee

Activity Name

Program Advisory Committee

Select the Permissive Activity that Applies to this Activity

§135(c)(1)

Select Student Success Metrics that Apply to this Activity

- Workforce: CTE Perkins Participants with a Job Closely Related to Their Field of Study

Select the Activity Categories that Apply to this Activity

- Implement Achievement Programs

Description of Activity

Hospitality for Program Advisory Committee meeting.

Instructional Supplies

Activity Name

Instructional Supplies

Select the Permissive Activity that Applies to this Activity

§135(c)(7)

Select Student Success Metrics that Apply to this Activity

- Workforce: CTE Perkins Participants Who Demonstrated a Skills Gain

Select the Activity Categories that Apply to this Activity

- Skill Development

Description of Activity

Instructional supplies. This is to purchase instructional supplies (equipment) to include a camshaft and polisher.

Membership

Activity Name

Membership

Select the Permissive Activity that Applies to this Activity

§135(c)(19)

Select Student Success Metrics that Apply to this Activity

- Workforce: CTE Perkins Participants Who Attained the Living Wage

Select the Activity Categories that Apply to this Activity

- Professional Development

Description of Activity

Membership to the California Automotive Teachers (CAT). The mission of the CAT is to promote the best interests of automotive instruction throughout the State of California.

Software

Activity Name

Software

Select the Permissive Activity that Applies to this Activity

§135(c)(20)

Select Student Success Metrics that Apply to this Activity

- Workforce: CTE Perkins Participants Who Demonstrated a Skills Gain

Select the Activity Categories that Apply to this Activity

- Skill Development

Description of Activity

Maintenance Agreement for Software. The agreement would be for the ProDemand software with Mitchell 1. "ProDemand® delivers complete OEM repair, estimating & maintenance information, along with exclusive real-world knowledge in a single lookup, to help automotive technicians repair vehicles more accurately and efficiently." (www.prodemand.com) This software would be used by the Automotive Technology software during instruction, including lab hours.

Budget (Sec IV-B): Application Budget Summary

Budget Items

4000 - Supplies and Materials

Account Number

4000 - Supplies and Materials

Expenditure Category

(D) Other: You must provide a description of program/services funded

Activities that Apply to this Budget Item

- Program Advisory Committee

Federal Funds

Direct Program Expenditure

$250

Administrative Expenditure (if allowed at the program level)

$12

Brief Description of Expenditure

Hospitality for Program Advisory Committee meeting.

Budget Item Total: $262

5000 - Other Operating Expenses and Services

Account Number

5000 - Other Operating Expenses and Services

Expenditure Category

(D) Other: You must provide a description of program/services funded

Activities that Apply to this Budget Item

- Consultant

Federal Funds

Direct Program Expenditure

$935

Administrative Expenditure (if allowed at the program level)

$46

Brief Description of Expenditure

Hire a consultant to upgrade the alignment machine so that it becomes up-to-date.

Budget Item Total: $981

6000 - Capital Outlay

Account Number

6000 - Capital Outlay

Expenditure Category

(D) Other: You must provide a description of program/services funded

Activities that Apply to this Budget Item

- Instructional Equipment

Federal Funds

Direct Program Expenditure

$9,700

Administrative Expenditure (if allowed at the program level)

$485

Brief Description of Expenditure

Instructional Equipment. Purchase instructional equipment for Auto Tech to include a precision lathe and a pressure washer.

Budget Item Total: $10,185

4000 - Supplies and Materials

Account Number

4000 - Supplies and Materials

Expenditure Category

(D) Other: You must provide a description of program/services funded

Activities that Apply to this Budget Item

- Instructional Supplies

Federal Funds

Direct Program Expenditure

$1,200

Administrative Expenditure (if allowed at the program level)

$60

Brief Description of Expenditure

Instructional supplies. This is purchase instructional equipment (supplies) to include a camshaft and polisher.

Budget Item Total: $1,260

5000 - Other Operating Expenses and Services

Account Number

5000 - Other Operating Expenses and Services

Expenditure Category

(A) Curriculum Development/Instruction

Activities that Apply to this Budget Item

- Software

Federal Funds

Direct Program Expenditure

$1,099

Administrative Expenditure (if allowed at the program level)

$54

Brief Description of Expenditure

Maintenance Agreement for Software. The agreement would be for the ProDemand software with Mitchell 1. "ProDemand® delivers complete OEM repair, estimating & maintenance information, along with exclusive real-world knowledge in a single lookup, to help automotive technicians repair vehicles more accurately and efficiently." (www.prodemand.com) This software would be used by the Automotive Technology software during instruction, including lab hours.

Budget Item Total: $1,153

5000 - Other Operating Expenses and Services

Account Number

5000 - Other Operating Expenses and Services

Expenditure Category

(B) Professional Development

Activities that Apply to this Budget Item

- Professional Development

Federal Funds

Direct Program Expenditure

$100

Administrative Expenditure (if allowed at the program level)

$5

Brief Description of Expenditure

Membership to the California Automotive Teachers (CAT). The mission of the CAT is to promote the best interests of automotive instruction throughout the State of California.

Budget Item Total: $105

5000 - Other Operating Expenses and Services

Account Number

5000 - Other Operating Expenses and Services

Expenditure Category

(B) Professional Development

Activities that Apply to this Budget Item

- Professional Development

Federal Funds

Direct Program Expenditure

$2,500

Administrative Expenditure (if allowed at the program level)

$125

Brief Description of Expenditure

Professional development for Auto Tech faculty to attend the California Automotive Teachers (CAT) Conference. The mission of the CAT is to promote the best interests of automotive instruction throughout the State of California.

Budget Item Total: $2,625

Budget Summary

Acct No. & Object of Expenditure	Federal Funds		
	Direct Program Expenditure	Administrative Expenditure	Total
4000 - Supplies and Materials	$1,450	$72	$1,522
5000 - Other Operating Expenses and Services	$4,634	$230	$4,864
6000 - Capital Outlay	$9,700	$485	$10,185
Total Expenditure	**$15,784**	**$787** **(4.75% of Total)**	**$16,571**

TOP Code 095200.06 Building Construction Technology

Core Indicators (Sec I-E): Certification Form for College Core Indicator Information by TOP

Is core indicator information available for TOP Code 095200 Construction Crafts Technology? *

Yes

How many Core Indicators are at or above the State negotiated level(s)?

0

How many Core Indicators are below the State negotiated level(s)?

0

How many Core Indicators are listed as N/R or N/A?

34

Program Info (Sec II): Local Application Program Information by TOP Code

Briefly describe program improvements issue(s) concerning this program and include specific examples.

The main issue in the Building Construction (BLDC) Technology program is that fast-changing technology makes skill attainment more difficult for students if they don't have the proper equipment. The constant guidance of the BLDC program advisory committee helps our program stay current in the field of construction. There is constant need to upgrade tools and attain tools that we don't currently have to maintain the construction program in par with the latest technology in the industry. It is extremely important for our program to maintain a high level of training in order to attract new students and increase program enrollment while meeting Core Indicator 1. In addition to the changing technology, industry trends are also changing requiring different training opportunities for students, such as AUTO CAD drafting and other specialized industry-required trainings, such as water and fire mitigation, which is a growing market within the construction/insurance industry. In addition, there is a growing demand in the field of customer service and troubleshooting technicians within the natural gas industry. Core Indicator 1 is 1.3% below the district negotiated level and Core Indicator 2 is 2.3% above the district negotiated level, Core Indicator 3 is 25.6% below the district negotiated level, Core Indicator 4 is 26.77 % .

Briefly describe how the issue(s) will be addressed.

One of the plans is to upgrade equipment and procure new equipment to better train students in the use of the latest technology to reinforce their hands-on skills. Perkins funds will be used to purchase new equipment that will be used to teach the most current skills and methods in the construction industry in order to offer a more current and valuable training. Perkins funds will be used to hire a peer student tutor to assist in the lab sessions. This activity helps all students achieve a better comprehension of the lab activities. The use of a peer student tutor has proven very effective in the past to help facilitate skill attainment for students. Another improvement plan that will help the students in the program will be implementation of automation training in various components because as technology increases the need to be able to install and maintain such equipment grows on a daily basis. We will be reviewing our curriculum to make sure we teach the new skills in which employers have requested a need for training and pursue any relevant certifications to make students more employable and help them meet the needs of the industry and employers while addressing Core Indicator 4. So based on the core indicators, we are going to try to improve the performance of Core Indicator 3 by updating the curriculum and offering industry relevant courses. The BLDC program will work with our job specialist and with our institutional researcher in order to gather regional and local effective strategies and practices that contribute to the improvement of retention, completion, success rates, persistence, and nontraditional recruitment in the BLDC program. The BLDC program will also continue to follow the advice and recommendation from the program advisory committee in order to increase efforts to place more BLDC students in internships that could lead to full-time employment. In addition, the integration of "soft skills" into the existing curriculum will make students more employable and attractive to potential employers.

Check all activity categories to be funded with Perkins V Funds: *

✕ **Career Exploration and Development**
Provide career exploration and career development activities through an organized, systematic framework;

✓ **Professional Development**
Provide professional development for a wide variety of CTE professionals;

✓ **Skill Development**
Provide the skills necessary to pursue high-skill, high-wage or in-demand industry sectors or occupations;

✕ **Skill and Program Integration**
Support integration of academic skills into CTE programs;

✓ **Implement Achievement Programs**
Plan and carry out elements that support the implementation of CTE programs and programs of study and that result in increased student achievement;

✕ **Develop and Implement Evaluations**
Develop and implement evaluations of the activities funded by Perkins;

Activities

Student Peer Tutor

Activity Name

Student Peer Tutor

Select the Permissive Activity that Applies to this Activity

§135(c)(6)

Select Student Success Metrics that Apply to this Activity

- Equity: CTE Perkins Participants Who Attained the Vision Goal Completion Definition

Select the Activity Categories that Apply to this Activity

- Skill Development

Description of Activity

Salary and benefits for a peer student tutor for the Building Construction Technology labs. The student to instructor ratio, which is 1 to 20, makes is difficult for the instructor to assist every student equally in the lab. Perkins funds will be used to hire a peer student tutor to assist in the lab sessions. This activity helps all students achieve a better comprehension of the lab activities. The use of a peer student tutor has proven very effective in the past to help facilitate skill attainment for students.

Program Advisory Committee Meeting

Activity Name

Program Advisory Committee Meeting

Select the Permissive Activity that Applies to this Activity

§135(c)(1)

Select Student Success Metrics that Apply to this Activity

- Workforce: CTE Perkins Participants with a Job Closely Related to Their Field of Study

Select the Activity Categories that Apply to this Activity

- Skill Development

Description of Activity

Hospitality for Program Advisory Committee meeting. The constant guidance of the BLDC program advisory committee helps our program stay current in the field of construction. We will be reviewing our curriculum to make sure we teach the new skills in which employers have requested a need for training and pursue any relevant certifications to make students more employable and help them meet the needs of the industry and employers. The BLDC program will also continue to follow the advice and recommendation from the committee in order to increase efforts to place more BLDC students in internships that could lead to full-time employment. In addition, the integration of "soft skills" into the existing curriculum will make students more employable and attractive to potential employers.

Professional Development

Activity Name

Professional Development

Select the Permissive Activity that Applies to this Activity

§135(c)(19)

Select Student Success Metrics that Apply to this Activity

- Completion: CTE Perkins Participants Who Earned a Chancellor's Office Approved Credit Certificate

Select the Activity Categories that Apply to this Activity

- Professional Development

Description of Activity

Professional Development for Industrial Technology (ITEC) Department Chair/Building Construction Technology (BLDC) instructor. In order to stay current with the fast-changing industry, the ITEC Chair/BLDC Instructor will attend professional development events, such as The World of Concrete, which is the

construction industry's largest annual international event for concrete and masonry professionals.

Instructional Equipment

Activity Name

Instructional Equipment

Select the Permissive Activity that Applies to this Activity

§135(c)(7)

Select Student Success Metrics that Apply to this Activity

- Workforce: CTE Perkins Participants Who Demonstrated a Skills Gain

Select the Activity Categories that Apply to this Activity

- Skill Development

Description of Activity

Instructional Equipment. The plan is to upgrade and purchase new instructional equipment to better train students in the use of the latest technology to reinforce their hands-on skills. This new equipment will be used to teach the most current skills and methods in the construction industry in order to offer a more current and valuable training.

Budget (Sec IV-B): Application Budget Summary

Budget Items

2000 - Non-Instructional Salaries

Account Number

2000 - Non-Instructional Salaries

Expenditure Category

(C) Counseling/Direct Service to Students

Activities that Apply to this Budget Item

- Student Peer Tutor

Federal Funds

Direct Program Expenditure

$4,320

Administrative Expenditure (if allowed at the program level)

$216

Brief Description of Expenditure

Salary for student peer tutor (Spring semester)

Budget Item Total: $4,536

3000 - Employee Benefits

Account Number

3000 - Employee Benefits

Expenditure Category

(C) Counseling/Direct Service to Students

Activities that Apply to this Budget Item

- Student Peer Tutor

Federal Funds

Direct Program Expenditure

$50

Administrative Expenditure (if allowed at the program level)

$2

Brief Description of Expenditure

Benefits for student peer tutor (Spring semester)

Budget Item Total: $52

4000 - Supplies and Materials

Account Number

4000 - Supplies and Materials

Expenditure Category

(D) Other: You must provide a description of program/services funded

Activities that Apply to this Budget Item

- Program Advisory Committee Meeting

Federal Funds

Direct Program Expenditure

$250

Administrative Expenditure (if allowed at the program level)

$12

Brief Description of Expenditure

Hospitality for Program Advisory Committee meeting. The constant guidance of the BLDC program advisory committee helps our program stay current in the field of construction. We will be reviewing our curriculum to make sure we teach the new skills in which employers have requested a need for training and pursue any relevant certifications to make students more employable and help them meet the needs of the industry and employers. The BLDC program will also continue to follow the advice and recommendation from the committee in order to increase efforts to place more BLDC students in internships that could lead to full-time employment. In addition, the integration of "soft skills" into the existing curriculum will make students more employable and attractive to potential employers.

Budget Item Total: $262

5000 - Other Operating Expenses and Services

Account Number

5000 - Other Operating Expenses and Services

Expenditure Category

(B) Professional Development

Activities that Apply to this Budget Item

- Professional Development

Federal Funds

Direct Program Expenditure

$2,500

Administrative Expenditure (if allowed at the program level)

$125

Brief Description of Expenditure

Professional Development for Industrial Technology (ITEC) Department Chair/Building Construction Technology (BLDC) instructor. In order to stay current with the fast-changing industry, the ITEC Chair/BLDC Instructor will attend professional development events, such as The World of Concrete, which is the construction industry's largest annual international event for concrete and masonry professionals.

Budget Item Total: $2,625

6000 - Capital Outlay

Account Number

6000 - Capital Outlay

Expenditure Category

(D) Other: You must provide a description of program/services funded

Activities that Apply to this Budget Item

- Instructional Equipment

Federal Funds

Direct Program Expenditure

$20,750

Administrative Expenditure (if allowed at the program level)

$1,037

Brief Description of Expenditure

Instructional Equipment. The plan is to upgrade and purchase new instructional equipment to better train students in the use of the latest technology to reinforce their hands-on skills. This new equipment will be used to teach the most current skills and methods in the construction industry in order to offer a more current and valuable training.

Budget Item Total: $21,787

Budget Summary

Acct No. & Object of Expenditure	Federal Funds		
	Direct Program Expenditure	Administrative Expenditure	Total
2000 - Non-Instructional Salaries	$4,320	$216	$4,536
3000 - Employee Benefits	$50	$2	$52
4000 - Supplies and Materials	$250	$12	$262
5000 - Other Operating Expenses and Services	$2,500	$125	$2,625
6000 - Capital Outlay	$20,750	$1,037	$21,787
Total Expenditure	**$27,870**	**$1,392** **(4.76% of Total)**	**$29,262**

TOP Code 095650.07 Welding Technology

Core Indicators (Sec I-E): Certification Form for College Core Indicator Information by TOP

Is core indicator information available for TOP Code 095650 Welding Technology? *

Yes

How many Core Indicators are at or above the State negotiated level(s)?

4

How many Core Indicators are below the State negotiated level(s)?

8

How many Core Indicators are listed as N/R or N/A?

22

Program Info (Sec II): Local Application Program Information by TOP Code

Briefly describe program improvements issue(s) concerning this program and include specific examples.

In order to improve our Welding Technology program, one of the main issue that we have to address is to keep-up with the new and fast-changing technology. The best way to do this is to have access to the latest equipment that the industry demands. In general, there is a constant need to upgrade the tools and equipment in order to maintain our program with the latest technology in the industry. This improvement arises from the need to increase and maintain Core Indicator 1. Acquiring new and updated equipment has enabled us to increase program enrollment. The plan is to reinforce their hands-on skills with the use of the latest technology needed for that purpose. An improvement that we been able to see in our program is the growing demand in the field of female technicians looking for better ways of employment and opportunities, which helps improve Core Indicators 4 and 5 in Nontraditional participation. We need to keep up with the demand and requirements of the American Welding Society (AWS) Certifications to make sure that students become more employable and that we help them meet the needs of the industry by providing them with the skills needed to use the latest technology in the industry.

Briefly describe how the issue(s) will be addressed.

The Perkins funds requested will be used to purchase two new multi-process PipeWorx 400 welding machines, which will be used in our state-of-the art Welding Lab facility. This new equipment will help us comply with the new rules, regulations, and expectations of the manufacturing products and design sectors. Another advantage of this new equipment is that it is the latest one that the industry demands, by the recommendations of the Program Advisory Committee. Providing students with the skills necessary to use this equipment will make them more competitive in the welding labor force and ultimately increase their opportunity of becoming employed.

Check all activity categories to be funded with Perkins V Funds: *

✕ **Career Exploration and Development**
Provide career exploration and career development activities through an organized, systematic framework;

✕ **Professional Development**
Provide professional development for a wide variety of CTE professionals;

✓ **Skill Development**
Provide the skills necessary to pursue high-skill, high-wage or in-demand industry sectors or occupations;

✕ **Skill and Program Integration**
Support integration of academic skills into CTE programs;

✓ **Implement Achievement Programs**
Plan and carry out elements that support the implementation of CTE programs and programs of study and that result in increased student achievement;

✕ **Develop and Implement Evaluations**
Develop and implement evaluations of the activities funded by Perkins;

Activities

Program Advisory Committee

Activity Name

Program Advisory Committee

Select the Permissive Activity that Applies to this Activity

§135(c)(1)

Select Student Success Metrics that Apply to this Activity

- Workforce: CTE Perkins Participants with a Job Closely Related to Their Field of Study

Select the Activity Categories that Apply to this Activity

- Implement Achievement Programs

Description of Activity

Hospitality for Program Advisory Committee meeting.

Student Tutor

Activity Name
Student Tutor

Select the Permissive Activity that Applies to this Activity
§135(c)(6)

Select Student Success Metrics that Apply to this Activity
- Equity: CTE Perkins Participants Who Attained the Vision Goal Completion Definition

Select the Activity Categories that Apply to this Activity
- Skill Development

Description of Activity
Student Tutor for Welding Technology.

Instructional Equipment

Activity Name
Instructional Equipment

Select the Permissive Activity that Applies to this Activity
§135(c)(7)

Select Student Success Metrics that Apply to this Activity
- Workforce: CTE Perkins Participants Who Demonstrated a Skills Gain

Select the Activity Categories that Apply to this Activity
- Skill Development

Description of Activity
Instructional Equipment. Purchase of two Miller 400 PipeWorks equipment items. This equipment is simplified and optimized for pipe fabrication shop. The PipeWorx system is a streamlined set-up with one touch welding, quick process changeover, and Pulsed and Modified Short-Arc MIG processes, which makes training and turn-around times faster.

Skills Competition

Activity Name
Skills Competition

Select the Permissive Activity that Applies to this Activity
§135(c)(17)

Select Student Success Metrics that Apply to this Activity
- Workforce: CTE Perkins Participants Who Demonstrated a Skills Gain

Select the Activity Categories that Apply to this Activity
- Implement Achievement Programs

Description of Activity
Welding Skills Competition. Purchase supplies so that the Welding Technology students can participate in a welding skills competition. This will provide further training and activities for the students where they will be able to use their acquired welding skills.

Budget (Sec IV-B): Application Budget Summary

Budget Items

4000 - Supplies and Materials

Account Number

4000 - Supplies and Materials

Expenditure Category

(D) Other: You must provide a description of program/services funded

Activities that Apply to this Budget Item

- Program Advisory Committee

Federal Funds

Direct Program Expenditure

$250

Administrative Expenditure (if allowed at the program level)

$12

Brief Description of Expenditure

Hospitality for Program Advisory Committee meeting.

Budget Item Total: $262

6000 - Capital Outlay

Account Number

6000 - Capital Outlay

Expenditure Category

(D) Other: You must provide a description of program/services funded

Activities that Apply to this Budget Item

- Instructional Equipment

Federal Funds

Direct Program Expenditure

$24,000

Administrative Expenditure (if allowed at the program level)

$1,200

Brief Description of Expenditure

Instructional Equipment. Purchase of two Miller 400 PipeWorks equipment items. This equipment is simplified and optimized for pipe fabrication shop. The PipeWorx system is a streamlined set-up with one touch welding, quick process changeover, and Pulsed and Modified Short-Arc MIG processes, which makes training and turn-around times faster.

Budget Item Total: $25,200

2000 - Non-Instructional Salaries

Account Number

2000 - Non-Instructional Salaries

Expenditure Category

(C) Counseling/Direct Service to Students

Activities that Apply to this Budget Item

- Student Tutor

Federal Funds

Direct Program Expenditure

$4,320

Administrative Expenditure (if allowed at the program level)

$216

Brief Description of Expenditure

Salary for Student Tutor for Welding Technology.

Budget Item Total: $4,536

3000 - Employee Benefits

Account Number

3000 - Employee Benefits

Expenditure Category

(C) Counseling/Direct Service to Students

Activities that Apply to this Budget Item

- Student Tutor

Federal Funds

Direct Program Expenditure

$50

Administrative Expenditure (if allowed at the program level)

$2

Brief Description of Expenditure

Worker's Comp for Student Tutor in Welding Technology.

Budget Item Total: $52

4000 - Supplies and Materials

Account Number

4000 - Supplies and Materials

Expenditure Category

(D) Other: You must provide a description of program/services funded

Activities that Apply to this Budget Item

- Skills Competition

Federal Funds

Direct Program Expenditure

$1,200

Administrative Expenditure (if allowed at the program level)

$60

Brief Description of Expenditure

Welding Skills Competition. Purchase supplies so that the Welding Technology students can participate in a welding skills competition. This will provide further training and activities for the students where they will be able to use their acquired welding skills.

Budget Item Total: $1,260

Budget Summary

Acct No. & Object of Expenditure	Federal Funds		
	Direct Program Expenditure	Administrative Expenditure	Total
2000 - Non-Instructional Salaries	$4,320	$216	$4,536
3000 - Employee Benefits	$50	$2	$52
4000 - Supplies and Materials	$1,450	$72	$1,522
6000 - Capital Outlay	$24,000	$1,200	$25,200
Total Expenditure	$29,820	$1,490 (4.76% of Total)	$31,310

TOP Code 123010.08 Registered Nursing

Core Indicators (Sec I-E): Certification Form for College Core Indicator Information by TOP

Is core indicator information available for TOP Code 123010 Registered Nursing? *

Yes

How many Core Indicators are at or above the State negotiated level(s)?

15

How many Core Indicators are below the State negotiated level(s)?

2

How many Core Indicators are listed as N/R or N/A?

17

Program Info (Sec II): Local Application Program Information by TOP Code

Briefly describe program improvements issue(s) concerning this program and include specific examples.

The instructional equipment items that we have are for all Nursing students, including students with low economic status. Technology that is currently available lacks an adequate number available to meet the training needs of RN/VN students. One issue that the Nursing program has is that some technology equipment items that we have currently available have become outdated and need to be upgraded to more modern technology to keep up with the fast-changing Nursing technology. An additional issue being addressed is the need for faculty to be updated with the changes in the Nursing industry.

Briefly describe how the issue(s) will be addressed.

We are requesting professional development funds to address the issue of updating faculty on the simulation trainers. Core indicator 1 required review of current technology to meet the needs of students in the Nursing program (RN & VN) who will seek teaching methods in the simulation lab, which will prepare them for familiarization with current technology available in clinical sites. Equipment items requested by the Nursing program faculty will aide students to apply nursing skills through the use of technology. Nursing graduates are expected to have a working knowledge with IV pumps, suction equipment, and prepare faculty to train students to possess a commanding control of assessment tools. By training Nursing students with equipment that is similar to current devices found in the clinical site, students may be equally and better prepared upon graduation to begin working with patients. In addition, equipment will increase targeted training of male/female patient populations.

Check all activity categories to be funded with Perkins V Funds: *

✕ **Career Exploration and Development**
Provide career exploration and career development activities through an organized, systematic framework;

✓ **Professional Development**
Provide professional development for a wide variety of CTE professionals;

✓ **Skill Development**
Provide the skills necessary to pursue high-skill, high-wage or in-demand industry sectors or occupations;

✕ **Skill and Program Integration**

Support integration of academic skills into CTE programs;

✓ **Implement Achievement Programs**

Plan and carry out elements that support the implementation of CTE programs and programs of study and that result in increased student achievement;

✕ **Develop and Implement Evaluations**

Develop and implement evaluations of the activities funded by Perkins;

Activities

Instructional Equipment

Activity Name

Instructional Equipment

Select the Permissive Activity that Applies to this Activity

§135(c)(7)

Select Student Success Metrics that Apply to this Activity

- Workforce: CTE Perkins Participants Who Demonstrated a Skills Gain

Select the Activity Categories that Apply to this Activity

- Skill Development

Description of Activity

Instructional Equipment. This is for the purchase of a hyper-realistic simulator geriatrica (manikin). This will allow students to practice on the latest simulator technology.

Professional Development

Activity Name

Professional Development

Select the Permissive Activity that Applies to this Activity

§135(c)(19)

Select Student Success Metrics that Apply to this Activity

- Completion: CTE Perkins Participants Who Earned an Associate Degree (including ADTs)

Select the Activity Categories that Apply to this Activity

- Professional Development

Description of Activity

Professional Development. Nursing faculty would like to attend a training called Friday Night in the ER. This event includes extra training in smart innovation, unexpected events, and decision making. This training will provide faculty members with a better understanding of teaching students an extra skill in dealing with many different types of emergency room situations.

Program Advisory Committee

Activity Name

Program Advisory Committee

Select the Permissive Activity that Applies to this Activity

§135(c)(1)

Select Student Success Metrics that Apply to this Activity

- Workforce: CTE Perkins Participants with a Job Closely Related to Their Field of Study

Select the Activity Categories that Apply to this Activity

- Implement Achievement Programs

Description of Activity

Hospitality for Program Advisory Committee meeting. These meetings are composed of college employees, as well as experts in the industry. Curriculum will be reviewed to assure that the latest technology and concepts are being taught in the classes. Nursing is a fast-changing field and those working directly in the industry will help guide the faculty in teaching updated skills and providing updated information.

Consultant

Activity Name

Consultant

Select the Permissive Activity that Applies to this Activity

§135(c)(19)

Select Student Success Metrics that Apply to this Activity

- Completion: CTE Perkins Participants Who Earned an Associate Degree (including ADTs)

Select the Activity Categories that Apply to this Activity

- Professional Development

Description of Activity

Consultant. A consultant will be hired to train Nursing faculty on-site on how to make the best use of the simulator trainers. By having the Nursing faculty properly trained, they will be able to utilize all of the different aspects of the training simulators in their instructional labs and teach students in a way that they will benefit the most.

Budget (Sec IV-B): Application Budget Summary

Budget Items

4000 - Supplies and Materials

Account Number

4000 - Supplies and Materials

Expenditure Category

(D) Other: You must provide a description of program/services funded

Activities that Apply to this Budget Item

- Program Advisory Committee

Federal Funds

Direct Program Expenditure

$250

Administrative Expenditure (if allowed at the program level)

$12

Brief Description of Expenditure

Hospitality for Program Advisory Committee meeting.

Budget Item Total: $262

5000 - Other Operating Expenses and Services

Account Number

5000 - Other Operating Expenses and Services

Expenditure Category

(B) Professional Development

Activities that Apply to this Budget Item

- Professional Development

Federal Funds

Direct Program Expenditure

$2,850

Administrative Expenditure (if allowed at the program level)

$142

Brief Description of Expenditure

Professional Development. Nursing faculty would like to attend a training called Friday Night in the ER. This event includes extra training in smart innovation, unexpected events, and decision making. This training will provide faculty members with a better understanding of teaching students an extra skill in dealing with many different types of emergency room situations.

Budget Item Total: $2,992

5000 - Other Operating Expenses and Services

Account Number

5000 - Other Operating Expenses and Services

Expenditure Category

(B) Professional Development

Activities that Apply to this Budget Item

- Consultant

Federal Funds

Direct Program Expenditure

$2,500

Administrative Expenditure (if allowed at the program level)

$125

Brief Description of Expenditure

Consultant. A consultant will be hired to train Nursing faculty on-site on how to make the best use of the simulator trainers. By having the Nursing faculty properly trained, they will be able to utilize all of the different aspects of the training simulators in their instructional labs and teach students in a way that they will benefit the most.

Budget Item Total: $2,625

6000 - Capital Outlay

Account Number

6000 - Capital Outlay

Expenditure Category

(D) Other: You must provide a description of program/services funded

Activities that Apply to this Budget Item

- Instructional Equipment

Federal Funds

Direct Program Expenditure

$25,395

Administrative Expenditure (if allowed at the program level)

$1,269

Brief Description of Expenditure

Instructional Equipment. This is for the purchase of a hyper-realistic simulator geriatrica (manikin). This will allow students to practice on the latest simulator technology.

Budget Item Total: $26,664

Budget Summary

Acct No. & Object of Expenditure	Federal Funds		
	Direct Program Expenditure	Administrative Expenditure	Total
4000 - Supplies and Materials	$250	$12	$262
5000 - Other Operating Expenses and Services	$5,350	$267	$5,617
6000 - Capital Outlay	$25,395	$1,269	$26,664
Total Expenditure	$30,995	$1,548 (4.76% of Total)	$32,543

TOP Code 130500.09 Child Development/Early Childhood Education

Core Indicators (Sec I-E): Certification Form for College Core Indicator Information by TOP

Is core indicator information available for TOP Code 130500 Child Development/Early Care and Education? *

Yes

How many Core Indicators are at or above the State negotiated level(s)?

12

How many Core Indicators are below the State negotiated level(s)?

6

How many Core Indicators are listed as N/R or N/A?

16

Program Info (Sec II): Local Application Program Information by TOP Code

Briefly describe program improvements issue(s) concerning this program and include specific examples.

The need for students to be able to work with dual language learners (DLLs) has been brought forward throughout the field. Our programs need to improve this skill in area Core indicators 1 and 4 to strengthen the academic, career, and technical skills. Professional preparation for early childhood educators working with young DLLs in (a) understanding language development, (b) understanding the relationship between language and culture, and (c) development of teaching strategies and skills to effectively teach DLLS. The California Department of Education has sent out information to State-funded agencies indicating a need for teachers to learn effective strategies to teach dual language learners. The National Association of Early Childhood Educators has expressed the importance of Early Childhood Education Teacher Preparation Programs to prepare students to work with dual language learners. With this ever-changing field, we need to continue professional growth to assure that our faculty stays current with information in order to secure the success of our program in preparing our students for the workplace.

Briefly describe how the issue(s) will be addressed.

To improve student skill attainment and employment success, we need materials that will assist students in learning teaching strategies in working with dual language learners to provide best practice skills. Industry presenters will be invited to participate in a mini-series of virtual workshops to be completed with students interested in learning how to use cultural materials and varied strategies in working with dual language learners. The Introduction to Curriculum course and Language and Literacy for Young Children course will be modified with successful strategies and materials to increase skill levels and to provide additional opportunities for employment in State and Federal programs. We need to provide professional development opportunities for faculty to stay current with the field and to assure that they are providing current information and best practices to the students.

Check all activity categories to be funded with Perkins V Funds: *

✕ **Career Exploration and Development**
Provide career exploration and career development activities through an organized, systematic framework;

✓ **Professional Development**
Provide professional development for a wide variety of CTE professionals;

✓ **Skill Development**
Provide the skills necessary to pursue high-skill, high-wage or in-demand industry sectors or occupations;

✕ **Skill and Program Integration**
Support integration of academic skills into CTE programs;

✓ **Implement Achievement Programs**
Plan and carry out elements that support the implementation of CTE programs and programs of study and that result in increased student achievement;

✕ **Develop and Implement Evaluations**
Develop and implement evaluations of the activities funded by Perkins;

Activities

Professional Development

Activity Name
Professional Development

Select the Permissive Activity that Applies to this Activity
§135(c)(19)

Select Student Success Metrics that Apply to this Activity
- Completion: CTE Perkins Participants Who Earned an Associate Degree (including ADTs)

Select the Activity Categories that Apply to this Activity
- Professional Development

Description of Activity
Professional Development for faculty and staff to attend training events and workshops, such as the California Community Colleges Early Childhood Educators (CCCECE) Conference.

Program Advisory Committee

Activity Name
Program Advisory Committee

Select the Permissive Activity that Applies to this Activity
§135(c)(1)

Select Student Success Metrics that Apply to this Activity
- Workforce: CTE Perkins Participants with a Job Closely Related to Their Field of Study

Select the Activity Categories that Apply to this Activity
- Implement Achievement Programs

Description of Activity
Hospitality for Program Advisory Committee meeting.

Dual Language Learners Workshop

Activity Name
Dual Language Learners Workshop

Select the Permissive Activity that Applies to this Activity
§135(c)(4)

Select Student Success Metrics that Apply to this Activity

- Equity: CTE Perkins Participants Who Attained the Vision Goal Completion Definition

Select the Activity Categories that Apply to this Activity

- Skill Development

Description of Activity

Workshop for Practicum students for skills development in working with children who are dual language learners and English language learners.

Budget (Sec IV-B): Application Budget Summary

Budget Items

5000 - Other Operating Expenses and Services

Account Number

5000 - Other Operating Expenses and Services

Expenditure Category

(B) Professional Development

Activities that Apply to this Budget Item

- Professional Development

Federal Funds

Direct Program Expenditure

$6,000

Administrative Expenditure (if allowed at the program level)

$300

Brief Description of Expenditure

Professional Development for faculty and staff to attend training events and workshops, such as the California Community Colleges Early Childhood Educators (CCCECE) Conference.

Budget Item Total: $6,300

4000 - Supplies and Materials

Account Number

4000 - Supplies and Materials

Expenditure Category

(D) Other: You must provide a description of program/services funded

Activities that Apply to this Budget Item

- Program Advisory Committee

Federal Funds

Direct Program Expenditure

$250

Administrative Expenditure (if allowed at the program level)

$12

Brief Description of Expenditure

Hospitality for Program Advisory Committee meeting.

Budget Item Total: $262

4000 - Supplies and Materials

Account Number

4000 - Supplies and Materials

Expenditure Category

(D) Other: You must provide a description of program/services funded

Activities that Apply to this Budget Item

- Dual Language Learners Workshop

Federal Funds

Direct Program Expenditure

$6,000

Administrative Expenditure (if allowed at the program level)

$300

Brief Description of Expenditure

Materials for a workshop for Practicum students for skills development in working with children who are dual language learners and English language learners.

Budget Item Total: $6,300

5000 - Other Operating Expenses and Services

Account Number

5000 - Other Operating Expenses and Services

Expenditure Category

(D) Other: You must provide a description of program/services funded

Activities that Apply to this Budget Item

- Dual Language Learners Workshop

Federal Funds

Direct Program Expenditure

$3,000

Administrative Expenditure (if allowed at the program level)

$150

Brief Description of Expenditure

Consultant for a workshop for Practicum students for skills development in working with children who are dual language learners and English language learners.

Budget Item Total: $3,150

Budget Summary

Acct No. & Object of Expenditure	Federal Funds		
	Direct Program Expenditure	Administrative Expenditure	Total
4000 - Supplies and Materials	$6,250	$312	$6,562
5000 - Other Operating Expenses and Services	$9,000	$450	$9,450
Total Expenditure	**$15,250**	**$762** **(4.76% of Total)**	**$16,012**

TOP Code 210510.10 Corrections Academy/Correctional Science

Core Indicators (Sec I-E): Certification Form for College Core Indicator Information by TOP

Is core indicator information available for TOP Code 210510 Corrections? *

Yes

How many Core Indicators are at or above the State negotiated level(s)?

6

How many Core Indicators are below the State negotiated level(s)?

2

How many Core Indicators are listed as N/R or N/A?

26

Program Info (Sec II): Local Application Program Information by TOP Code

Briefly describe program improvements issue(s) concerning this program and include specific examples.

The Corrections Academy program is designed to provide the training necessary to become a local Correctional Officer in California. This program has been extremely successful with placing students from low income or immigrant families into good-paying, professional jobs, which also benefit the community. This program has been reviewed in the yearly program review and the biggest hurdle for our students to overcome is financial. The cost of attending the program, as far as tuition, can be helped by financial aid and scholarships. But the the biggest cost overall is in equipment. In other communities, with more financial means, the cost of equipment is the responsibility of the student. This can be well over $6,000 per student. We are able to seriously reduce this cost through the acquisition of this equipment and provide the students with the necessary equipment in order to provide the necessary training for our students to get hired. This equipment includes riot and tactical response protective suits shields for each student. Our students are financially unable to obtain this equipment without our assistance. This is a mandatory training requirement. The core indicators show that the students must be able to show proficiency with these weapons, and without the purchase of these items, our students will not be able to complete the training. Additionally, our program advisory committee has recommended this acquisition. In order to provide the necessary training for our students to get hired, we must acquire this equipment in order for our students to train and pass all the required testing and be able to obtain the necessary certification to qualify for a job in Corrections.

Briefly describe how the issue(s) will be addressed.

By having this equipment, our students, which are in special populations, low income or migrant, will be able to train and qualify to the standards set by the California Commission on Standards and Training for Corrections (STC). This will make our students to an equal level to those students that have the financial ability to purchase this equipment on their own. This not only provides an opportunity for our students to obtain a viable job and career, but it also helps to lift the entire family up by proving to them that they have value and are important in their own right. This not only helps them and their families, but is also a real example for others to see and follow towards their own success.

Check all activity categories to be funded with Perkins V Funds: *

✕ **Career Exploration and Development**
Provide career exploration and career development activities through an organized, systematic framework;

✓ **Professional Development**
Provide professional development for a wide variety of CTE professionals;

✓ **Skill Development**
Provide the skills necessary to pursue high-skill, high-wage or in-demand industry sectors or occupations;

✕ **Skill and Program Integration**
Support integration of academic skills into CTE programs;

✕ **Implement Achievement Programs**
Plan and carry out elements that support the implementation of CTE programs and programs of study and that result in increased student achievement;

✕ **Develop and Implement Evaluations**
Develop and implement evaluations of the activities funded by Perkins;

Activities

Professional Development

Activity Name

Professional Development

Select the Permissive Activity that Applies to this Activity

§135(c)(19)

Select Student Success Metrics that Apply to this Activity

- Completion: CTE Perkins Participants Who Earned a Chancellor's Office Approved Credit Certificate

Select the Activity Categories that Apply to this Activity

- Professional Development

Description of Activity

Professional development for Correctional Science/Corrections Academy faculty to attend workshops and training relating to the field of corrections.

Instructional Equipment

Activity Name

Instructional Equipment

Select the Permissive Activity that Applies to this Activity

§135(c)(7)

Select Student Success Metrics that Apply to this Activity

- Workforce: CTE Perkins Participants Who Demonstrated a Skills Gain

Select the Activity Categories that Apply to this Activity

- Skill Development

Description of Activity

Instructional Equipment. This is to purchase 20x tactical protective suits for student training in Correctional Science/Corrections Academy.

Budget (Sec IV-B): Application Budget Summary

Budget Items

5000 - Other Operating Expenses and Services

Account Number

5000 - Other Operating Expenses and Services

Expenditure Category

(B) Professional Development

Activities that Apply to this Budget Item

- Professional Development

Federal Funds

Direct Program Expenditure

$3,000

Administrative Expenditure (if allowed at the program level)

$150

Brief Description of Expenditure

Professional development for Correctional Science/Corrections Academy faculty to attend workshops and training relating to the field of corrections.

Budget Item Total: $3,150

6000 - Capital Outlay

Account Number

6000 - Capital Outlay

Expenditure Category

(D) Other: You must provide a description of program/services funded

Activities that Apply to this Budget Item

- Instructional Equipment

Federal Funds

Direct Program Expenditure

$16,000

Administrative Expenditure (if allowed at the program level)

$800

Brief Description of Expenditure

Instructional Equipment. This is to purchase 20x tactical protective suits for student training in Correctional Science/Corrections Academy.

Budget Item Total: $16,800

Budget Summary

Acct No. & Object of Expenditure	Federal Funds		
	Direct Program Expenditure	Administrative Expenditure	Total
5000 - Other Operating Expenses and Services	$3,000	$150	$3,150
6000 - Capital Outlay	$16,000	$800	$16,800
Total Expenditure	$19,000	$950 (4.76% of Total)	$19,950

TOP Code 210550.11 POST Academy/Administration of Justice: Law Enforcement

Core Indicators (Sec I-E): Certification Form for College Core Indicator Information by TOP

Is core indicator information available for TOP Code 210550 Police Academy? *

Yes

How many Core Indicators are at or above the State negotiated level(s)?

5

How many Core Indicators are below the State negotiated level(s)?

7

How many Core Indicators are listed as N/R or N/A?

22

Program Info (Sec II): Local Application Program Information by TOP Code

Briefly describe program improvements issue(s) concerning this program and include specific examples.

In order to provide the necessary training for our students to get hired, we must acquire 9mm handguns in order for our students to train and pass all the required testing to be able to obtain the necessary certification to qualify for a job in law enforcement. Our students are financially unable to obtain these guns without our

assistance. This is a mandatory training requirement. The core indicators show that the students must be able to show proficiency with these weapons, and without the purchase of these guns, our students will not be able to complete the training. Additionally, our advisory committee has recommended this acquisition.

Briefly describe how the issue(s) will be addressed.

Acquiring equipment is important for addressing the issues. By having these handguns, our students, which are in special populations, low income or migrant, will be able to train and qualify to the standards set by the California Commission on Peace Officer Standards and Training (POST). This will make our students equal to those students that have the financial ability to purchase a handgun on their own.

Check all activity categories to be funded with Perkins V Funds: *

✕ **Career Exploration and Development**
Provide career exploration and career development activities through an organized, systematic framework;

✕ **Professional Development**
Provide professional development for a wide variety of CTE professionals;

✓ **Skill Development**
Provide the skills necessary to pursue high-skill, high-wage or in-demand industry sectors or occupations;

✕ **Skill and Program Integration**
Support integration of academic skills into CTE programs;

✓ **Implement Achievement Programs**
Plan and carry out elements that support the implementation of CTE programs and programs of study and that result in increased student achievement;

✕ **Develop and Implement Evaluations**
Develop and implement evaluations of the activities funded by Perkins;

Activities

Instructional Equipment

Activity Name
Instructional Equipment

Select the Permissive Activity that Applies to this Activity
§135(c)(7)

Select Student Success Metrics that Apply to this Activity
- Workforce: CTE Perkins Participants Who Demonstrated a Skills Gain

Select the Activity Categories that Apply to this Activity
- Skill Development

Description of Activity
Instructional Equipment. This is for the purchase of 9mm handguns, which will be used for student training in the Peace Officer Standards & Training (POST) Academy.

Program Advisory Committee

Activity Name
Program Advisory Committee

Select the Permissive Activity that Applies to this Activity
§135(c)(1)

Select Student Success Metrics that Apply to this Activity
- Workforce: CTE Perkins Participants with a Job Closely Related to Their Field of Study

Select the Activity Categories that Apply to this Activity
- Implement Achievement Programs

Description of Activity
Hospitality for Program Advisory Committee meeting.

Budget (Sec IV-B): Application Budget Summary

Budget Items

6000 - Capital Outlay

Account Number

6000 - Capital Outlay

Expenditure Category

(D) Other: You must provide a description of program/services funded

Activities that Apply to this Budget Item

- Instructional Equipment

Federal Funds

Direct Program Expenditure

$20,000

Administrative Expenditure (if allowed at the program level)

$1,000

Brief Description of Expenditure

Instructional Equipment. This is for the purchase of 9mm handguns, which will be used for student training in the Peace Officer Standards & Training (POST) Academy.

Budget Item Total: $21,000

4000 - Supplies and Materials

Account Number

4000 - Supplies and Materials

Expenditure Category

(D) Other: You must provide a description of program/services funded

Activities that Apply to this Budget Item

- Program Advisory Committee

Federal Funds

Direct Program Expenditure

$250

Administrative Expenditure (if allowed at the program level)

$12

Brief Description of Expenditure

Hospitality for Program Advisory Committee meeting.

Budget Item Total: $262

Budget Summary

Acct No. & Object of Expenditure	Federal Funds		
	Direct Program Expenditure	Administrative Expenditure	Total
4000 - Supplies and Materials	$250	$12	$262
6000 - Capital Outlay	$20,000	$1,000	$21,000
Total Expenditure	$20,250	$1,012 (4.76% of Total)	$21,262

TOP Code 125100.12 Emergency Medical Services - Paramedic

Core Indicators (Sec I-E): Certification Form for College Core Indicator Information by TOP

Is core indicator information available for TOP Code 125100 Paramedic? *

Yes

How many Core Indicators are at or above the State negotiated level(s)?

3

How many Core Indicators are below the State negotiated level(s)?

2

How many Core Indicators are listed as N/R or N/A?

29

Program Info (Sec II): Local Application Program Information by TOP Code

Briefly describe program improvements issue(s) concerning this program and include specific examples.

Our Emergency Medical Services (EMS) Program has so many skills and technical requirements for achieving certification, licensing, and ultimately employment. We have some good equipment, but need more. The main problem is there is no one to manage the equipment and be available for tutoring. We desperately need a skills lab/tutor. Our program has no tutors whatsoever, other than volunteer time. Our CAAHEP accreditation creates standards that exceed class time for Emergency Medical Technicians and Paramedics.

Briefly describe how the issue(s) will be addressed.

We will have an open lab available for about 8-10 hours per week on two days of the week. Tutors will be hired to ensure that we meet the standards set by our accreditation agency. It will also help us satisfy State of California minimum standards for licensing and certification. This is relevant to Core Indicator #1 (Technical Skills) and Core Indicator #2 (Certification, Licensure).

Check all activity categories to be funded with Perkins V Funds: *

✕ **Career Exploration and Development**
Provide career exploration and career development activities through an organized, systematic framework;

✓ **Professional Development**
Provide professional development for a wide variety of CTE professionals;

✓ **Skill Development**
Provide the skills necessary to pursue high-skill, high-wage or in-demand industry sectors or occupations;

✕ **Skill and Program Integration**
Support integration of academic skills into CTE programs;

✓ **Implement Achievement Programs**
Plan and carry out elements that support the implementation of CTE programs and programs of study and that result in increased student achievement;

✕ **Develop and Implement Evaluations**
Develop and implement evaluations of the activities funded by Perkins;

Activities

Student Tutors

Activity Name

Student Tutors

Select the Permissive Activity that Applies to this Activity

§135(c)(6)

Select Student Success Metrics that Apply to this Activity

- Equity: CTE Perkins Participants Who Attained the Vision Goal Completion Definition

Select the Activity Categories that Apply to this Activity

- Skill Development

Description of Activity

Student Tutors for EMS/Paramedic Skills Laboratory and Simulation. EMS/Paramedic students need access to more practice with skills and equipment to become proficient, outside of scheduled time. We currently have some high quality equipment that should be utilized more. We will hire tutors so that students can practice their skills and be tutored by capable EMS professionals. This issue has been discussed by IVC EMS staff and by our Imperial County EMS Advisory Committee. This issue was also included in Program Review.

Professional Development

Activity Name

Professional Development

Select the Permissive Activity that Applies to this Activity

§135(c)(19)

Select Student Success Metrics that Apply to this Activity

- Completion: CTE Perkins Participants Who Earned a Chancellor's Office Approved Credit Certificate

Select the Activity Categories that Apply to this Activity

- Professional Development

Description of Activity

EMS/Paramedic Simulator Training. We have a wonderful new ambulance simulator for the EMT and Paramedic programs. It is currently scheduled for use only 3-4 times per semester. These funds will provide training for EMS faculty on the ambulance simulator so that it will benefit students more.

Program Advisory Committee

Activity Name

Program Advisory Committee

Select the Permissive Activity that Applies to this Activity

§135(c)(1)

Select Student Success Metrics that Apply to this Activity

- Workforce: CTE Perkins Participants with a Job Closely Related to Their Field of Study

Select the Activity Categories that Apply to this Activity

- Implement Achievement Programs

Description of Activity

Hospitality for Emergency Medical Services Program Advisory Committee meeting. We are required by our EMS accreditation agency to hold an annual meeting.

Budget (Sec IV-B): Application Budget Summary

Budget Items

2000 - Non-Instructional Salaries

Account Number

2000 - Non-Instructional Salaries

Expenditure Category

(C) Counseling/Direct Service to Students

Activities that Apply to this Budget Item

- Student Tutors

Federal Funds

Direct Program Expenditure

$9,000

Administrative Expenditure (if allowed at the program level)

$450

Brief Description of Expenditure

Salary for Student Tutors for EMS/Paramedic Skills Laboratory and Simulation. EMS/Paramedic students need access to more practice with skills and equipment to become proficient, outside of scheduled time. We currently have some high quality equipment that should be utilized more. We will hire tutors so that students can practice their skills and be tutored by capable EMS professionals. This issue has been discussed by IVC EMS staff and by our Imperial County EMS Advisory Committee. This issue was also included in Program Review.

Budget Item Total: $9,450

3000 - Employee Benefits

Account Number

3000 - Employee Benefits

Expenditure Category

(C) Counseling/Direct Service to Students

Activities that Apply to this Budget Item

- Student Tutors

Federal Funds

Direct Program Expenditure

$2,765

Administrative Expenditure (if allowed at the program level)

$138

Brief Description of Expenditure

Benefits for Student Tutors for EMS/Paramedic Skills Laboratory and Simulation. EMS/Paramedic students need access to more practice with skills and equipment to become proficient, outside of scheduled time. We currently have some high quality equipment that should be utilized more. We will hire tutors so that students can practice their skills and be tutored by capable EMS professionals. This issue has been discussed by IVC EMS staff and by our Imperial County EMS Advisory Committee. This issue was also included in Program Review.

Budget Item Total: $2,903

4000 - Supplies and Materials

Account Number

4000 - Supplies and Materials

Expenditure Category

(D) Other: You must provide a description of program/services funded

Activities that Apply to this Budget Item

- Program Advisory Committee

Federal Funds

Direct Program Expenditure

$250

Administrative Expenditure (if allowed at the program level)

$12

Brief Description of Expenditure

Hospitality for Program Advisory Committee meeting.

Budget Item Total: $262

5000 - Other Operating Expenses and Services

Account Number

5000 - Other Operating Expenses and Services

Expenditure Category

(B) Professional Development

Activities that Apply to this Budget Item

- Professional Development

Federal Funds

Direct Program Expenditure

$2,500

Administrative Expenditure (if allowed at the program level)

$125

Brief Description of Expenditure

EMS/Paramedic Simulator Training. We have a wonderful new ambulance simulator for the EMT and Paramedic programs. It is currently scheduled for use only 3-4 times per semester. These funds will provide training for EMS faculty on the ambulance simulator so that it will benefit students more.

Budget Item Total: $2,625

Budget Summary

	Federal Funds		
Acct No. & Object of Expenditure	Direct Program Expenditure	Administrative Expenditure	Total
2000 - Non-Instructional Salaries	$9,000	$450	$9,450
3000 - Employee Benefits	$2,765	$138	$2,903
4000 - Supplies and Materials	$250	$12	$262
5000 - Other Operating Expenses and Services	$2,500	$125	$2,625
Total Expenditure	$14,515	$725 (4.76% of Total)	$15,240

TOP Code 213350.13 Fire Academy/Fire Technology

Core Indicators (Sec I-E): Certification Form for College Core Indicator Information by TOP

Is core indicator information available for TOP Code 213350 Fire Academy? *

Yes

How many Core Indicators are at or above the State negotiated level(s)?

3

How many Core Indicators are below the State negotiated level(s)?

2

How many Core Indicators are listed as N/R or N/A?

29

Program Info (Sec II): Local Application Program Information by TOP Code

Briefly describe program improvements issue(s) concerning this program and include specific examples.

The program improvement arises from a need to improve Core indicator 2, Completions from Single Parents. Due to overnight schedules in potential fire industry employments or fire employments in general, single parents face many challenges completing their education. At the moment, fire departments across the nation are requiring that certificate programs possess the necessary skills to meet the certification requirements. The challenge is that the required skills can only be done with adequate equipment. Currently, the program borrows and utilizes both equipment and PPE from the local fire departments. The students have to travel away from the institution to complete required skills. State Fire Training recommends that both the program be self-sustaining and that the necessary skills in relation to student leaning outcomes be attained within the program. Some of these State Fire Training skills required are: 1) Competency in extinguishing vehicle fires, 2) Donning and Doffing appropriate PPE, 3) Internal Communications in burning buildings through face masks with voice amplifiers, and 4) The ability to perform online State testing without having to reserve DE testing sites that are in shortage.

Briefly describe how the issue(s) will be addressed.

The acquisition of a voice amplifier facepiece and structure fire ensembles, vehicle fire prop, and tablets for the students, will enable the student to complete State Fire Training mandated skills, and meet Core indicator 2 criteria, to comply with accreditation standards. The mentioned equipment will provide equity to the special populations groups because the equipment is centralized in one location (limiting the travel distance and fuel spent from those economically challenged) and students will have a digital platform to access testing materials and complete assignments, that otherwise he/she would not be able to purchase.

Check all activity categories to be funded with Perkins V Funds: *

✕ **Career Exploration and Development**
Provide career exploration and career development activities through an organized, systematic framework;

✕ **Professional Development**
Provide professional development for a wide variety of CTE professionals;

✓ **Skill Development**
Provide the skills necessary to pursue high-skill, high-wage or in-demand industry sectors or occupations;

✕ **Skill and Program Integration**
Support integration of academic skills into CTE programs;

✕ **Implement Achievement Programs**
Plan and carry out elements that support the implementation of CTE programs and programs of study and that result in increased student achievement;

✕ **Develop and Implement Evaluations**
Develop and implement evaluations of the activities funded by Perkins;

Activities

Instructional Equipment

Activity Name
Instructional Equipment

Select the Permissive Activity that Applies to this Activity
§135(c)(7)

Select Student Success Metrics that Apply to this Activity
- Workforce: CTE Perkins Participants Who Demonstrated a Skills Gain

Select the Activity Categories that Apply to this Activity
- Skill Development

Description of Activity

Instructional Equipment. This activity is for the purchase of a Structure Fire Ensemble and Voice Amplifier Facepiece. In accordance with NFPA 1971, this protects firefighting personnel by establishing minimum levels of protection from thermal, physical, environmental, and blood-borne pathogen hazards encountered during structural and proximity fire fighting operations. This ensemble will assist the program in meeting State Fire Training mandates to meet accreditation standards.

Budget (Sec IV-B): Application Budget Summary

Budget Items

6000 - Capital Outlay

Account Number

6000 - Capital Outlay

Expenditure Category

(D) Other: You must provide a description of program/services funded

Activities that Apply to this Budget Item

- Instructional Equipment

Federal Funds

Direct Program Expenditure

$55,000

Administrative Expenditure (if allowed at the program level)

$2,750

Brief Description of Expenditure

Instructional Equipment. This activity is for the purchase of a Structure Fire Ensemble and Voice Amplifier Facepiece. In accordance with NFPA 1971, this protects firefighting personnel by establishing minimum levels of protection from thermal, physical, environmental, and blood-borne pathogen hazards encountered during structural and proximity fire fighting operations. This ensemble will assist the program in meeting State Fire Training mandates to meet accreditation standards.

Budget Item Total: $57,750

Budget Summary

Acct No. & Object of Expenditure	Federal Funds		
	Direct Program Expenditure	Administrative Expenditure	Total
6000 - Capital Outlay	$55,000	$2,750	$57,750
Total Expenditure	$55,000	$2,750 (4.76% of Total)	$57,750

Across.01: Across CTE Programs

Program Info (Sec III): Local Application Program Information Across CTE Programs

Briefly describe program improvements issue(s) concerning this program and include specific examples.

Professional development for Career Education (CE) personnel is an improvement issue that calls for funding and planned activities. Full-time and part-time faculty can benefit from professional growth in curriculum development, instructional methods, learning theory, and educational assessment methods. Attention needs to be given to the research being done related to pedagogical good practices and techniques that influence the teaching/learning environment. Perkins-funded programs have set aside funding for professional development for administrators, counselors, faculty, and staff. The contributions of CE program advisory committees need to be expanded and these committees need to be more engaged in the planning process for CE programs. All CE Perkins-funded programs are required to have two program advisory committee meetings during the academic year. The fall meeting would be to evaluate and certify the program, including a review of the development and integration of Student Learning Outcomes (SLO), SLO assessment, intervention techniques in learning, and addressing the issues associated with basic skills, program

review, and accreditation. Workforce development activities need to be expanded in the areas of job search, student employment, work-based learning, internships, and work experience. Outreach activities already in place need to be augmented to include all CE programs and emphasis needs to be placed on special population needs. Coordination of campus initiatives, such as Basic Skills, Program Review, and SLO integration will continue to be strengthened and integrated for the students' benefit and to support teaching/learning activities. CTE Transitions will continue as a college program with greater coordination with CE programs. Partnerships with local agencies, businesses, industry, government, and labor will continue.

Briefly describe how the issue(s) will be addressed.

Activities to specifically address the need of faculty to expand their current expertise in education and learning will be given priority. Professional development activities for program advisory committee members and Career Education (CE) faculty on the subject of teaching, learning, and assessment will be effectively used to augment the overall success of students. Attention will be given to understanding and developing expertise related to the complicated elements that influence CE programs and the students' abilities to be successful. Activities related to the development, acceptance, and implementation of Career Pathways within all CE programs will be pursued. Career Pathways models will establish an orderly sequence on coursework through linkages and articulation efforts. Program advisory committee members, including faculty, will be better informed in the overall process of education and will be encouraged to be more engaged in the process of strategic planning for the success of students. Through the use of technology, distribution of informational materials, and focused training sessions, expertise in the area will be increased, thus, making our program advisory committee members and CE faculty more effective at planning. Efforts will be made to expand our internship opportunities and incorporate our Work Experience program into as many CE programs as possible. The marketing of our CE programs will expand and will assure itself of featuring our services for special populations.

Check all activity categories to be funded with Perkins V Funds: *

✓ **Career Exploration and Development**
Provide career exploration and career development activities through an organized, systematic framework;

✓ **Professional Development**
Provide professional development for a wide variety of CTE professionals;

✓ **Skill Development**
Provide the skills necessary to pursue high-skill, high-wage or in-demand industry sectors or occupations;

✕ **Skill and Program Integration**
Support integration of academic skills into CTE programs;

✓ **Implement Achievement Programs**
Plan and carry out elements that support the implementation of CTE programs and programs of study and that result in increased student achievement;

✓ **Develop and Implement Evaluations**
Develop and implement evaluations of the activities funded by Perkins;

Activities

Cooperative Work Experience and Internship

Activity Name
Cooperative Work Experience and Internship

Select the Permissive Activity that Applies to this Activity
§135(c)(3)

Select Student Success Metrics that Apply to this Activity
- Workforce: CTE Perkins Participants with a Job Closely Related to Their Field of Study

Select the Activity Categories that Apply to this Activity
- Career Exploration and Development

Description of Activity
Cooperative Work Experience and Internship Program.

Career Education Outreach

Activity Name
Career Education Outreach

Select the Permissive Activity that Applies to this Activity
§135(c)(20)

Select Student Success Metrics that Apply to this Activity
- Equity: CTE Perkins Participants Who Attained the Vision Goal Completion Definition

Select the Activity Categories that Apply to this Activity

- Career Exploration and Development

Description of Activity

Career Education outreach and advertising. Career Education college outreach events (such as the Career Fair & College/University Day and the Career Education Expo/Transfer Fair) and other outreach events, which include the Business Expo, the CA Mid-Winter Fair, the Energy Summit, local high school career fairs, local health expos, and more.

Professional Development

Activity Name

Professional Development

Select the Permissive Activity that Applies to this Activity

§135(c)(20)

Select Student Success Metrics that Apply to this Activity

- Equity: CTE Perkins Participants Who Attained the Vision Goal Completion Definition

Select the Activity Categories that Apply to this Activity

- Professional Development

Description of Activity

Professional Development for administrators, teaching faculty, staff, and counselors. Some of the conference include CCCAOE, JSPAC Perkins, CA Workforce Association (CWA), CA Placement Association (CPA), CA Internship and Work Experience Association (CIWEA), and other State and regional conferences and meetings.

CTE Counseling

Activity Name

CTE Counseling

Select the Permissive Activity that Applies to this Activity

§135(c)(6)

Select Student Success Metrics that Apply to this Activity

- Equity: CTE Perkins Participants Who Attained the Vision Goal Completion Definition

Select the Activity Categories that Apply to this Activity

- Implement Achievement Programs

Description of Activity

CTE counseling for students.

Instructional Support

Activity Name

Instructional Support

Select the Permissive Activity that Applies to this Activity

§135(c)(20)

Select Student Success Metrics that Apply to this Activity

- Equity: CTE Perkins Participants Who Attained the Vision Goal Completion Definition

Select the Activity Categories that Apply to this Activity

- Implement Achievement Programs

Description of Activity

Other instructional support, which includes a Student Assistant for Summer 2021 and other support, organizational memberships and other services, and equipment.

Program Advisory Committees

Activity Name

Program Advisory Committees

Select the Permissive Activity that Applies to this Activity

§135(c)(1)

Select Student Success Metrics that Apply to this Activity

- Equity: CTE Perkins Participants Who Attained the Vision Goal Completion Definition

Select the Activity Categories that Apply to this Activity

- Develop and Implement Evaluations

Description of Activity

Hospitality for Perkins Local Planning Team (LPT) meeting. The LPT is composed of College faculty, staff, students, and industry representatives. The LPT reviews the Perkins plan, current expenditures, and industry needs. They provide suggestions on how to improve the connection between students' College education and the employment needs of the industry. Hospitality for the Cooperative Work Experience Program Advisory Committee meeting. This group is comprised of College faculty and staff and also by many employers who hire internship students who are enrolled in the Work Experience courses at the College. Students in these classes who complete the required work experience hours in an internship receive college credit.The committee will meet once or twice to discuss internship experience. Employers share their experiences with the committee members and provide feedback that helps the program continue to improve and stay up-to-date with local employer needs.

Software

Activity Name

Software

Select the Permissive Activity that Applies to this Activity

§135(c)(13)

Select Student Success Metrics that Apply to this Activity

- Workforce: CTE Perkins Participants Who Attained the Living Wage

Select the Activity Categories that Apply to this Activity

- Career Exploration and Development

Description of Activity

Software subscription to the Eureka California Career Guide. Eureka has experienced professional with experience in the field of career and educational information development. Eureka includes a valuable database of national and international career and educational information. It ranks as the #1 system of choice by the California Occupational Information Coordinating Committee and by the California Community Colleges. Students will be able to utilize this database to learn job search techniques and to apply for jobs and internships.

Budget (Sec IV-B): Application Budget Summary

Budget Items

1000 - Instructional Salaries

Account Number

1000 - Instructional Salaries

Expenditure Category

(A) Curriculum Development/Instruction

Activities that Apply to this Budget Item

- Cooperative Work Experience and Internship

Federal Funds

Direct Program Expenditure

$3,000

Administrative Expenditure (if allowed at the program level)

$0

Brief Description of Expenditure

Cooperative Work Experience Coordinator faculty salary for site visits to internship employment sites to meet with supervisors of student interns enrolled in Work Experience/Internship credit courses.

Budget Item Total: $3,000

3000 - Employee Benefits

Account Number

3000 - Employee Benefits

Expenditure Category

(A) Curriculum Development/Instruction

Activities that Apply to this Budget Item

- Cooperative Work Experience and Internship

Federal Funds

Direct Program Expenditure

$600

Administrative Expenditure (if allowed at the program level)

$0

Brief Description of Expenditure

Cooperative Work Experience Coordinator faculty benefits for site visits to internship employment sites for supervisors of student interns enrolled in Work Experience/Internship credit courses.

Budget Item Total: $600

4000 - Supplies and Materials

Account Number

4000 - Supplies and Materials

Expenditure Category

(A) Curriculum Development/Instruction

Activities that Apply to this Budget Item

- Cooperative Work Experience and Internship

Federal Funds

Direct Program Expenditure

$3,190

Administrative Expenditure (if allowed at the program level)

$0

Brief Description of Expenditure

Cooperative Work Experience Coordinator supplies for Work Experience/Internship credit courses to include copy/print, office supplies, and other supplies.

Budget Item Total: $3,190

5000 - Other Operating Expenses and Services

Account Number

5000 - Other Operating Expenses and Services

Expenditure Category

(A) Curriculum Development/Instruction

Activities that Apply to this Budget Item

- Cooperative Work Experience and Internship

Federal Funds

Direct Program Expenditure

$300

Administrative Expenditure (if allowed at the program level)

$0

Brief Description of Expenditure

Cooperative Work Experience Coordinator services for Work Experience/Internship credit courses, to include mileage for internship employer site visits.

Budget Item Total: $300

1000 - Instructional Salaries

Account Number

1000 - Instructional Salaries

Expenditure Category

(C) Counseling/Direct Service to Students

Activities that Apply to this Budget Item

- CTE Counseling

Federal Funds

Direct Program Expenditure

$24,250

Administrative Expenditure (if allowed at the program level)

$0

Brief Description of Expenditure

Salary for CTE Counselor (25%). CTE Counselor is available for academic counseling to all Career Education students. CTE Counselor is also in charge of articulation agreements with the local high schools.

Budget Item Total: $24,250

3000 - Employee Benefits

Account Number

3000 - Employee Benefits

Expenditure Category

(C) Counseling/Direct Service to Students

Activities that Apply to this Budget Item

- CTE Counseling

Federal Funds

Direct Program Expenditure

$9,700

Administrative Expenditure (if allowed at the program level)

$0

Brief Description of Expenditure

Benefits for CTE Counselor. CTE Counselor is available for academic counseling to all Career Education students. CTE Counselor is also in charge of articulation agreements with the local high schools.

Budget Item Total: $9,700

4000 - Supplies and Materials

Account Number

4000 - Supplies and Materials

Expenditure Category

(D) Other: You must provide a description of program/services funded

Activities that Apply to this Budget Item

- Career Education Outreach

Federal Funds

Direct Program Expenditure

$5,726

Administrative Expenditure (if allowed at the program level)

$0

Brief Description of Expenditure

Career Education college outreach events (such as the Career Fair & College/University Day and the Career Education Expo/Transfer Fair), to include supplies such as: school supplies, copy/print, and hospitality. Other outreach events include the Business Expo, the CA Mid-Winter Fair, the Energy Summit, local high school career fairs, local health expos, and more.

Budget Item Total: $5,726

5000 - Other Operating Expenses and Services

Account Number

5000 - Other Operating Expenses and Services

Expenditure Category

(D) Other: You must provide a description of program/services funded

Activities that Apply to this Budget Item

- Career Education Outreach

Federal Funds

Direct Program Expenditure

$12,600

Administrative Expenditure (if allowed at the program level)

$0

Brief Description of Expenditure

Career Education college outreach events (such as the Career Fair & College/University Day and the Career Education Expo/Transfer Fair), to include services such as: consulting, mileage, advertising, and registration, and other services. Other outreach events include the Business Expo, the CA Mid-Winter Fair, the Energy Summit, the Hemp Summit, local high school career fairs, local health fairs, and more.

Budget Item Total: $12,600

5000 - Other Operating Expenses and Services

Account Number

5000 - Other Operating Expenses and Services

Expenditure Category

(B) Professional Development

Activities that Apply to this Budget Item

- Professional Development

Federal Funds

Direct Program Expenditure

$7,500

Administrative Expenditure (if allowed at the program level)

$0

Brief Description of Expenditure

Professional Development for administrators, teaching faculty, staff, and counselors. Some of the conference include CCCAOE, JSPAC Perkins, CA Workforce Association (CWA), CA Placement Association (CPA), CA Internship and Work Experience Association (CIWEA), and other State and regional conferences and meetings.

Budget Item Total: $7,500

2000 - Non-Instructional Salaries

Account Number

2000 - Non-Instructional Salaries

Expenditure Category

(D) Other: You must provide a description of program/services funded

Activities that Apply to this Budget Item

- Instructional Support

Federal Funds

Direct Program Expenditure

$3,430

Administrative Expenditure (if allowed at the program level)

$0

Brief Description of Expenditure

Salary for Student Assistant for Summer 2021 and other instructional support.

Budget Item Total: $3,430

3000 - Employee Benefits

Account Number

3000 - Employee Benefits

Expenditure Category

(D) Other: You must provide a description of program/services funded

Activities that Apply to this Budget Item

- Instructional Support

Federal Funds

Direct Program Expenditure

$333

Administrative Expenditure (if allowed at the program level)

$0

Brief Description of Expenditure

Worker's Comp for Student Assistant for Summer 2021 and other instructional support.

Budget Item Total: $333

5000 - Other Operating Expenses and Services

Account Number

5000 - Other Operating Expenses and Services

Expenditure Category

(D) Other: You must provide a description of program/services funded

Activities that Apply to this Budget Item

- Instructional Support

Federal Funds

Direct Program Expenditure

$1,800

Administrative Expenditure (if allowed at the program level)

$0

Brief Description of Expenditure

Organizational memberships and other services. Organizational memberships include the CA Workforce Association (CWA), the CA Placement Association (CPA), the CA Internship & Work Experience Association (CIWEA), and the Imperial Valley Employer Advisory Council (IVEAC).

Budget Item Total: $1,800

5000 - Other Operating Expenses and Services

Account Number

5000 - Other Operating Expenses and Services

Expenditure Category

(D) Other: You must provide a description of program/services funded

Activities that Apply to this Budget Item

- Cooperative Work Experience and Internship

Federal Funds

Direct Program Expenditure

$795

Administrative Expenditure (if allowed at the program level)

$0

Brief Description of Expenditure

Software subscription to the Eureka California Career Guide. Eureka has experienced professional with experience in the field of career and educational information development. Eureka includes a valuable database of national and international career and educational information. It ranks as the #1 system of choice by the California Occupational Information Coordinating Committee and by the California Community Colleges. Students will be able to utilize this database to learn job search techniques and to apply for jobs and internships.

Budget Item Total: $795

4000 - Supplies and Materials

Account Number

4000 - Supplies and Materials

Expenditure Category

(D) Other: You must provide a description of program/services funded

Activities that Apply to this Budget Item

- Program Advisory Committees

Federal Funds

Direct Program Expenditure

$500

Administrative Expenditure (if allowed at the program level)

Not Entered

Brief Description of Expenditure

Hospitality for Perkins Local Planning Team (LPT) meeting. The LPT is composed of College faculty, staff, students, and industry representatives. The LPT reviews the Perkins plan, current expenditures, and industry needs. They provide suggestions on how to improve the connection between students' College education and the employment needs of the industry. Hospitality for the Cooperative Work Experience Program Advisory Committee meeting. This group is comprised of College faculty and staff and also by many employers who hire internship students who are enrolled in the Work Experience courses at the College. Students in these classes who complete the required work experience hours in an internship receive college credit.The committee will meet once or twice to discuss internship experience. Employers share their experiences with the committee members and provide feedback that helps the program continue to improve and stay up-to-date with local employer needs.

Budget Item Total: $500

5000 - Other Operating Expenses and Services

Account Number

5000 - Other Operating Expenses and Services

Expenditure Category

(C) Counseling/Direct Service to Students

Activities that Apply to this Budget Item

- CTE Counseling

Federal Funds

Direct Program Expenditure

$200

Administrative Expenditure (if allowed at the program level)

$0

Brief Description of Expenditure

Mileage for CTE Counselor to visit local high schools.

Budget Item Total: $200

4000 - Supplies and Materials

Account Number

4000 - Supplies and Materials

Expenditure Category

(C) Counseling/Direct Service to Students

Activities that Apply to this Budget Item

- CTE Counseling

Federal Funds

Direct Program Expenditure

$500

Administrative Expenditure (if allowed at the program level)

$0

Brief Description of Expenditure

Office supplies for CTE Counselor.

Budget Item Total: $500

Budget Summary

Acct No. & Object of Expenditure	Federal Funds		
	Direct Program Expenditure	Administrative Expenditure	Total
1000 - Instructional Salaries	$27,250	$0	$27,250
2000 - Non-Instructional Salaries	$3,430	$0	$3,430
3000 - Employee Benefits	$10,633	$0	$10,633
4000 - Supplies and Materials	$9,916	$0	$9,916
5000 - Other Operating Expenses and Services	$23,195	$0	$23,195
Total Expenditure	**$74,424**	**$0** **(0% of Total)**	**$74,424**

Approvers

Regional Fund Monitor

Jean Claude Mbomeda
Program Monitor/Perkins Accountability Lead
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Awaiting Submittal

PERKINS V
COMPREHENSIVE LOCAL NEEDS
ASSESSMENT (CLNA) REPORTING
FRAMEWORK
for
CALIFORNIA COMMUNITY COLLEGES

Community College District:

To be submitted with the 2020-2022 Local Application

Date:_____/_____/2020

Introduction

The purpose of this document is to assist Perkins recipient's in preparing the content of a comprehensive local needs assessment. One of the most significant changes introduced in the Strengthening Career and Technical Education for the 21st Century Act (Perkins V) is the introduction of a comprehensive local needs assessment (CLNA) that requires data-driven decision-making on local spending. The CLNA must be completed at the beginning of Perkins V implementation. This new process involves a wide group of stakeholders reviewing a number of elements, including student performance data, program quality, labor market needs, educator development and special populations' access to programs.

 It must be completed by local recipients of Perkins funds at the beginning of the grant period and then updated at least once every two years. In conducting the comprehensive local needs assessment under subsection 134(c), and developing the local application described in subsection 134(b), an eligible recipient shall involve a diverse body of stakeholders, including, at a minimum—educators, business and industry partners, parents , and parents among others. More importantly, local funding decisions must be based on the local needs assessment.

The goal of a needs assessment is to help educators identify, understand, and prioritize the needs that districts and schools must address to improve performance. Identifying priority needs is the first in a series of closely tied steps that also include understanding root causes that contribute to the areas of need, selecting evidence based strategies that address those areas, preparing for and implementing selected strategies, and evaluating whether those strategies are addressing improvement needs and achieving desired results

The following pages contain information that will help LEAS understand and develop a needs assessment.

Executive Summary

Direction: Complete this section after all other sections.

Summarize the specific insight gained in the needs assessment related to each required element (below).

1 **Element #1: Student Performance on Required Performance Indicators (Disaggregated)**

2 **Element #2: Program Size, Scope, and Quality to meet the needs of all Students**

3 **Element #3: Progress towards Implementation of CTE Programs of Study**

4 **Element #4: Improving recruitment, retention, and training of CTE professionals, including underrepresented groups**

5 **Element #5: Progress towards equal access to CTE programs for all students**

6 **Element #6: Alignment to Labor Market Information (LMI)**

NOTE: *Required supporting documents used in the needs assessment must be available on file for review during monitoring visits or upon request. Evidence of stakeholder engagement would include such documentation as meeting agendas, notes, and list of participants (names, Institution, title, phone and email).*

Section 1: What the Perkins V law says about stakeholders in the needs assessment process

In conducting the comprehensive local needs assessment under subsection 134(c), and developing the local application described in subsection 134(b), an eligible recipient shall involve a diverse body of stakeholders, including, at a minimum—

- representatives of career and technical education programs in a local educational agency or educational service agency, including teachers, career guidance and academic counselors, principals and other school leaders, administrators, and specialized instructional support personnel and paraprofessionals;
- representatives of career and technical education programs at postsecondary educational institutions, including faculty and administrators;
- representatives of the State board or local workforce development boards and a range of local or regional businesses or industries;
- parents and students;
- representatives of special populations[1];
- representatives of regional or local agencies serving out-of-school youth, homeless children and youth, and at-risk youth (as defined in section 1432 of the Elementary and Secondary Education Act of 1965);
- Representatives of Indian Tribes and Tribal organizations in the State, where applicable; and any other stakeholders that the eligible agency may require the eligible recipient to consult.

1.1 **- Please indicate the key stakeholders (individuals and groups) involved in the completion of this needs assessment:** (_Use Appendix A : Stakeholders involvement to gather partners for your CNLA_)

1.2 **List, by name (and optional links to), any other stakeholder groups consulted with (but not directly involved) in the completion of the needs assessment**:

1.3 **Summarize the key stakeholder feedback:**

NOTE: Evidence of stakeholder engagement would include such documentation as meeting agendas and notes.

Section 2: Needs Assessment Element #1

STUDENT PERFORMANCE DATA REVIEWED

Direction: Refer to Perkins, Title IC application, Form CTE-6, CTE7 and Core Indicators website.
Link to : PERKINS, TITLE IC LOCAL APPLICATION
Link to MIS- Core Indicators

2P1 Completions (Credential, Certificate, License or Degree)

Program Year	State Target	District Agreed Target	Actual Performance	90% of Agreed upon Target	Goal Met
2016-2017	83.00%	75.78%	82.00%	Yes	☒ YES☐ NO
2017-2018	88.00%	76.92%	86.80%	Yes	☒ YES☐ NO
2018-2019	88.00%	80.43%	84.81%	Yes	☒ YES☐ NO
2019-2020	89.00%	82.67%	87.19%	Yes	☒ YES☐ NO
Average	87.00%	78.95%	85.27%	Yes	

3P1 Student Retention or Transfer

Program Year	State Target	District Agreed Target	Actual Performance	90% of Agreed upon Target	Goal Met
2016-2017	88.00%	78.41%	85.07%	Yes	☒ YES☐ NO
2017-2018	90.00%	81.60%	89.87%	Yes	☒ YES☐ NO
2018-2019	90.00%	83.54%	88.25%	Yes	☒ YES☐ NO
2019-2020	91.00%	85.40%	89.19%	Yes	☒ YES☐ NO
Average	89.75%	82.24%	88.13%	Yes	

4P1 Postsecondary Placement

Program Year	State Target	District Agreed Target	Actual Performance	90% of Agreed upon Target	Goal Met
2016-2017	75.00%	75.00%	88.22%	Yes	☒ YES☐ NO
2017-2018	68.00%	68.00%	89.44%	Yes	☒ YES☐ NO
2018-2019	72.00%	72.00%	85.74%	Yes	☒ YES☐ NO
2019-2020	73.23%	73.23%	80.33%	Yes	☒ YES☐ NO

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[1] *The Perkins V law defines special populations as individuals with disabilities; individuals from economically disadvantaged families, including low-income youth and adults; individuals preparing for nontraditional fields; single parents, including single pregnant women; out-of-workforce individuals; English learners; homeless individuals; youth who are in, or who have aged out of, the foster care system; and youth with a parent who is on active duty in the military.*

Average	72.06%	72.06%	85.91%	Yes	

5P1 Equity: Non-Traditional Participation

Program Year	State Target	District Agreed Target	Actual Performance	90% of Agreed upon Target	Goal Met
2016-2017	24.00%	20.65%	21.22%	Yes	☒ YES☐ NO
2017-2018	25.00%	20.92%	22.17%	Yes	☒ YES☐ NO
2018-2019	25.00%	21.26%	22.42%	Yes	☒ YES☐ NO
2019-2020	26.00%	21.80%	23.43%	Yes	☒ YES☐ NO
Average	25.00%	21.16%	22.33%	Yes	

CTE Enrollment:

Program Year	All Students	CTE	Male	Female	Special Population
2017-2018	11,358	5,949	2,979	2,934	
2018-2019	11,593	5,767	2,642	3,076	
2019-2020	11,574	5,633	2,604	2,938	

Section 2.1: Needs Assessment Element #1 Results

2.1.1 What strengths and gaps were identified by your needs assessment regarding student performance?

2.1.2   What subpopulation of students could benefit from additional evidence-based services/supports?

2.1.3   What priorities are you setting to address the gaps or challenges identified for this element that will be presented in your local application?

2.1.4   What new or current partners will support student performance priorities identified?

2.1.5   What new and/or modified policies, evidence-based activities, or structures must be developed and implemented in order to improve student performance?

Data sources used to examine element: (Check all that apply)

☐ Consortium secondary student data on…enrollment, concentration, completion and ESSA math and English Language Arts (ELA) achievement

☐ Consortium postsecondary institution data on enrollment, concentration, completion, or placement.

☐ Disaggregate data on special populations examined in comparison to total CTE population

☐ *Link to: PERKINS, TITLE IC LOCAL APPLICATION*

☐ *Link to MIS- Core Indicators* (*Form1 Section* **1 Part E-D: District Aggregate Core Indicator Information)**

☐ *Link to Career Technical Education Act (Perkins IV) - Negotiation Spreadsheets*

☐ Other (list/describe):

NOTE: *California Secondary and Postsecondary education systems are working to develop reporting tools that will provide Perkins V postsecondary participants, concentrators, and each performance indicator disaggregated by special populations and reporting cluster. Your college's program review data may also be a good supplemental data source. Although you will have access to all data, some disaggregation may result in small cell sizes that can be considered private data. **Please exercise caution to ensure no private data is reported in the needs assessment because these documents will be publicly available.***

Section 2.2: Action Plan for Element #1

Strategies/Action Steps

Direction: Determine the Strategies/Action Steps to Reach the Goal of Element #1: Student Performance.

Use appendix B: Action plan for strategy to provide answers to this section. We recommend no more than five strategies under this element. (One sheet per strategy).

Section 3: Needs Assessment Element #2

Program Size, Scope, and Quality to meet the needs of all Students

Direction: in addition to the description below, refer to appendix C: Key questions to ask during CLNA development process.

California defines size, scope and quality as follows:

Size: Parameters/resources that affect whether the program can adequately address student-learning outcomes.

Scope: Programs of Study are part of or working toward inclusion within a clearly defined career pathway with multiple entry and exit points.

Quality: A program must meet two out of the following three criteria: the program develops (1) high skilled individuals, (2) individuals who are competitive for high wage jobs, and (3) individuals who are trained for in-demand occupations.

- o **High-skilled**: Programs that result in industry-recognized certificates, credentials, or degrees.
- o **High-wage**: High-wage is anything that is above the median wage for all occupations
- o **In-demand**: Occupations that are identified in the Occupation in Demand index and/or through comprehensive local needs assessment.

Table 1: CTE Program Summary (*Based on the data (Table 1 and Appendix E), provide a local CTE program summary analysis for **each** CTE program offering that includes analyses of: strength(s) - weakness(es) – challenges- opportunities)*

Program: _____Career Cluster: _____

Description	FY 2019 20	FY 2018 19	FY 2017 18	Average
1. # of CTE Students Enrolled				
2. # of female Enrolled				
3. Min Class size				
4. # of Dual Enrollment				
5. # of CTE Instructors				
6. # of CTE Counselors				
7. # of Career pathways				
8. # of Articulations				
9. WBL				
10. # Credential Awarded				
11. # Classes Aligned with Industry				
12. # of Apprenticeship				
13. # of Job opening				
14. Advisory Committee(Y/N)				

Section 3.1: Needs Assessment Element #2 Results

Program Size, Scope, and Quality to meet the needs of all Students

Direction: Use Appendix D and /or E to Gather Data

3.1.1 What strengths and gaps were identified by your needs assessment regarding size, cope, and quality?

3.1.2 What priorities were identified to enhance program size, scope, and quality during the needs assessment process that will be included in your local application?

3.1.3 What new and/or modified policies, activities, or structures must be developed and implemented?

3.1.4 What professional development, resources, or support is required to enhance program size, scope, and quality?

3.1.5 What changes might be made to career exploration/guidance to improve program size, scope, and quality?

Data sources used to examine element: (Check all that apply)

☐ COE Data☐ EED/Workforce data

☐ Disaggregate data on special populations examined in comparison to total CTE population

☐ Program review/accreditation

☐ Other (list/describe):

Section 3.2: Action Plan for Element #2

Program Size, Scope, and Quality to meet the needs of all Students

Strategies/Action Steps

Direction: Determine the Strategies/Action Steps to Reach the Goal of Element #2: Program Size, Scope, and Quality to meet the needs of all Students.

Use appendix B: Action plan for strategy to provide answers to this section. We recommend no more than five strategies under this element. (One sheet per strategy).

Section 4: Needs Assessment Element #3

Progress towards Implementation of CTE Programs of Study/Career Pathways *

1   What strengths and gaps were identified by your needs assessment regarding CTE?

2   What priorities have been identified in the needs assessment process to address gaps or deficits in CTE?

3   What new and/or modified policies, activities, or structures must be developed and implemented, especially to ensure participation and success of special population groups?

4   What professional development, resources, or support is needed to enhance the structure of and enhance student opportunity to progress within a CTE?

5   What professional development, resources, or support is needed to recruit and retain special population students in your CTE?

Data sources used to examine element: (Check all that apply)
☐ Consortium member data
☐ Projected employment needs by cluster
☐ DEED/Workforce data
☐ Other (list/describe):

NOTE: Footnote WIOA career pathways; Federal term of art

Section 4.1: Action Plan for Element #3

Progress towards Implementation of CTE Programs of Study/Career Pathways *

Strategies/Action Steps
Direction: Determine the Strategies/Action Steps to reach the Goal of Element #3: Progress towards Implementation of CTE Programs of Study/Career Pathways *.

Use appendix B: Action plan for strategy to provide answers to this section. We recommend no more than five strategies under this element. (One sheet per strategy).

Section5: Needs Assessment Element #4

Improving recruitment, retention, and training of CTE professionals, including underrepresented[2] groups

1. What strengths and gaps were identified by your needs assessment regarding recruitment, retention, and training of CTE professionals, including underrepresented groups?

2. What priorities regarding recruitment, retention and training of a diverse field of CTE professionals were uncovered in the needs assessment process?

3. What new and/or modified policies, activities or structures must be developed and implemented?

4. What professional development, resources, or support is needed to improve consortium performance on recruitment, retention and training of CTE professionals?

Data sources used to examine element: (Check all that apply)

☐ Consortium member data

☐ Association reports

☐ Disaggregate data on special populations examined in comparison to total CTE population

☐ Program review/accreditation

☐ Other (list/describe):

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[2] *"Underrepresented" as used here, refers to individuals belonging to groups that are underrepresented in these professions. Refer to Perkins V, Sec 134(c)(2)(D).*

Section 5.1: Action Plan Element #4

Improving recruitment, retention, and training of CTE professionals, including underrepresented[3] groups

Strategies/Action Steps

Direction: Determine the Strategies/Action Steps to reach the Goal of Element #4: Improving recruitment, retention, and training of CTE professionals, including underrepresented groups. *Use appendix B: Action plan for strategy to provide answers to this section. We recommend no more than five strategies under this element. (One sheet per strategy).*

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[3] *"Underrepresented" as used here, refers to individuals belonging to groups that are underrepresented in these professions. Refer to Perkins V, Sec 134(c)(2)(D).*

Section6: Needs Assessment Element #5

Progress towards equal access to CTE programs for all students

NOTE: *Review your data documented in Element #1: Student Performance on Required Performance Indicators. .*

1. **What strengths and gaps were identified by our needs assessment regarding equal access to CTE programs for all students?**

2. **What priorities regarding equal access for all students were uncovered in the needs assessment?**

3. **What new and/or modified policies, activities, or structures must be developed and implemented?**

4. **What professional development, resources, or support is needed to improve equal access to CTE programs for all students?**

Data sources used to examine element: (Check all that apply)

☐ Consortium member data

☐ Regional/State demographics

☐ Disaggregate data on special populations examined in comparison to total CTE population

☐ Results from NAPE Equity self-assessment

☐ Local Equity & Inclusion Plan

☐ Other (list/describe):

Section 6.1: Action Plan Element #5

Progress towards equal access to CTE programs for all students

Strategies/Action Steps

Direction: Determine the Strategies/Action Steps to reach the Goal of Element #5: Progress towards equal access to CTE programs for all.

Use appendix B: Action plan for strategy to provide answers to this section. We recommend no more than five strategies under this element. (One sheet per strategy).

Section 7: Needs Assessment Element #6

Alignment to Labor Market Information (LMI)

1. **What strengths and gaps were identified by your needs assessment regarding Labor Market Information (LMI)?**

2. **What priorities regarding were uncovered in the Labor Market Information (LMI)?**

3. **What new and/or modified policies, activities, or structures must be developed and implemented in response to the Labor Market Information (LMI)?**

4. **What professional development, resources, or support is needed to improve data driven decision-making using Labor Market Information (LMI)?**

Data sources used to examine element: (Check all that apply)
☐ Consortium member data
☐ Regional/State demographics
☐ Disaggregate data on special populations examined in comparison to total CTE population
☐ Results from NAPE Equity self-assessment
☐ Local Equity & Inclusion Plan
☐ Other (list/describe):

Section7.1: Action Plan Element #6

Alignment to Labor Market Information (LMI)

Strategies/Action Steps

Direction: Determine the Strategies/Action Steps to reach the Goal of Element #6: Alignment to Labor Market Information (LMI)

Use appendix B: Action plan for strategy to provide answers to this section. We recommend no more than five strategies under this element. (One sheet per strategy).

Consortium Coordination Strategy

Use the following questions to develop an ongoing strategy, process, or mechanism to ensure this need assessment is used, with fidelity, to inform local and regional planning and decision-making.

1. **What went well in your CLNA process?**

2. **What could have been done differently to achieve better results?**

3. **What individual or groups were invited but did not participate? Why did they not participate? What future steps will you take to engage them?**

4. **What other initiatives can be leveraged and aligned across sectors to make this work successful?**

5. **How will you build connections to and through those other initiatives?**

6. **On what established schedule will you continue to meet and work together?**

7. **How will you demonstrate collective commitment to on-going engagement in this work?**

Regional Consortia Review of Comprehensive Local Needs Assessment

I acknowledge receipt of this comprehensive local needs assessment document and confirm that it will be vetted with regional consortium governing bodies as appropriate.

_____

Regional Consortia Chair (Print Name)

_____ _Mollie M Smith_ _____

Signature

       6/14/20

_____

Date

Attachments

051400 Office Technology/Ofc Comp Aps

Academic_Year	2019-2020	2018-2019	2017-2018	Avg
# of CTE Students Enrolled	293	298	317	302.7
# of Female Enrolled	214	231	252	232.3
Min Class size	12	18	19	16.3
Avg Class size	27	27	28	27.3
Max Class size	34	38	33	35.0
# of Dual Enrollment				
# of CTE Instructors	5	5	5	5.0
# of CTE Counselors	2	1	1	1.3
# of Career pathways	23	23	24	23.3
# of Articulations	19	21	24	21.3
WBL	21	21	22	21.3
Certificates_Awarded	7	18	8	11.0
Associates_Awarded	5	11	8	8.0
# Classes Aligned w/ Industry	12	12	12	12.0
# of Apprenticeship	0	0	0	0.0
# of Job opening	97	97	97	97.0
Advisory Committee(Y/N)	Y	Y	Y	

Section 3.1: Needs Assessment Element #2 Results

Program Size, Scope, and Quality to meet the needs of all Students

3.1.1 What strengths and gaps were identified by your needs assessment regarding size, cope, and quality? Our Office Tech program has seen a slight decrease in the number of students enrolled. Our number of students are at a three-year low of 293, compared to a three-year average of 302.7. Higher enrollment exists during the day sections. Accounting Technician and Administrative Technician courses are now offered online and the fill rates, when compared to face to face sections, are higher. Our online and afternoon/night section enrollment has increased significantly and is on an upwards trend. The online sections maybe cutting into our day section enrollment but that is to be expected as the online courses are relatively new. The latest core indicator chart above shows completions are above the district goal, but we continue to be right below state goals. Our economically disadvantaged group is performing below the average, so we need to work in closing the achievement gap.

3.1.2 What priorities were identified to enhance program size, scope, and quality during the needs assessment process that will be included in your local application? Our Business Administrative Assistant program and certificate courses have been modified. We will need time to yield new data and track changes. There have been no changes to the Business Office Technician program.

3.1.3 What new and/or modified policies, activities, or structures must be developed and implemented? Program retention and success remain solid. We produce a small be steady supply of program completers every year. Productivity is lower in these programs, than in other programs on campus. In part, this is due to the nature of many of the courses in the three office technologies programs. Most of these classes are taught in computer labs, which are generally smaller than traditional classrooms and they are taught mainly by full-time faculty. Many of our students have children and morning classes work best for them and it has been difficult to find part-time faculty available during the day. The Labor Market Data suggests there will be a stable need for people with the program and certificate skills from our Office Technologies programs.

3.1.4 What professional development, resources, or support is required to enhance program size, scope, and quality? Perkins funds will be budgeted for professional development activities as requested and identified by faculty to improve program curriculum and instructional delivery. At Imperial valley College faculty attending such activities are required to submit a report of lessons learned or best practices in order to create institutional value.

3.1.5 What changes might be made to career exploration/guidance to improve program size, scope, and quality? Changes will include better and consistent utilization of the Career Services Center and Work Based Learning opportunities. The use of the Advisory Committee will be expanded to increase connections to industry and employment opportunities for students.

Data sources used to examine element: (Check all that apply)
X COE Data
  EED/Workforce data
  Disaggregate data on special populations examined in comparison to total CTE population
X Program review/accreditation
X Other (list/describe): Perkins Core Indicator Reports

Section 3.2 Action Plan for Element 2
Office Technology

An Instructional Designer will be hired by the College to work with the faculty to develop more online modules in the program. An audit of the accessibility modules of the program will be completed to ensure that instruction and support is accessible to all students including students with disabilities and/ or special populations.

Special effort will be given to recruit and complete more nontraditional students into the program. Marketing strategies will be developed and the recruitment of nontraditional industry representatives.

The curriculum is reviewed and confirmed by a local advisory committee that conducts a yearly evaluation of the program and provides a local certification that the program meets local needs.   The Advisory Committee is made up of industry professionals.

A biannual program review also assesses program effectiveness in terms of success, completions, core indicators, and labor market needs. This program review is presented to the advisory committee, the college's Curriculum Committee, and the Board of Trustees. An external review by the Local Workforce Development Board is also conducted. The program also conducts a three-year comprehensive program review that reviews internal efficiency measures including enrollment trends and access, sustainability, disaggregated review of special populations, and a three-year strategic plan.

Work-Based Learning (WBL) is embedded in the curriculum with most instructors in the program are current or retired law enforcement professionals. However, WBL will be enhanced through the use of the Career Services Center that provides WBL support for faculty as well as student support for career exploration, job interview preparation, and even a professional clothes closet where interview clothing is provided to students in need. Faculty will also receive a yearly training by the DSPS Office to ensure that instruction and access is encouraged/facilitated for special populations.

070200, Computer Information Systems

Academic_Year	2019-2020	2018-2019	2017-2018	Avg
# of CTE Students Enrolled	82	84	84	83.3
# of Female Enrolled	48	64	60	57.3
Min Class size	17	16	20	17.7
Avg Class size	32	32	31	31.7
Max Class size	41	35	34	36.7
# of Dual Enrollment				
# of CTE Instructors	2	2	2	2.0
# of CTE Counselors	2	1	1	1.3
# of Career pathways	23	23	24	23.3
# of Articulations	19	21	24	21.3
WBL	3	3	3	3.0
Certificates_Awarded	0	0	0	0.0
Associates_Awarded	4	6	8	6.0
# Classes Aligned w/ Industry	2	2	2	2.0
# of Apprenticeship	0	0	0	0.0
# of Job opening	24	24	24	24.0
Advisory Committee(Y/N)	Y	Y	Y	

Section 3.1: Needs Assessment Element #2 Results

Program Size, Scope, and Quality to meet the needs of all Students

3.1.1 What strengths and gaps were identified by your needs assessment regarding size, cope, and quality? Enrollment has been steady over the last 3 academic years. Overall, class fill rates remain high overall the last 3 academic years. Fill rates have increased steadily over the last 3 years in regards to our face to face sections. Our enrollment management has gotten better in our face to face courses. The sheer number of students enrolled in online courses has gone up significantly every semester during our Spring semesters. We have seen a slight decrease in the number of female students. Success rates remain the same for Hispanics. Success rates have dipped low for African Americans but the sample size is also very small. Success rates remain the same for Whites. Asians success rates remain the same. Retention rates remain the same in all ethnicities. All data remains within a few percent of change between all of the data presented below. The only outstanding factor is the African American success rates dipping very low but this can be accounted for by the flux of enrolled students.

3.1.2 What priorities were identified to enhance program size, scope, and quality during the needs assessment process that will be included in your local application? Both Business Information Systems and Computer Information Technology programs are new. This Fall of 2019 is the first semester for both programs. We will need to gather more data in the future to really be able to assess the degrees and certificate data. Respectively, we will be able to contrast the data for BIS against the previous CIS degree data as the CIS degree still maintains some of the core courses. Once we have a few more years of data, we'll be able to properly compare the data against itself for BIS.

3.1.3 What new and/or modified policies, activities, or structures must be developed and implemented? Given that Fall of 2019 was the first semester for both programs, it is a bit early to make changes. Our latest core indicator report shows a 100% completion rate, yet the sample size is relatively small.

3.1.4 What professional development, resources, or support is required to enhance program size, scope, and quality? Funds will be set aside for faculty to attend professional conferences and trainings that will enhance teaching strategies across all CIS disciplines. Work to convert of the courses and programs completely on-line to facilitate access but also maintain a physical presence for students that lack the technology and resources to be successful with distance learning.

3.1.5 What changes might be made to career exploration/guidance to improve program size, scope, and quality? The College will hire an Instructional Designer that will work with faculty to training and provide tools that facilitate the development of on-line courses and programs. Although the CIS faculty is very versed in inline instruction and technology, the additional support will facilitate and expedite the development of new online programs and courses.

Data sources used to examine element: (Check all that apply)
X COE Data
   EED/Workforce data
   Disaggregate data on special populations examined in comparison to total CTE population
X Program review/accreditation
X Other (list/describe): Perkins Core Indicator Reports

Section 3.2 Action Plan for Element #2 Computer Information Technology

The Computer Information Systems (CIS) faculty created a number of new programs last year to expand the opportunities for local students to receive high quality technology training for high wage/high demand jobs. These new programs (Computer Information Technology and Cybersecurity) were rolled out this year and experienced a high level of interest from students. The new programs were also developed as online programs which increases the accessibility to students. It is notable that this outcome highlighted the need for more fully online programs which not only increase accessibility for students, but it is also a module that younger students are comfortable with. As such, the college will be hiring an Instructional Designer to provide faculty support for faculty in CTE to facilitate and expedite the development of new online courses and/or programs.

An audit of the accessibility modules of the program will be completed to ensure that instruction and support is accessible to all students including students with disabilities and/or special populations. Special effort will be given to recruit and complete more nontraditional students into the program.

Marketing strategies will be developed and the recruitment of nontraditional industry representatives. Special effort will be given to recruit and complete more nontraditional students into the program. Marketing strategies will be developed and the recruitment of nontraditional industry representatives. The curriculum is reviewed and confirmed by a local advisory committee that conducts a yearly evaluation of the program and provides a local certification that the program meets local needs. The Advisory Committee is made up of industry professionals.

A biannual program review also assesses program effectiveness in terms of success, completions, core indicators, and labor market needs. This program review is presented to the advisory committee, the college's Curriculum Committee, and the Board of Trustees. An external review by the Local Workforce Development Board is also conducted. The program also conducts a three-year comprehensive program review that reviews internal efficiency measures including enrollment trends and access, sustainability, disaggregated review of special populations, and a three-year strategic plan.

Work-Based Learning (WBL) is embedded in the curriculum with most instructors in the program are current or retired law enforcement professionals. However, WBL will be enhanced through the use of the Career Services Center that provides WBL support for faculty as well as student support for career exploration, job interview preparation, and even a professional clothes closet where interview clothing is provided to students in need. Faculty will also receive a yearly training by the DSPS Office to ensure that instruction and access is encouraged/facilitated for special populations.

093400, Electronics & Electric Tech

Academic_Year	2019-2020	2018-2019	2017-2018	Avg
# of CTE Students Enrolled	154	151	146	150.3
# of Female Enrolled	8	5	4	5.7
Min Class size	1	1	1	1.0
Avg Class size	15	18	15	16.0
Max Class size	26	35	29	30.0
# of Dual Enrollment				
# of CTE Instructors	17	16	12	15.0
# of CTE Counselors	2	1	1	1.3
# of Career pathways	23	23	24	23.3
# of Articulations	19	21	24	21.3
WBL	33	29	26	29.3
Certificates_Awarded	8	29	16	17.7
Associates_Awarded	4	10	7	7.0
# Classes Aligned w/ Industry	20	19	16	18.3
# of Apprenticeship	0	0	0	0.0
# of Job opening	18	18	18	18.0
Advisory Committee(Y/N)	Y	Y	Y	

Section 3.1: Needs Assessment Element #2 Results

Program Size, Scope, and Quality to meet the needs of all Students

3.1.1 What strengths and gaps were identified by your needs assessment regarding size, cope, and quality? Our number of students remains steady with an annual average of about 150. We are still struggling with the recruitment of females to our program but we have doubled our female students from 2017-18. Enrollment was at 62% average during morning and evening classes. More classes must be offered in the evening to attend the students that work during the day. Class fill rates are at 62-63% average. We need to promote the Electronics classes in High Schools. I have been promoting the ELTR classes frequently in Career-expos at IVC.

3.1.2 What priorities were identified to enhance program size, scope, and quality during the needs assessment process that will be included in your local application? We need to work on ways to improve our outcomes for Core Indicators 2/3 on Completions and Persistence/Transfer which are below the college goal. Both of this core indicators are showing that our economically disadvantaged and limited English proficiency students have an achievement gap in outcomes. We must continue to work with student services to ensure that students are linked to resources and improve their opportunities for success.

3.1.3 What new and/or modified policies, activities, or structures must be developed and implemented? We need to promote the Electronics classes and create new Certificates in areas that are currently growing and needing more technicians in the US. More classes must be offered at night to allow the students to get their certificates faster.

3.1.4 What professional development, resources, or support is required to enhance program size, scope, and quality? Developing more on line instructional components in the program to facilitate access to working adults. Stronger linkages with Student Support Services to strengthen connections to DSPS and counseling to promote access and completion.

3.1.5 What changes might be made to career exploration/guidance to improve program size, scope, and quality? Create a stronger connection with the Career Services Center to encourage internship experiences, work-based learning components and mentors, as well as job search strategies such as resume writing, interviewing skills, and professional interview attire. Success stories will create a greater bond with the community and industry and increase interest.

Data sources used to examine element: (Check all that apply)
X COE Data
   EED/Workforce data
   Disaggregate data on special populations examined in comparison to total CTE population
X Program review/accreditation
X Other (list/describe): Perkins Core Indicator Reports

Section 3.2 Action Plan for Element #2
Electrical Wiring

An Instructional Designer will be hired by the College to work with Electrical faculty to develop more online modules in the program. Although hands-on and face-to-face instruction is essential in this discipline, advancements in technology have created more instructional opportunities to complete some experie3nces on-line. On-line instruction will make it easier for working adults to enroll and complete the program by increasing access.

An audit of the accessibility modules of the program will be completed to ensure that instruction and support is accessible to all students including students with disabilities and/or special populations.

Special effort will be given to recruit and complete more nontraditional students into the program. Marketing strategies will be developed and the recruitment of nontraditional industry representatives.

The curriculum is approved by National Center for Construction Education and Research (NCCER) and confirmed by a local advisory committee that conducts a yearly evaluation of the program and provides a local certification that the program meets local needs. The Advisory Committee is made up of industry professionals.

A biannual program review also assesses program effectiveness in terms of success, completions, core indicators, and labor market needs. This program review is presented to the advisory committee, the college's Curriculum Committee, and the Board of Trustees. An external review by the Local Workforce Development Board is also conducted. The program also conducts a three-year comprehensive program review that reviews internal efficiency measures including enrollment trends and access, sustainability, disaggregated review of special populations, and a three-year strategic plan.

Work-Based Learning (WBL) is embedded in the curriculum with most instructors in the program are current or retired law enforcement professionals. However, WBL will be enhanced through the use of the Career Services Center that provides WBL support for faculty as well as student support for career exploration, job interview preparation, and even a professional clothes closet where interview clothing is provided to students in need. Faculty will also receive a yearly training by the DSPS Office to ensure that instruction and access is encouraged/facilitated for special populations.

094600 Environmental Control Technology (HVAC)

Academic_Year	2019-2020	2018-2019	2017-2018	Avg
# of CTE Students Enrolled	77	103	117	99.0
# of Female Enrolled	2	2	1	1.7
Min Class size	8	14	14	12.0
Avg Class size	19	19	24	20.7
Max Class size	24	21	28	24.3
# of Dual Enrollment				
# of CTE Instructors	1	1	1	1.0
# of CTE Counselors	2	1	1	1.3
# of Career pathways	23	23	24	23.3
# of Articulations	19	21	24	21.3
WBL	9	10	10	9.7
Certificates_Awarded	4	16	5	8.3
Associates_Awarded	1	2	0	1.0
# Classes Aligned w/ Industry	6	6	6	6.0
# of Apprenticeship	0	0	0	0.0
# of Job opening	10	10	10	10.0
Advisory Committee(Y/N)	Y	Y	Y	

Section 3.1: Needs Assessment Element #2 Results

Program Size, Scope, and Quality to meet the needs of all Students

3.1.1 What strengths and gaps were identified by your needs assessment regarding size, cope, and quality? We have seen some drops in enrollment from previous years. Our female student population numbers are still very low. We have seen some fluctuations with the number of awards/certificates earned in the last three years. The labor market for new jobs is still low, which may be responsible for the declining enrollment.

3.1.2 What priorities were identified to enhance program size, scope, and quality during the needs assessment process that will be included in your local application? Our priorities will focus on Core Indicators 2/3 which are still below the college and state goals. Both completions and persistence/transfer are adversely affected by the number of economically disadvantaged students in our program. When we observe core indicator one, technical skills attainment, we see that skill attainment for socioeconomically disadvantage students is achievement above the state and college goals, so indicators 2/3 are areas of concern.

3.1.3 What new and/or modified policies, activities, or structures must be developed and implemented? There is a current trend to incorporate more electronics and control systems to meet the demands of the title 24 Environments Efficiency Regulations that are prevalent in California. Our focus will be to engage in training that is relevant and meets the energy efficiency wave that our country faces. Programs will begin to better align the new technologies to the existing curriculum to be able to meet the current demand for energy efficiency. Additional training will be sought to ensure that our staff is knowledgeable of the needs of the trade.

3.1.4 What professional development, resources, or support is required to enhance program size, scope, and quality? We anticipate attending 3 trainings per year to stay current in the field of Energy Efficiency and continue to teach the program according to California standards. In addition, we will update the curriculum to reflect the changes in the industry. The program will also move to receive and meet national accreditation standards to be a recognizable training force.

3.1.5 What changes might be made to career exploration/guidance to improve program size, scope, and quality? The instructor will be provided the resources and support to solicit and achieve national accreditation standards allowing students to earn industry certifications which are recognized and valued by employers.

Data sources used to examine element: (Check all that apply)
X COE Data
  EED/Workforce data
  Disaggregate data on special populations examined in comparison to total CTE population
X Program review/accreditation
X Other (list/describe): Perkins Core Indicator Reports

Section 3.2: Action Plan for Element #2
Air-Conditioning & Refrigeration Technology

Program accreditation provides programs a seal of approval and a recognition that programs meet national industry standards. HVAC national accreditation was considered a few years ago but abandoned due to program priorities. The Advisory Committee has recommended that national accreditation be obtained. Resources and support will be provided to the faculty and HVAC Department to develop an accreditation action plan which may include the creation of new courses and the upgrading of industry facilities and equipment that trains students in accordance to industry needs and expectations.

An audit of the accessibility modules of the program will be completed to ensure that instruction and support is accessible to all students including students with disabilities and/or special populations.

Special effort will be given to recruit and complete more nontraditional students into the program. Marketing strategies will be developed and the recruitment of nontraditional industry representatives.

The curriculum is reviewed and confirmed by a local advisory committee that conducts a yearly evaluation of the program and provides a local certification that the program meets local needs.   The Advisory Committee is made up of industry professionals.

A biannual program review also assesses program effectiveness in terms of success, completions, core indicators, and labor market needs. This program review is presented to the advisory committee, the college's Curriculum Committee, and the Board of Trustees. An external review by the Local Workforce Development Board is also conducted. The program also conducts a three-year comprehensive program review that reviews internal efficiency measures including enrollment trends and access, sustainability, disaggregated review of special populations, and a three-year strategic plan.

Work-Based Learning (WBL) is embedded in the curriculum with most instructors in the program are current or retired law enforcement professionals. However, WBL will be enhanced through the use of the Career Services Center that provides WBL support for faculty as well as student support for career exploration, job interview preparation, and even a professional clothes closet where interview clothing is provided to students in need. Faculty will also receive a yearly training by the DSPS Office to ensure that instruction and access is encouraged/facilitated for special populations.

094800, Automotive Technology

Academic_Year	2019-2020	2018-2019	2017-2018	Avg
# of CTE Students Enrolled	156	120	146	140.7
# of Female Enrolled	9	10	12	10.3
Min Class size	10	18	8	12.0
Avg Class size	21	22	19	20.7
Max Class size	32	29	22	27.7
# of Dual Enrollment				
# of CTE Instructors	5	3	3	3.7
# of CTE Counselors	2	1	1	1.3
# of Career pathways	23	23	24	23.3
# of Articulations	19	21	24	21.3
WBL	17	14	19	16.7
Certificates Awarded	5	5	9	6.3
Associates Awarded	1	5	4	3.3
# Classes Aligned w/ Industry	15	13	13	13.7
# of Apprenticeship	0	0	0	0.0
# of Job opening	43	43	43	43.0
Advisory Committee(Y/N)	Y	Y	Y	

Section 3.1: Needs Assessment Element #2 Results

Program Size, Scope, and Quality to meet the needs of all Students

3.1.1 What strengths and gaps were identified by your needs assessment regarding size, cope, and quality? The program has grown and more students are enrolling in the classes. We are still struggling in the recruitment of females but that is not uncommon in many industrial technology majors, yet we still continue to outreach in job fairs and K12 settings to attract more women into the field. The number of job openings is a great opportunity for our students to complete and obtain certifications. Additionally, it is recognized that more online/hybrid courses should be developed to increase accessibility.

3.1.2 What priorities were identified to enhance program size, scope, and quality during the needs assessment process that will be included in your local application? Our core indicator data is not favorable. Core Indicators 1-3 are below the college objectives goals. Outcome indicators have our economically disadvantaged students and limited English proficiency students with concerning equity gaps in achievement.

3.1.3 What new and/or modified policies, activities, or structures must be developed and implemented? The primary reason students attend the automotive program is to gain the skill needed to get a job in the automotive industry. Success rate is impacted by students leaving early with job opportunities. Most students start at job entry levels at independent and dealership shops. Eventually, some students start their own auto business. These include but are not limited to repair shops, consulting, parts department, specialized areas such as vehicle inspection and evaluation. Women have been trained by this program and have secured employment. Although the majority of students intend to earn a certificate or degree, many gain employments after enrolling in only one or two classes and are therefore not tracked nor identified as program completers. Tracking of students is almost none existent and ineffective, once students leave the school. Students move, change phone numbers and do not up-date their information to the school. Some students will occasionally keep in verbal contact, but most do not. Training also prepares students to pass the Automotive Service Excellence (ASE), a national automotive technician certification, recognized by the automotive industry and gives credibility to our trained students.

3.1.4 What professional development, resources, or support is required to enhance program size, scope, and quality? Perkins funds will be budgeted for professional development activities as requested and identified by faculty to improve program curriculum and instructional delivery. At Imperial valley College faculty attending such activities are required to submit a report of lessons learned or best practices in order to create institutional value.

3.1.5 What changes might be made to career exploration/guidance to improve program size, scope, and quality? The automotive program established additional certificates for students who do not complete all the courses but choose to specialize in different areas of the automobile. Procure new tools and equipment to provide a safe and efficient learning environment. Tools and equipment will integrate and represent the latest technology, continue with professional development to stay abreast with technology this will give the student more skills and more chances of employment opportunities in the automotive industry. The Automotive Department provides education that combines structure on-the-job training with classroom instruction and responds to labor market needs and maintain objectivity of degrees and certificate programs. This will assure our students, employers, and the community that our programs will fit and meet the requirements of today's technology. The automotive program ensures the student will receive training in automotive repair that meets automotive industry standards. Upon completion of the program the student will be prepared for an entry-level position in the automotive industry. The program is established on a firm foundation of fundamentals. Preparing students to be lifelong learners is essential to success in the automotive industry.

Data sources used to examine element: (Check all that apply)
X COE Data
  EED/Workforce data
  Disaggregate data on special populations examined in comparison to total CTE population
X Program review/accreditation
X Other (list/describe): Perkins Core Indicator Reports

Section 3.2 Action Plan for Element #2
Automotive Technology

An Instructional Designer will be hired by the College to work with faculty to develop more online modules in the program. Although hands-on and face-to-face instruction is essential in this discipline, advancements in technology have created more instructional opportunities to complete some experie3nces on-line. On-line instruction will make it easier for working adults to enroll and complete the program by increasing access.

An audit of the accessibility modules of the program will be completed to ensure that instruction and support is accessible to all students including students with disabilities and/or special populations.

Special effort will be given to recruit and complete more nontraditional students into the program. Marketing strategies will be developed and the recruitment of nontraditional industry representatives.

The curriculum is approved by National Automotive Training and Education Foundation (NATEF) and confirmed by a local advisory committee that conducts a yearly evaluation of the program and provides a local certification that the program meets local needs.   The Advisory Committee is made up of industry professionals.

A biannual program review also assesses program effectiveness in terms of success, completions, core indicators, and labor market needs. This program review is presented to the advisory committee, the college's Curriculum Committee, and the Board of Trustees. An external review by the Local Workforce Development Board is also conducted. The program also conducts a three-year comprehensive program review that reviews internal efficiency measures including enrollment trends and access, sustainability, disaggregated review of special populations, and a three-year strategic plan.

Work-Based Learning (WBL) is embedded in the curriculum with most instructors in the program are current or retired law enforcement professionals. However, WBL will be enhanced through the use of the Career Services Center that provides WBL support for faculty as well as student support for career exploration, job interview preparation, and even a professional clothes closet where interview clothing is provided to students in need. Faculty will also receive a yearly training by the DSPS Office to ensure that instruction and access is encouraged/facilitated for special populations.

095200, Construction Crafts Technology

Academic_Year	2019-2020	2018-2019	2017-2018	Avg
# of CTE Students Enrolled	42	33	37	37.3
# of Female Enrolled	9	7	3	6.3
Min Class size	21	19	19	19.7
Avg Class size	27	21	23	23.7
Max Class size	30	21	25	25.3
# of Dual Enrollment				
# of CTE Instructors	1	1	1	1.0
# of CTE Counselors	2	1	1	1.3
# of Career pathways	23	23	24	23.3
# of Articulations	19	21	24	21.3
WBL	2	2	2	2.0
Certificates_Awarded	9	10	7	8.7
Associates_Awarded	2	2	2	2.0
# Classes Aligned w/ Industry	2	2	2	2.0
# of Apprenticeship	0	0	0	0.0
# of Job opening	31	31	31	31.0
Advisory Committee(Y/N)	Y	Y	Y	

Section 3.1: Needs Assessment Element #2 Results

Program Size, Scope, and Quality to meet the needs of all Students

3.1.1 What strengths and gaps were identified by your needs assessment regarding size, cope, and quality? Building Construction courses have continued to have a constant and increasing number of students enrolling in courses work. Our number of female students has begun to increase, yet we continue to try to recruit more females into the field. Our fill rates have had a slight decrease in recent years. As the economy thrives, fewer students seek BLDC courses as many go directly into the industry. We have observed a similar trend in the past. The primary reason students attend the automotive program is to gain the skill needed to get a job in the automotive industry. Success rate is impacted by students leaving early with job opportunities. Most students start at job entry levels at independent and dealership shops. Eventually, some students start their own auto business. These include but are not limited to repair shops, consulting, parts department, specialized areas such as vehicle inspection and evaluation. Women have been trained by this program and have secured employment. Although the majority of students intend to earn a certificate or degree, many gain employments after enrolling in only one or two classes and are therefore not tracked nor identified as program completers. Tracking of students is almost none existent and ineffective, once students leave the school. Students move, change phone numbers and do not up-date their information to the school. Some students will occasionally keep in verbal contact, but most do not. Training also prepares students to pass the Automotive Service Excellence (ASE), a national automotive technician certification, recognized by the automotive industry and gives credibility to our trained students.

3.1.2 What priorities were identified to enhance program size, scope, and quality during the needs assessment process that will be included in your local application? The Automotive Department provides education that combines structure on-the-job training with classroom instruction and responds to labor market needs and maintain objectivity of degrees and certificate programs. This will assure our students, employers, and the community that our programs will fit and meet the requirements of today's technology. The analysis of the core performance indicators shows that we exceed college standards on core indicator 2 completions, while we have some some work to do in indicators 1 and 3.

3.1.3 What new and/or modified policies, activities, or structures must be developed and implemented? The automotive program established additional certificates for students who do not complete all the courses but choose to specialize in different areas of the automobile. Procure new tools and equipment to provide a safe and efficient learning environment. Tools and equipment will integrate and represent the latest technology, continue with professional development to stay abreast with technology this will give the student more skills and more chances of employment opportunities in the automotive industry.

The automotive program ensures the student will receive training in automotive repair that meets automotive industry standards. Upon completion of the program the student will be prepared for an entry-level position in the automotive industry. The program is established on a firm foundation of fundamentals. Preparing students to be lifelong learners is essential to success in the automotive industry.

3.1.4 What professional development, resources, or support is required to enhance program size, scope, and quality? Perkins funds will be budgeted for professional development activities as requested and identified by faculty to improve program curriculum and instructional delivery. At Imperial valley College faculty attending such activities are required to submit a report of lessons learned or best practices in order to create institutional value.

3.1.5 What changes might be made to career exploration/guidance to improve program size, scope, and quality? Create a stronger connection with the Career Services Center to encourage internship experiences, work-based learning components and mentors, as well as job search strategies such as resume writing, interviewing skills, and professional interview attire. Success stories will create a greater bond with the community and industry and increase interest.

Data sources used to examine element: (Check all that apply)
X COE Data
  EED/Workforce data
  Disaggregate data on special populations examined in comparison to total CTE population
X Program review/accreditation
X Other (list/describe): Perkins Core Indicator Reports

Section 3.2 Action Plan for Element #2
Building Construction Technology

An Instructional Designer will be hired by the College to work with faculty to develop more online modules in the program. Although hands-on and face-to-face instruction is essential in this discipline, advancements in technology have created more instructional opportunities to complete some experie3nces on-line. On-line instruction will make it easier for working adults to enroll and complete the program by increasing access.

An audit of the accessibility modules of the program will be completed to ensure that instruction and support is accessible to all students including students with disabilities and/or special populations.

Special effort will be given to recruit and complete more nontraditional students into the program. Marketing strategies will be developed and the recruitment of nontraditional industry representatives.

The curriculum is reviewed and and confirmed by a local advisory committee that conducts a yearly evaluation of the program and provides a local certification that the program meets local needs.   The Advisory Committee is made up of industry professionals.

A biannual program review also assesses program effectiveness in terms of success, completions, core indicators, and labor market needs. This program review is presented to the advisory committee, the college's Curriculum Committee, and the Board of Trustees. An external review by the Local Workforce Development Board is also conducted. The program also conducts a three-year comprehensive program review that reviews internal efficiency measures including enrollment trends and access, sustainability, disaggregated review of special populations, and a three-year strategic plan.

Work-Based Learning (WBL) is embedded in the curriculum with most instructors in the program are current or retired law enforcement professionals. However, WBL will be enhanced through the use of the Career Services Center that provides WBL support for faculty as well as student support for career exploration, job interview preparation, and even a professional clothes closet where interview clothing is provided to students in need. Faculty will also receive a yearly training by the DSPS Office to ensure that instruction and access is encouraged/facilitated for special populations.

095650, Welding Technology

Academic_Year	2019-2020	2018-2019	2017-2018	Avg
# of CTE Students Enrolled	121	157	123	133.7
# of Female Enrolled	4	3	1	2.7
Min Class size	8	17	14	13.0
Avg Class size	27	25	28	26.7
Max Class size	37	38	43	39.3
# of Dual Enrollment				
# of CTE Instructors	2	3	3	2.7
# of CTE Counselors	2	1	1	1.3
# of Career pathways	23	23	24	23.3
# of Articulations	19	21	24	21.3
WBL	11	10	12	11.0
Certificates_Awarded	15	9	36	20.0
Associates_Awarded	0	2	8	3.3
# Classes Aligned w/ Industry	6	6	6	6.0
# of Apprenticeship	0	0	0	0.0
# of Job opening	12	12	12	12.0
Advisory Committee(Y/N)	Y	Y	Y	

Section 3.1: Needs Assessment Element #2 Results

Program Size, Scope, and Quality to meet the needs of all Students

3.1.1 What strengths and gaps were identified by your needs assessment regarding size, cope, and quality? The program has had some ups and downs in both number of students enrolled and in certificates awarded. The implementation of the fast-track welding program saw many more students receive their certificates than in previous years. The number of because in our program has begun to increase, and we continue our recruitment efforts.

3.1.2 What priorities were identified to enhance program size, scope, and quality during the needs assessment process that will be included in your local application? The priorities identified through the analysis of the core indicators show that both core indicator 2 and 3 fall below the college goals. It is important that we revisit completion and persistence/transfer efforts to ensure that students complete the program and obtain their certification.

3.1.3 What new and/or modified policies, activities, or structures must be developed and implemented? With the Fast Track program being on hold because of the pandemic, this may have an adverse effect in getting students in and out of the program and into the workforce in a timely manner. In coordination of the new college initiatives such as guided pathways and aligned with the new funding formula, the welding program will continue to stress the importance of completing the degrees and certificates on a timely manner.

3.1.4 What professional development, resources, or support is required to enhance program size, scope, and quality? We will continue to have the industry advisory groups to be able to make the necessary changes to our program. We look forward to maintaining 20-25 graduates per year, which is the number of students that our facilities can accommodate. Through our continuous meetings with the advisory committee we will ensure that our program meets the demands of the industry.

3.1.5 What changes might be made to career exploration/guidance to improve program size, scope, and quality? Create a stronger connection with the Career Services Center to encourage internship experiences, work-based learning components and mentors, as well as job search strategies such as resume writing, interviewing skills, and professional interview attire. Success stories will create a greater bond with the community and industry and increase interest.

Data sources used to examine element: (Check all that apply)
X COE Data
  EED/Workforce data
  Disaggregate data on special populations examined in comparison to total CTE population
X Program review/accreditation
X Other (list/describe): Perkins Core Indicator Reports

Section 3.2 Action Plan for Element #2
Welding Technology

An Instructional Designer will be hired by the College to work with faculty to develop more online modules in the program. Although hands-on and face-to-face instruction is essential in this discipline, advancements in technology have created more instructional opportunities to complete some experie3nces on-line. On-line instruction will make it easier for working adults to enroll and complete the program by increasing access.

An audit of the accessibility modules of the program will be completed to ensure that instruction and support is accessible to all students including students with disabilities and/or special populations. Special effort will be given to recruit and complete more nontraditional students into the program.

Marketing strategies will be developed and the recruitment of nontraditional industry representatives. The curriculum is reviewed and and confirmed by a local advisory committee that conducts a yearly evaluation of the program and provides a local certification that the program meets local needs.   The Advisory Committee is made up of industry professionals.

A biannual program review also assesses program effectiveness in terms of success, completions, core indicators, and labor market needs. This program review is presented to the advisory committee, the college's Curriculum Committee, and the Board of Trustees. An external review by the Local Workforce Development Board is also conducted. The program also conducts a three-year comprehensive program review that reviews internal efficiency measures including enrollment trends and access, sustainability, disaggregated review of special populations, and a three-year strategic plan.

Work-Based Learning (WBL) is embedded in the curriculum with most instructors in the program are current or retired law enforcement professionals. However, WBL will be enhanced through the use of the Career Services Center that provides WBL support for faculty as well as student support for career exploration, job interview preparation, and even a professional clothes closet where interview clothing is provided to students in need. Faculty will also receive a yearly training by the DSPS Office to ensure that instruction and access is encouraged/facilitated for special populations.

123010, Registered Nursing

Academic_Year	2019-2020	2018-2019	2017-2018	Avg
# of CTE Students Enrolled	446	519	403	456.0
# of Female Enrolled	357	391	307	351.7
Min Class size	4	7	7	6.0
Avg Class size	26	31	29	28.7
Max Class size	48	58	43	49.7
# of Dual Enrollment				
# of CTE Instructors	8	12	8	9.3
# of CTE Counselors	2	1	1	1.3
# of Career pathways	23	23	24	23.3
# of Articulations	19	21	24	21.3
WBL	48	49	34	43.7
Certificates_Awarded	0	0	0	0.0
Associates_Awarded	19	49	43	37.0
# Classes Aligned w/ Industry	11	12	12	11.7
# of Apprenticeship	0	0	0	0.0
# of Job opening	75	75	75	75.0
Advisory Committee(Y/N)	Y	Y	Y	

Section 3.1: Needs Assessment Element #2 Results

Program Size, Scope, and Quality to meet the needs of all Students

3.1.1 What strengths and gaps were identified by your needs assessment regarding size, cope, and quality? The registered nursing program is overall strong. Student enrollment is high and we continue to enroll a high percentage of females. The labor market remains favorable to our graduates. The RN Program courses are offered during the day, with the exception of a few pharmacology and clinical rotations in the evening and a few medication math offered in online format. Therefore, the day sections are most reflective of the program's enrollments and fill rates. Considering the expected attrition for a RN program, the fill rates are above 70%. Exceptions include one winter 16 extended day class that was offered as a remediation for a select group and one spring 17 online class.

3.1.2 What priorities were identified to enhance program size, scope, and quality during the needs assessment process that will be included in your local application? We are to see that our core indicators have very strong outcomes. Skill attainment, completions, and persistence and transfers are all above 90% and despite the large percentage of a large percentage of socioeconomically disadvantaged students our cohorts are thriving.

3.1.3 What new and/or modified policies, activities, or structures must be developed and implemented? The RN program is very viable. It graduates 35 to 55 students every year and the graduates have more than a 75% pass rate on their 1st attempt with the national licensing exam. Of the 25% that do not pass on the 1st attempt, less than 10% fail to pass the exam in a reasonable amount of time. All those passing the national licensing exam (NCLEX) are easily hired due to the job market for RNs locally and regionally.
The RN Program provides a large contribution factor for the college. The program is a degree option only with prerequisites in GE, Sciences, and social sciences. Those seeking a BSN after completing the RN have an option to obtain additional course work at IVC for transfer to SDSU-IV and other higher education schools.

3.1.4 What professional development, resources, or support is required to enhance program size, scope, and quality? Four years ago the RN Program rolled out all new curriculum - it had been updated and revised accordingly. This new curriculum was developed using less units to ensure more of seamless transfer to a BSN program. The RN program is now very competitive with other community college RN Programs throughout the state.

3.1.5 What changes might be made to career exploration/guidance to improve program size, scope, and quality? Create a stronger connection with the Career Services Center to encourage internship experiences, work-based learning components and mentors, as well as job search strategies such as resume writing, interviewing skills, and professional interview attire. Success stories will create a greater bond with the community and industry and increase interest.

Data sources used to examine element: (Check all that apply)
X COE Data
  EED/Workforce data
  Disaggregate data on special populations examined in comparison to total CTE population
X Program review/accreditation
X Other (list/describe): Perkins Core Indicator Reports

Section 3.2 Action Plan for Element #2-

Registered Nursing

The Registered Nursing (RN) Program will continue provide excellent educational services to students at Imperial Valley College. The program is approved by the California Board of Registered Nursing and students will be eligible to take the National Council Licensure Exam. The program is one of the most popular programs on campus because of the job opportunities and professional growth potential. Enrollment is diverse across gender, ethnicity, and special populations.

All nursing instructors must be approved by the Board of Nursing and teach in areas in accordance to their individual expertise area and have a strong background in health care/nursing. The College recently upgraded laboratories and study areas that allowed the increase the admission of nursing students from 20 a semester to 30 per semester. The College is also developing a plan for Licensed Vocational Nurses (LVN) to qualify for their RN license. The College also has internal procedures that require regular reviews of the curriculum, program effectiveness and success, relevance to the local labor market needs, and accessibility.

The curriculum is dictated by the Board of Nursing but a local advisory committee also conducts a yearly evaluation of the program and provides a local certification that the program meets local needs. The Advisory Committee is made up of the local chiefs of police and other high ranking law enforcement officials.

A biannual program review also assesses program effectiveness in terms of success, completions, core indicators, and labor market needs. This program review is presented to the advisory committee, the college's Curriculum Committee, and the Board of Trustees.

An external review by the Local Workforce Development Board is also conducted. The program also conducts a three-year comprehensive program review that reviews internal efficiency measures including enrollment trends and access, sustainability, disaggregated review of special populations, and a three-year strategic plan.

Work-Based Learning (WBL) is embedded in the curriculum. However, WBL will be enhanced through the use of the Career Services Center that provides WBL support for faculty as well as student support for career exploration, job interview preparation, and even a professional clothes closet where interview clothing is provided to students in need. Faculty will also receive a yearly training by the DSPS Office to ensure that instruction and access is encouraged/facilitated for special populations.

130500, Child Development/Early Care and Education

Academic_Year	2019-2020	2018-2019	2017-2018	Avg
# of CTE Students Enrolled	491	443	483	472.3
# of Female Enrolled	456	406	449	437.0
Min Class size	13	15	14	14.0
Avg Class size	32	33	34	33.0
Max Class size	40	40	52	44.0
# of Dual Enrollment				
# of CTE Instructors	10	6	5	7.0
# of CTE Counselors	2	1	1	1.3
# of Career pathways	23	23	24	23.3
# of Articulations	19	21	24	21.3
WBL	35	34	33	34.0
Certificates_Awarded	16	55	29	33.3
Associates_Awarded	7	23	21	17.0
# Classes Aligned w/ Industry	15	14	15	14.7
# of Apprenticeship	0	0	0	0.0
# of Job opening	36	36	36	36.0
Advisory Committee(Y/N)	Y	Y	Y	

Section 3.1: Needs Assessment Element #2 Results

Program Size, Scope, and Quality to meet the needs of all Students

3.1.1 What strengths and gaps were identified by your needs assessment regarding size, cope, and quality? Our CDEV program has a high number of student enrollment, high fill rates, and a high number of job openings compared to other programs on campus.

3.1.2 What priorities were identified to enhance program size, scope, and quality during the needs assessment process that will be included in your local application? Analysis of the core indicators show that both indicator 2-3 are above the college goal. Despite the high number of socioeconomically disadvantage students and limited English proficiency students, both of those areas have thrived. Core indicator one, should be the priority for this program. The equity gap exists in the technical skill attainment in the students with disabilities subgroup, which is an area of concern.

3.1.3 What new and/or modified policies, activities, or structures must be developed and implemented? The CFCS faculty are currently working on all of the courses and creating signature activities for each of the courses. These activities will be a requirement of the course to assess specific SLOs. Students will then have these activities in their portfolio to demonstrate their knowledge level. This will create a cohesive program for the students. Students will understand the importance of each activity and that it is to go into their portfolio in order to meet the requirements of the CDEV200 course and graduate from our ECE/Child Development program.

3.1.4 What professional development, resources, or support is required to enhance program size, scope, and quality? We also plan to rewrite the Administration courses and align them with the Statewide Curriculum Alignment Project. These courses have not been offered in a long time and have caused many of our students a delay in moving up the ladder with their agency. We hope to get them DE approved. Being able to offer on line will assist the majority of the students who need the courses because most are already working.

3.1.5 What changes might be made to career exploration/guidance to improve program size, scope, and quality? California EDD predicts this will be one of the fastest growing occupations in the coming decade and estimates that employment for preschool/child care programs will increase by 10.5% (CA Labor Market Index/Occupation Employment Projections).

Agencies within our community are requesting additional courses offered in Infant/toddler and Administration. They are reporting that they have vacancies that they are trying to fill and have staff that need Administration.

The Child Care and Education filed in Imperial County is one of the areas that regardless of the economy is hiring. Imperial County has one of the highest concentrations of subsidized programs requiring their employees to meet Title V regulations and holding a permit. This makes this a very viable program and a growing one with the California Department of Education Early Childhood Competencies now stating Early Education requirements for teachers of children birth to 3rd grade.

The ECE/Child Development programs at Imperial Valley College are in the position to address the projected needs of the labor market by preparing future teachers and caregivers. The ECE/Child Development programs offer certificates and degrees in Early Childhood Education, Associate Teacher, Early Childhood Special Education, School-Age, Infant/Toddler, and Administration. Each of these align with the California State Permit requirements and include an Associate Degree of Transfer that facilitates and encourages students to transfer to universities.

Data sources used to examine element: (Check all that apply)
X COE Data
  EED/Workforce data
  Disaggregate data on special populations examined in comparison to total CTE population
X Program review/accreditation
X Other (list/describe): Perkins Core Indicator Reports

Section 3.2 Action Plan for Element #2
Child Development

An Instructional Designer will be hired by the College to work with the CDEV faculty to develop more online modules in the program.

An audit of the accessibility modules of the program will be completed to ensure that instruction and support is accessible to all students including students with disabilities and/or special populations.

Special effort will be given to recruit and complete more nontraditional students into the program. Marketing strategies will be developed and the recruitment of nontraditional industry representatives.

The curriculum is reviewed and confirmed by a local advisory committee that conducts a yearly evaluation of the program and provides a local certification that the program meets local needs. The Advisory Committee is made up of industry professionals.

A biannual program review also assesses program effectiveness in terms of success, completions, core indicators, and labor market needs. This program review is presented to the advisory committee, the college's Curriculum Committee, and the Board of Trustees. An external review by the Local Workforce Development Board is also conducted. The program also conducts a three-year comprehensive program review that reviews internal efficiency measures including enrollment trends and access, sustainability, disaggregated review of special populations, and a three-year strategic plan.

Work-Based Learning (WBL) is embedded in the curriculum with most instructors in the program are current or retired law enforcement professionals. However, WBL will be enhanced through the use of the Career Services Center that provides WBL support for faculty as well as student support for career exploration, job interview preparation, and even a professional clothes closet where interview clothing is provided to students in need. Faculty will also receive a yearly training by the DSPS Office to ensure that instruction and access is encouraged/facilitated for special populations.

210510, Corrections

Academic_Year	2019-2020	2018-2019	2017-2018	Avg
# of CTE Students Enrolled	304	285	237	275.3
# of Female Enrolled	163	138	106	135.7
Min Class size	7	24	20	17.0
Avg Class size	34	34	34	34.0
Max Class size	56	38	45	46.3
# of Dual Enrollment				
# of CTE Instructors	6	4	5	5.0
# of CTE Counselors	2	1	1	1.3
# of Career pathways	23	23	24	23.3
# of Articulations	19	21	24	21.3
WBL	16	13	10	13.0
Certificates_Awarded	5	13	6	8.0
Associates_Awarded	7	20	17	14.7
# Classes Aligned w/ Industry	5	4	4	4.3
# of Apprenticeship	0	0	0	0.0
# of Job opening	122	122	122	122.0
Advisory Committee(Y/N)	Y	Y	Y	

Section 3.1: Needs Assessment Element #2 Results

Program Size, Scope, and Quality to meet the needs of all Students

3.1.1 What strengths and gaps were identified by your needs assessment regarding size, cope, and quality? Overall viability is stable and good with the potential for growth when local industry demands peak. According to EDD labor market data, Correctional Officers and Jailers in California have a median wage of $77,378/year or $37.20/hour. The EDD also projects 970 replacement and 260 new openings per year. Imperial County has 2 prisons and a county jail making employment or advancement a strong possibility. Enrollment/fill rates have fluctuated some in the last 4 years and section offerings will be titrated according to the demand, which should improve the productivity overall. Success rates have been stable and at or above 80% with the exception of online courses. The local population has indicated definite interest in the online courses and seem to have a learning curve to adjust to the online methodology and expectations.

3.1.2 What priorities were identified to enhance program size, scope, and quality during the needs assessment process that will be included in your local application? Core indicator 3, persistence and transfer should be the main priority for this program. Both indicators 1&2 are above the college goal, but indicator 3 is below that threshold.

3.1.3 What new and/or modified policies, activities, or structures must be developed and implemented? The local population has indicated definite interest in the online courses and seem to have a learning curve to adjust to the online methodology and expectations.

3.1.4 What professional development, resources, or support is required to enhance program size, scope, and quality? Perkins funds will be budgeted for professional development activities as requested and identified by faculty to improve program curriculum and instructional delivery. At Imperial valley College faculty attending such activities are required to submit a report of lessons learned or best practices in order to create institutional value.

3.1.5 What changes might be made to career exploration/guidance to improve program size, scope, and quality? Create a stronger connection with the Career Services Center to encourage internship experiences, work-based learning components and mentors, as well as job search strategies such as resume writing, interviewing skills, and professional interview attire. Success stories will create a greater bond with the community and industry and increase interest.

Data sources used to examine element: (Check all that apply)
X COE Data
   EED/Workforce data
   Disaggregate data on special populations examined in comparison to total CTE population
X Program review/accreditation
X Other (list/describe): Perkins Core Indicator Reports

Section 3.2 Action Plan for Element #2
Correctional Science

The Correctional Science: Corrections Officer Program will continue provide excellent educational services to students at Imperial Valley College. The curriculum is fully accredited which ensures that students meet the educational requirements for State licensing.   The program is one of the most popular programs on campus because of the job opportunities and professional growth potential. Enrollment is diverse across gender, ethnicity, and special populations. All instructors are certified to teach their individual expertise area and have a strong background in law enforcement. Access was increased by establishing a part-time evening and weekend program that allows working students the opportunity to also be trained and become professionals in the industry. The College has internal procedures that require regular reviews of the curriculum, program effectiveness and success, relevance to the local labor market needs, and accessibility.

The curriculum is dictated by the accreditation agency but a local advisory committee also conducts a yearly evaluation of the program and provides a local certification that the program meets local needs. The Advisory Committee is made up of the local chiefs of police and other high ranking law enforcement officials.

A biannual program review also assesses program effectiveness in terms of success, completions, core indicators, and labor market needs. This program review is presented to the advisory committee, the college's Curriculum Committee, and the Board of Trustees. An external review by the Local Workforce Development Board is also conducted. The program also conducts a three-year comprehensive program review that reviews internal efficiency measures including enrollment trends and access, sustainability, disaggregated review of special populations, and a three-year strategic plan.

Work-Based Learning (WBL) is embedded in the curriculum with most instructors in the program are current or retired law enforcement professionals. However, WBL will be enhanced through the use of the Career Services Center that provides WBL support for faculty as well as student support for career exploration, job interview preparation, and even a professional clothes closet where interview clothing is provided to students in need. Faculty will also receive a yearly training by the DSPS Office to ensure that instruction and access is encouraged/facilitated for special populations.

210550, Police Academy

Academic_Year	2019-2020	2018-2019	2017-2018	Avg
# of CTE Students Enrolled	77	100	107	94.7
# of Female Enrolled	19	33	23	25.0
Min Class size	20	33	28	27.0
Avg Class size	34	40	43	39.0
Max Class size	40	47	52	46.3
# of Dual Enrollment				
# of CTE Instructors	6	4	5	5.0
# of CTE Counselors	2	2	2	2.0
# of Career pathways	23	23	24	23.3
# of Articulations	19	21	24	21.3
WBL	3	3	3	3.0
Certificates_Awarded	0	21	0	7.0
Associates_Awarded	0	1	0	0.3
# Classes Aligned w/ Industry	3	3	3	3.0
# of Apprenticeship	0	0	0	0.0
# of Job opening	24	24	24	24.0
Advisory Committee(Y/N)	Y	Y	Y	

Section 3.1: Needs Assessment Element #2 Results
POST Academy
Program Size, Scope, and Quality to meet the needs of all Students

3.1.1 What strengths and gaps were identified by your needs assessment regarding size, cope, and quality? The number of students taking police academy courses has been consistent in the last three years. We have continued to recruit female students, and we have done a good job in incorporating more female students to our courses. There is a good demand for jobs in our area which will assist in continuing this program to grow. Our core indicator one on skills attainment is way above college level.

3.1.2 What priorities were identified to enhance program size, scope, and quality during the needs assessment process that will be included in your local application? Our core indicators 2 & 3 are way below the college level and should be our priorities for completion, persistence and transfer.

3.1.3 What new and/or modified policies, activities, or structures must be developed and implemented? We are working on establishing Meta Major and Stack-able Certificates for the program. We have a number of students that will be able to benefit from this development and we look forward to bringing out by the end of the year. With the success of the program overall, we are only looking at adding the Meta Major and Stack-able Certificates at this time. Our goal is to motivate our students to push toward a higher rate of completion and continue to increase our successful degree completion and student success rates.

3.1.4 What professional development, resources, or support is required to enhance program size, scope, and quality? Perkins funds will be budgeted for professional development activities as requested and identified by faculty to improve program curriculum and instructional delivery. At Imperial valley College faculty attending such activities are required to submit a report of lessons learned or best practices in order to create institutional value.

3.1.5 What changes might be made to career exploration/guidance to improve program size, scope, and quality? Create a stronger connection with the Career Services Center to encourage internship experiences, work-based learning components and mentors, as well as job search strategies such as resume writing, interviewing skills, and professional interview attire. Success stories will create a greater bond with the community and industry and increase interest.

Data sources used to examine element: (Check all that apply)
X COE Data
  EED/Workforce data
  Disaggregate data on special populations examined in comparison to total CTE population
X Program review/accreditation
X Other (list/describe): Perkins Core Indicator Reports

Section 3.2 Action Plan for Element #2
POST Academy

The Peace Officer Standards & Training (POST) Academy will continue provide excellent educational services to students at Imperial Valley College. The curriculum is fully accredited by POST which ensures that students meet the educational requirements for State licensing. The program is one of the most popular programs on campus because of the job opportunities and professional growth potential. Enrollment is diverse across gender, ethnicity, and special populations. All POST instructors are certified to teach their individual expertise area and have a strong background in law enforcement. Access was increased by establishing a part-time evening and weekend program that allows working students the opportunity to also be trained and become professionals in the industry. The College has internal procedures that require regular reviews of the curriculum, program effectiveness and success, relevance to the local labor market needs, and accessibility.

The curriculum is dictated by the accreditation agency but a local advisory committee also conducts a yearly evaluation of the program and provides a local certification that the program meets local needs. The Advisory Committee is made up of the local chiefs of police and other high ranking law enforcement officials.

A biannual program review also assesses program effectiveness in terms of success, completions, core indicators, and labor market needs. This program review is presented to the advisory committee, the college's Curriculum Committee, and the Board of Trustees. An external review by the Local Workforce Development Board is also conducted. The program also conducts a three-year comprehensive program review that reviews internal efficiency measures including enrollment trends and access, sustainability, disaggregated review of special populations, and a three-year strategic plan.

Work-Based Learning (WBL) is embedded in the curriculum, with most instructors in the program being current or retired law enforcement professionals. However, WBL will be enhanced through the use of the Career Services Center that provides WBL support for faculty as well as student support for career exploration, job interview preparation, and even a professional clothes closet where interview clothing is provided to students in need. Faculty will also receive a yearly training by the DSPS Office to ensure that instruction and access is encouraged/facilitated for special populations.

125100, Paramedic

Academic_Year	2019-2020	2018-2019	2017-2018	Avg
# of CTE Students Enrolled	20	11	18	16.3
# of Female Enrolled	4	0	1	1.7
Min Class size	15	10	11	12.0
Avg Class size	18	11	15	14.7
Max Class size	20	11	18	16.3
# of Dual Enrollment				
# of CTE Instructors	1	1	1	1.0
# of CTE Counselors				
# of Career pathways				
# of Articulations				
WBL	4	3	4	3.7
Certificates_Awarded	0	1	0	0.3
Associates_Awarded	0	3	5	2.7
# Classes Aligned w/ Industry	4	3	4	3.7
# of Apprenticeship	0	0	0	0.0
# of Job opening	11	11	11	11.0
Advisory Committee(Y/N)	Y	Y	Y	

Section 3.1: Needs Assessment Element #2 Results

Program Size, Scope, and Quality to meet the needs of all Students

3.1.1 What strengths and gaps were identified by your needs assessment regarding size, cope, and quality? The Paramedic (EMTP) program has stable data and is critical to the community safety as it is the only such program in the county and the next program is at least 1.5 hours away. The program offers a 500-hour internship on a 911 ambulance within the program. Due to a lack of resources, many Southern California paramedic programs have internships delayed by up to 1.5 years. However, the productivity is low due in part to the limitations of student to faculty ratios in clinical/field areas. The enrollment/fill rates have been stable, but not optimal. this was a topic in the 2015-2016 and 2016-2017 advisory meetings.

3.1.2 What priorities were identified to enhance program size, scope, and quality during the needs assessment process that will be included in your local application? Core Indicator 1 and 2 are below college goal so those indicators should serve as out priorities to enhance the program. Although our cohorts are relatively small, we need to take the essence of the core indicators to plan accordingly.

3.1.3 What new and/or modified policies, activities, or structures must be developed and implemented? The Paramedic (EMTP) program began a new curriculum in fall 2017. This was done based on the Advisory Committee's recommendations. The Advisors felt a part-time (2-days/week) program will allow the student to continue to work while completing the paramedic program and will lessen the employer's impact in loss of time and cost reimbursement. In addition to the EMS Advisory Committee, the FIRE Advisory Committee has recommended continuance of the Paramedic program and feel the part-time paramedic program will be more successful.

3.1.4 What professional development, resources, or support is required to enhance program size, scope, and quality? Perkins funds will be budgeted for professional development activities as requested and identified by faculty to improve program curriculum and instructional delivery. At Imperial valley College faculty attending such activities are required to submit a report of lessons learned or best practices in order to create institutional value.

3.1.5 What changes might be made to career exploration/guidance to improve program size, scope, and quality? Create a stronger connection with the Career Services Center to encourage internship experiences, work-based learning components and mentors, as well as job search strategies such as resume writing, interviewing skills, and professional interview attire. Success stories will create a greater bond with the community and industry and increase interest.

Data sources used to examine element: (Check all that apply)
X COE Data
  EED/Workforce data
  Disaggregate data on special populations examined in comparison to total CTE population
X Program review/accreditation
X Other (list/describe): Perkins Core Indicator Reports

Section 3.2: Action Plan for Element #2
EMS Paramedic

The Paramedic Program will continue provide excellent educational services to students at Imperial Valley College. The curriculum is certified by an accreditation agency, which ensures that students meet the educational requirements for State licensing.   The program is small in terms of students but it is also consistent with the local LMI for Paramedics and graduates/completers who able to find jobs. Access was increased by establishing a part-time evening and weekend program that allows working students the opportunity to also be trained and become professionals in the industry. The College has internal procedures that require regular reviews of the curriculum, program effectiveness and success, relevance to the local labor market needs, and accessibility.

The curriculum is dictated by the accreditation agency but a local advisory committee also conducts a yearly evaluation of the program and provides a local certification that the program meets local needs.

A biannual program review also assesses program effectiveness in terms of success, completions, core indicators, and labor market needs. This program review is presented to the advisory committee, the college's Curriculum Committee, and the Board of Trustees. An external review by the Local Workforce Development Board is also conducted. The program also conducts a three-year comprehensive program review that reviews internal efficiency measures including enrollment trends and access, sustainability, disaggregated review of special populations, and a three-year strategic plan.

Work-Based Learning (WBL) is embedded in the curriculum with most instructors in the program are current or retired Emergency Medical Services professionals. However, WBL will be enhanced through the use of the Career Services Center that provides WBL support for faculty as well as student support for career exploration, job interview preparation, and even a professional clothes closet where interview clothing is provided to students in need. Faculty will also receive a yearly training by the DSPS Office to ensure that instruction and access is encouraged/facilitated for special populations.

213350, Fire Academy

Academic_Year	2019-2020	2018-2019	2017-2018	Avg
# of CTE Students Enrolled	59	46	38	47.7
# of Female Enrolled	4	2	3	3.0
Min Class size	22	16	11	16.3
Avg Class size	29	23	18	23.3
Max Class size	36	30	23	29.7
# of Dual Enrollment				
# of CTE Instructors	2	3	2	2.3
# of CTE Counselors				
# of Career pathways				
# of Articulations				
WBL	4	4	4	4.0
Certificates Awarded	21	16	0	12.3
Associates Awarded	0	0	0	0.0
# Classes Aligned w/ Industry	4	4	4	4.0
# of Apprenticeship	0	0	0	0.0
# of Job opening	18	18	18	18.0
Advisory Committee(Y/N)	Y	Y	Y	

Section 3.1: Needs Assessment Element #2 Results
Fire Academy
Program Size, Scope, and Quality to meet the needs of all Students

3.1.1 What strengths and gaps were identified by your needs assessment regarding size, cope, and quality? The number of students taking fire academy courses has been consistent in the last 3 years. We have continued to recruit female students, but need to continue working in incorporating more. There is a good demand for jobs in our area which will assist in continuing this program to grow. Our core indicator one on skills attainment is showing great outcomes, above college and state goals.

3.1.2 What priorities were identified to enhance program size, scope, and quality during the needs assessment process that will be included in your local application? Our core indicators 2 & 3 are way below the college level and should be our priorities for completion, persistence and transfer. Although our sample size is very small (7 and 25 respectively), we see that our economically disadvantage students are performing at a low level, creating an achievement gap.

3.1.3 What new and/or modified policies, activities, or structures must be developed and implemented? Many of the Fire Technology courses have been updated over the past 3-5 years due to the requirements of the Office of the State Fire Marshall (OSFM), which regulates the standardization of the courses. Some of those courses were approved as online format to increase course availability for the working firefighters. However, the online courses have not had the success rate desired. While this has been seen in other colleges, this program must find strategies to improve success rates.

3.1.4 What professional development, resources, or support is required to enhance program size, scope, and quality? The Fire Academy courses was completely revamped in 2015-2016 from multiple courses to only 3 large-unit courses offered over 3 sessions. The number of certifications spiked after the change due to the faculty's strategy to bring counselors to the classroom. The Fire Academy change also included adding Emergency Medical Technician content and testing as recommended by the Advisory Committee. In 2017, the program and courses were re-accredited by the OSFM. The EDD LMI Data projects ongoing job openings, but at a slower rate than the aggregated "all occupations." However, the informal Fire Academy placement survey indicates that 75% of Academy completers are hired and working in Imperial County. In Imperial County the role of the firefighter ensures public safety and there no other local Fire Academies to supply the need for the county's population.

3.1.5 What changes might be made to career exploration/guidance to improve program size, scope, and quality? The Fire programs, especially the academy, receive strong support from the community and from all local fire agencies in Imperial County. Evidence of their support is the agreement with each other and the college (collaborative) to ensure the maintenance and use of the burn-simulator housed on campus. This program is stable, is continually seeking ways to improve the learning experience, and is trying to make courses more available to the working firefighters through an online format.

Data sources used to examine element: (Check all that apply)
X COE Data
  EED/Workforce data
  Disaggregate data on special populations examined in comparison to total CTE population
X Program review/accreditation
X Other (list/describe): Perkins Core Indicator Reports

Section 3.2 Action Plan for Element #2
Fire Academy

The Fire Academy will continue to provide excellent educational services to students at Imperial Valley College. Students are trained in accordance with the standards of the Office of State Fire Marshall (9OSFM) and the National Fire Protection Association (NFPA). Students completing these programs qualify to test for employment with agencies and departments hiring entry level firefighters. The program is one of the most popular programs on campus because of the job opportunities and professional growth potential. Enrollment is diverse across gender, ethnicity, and special populations. All instructors are certified to teach their individual expertise area and have a strong background as Firefighters. The Fire Academy is coordinated by a local Fire Chief.

The College has internal procedures that require regular reviews of the curriculum, program effectiveness and success, relevance to the local labor market needs, and accessibility. The curriculum is dictated by the accreditation agency but a local advisory committee also conducts a yearly evaluation of the program and provides a local certification that the program meets local needs.   The program advisory committee is made up of the local chiefs of police and other high ranking law enforcement officials.

A bi-annual Program Review also assesses program effectiveness in terms of success, completions, core indicators, and labor market needs. This Program Review is presented to advisory committee, the college's Curriculum Committee, and the Board of Trustees. An external review by the Local Workforce Development Board is also conducted. The program also conducts a three-year comprehensive program review that reviews internal efficiency measures including enrollment trends and access, sustainability, disaggregated review of special populations, and a three-year strategic plan.

Work-Based Learning (WBL) is embedded in the curriculum, with most instructors in the program being current or retired law enforcement professionals. However, WBL will be enhanced through the use of the Career Services Center that provides WBL support for faculty as well as student support for career exploration, job interview preparation, and even a professional clothes closet where interview clothing is provided to students in need. Faculty will also receive a yearly training by the DSP&S Office to ensure that instruction and access is encouraged/facilitated for special populations.