

California Community Colleges
Career Education Education (CTE)
Certification of the CTE Online Allocation Agreement

District: SAN DIEGO CCD
Agreement No.: 18-C01-047
Amount Encumbered: Amount Encumbered: \$2,284,220

COLLEGE/DISTRICT CERTIFICATION

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://misweb02.cccco.edu/ctegrantplan/prod/logon.cfm> and approved by the Chancellor's Office.

The total amount payable for this 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, 2018 to and including August 31, 2019. All performance under this allocation agreement shall be completed by June 30, 2019, 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.

- I hereby certify that the District's Career and Technical Education Allocation Application complies with the provisions of the Carl D. Perkins Career and Technical Education Act of 2006 as presented herein and all supporting documents.

Constance M. Carroll

District Chief Executive Officer

Chancellor

Title

3375 Camino del Rio South, Ste.125, ISP,San Diego,CA 92108

Address

06/27/2018

Date

DISTRICT CONTACT INFORMATION FORM

District: SAN DIEGO CCD

Agreement No.: 18-C01-047

Address: 3375 Camino del Rio South, Ste.125, ISP

City: San Diego

State: CA ZIP: 92108 - 3883

District Contact/Project Director

Name: Lorraine Collins/Stephanie Bul

Title: Dean, Workforce Edu.-ISP/Vice Chancellor

Phone: 619 - 388-6830 ext.

Fax: 619 - 388-6549

Email: lcollin@sdccd.edu

District Superintendent/President

Name: Constance M. Carroll

Title: Chancellor

Phone: 619 - 388-6957 ext.

Fax: 619 - 388-6541

Email: ccarroll@sdccd.edu

District Business Officer

Name: Charles Rogers

Title: Controller

Phone: 619 - 388-6555 ext.

Fax: 619 - 388-6447

Email: crogers@sdccd.edu

CTE Transitions Project Director

Name: Eric Anthony

Title: CTE Transitions Coordinator

Phone: 619 - 388-6572 ext.

Fax: 619 - 388-6549

Email: eanthony@sdccd.edu

College Responsible Administrator, if applicable (Dean of Career Education Education)

Name: Cassandra Storey

Title: Dean, Career Technical Education

Phone: 619 - 388-4819 ext.

Fax: 619 - 388-4983

College: SAN DIEGO ADULT

Email: cstorey@sdccd.edu

College Responsible Administrator, if applicable (Dean of Career Education Education)

Name: Rose LaMuraglia

Title: Dean, Business Info,Tech, Cosm

Phone: 619 - 388-3488 ext.

Fax: 619 - 388-3518

College: SAN DIEGO CITY

Email: rlamurag@sdccd.edu

College Responsible Administrator, if applicable (Dean of Career Education Education)

Name: Tina Recalde
Phone: 619 - 388-2791 ext.
Fax: 619 - 388-2741

Title: Dean, Health Sciences/Public Service
College: SAN DIEGO MESA
Email: mfritch@sdccd.edu

College Responsible Administrator, if applicable (Dean of Career Education Education)

Name: Benjamin Gamboa
Phone: 619 - 388-7392 ext.
Fax: 619 - 388-7911

Title: Assoc. Dean, Strong Workforce Programs
College: SAN DIEGO MIRAMAR
Email: bgamboa@sdccd.edu

College Aggregate Core Indicator Informaton
(2018-2019)

District/College: SAN DIEGO MIRAMAR COLLEGE REG Agreement No.: 18-C01-047
CNTR

Please review the College Aggregate form at: https://misweb.cccco.edu/perkins/Core_Indicator_Reports/Forms_All.aspx before completing the following questions.

By totaling each positive, negative or N/R (or N/A) outcome in the last column of the College Aggregate Core Indicator report I certify and acknowledge that performance in the 34 Core Indicator categories is as follows:

- 21 of the 34 are at or above the State negotiated level(s);
- 8 of the 34 are below the State negotiated level(s);
- 5 of the 34 are listed as (N/R or N/A)

District Contact/Project Director: Lorraine Collins/Stephanie Bul

**List of TOP Codes and Titles to be Funded
 Including Across CTE Programs and CTE Transitions**

District/College: SAN DIEGO MIRAMAR COLLEGE REG CNTR

Agreement No.: 18-C01-047

TOP Codes (*2-,4-, and 6-digit)	TOP Code Title	Program Title	Section IV: Budget Summary by TOP Code Direct	Section IV: Budget Summary by TOP Code **Admin	Section IV Budget Summary by TOP Code Combined Budget
0430.00-01	Biotechnology and Biomedical Technology	Biotechnology	\$ 30,200	\$ 0	\$ 30,200
0502.00-01	Accounting	Accounting	\$ 5,483	\$ 0	\$ 5,483
0701.00-01	Information Technology, General	Computer Science	\$ 5,540	\$ 0	\$ 5,540
0835.20-01	Fitness Trainer	Fitness Trainer	\$ 11,000	\$ 0	\$ 11,000
0947.00-01	Diesel Technology	Diesel Technology	\$ 29,720	\$ 0	\$ 29,720
0948.00-01	Automotive Technology	Automotive Technology	\$ 34,000	\$ 0	\$ 34,000
1205.00-01	Medical Laboratory Technology	Medical Lab Technology	\$ 36,220	\$ 0	\$ 36,220
1250.00-01	Emergency Medical Services	Emergency Medical Technician	\$ 20,046	\$ 0	\$ 20,046
1305.00-01	Child Development/Early Care and Educati	Child Development	\$ 10,080	\$ 0	\$ 10,080
1402.00-01	Paralegal	Paralegal	\$ 7,760	\$ 0	\$ 7,760
2133.00-01	Fire Technology	Fire Technology	\$ 56,000	\$ 0	\$ 56,000
3020.00-01	Aviation and Airport Management and Serv	Aviation Operations	\$ 8,741	\$ 0	\$ 8,741
Total TOP Code Expenditures by College			\$ 254,790	\$ 0	\$ 254,790

*Note: 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 Administration costs at the program level.

Across CTE Programs - Assigned in Order of Entry	Across CTE Programs	Program Title / CTE Related Activity	Across CTE Programs Section IV: Budget Summary Direct	Across CTE Programs Section IV: Budget Summary **Admin	Across CTE Programs Section IV Budget Summary Combined Budget
Across-01	Across CTE Programs	Across Programs - BTCWI	\$ 131,304	\$ 0	\$ 131,304
Total Across CTE Program Expenditures by College			\$ 131,304	\$ 0	\$ 131,304

				Direct	Admin	Combined
Summary Total Budget by TOP Code and Across CTE Programs				\$ 386,094	\$ 0	\$ 386,0
CTE Transitions - Assigned in Order of Entry	CTE Transitions Programs	Program Title / CTE Related Activity	CTE Transitions Section IV: Budget Summary Direct	CTE Transitions Section IV: Budget Summary **Admin	CTE Transition Section IV Budget Summary Combined Budget	
Total budget for all categories				Direct	Admin	Combined Budget
Total				\$ 386,094	\$ 0	\$ 386,0

Local Application Program Information by TOP Code

College: SAN DIEGO MIRAMAR COLLEGE REG CNTR

Agreement No.: 18-C01-047

Program Title: Across Programs - BTCWI

Briefly describe the across CTE program improvement issue(s) that require funding. (Limited to 2,000 characters, or approximately ½ page of text.)

With unprecedented funding for CTE students and a focus on college redesign efforts, CTE programs need to work across disciplines to leverage improvements in student skills attainment and program completion—especially non-traditional students and students with limited English proficiency.

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

CTE programs will integrate academics by piloting the University of Missouri at Kansas City supplemental instruction model and implementing new English and math placement processes, integrate and leverage multiple CTE and academic support initiatives across the college to create a seamless student experience, assess and expand work-based and active learning strategies to connect students with the course material and industry outcomes, modernize and expand access to technology to ensure students are prepared for employment, and strengthen relationships with K-12 and industry partners to ensure academic and employment preparation.

Below are the nine §135(b) Requirements for Uses of Funds. Programs receiving these funds must meet these requirements. Indicate with a check mark those requirement(s) that will be strengthened through the activities funded across CTE programs.

- | | |
|----|--|
| 1. | Strengthening the academic, and career and technical skills of students participating in CTE programs through the integration of academics with CTE programs. [§135(b)(1)] |
| 2. | Link CTE at the secondary and the postsecondary levels, including by offering elements of not less than one program of study described in §122(c)(1)(A). [§135(b)(2)] |
| 3. | Provide students with strong experience in and understanding of all aspects of an industry, which may include work-based learning experiences. [§135(b)(3)] |
| 4. | Develop, improve, or expand the use of technology in CTE, which may include training to use technology, providing students with the skills needed to enter technology fields, and encouraging schools to collaborate with technology industries to offer internships and mentoring programs. [§135(b)(4)] |
| 5. | Provide in-service and pre-service professional development programs to faculty, administrators, and career guidance and academic counselors involved in integrated CTE programs, on topics including effective integration of academics and CTE, effective teaching skills based on research, effective practices to improve parental and community involvement, effective use of scientifically based research and data to improve instruction. Professional development should also ensure that faculty and personnel stay current with all aspects of an industry; involve internship programs that provide relevant business experience; and train faculty in the effective use and application of technology. [§135(b)(5)] |
| 6. | Develop and implement evaluations of the CTE programs carried out with Perkins IV funds, including an assessment of how the needs of special populations are being met. [§135(b)(6)] |
| 7. | Initiate, improve, expand and modernize quality CTE programs, including relevant technology. [§135(b)(7)] |
| 8. | Provide services and activities that are of sufficient size, scope and quality to be effective. [§135(b)(8)] |

9. Provide activities to prepare special populations, including single parents and displaced homemakers enrolled in CTE programs, for high-skill, high-wage or high-demand occupations that will lead to self-sufficiency. [§135(b)(9)]

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

- 1. Involve parents, businesses, and labor organizations, in the design, implementation and evaluation of CTE programs. [§135(c)(1)]
- 2. Provide career guidance and academic counseling for students participating in CTE programs, that improves graduation rates and provides information on postsecondary and career options, and provides assistance for postsecondary students and adults, [§135(c)(2)]
- 3. Local education and business partnerships, including work-related experiences for students, adjunct faculty arrangements for qualified industry professionals and industry experience for teachers and faculty. [§135(c)(3)]
- 4. Provide programs for special populations. [§135(c)(4)]
- 5. Assisting career and technical student organizations. [§135(c)(5)]
- 6. Mentoring and support services. [§135(c)(6)]
- 7. Leasing, purchasing, upgrading or adapting equipment, including instructional aides and publications (including support for library resources) designed to strengthen and support academic and technical skill achievement. [§135(c)(7)]
- 8. Teacher preparation programs that address the integration of academic and CTE and that assist individuals who are interested in becoming CTE faculty, including individuals with experience in business and industry. [§135(c)(8)]
- 9. Developing and expanding postsecondary program offerings at times and in formats that are accessible for all students, including through the use of distance education. [§135(c)(9)]
- 10. Developing initiatives that facilitate the transition of sub-baccalaureate CTE students into baccalaureate degree programs, including articulation agreements, dual enrollment programs, academic and financial aid counseling and other initiatives to overcome barriers and encourage enrollment and completion. [§135(c)(10)]
- 11. Providing activities to support entrepreneurship education and training. [§135(c)(11)]
- 12. Improving or developing new CTE courses, including the development of programs of study for consideration by the state and courses that prepare individuals academically and technically for high-skill, high-wage or high-demand occupations and dual or concurrent enrollment opportunities. [§135(c)(12)]
- 13. Developing and supporting small, personalized career-themed learning communities. [§135(c)(13)]
- 14. Providing support for family and consumer sciences programs. [§135(c)(14)]
- 15. Providing CTE programs for adults and school dropouts to complete secondary education or dropouts to complete secondary education or upgrade technical skills. [§135(c)(15)]
- 16. Providing assistance to individuals who have participated in services and activities under this Act in continuing their education or training or finding an appropriate job. [§135(c)(16)]
- 17. Supporting training and activities (such as mentoring and outreach) in nontraditional fields. [§135(c)(17)]
- 18. Providing support for training programs in automotive technologies. [§135(c)(18)]

- 19. Pooling a portion of such funds with a portion of funds available to other recipients for innovative initiatives. [§135(c)(19)]
- 20. Supporting other CTE activities consistent with the purposes of the Act. [§135(c)(20)]

NOTE: If you indicate CTE funds are being used for the specified activities below, then there must be funding for the activity(ies) indicated in the line item budget for the across CTE programs budgeted.

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

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

Application Budget Summary Across CTE Programs

Complete the planned budget to fund the activities described in Section III.

District/College: SAN DIEGO MIRAMAR COLLEGE REG CNTR Agreement No.: 18-C01-047
 Program Title: Across Programs - BTCWI

Line No.	Acct. No.	Object of Expenditure	Direct Program Expenditure	Administrative Expenditure* (not to exceed 5% of total district expenditures)	Total
1	1000	Instructional Salaries	53,482	0	53,482
2	2000	Non-Inst. Salaries	19,920	0	19,920
3	3000	Employee Benefits	10,492	0	10,492
4	4000	Supplies & Materials	7,410	0	7,410
5	5000	Other Operating Expenses & Services	30,000	0	30,000
6	6000	Capital Outlay	10,000	0	10,000
7	7000	Other Outgo	0	0	0
Total Expenditure			131,304	0	131,304

*District Total Administration Expenditure Cannot Exceed 5% of the District's Combined Total of Title IC & CTE Transitions Direct Expenditures

Note: Final Report of expenditures for 2018-2019 will be reported according to the following categories:

- (A) Curriculum Development/Instruction
- (B) Professional Development
- (C) Counseling/Direct Service to Students
- (D) Other: You must provide a description of programs/services funded
- (E) Administration (not to exceed 5% of total district expenditures)

College Aggregate Core Indicator Information by TOP
(2018-2019)

District/College: SAN DIEGO MIRAMAR COLLEGE REG Agreement No.: 18-C01-047
CNTR

Program Title: Biotechnology TOP Code: 043000

Please review the College Aggregate form at: https://misweb.cccco.edu/perkins/Core_Indicator_Reports/Forms_All.aspx before completing this form.

If no data is available proceed to Part II.

Part I: Review core indicator report by TOP Code and total each positive, negative, N/R or N/A outcome in the last column of the College Core Indicator report. I certify and acknowledge that performance in the 34 Core Indicator categories is as follows:

- 3 of the 34 are at or above the State negotiated level(s);
- 1 of the 34 are below the State negotiated level(s);
- 30 of the 34 are listed as (N/R or N/A)

Part II: If no core indicator information is available for the TOP Code of the program you want to improve with CTE funds, specify the reason there is no data by checking the appropriate box(es).

- The program is new,
- The program is offered in noncredit only,
- The program is small and SAM C courses are not offered every year,
- The program recently had a TOP Code change*,
- The courses and/or the certificate were miscoded*,
- Miscoded programs were corrected, but we are still waiting for reports to be updated, or
- The program is interdisciplinary [core courses are outside the TOP code of the program or will only have completers (certificates and degrees)].

NOTE: * CODING ERRORS SHOULD BE CORRECTED BY NEXT YEAR.

District Contact/Project Director: Lorraine Collins/Stephanie Bul

Reminder: The College must retain in audit files a paper copy of Section I Part F titled "College Core Indicator Information by TOP" signed by the Department Chair (or authorized Designee) for each funded TOP Code.

Local Application Program Information by TOP Code

College: SAN DIEGO MIRAMAR COLLEGE REG CNTR

Agreement No.: 18-C01-047

Program Title: Biotechnology

TOP Code: 043000

Briefly describe program improvement issue(s) concerning this TOP code and include specific examples. (Limited to 2,000 characters, or approximately ½ page of text.)

Two program issues that will be directly addressed in VTEA proposal (year 2 of 3 year projects): 1. Improve the ability to provide knowledge of Quality and GMP and prepare students for 3rd Party Credential American Society for Quality (ASQ) Certified Quality Improvement Associate. 2. Increase scope of program to provide students the ability to begin program and participate in the program in sequence, either the fall or spring semester.

The core indicator data shows deficits in persistence and transfer. To address this gap, we are developing a curriculum specific to Quality. This will ensure that students are competently trained for employment in areas necessary for the industry. However, the gap in the core indicator area is not the only identified gap in the Biotechnology program and workforce development. Creating more qualified employment ready potential employees is critical for the program to meet the gap as identified by the Life Sciences and Biotech Middle Skills Workforce-Supply and Demand Analysis.

In addition to increasing trained Certificated students, we need to ensure students are employment ready with proper skills/techniques as well as trained on suitable equipment.

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

The program is developing the capacity to Deliver ASQ training: Year 2

Develop On Line CQIA prep course-developed and working through the curriculum process: Faculty training required Because the gap analyses in both the Core Indicator report and workforce development reports illustrate the need for more trained employment ready workforce, we are increasing the scope of biotechnology program so that students can take classes in sequence and with more course offerings to meet student and industry needs. We are also working on closing the gap between enrollment and ‘success’ as measured by more Certificates of Achievement issued in addition to ensuring students are employment ready with proper skills/techniques as well as trained on suitable equipment. Increase capacity: Improve marketing strategies and outreach to students, especially those in under served populations or first in family to attend college. Improve internal capacity to counsel prospective students. ?Develop new trained faculty for teaching as increased course offerings need competent faculty in a “train the trainer” collaboration ?purchase electrophoresis and cell culture instrumentation to keep up with the changing industry standards. ?Revision of Bio 132 curriculum to accommodate for the changes in the program. ?Improve tracking of students and program success. Include CQIA in program. ?Develop identification of employment placement ?High School connection development with badge competency pilot of badge with college students.

>Below are the nine §135(b) Requirements for Uses of Funds. Programs receiving these funds must meet these requirements. Indicate with a check mark those requirements that the program currently meets (met). Any remaining unmet requirement(s) must be addressed with completed or ongoing activities by June 30 for reporting in the final report. Note: All nine required uses of funds must be met by the end of the Act or each year until reauthorization. Funds may also be used for the permissive activities specified in number 10.		Indicate with a check mark which requirements have been met, below.	
Requirements for Uses of Funds		MET	UNMET
1.	Strengthening the academic, and career and technical skills of students participating in CTE programs through the integration of academics with CTE programs. [§135(b)(1)]	<input checked="" type="checkbox"/>	<input type="checkbox"/>

2.	Link CTE at the secondary and the postsecondary levels, including by offering elements of not less than one program of study described in §122(c)(1)(A). [§135(b)(2)]	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3.	Provide students with strong experience in and understanding of all aspects of an industry, which may include work-based learning experiences. [§135(b)(3)]	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4.	Develop, improve, or expand the use of technology in CTE, which may include training to use technology, providing students with the skills needed to enter technology fields, and encouraging schools to collaborate with technology industries to offer internships and mentoring programs. [§135(b)(4)]	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5.	Provide in-service and pre-service professional development programs to faculty, administrators, and career guidance and academic counselors involved in integrated CTE programs, on topics including effective integration of academics and CTE, effective teaching skills based on research, effective practices to improve parental and community involvement, effective use of scientifically based research and data to improve instruction. Professional development should also ensure that faculty and personnel stay current with all aspects of an industry; involve internship programs that provide relevant business experience; and train faculty in the effective use and application of technology. [§135(b)(5)]	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6.	Develop and implement evaluations of the CTE programs carried out with Perkins IV funds, including an assessment of how the needs of special populations are being met. [§135(b)(6)]	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7.	Initiate, improve, expand and modernize quality CTE programs, including relevant technology. [§135(b)(7)]	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8.	Provide services and activities that are of sufficient size, scope and quality to be effective. [§135(b)(8)]	<input checked="" type="checkbox"/>	<input type="checkbox"/>
9.	Provide activities to prepare special populations, including single parents and displaced homemakers enrolled in CTE programs, for high-skill, high-wage or high-demand occupations that will lead to self-sufficiency. [§135(b)(9)]	<input checked="" type="checkbox"/>	<input type="checkbox"/>

FOR THOSE REQUIREMENT(S) LISTED ABOVE AS "UNMET:

Describe specific activity(ies) intended to address the unmet requirement(s) (Limited to 2,000 characters, or approximately ½ page of text.)

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

- 1. Involve parents, businesses, and labor organizations, in the design, implementation and evaluation of CTE programs. [§135(c)(1)]
- 2. Provide career guidance and academic counseling for students participating in CTE programs, that improves graduation rates and provides information on postsecondary and career options, and provides assistance for postsecondary students and adults, [§135(c)(2)]
- 3. Local education and business partnerships, including work-related experiences for students, adjunct faculty arrangements for qualified industry professionals and industry experience for teachers and faculty. [§135(c)(3)]
- 4. Provide programs for special populations. [§135(c)(4)]
- 5. Assisting career and technical student organizations. [§135(c)(5)]
- 6. Mentoring and support services. [§135(c)(6)]

- 7. Leasing, purchasing, upgrading or adapting equipment, including instructional aides and publications (including support for library resources) designed to strengthen and support academic and technical skill achievement. [§135(c)(7)]
- 8. Teacher preparation programs that address the integration of academic and CTE and that assist individuals who are interested in becoming CTE faculty, including individuals with experience in business and industry. [§135(c)(8)]
- 9. Developing and expanding postsecondary program offerings at times and in formats that are accessible for all students, including through the use of distance education. [§135(c)(9)]
- 10. Developing initiatives that facilitate the transition of sub-baccalaureate CTE students into baccalaureate degree programs, including articulation agreements, dual enrollment programs, academic and financial aid counseling and other initiatives to overcome barriers and encourage enrollment and completion. [§135(c)(10)]
- 11. Providing activities to support entrepreneurship education and training. [§135(c)(11)]
- 12. Improving or developing new CTE courses, including the development of programs of study for consideration by the state and courses that prepare individuals academically and technically for high-skill, high-wage or high-demand occupations and dual or concurrent enrollment opportunities. [§135(c)(12)]
- 13. Developing and supporting small, personalized career-themed learning communities. [§135(c)(13)]
- 14. Providing support for family and consumer sciences programs. [§135(c)(14)]
- 15. Providing CTE programs for adults and school dropouts to complete secondary education or dropouts to complete secondary education or upgrade technical skills. [§135(c)(15)]
- 16. Providing assistance to individuals who have participated in services and activities under this Act in continuing their education or training or finding an appropriate job. [§135(c)(16)]
- 17. Supporting training and activities (such as mentoring and outreach) in nontraditional fields. [§135(c)(17)]
- 18. Providing support for training programs in automotive technologies. [§135(c)(18)]
- 19. Pooling a portion of such funds with a portion of funds available to other recipients for innovative initiatives. [§135(c)(19)]
- 20. Supporting other CTE activities consistent with the purposes of the Act. [§135(c)(20)]

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

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

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

Check one: UNMET REQUIREMENTS WILL BE ADDRESSED:

- Entirely with CTE Funds
- Entirely with Other Funding Sources

Using Both CTE and Other Funding Sources

Application Budget Summary by TOP Code

COMPLETE BUDGET SUMMARY FORMS IDENTIFYING PERKINS TITLE I-C CATEGORICAL EXPENDITURE
 TOTALS BY TOP CODE.

College: SAN DIEGO MIRAMAR COLLEGE REG CNTR
 Program Title: Biotechnology

Agreement No.: 18-C01-047
 TOP Code: 043000

Line No.	Acct. No.	Object of Expenditure	Direct Program Expenditure	Administrative Expenditure* (not to exceed 5% of total district expenditures)	Total
1	1000	Instructional Salaries	8,000	0	8,000
2	2000	Non-Inst. Salaries	0	0	0
3	3000	Employee Benefits	1,200	0	1,200
4	4000	Supplies & Materials	3,000	0	3,000
5	5000	Other Operating Expenses & Services	6,000	0	6,000
6	6000	Capital Outlay	12,000	0	12,000
7	7000	Other Outgo	0	0	0
		Total Expenditure	30,200	0	30,200

*District Total Administration Expenditure Cannot Exceed 5% of the District's Combined Total of Title IC & CTE Transitions Direct Expenditures

Note: Final Report of expenditures for 2018-2019 will be reported according to the following categories:

- (A) Curriculum Development/Instruction
- (B) Professional Development
- (C) Counseling/Direct Service to Students
- (D) Other: You must provide a description of programs/services funded
- (E) Administration (not to exceed 5% of total district expenditures)

College Aggregate Core Indicator Information by TOP
(2018-2019)

District/College: SAN DIEGO MIRAMAR COLLEGE REG Agreement No.: 18-C01-047
CNTR

Program Title: Accounting TOP Code: 050200

Please review the College Aggregate form at: https://misweb.cccco.edu/perkins/Core_Indicator_Reports/Forms_All.aspx before completing this form.

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- 11 of the 34 are at or above the State negotiated level(s);
- 1 of the 34 are below the State negotiated level(s);
- 22 of the 34 are listed as (N/R or N/A)

Part II: If no core indicator information is available for the TOP Code of the program you want to improve with CTE funds, specify the reason there is no data by checking the appropriate box(es).

- The program is new,
- The program is offered in noncredit only,
- The program is small and SAM C courses are not offered every year,
- The program recently had a TOP Code change*,
- The courses and/or the certificate were miscoded*,
- Miscoded programs were corrected, but we are still waiting for reports to be updated, or
- The program is interdisciplinary [core courses are outside the TOP code of the program or will only have completers (certificates and degrees)].

NOTE: * CODING ERRORS SHOULD BE CORRECTED BY NEXT YEAR.

District Contact/Project Director: Lorraine Collins/Stephanie Bul

Reminder: The College must retain in audit files a paper copy of Section I Part F titled "College Core Indicator Information by TOP" signed by the Department Chair (or authorized Designee) for each funded TOP Code.

Local Application Program Information by TOP Code

College: SAN DIEGO MIRAMAR COLLEGE REG CNTR
 Program Title: Accounting

Agreement No.: 18-C01-047
 TOP Code: 050200

Briefly describe program improvement issue(s) concerning this TOP code and include specific examples. (Limited to 2,000 characters, or approximately ½ page of text.)

The Core Indicator Report for Accounting indicates that there is a deficiency in the category of “Employment”. The number of jobs projected for in CA for Accountants and Auditors SCO Code 13-2011 each year is 6,970 and for San Diego County the estimate is 540. This job is 16th on the list for most job openings in the San Diego-Carlsbad area for 2014-2024 and 20% expected job growth over 10 years. Average median hourly wage for these occupations in San Diego is \$35.18 or \$73,169 annually.

The program needs to: 1) address this employment gap and develop more internships and work-based learning opportunities. 2) offer new courses to strengthen the technical skills that will lead to opening doors for more employment opportunities for students. 3) increase students’ awareness of entrepreneurial opportunities for creating their own tax and bookkeeping services. 4) stay current in the industry through faculty professional development. Faculty must maintain currency of the program and comply with industry standards for financial statements and tax legislation.

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

To address the issues, the program will: ?Expand internship opportunities to provide practical experience needed in the accounting trade. Collaborate with the career center on networking. ?Continue working with the IRS and local non-profits to provide Volunteer Income Tax Assistance programs for work-based experience in the field of tax preparation. ?Develop internships with small to mid-sized CPA firms and private companies for bookkeeping, audit and tax work, for students to obtain valuable work experience preparing them for employment. ?Network with SCORE, other local organizations, Small Business Development Centers and other non-profits for audit, bookkeeping, and tax mentorship programs. ?Expand class offerings to include specialized classes needed for the CPA exam review such as CPA Candidate courses, auditing and Intermediate Acct 201B at Miramar. ?Update Federal and State Individual Income tax classes to keep up with industry standards including technology. ?Integrate at least one project in each accounting class that includes career exploration, research and guest speakers to share real-world experiences with the students. ?Connect students with local Small Business Development Centers (SBDC) funded by Small Business Administration for guidance (free of charge) through the process of successfully starting and running their own business. ?Invite local incubators such as Connect & EvoNexus and SBDC consultants to speak on campus to Miramar’s Business Club or participate on entrepreneur panels. Attend conferences to stay abreast of legislative changes, updates in tax and accounting rules, best practices and most current educational software available.

>Below are the nine §135(b) Requirements for Uses of Funds. Programs receiving these funds must meet these requirements. Indicate with a check mark those requirements that the program currently meets (met). Any remaining unmet requirement(s) must be addressed with completed or ongoing activities by June 30 for reporting in the final report. Note: All nine required uses of funds must be met by the end of the Act or each year until reauthorization. Funds may also be used for the permissive activities specified in number 10.		Indicate with a check mark which requirements have been met, below.	
Requirements for Uses of Funds		MET	UNMET
1.	Strengthening the academic, and career and technical skills of students participating in CTE programs through the integration of academics with CTE programs. [§135(b)(1)]	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2.	Link CTE at the secondary and the postsecondary levels, including by offering elements of not less than one program of study described in §122(c)(1)(A). [§135(b)(2)]	<input checked="" type="checkbox"/>	<input type="checkbox"/>

3.	Provide students with strong experience in and understanding of all aspects of an industry, which may include work-based learning experiences. [§135(b)(3)]	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4.	Develop, improve, or expand the use of technology in CTE, which may include training to use technology, providing students with the skills needed to enter technology fields, and encouraging schools to collaborate with technology industries to offer internships and mentoring programs. [§135(b)(4)]	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5.	Provide in-service and pre-service professional development programs to faculty, administrators, and career guidance and academic counselors involved in integrated CTE programs, on topics including effective integration of academics and CTE, effective teaching skills based on research, effective practices to improve parental and community involvement, effective use of scientifically based research and data to improve instruction. Professional development should also ensure that faculty and personnel stay current with all aspects of an industry; involve internship programs that provide relevant business experience; and train faculty in the effective use and application of technology. [§135(b)(5)]	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6.	Develop and implement evaluations of the CTE programs carried out with Perkins IV funds, including an assessment of how the needs of special populations are being met. [§135(b)(6)]	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7.	Initiate, improve, expand and modernize quality CTE programs, including relevant technology. [§135(b)(7)]	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8.	Provide services and activities that are of sufficient size, scope and quality to be effective. [§135(b)(8)]	<input checked="" type="checkbox"/>	<input type="checkbox"/>
9.	Provide activities to prepare special populations, including single parents and displaced homemakers enrolled in CTE programs, for high-skill, high-wage or high-demand occupations that will lead to self-sufficiency. [§135(b)(9)]	<input checked="" type="checkbox"/>	<input type="checkbox"/>

FOR THOSE REQUIREMENT(S) LISTED ABOVE AS "UNMET:

Describe specific activity(ies) intended to address the unmet requirement(s) (Limited to 2,000 characters, or approximately ½ page of text.)

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

- 1. Involve parents, businesses, and labor organizations, in the design, implementation and evaluation of CTE programs. [§135(c)(1)]
- 2. Provide career guidance and academic counseling for students participating in CTE programs, that improves graduation rates and provides information on postsecondary and career options, and provides assistance for postsecondary students and adults, [§135(c)(2)]
- 3. Local education and business partnerships, including work-related experiences for students, adjunct faculty arrangements for qualified industry professionals and industry experience for teachers and faculty. [§135(c)(3)]
- 4. Provide programs for special populations. [§135(c)(4)]
- 5. Assisting career and technical student organizations. [§135(c)(5)]
- 6. Mentoring and support services. [§135(c)(6)]
- 7. Leasing, purchasing, upgrading or adapting equipment, including instructional aides and publications (including support for library resources) designed to strengthen and support academic and technical skill achievement. [§135(c)(7)]
- 8. Teacher preparation programs that address the integration of academic and CTE and that assist individuals who are interested in becoming CTE faculty, including individuals with experience in business and industry. [§135(c)(8)]

- 9. Developing and expanding postsecondary program offerings at times and in formats that are accessible for all students, including through the use of distance education. [§135(c)(9)]
- 10. Developing initiatives that facilitate the transition of sub-baccalaureate CTE students into baccalaureate degree programs, including articulation agreements, dual enrollment programs, academic and financial aid counseling and other initiatives to overcome barriers and encourage enrollment and completion. [§135(c)(10)]
- 11. Providing activities to support entrepreneurship education and training. [§135(c)(11)]
- 12. Improving or developing new CTE courses, including the development of programs of study for consideration by the state and courses that prepare individuals academically and technically for high-skill, high-wage or high-demand occupations and dual or concurrent enrollment opportunities. [§135(c)(12)]
- 13. Developing and supporting small, personalized career-themed learning communities. [§135(c)(13)]
- 14. Providing support for family and consumer sciences programs. [§135(c)(14)]
- 15. Providing CTE programs for adults and school dropouts to complete secondary education or dropouts to complete secondary education or upgrade technical skills. [§135(c)(15)]
- 16. Providing assistance to individuals who have participated in services and activities under this Act in continuing their education or training or finding an appropriate job. [§135(c)(16)]
- 17. Supporting training and activities (such as mentoring and outreach) in nontraditional fields. [§135(c)(17)]
- 18. Providing support for training programs in automotive technologies. [§135(c)(18)]
- 19. Pooling a portion of such funds with a portion of funds available to other recipients for innovative initiatives. [§135(c)(19)]
- 20. Supporting other CTE activities consistent with the purposes of the Act. [§135(c)(20)]

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

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

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

Check one: UNMET REQUIREMENTS WILL BE ADDRESSED:

- Entirely with CTE Funds
- Entirely with Other Funding Sources
- Using Both CTE and Other Funding Sources

Application Budget Summary by TOP Code

COMPLETE BUDGET SUMMARY FORMS IDENTIFYING PERKINS TITLE I-C CATEGORICAL EXPENDITURE
 TOTALS BY TOP CODE.

College: SAN DIEGO MIRAMAR COLLEGE REG CNTR
 Program Title: Accounting

Agreement No.: 18-C01-047
 TOP Code: 050200

Line No.	Acct. No.	Object of Expenditure	Direct Program Expenditure	Administrative Expenditure* (not to exceed 5% of total district expenditures)	Total
1	1000	Instructional Salaries	4,000	0	4,000
2	2000	Non-Inst. Salaries	0	0	0
3	3000	Employee Benefits	720	0	720
4	4000	Supplies & Materials	198	0	198
5	5000	Other Operating Expenses & Services	565	0	565
6	6000	Capital Outlay	0	0	0
7	7000	Other Outgo	0	0	0
		Total Expenditure	5,483	0	5,483

*District Total Administration Expenditure Cannot Exceed 5% of the District's Combined Total of Title IC & CTE Transitions Direct Expenditures

Note: Final Report of expenditures for 2018-2019 will be reported according to the following categories:

- (A) Curriculum Development/Instruction
- (B) Professional Development
- (C) Counseling/Direct Service to Students
- (D) Other: You must provide a description of programs/services funded
- (E) Administration (not to exceed 5% of total district expenditures)

College Aggregate Core Indicator Information by TOP
(2018-2019)

District/College: SAN DIEGO MIRAMAR COLLEGE REG Agreement No.: 18-C01-047
CNTR

Program Title: Computer Science TOP Code: 070100

Please review the College Aggregate form at: https://misweb.cccco.edu/perkins/Core_Indicator_Reports/Forms_All.aspx before completing this form.

If no data is available proceed to Part II.

Part I: Review core indicator report by TOP Code and total each positive, negative, N/R or N/A outcome in the last column of the College Core Indicator report. I certify and acknowledge that performance in the 34 Core Indicator categories is as follows:

- 0 of the 34 are at or above the State negotiated level(s);
- 0 of the 34 are below the State negotiated level(s);
- 34 of the 34 are listed as (N/R or N/A)

Part II: If no core indicator information is available for the TOP Code of the program you want to improve with CTE funds, specify the reason there is no data by checking the appropriate box(es).

- The program is new,
- The program is offered in noncredit only,
- The program is small and SAM C courses are not offered every year,
- The program recently had a TOP Code change*,
- The courses and/or the certificate were miscoded*,
- Miscoded programs were corrected, but we are still waiting for reports to be updated, or
- The program is interdisciplinary [core courses are outside the TOP code of the program or will only have completers (certificates and degrees)].

NOTE: * CODING ERRORS SHOULD BE CORRECTED BY NEXT YEAR.

District Contact/Project Director: Lorraine Collins/Stephanie Bul

Reminder: The College must retain in audit files a paper copy of Section I Part F titled "College Core Indicator Information by TOP" signed by the Department Chair (or authorized Designee) for each funded TOP Code.

Local Application Program Information by TOP Code

College: SAN DIEGO MIRAMAR COLLEGE REG CNTR

Agreement No.: 18-C01-047

Program Title: Computer Science

TOP Code: 070100

Briefly describe program improvement issue(s) concerning this TOP code and include specific examples. (Limited to 2,000 characters, or approximately ½ page of text.)

The core indicator report for 2017-2018 fiscal year planning shows deficiencies in Core 1,3,5 and 5b. The report for 2018-2019 did not capture data for the CIS program. We intend to rectify this by actively recruiting more students for Computer Science including non-traditional students (a.k.a. women and non-STEM students). This project intends to work with the college administration on suggestions that address those deficiencies.

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

Improve the content of the CISC courses (current and new) to enable students to obtain skills that are consistent with industry-recognized standards We aim to attract non STEM students into CISC and provide pathways to vocational Engineering skills and University degrees. This will require the development of low unit courses designed to entice Physics / Engineering students into our extra- curricular activities (like our current “NASA Group”, computer and science clubs). This will require the purchase of state-of-the-art equipment that students can develop the skills on. These activities will help bring in non-traditional students and funnel them into specific guided pathway plans.

Plan to develop a new certificate for Electronics Technician / Installer which includes skills that students can not only get an immediate job as a technician. Additional Math and Engineering options might be utilized to prepare them for university transfer or the student may opt for a “Gig Economy” add-on that features Business courses whereby a student can start their own sole proprietor business.

We intend to work with career center staff to gather a list of area business that ask for specific computer skills. With this list developed our project will begin the development of intern relationships.

Increase non-traditional students in enrollment and completion The emphasis will be on recruiting students from area high schools, linking with businesses for training their workforce and working with the new Student Development office on solutions to moving students out of “traditional” jobs and getting “non-traditional” students trained in high demand / high salary Computer Science jobs.

Provide in-demand training and a blitz marketing campaign featuring plenty of jobs and high salaries to retain students by incorporating training around easily digested concepts and fun projects that are less intimidating. Identify strategies with NEW student equity office for non-traditional students to stay with the program.

>Below are the nine §135(b) Requirements for Uses of Funds. Programs receiving these funds must meet these requirements. Indicate with a check mark those requirements that the program currently meets (met). Any remaining unmet requirement(s) must be addressed with completed or ongoing activities by June 30 for reporting in the final report. Note: All nine required uses of funds must be met by the end of the Act or each year until reauthorization. Funds may also be used for the permissive activities specified in number 10.		Indicate with a check mark which requirements have been met, below.	
Requirements for Uses of Funds		MET	UNMET
1.	Strengthening the academic, and career and technical skills of students participating in CTE programs through the integration of academics with CTE programs. [§135(b)(1)]	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2.	Link CTE at the secondary and the postsecondary levels, including by offering elements of not less than one program of study described in §122(c)(1)(A). [§135(b)(2)]	<input checked="" type="checkbox"/>	<input type="checkbox"/>

3.	Provide students with strong experience in and understanding of all aspects of an industry, which may include work-based learning experiences. [§135(b)(3)]	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4.	Develop, improve, or expand the use of technology in CTE, which may include training to use technology, providing students with the skills needed to enter technology fields, and encouraging schools to collaborate with technology industries to offer internships and mentoring programs. [§135(b)(4)]	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5.	Provide in-service and pre-service professional development programs to faculty, administrators, and career guidance and academic counselors involved in integrated CTE programs, on topics including effective integration of academics and CTE, effective teaching skills based on research, effective practices to improve parental and community involvement, effective use of scientifically based research and data to improve instruction. Professional development should also ensure that faculty and personnel stay current with all aspects of an industry; involve internship programs that provide relevant business experience; and train faculty in the effective use and application of technology. [§135(b)(5)]	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6.	Develop and implement evaluations of the CTE programs carried out with Perkins IV funds, including an assessment of how the needs of special populations are being met. [§135(b)(6)]	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7.	Initiate, improve, expand and modernize quality CTE programs, including relevant technology. [§135(b)(7)]	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8.	Provide services and activities that are of sufficient size, scope and quality to be effective. [§135(b)(8)]	<input checked="" type="checkbox"/>	<input type="checkbox"/>
9.	Provide activities to prepare special populations, including single parents and displaced homemakers enrolled in CTE programs, for high-skill, high-wage or high-demand occupations that will lead to self-sufficiency. [§135(b)(9)]	<input checked="" type="checkbox"/>	<input type="checkbox"/>

FOR THOSE REQUIREMENT(S) LISTED ABOVE AS "UNMET:

Describe specific activity(ies) intended to address the unmet requirement(s) (Limited to 2,000 characters, or approximately ½ page of text.)

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

- 1. Involve parents, businesses, and labor organizations, in the design, implementation and evaluation of CTE programs. [§135(c)(1)]
- 2. Provide career guidance and academic counseling for students participating in CTE programs, that improves graduation rates and provides information on postsecondary and career options, and provides assistance for postsecondary students and adults, [§135(c)(2)]
- 3. Local education and business partnerships, including work-related experiences for students, adjunct faculty arrangements for qualified industry professionals and industry experience for teachers and faculty. [§135(c)(3)]
- 4. Provide programs for special populations. [§135(c)(4)]
- 5. Assisting career and technical student organizations. [§135(c)(5)]
- 6. Mentoring and support services. [§135(c)(6)]
- 7. Leasing, purchasing, upgrading or adapting equipment, including instructional aides and publications (including support for library resources) designed to strengthen and support academic and technical skill achievement. [§135(c)(7)]
- 8. Teacher preparation programs that address the integration of academic and CTE and that assist individuals who are interested in becoming CTE faculty, including individuals with experience in business and industry. [§135(c)(8)]

- 9. Developing and expanding postsecondary program offerings at times and in formats that are accessible for all students, including through the use of distance education. [§135(c)(9)]
- 10. Developing initiatives that facilitate the transition of sub-baccalaureate CTE students into baccalaureate degree programs, including articulation agreements, dual enrollment programs, academic and financial aid counseling and other initiatives to overcome barriers and encourage enrollment and completion. [§135(c)(10)]
- 11. Providing activities to support entrepreneurship education and training. [§135(c)(11)]
- 12. Improving or developing new CTE courses, including the development of programs of study for consideration by the state and courses that prepare individuals academically and technically for high-skill, high-wage or high-demand occupations and dual or concurrent enrollment opportunities. [§135(c)(12)]
- 13. Developing and supporting small, personalized career-themed learning communities. [§135(c)(13)]
- 14. Providing support for family and consumer sciences programs. [§135(c)(14)]
- 15. Providing CTE programs for adults and school dropouts to complete secondary education or dropouts to complete secondary education or upgrade technical skills. [§135(c)(15)]
- 16. Providing assistance to individuals who have participated in services and activities under this Act in continuing their education or training or finding an appropriate job. [§135(c)(16)]
- 17. Supporting training and activities (such as mentoring and outreach) in nontraditional fields. [§135(c)(17)]
- 18. Providing support for training programs in automotive technologies. [§135(c)(18)]
- 19. Pooling a portion of such funds with a portion of funds available to other recipients for innovative initiatives. [§135(c)(19)]
- 20. Supporting other CTE activities consistent with the purposes of the Act. [§135(c)(20)]

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

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

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

Check one: UNMET REQUIREMENTS WILL BE ADDRESSED:

- Entirely with CTE Funds
- Entirely with Other Funding Sources
- Using Both CTE and Other Funding Sources

Application Budget Summary by TOP Code

COMPLETE BUDGET SUMMARY FORMS IDENTIFYING PERKINS TITLE I-C CATEGORICAL EXPENDITURE
 TOTALS BY TOP CODE.

College: SAN DIEGO MIRAMAR COLLEGE REG CNTR
 Program Title: Computer Science

Agreement No.: 18-C01-047
 TOP Code: 070100

Line No.	Acct. No.	Object of Expenditure	Direct Program Expenditure	Administrative Expenditure* (not to exceed 5% of total district expenditures)	Total
1	1000	Instructional Salaries	3,000	0	3,000
2	2000	Non-Inst. Salaries	0	0	0
3	3000	Employee Benefits	540	0	540
4	4000	Supplies & Materials	2,000	0	2,000
5	5000	Other Operating Expenses & Services	0	0	0
6	6000	Capital Outlay	0	0	0
7	7000	Other Outgo	0	0	0
		Total Expenditure	5,540	0	5,540

*District Total Administration Expenditure Cannot Exceed 5% of the District's Combined Total of Title IC & CTE Transitions Direct Expenditures

Note: Final Report of expenditures for 2018-2019 will be reported according to the following categories:

- (A) Curriculum Development/Instruction
- (B) Professional Development
- (C) Counseling/Direct Service to Students
- (D) Other: You must provide a description of programs/services funded
- (E) Administration (not to exceed 5% of total district expenditures)

College Aggregate Core Indicator Information by TOP
(2018-2019)

District/College: SAN DIEGO MIRAMAR COLLEGE REG Agreement No.: 18-C01-047
CNTR

Program Title: Fitness Trainer TOP Code: 083520

Please review the College Aggregate form at: https://misweb.cccco.edu/perkins/Core_Indicator_Reports/Forms_All.aspx before completing this form.

If no data is available proceed to Part II.

Part I: Review core indicator report by TOP Code and total each positive, negative, N/R or N/A outcome in the last column of the College Core Indicator report. I certify and acknowledge that performance in the 34 Core Indicator categories is as follows:

- 3 of the 34 are at or above the State negotiated level(s);
- 4 of the 34 are below the State negotiated level(s);
- 27 of the 34 are listed as (N/R or N/A)

Part II: If no core indicator information is available for the TOP Code of the program you want to improve with CTE funds, specify the reason there is no data by checking the appropriate box(es).

- The program is new,
- The program is offered in noncredit only,
- The program is small and SAM C courses are not offered every year,
- The program recently had a TOP Code change*,
- The courses and/or the certificate were miscoded*,
- Miscoded programs were corrected, but we are still waiting for reports to be updated, or
- The program is interdisciplinary [core courses are outside the TOP code of the program or will only have completers (certificates and degrees)].

NOTE: * CODING ERRORS SHOULD BE CORRECTED BY NEXT YEAR.

District Contact/Project Director: Lorraine Collins/Stephanie Bul

Reminder: The College must retain in audit files a paper copy of Section I Part F titled "College Core Indicator Information by TOP" signed by the Department Chair (or authorized Designee) for each funded TOP Code.

Local Application Program Information by TOP Code

College: SAN DIEGO MIRAMAR COLLEGE REG CNTR
 Program Title: Fitness Trainer

Agreement No.: 18-C01-047
 TOP Code: 083520

Briefly describe program improvement issue(s) concerning this TOP code and include specific examples. (Limited to 2,000 characters, or approximately ½ page of text.)

CIR for Fitness specifies that Core Indicator I – Technical Skill Attainment was at a deficit, -7.1. This is an area that needs to be significantly addressed as other areas will continued to be enhanced as well. The Fitness Trainer program lacks technological advancements as a whole in comparison to other colleges within our district. In addition, recruitment efforts need to focus on specific demographics and the program needs to better address and track skill builders who come back to obtain specialized certification. We seek to continue to improve in these areas.

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

The Fitness program will make steps towards addressing the deficits mentioned above, concerning technical skill attainment and persistence and transfer. Specifically, the program plans to take action by completing the following: ?Integrate current industry trends related to updated technology for the program used in the field as recommended by Advisory Board members. ?Update machines/devices to give fitness students a competitive edge in developing technical skills and gaining experience. ?Seek approval of national organizations for program to provide continuing education units to attract different demographics. ?Provide professional development opportunities essential for faculty to enhance the quality of the program. This includes conferences, seminars, and certifications. ?Make program changes that positively impact persistence and transfer efforts. This is important as the industry develops and evolves, the need for higher education beyond a certification will increase. Investigate the following variables: update classes offered in the program to include transferable courses, develop new courses that may expand the students’ skill set and meet transfer requirements (e.g. business-related courses, introduction to kinesiology, psychology, etc.), create and implement a pre-semester fall and spring orientation (aid in the transition and process throughout the program), and create a clearer pathways for students to obtain his or her certification, sit for the nationally certification exam, and transfer to a bachelors program.

>Below are the nine §135(b) Requirements for Uses of Funds. Programs receiving these funds must meet these requirements. Indicate with a check mark those requirements that the program currently meets (met). Any remaining unmet requirement(s) must be addressed with completed or ongoing activities by June 30 for reporting in the final report. Note: All nine required uses of funds must be met by the end of the Act or each year until reauthorization. Funds may also be used for the permissive activities specified in number 10.		Indicate with a check mark which requirements have been met, below.	
Requirements for Uses of Funds		MET	UNMET
1.	Strengthening the academic, and career and technical skills of students participating in CTE programs through the integration of academics with CTE programs. [§135(b)(1)]	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2.	Link CTE at the secondary and the postsecondary levels, including by offering elements of not less than one program of study described in §122(c)(1)(A). [§135(b)(2)]	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3.	Provide students with strong experience in and understanding of all aspects of an industry, which may include work-based learning experiences. [§135(b)(3)]	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4.	Develop, improve, or expand the use of technology in CTE, which may include training to use technology, providing students with the skills needed to enter technology fields, and encouraging schools to collaborate with technology industries to offer internships and mentoring programs. [§135(b)(4)]	<input checked="" type="checkbox"/>	<input type="checkbox"/>

5.	Provide in-service and pre-service professional development programs to faculty, administrators, and career guidance and academic counselors involved in integrated CTE programs, on topics including effective integration of academics and CTE, effective teaching skills based on research, effective practices to improve parental and community involvement, effective use of scientifically based research and data to improve instruction. Professional development should also ensure that faculty and personnel stay current with all aspects of an industry; involve internship programs that provide relevant business experience; and train faculty in the effective use and application of technology. [§135(b)(5)]	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6.	Develop and implement evaluations of the CTE programs carried out with Perkins IV funds, including an assessment of how the needs of special populations are being met. [§135(b)(6)]	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7.	Initiate, improve, expand and modernize quality CTE programs, including relevant technology. [§135(b)(7)]	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8.	Provide services and activities that are of sufficient size, scope and quality to be effective. [§135(b)(8)]	<input checked="" type="checkbox"/>	<input type="checkbox"/>
9.	Provide activities to prepare special populations, including single parents and displaced homemakers enrolled in CTE programs, for high-skill, high-wage or high-demand occupations that will lead to self-sufficiency. [§135(b)(9)]	<input checked="" type="checkbox"/>	<input type="checkbox"/>

FOR THOSE REQUIREMENT(S) LISTED ABOVE AS "UNMET:

Describe specific activity(ies) intended to address the unmet requirement(s) (Limited to 2,000 characters, or approximately ½ page of text.)

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

- 1. Involve parents, businesses, and labor organizations, in the design, implementation and evaluation of CTE programs. [§135(c)(1)]
- 2. Provide career guidance and academic counseling for students participating in CTE programs, that improves graduation rates and provides information on postsecondary and career options, and provides assistance for postsecondary students and adults, [§135(c)(2)]
- 3. Local education and business partnerships, including work-related experiences for students, adjunct faculty arrangements for qualified industry professionals and industry experience for teachers and faculty. [§135(c)(3)]
- 4. Provide programs for special populations. [§135(c)(4)]
- 5. Assisting career and technical student organizations. [§135(c)(5)]
- 6. Mentoring and support services. [§135(c)(6)]
- 7. Leasing, purchasing, upgrading or adapting equipment, including instructional aides and publications (including support for library resources) designed to strengthen and support academic and technical skill achievement. [§135(c)(7)]
- 8. Teacher preparation programs that address the integration of academic and CTE and that assist individuals who are interested in becoming CTE faculty, including individuals with experience in business and industry. [§135(c)(8)]
- 9. Developing and expanding postsecondary program offerings at times and in formats that are accessible for all students, including through the use of distance education. [§135(c)(9)]
- 10. Developing initiatives that facilitate the transition of sub-baccalaureate CTE students into baccalaureate degree programs, including articulation agreements, dual enrollment programs, academic and financial aid counseling and other initiatives to overcome barriers and encourage enrollment and completion. [§135(c)(10)]

- 11. Providing activities to support entrepreneurship education and training. [§135(c)(11)]
- 12. Improving or developing new CTE courses, including the development of programs of study for consideration by the state and courses that prepare individuals academically and technically for high-skill, high-wage or high-demand occupations and dual or concurrent enrollment opportunities. [§135(c)(12)]
- 13. Developing and supporting small, personalized career-themed learning communities. [§135(c)(13)]
- 14. Providing support for family and consumer sciences programs. [§135(c)(14)]
- 15. Providing CTE programs for adults and school dropouts to complete secondary education or dropouts to complete secondary education or upgrade technical skills. [§135(c)(15)]
- 16. Providing assistance to individuals who have participated in services and activities under this Act in continuing their education or training or finding an appropriate job. [§135(c)(16)]
- 17. Supporting training and activities (such as mentoring and outreach) in nontraditional fields. [§135(c)(17)]
- 18. Providing support for training programs in automotive technologies. [§135(c)(18)]
- 19. Pooling a portion of such funds with a portion of funds available to other recipients for innovative initiatives. [§135(c)(19)]
- 20. Supporting other CTE activities consistent with the purposes of the Act. [§135(c)(20)]

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

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

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

Check one: UNMET REQUIREMENTS WILL BE ADDRESSED:

- Entirely with CTE Funds
- Entirely with Other Funding Sources
- Using Both CTE and Other Funding Sources

Application Budget Summary by TOP Code

COMPLETE BUDGET SUMMARY FORMS IDENTIFYING PERKINS TITLE I-C CATEGORICAL EXPENDITURE
 TOTALS BY TOP CODE.

College: SAN DIEGO MIRAMAR COLLEGE REG CNTR
 Program Title: Fitness Trainer

Agreement No.: 18-C01-047
 TOP Code: 083520

Line No.	Acct. No.	Object of Expenditure	Direct Program Expenditure	Administrative Expenditure* (not to exceed 5% of total district expenditures)	Total
1	1000	Instructional Salaries	0	0	0
2	2000	Non-Inst. Salaries	0	0	0
3	3000	Employee Benefits	0	0	0
4	4000	Supplies & Materials	0	0	0
5	5000	Other Operating Expenses & Services	0	0	0
6	6000	Capital Outlay	11,000	0	11,000
7	7000	Other Outgo	0	0	0
		Total Expenditure	11,000	0	11,000

*District Total Administration Expenditure Cannot Exceed 5% of the District's Combined Total of Title IC & CTE Transitions Direct Expenditures

Note: Final Report of expenditures for 2018-2019 will be reported according to the following categories:

- (A) Curriculum Development/Instruction
- (B) Professional Development
- (C) Counseling/Direct Service to Students
- (D) Other: You must provide a description of programs/services funded
- (E) Administration (not to exceed 5% of total district expenditures)

College Aggregate Core Indicator Information by TOP
(2018-2019)

District/College: SAN DIEGO MIRAMAR COLLEGE REG Agreement No.: 18-C01-047
CNTR

Program Title: Diesel Technology TOP Code: 094700

Please review the College Aggregate form at: https://misweb.cccco.edu/perkins/Core_Indicator_Reports/Forms_All.aspx before completing this form.

If no data is available proceed to Part II.

Part I: Review core indicator report by TOP Code and total each positive, negative, N/R or N/A outcome in the last column of the College Core Indicator report. I certify and acknowledge that performance in the 34 Core Indicator categories is as follows:

- 5 of the 34 are at or above the State negotiated level(s);
- 5 of the 34 are below the State negotiated level(s);
- 24 of the 34 are listed as (N/R or N/A)

Part II: If no core indicator information is available for the TOP Code of the program you want to improve with CTE funds, specify the reason there is no data by checking the appropriate box(es).

- The program is new,
- The program is offered in noncredit only,
- The program is small and SAM C courses are not offered every year,
- The program recently had a TOP Code change*,
- The courses and/or the certificate were miscoded*,
- Miscoded programs were corrected, but we are still waiting for reports to be updated, or
- The program is interdisciplinary [core courses are outside the TOP code of the program or will only have completers (certificates and degrees)].

NOTE: * CODING ERRORS SHOULD BE CORRECTED BY NEXT YEAR.

District Contact/Project Director: Lorraine Collins/Stephanie Bul

Reminder: The College must retain in audit files a paper copy of Section I Part F titled "College Core Indicator Information by TOP" signed by the Department Chair (or authorized Designee) for each funded TOP Code.

Local Application Program Information by TOP Code

College: SAN DIEGO MIRAMAR COLLEGE REG CNTR

Agreement No.: 18-C01-047

Program Title: Diesel Technology

TOP Code: 094700

Briefly describe program improvement issue(s) concerning this TOP code and include specific examples. (Limited to 2,000 characters, or approximately ½ page of text.)

The Diesel Program’s improvement needs are related to insufficiency in the following areas: 1.lab tools and equipment in the program are outdated. 2. program marketing needs to be consistent. 3. the support of program staff 4. consistent counseling support to address the unique needs of diesel students.

The diesel industry is changing at a rapid rate with implementation of new engine emission rules and regulations. These regulations are requiring older trucks and equipment to be retired, and or destroyed. Currently, the California Air Resources Board requires that engines/ trucks that are model year 2003 or older be retired or destroyed. Companies are required to replace them with newer model year engines/ trucks. As these regulations are implemented it reduces our lab equipment’s effectiveness in preparing students for the Diesel Technology service industry. Most of our trucks and engines are older than 2003 therefore, we need to purchase newer equipment (engines and or trucks) to meet the training needs of our advisory partners and students. This will improve student success when they enter the workforce.

In addition, professional development funds are needed to keep up the technical skills that the new equipment requires.

Also, the program needs the support of an academic counselor who specializes in the diesel program to provide services for students.

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

The Diesel Program Faculty plans to address the Core Indicator deficits by:

?Increasing involvement of the advisory committee for greater participation to include integrating them as guest speakers and inviting other guests from the industry per their recommendations. ?Preparing and implementing plans that strengthen career pathway from local feeder secondary schools. ?Replace outdated equipment to current industry technology and incorporate the new technology into the course work.

To address the needs that have been identified by core indicators 2, 5a, and 5b and implement plans for improvement as listed above, the program has: ?Identified the need for a “Diesel” specific counselor to support efforts to address our completion gaps. ?Continue developing curriculum and implementing relevant technology into the classes that are aligned with industry standards. ?Faculty will attend professional development conferences and training to stay abreast of industry changes. ?The program need to purchase new industry standard equipment to support diesel student success.

>Below are the nine §135(b) Requirements for Uses of Funds. Programs receiving these funds must meet these requirements. Indicate with a check mark those requirements that the program currently meets (met). Any remaining unmet requirement(s) must be addressed with completed or ongoing activities by June 30 for reporting in the final report. Note: All nine required uses of funds must be met by the end of the Act or each year until reauthorization. Funds may also be used for the permissive activities specified in number 10.		Indicate with a check mark which requirements have been met, below.	
Requirements for Uses of Funds		MET	UNMET
1.	Strengthening the academic, and career and technical skills of students participating in CTE programs through the integration of academics with CTE programs. [§135(b)(1)]	<input checked="" type="checkbox"/>	<input type="checkbox"/>

2.	Link CTE at the secondary and the postsecondary levels, including by offering elements of not less than one program of study described in §122(c)(1)(A). [§135(b)(2)]	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3.	Provide students with strong experience in and understanding of all aspects of an industry, which may include work-based learning experiences. [§135(b)(3)]	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4.	Develop, improve, or expand the use of technology in CTE, which may include training to use technology, providing students with the skills needed to enter technology fields, and encouraging schools to collaborate with technology industries to offer internships and mentoring programs. [§135(b)(4)]	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5.	Provide in-service and pre-service professional development programs to faculty, administrators, and career guidance and academic counselors involved in integrated CTE programs, on topics including effective integration of academics and CTE, effective teaching skills based on research, effective practices to improve parental and community involvement, effective use of scientifically based research and data to improve instruction. Professional development should also ensure that faculty and personnel stay current with all aspects of an industry; involve internship programs that provide relevant business experience; and train faculty in the effective use and application of technology. [§135(b)(5)]	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6.	Develop and implement evaluations of the CTE programs carried out with Perkins IV funds, including an assessment of how the needs of special populations are being met. [§135(b)(6)]	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7.	Initiate, improve, expand and modernize quality CTE programs, including relevant technology. [§135(b)(7)]	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8.	Provide services and activities that are of sufficient size, scope and quality to be effective. [§135(b)(8)]	<input checked="" type="checkbox"/>	<input type="checkbox"/>
9.	Provide activities to prepare special populations, including single parents and displaced homemakers enrolled in CTE programs, for high-skill, high-wage or high-demand occupations that will lead to self-sufficiency. [§135(b)(9)]	<input checked="" type="checkbox"/>	<input type="checkbox"/>

FOR THOSE REQUIREMENT(S) LISTED ABOVE AS "UNMET:

Describe specific activity(ies) intended to address the unmet requirement(s) (Limited to 2,000 characters, or approximately ½ page of text.)

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

- 1. Involve parents, businesses, and labor organizations, in the design, implementation and evaluation of CTE programs. [§135(c)(1)]
- 2. Provide career guidance and academic counseling for students participating in CTE programs, that improves graduation rates and provides information on postsecondary and career options, and provides assistance for postsecondary students and adults, [§135(c)(2)]
- 3. Local education and business partnerships, including work-related experiences for students, adjunct faculty arrangements for qualified industry professionals and industry experience for teachers and faculty. [§135(c)(3)]
- 4. Provide programs for special populations. [§135(c)(4)]
- 5. Assisting career and technical student organizations. [§135(c)(5)]
- 6. Mentoring and support services. [§135(c)(6)]

- 7. Leasing, purchasing, upgrading or adapting equipment, including instructional aides and publications (including support for library resources) designed to strengthen and support academic and technical skill achievement. [§135(c)(7)]
- 8. Teacher preparation programs that address the integration of academic and CTE and that assist individuals who are interested in becoming CTE faculty, including individuals with experience in business and industry. [§135(c)(8)]
- 9. Developing and expanding postsecondary program offerings at times and in formats that are accessible for all students, including through the use of distance education. [§135(c)(9)]
- 10. Developing initiatives that facilitate the transition of sub-baccalaureate CTE students into baccalaureate degree programs, including articulation agreements, dual enrollment programs, academic and financial aid counseling and other initiatives to overcome barriers and encourage enrollment and completion. [§135(c)(10)]
- 11. Providing activities to support entrepreneurship education and training. [§135(c)(11)]
- 12. Improving or developing new CTE courses, including the development of programs of study for consideration by the state and courses that prepare individuals academically and technically for high-skill, high-wage or high-demand occupations and dual or concurrent enrollment opportunities. [§135(c)(12)]
- 13. Developing and supporting small, personalized career-themed learning communities. [§135(c)(13)]
- 14. Providing support for family and consumer sciences programs. [§135(c)(14)]
- 15. Providing CTE programs for adults and school dropouts to complete secondary education or dropouts to complete secondary education or upgrade technical skills. [§135(c)(15)]
- 16. Providing assistance to individuals who have participated in services and activities under this Act in continuing their education or training or finding an appropriate job. [§135(c)(16)]
- 17. Supporting training and activities (such as mentoring and outreach) in nontraditional fields. [§135(c)(17)]
- 18. Providing support for training programs in automotive technologies. [§135(c)(18)]
- 19. Pooling a portion of such funds with a portion of funds available to other recipients for innovative initiatives. [§135(c)(19)]
- 20. Supporting other CTE activities consistent with the purposes of the Act. [§135(c)(20)]

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

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

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

Check one: UNMET REQUIREMENTS WILL BE ADDRESSED:

- Entirely with CTE Funds
- Entirely with Other Funding Sources

Using Both CTE and Other Funding Sources

Application Budget Summary by TOP Code

COMPLETE BUDGET SUMMARY FORMS IDENTIFYING PERKINS TITLE I-C CATEGORICAL EXPENDITURE
 TOTALS BY TOP CODE.

College: SAN DIEGO MIRAMAR COLLEGE REG CNTR
 Program Title: Diesel Technology

Agreement No.: 18-C01-047
 TOP Code: 094700

Line No.	Acct. No.	Object of Expenditure	Direct Program Expenditure	Administrative Expenditure* (not to exceed 5% of total district expenditures)	Total
1	1000	Instructional Salaries	4,000	0	4,000
2	2000	Non-Inst. Salaries	0	0	0
3	3000	Employee Benefits	720	0	720
4	4000	Supplies & Materials	0	0	0
5	5000	Other Operating Expenses & Services	0	0	0
6	6000	Capital Outlay	25,000	0	25,000
7	7000	Other Outgo	0	0	0
		Total Expenditure	29,720	0	29,720

*District Total Administration Expenditure Cannot Exceed 5% of the District's Combined Total of Title IC & CTE Transitions Direct Expenditures

Note: Final Report of expenditures for 2018-2019 will be reported according to the following categories:

- (A) Curriculum Development/Instruction
- (B) Professional Development
- (C) Counseling/Direct Service to Students
- (D) Other: You must provide a description of programs/services funded
- (E) Administration (not to exceed 5% of total district expenditures)

College Aggregate Core Indicator Information by TOP
(2018-2019)

District/College: SAN DIEGO MIRAMAR COLLEGE REG Agreement No.: 18-C01-047
CNTR

Program Title: Automotive Technology TOP Code: 094800

Please review the College Aggregate form at: https://misweb.cccco.edu/perkins/Core_Indicator_Reports/Forms_All.aspx before completing this form.

If no data is available proceed to Part II.

Part I: Review core indicator report by TOP Code and total each positive, negative, N/R or N/A outcome in the last column of the College Core Indicator report. I certify and acknowledge that performance in the 34 Core Indicator categories is as follows:

- 10 of the 34 are at or above the State negotiated level(s);
- 4 of the 34 are below the State negotiated level(s);
- 20 of the 34 are listed as (N/R or N/A)

Part II: If no core indicator information is available for the TOP Code of the program you want to improve with CTE funds, specify the reason there is no data by checking the appropriate box(es).

- The program is new,
- The program is offered in noncredit only,
- The program is small and SAM C courses are not offered every year,
- The program recently had a TOP Code change*,
- The courses and/or the certificate were miscoded*,
- Miscoded programs were corrected, but we are still waiting for reports to be updated, or
- The program is interdisciplinary [core courses are outside the TOP code of the program or will only have completers (certificates and degrees)].

NOTE: * CODING ERRORS SHOULD BE CORRECTED BY NEXT YEAR.

District Contact/Project Director: Lorraine Collins/Stephanie Bul

Reminder: The College must retain in audit files a paper copy of Section I Part F titled "College Core Indicator Information by TOP" signed by the Department Chair (or authorized Designee) for each funded TOP Code.

Local Application Program Information by TOP Code

College: SAN DIEGO MIRAMAR COLLEGE REG CNTR

Agreement No.: 18-C01-047

Program Title: Automotive Technology

TOP Code: 094800

Briefly describe program improvement issue(s) concerning this TOP code and include specific examples. (Limited to 2,000 characters, or approximately ½ page of text.)

Although Core Indicators for Persistence & Transfer, Completions and Employment were above state negotiated levels, industry partners require increased numbers in these areas. Core indicators for Non-traditional students continue to be below state negotiated levels. The AUTO Program needs to: • Improve collaborative outreach & marketing efforts to attract and recruit non- traditional (female) students, special populations, and high school graduates. • Expand internship opportunities for students in the general AUTO program to better prepare students for employment. • Modernize program equipment to maintain currency with industry. • Acquire additional training aids to support the program partnership with Chrysler. • Acquire additional training aids to support the new program partnership with Subaru. • Lease new equipment to meet State CARB/BAR requirements. • Acquire additional equipment and tooling to meet requirements for a new training area of NC3 certification – Precision Measuring. • Faculty requires professional development activities– instructor certification training & conferences to meet industry, certification, and currency requirements.

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

To address these issues, the program will focus marketing & outreach strategies to ensure collaborative efforts involve faculty and staff, campus outreach and other programs and services to: • Expand outreach/recruitment activities and pathways for high school students including non-automotive students. • Host events on-campus targeting non-traditional (female) students. • Host outreach and on-campus events targeting economically disadvantaged students. • Promote the campus Skills USA club, advise club members as needed. • Expand structured internship program for general AUTO students by pairing industry partners and employers with the program lead to develop new partnerships with additional dealerships and businesses within the region. Meet certification requirements by: • Increasing internship opportunities with Chrysler, Subaru, and Automotive Service Councils of California (ASCCA). • Focusing faculty professional development on new industry certification areas – Chrysler, Subaru, and NC3. • Leasing new Emission Inspection equipment to meet State CARB/BAR training requirements. • Making curriculum improvements to meet Automotive Service Councils of California (ASCCA) training requirements. • Making curriculum improvements to meet Subaru University training requirements. • Making curriculum improvements to embed torque and measuring competencies. • Adding an alternative fuels/electric vehicles course to the curriculum. • Implementing additional strategies to address core indicator gaps including non- traditional, special populations & economically disadvantaged by: • Providing target recruiting in economically disadvantaged neighborhood high schools and continuing education. • Hosting open house events for the students and their parents at our campus on Saturdays and evenings. • Conducting Saturday mini seminars on basic automotive maintenance targeting underrepresented students. • Collaborating closely with counseling liaison & student services

>Below are the nine §135(b) Requirements for Uses of Funds. Programs receiving these funds must meet these requirements. Indicate with a check mark those requirements that the program currently meets (met). Any remaining unmet requirement(s) must be addressed with completed or ongoing activities by June 30 for reporting in the final report. Note: All nine required uses of funds must be met by the end of the Act or each year until reauthorization. Funds may also be used for the permissive activities specified in number 10.		Indicate with a check mark which requirements have been met, below.	
Requirements for Uses of Funds		MET	UNMET
1.	Strengthening the academic, and career and technical skills of students participating in CTE programs through the integration of academics with CTE programs. [[§135(b)(1)]	<input checked="" type="checkbox"/>	<input type="checkbox"/>

2.	Link CTE at the secondary and the postsecondary levels, including by offering elements of not less than one program of study described in §122(c)(1)(A). [§135(b)(2)]	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3.	Provide students with strong experience in and understanding of all aspects of an industry, which may include work-based learning experiences. [§135(b)(3)]	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4.	Develop, improve, or expand the use of technology in CTE, which may include training to use technology, providing students with the skills needed to enter technology fields, and encouraging schools to collaborate with technology industries to offer internships and mentoring programs. [§135(b)(4)]	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5.	Provide in-service and pre-service professional development programs to faculty, administrators, and career guidance and academic counselors involved in integrated CTE programs, on topics including effective integration of academics and CTE, effective teaching skills based on research, effective practices to improve parental and community involvement, effective use of scientifically based research and data to improve instruction. Professional development should also ensure that faculty and personnel stay current with all aspects of an industry; involve internship programs that provide relevant business experience; and train faculty in the effective use and application of technology. [§135(b)(5)]	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6.	Develop and implement evaluations of the CTE programs carried out with Perkins IV funds, including an assessment of how the needs of special populations are being met. [§135(b)(6)]	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7.	Initiate, improve, expand and modernize quality CTE programs, including relevant technology. [§135(b)(7)]	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8.	Provide services and activities that are of sufficient size, scope and quality to be effective. [§135(b)(8)]	<input checked="" type="checkbox"/>	<input type="checkbox"/>
9.	Provide activities to prepare special populations, including single parents and displaced homemakers enrolled in CTE programs, for high-skill, high-wage or high-demand occupations that will lead to self-sufficiency. [§135(b)(9)]	<input checked="" type="checkbox"/>	<input type="checkbox"/>

FOR THOSE REQUIREMENT(S) LISTED ABOVE AS "UNMET:

Describe specific activity(ies) intended to address the unmet requirement(s) (Limited to 2,000 characters, or approximately ½ page of text.)

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

- 1. Involve parents, businesses, and labor organizations, in the design, implementation and evaluation of CTE programs. [§135(c)(1)]
- 2. Provide career guidance and academic counseling for students participating in CTE programs, that improves graduation rates and provides information on postsecondary and career options, and provides assistance for postsecondary students and adults, [§135(c)(2)]
- 3. Local education and business partnerships, including work-related experiences for students, adjunct faculty arrangements for qualified industry professionals and industry experience for teachers and faculty. [§135(c)(3)]
- 4. Provide programs for special populations. [§135(c)(4)]
- 5. Assisting career and technical student organizations. [§135(c)(5)]
- 6. Mentoring and support services. [§135(c)(6)]

- 7. Leasing, purchasing, upgrading or adapting equipment, including instructional aides and publications (including support for library resources) designed to strengthen and support academic and technical skill achievement. [§135(c)(7)]
- 8. Teacher preparation programs that address the integration of academic and CTE and that assist individuals who are interested in becoming CTE faculty, including individuals with experience in business and industry. [§135(c)(8)]
- 9. Developing and expanding postsecondary program offerings at times and in formats that are accessible for all students, including through the use of distance education. [§135(c)(9)]
- 10. Developing initiatives that facilitate the transition of sub-baccalaureate CTE students into baccalaureate degree programs, including articulation agreements, dual enrollment programs, academic and financial aid counseling and other initiatives to overcome barriers and encourage enrollment and completion. [§135(c)(10)]
- 11. Providing activities to support entrepreneurship education and training. [§135(c)(11)]
- 12. Improving or developing new CTE courses, including the development of programs of study for consideration by the state and courses that prepare individuals academically and technically for high-skill, high-wage or high-demand occupations and dual or concurrent enrollment opportunities. [§135(c)(12)]
- 13. Developing and supporting small, personalized career-themed learning communities. [§135(c)(13)]
- 14. Providing support for family and consumer sciences programs. [§135(c)(14)]
- 15. Providing CTE programs for adults and school dropouts to complete secondary education or dropouts to complete secondary education or upgrade technical skills. [§135(c)(15)]
- 16. Providing assistance to individuals who have participated in services and activities under this Act in continuing their education or training or finding an appropriate job. [§135(c)(16)]
- 17. Supporting training and activities (such as mentoring and outreach) in nontraditional fields. [§135(c)(17)]
- 18. Providing support for training programs in automotive technologies. [§135(c)(18)]
- 19. Pooling a portion of such funds with a portion of funds available to other recipients for innovative initiatives. [§135(c)(19)]
- 20. Supporting other CTE activities consistent with the purposes of the Act. [§135(c)(20)]

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

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

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

Check one: UNMET REQUIREMENTS WILL BE ADDRESSED:

- Entirely with CTE Funds
- Entirely with Other Funding Sources

Using Both CTE and Other Funding Sources

Application Budget Summary by TOP Code

COMPLETE BUDGET SUMMARY FORMS IDENTIFYING PERKINS TITLE I-C CATEGORICAL EXPENDITURE
 TOTALS BY TOP CODE.

College: SAN DIEGO MIRAMAR COLLEGE REG CNTR
 Program Title: Automotive Technology

Agreement No.: 18-C01-047
 TOP Code: 094800

Line No.	Acct. No.	Object of Expenditure	Direct Program Expenditure	Administrative Expenditure* (not to exceed 5% of total district expenditures)	Total
1	1000	Instructional Salaries	3,000	0	3,000
2	2000	Non-Inst. Salaries	0	0	0
3	3000	Employee Benefits	0	0	0
4	4000	Supplies & Materials	0	0	0
5	5000	Other Operating Expenses & Services	0	0	0
6	6000	Capital Outlay	31,000	0	31,000
7	7000	Other Outgo	0	0	0
		Total Expenditure	34,000	0	34,000

*District Total Administration Expenditure Cannot Exceed 5% of the District's Combined Total of Title IC & CTE Transitions Direct Expenditures

Note: Final Report of expenditures for 2018-2019 will be reported according to the following categories:

- (A) Curriculum Development/Instruction
- (B) Professional Development
- (C) Counseling/Direct Service to Students
- (D) Other: You must provide a description of programs/services funded
- (E) Administration (not to exceed 5% of total district expenditures)

College Aggregate Core Indicator Information by TOP
(2018-2019)

District/College: SAN DIEGO MIRAMAR COLLEGE REG Agreement No.: 18-C01-047
CNTR

Program Title: Medical Lab Technology TOP Code: 120500

Please review the College Aggregate form at: https://misweb.cccco.edu/perkins/Core_Indicator_Reports/Forms_All.aspx before completing this form.

If no data is available proceed to Part II.

Part I: Review core indicator report by TOP Code and total each positive, negative, N/R or N/A outcome in the last column of the College Core Indicator report. I certify and acknowledge that performance in the 34 Core Indicator categories is as follows:

- 9 of the 34 are at or above the State negotiated level(s);
- 3 of the 34 are below the State negotiated level(s);
- 22 of the 34 are listed as (N/R or N/A)

Part II: If no core indicator information is available for the TOP Code of the program you want to improve with CTE funds, specify the reason there is no data by checking the appropriate box(es).

- The program is new,
- The program is offered in noncredit only,
- The program is small and SAM C courses are not offered every year,
- The program recently had a TOP Code change*,
- The courses and/or the certificate were miscoded*,
- Miscoded programs were corrected, but we are still waiting for reports to be updated, or
- The program is interdisciplinary [core courses are outside the TOP code of the program or will only have completers (certificates and degrees)].

NOTE: * CODING ERRORS SHOULD BE CORRECTED BY NEXT YEAR.

District Contact/Project Director: Lorraine Collins/Stephanie Bul

Reminder: The College must retain in audit files a paper copy of Section I Part F titled "College Core Indicator Information by TOP" signed by the Department Chair (or authorized Designee) for each funded TOP Code.

Local Application Program Information by TOP Code

College: SAN DIEGO MIRAMAR COLLEGE REG CNTR
 Program Title: Medical Lab Technology

Agreement No.: 18-C01-047
 TOP Code: 120500

Briefly describe program improvement issue(s) concerning this TOP code and include specific examples. (Limited to 2,000 characters, or approximately ½ page of text.)

Student persistence and employment are below the levels negotiated by the State and the District. The student populations more affected are the non-traditional and the economically disadvantaged. There are several specific issues in the MLTT program, which were identified as problematic and may have contributed to these students' low persistence rates for continuing and completing the program. 1. Students encounter a major obstacle after completing didactic courses and are ready for a practical internship at LabCorp. There is a lengthy waiting period before students begin the internship due to the low number that the current partner can accommodate per a month. 2. Strengthening the technical skills of students in the MLTT Program is vital to persistence, retention, and success. MLTT students are exposed to basic technologies, however, most of our training is done using outdated manual techniques and students are introduced to the latest technology only during didactic though graphic representations. 3. Student feedback has helped identify the long delay for internship and lack of modern technology in the classroom as significant factors, which has contributed to students' low performance during their first attempt at the certification exam. These issues have clearly affected students' rates of persistence and employment, specially, students from the non-traditional and Economically Disadvantage categories. 4. About 10% of students in the program have limited English Proficiency. Their lack of fluency in spoken English hinders their employment opportunities. The industry requires the MLT be fluent in written as well as spoken English language. 5. In the San Diego/Imperial region, the supply of workforce ready students is not currently meeting market demand for the projected job openings.

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

Each issue will be addressed and rectified as follows: Core Indicators 3 and 4 specific issues' improvement proposals: ?A liaison between the MLTT program and clinical laboratories in San Diego County will work towards establishing new internship/ partnerships. ?To strengthen the students' technical skills using automated equipment, two pieces of equipment will be purchased: A. Blood Bank Workstation (Ortho Co.). The Blood Bank Workstation will complement the newly developed and implemented course MLT 204 Principles of Blood Banking. B. Microarray plate reader with software (Molecular Devices). Immunoassays have been used in clinical laboratories for the last 10 to 15 years to determined the presence or absence of many analytes and infectious microorganisms. This technology is adaptable enough that is used in every department of a clinical laboratory. ?Prepare students with practice on-line tests to improve reading comprehension and test taking skills.

>Below are the nine §135(b) Requirements for Uses of Funds. Programs receiving these funds must meet these requirements. Indicate with a check mark those requirements that the program currently meets (met). Any remaining unmet requirement(s) must be addressed with completed or ongoing activities by June 30 for reporting in the final report. Note: All nine required uses of funds must be met by the end of the Act or each year until reauthorization. Funds may also be used for the permissive activities specified in number 10.		Indicate with a check mark which requirements have been met, below.	
Requirements for Uses of Funds		MET	UNMET
1.	Strengthening the academic, and career and technical skills of students participating in CTE programs through the integration of academics with CTE programs. [§135(b)(1)]	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2.	Link CTE at the secondary and the postsecondary levels, including by offering elements of not less than one program of study described in §122(c)(1)(A). [§135(b)(2)]	<input checked="" type="checkbox"/>	<input type="checkbox"/>

3.	Provide students with strong experience in and understanding of all aspects of an industry, which may include work-based learning experiences. [§135(b)(3)]	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4.	Develop, improve, or expand the use of technology in CTE, which may include training to use technology, providing students with the skills needed to enter technology fields, and encouraging schools to collaborate with technology industries to offer internships and mentoring programs. [§135(b)(4)]	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5.	Provide in-service and pre-service professional development programs to faculty, administrators, and career guidance and academic counselors involved in integrated CTE programs, on topics including effective integration of academics and CTE, effective teaching skills based on research, effective practices to improve parental and community involvement, effective use of scientifically based research and data to improve instruction. Professional development should also ensure that faculty and personnel stay current with all aspects of an industry; involve internship programs that provide relevant business experience; and train faculty in the effective use and application of technology. [§135(b)(5)]	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6.	Develop and implement evaluations of the CTE programs carried out with Perkins IV funds, including an assessment of how the needs of special populations are being met. [§135(b)(6)]	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7.	Initiate, improve, expand and modernize quality CTE programs, including relevant technology. [§135(b)(7)]	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8.	Provide services and activities that are of sufficient size, scope and quality to be effective. [§135(b)(8)]	<input checked="" type="checkbox"/>	<input type="checkbox"/>
9.	Provide activities to prepare special populations, including single parents and displaced homemakers enrolled in CTE programs, for high-skill, high-wage or high-demand occupations that will lead to self-sufficiency. [§135(b)(9)]	<input checked="" type="checkbox"/>	<input type="checkbox"/>

FOR THOSE REQUIREMENT(S) LISTED ABOVE AS "UNMET:

Describe specific activity(ies) intended to address the unmet requirement(s) (Limited to 2,000 characters, or approximately ½ page of text.)

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

- 1. Involve parents, businesses, and labor organizations, in the design, implementation and evaluation of CTE programs. [§135(c)(1)]
- 2. Provide career guidance and academic counseling for students participating in CTE programs, that improves graduation rates and provides information on postsecondary and career options, and provides assistance for postsecondary students and adults, [§135(c)(2)]
- 3. Local education and business partnerships, including work-related experiences for students, adjunct faculty arrangements for qualified industry professionals and industry experience for teachers and faculty. [§135(c)(3)]
- 4. Provide programs for special populations. [§135(c)(4)]
- 5. Assisting career and technical student organizations. [§135(c)(5)]
- 6. Mentoring and support services. [§135(c)(6)]
- 7. Leasing, purchasing, upgrading or adapting equipment, including instructional aides and publications (including support for library resources) designed to strengthen and support academic and technical skill achievement. [§135(c)(7)]
- 8. Teacher preparation programs that address the integration of academic and CTE and that assist individuals who are interested in becoming CTE faculty, including individuals with experience in business and industry. [§135(c)(8)]

- 9. Developing and expanding postsecondary program offerings at times and in formats that are accessible for all students, including through the use of distance education. [§135(c)(9)]
- 10. Developing initiatives that facilitate the transition of sub-baccalaureate CTE students into baccalaureate degree programs, including articulation agreements, dual enrollment programs, academic and financial aid counseling and other initiatives to overcome barriers and encourage enrollment and completion. [§135(c)(10)]
- 11. Providing activities to support entrepreneurship education and training. [§135(c)(11)]
- 12. Improving or developing new CTE courses, including the development of programs of study for consideration by the state and courses that prepare individuals academically and technically for high-skill, high-wage or high-demand occupations and dual or concurrent enrollment opportunities. [§135(c)(12)]
- 13. Developing and supporting small, personalized career-themed learning communities. [§135(c)(13)]
- 14. Providing support for family and consumer sciences programs. [§135(c)(14)]
- 15. Providing CTE programs for adults and school dropouts to complete secondary education or dropouts to complete secondary education or upgrade technical skills. [§135(c)(15)]
- 16. Providing assistance to individuals who have participated in services and activities under this Act in continuing their education or training or finding an appropriate job. [§135(c)(16)]
- 17. Supporting training and activities (such as mentoring and outreach) in nontraditional fields. [§135(c)(17)]
- 18. Providing support for training programs in automotive technologies. [§135(c)(18)]
- 19. Pooling a portion of such funds with a portion of funds available to other recipients for innovative initiatives. [§135(c)(19)]
- 20. Supporting other CTE activities consistent with the purposes of the Act. [§135(c)(20)]

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

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

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

Check one: UNMET REQUIREMENTS WILL BE ADDRESSED:

- Entirely with CTE Funds
- Entirely with Other Funding Sources
- Using Both CTE and Other Funding Sources

Application Budget Summary by TOP Code

COMPLETE BUDGET SUMMARY FORMS IDENTIFYING PERKINS TITLE I-C CATEGORICAL EXPENDITURE
 TOTALS BY TOP CODE.

College: SAN DIEGO MIRAMAR COLLEGE REG CNTR
 Program Title: Medical Lab Technology

Agreement No.: 18-C01-047
 TOP Code: 120500

Line No.	Acct. No.	Object of Expenditure	Direct Program Expenditure	Administrative Expenditure* (not to exceed 5% of total district expenditures)	Total
1	1000	Instructional Salaries	4,000	0	4,000
2	2000	Non-Inst. Salaries	0	0	0
3	3000	Employee Benefits	720	0	720
4	4000	Supplies & Materials	7,000	0	7,000
5	5000	Other Operating Expenses & Services	0	0	0
6	6000	Capital Outlay	24,500	0	24,500
7	7000	Other Outgo	0	0	0
		Total Expenditure	36,220	0	36,220

*District Total Administration Expenditure Cannot Exceed 5% of the District's Combined Total of Title IC & CTE Transitions Direct Expenditures

Note: Final Report of expenditures for 2018-2019 will be reported according to the following categories:

- (A) Curriculum Development/Instruction
- (B) Professional Development
- (C) Counseling/Direct Service to Students
- (D) Other: You must provide a description of programs/services funded
- (E) Administration (not to exceed 5% of total district expenditures)

College Aggregate Core Indicator Information by TOP
(2018-2019)

District/College: SAN DIEGO MIRAMAR COLLEGE REG Agreement No.: 18-C01-047
CNTR

Program Title: Emergency Medical Technician TOP Code: 125000

Please review the College Aggregate form at: https://misweb.cccco.edu/perkins/Core_Indicator_Reports/Forms_All.aspx before completing this form.

If no data is available proceed to Part II.

Part I: Review core indicator report by TOP Code and total each positive, negative, N/R or N/A outcome in the last column of the College Core Indicator report. I certify and acknowledge that performance in the 34 Core Indicator categories is as follows:

- 0 of the 34 are at or above the State negotiated level(s);
- 0 of the 34 are below the State negotiated level(s);
- 34 of the 34 are listed as (N/R or N/A)

Part II: If no core indicator information is available for the TOP Code of the program you want to improve with CTE funds, specify the reason there is no data by checking the appropriate box(es).

- The program is new,
- The program is offered in noncredit only,
- The program is small and SAM C courses are not offered every year,
- The program recently had a TOP Code change*,
- The courses and/or the certificate were miscoded*,
- Miscoded programs were corrected, but we are still waiting for reports to be updated, or
- The program is interdisciplinary [core courses are outside the TOP code of the program or will only have completers (certificates and degrees)].

NOTE: * CODING ERRORS SHOULD BE CORRECTED BY NEXT YEAR.

District Contact/Project Director: Lorraine Collins/Stephanie Bul

Reminder: The College must retain in audit files a paper copy of Section I Part F titled "College Core Indicator Information by TOP" signed by the Department Chair (or authorized Designee) for each funded TOP Code.

Local Application Program Information by TOP Code

College: SAN DIEGO MIRAMAR COLLEGE REG CNTR
 Program Title: Emergency Medical Technician

Agreement No.: 18-C01-047
 TOP Code: 125000

Briefly describe program improvement issue(s) concerning this TOP code and include specific examples. (Limited to 2,000 characters, or approximately ½ page of text.)

EMT does not have CIR data due to program unit limitation (8-unit program). 1. Industry partners identified the need for a bridge course which would bridge the certified basic life support EMT provider. 2. Disparity in success and retention rates for the non-traditional and special population students and traditional students. 3. Need for EMT supplemental instructor support. 4. Need for faculty mentoring special populations and non-traditional students. 5. Industry partners identified the need for an increase access to paramedic training programs in San Diego County. 6. Need for clinical partnerships to provide internships for EMGM 205 courses. 7. Limited Career Access Pathways Partnership agreements with local high schools. 8. Need for faculty training in State of California mandated Tactical Emergency Casualty Care.

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

In Fall 2018 EMT will offer bridge (EMGM 205) courses. This additional instruction will compress the process to bridge the practicing EMT to paramedic partnership as well as alleviate the hardship on industry partners in providing training. This will also provide the necessary skills and training for the certified EMT to transition smoothly into the workforce. ?Provide additional supplemental instructors across EMGM 105A courses. ?Increase the faculty mentors from two to four across EMGM 105A courses. ?Exploration of providing an EMT training program at Miramar. ?Expansion of Career Access Pathways Partnership agreements with local high schools. ?Provide faculty with Tactical Emergency Casualty Care training.

>Below are the nine §135(b) Requirements for Uses of Funds. Programs receiving these funds must meet these requirements. Indicate with a check mark those requirements that the program currently meets (met). Any remaining unmet requirement(s) must be addressed with completed or ongoing activities by June 30 for reporting in the final report. Note: All nine required uses of funds must be met by the end of the Act or each year until reauthorization. Funds may also be used for the permissive activities specified in number 10.		Indicate with a check mark which requirements have been met, below.	
Requirements for Uses of Funds		MET	UNMET
1.	Strengthening the academic, and career and technical skills of students participating in CTE programs through the integration of academics with CTE programs. [§135(b)(1)]	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2.	Link CTE at the secondary and the postsecondary levels, including by offering elements of not less than one program of study described in §122(c)(1)(A). [§135(b)(2)]	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3.	Provide students with strong experience in and understanding of all aspects of an industry, which may include work-based learning experiences. [§135(b)(3)]	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4.	Develop, improve, or expand the use of technology in CTE, which may include training to use technology, providing students with the skills needed to enter technology fields, and encouraging schools to collaborate with technology industries to offer internships and mentoring programs. [§135(b)(4)]	<input checked="" type="checkbox"/>	<input type="checkbox"/>

5.	Provide in-service and pre-service professional development programs to faculty, administrators, and career guidance and academic counselors involved in integrated CTE programs, on topics including effective integration of academics and CTE, effective teaching skills based on research, effective practices to improve parental and community involvement, effective use of scientifically based research and data to improve instruction. Professional development should also ensure that faculty and personnel stay current with all aspects of an industry; involve internship programs that provide relevant business experience; and train faculty in the effective use and application of technology. [§135(b)(5)]	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6.	Develop and implement evaluations of the CTE programs carried out with Perkins IV funds, including an assessment of how the needs of special populations are being met. [§135(b)(6)]	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7.	Initiate, improve, expand and modernize quality CTE programs, including relevant technology. [§135(b)(7)]	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8.	Provide services and activities that are of sufficient size, scope and quality to be effective. [§135(b)(8)]	<input checked="" type="checkbox"/>	<input type="checkbox"/>
9.	Provide activities to prepare special populations, including single parents and displaced homemakers enrolled in CTE programs, for high-skill, high-wage or high-demand occupations that will lead to self-sufficiency. [§135(b)(9)]	<input checked="" type="checkbox"/>	<input type="checkbox"/>

FOR THOSE REQUIREMENT(S) LISTED ABOVE AS "UNMET:

Describe specific activity(ies) intended to address the unmet requirement(s) (Limited to 2,000 characters, or approximately ½ page of text.)

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

- 1. Involve parents, businesses, and labor organizations, in the design, implementation and evaluation of CTE programs. [§135(c)(1)]
- 2. Provide career guidance and academic counseling for students participating in CTE programs, that improves graduation rates and provides information on postsecondary and career options, and provides assistance for postsecondary students and adults, [§135(c)(2)]
- 3. Local education and business partnerships, including work-related experiences for students, adjunct faculty arrangements for qualified industry professionals and industry experience for teachers and faculty. [§135(c)(3)]
- 4. Provide programs for special populations. [§135(c)(4)]
- 5. Assisting career and technical student organizations. [§135(c)(5)]
- 6. Mentoring and support services. [§135(c)(6)]
- 7. Leasing, purchasing, upgrading or adapting equipment, including instructional aides and publications (including support for library resources) designed to strengthen and support academic and technical skill achievement. [§135(c)(7)]
- 8. Teacher preparation programs that address the integration of academic and CTE and that assist individuals who are interested in becoming CTE faculty, including individuals with experience in business and industry. [§135(c)(8)]
- 9. Developing and expanding postsecondary program offerings at times and in formats that are accessible for all students, including through the use of distance education. [§135(c)(9)]
- 10. Developing initiatives that facilitate the transition of sub-baccalaureate CTE students into baccalaureate degree programs, including articulation agreements, dual enrollment programs, academic and financial aid counseling and other initiatives to overcome barriers and encourage enrollment and completion. [§135(c)(10)]

- 11. Providing activities to support entrepreneurship education and training. [§135(c)(11)]
- 12. Improving or developing new CTE courses, including the development of programs of study for consideration by the state and courses that prepare individuals academically and technically for high-skill, high-wage or high-demand occupations and dual or concurrent enrollment opportunities. [§135(c)(12)]
- 13. Developing and supporting small, personalized career-themed learning communities. [§135(c)(13)]
- 14. Providing support for family and consumer sciences programs. [§135(c)(14)]
- 15. Providing CTE programs for adults and school dropouts to complete secondary education or dropouts to complete secondary education or upgrade technical skills. [§135(c)(15)]
- 16. Providing assistance to individuals who have participated in services and activities under this Act in continuing their education or training or finding an appropriate job. [§135(c)(16)]
- 17. Supporting training and activities (such as mentoring and outreach) in nontraditional fields. [§135(c)(17)]
- 18. Providing support for training programs in automotive technologies. [§135(c)(18)]
- 19. Pooling a portion of such funds with a portion of funds available to other recipients for innovative initiatives. [§135(c)(19)]
- 20. Supporting other CTE activities consistent with the purposes of the Act. [§135(c)(20)]

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

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

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

Check one: UNMET REQUIREMENTS WILL BE ADDRESSED:

- Entirely with CTE Funds
- Entirely with Other Funding Sources
- Using Both CTE and Other Funding Sources

Application Budget Summary by TOP Code

COMPLETE BUDGET SUMMARY FORMS IDENTIFYING PERKINS TITLE I-C CATEGORICAL EXPENDITURE
 TOTALS BY TOP CODE.

College: SAN DIEGO MIRAMAR COLLEGE REG CNTR
 Program Title: Emergency Medical Technician

Agreement No.: 18-C01-047
 TOP Code: 125000

Line No.	Acct. No.	Object of Expenditure	Direct Program Expenditure	Administrative Expenditure* (not to exceed 5% of total district expenditures)	Total
1	1000	Instructional Salaries	3,000	0	3,000
2	2000	Non-Inst. Salaries	9,000	0	9,000
3	3000	Employee Benefits	986	0	986
4	4000	Supplies & Materials	0	0	0
5	5000	Other Operating Expenses & Services	7,060	0	7,060
6	6000	Capital Outlay	0	0	0
7	7000	Other Outgo	0	0	0
		Total Expenditure	20,046	0	20,046

*District Total Administration Expenditure Cannot Exceed 5% of the District's Combined Total of Title IC & CTE Transitions Direct Expenditures

Note: Final Report of expenditures for 2018-2019 will be reported according to the following categories:

- (A) Curriculum Development/Instruction
- (B) Professional Development
- (C) Counseling/Direct Service to Students
- (D) Other: You must provide a description of programs/services funded
- (E) Administration (not to exceed 5% of total district expenditures)

College Aggregate Core Indicator Information by TOP
(2018-2019)

District/College: SAN DIEGO MIRAMAR COLLEGE REG Agreement No.: 18-C01-047
CNTR

Program Title: Child Development TOP Code: 130500

Please review the College Aggregate form at: https://misweb.cccco.edu/perkins/Core_Indicator_Reports/Forms_All.aspx before completing this form.

If no data is available proceed to Part II.

Part I: Review core indicator report by TOP Code and total each positive, negative, N/R or N/A outcome in the last column of the College Core Indicator report. I certify and acknowledge that performance in the 34 Core Indicator categories is as follows:

- 11 of the 34 are at or above the State negotiated level(s);
- 4 of the 34 are below the State negotiated level(s);
- 19 of the 34 are listed as (N/R or N/A)

Part II: If no core indicator information is available for the TOP Code of the program you want to improve with CTE funds, specify the reason there is no data by checking the appropriate box(es).

- The program is new,
- The program is offered in noncredit only,
- The program is small and SAM C courses are not offered every year,
- The program recently had a TOP Code change*,
- The courses and/or the certificate were miscoded*,
- Miscoded programs were corrected, but we are still waiting for reports to be updated, or
- The program is interdisciplinary [core courses are outside the TOP code of the program or will only have completers (certificates and degrees)].

NOTE: * CODING ERRORS SHOULD BE CORRECTED BY NEXT YEAR.

District Contact/Project Director: Lorraine Collins/Stephanie Bul

Reminder: The College must retain in audit files a paper copy of Section I Part F titled "College Core Indicator Information by TOP" signed by the Department Chair (or authorized Designee) for each funded TOP Code.

Local Application Program Information by TOP Code

College: SAN DIEGO MIRAMAR COLLEGE REG CNTR

Agreement No.: 18-C01-047

Program Title: Child Development

TOP Code: 130500

Briefly describe program improvement issue(s) concerning this TOP code and include specific examples. (Limited to 2,000 characters, or approximately ½ page of text.)

The core indicator report for 2018-2019 shows a deficiency in non-traditional participation and completion in the program. A protocol needs to be developed to identify weaknesses in student outreach to specific cohorts and actively recruit them.

Students complete the program but find that in order to obtain a job they have failed to get the documentation required for employment (i.e. background check, immunizations, etc). The issue is that there is no Industry Standard for hiring child development professionals.

Pay rates for child development students have been historically low because students are not aware of pathways to owning or managing a child care center and other employment options for using their degree.

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

The program will develop an integrated process for student job readiness by creating a clear checklist or a passport like booklet that outlines a pathway for success listing classes, training, certifications and items like immunizations that students need to prepare for applying for jobs and meeting basic employment requirements of child development centers.

The program will address the students’ and industry’s recommendations for a “professional portfolio” and outreach to area child development centers to explain the passport concept. In addition, the program plans to incorporate CHIL orientations and connect students with campus services and off campus community training for state permits, background check requirements, and other relevant information.

Workshops & conferences will be developed and implemented to inform students. These activities are aimed at steering students towards entering pathways in post-secondary education, strengthening the academic and technical skills of students towards completion and encouraging the pursuit of higher education. In addition, attention would focus on outreaching and recruiting non-traditional students in the high schools, college and community.

Develop a tracking system for all CHIL students using the “Teacher Passport” checklist to monitor academic progress at the beginning & middle and tracking job/career attainment after they leave to evaluate program effectiveness.

>Below are the nine §135(b) Requirements for Uses of Funds. Programs receiving these funds must meet these requirements. Indicate with a check mark those requirements that the program currently meets (met). Any remaining unmet requirement(s) must be addressed with completed or ongoing activities by June 30 for reporting in the final report. Note: All nine required uses of funds must be met by the end of the Act or each year until reauthorization. Funds may also be used for the permissive activities specified in number 10.		Indicate with a check mark which requirements have been met, below.	
Requirements for Uses of Funds		MET	UNMET
1.	Strengthening the academic, and career and technical skills of students participating in CTE programs through the integration of academics with CTE programs. [§135(b)(1)]	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2.	Link CTE at the secondary and the postsecondary levels, including by offering elements of not less than one program of study described in §122(c)(1)(A). [§135(b)(2)]	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3.	Provide students with strong experience in and understanding of all aspects of an industry, which may include work-based learning experiences. [§135(b)(3)]	<input checked="" type="checkbox"/>	<input type="checkbox"/>

4.	Develop, improve, or expand the use of technology in CTE, which may include training to use technology, providing students with the skills needed to enter technology fields, and encouraging schools to collaborate with technology industries to offer internships and mentoring programs. [§135(b)(4)]	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5.	Provide in-service and pre-service professional development programs to faculty, administrators, and career guidance and academic counselors involved in integrated CTE programs, on topics including effective integration of academics and CTE, effective teaching skills based on research, effective practices to improve parental and community involvement, effective use of scientifically based research and data to improve instruction. Professional development should also ensure that faculty and personnel stay current with all aspects of an industry; involve internship programs that provide relevant business experience; and train faculty in the effective use and application of technology. [§135(b)(5)]	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6.	Develop and implement evaluations of the CTE programs carried out with Perkins IV funds, including an assessment of how the needs of special populations are being met. [§135(b)(6)]	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7.	Initiate, improve, expand and modernize quality CTE programs, including relevant technology. [§135(b)(7)]	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8.	Provide services and activities that are of sufficient size, scope and quality to be effective. [§135(b)(8)]	<input checked="" type="checkbox"/>	<input type="checkbox"/>
9.	Provide activities to prepare special populations, including single parents and displaced homemakers enrolled in CTE programs, for high-skill, high-wage or high-demand occupations that will lead to self-sufficiency. [§135(b)(9)]	<input checked="" type="checkbox"/>	<input type="checkbox"/>

FOR THOSE REQUIREMENT(S) LISTED ABOVE AS "UNMET:

Describe specific activity(ies) intended to address the unmet requirement(s) (Limited to 2,000 characters, or approximately ½ page of text.)

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

- 1. Involve parents, businesses, and labor organizations, in the design, implementation and evaluation of CTE programs. [§135(c)(1)]
- 2. Provide career guidance and academic counseling for students participating in CTE programs, that improves graduation rates and provides information on postsecondary and career options, and provides assistance for postsecondary students and adults, [§135(c)(2)]
- 3. Local education and business partnerships, including work-related experiences for students, adjunct faculty arrangements for qualified industry professionals and industry experience for teachers and faculty. [§135(c)(3)]
- 4. Provide programs for special populations. [§135(c)(4)]
- 5. Assisting career and technical student organizations. [§135(c)(5)]
- 6. Mentoring and support services. [§135(c)(6)]
- 7. Leasing, purchasing, upgrading or adapting equipment, including instructional aides and publications (including support for library resources) designed to strengthen and support academic and technical skill achievement. [§135(c)(7)]
- 8. Teacher preparation programs that address the integration of academic and CTE and that assist individuals who are interested in becoming CTE faculty, including individuals with experience in business and industry. [§135(c)(8)]
- 9. Developing and expanding postsecondary program offerings at times and in formats that are accessible for all students, including through the use of distance education. [§135(c)(9)]

- 10. Developing initiatives that facilitate the transition of sub-baccalaureate CTE students into baccalaureate degree programs, including articulation agreements, dual enrollment programs, academic and financial aid counseling and other initiatives to overcome barriers and encourage enrollment and completion. [§135(c)(10)]
- 11. Providing activities to support entrepreneurship education and training. [§135(c)(11)]
- 12. Improving or developing new CTE courses, including the development of programs of study for consideration by the state and courses that prepare individuals academically and technically for high-skill, high-wage or high-demand occupations and dual or concurrent enrollment opportunities. [§135(c)(12)]
- 13. Developing and supporting small, personalized career-themed learning communities. [§135(c)(13)]
- 14. Providing support for family and consumer sciences programs. [§135(c)(14)]
- 15. Providing CTE programs for adults and school dropouts to complete secondary education or dropouts to complete secondary education or upgrade technical skills. [§135(c)(15)]
- 16. Providing assistance to individuals who have participated in services and activities under this Act in continuing their education or training or finding an appropriate job. [§135(c)(16)]
- 17. Supporting training and activities (such as mentoring and outreach) in nontraditional fields. [§135(c)(17)]
- 18. Providing support for training programs in automotive technologies. [§135(c)(18)]
- 19. Pooling a portion of such funds with a portion of funds available to other recipients for innovative initiatives. [§135(c)(19)]
- 20. Supporting other CTE activities consistent with the purposes of the Act. [§135(c)(20)]

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

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

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

Check one: UNMET REQUIREMENTS WILL BE ADDRESSED:

- Entirely with CTE Funds
- Entirely with Other Funding Sources
- Using Both CTE and Other Funding Sources

Application Budget Summary by TOP Code

COMPLETE BUDGET SUMMARY FORMS IDENTIFYING PERKINS TITLE I-C CATEGORICAL EXPENDITURE
 TOTALS BY TOP CODE.

College: SAN DIEGO MIRAMAR COLLEGE REG CNTR
 Program Title: Child Development

Agreement No.: 18-C01-047
 TOP Code: 130500

Line No.	Acct. No.	Object of Expenditure	Direct Program Expenditure	Administrative Expenditure* (not to exceed 5% of total district expenditures)	Total
1	1000	Instructional Salaries	6,000	0	6,000
2	2000	Non-Inst. Salaries	0	0	0
3	3000	Employee Benefits	1,080	0	1,080
4	4000	Supplies & Materials	0	0	0
5	5000	Other Operating Expenses & Services	3,000	0	3,000
6	6000	Capital Outlay	0	0	0
7	7000	Other Outgo	0	0	0
		Total Expenditure	10,080	0	10,080

*District Total Administration Expenditure Cannot Exceed 5% of the District's Combined Total of Title IC & CTE Transitions Direct Expenditures

Note: Final Report of expenditures for 2018-2019 will be reported according to the following categories:

- (A) Curriculum Development/Instruction
- (B) Professional Development
- (C) Counseling/Direct Service to Students
- (D) Other: You must provide a description of programs/services funded
- (E) Administration (not to exceed 5% of total district expenditures)

College Aggregate Core Indicator Information by TOP
(2018-2019)

District/College: SAN DIEGO MIRAMAR COLLEGE REG Agreement No.: 18-C01-047
CNTR

Program Title: Paralegal TOP Code: 140200

Please review the College Aggregate form at: https://misweb.cccco.edu/perkins/Core_Indicator_Reports/Forms_All.aspx before completing this form.

If no data is available proceed to Part II.

Part I: Review core indicator report by TOP Code and total each positive, negative, N/R or N/A outcome in the last column of the College Core Indicator report. I certify and acknowledge that performance in the 34 Core Indicator categories is as follows:

- 9 of the 34 are at or above the State negotiated level(s);
- 5 of the 34 are below the State negotiated level(s);
- 20 of the 34 are listed as (N/R or N/A)

Part II: If no core indicator information is available for the TOP Code of the program you want to improve with CTE funds, specify the reason there is no data by checking the appropriate box(es).

- The program is new,
- The program is offered in noncredit only,
- The program is small and SAM C courses are not offered every year,
- The program recently had a TOP Code change*,
- The courses and/or the certificate were miscoded*,
- Miscoded programs were corrected, but we are still waiting for reports to be updated, or
- The program is interdisciplinary [core courses are outside the TOP code of the program or will only have completers (certificates and degrees)].

NOTE: * CODING ERRORS SHOULD BE CORRECTED BY NEXT YEAR.

District Contact/Project Director: Lorraine Collins/Stephanie Bul

Reminder: The College must retain in audit files a paper copy of Section I Part F titled "College Core Indicator Information by TOP" signed by the Department Chair (or authorized Designee) for each funded TOP Code.

Local Application Program Information by TOP Code

College: SAN DIEGO MIRAMAR COLLEGE REG CNTR

Agreement No.: 18-C01-047

Program Title: Paralegal

TOP Code: 140200

Briefly describe program improvement issue(s) concerning this TOP code and include specific examples. (Limited to 2,000 characters, or approximately ½ page of text.)

Core indicators show LEGL is slightly below negotiated level for non-traditional and single parents. Minority population at Miramar is low thus minority recruitment into the program is affected. Textbook cost are extremely high for low income students. Need to find career building pathways that align with 4 years and high schools

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

?Need to market program in low-income areas of city and offer program during day hours or online and weekends to recruit non-traditional students and single parents. ?Seek to coordinate with Business Law classes in district to recruit minority students as an interested career field. ?Participate in regional recruitment activities with other area paralegal programs. ?Educate faculty and advisory board on ways to assist with recruitment issues. ?Will seek to implement Intro courses at other colleges in district (Mesa, City) where minority populations are high. Will review options for Online Education Resources (OER) for upcoming semester.

>Below are the nine §135(b) Requirements for Uses of Funds. Programs receiving these funds must meet these requirements. Indicate with a check mark those requirements that the program currently meets (met). Any remaining unmet requirement(s) must be addressed with completed or ongoing activities by June 30 for reporting in the final report. Note: All nine required uses of funds must be met by the end of the Act or each year until reauthorization. Funds may also be used for the permissive activities specified in number 10.		Indicate with a check mark which requirements have been met, below.	
Requirements for Uses of Funds		MET	UNMET
1.	Strengthening the academic, and career and technical skills of students participating in CTE programs through the integration of academics with CTE programs. [§135(b)(1)]	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2.	Link CTE at the secondary and the postsecondary levels, including by offering elements of not less than one program of study described in §122(c)(1)(A). [§135(b)(2)]	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3.	Provide students with strong experience in and understanding of all aspects of an industry, which may include work-based learning experiences. [§135(b)(3)]	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4.	Develop, improve, or expand the use of technology in CTE, which may include training to use technology, providing students with the skills needed to enter technology fields, and encouraging schools to collaborate with technology industries to offer internships and mentoring programs. [§135(b)(4)]	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5.	Provide in-service and pre-service professional development programs to faculty, administrators, and career guidance and academic counselors involved in integrated CTE programs, on topics including effective integration of academics and CTE, effective teaching skills based on research, effective practices to improve parental and community involvement, effective use of scientifically based research and data to improve instruction. Professional development should also ensure that faculty and personnel stay current with all aspects of an industry; involve internship programs that provide relevant business experience; and train faculty in the effective use and application of technology. [§135(b)(5)]	<input checked="" type="checkbox"/>	<input type="checkbox"/>

6.	Develop and implement evaluations of the CTE programs carried out with Perkins IV funds, including an assessment of how the needs of special populations are being met. [§135(b)(6)]	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7.	Initiate, improve, expand and modernize quality CTE programs, including relevant technology. [§135(b)(7)]	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8.	Provide services and activities that are of sufficient size, scope and quality to be effective. [§135(b)(8)]	<input checked="" type="checkbox"/>	<input type="checkbox"/>
9.	Provide activities to prepare special populations, including single parents and displaced homemakers enrolled in CTE programs, for high-skill, high-wage or high-demand occupations that will lead to self-sufficiency. [§135(b)(9)]	<input checked="" type="checkbox"/>	<input type="checkbox"/>

FOR THOSE REQUIREMENT(S) LISTED ABOVE AS "UNMET:

Describe specific activity(ies) intended to address the unmet requirement(s) (Limited to 2,000 characters, or approximately ½ page of text.)

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

- 1. Involve parents, businesses, and labor organizations, in the design, implementation and evaluation of CTE programs. [§135(c)(1)]
- 2. Provide career guidance and academic counseling for students participating in CTE programs, that improves graduation rates and provides information on postsecondary and career options, and provides assistance for postsecondary students and adults, [§135(c)(2)]
- 3. Local education and business partnerships, including work-related experiences for students, adjunct faculty arrangements for qualified industry professionals and industry experience for teachers and faculty. [§135(c)(3)]
- 4. Provide programs for special populations. [§135(c)(4)]
- 5. Assisting career and technical student organizations. [§135(c)(5)]
- 6. Mentoring and support services. [§135(c)(6)]
- 7. Leasing, purchasing, upgrading or adapting equipment, including instructional aides and publications (including support for library resources) designed to strengthen and support academic and technical skill achievement. [§135(c)(7)]
- 8. Teacher preparation programs that address the integration of academic and CTE and that assist individuals who are interested in becoming CTE faculty, including individuals with experience in business and industry. [§135(c)(8)]
- 9. Developing and expanding postsecondary program offerings at times and in formats that are accessible for all students, including through the use of distance education. [§135(c)(9)]
- 10. Developing initiatives that facilitate the transition of sub-baccalaureate CTE students into baccalaureate degree programs, including articulation agreements, dual enrollment programs, academic and financial aid counseling and other initiatives to overcome barriers and encourage enrollment and completion. [§135(c)(10)]
- 11. Providing activities to support entrepreneurship education and training. [§135(c)(11)]
- 12. Improving or developing new CTE courses, including the development of programs of study for consideration by the state and courses that prepare individuals academically and technically for high-skill, high-wage or high-demand occupations and dual or concurrent enrollment opportunities. [§135(c)(12)]
- 13. Developing and supporting small, personalized career-themed learning communities. [§135(c)(13)]

- 14. Providing support for family and consumer sciences programs. [§135(c)(14)]
- 15. Providing CTE programs for adults and school dropouts to complete secondary education or dropouts to complete secondary education or upgrade technical skills. [§135(c)(15)]
- 16. Providing assistance to individuals who have participated in services and activities under this Act in continuing their education or training or finding an appropriate job. [§135(c)(16)]
- 17. Supporting training and activities (such as mentoring and outreach) in nontraditional fields. [§135(c)(17)]
- 18. Providing support for training programs in automotive technologies. [§135(c)(18)]
- 19. Pooling a portion of such funds with a portion of funds available to other recipients for innovative initiatives. [§135(c)(19)]
- 20. Supporting other CTE activities consistent with the purposes of the Act. [§135(c)(20)]

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

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

- | | |
|--|---|
| <input checked="" type="checkbox"/> Professional Dev. (including stipends) | <input checked="" type="checkbox"/> Instructional Materials Purchase/Replacement (including software) |
| <input type="checkbox"/> Instructional Equipment Purchase/Replacement | <input type="checkbox"/> Project Administration |
| <input type="checkbox"/> Facility rental/lease (off-campus location) | <input type="checkbox"/> Programs/Services for Special Populations |
| <input type="checkbox"/> Curriculum Development | <input type="checkbox"/> Consultants or Other Contracted Services |
| <input checked="" type="checkbox"/> Program Marketing and Outreach | <input type="checkbox"/> Other(specify) <input style="width: 100px; height: 15px;" type="text"/> |

Check one: UNMET REQUIREMENTS WILL BE ADDRESSED:

- Entirely with CTE Funds
- Entirely with Other Funding Sources
- Using Both CTE and Other Funding Sources

Application Budget Summary by TOP Code

COMPLETE BUDGET SUMMARY FORMS IDENTIFYING PERKINS TITLE I-C CATEGORICAL EXPENDITURE
 TOTALS BY TOP CODE.

College: SAN DIEGO MIRAMAR COLLEGE REG CNTR
 Program Title: Paralegal

Agreement No.: 18-C01-047
 TOP Code: 140200

Line No.	Acct. No.	Object of Expenditure	Direct Program Expenditure	Administrative Expenditure* (not to exceed 5% of total district expenditures)	Total
1	1000	Instructional Salaries	2,000	0	2,000
2	2000	Non-Inst. Salaries	0	0	0
3	3000	Employee Benefits	360	0	360
4	4000	Supplies & Materials	400	0	400
5	5000	Other Operating Expenses & Services	5,000	0	5,000
6	6000	Capital Outlay	0	0	0
7	7000	Other Outgo	0	0	0
		Total Expenditure	7,760	0	7,760

*District Total Administration Expenditure Cannot Exceed 5% of the District's Combined Total of Title IC & CTE Transitions Direct Expenditures

Note: Final Report of expenditures for 2018-2019 will be reported according to the following categories:

- (A) Curriculum Development/Instruction
- (B) Professional Development
- (C) Counseling/Direct Service to Students
- (D) Other: You must provide a description of programs/services funded
- (E) Administration (not to exceed 5% of total district expenditures)

College Aggregate Core Indicator Information by TOP
(2018-2019)

District/College: SAN DIEGO MIRAMAR COLLEGE REG Agreement No.: 18-C01-047
CNTR

Program Title: Fire Technology TOP Code: 213300

Please review the College Aggregate form at: https://misweb.cccco.edu/perkins/Core_Indicator_Reports/Forms_All.aspx before completing this form.

If no data is available proceed to Part II.

Part I: Review core indicator report by TOP Code and total each positive, negative, N/R or N/A outcome in the last column of the College Core Indicator report. I certify and acknowledge that performance in the 34 Core Indicator categories is as follows:

- 12 of the 34 are at or above the State negotiated level(s);
- 3 of the 34 are below the State negotiated level(s);
- 19 of the 34 are listed as (N/R or N/A)

Part II: If no core indicator information is available for the TOP Code of the program you want to improve with CTE funds, specify the reason there is no data by checking the appropriate box(es).

- The program is new,
- The program is offered in noncredit only,
- The program is small and SAM C courses are not offered every year,
- The program recently had a TOP Code change*,
- The courses and/or the certificate were miscoded*,
- Miscoded programs were corrected, but we are still waiting for reports to be updated, or
- The program is interdisciplinary [core courses are outside the TOP code of the program or will only have completers (certificates and degrees)].

NOTE: * CODING ERRORS SHOULD BE CORRECTED BY NEXT YEAR.

District Contact/Project Director: Lorraine Collins/Stephanie Bul

Reminder: The College must retain in audit files a paper copy of Section I Part F titled "College Core Indicator Information by TOP" signed by the Department Chair (or authorized Designee) for each funded TOP Code.

Local Application Program Information by TOP Code

College: SAN DIEGO MIRAMAR COLLEGE REG CNTR

Agreement No.: 18-C01-047

Program Title: Fire Technology

TOP Code: 213300

Briefly describe program improvement issue(s) concerning this TOP code and include specific examples. (Limited to 2,000 characters, or approximately ½ page of text.)

Increase flexibility and access to ALL students for the Firefighter I Certification required for entry-level employment by offering courses on a variety of schedules that can accommodate ALL student needs. The certification has traditionally been offered in the Regional Fire Academy only which is cost prohibitive and offers little flexibility to a student’s schedule unless they can attend a 16 week program at their own expense. The historical model restricted enrollment and certification, which led to barriers to employment for non-traditional students. The opportunity for all students to earn their Firefighter I entry-level certification will no doubt increase student satisfaction in their career development goals. Align curriculum to expand and improve the degree and certification tracks for both entry-level firefighter and fire inspector career opportunities as directed by the advisory committee. Significant improvements are required in the area of curriculum development to meet SFT standards including the development of five new courses for the fire inspector series. Modernize and expand the Candidate Physical Abilities Test equipment (CPAT) equipment required for the entry level certification exam including equipment designed for women. Modernize equipment to meet the SFT standards for Firefighter I and safety for the students and instructors of the program.

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

Develop curriculum for the five new courses in the fire inspector series. Modernize equipment to meet SFT standards as outlined in the policy and procedures manual for Accredited Regional Training programs offering the Firefighter I curriculum. Modernize and expand the available equipment for CPAT. Provide professional development for CFTDA meetings and conferences.

>Below are the nine §135(b) Requirements for Uses of Funds. Programs receiving these funds must meet these requirements. Indicate with a check mark those requirements that the program currently meets (met). Any remaining unmet requirement(s) must be addressed with completed or ongoing activities by June 30 for reporting in the final report. Note: All nine required uses of funds must be met by the end of the Act or each year until reauthorization. Funds may also be used for the permissive activities specified in number 10.		Indicate with a check mark which requirements have been met, below.	
Requirements for Uses of Funds		MET	UNMET
1.	Strengthening the academic, and career and technical skills of students participating in CTE programs through the integration of academics with CTE programs. [§135(b)(1)]	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2.	Link CTE at the secondary and the postsecondary levels, including by offering elements of not less than one program of study described in §122(c)(1)(A). [§135(b)(2)]	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3.	Provide students with strong experience in and understanding of all aspects of an industry, which may include work-based learning experiences. [§135(b)(3)]	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4.	Develop, improve, or expand the use of technology in CTE, which may include training to use technology, providing students with the skills needed to enter technology fields, and encouraging schools to collaborate with technology industries to offer internships and mentoring programs. [§135(b)(4)]	<input checked="" type="checkbox"/>	<input type="checkbox"/>

5.	Provide in-service and pre-service professional development programs to faculty, administrators, and career guidance and academic counselors involved in integrated CTE programs, on topics including effective integration of academics and CTE, effective teaching skills based on research, effective practices to improve parental and community involvement, effective use of scientifically based research and data to improve instruction. Professional development should also ensure that faculty and personnel stay current with all aspects of an industry; involve internship programs that provide relevant business experience; and train faculty in the effective use and application of technology. [§135(b)(5)]	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6.	Develop and implement evaluations of the CTE programs carried out with Perkins IV funds, including an assessment of how the needs of special populations are being met. [§135(b)(6)]	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7.	Initiate, improve, expand and modernize quality CTE programs, including relevant technology. [§135(b)(7)]	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8.	Provide services and activities that are of sufficient size, scope and quality to be effective. [§135(b)(8)]	<input checked="" type="checkbox"/>	<input type="checkbox"/>
9.	Provide activities to prepare special populations, including single parents and displaced homemakers enrolled in CTE programs, for high-skill, high-wage or high-demand occupations that will lead to self-sufficiency. [§135(b)(9)]	<input checked="" type="checkbox"/>	<input type="checkbox"/>

FOR THOSE REQUIREMENT(S) LISTED ABOVE AS "UNMET:

Describe specific activity(ies) intended to address the unmet requirement(s) (Limited to 2,000 characters, or approximately ½ page of text.)

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

- 1. Involve parents, businesses, and labor organizations, in the design, implementation and evaluation of CTE programs. [§135(c)(1)]
- 2. Provide career guidance and academic counseling for students participating in CTE programs, that improves graduation rates and provides information on postsecondary and career options, and provides assistance for postsecondary students and adults, [§135(c)(2)]
- 3. Local education and business partnerships, including work-related experiences for students, adjunct faculty arrangements for qualified industry professionals and industry experience for teachers and faculty. [§135(c)(3)]
- 4. Provide programs for special populations. [§135(c)(4)]
- 5. Assisting career and technical student organizations. [§135(c)(5)]
- 6. Mentoring and support services. [§135(c)(6)]
- 7. Leasing, purchasing, upgrading or adapting equipment, including instructional aides and publications (including support for library resources) designed to strengthen and support academic and technical skill achievement. [§135(c)(7)]
- 8. Teacher preparation programs that address the integration of academic and CTE and that assist individuals who are interested in becoming CTE faculty, including individuals with experience in business and industry. [§135(c)(8)]
- 9. Developing and expanding postsecondary program offerings at times and in formats that are accessible for all students, including through the use of distance education. [§135(c)(9)]
- 10. Developing initiatives that facilitate the transition of sub-baccalaureate CTE students into baccalaureate degree programs, including articulation agreements, dual enrollment programs, academic and financial aid counseling and other initiatives to overcome barriers and encourage enrollment and completion. [§135(c)(10)]

- 11. Providing activities to support entrepreneurship education and training. [§135(c)(11)]
- 12. Improving or developing new CTE courses, including the development of programs of study for consideration by the state and courses that prepare individuals academically and technically for high-skill, high-wage or high-demand occupations and dual or concurrent enrollment opportunities. [§135(c)(12)]
- 13. Developing and supporting small, personalized career-themed learning communities. [§135(c)(13)]
- 14. Providing support for family and consumer sciences programs. [§135(c)(14)]
- 15. Providing CTE programs for adults and school dropouts to complete secondary education or dropouts to complete secondary education or upgrade technical skills. [§135(c)(15)]
- 16. Providing assistance to individuals who have participated in services and activities under this Act in continuing their education or training or finding an appropriate job. [§135(c)(16)]
- 17. Supporting training and activities (such as mentoring and outreach) in nontraditional fields. [§135(c)(17)]
- 18. Providing support for training programs in automotive technologies. [§135(c)(18)]
- 19. Pooling a portion of such funds with a portion of funds available to other recipients for innovative initiatives. [§135(c)(19)]
- 20. Supporting other CTE activities consistent with the purposes of the Act. [§135(c)(20)]

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

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

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

Check one: UNMET REQUIREMENTS WILL BE ADDRESSED:

- Entirely with CTE Funds
- Entirely with Other Funding Sources
- Using Both CTE and Other Funding Sources

Application Budget Summary by TOP Code

COMPLETE BUDGET SUMMARY FORMS IDENTIFYING PERKINS TITLE I-C CATEGORICAL EXPENDITURE
 TOTALS BY TOP CODE.

College: SAN DIEGO MIRAMAR COLLEGE REG CNTR
 Program Title: Fire Technology

Agreement No.: 18-C01-047
 TOP Code: 213300

Line No.	Acct. No.	Object of Expenditure	Direct Program Expenditure	Administrative Expenditure* (not to exceed 5% of total district expenditures)	Total
1	1000	Instructional Salaries	4,000	0	4,000
2	2000	Non-Inst. Salaries	0	0	0
3	3000	Employee Benefits	0	0	0
4	4000	Supplies & Materials	2,500	0	2,500
5	5000	Other Operating Expenses & Services	3,000	0	3,000
6	6000	Capital Outlay	46,500	0	46,500
7	7000	Other Outgo	0	0	0
		Total Expenditure	56,000	0	56,000

*District Total Administration Expenditure Cannot Exceed 5% of the District's Combined Total of Title IC & CTE Transitions Direct Expenditures

Note: Final Report of expenditures for 2018-2019 will be reported according to the following categories:

- (A) Curriculum Development/Instruction
- (B) Professional Development
- (C) Counseling/Direct Service to Students
- (D) Other: You must provide a description of programs/services funded
- (E) Administration (not to exceed 5% of total district expenditures)

College Aggregate Core Indicator Information by TOP
(2018-2019)

District/College: SAN DIEGO MIRAMAR COLLEGE REG Agreement No.: 18-C01-047
CNTR

Program Title: Aviation Operations TOP Code: 302000

Please review the College Aggregate form at: https://misweb.cccco.edu/perkins/Core_Indicator_Reports/Forms_All.aspx before completing this form.

If no data is available proceed to Part II.

Part I: Review core indicator report by TOP Code and total each positive, negative, N/R or N/A outcome in the last column of the College Core Indicator report. I certify and acknowledge that performance in the 34 Core Indicator categories is as follows:

- 6 of the 34 are at or above the State negotiated level(s);
- 1 of the 34 are below the State negotiated level(s);
- 27 of the 34 are listed as (N/R or N/A)

Part II: If no core indicator information is available for the TOP Code of the program you want to improve with CTE funds, specify the reason there is no data by checking the appropriate box(es).

- The program is new,
- The program is offered in noncredit only,
- The program is small and SAM C courses are not offered every year,
- The program recently had a TOP Code change*,
- The courses and/or the certificate were miscoded*,
- Miscoded programs were corrected, but we are still waiting for reports to be updated, or
- The program is interdisciplinary [core courses are outside the TOP code of the program or will only have completers (certificates and degrees)].

NOTE: * CODING ERRORS SHOULD BE CORRECTED BY NEXT YEAR.

District Contact/Project Director: Lorraine Collins/Stephanie Bul

Reminder: The College must retain in audit files a paper copy of Section I Part F titled "College Core Indicator Information by TOP" signed by the Department Chair (or authorized Designee) for each funded TOP Code.

Local Application Program Information by TOP Code

College: SAN DIEGO MIRAMAR COLLEGE REG CNTR

Agreement No.: 18-C01-047

Program Title: Aviation Operations

TOP Code: 302000

Briefly describe program improvement issue(s) concerning this TOP code and include specific examples. (Limited to 2,000 characters, or approximately ½ page of text.)

Aviation technologies are seeing tremendous advancement. Simulator, helicopter, and drone equipment are no exception. A Redbird TD2 Complex trainer starts at approximately \$14,0000 each. Drone students need to train on the latest equipment using sufficient software and apps to learn how to succeed in the workforce. The latest Matrice 210 Law Enforcement Bundles costs \$10,552 for instance. FAA regulations have also been changing rapidly, making subject matter expertise a task to keep up with changing regulations and requirements. This applies directly to CIR 1, technical skills attainment.

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

Latest aviation equipment allows student to be trained on industry-used technology. Redbird TD2 complex aircraft simulators are used to prepare private pilot level students for commercial flight training. Cygus Pro Wireless GPS devices allow instrument students to train with new electronic flight bags utilizing digital charts and geo-referencing capabilities. New drone technology in the drone labs prepare students for employment. NDVI and FLIR cameras allow better 3D maps to be created. Employment (CIR 4) will be improved for the students because they'll be more prepared to enter the workforce with training and experience on relevant technology.

>Below are the nine §135(b) Requirements for Uses of Funds. Programs receiving these funds must meet these requirements. Indicate with a check mark those requirements that the program currently meets (met). Any remaining unmet requirement(s) must be addressed with completed or ongoing activities by June 30 for reporting in the final report. Note: All nine required uses of funds must be met by the end of the Act or each year until reauthorization. Funds may also be used for the permissive activities specified in number 10.		Indicate with a check mark which requirements have been met, below.	
Requirements for Uses of Funds		MET	UNMET
1.	Strengthening the academic, and career and technical skills of students participating in CTE programs through the integration of academics with CTE programs. [§135(b)(1)]	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2.	Link CTE at the secondary and the postsecondary levels, including by offering elements of not less than one program of study described in §122(c)(1)(A). [§135(b)(2)]	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3.	Provide students with strong experience in and understanding of all aspects of an industry, which may include work-based learning experiences. [§135(b)(3)]	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4.	Develop, improve, or expand the use of technology in CTE, which may include training to use technology, providing students with the skills needed to enter technology fields, and encouraging schools to collaborate with technology industries to offer internships and mentoring programs. [§135(b)(4)]	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5.	Provide in-service and pre-service professional development programs to faculty, administrators, and career guidance and academic counselors involved in integrated CTE programs, on topics including effective integration of academics and CTE, effective teaching skills based on research, effective practices to improve parental and community involvement, effective use of scientifically based research and data to improve instruction. Professional development should also ensure that faculty and personnel stay current with all aspects of an industry; involve internship programs	<input checked="" type="checkbox"/>	<input type="checkbox"/>

	that provide relevant business experience; and train faculty in the effective use and application of technology. [§135(b)(5)]		
6.	Develop and implement evaluations of the CTE programs carried out with Perkins IV funds, including an assessment of how the needs of special populations are being met. [§135(b)(6)]	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7.	Initiate, improve, expand and modernize quality CTE programs, including relevant technology. [§135(b)(7)]	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8.	Provide services and activities that are of sufficient size, scope and quality to be effective. [§135(b)(8)]	<input checked="" type="checkbox"/>	<input type="checkbox"/>
9.	Provide activities to prepare special populations, including single parents and displaced homemakers enrolled in CTE programs, for high-skill, high-wage or high-demand occupations that will lead to self-sufficiency. [§135(b)(9)]	<input checked="" type="checkbox"/>	<input type="checkbox"/>

FOR THOSE REQUIREMENT(S) LISTED ABOVE AS "UNMET:

Describe specific activity(ies) intended to address the unmet requirement(s) (Limited to 2,000 characters, or approximately ½ page of text.)

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

- 1. Involve parents, businesses, and labor organizations, in the design, implementation and evaluation of CTE programs. [§135(c)(1)]
- 2. Provide career guidance and academic counseling for students participating in CTE programs, that improves graduation rates and provides information on postsecondary and career options, and provides assistance for postsecondary students and adults, [§135(c)(2)]
- 3. Local education and business partnerships, including work-related experiences for students, adjunct faculty arrangements for qualified industry professionals and industry experience for teachers and faculty. [§135(c)(3)]
- 4. Provide programs for special populations. [§135(c)(4)]
- 5. Assisting career and technical student organizations. [§135(c)(5)]
- 6. Mentoring and support services. [§135(c)(6)]
- 7. Leasing, purchasing, upgrading or adapting equipment, including instructional aides and publications (including support for library resources) designed to strengthen and support academic and technical skill achievement. [§135(c)(7)]
- 8. Teacher preparation programs that address the integration of academic and CTE and that assist individuals who are interested in becoming CTE faculty, including individuals with experience in business and industry. [§135(c)(8)]
- 9. Developing and expanding postsecondary program offerings at times and in formats that are accessible for all students, including through the use of distance education. [§135(c)(9)]
- 10. Developing initiatives that facilitate the transition of sub-baccalaureate CTE students into baccalaureate degree programs, including articulation agreements, dual enrollment programs, academic and financial aid counseling and other initiatives to overcome barriers and encourage enrollment and completion. [§135(c)(10)]
- 11. Providing activities to support entrepreneurship education and training. [§135(c)(11)]
- 12. Improving or developing new CTE courses, including the development of programs of study for consideration by the state and courses that prepare individuals academically and technically for high-skill, high-wage or high-demand occupations and dual or concurrent enrollment opportunities. [§135(c)(12)]

- 13. Developing and supporting small, personalized career-themed learning communities. [§135(c)(13)]
- 14. Providing support for family and consumer sciences programs. [§135(c)(14)]
- 15. Providing CTE programs for adults and school dropouts to complete secondary education or dropouts to complete secondary education or upgrade technical skills. [§135(c)(15)]
- 16. Providing assistance to individuals who have participated in services and activities under this Act in continuing their education or training or finding an appropriate job. [§135(c)(16)]
- 17. Supporting training and activities (such as mentoring and outreach) in nontraditional fields. [§135(c)(17)]
- 18. Providing support for training programs in automotive technologies. [§135(c)(18)]
- 19. Pooling a portion of such funds with a portion of funds available to other recipients for innovative initiatives. [§135(c)(19)]
- 20. Supporting other CTE activities consistent with the purposes of the Act. [§135(c)(20)]

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

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

- | | |
|--|---|
| <input type="checkbox"/> Professional Dev. (including stipends) | <input checked="" type="checkbox"/> Instructional Materials Purchase/Replacement (including software) |
| <input checked="" type="checkbox"/> Instructional Equipment Purchase/Replacement | <input type="checkbox"/> Project Administration |
| <input type="checkbox"/> Facility rental/lease (off-campus location) | <input type="checkbox"/> Programs/Services for Special Populations |
| <input type="checkbox"/> Curriculum Development | <input type="checkbox"/> Consultants or Other Contracted Services |
| <input type="checkbox"/> Program Marketing and Outreach | <input type="checkbox"/> Other(specify) <input style="width: 100px; height: 15px;" type="text"/> |

Check one: UNMET REQUIREMENTS WILL BE ADDRESSED:

- Entirely with CTE Funds
- Entirely with Other Funding Sources
- Using Both CTE and Other Funding Sources

Application Budget Summary by TOP Code

COMPLETE BUDGET SUMMARY FORMS IDENTIFYING PERKINS TITLE I-C CATEGORICAL EXPENDITURE
 TOTALS BY TOP CODE.

College: SAN DIEGO MIRAMAR COLLEGE REG CNTR
 Program Title: Aviation Operations

Agreement No.: 18-C01-047
 TOP Code: 302000

Line No.	Acct. No.	Object of Expenditure	Direct Program Expenditure	Administrative Expenditure* (not to exceed 5% of total district expenditures)	Total
1	1000	Instructional Salaries	3,000	0	3,000
2	2000	Non-Inst. Salaries	0	0	0
3	3000	Employee Benefits	543	0	543
4	4000	Supplies & Materials	4,000	0	4,000
5	5000	Other Operating Expenses & Services	0	0	0
6	6000	Capital Outlay	1,198	0	1,198
7	7000	Other Outgo	0	0	0
		Total Expenditure	8,741	0	8,741

*District Total Administration Expenditure Cannot Exceed 5% of the District's Combined Total of Title IC & CTE Transitions Direct Expenditures

Note: Final Report of expenditures for 2018-2019 will be reported according to the following categories:

- (A) Curriculum Development/Instruction
- (B) Professional Development
- (C) Counseling/Direct Service to Students
- (D) Other: You must provide a description of programs/services funded
- (E) Administration (not to exceed 5% of total district expenditures)

LOCAL PLANNING TEAM INVOLVEMENT

District: SAN DIEGO CCD

Agreement No.: 18-C01-047

Perkins IV § 134(b)(5) requires that a group of individuals, comprised of business, industry, labor organizations, special populations, faculty*, guidance and academic counselors, administrators, representatives of CTE Transitions consortia, parents, students, and others be involved in the development, implementation, and evaluation of CTE programs assisted with Title I, Part C funds. (*The majority of faculty should be representatives of CTE.)

1. Describe the Local Planning Team's involvement in the planning process, including the CTE Transitions funding. (Limited to 8,000 characters, or approximately two pages of text.) For example narrative responses. [click here](#)

CITY: The Local Planning Team's (LPT) met to plan the new Perkins application cycle. The calendar and changes to the process were approved. After receipt of the applications, the LPT read and scored them against a rubric approved by the LPT at the September meeting. The aggregated scores started the February meeting where the LPT considered 1) how the advisory board guides the development of the program, 2) supply and demand data for their program, 3) program links to career pathways, 4) improvement issues including Core Indicator Report information, and 5) solutions including addressing the Core Indicator deficits. The LPT recommended applicants and funding so each program could provide the most important things to improve their programs. MESA: The Local Planning Team began this year's process by informing Mesa's Career Technical Education programs of the availability of the Perkins Grant application. Interested faculty and staff attended a Perkins information session and were invited to apply. Fifteen programs responded by submitting their applications to the Local Planning Team for review. The Team reviewed the applications and interviewed program applicants for a maximum of 5 minutes. The applicants were able to explain how Perkins funding will improve their program. The programs were prioritized based on their potential to improve measures of achievement, completion, placement, retention, and equity while reflecting current industry, employment trends, and employers' needs. The Local Planning Team established scoring criteria. Criteria included program review, job growth, enrollment data from the core indicator reports, labor market information, and project activities related to the Perkins nine requirements for funding. This prioritization and rating list was used as a guideline to allocate funding. The proposals and the recommended allocations were presented to the President's cabinet for approval. MIRAMAR: The prior year's procedures and accountability measures were reviewed by an initial work group comprised of the interim Dean of Business, Technical Careers and Workforce Initiatives, the new Associate Dean for Strong Workforce, designated CTE Department Chair and Perkins Coordinator who determined the process to be implemented for the 2018- 2019 funding cycle to effectively leverage resources. At the beginning of the year, orientations are conducted for faculty new to the Perkins application process and one additional CTE meeting is held and open to all faculty, department chairs, program directors and deans of CTE programs who planned to request funding for program improvement and/or innovation. These meetings focused on reviewing the Perkins IV Grant guidelines, campus application process, procedures, and accountability measures for CTE Programs. San Diego Miramar's Local Planning Team (LPT) Co-chaired by the designated CTE Department Chair and Perkins Coordinator convened in early April to review the twelve (12) program applications that were submitted and made recommendations according to the criteria established to evaluate applications using a rubric. The team reviewed information on the advisory board recommendations, minutes and data substantiating the program improvement needs, and plans that address gaps and deficits submitted by CTE Programs. Each application also was reviewed and rated based on the program's explanation of how funds will be used to enhance the CTE Program and serve students in light of the nine (9) requirements and improve outcomes. Also, evaluated the programs' links to business and industry, career pathways, and connections with area high schools. CE: Continuing Education (CE) started the planning process at the beginning of the spring semester by hosting a "Best Practices –Perkins Workshop" for instructors, program deans and support staff. At the workshop participants reviewed allowable Perkins expenditures, accountability measures, program reporting, overview the application process, forms, and due dates. CE continues to rely on its local industry advisory committees to keep their instructors and deans current on local industry needs, trends, and manpower requirements. Before submission of eligible proposals, faculty had the opportunity to review the accuracy and completion of their documentation with CE's Perkins consultant. The programs received feedback, edits and suggestions on what should be added before going through CE's approval process. All programs had to submit applications by March 15th if they wish to be considered for funding. Each review committee member scored programs using the Perkins scoring rubric. Each dean and program chair would only

score program applications outside of their area. The review committee met on April 23rd to review the tally's and discuss any concerns about program applications. Final scoring and recommendations were presented to the administration.

DISTRICT: The District CTE Dean assists each college and CE with the information of their Local Planning Team and is invited to participate as needed.

2. Describe: (Limited to 8,000 characters, or approximately two pages of text.) For example narrative responses [click here](#).
 - (a) how students, teachers, representatives of business and industry, labor organizations, representatives of special populations, and other interested individuals are involved in the development, implementation, and evaluation of CTE programs funded under this title, and
 - (b) how such individuals and entities are informed about and assisted in understanding the requirements of this title, including CTE programs of study.

a)CITY: Voting members of the LPT included 3 industry representatives, 7 CTE faculty, 2 non-CTE faculty, 1 DSPS representative, 1 ASG student majoring in a CTE area, 1 labor representative, 1 classified employee, 1 computer services employee and 1 CTE dean. Other members of the community, especially experts from business and industry, participate in program advisory boards that help in developing, evaluating and implementing CTE programs funded with Perkins. Assistance to all CTE programs is offered for facilitating the inclusion of more industry representatives on advisory boards. MESA: Students, faculty, and administration work closely with representatives of the business and industry, labor organizations, and representatives of special populations in monitoring the effectiveness of the Perkins Grant funded programs. The Career Technical Education programs host advisory committees annually with the outside business and community supporters. Advisory committees are also held at District and Regional levels to consult concerning Career Technical Education programs. Although the committee members are not responsible for program governance, they do add valuable insight into the current industry standards, and employers' needs. The committee members also share their experience and understanding of the field. The contribution the members provide help to strengthen the Career Technical Education programs at Mesa College MIRAMAR: CTE programs gain input from their advisory boards regarding program training that addresses trends and modernization within the respective industry. Partners and other stakeholders are regularly appraised of these program changes, expansion in new industry areas and compliance related to certification and accreditation. CE: Each Career Technical Program within Continuing Education has its own Industry Advisory Committee and advisors who meet formally (at least once annually) and informally. Membership on these committees is broad and includes local businesses, labor, instructors, counselors, classified staff, current and former program students. Industry advisory members inform the committee on new technologies in the field, labor market needs and changing trends. To ensure that Advisory committee input is being included and accepted when determining the direction of the program going forward, any equipment requests submitted for Perkins funding has to be reflected in the minutes from the corresponding meeting. This is vital to ensure that curriculum is aligned with industry standards and needs. DISTRICT: The District Dean of Workforce Development assists the three colleges and CE with the development and management of their Perkin's application as needed. The Dean holds monthly meetings with the campus CTE Deans. The deans use the committee meetings to address common issues and concerns related to the implementation of CTE programs with Perkins funding. The Dean also participates on the local Workforce Development Council (WDC), San Diego Chamber, San Diego Workforce Partnership, San Diego Unified School District College to Career Technical Education Advisory Council and other regional workforce initiatives. b)CITY: Training sessions are held for all new members of the LPT. A Perkins training session was held for all CTE faculty. The LPT was invited to the session for applicants and was attended by a number of new members. All basic information about the Perkins funding and how the state implements it is explained including required and permissive uses of funds, emphasis on programs of study, Core Indicator Reports with aim to improve performance, especially employment. MESA: Meeting minutes, handouts, newsletters, and program review summaries are distributed to interested parties. Informal outreach or co-curricular activities and other student organization events also provide the external community opportunities to engage in and evaluate the outcomes of our programs. MIRAMAR: Faculty and industry regularly gather throughout the year to exchange information about industry and employment standards, trends, labor market gaps and needs. Student services representatives, across programs faculty and staff are encouraged to regularly provide input and assist with identifying student needs and program improvement plans. Both formal and informal outreach opportunities are also scheduled throughout the year to engage with industry representatives, high school staff, and community partners to informally evaluate program outcomes and garner recommendations. In addition, the campus public information office regularly provides media releases on best practices and program successes via social, printed and televised media. CE: During the advisory meetings the participants review data collected from CE MIS system regarding skill attainment, completions, and transfers for the special population to be served with Perkins funding. As part of the discussion during meetings members are informed about the Perkins funding process and requirements. CTE's programs conduct a yearly program review to analyze student population, program strengths and areas that need improvement. Findings from the Program Review are used along with the information from Advisory Committees to build the Perkins proposals. Faculty throughout the institution are involved in updating courses and curriculum, meeting the goals and objectives outlined in the Perkins plans, and maintaining compliance with all permitted uses of Perkins funds as well as

meeting program outcome goals. DISTRICT: The District Dean of Workforce Development assists each college and CE with the development and management of their Perkins's application as needed. The Dean holds monthly meetings with the campus CTE Deans to address common issues and concerns related to the implementation of CTE programs receiving Perkins's funding.

RESPONSES TO LOCAL PLAN REQUIREMENTS

District: SAN DIEGO CCD

Agreement No.: 18-C01-047

To meet federal monitoring criteria, the System Office, California Community Colleges, needs Perkins IV (the Act) recipients to meet all threshold requirements for funding. The System Office's date of approval of these criteria establishes the date for which you may incur expenditures for subsequent reimbursement. In no case may you be reimbursed for expenditures incurred before the start of the performance period, July 1, 2018. For your convenience, the required elements from the Act are noted in the items below. As a reference, § 134 and § 135 citations of the Act are provided.

Your local plan must include the following elements [§ 134(1)].

In short paragraph form for each element below, describe how your district, as recipient of funding, will address each of the following elements. (You may include your responses for each college within your district).

- 1. Meet state and local adjusted levels of performance established under § 113. Describe the selection process that resulted in the TOP Codes identified for funding. Describe the data analysis, including labor market information and core indicator data, and resources that resulted in the proposed TOP Codes [§ 134(b)(2)]. (Limited to 8,000 characters or approximately two pages of text.)**

CITY: In order to apply each CTE program faculty must attend a workshop that covers all of the basic information and requirements of the funding. All required and permissive uses of funding, Core Indicator Reports, eligible and ineligible funding items, activities and reporting are covered. Faculty experienced in the process shared their advice and insights at the workshop. Each CTE program applicant explains 1) how their industry advisory board guides the development of their program, 2) the supply and demand data that supports the need for their program, 3) how the program is linked to high schools and other career pathways, 4) program improvement issues that require funding including Core Indicator Report information, and 5) solutions to those issues that can be assisted through Perkins funding including addressing the Core Indicator deficits. Other considerations for funding included 1) the last time each program had been funded by Perkins, 2) the amount of that funding, 3) how much funding the program had received from Perkins since 2005, and 4) how much was requested this time and for what expenditures and activities. Recommendations were made based on an estimated allocation of 85% of the current year's allocation. MESA: Mesa College requires that programs requesting to apply for Perkins funding attend a Perkins information session and submit a detailed proposal outlining program specific information. This information includes labor market information, core indicator data, results of annual advisory committees required by Title V, etc. After the application submission deadline, the Local Planning Team reviewed 15 applications for Perkins funding. The Planning Team prioritized the applications by their evidence of integration, the link between secondary and postsecondary programs, use of technology, professional development improvement, individual program evaluations with emphasis on special populations, modernization plans, plan to prepare special populations for the current industry and improving student understanding in all industry aspects. The Planning Team analyzed the applications, ensuring that the funds requested corresponding to the 9 requirements of funding. The applicants were required to submit budget details for items requested to develop, improve, or expand their program. The Planning Team held interviews that gave the applicants the opportunity to add any additional details concerning their funding request. Applicants wishing to improve their employment statistics on their core indicator information also requested items in their budget that would allow their programs to offer industry-standard training to special populations to increase employment rates. Programs that set the goal to improve technical skill attainment budget their items to allow students access to more hands-on training and knowledge base improvement for special populations. Following applicant interviews, the Planning Team submitted their final recommendations for funding to the President's Cabinet where it was approved for tentative program allocations.

MIRAMAR: During the formulation of the program improvement plans, CTE faculty consider recommendations of advisory boards and input from their industry partners. In addition, CTE program directors review core indicator information and additional industry related data prior to preparing plans that focus on addressing gaps in program delivery areas and the 9 requirements as stipulated by the Perkins Grant. The local planning team reviews the applications and recommends TOP Codes to be funded based on criteria set by the team using a rubric to evaluate the proposed plans. Programs are asked to provide evidence of: •Linkages with business and industry through an active advisory board that provides input for program consideration in the areas of curriculum improvement, scholarship opportunities, internship development and enhanced

training. •Career pathways with connections to area high schools through articulation agreement(s), dual enrollment program(s), collaboration with H.S. counselors and C.E. faculty. Clear descriptions of program issues, specific plans to address gaps and concerns related to core indicators, expected achievements and specific outcomes that demonstrate improvement, expansion or innovation CE: Presently, San Diego Continuing Education focuses on non-credit programs. This year SDCE held a mandatory training workshop for CTE programs that would be applying for Perkins funding. Participants learned the requirements surrounding core indicators for applications and funding to be approved. Each program submitted a detailed application that took into account advisory board recommendations, labor market statistics, core indicators, and alignment with departments program evaluations and the institutions strategic plan. The local planning group receives program applications and scores them according to 1) advisory boards minutes reflecting recommendation from industry 2) in demand job market as it relates to the programs 3) providing a connection and/or path to college 4) clear program improvement issues and plan 5) evidence of activities and expenditures meeting requirements from previous years. SDCE planning team meets to discuss the application, provide feedback and make final recommendations on funding programs. DISTRICT: The District's Workforce & Economic Development Dean provides direction and support to colleges/CE in using core indicator data, District MIS data, LaunchBoard, and labor market information to make CTE program selections for Perkins' funding.

- 2. Improve student academic and technical skills through the integration of core academics with career and technical education (CTE) programs to ensure that CTE students are taught at the same level and proficiency as all other students. The program must include at least one career and technical program of study [§ 134(b)(3) and § 135(b)(1)]. (Limited to 8,000 characters or approximately two pages of text.)**

CITY: Faculty meet with their program advisory boards at least once per year to review and revise curriculum and certificates as needed to improve the provision of industry-ready skills to students. Some programs provide industry certifications based on partnerships with industry and some have statewide licensing as the program goal. Specific tutoring and lab assistance ensure the learning of academics and hands-on skills. Once these avenues of learning have been proven, they are more likely to be adopted for support by General Funds. Some of our programs of study (or Career Pathways) are Computer Information Systems, Manufacturing Engineering Technology, Child Development, Administrative Assistant, Accounting, Business Administration, and Small Business Management. MESA: Programs receiving funding have demonstrated a means of recognizing students with disabilities, whether physical or learning, and have developed a method of working with the students in connections with the DSPS office to ensure that all students are capable of learning and completing the program. The DSPS program assists in increasing student success rates by providing tutoring assistance in vocational areas not presently available in other programs at the college. The tutors in the DSPS High-Tech Center receive specialized training in assistive and adaptive technologies as well as assist in the provision of alternate media in all areas of CTE. All vocational programs have identified student learning outcomes in the course outline of record. These outcomes include both academic and technical skill competency required to transfer to four-year institutions or gain employment immediately upon graduation. Faculty teaching in career technical programs must meet the minimum qualifications set forth by the state that include at a minimum an Associate Degree and six years full time work experience in the field. All funded programs include at least a Certificate of Achievement while the majority includes an Associate Degree. MIRAMAR: CTE faculty is committed to reviewing their program regularly and implementing changes that meet and exceed industry standards, expand their programs into new emerging industry areas and prepare students for the labor market demands. Curriculum is regularly reviewed and updated every two years to ensure currency and rigor is integrated into the program. Contextualized basic skills, supplemental instruction and tutoring across programs are offered to support students' successful achievement of CTE certificates, degrees and transfer. The college has expanded services of its Academic Success Center to support instruction across the campus towards student success. These services are available to CTE students enrolled in academic courses and CTE Courses that have collaborated with the center to establish the provision of supplemental instruction CE: CTE must review and revise curriculum every 2 years to ensure we are staying relevant with industry. CTE course outlines have clearly stated student learning outcomes that have both skill-based competencies and academic competencies in order to complete and earn a certificate. In addition, we are embedding both academic and core work skills such as critical thinking, teamwork, reading and math into our curriculum. We have a team teach a class with our Auto and Vocational ESL that has been contextualized and have seen the persistence rates here increase. We are currently writing Math for Trades curriculum that will help all of our trades with 1) completing the curriculum in areas where retention falls off and 2) pre-apprenticeship skills required for testing. Where possible, we work with our partners to offer industry- recognized certifications DISTRICT: The District Office of Workforce & Economic Development augments campus activities when district-wide "Across Programs" are indicated. The District supports articulated programs of study within the feeder high school CTE Programs

- 3. Provide CTE students with strong experience in and understanding of all aspects of an industry [§ 134(b)(3) and § 135(b)(3)]. (Limited to 8,000 characters or approximately two pages of text.)**

CITY: Some industry Advisory Boards provide lecturers in classrooms, internships or other work-based learning, job shadows for students or faculty, and access to state-of-the-art equipment to simulate industry job sites in CTE labs. Some CTE fields have annual conferences where faculty find out the most recent changes; sometimes students can attend and learn more about their field and develop their professionalism. Training for faculty on all aspects of the new equipment they purchase ensures they can completely prepare their students for the workplace. Classroom or lab projects help develop technical skills. Research projects assist students to learn additional aspects of CTE careers; sharing them in class presentations further enhances professionalism for the presenter and the knowledge of other students. Field trips and worksite observations give the students a feel for workplace styles and cultures. Tax Preparation program students get actual experience helping low-income students and community members through the VITA program registered with the IRS. The Fitness program provides students with opportunities to participate in service-learning and internship projects. Commercial Music places students in internships and training programs. AODS students complete 255 hours of practicum/internship. MESA: It is important that faculty remain current in their field of study to ensure that their course instruction meets industry standards and students are exposed to emerging technologies and technical competencies. Faculty members attend professional development conferences so that they may see firsthand what the current industry standards are, and how they are beneficial to the field. The advisory committee members are able to provide their own experience and insight into this area. In order to remain current with industry standards, technology is updated, faculty receive professional development assistance through conferences and Flexible Learning Experience (FLEX) sessions, and comply with Title V by meeting with advisory committees annually. The majority of the funded programs require a work experience component prior to program completion of the certification or degree. Work experience may include an internship, practicum, or directed clinical practice. MIRAMAR: Work-based and service learning opportunities integrated into CTE Programs are critical for providing students with a comprehensive exposure to a respective industry. CTE Programs continually work with across programs and career services on implementing innovative plans that incorporate a variety of on and off-campus opportunities to expose and prepare students with enhanced awareness and experience. Through strong relationships with advisory boards, businesses, and industry, the college build partnerships that are essential for supporting student success CE: SDCE provides hands-on learning in a simulated work environment for our students to get the most up to date real life learning event possible. Our automotive classes are able to work in our auto shop, gaining industry experience. For our skilled trades, our lecture/theory based time accounts for about 1/3 of the program while the remaining 2/3 is in a lab environment. Students are further exposed by fieldstrip and worksite observations that we provide with various industry partners. Our faculty members maintain industry standard levels through professional development at faculty conferences, industry seminars, and direct work experience. Many of our adjunct faculty are still working full time in their area of expertise and are able to provide a direct link between education and business. DISTRICT: The District hosts and coordinates multi-campus advisory committee meetings and supports faculty and student internships to enhance the understanding of all aspects of various industries.

- 4. Develop, improve, or expand the use of technology in CTE programs which may include training of personnel in state-of-the-art technology including distance learning; providing students with the skills necessary to enter high tech and telecommunications fields; or working with high tech industries to offer voluntary internships and mentoring programs [§ 135(b)(4)]. (Limited to 8,000 characters or approximately two pages of text.)**

CITY: Tax preparation courses require upgrades and program certification with technology annually. RTVF has not had upgrades to radio technology for many years and now is focused on upgrades. Environmental Controls program needs updated simulation software for students to get more practice. Commercial Music plans to upgrade studio and computer lab hardware to current industry standards for student training and to attract clients for studio work to gain on the job practical experience; an Educational Technician cares for computers and software and will be certified to assist at the AVID beginner user level so students will be able to take advantage of the technology. In Machine The technology the use of technology will improve with additional Educational Technicians to extend assistance during labs. The Fitness Specialist program will purchase a docu-cam for use during lectures and data analysis and anatomical models and software for in-class instruction. Environmental Controls will be developing internships with its advisory board. MESA: Funded programs have demonstrated that their plan of activities made possible by Perkins funding will improve their program. Programs purchase equipment for lab use and serve to expose students to material currently used in the industry. The software is upgraded to ensure students develop the necessary skills that will make them desirable employees to potential employers. To be able to teach new technology and software, faculty members attend conferences where they are able to see demonstrations of new technology and gain hands-on Experience working with it as well. Upon return, the updated information is added to the course curriculum. Students can enter high-tech fields at an entry-level position once they complete their course or program. Many programs are also designing their curriculum to meet the demands of online learning and hybrid courses. Faculty members are offered training opportunities to learn how to develop containers for online learning. MIRAMAR: Continuing education and training of faculty and staff are essential to CTE programs and Miramar College is committed to providing professional development particularly in the area of improving pedagogy, integrating current technology and literacy within the programs. CTE faculty work closely with their advisory boards and partners to identify industry standards, advancements and innovation related to software and technology that focuses on skill set requirements specifically in Automotive and Diesel Technology,

Accounting, EMT, Fire Technology and Paralegal programs. These programs have requested funding for professional development activities and training opportunities for certification during this fiscal year. CE: It is vital to our program that we continually, monitor, upgrade or update technology platforms as they relate to industry standards. Mobile technology has become the norm in automotive shops and ensuring we have the same technology that will be encountered in the workplace is key to student success. Through our tech hire initiative, we are able to provide internships and work-based learning experiences to our students. Our faculty also needs to be well trained on technology advances prior to bringing it into the classroom. Technical training is key for both faculty and students. In addition, distance learning and hybrid courses are being incorporated that will help with student access in general and non-traditional populations. Our instructors are encouraged to be Blackboard certified and require before they teach any distance learning courses. We will have a new system during the 2018-2019 year, all CTE faculty will need to go through Canvas training prior to distance learning instruction. DISTRICT: The District augments CTE campus activities, especially in the use of technology; and supports online course development training for CTE faculty.

5. Provide services and activities that are of sufficient size, scope, and quality to bring about improvement in the quality of such programs [§134(b)(6) and §135(b)(8)]. (Limited to 8,000 characters or approximately two pages of text.)

CITY: The basics of providing sufficient services and activities are up-to-date courses and equipment plus Educational Technicians to ensure that students have access to equipment and knowledgeable support. The Business Management program plans on doing all of those things. Fitness provides lab assistance which has proven vital for program improvement. Environmental Controls will upgrade the software which improves the simulations of all job tasks. Commercial Music and AODS are implementing a new curriculum. Carpentry is a new program but will be part of an established program in partnership with the Black Contractors Association so the program has the opportunity to be effective as it grows. Machine Tech plans to cover gaps in lab coverage by Educational Technicians so students will have access to learn and practice on the equipment. MESA: Mesa's faculty work diligently to ensure the programs offered are current and provide the best training and preparation to CTE students. They are committed to improving their program. As such, the CTE enrollment in the majority of the funded programs continues to increase. Fifteen programs applied for funding for the 2018-2019 Perkins cycle to meet the growing demand for CTE programs. Technology upgrades allow students equal access to hands-on training and experience in the business and industrial sector. All of Mesa's programs participate in the established campus Student Learning Outcomes (SLO) initiatives. Student learning outcomes have been formed to improve student critical thinking abilities, level of communication, self-awareness and interpersonal skills, personal actions and civic responsibility, global awareness to articulate similarities and contrasts in all aspects and technical awareness competency skills. The curriculum is continuously reviewed and revised, and courses are developed to meet the demands of the industry. All funded programs are of sufficient size, scope, and quality to enable faculty to develop research strategies and data collection that will provide information that focuses on student success and program value. MIRAMAR: CTE programs are mindful of the needs of business and industry and skill-builders that their program attracts. Faculty continually work towards identifying and building new courses to meet student needs while expanding their programs to capacity and addressing specific targets set by the College for growth. In addition, CTE Programs are committed to ensuring high-quality training is maintained, especially during periods of growth and offer courses with scheduling patterns that allow students to achieve certificates and degrees within 2 years. Perkins funds are leveraged whenever possible with other resources and contributions through industry partnerships CE: In addition to Perkins, CTE leverages other funding source and industry donations to ensure we can continue high-quality programs that meet the students' needs. We have 7 campuses in San Diego that allow students access to our programs and run off-campus programs to build our capacity. Faculty, in conjunction with counseling and outreach, work towards expanding CTE programs with specific targets for growth. New courses are being developed with distance learning lectures as a key priority. New Horizons/Gender Equity department supports across all CTE programs eliminating student barrier for the programs. DISTRICT: The District Office augments campus activities when common needs and issues permeate across CTE programs throughout the District and assures that the size and quality of activities aids in program involvement.

6. Provide quality assurance that CTE programs are evaluated and continually expanded, improved, and modernized [§134(b)(7) and §135(b)(6-7)]. (Limited to 8,000 characters or approximately two pages of text.)

CITY: All CTE programs have industry Advisory Boards who evaluate them for curriculum, equipment, and technical skill training, so they measure up to industry standards; those meetings are held at least once per year, and their minutes provided to the CTE deans for evaluation. Program reviews take place annually, and Student Learning Outcomes are assessed as well. Improvement plans are entered into Master Plans evaluated by the campus administrators. Core Indicator Reports also assist in evaluating for where improvement is needed. AODS will develop their alumni participation and surveys to evaluate the program and suggest improvements. Business Management is assessing through Core Indicator Reports, especially completers and success of special populations. Fitness estimates this way and also success rates on national certifications and

employment in the field within a year of completion. Commercial Music conducts entrance/exit surveys to gauge success and needs of the program. AODS are developing methods to track their data for evaluation including employment, alumni, and studies. MESA: All Perkins funded programs take part in the Mesa College Program Review process and are reviewed on a yearly basis. To comply with Title V, the programs host advisory committees meetings annually, and the committee members can advise faculty through use of their experience in the industry. Additional advisory committee meetings take place if needed. Students and faculty are given opportunities to provide evaluations and feedback about the program. The student evaluations provide valuable information as students are the recipients of the program efforts. Through the use of the student evaluations, faculty can adjust their teaching methods course content to better prepare students for transfer and employment. The Student Learning Outcomes assessment cycle provides their data and information. The Program Review documents include a section for expansion and improvement to address the changing needs of career technical programs. MIRAMAR: CTE Program faculty prepare plans and objectives aligned with the 9 Requirements and 20 permissive uses established by the Perkins grant. They continually evaluate program measures through program review, student learning outcome assessments, program imposed surveys/evaluations completed by students, industry advisory /partnerships and board input, and data collected and analyzed by CTE faculty who are charged with ensuring integrated planning and currency of industry certification and program accreditation are met. CE: Our CTE programs gain valuable input from our Advisory Boards two times a year. Minutes are provided that give us a record of specific industry discussions and how faculty will incorporate it into future teachings. Instructors and programs are evaluated through student surveys. Some of our programs need additional industry accreditation to be met. If this is the case, the plans will go through a further rigorous process for industry certification. Our programs go through a comprehensive program review that allows us to evaluate the strength of the schedule but also the overarching labor market statistics concerning jobs upon program completion. Programs adjust as necessary after research and feedback. This will roll up into our strategic plan making sure we are meeting the institutional goals and aligning education with industry opportunities. DISTRICT: This practice does not fall under the purview of the District Office.

- 7. Describe how the District will review CTE programs; identify and adopt strategies to overcome barriers that lower access or success for special populations; provide programs that enable special populations to meet local performance levels; and provide activities to prepare special populations, including single parents and displaced homemakers, for high-skill, high-wage, or high-demand occupations that lead to self sufficiency; and ensures against their discrimination [§134(b)(8-9) and §135(9)]. (Limited to 8,000 characters or approximately two pages of text.)**

CITY: Support resources including DSPS, EOPS, CalWORKs, tutoring, counseling, career counseling, child development center for low-income students with small children, HUBU, mental health are advertised in CTE classes at the beginning of each semester. Each CTE class is invited to have representatives from many support services speak to their levels at the beginning of each semester; these support services increase the likelihood that special populations students will remain in their programs, complete them and obtain employment in their field of study. Mental Health alone includes groups for SMART Recovery, Mindfulness, Social Anxiety plus completely confidential online counseling, crisis lines and more avenues for access to assistance in dealing with barriers experienced by many special population students. Many programs offer classes online and on Saturdays or evenings which makes them more accessible for some individual population students (Commercial Music is providing new online class). Carpentry will be marketing to those who are economically disadvantaged, single parents, and women encouraging learning a trade that is in high demand and pays a living wage. MESA: All programs funded demonstrate a plan to identify and adopt strategies by working closely with the Disability Support Services office as well as by attending FLEX sessions regarding teaching strategies to assist students with disabilities. Programs with a low enrollment of nontraditional students are developing strategies to market to these nontraditional students. Student Services department will work directly with program faculty to identify and develop strategies to meet the needs of special population students. Strategies to improve enrollment include career counseling to students interested in CTE, financial aid recommendations, tutoring opportunities, and employment assistance. MIRAMAR: Miramar College continues to seek best practice strategies and effective methods for integrative planning to positively impact student success rates. Institutional Research collects data that is evaluated for determining effectiveness of CTE programs in collaborating with campus services in outreaching and providing specialized services that are aimed at addressing barriers to students' success. These specialized services enabling special populations to meet performance levels through supportive services in basic skills, tutoring, and specialized counseling provided by CalWORKs, EOPS, DSPS, campus veterans office and career center in order to prepare them for completion and successful gainful employment. CE: CTE programs are formally reviewed every two years, but programs are constantly adapting and changing to meet the labor needs of the market. SDCE's populations face many barriers to student success. These can be financial, emotional, hunger, housing, child- care, cultural and educational. The majority of our students have one or more barriers to program completion, transfer and or gainful employment. Our support services include Cal Works, DSPS tutoring, counseling, career services and general wrap-around services. We are in the process of building a food pantry on our ECC campus (to be completed in 2018) to support our student population. Our partnership with San Diego Rescue Mission has allowed students that were once homeless thrive in our educational setting knowing that other needs are being met (SDRM works on housing and transportation issue with

participants). Currently, we are working with potential employers to place these individuals in a paid work-based learning environment that will lead to full-time employment. Our faculty and counselors provide orientations before enrollment reviewing additional services offered to students including transportation help, loaner books, and materials. DISTRICT: The District Office convenes monthly Perkins meetings with CTE Deans to address issues related to program improvement, especially core indicators, and assistance to special populations.

8. Promote preparation for nontraditional training and employment [§134(b)(10)]. (Limited to 8,000 characters or approximately ½ page of text.) (Limited to 8,000 characters or approximately two pages of text.)

CITY: Environmental Controls is honing in on what current women in the program need and are getting to encourage their participation; they plan to expand on those things to recruit more women. In the Business Management program, online learning course will prepare non-traditional students who cannot come to campus to take all of their classes; Commercial Music will do similarly with online classes. Machine Tech intends to hire a woman Educational Technician to show a more welcoming atmosphere. The Tax Preparation program plans targeted marketing to get more male students in an accounting and bookkeeping while the new Carpentry program will market to women. MESA: Mesa's funded CTE programs demonstrated a plan to prepare students for nontraditional training and employment. Programs will be improving marketing strategies that aim to enroll more students into nontraditional programs. Occupational program brochures and website updates with new program information will be disseminated through campus programs and outreach activities to high schools. Student Services will work with each program to identify and develop strategies for marketing and outreach. MIRAMAR: CTE Programs work with the Outreach Office and campus PIO on campaign ads that feature nontraditional students and workers in promotional materials and media advertisement used for outreaching to nontraditional populations of students. In addition, programs continue to identify non-traditional role models who may share their experiences with students as they serve on panels, provide classroom presentations, meet informally with students and through the provision of mentorships. This includes alumni, faculty, staff, advisory members and industry partners. Through collaboration with the campus career services, Counseling, CalWORKs, EOPS and DSPS, enhanced services are provided across programs to provide essential support for preparing nontraditional students through the training process and preparing them for employment and placement CE: The San Diego region, through other funds, have made marketing CTE programs a priority in the coming year. Many of the graphics, stories and role models will focus on non-traditional populations for programs. SDCE has established an outreach department that is charged with targeting hard to reach students that could benefit from our services. In addition to education SDCE is focused on 6 pillars of support to students which include: food security, employment security, textbook and course material affordability, housing security, financial literacy and emotional security. For each of these pillars, we are working with our community partners to address these need to increase student access, persistence and success. DISTRICT: The District Office works with the campuses to leverage resources and coordinate activities to improve non-traditional training and employment preparation across programs.

9. Describe how comprehensive professional development, including initial teacher preparation, for CTE , academic, guidance and administrative personnel will be provided that promotes the integration of coherent and rigorous content aligned with challenging academic standards, curriculum development, and relevant CTE [§134(b)(4) and §135(b)(5)]. (Limited to 8,000 characters or approximately two pages of text.)

CITY: CTE faculty attend industry-specific regional and national conferences to learn the newest industry standards and resources for their CTE programs including the Fitness program's attendance at the IDEA International Fitness Convention, Carpentry faculty training with experienced Apprenticeship faculty, and Commercial Music faculty getting AVID certified). Faculty and lab technicians can attend conferences and training in new technologies and equipment to maintain proficiency, further subject matter expertise. New CTE faculty coming straight from industry are encouraged to take Industry2Classroom Teacher Preparation to facilitate the adjustment from industry to classroom (this is now a self-paced set of lessons). This and other regional professional development opportunities come through the state Doing What Matters for Jobs and the Economy to the campuses and are emailed to CTE faculty; Perkins funds are available on a limited basis to help even unfunded CTE programs send faculty. The opportunity to attend CCCAOE conferences and Leadership Academy will be made available to faculty. CTE programs are encouraged to keep academic counseling and other student services abreast of changes to their programs; this can be facilitated through dedicated CTE academic counselors. MESA: Mesa's Perkins funded programs have incorporated professional development activities for faculty, counselors, and administrators. Professional development activities are administered in the form of preparation and attendance of various FLEX sessions, workshops, conferences, equipment training, and new industry practices training. Through the career counselor, the Career Center can provide counseling, faculty training and workshops on utilizing career tools and new program information. In addition, the Career Center can provide additional resources to faculty and staff through online web materials including internship/job searching, resume/cover letter development, and interview strategies. Faculty members are assigned a mentor that works with them one-on-one to develop their syllabus, identify training to assist in classroom management and course preparation. Mentors work with new faculty to ensure course outlines and syllabi are followed to ensure student learning outcomes are achieved.

The San Diego region provides training for new career technical faculty through the regional occupational dean's council. This training is not mandatory but highly recommended for faculty coming directly out of the industry into the field of education. MIRAMAR: Faculty and CTE directors are encouraged and supported in pursuing professional development training and continuing education through conferences, workshops, and seminars within the region, state and at the national level related to innovation, certification, and accreditation. They are encouraged to offer campus flex activities to share the information gained with the campus and their colleagues on best practices and effective pedagogy, training tools and strategies. In addition, programs are charged with collaborating with counselors, student services, and other campus offices that provide specialized services for CTE students and keeping them abreast of new aspects of their respective programs including curriculum changes, program updates, and course sequencing for effective educational planning and guided pathways towards significantly improve outcomes. CE: New faculty members are encouraged to attend and participate in our passport to success program focusing on student support services, teaching and learning, curriculum development, diversity and inclusion, technology and institutional changes. Program chairs are tasked with providing support to the new faculty member as they orientate to the institution. FLEX is available for instructional training and also allows independent instructor projects. Perkins funding allows us to send faculty and administrators to CCAOE and other leadership academies where they can share and exchange information with other institutions outside of our district. Faculty that will teach distance learning are required to go through Blackboard training, all faculty members are encouraged to participate. CE continues to recruit from industry, recognizing we need to support those individuals making the shift into the classroom. DISTRICT: The District's Perkins Program Director will continue to support sustainable and flexible teacher training models for new CTE faculty.

10. Link secondary and postsecondary CTE programs, including offering relevant elements of not less than one career and technical program of study [§135(b)(2).] (Limited to 8,000 characters or approximately two pages of text.)

CITY: Business conducts on-campus courses for high school students for college success, computer skills, and communication, towards a Certificate of Performance. Some of our programs of study (or Career Pathways) are Computer Information Systems, Manufacturing Engineering Technology, Child Development, Administrative Assistant, Accounting, Business Administration, and Small Business Management. Photography, Graphic Design, Machine Technology, Engineering and Child Development offer Credit by Exam at area high schools. Machine Technology has articulation agreements with two local high schools. Marketing of the new Carpentry program will initialing be to high schools for newly graduated students. Manufacturing Engineering has initiated dual enrollment of high school students into the guitar-building class made accessible by having textbooks loaned to the students. RTVF, Environmental Controls, and Fitness offer advertising and/or on-campus visits to labs to begin the link to high schools. MESA: Mesa's programs hold articulation agreements that link secondary and postsecondary programs through the District's Workforce & Economic Development Department. Many programs actively engage in collaborative efforts to establish new ties between Mesa and high schools with programs directly related to programs at Mesa. Faculty meet with secondary faculty to identify courses that are appropriate for articulation to college courses. The Computer Business Technology program currently holds articulation agreements with 18 high schools in the San Diego Unified School District for classes in computer applications in business courses. This program also holds articulation agreements with 13 high schools in the San Diego Unified School District for classes in web development. MIRAMAR: Faculty, campus counselors and outreach staff are committed to working towards sustained strong relationships with high school counselors and teachers and promote college programs at high school recruitment events such as the successfully 15-unit dual enrollment, business program that Miramar established with a local high school. CTE programs are seeking opportunities to expand and develop additional articulation agreements with high schools that allow students to earn credit(s) for courses aligned with college curricula. Programs are also encouraged to foster and strengthen relationships and build new connections with university faculty, articulation officers, and transfer center director(s) to ensure the strategies planned strengthen pathways toward student success and bridge smoother transition between the college and designated 4-year universities. CE: Where appropriate, CTE programs have established articulation agreements with colleges that allow for credits to be awarded in a particular field of study upon transferring to a credit institution. For example, SDCE automotive technology program articulates to Miramar's automotive program. Once student successfully complete credit by exam, they can earn up to 23 units of college credit towards their Associate Degree. CTE programs participate with outreach in new student open houses, making sure students receive knowledge about the program and the jobs in the field of study. High school partnerships allow our faculty, outreach, counselors and administrators promote early on the benefits of a CTE career. DISTRICT: The District's CTE Transitions program will continue to coordinate the development of programs of study that aligns secondary and post-secondary CTE programs and the attainment of early college/Credit-By-Exam (articulation) agreements leading to industry-recognized certificates and degrees.

11. Describe how career guidance and academic counseling will be provided to CTE students, including linkages to future education and training opportunities [§134(b)(11)].(Limited to 8,000 characters or approximately two pages of text.)

CITY: One dedicated part-time CTE counselor provides in-class (including evening and Saturday) presentations for guidance, preparation of education plans including discussing career pathways, application for certificates, and discussion of other counseling issues: transcripts, petition for graduation, etc. That counselor also works with apprenticeship students. Since this has been piloted, more certificates are being processed for a more accurate reflection of student learning. Another counseling has been assigned to work with CTE programs which will help to keep the other counselors up-to-date on CTE programs and makes student counseling information available to all CTE students. Career Technical Pathways at the District website provides students with the links to the program they may be interested in and the high school path leading to the community college and then majors who can lead them to specific jobs through further education at the next level. New websites for CTE programs with a more up-to-date entry point will provide easy access to the students of the program interested in MESA: Mesa's programs hold articulation agreements that link secondary and postsecondary programs through the District's Workforce & Economic Development Department. Many programs actively engage in collaborative efforts to establish new ties between Mesa and high schools with programs directly related to programs at Mesa. Faculty members meet with secondary faculty to identify courses that are appropriate for articulation to college courses. The Computer Business Technology program currently holds articulation agreements with 18 high schools in the San Diego Unified School District for classes in computer applications in business courses. This program also holds articulation agreements with 13 high schools in the San Diego Unified School District for classes in web development. MIRAMAR: CTE Programs and Across Programs are working on Guided and streamline Career Pathways that provide enhanced experience and supportive services intended to foster the development of students' academic, technical and employability skills towards preparing them for high-demand jobs and advancement within an industry. Collaboration amongst Faculty, Counselors, and campus student service staff is essential. It is critical that each is aware of CTE Programs' changes in curriculum, certification, degrees, and training. Programs continue to support plans for designated liaisons from counseling and career services to interface with their program and support enhancing the "College Experience" for students. High School counselors are also provided professional development opportunities to expand their knowledge and skills relative to specific CTE Program curriculum, training, certification and degrees. CTE High School teachers, counselors and students have the opportunity to visit/tour the campus and CTE Programs. Plans for continuing expansion in these outreach services for current and potential CTE students across programs will continue in 2018-2019 CE: Our Career and College Transition program assists students with their job search by providing resume building skills, soft skills, and interview techniques through on-campus workshops or one on one consultation. Orientations are provided for all CTE programs that include an overview of services provided, assessment and requirements of the program. CTE high school faculty are invited to a learning exchange with our faculty to strengthen the partnerships and learn best practices between the institutions. Industry partners are invited to speak in our classes allowing students opportunities to gain insight into employment requirements and opportunities. Career services will also be briefed and assist with applications and/or resumes. Our partnership with Tech hire has allowed us to build a clear pathway from student, to internship to employment in the information technology program. It has been so successful that we are looking to replicate in other CTE programs. DISTRICT: The District Office will augment campus activities and coordinate high school and non-credit to credit linkages through Credit-By-Exam processes.

12. Describe efforts to improve recruitment and retention of CTE faculty and career guidance and academic counselors, including individuals in underrepresented groups, and the transition to teaching from business and industry [§134(b)(12)].(Limited to 8,000 characters or approximately two pages of text.)

CITY: CTE programs often recruit new instructors for their programs through current connections with business and industry including the programs' advisory boards, their professional organizations, and targeted advertising of open positions. Faculty who have come from industry encourage their former colleagues to teach. Also, City College has an equity committee which is actively engaged in improving the recruitment and retention of CTE faculty and counselors who are in underrepresented groups which include Latinos, African- Americans, women in technologies, men in nursing, and those with disabilities. All new CTE faculty have the opportunity to take the Industry2Classroom training which is now in a self-paced series of lessons; it helps the transition from industry to the rigors of teaching; making parts of new Contract faculty training available to new adjunct faculty is also being planned. In addition, faculty learning is supported with online resources and webinars distributed through emails. MESA: New adjunct faculty members are recruited on a continual basis. Contract faculty members recommend individuals for employment and external advisory committee members make recommendations as well. Applications for adjunct (part-time) employment are available on the San Diego Community College's job opportunities website. Many individuals have made use of this provision by submitting their application to the Human Resources application pool where they can be viewed. This method has produced many new adjunct faculty members to our CTE programs. New contract (full-time) faculty members receive advice and guidance from tenured faculty. The mentors provide new faculty guidance on effective teaching strategies, guidance on how to assist at-risk students, and becoming an active faculty member by joining and supporting committees. New faculty also receive valuable information about the requirements and application process of the Perkins Grant funding. Through this faculty mentoring process, faculty are informed about the core indicators by TOP code data for their program and what efforts have been and will be made for the underrepresented student groups and students with different abilities. The San Diego Community College District is an equal-opportunity

employer and the hiring committees act in accord with the District's employment policies and are encouraged to hire qualified faculty reflecting the demographics of the student population. This includes ethnic and cultural diversity as well as gender equity. MIRAMAR: Efforts are made to ensure that hiring committees implement established diversity goals during the recruitment, screening and hiring process and hiring decisions that align and reflect the composition of the student population and surrounding area is monitored. Programs advocate for non-traditional instructors and role models in CTE programs and the college offers SDICCCA faculty internships requiring candidates to have demonstrated sensitivity and understanding of the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of the community college population. In addition, the College continues to carry out plans implemented several years ago for new hires that provide training and retention support for newly hired CTE faculty and staff by linking them with campus mentors who provide guidance in understanding the district and college system and fulfilling administrative and teaching responsibilities. In addition, faculty orientation, seminars, workshops and college-wide summits offer flex activities that focus on teaching and student success CE: The San Diego Community College District is an equal opportunity employer, our hiring committees act in accordance with those policies and are encouraged to hire qualified faculty, classified staff and administrators that reflect the demographics of our student population (over 160 countries are represented). Our diversity advisory committee ensures that cultural competencies are being met throughout our seven campuses. When positions become available, we advertise in non-traditional publications allowing us to increase the application pool. Industry experts that have an interest in teaching that meet the minimum Qualifications are being recruited for adjunct and full-time positions. CTE participates in hiring fairs that allow qualified candidates to meet hiring managers, participate in spot interviews and fill out applications on the same Day if possible. DISTRICT: The District Office will continue to work with the colleges and CE to prepare new faculty recruited from business and industry to acquire the knowledge and skills needed to deliver effective and relevant instruction to CTE student.

Application Budget Summary by District

District: SAN DIEGO CCD

Agreement No.: 18-C01-047

Allocation: \$2,160,089

Planned Title IC Expenditure: \$2,160,089

CTE Transitions Allocation: \$124,131

Planned CTE Transitions Expenditure: \$124,131

Title IC Application Budget Summary

		Federal Funds (Enter dollar amount only - Rounded off to the nearest whole dollar)			
Line No.	Acct. No.	Object of Expenditure	Direct Program Expenditure	Administrative Expenditure (if allowed at the program level)	Total
1	1000	Instructional Salaries	\$192,133	\$65,500	\$257,633
2	2000	Non-Inst. Salaries	\$295,142	\$33,060	\$328,202
3	3000	Employee Benefits	\$92,748	\$2,900	\$95,648
4	4000	Supplies & Materials	\$184,850	\$3,544	\$188,394
5	5000	Other Operating Expenses & Services	\$307,064	\$3,000	\$310,064
6	6000	Capital Outlay	\$978,209	\$0	\$978,209
7	7000	Other Outgo	\$1,939	\$0	\$1,939
		Total Expenditure	\$2,052,085	\$108,004	\$2,160,089

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

Note: Final Report of expenditures for 2018-2019 will be reported according to the following categories:

- (A) Curriculum Development/Instruction
- (B) Professional Development
- (C) Counseling/Direct Service to Students
- (D) Other: You must provide a description of programs/services funded
- (E) Administration (not to exceed 5% of total district expenditures)

CTE Transitions Application Budget Summary

		Federal Funds (Enter dollar amount only - Rounded off to the nearest whole dollar)			
Line No.	Acct. No.	Object of Expenditure	Direct Program Expenditure	Administrative Expenditure (if allowed at the program level)	Total
1	1000	Instructional Salaries	\$22,575	\$0	\$22,575
2	2000	Non-Inst. Salaries	\$58,780	\$0	\$58,780
3	3000	Employee Benefits	\$30,000	\$0	\$30,000
4	4000	Supplies & Materials	\$2,776	\$0	\$2,776

5	5000	Other Operating Expenses & Services	\$10,000	\$0	\$10,000
6	6000	Capital Outlay	\$0	\$0	\$0
7	7000	Other Outgo	\$0	\$0	\$0
		Total Expenditure	\$124,131	\$0	\$124,131

**District total CTE Transitions administration expenditure can not exceed 5% of district total CTE Transitions expenditure.

STATEMENTS OF ASSURANCE

DISTRICT PLAN/APPLICATION FOR
CAREER AND TECHNICAL EDUCATION

District: SAN DIEGO CCD

Agreement No.: 18-C01-047

General Assurances

- (1) No Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV 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. [§122(c)(12)]
- (2) No Perkins IV 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. [§314]
- (3) Perkins IV funds shall supplement, and shall not supplant, nonfederal funds expended to carry out CTE activities and tech-prep grants. [§311(a)]
- (4) All the funds made available under Perkins IV shall be used in accordance with the requirements of the Act. [§6]
- (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 IV and the 2008-2012 California State Plan for CTE.
- (6) Perkins IV §134(b)(5) 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 [§78015 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

Section 135(b) of the 2006 Perkins IV Act identifies nine 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 IV 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 described in §122(c)(1)(A), to ensure learning in the core academic subjects and career and technical subjects; [§134(b)(1)]
- (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 described in §122(c)(1)(A); [§134(b)(2)]
- (3) provide students with strong experience in and understanding of all aspects of an industry, which may include work-based learning experiences; [§134(b)(3)]

- (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; [§134(b)(4)]
- (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; [§134(b)(5)]
- (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; [§134(b)(6)]
- (7) initiate, improve, expand, and modernize quality CTE programs, including relevant technology; [§134(b)(7)]
- (8) provide services and activities that are of sufficient size, scope, and quality to be effective; [§134(b)(8)] 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 [§134(b)(9)].

Federally Mandated Objectives

The Title IC, Section 132 allocated funds will be utilized to: (1) Improve the academic skills of students enrolled in CTE programs; (2) strengthen the connection between secondary and post-secondary programs; (3) prepare students for occupations in demand that pay family-supporting wages; and (4) invest in effective, high-quality local programs.

CERTIFICATION

I hereby certify that the District's Career Education Education Plan/Application complies with the provisions of the Carl D. Perkins Career and Technical Education Act of 2006 as presented in these assurance statements and the Instructions, Terms and Conditions of the 2008-2009 Local Plan for Title I, Part C Funds.

District Superintendent/President: Constance M. Carroll

CERTIFICATIONS REGARDING LOBBYING; DEBARMENT, SUSPENSION AND OTHER
RESPONSIBILITY MATTERS; AND DRUG-FREE WORKPLACE REQUIREMENTS

District: SAN DIEGO CCD

Agreement No.: 18-C01-047

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)

Place 1:

Place 2:

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

DRUG-FREE WORKPLACE(GRANTEES WHO ARE 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. As a condition of the grant, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity with the grant; and

B. If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, I will report the conviction, in writing, within 10 calendar days of the conviction, to: Director, Grants Policy and Oversight Staff, 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.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

District Superintendent/President: Constance M. Carroll

DISTRICT NEGOTIATION OF LEVELS OF PERFORMANCE

District: SAN DIEGO CCD

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Perkins IV Section 113(b)(4) requires that each eligible recipient shall agree to accept the State adjusted levels of performance established as local adjusted levels of performance, or negotiate with the State to reach agreement on new local adjusted levels of performance, for each of the core indicators of performance. Complete each section below by either selecting "Yes" thus accepting the State target, or select "No" to initiate the negotiation process and the new agreed upon target.

Indicator	State Target	Accept State Target?		Agreed upon Target
		Yes	No	
1 . Technical Skill Attainment	91.75 %	<input type="checkbox"/>	<input checked="" type="checkbox"/>	88.21
2 . Completions	89.00 %	<input checked="" type="checkbox"/>	<input type="checkbox"/>	89.00
3 . Persistence & Transfer	91.00 %	<input checked="" type="checkbox"/>	<input type="checkbox"/>	91.00
4 . Placement	73.23 %	<input checked="" type="checkbox"/>	<input type="checkbox"/>	73.23
5a. Equity: Non-Traditional Participation	26.00 %	<input type="checkbox"/>	<input checked="" type="checkbox"/>	23.70
5b. Equity: Non-Traditional Completion	30.00 %	<input type="checkbox"/>	<input checked="" type="checkbox"/>	27.51

DISTRICT PERFORMANCE DETERMINATION

District: SAN DIEGO CCD

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Under Section 113(b)4 of Perkins IV, local agencies must either accept the State's established performance target or negotiate a local performance target with the State for each of the core indicators. The agreed-upon performance targets below were incorporated into the previous local application. Failure to meet at least 90 percent of any established performance target triggers the requirement to develop and implement an improvement plan as specified in Section 123(b).

Districts not meeting at least 90 percent of any target are required to submit a Perkins application that includes:

1. An additional section describing the planned strategies and activities to be employed during the upcoming year to address performance gaps. This Focused Improvement section will be part of the annual Perkins application until performance is within 90% of the negotiated targets.
2. Programs funded must address individual program performance gaps. Improvements must include strategies that address program performance gaps.

Districts and consortia not meeting 90% of a target are encouraged to complete a diagnostic study to determine root causes and proposed solutions to large performance gaps.

Indicator	State Target	Agreed Target		90% of Agreed upon Target	Actual Performance	Met 90% of Target
1 . Technical Skill Attainment	91.00 %	86.40 %	<input type="checkbox"/>	77.76 %	87.98 %	Y
2 . Completions	88.00 %	87.84 %	<input type="checkbox"/>	79.06 %	95.68 %	Y
3 . Persistence & Transfer	90.00 %	90.00 %	<input type="checkbox"/>	81.00 %	96.41 %	Y
4 . Placement	72.00 %	72.00 %	<input type="checkbox"/>	64.80 %	78.99 %	Y
5a. Equity: Non-Traditional Participation	25.00 %	23.08 %	<input type="checkbox"/>	20.77 %	24.44 %	Y
5b. Equity: Non-Traditional Completion	29.00 %	26.45 %	<input type="checkbox"/>	23.81 %	28.49 %	Y

All indicators were at or above 90% of the "Agreed upon Target".

Check here to indicate you have completed this form..

