District: CHABOT-LAS POSITAS CCD  
Agreement No.: 15-C01-007  
Amount Encumbered: Amount Encumbered: $966,154

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 http://misweb.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, 2015 to and including August 31, 2016. All performance under this allocation agreement shall be completed by June 30, 2016, 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.

Jannett Jackson  
District Chief Executive Officer  
Chancellor  
Title  

7600 Dublin Blvd, 3rd Floor, Dublin, CA 94568  
Address  

07/23/2015  
Date
DISTRICT CONTACT INFORMATION FORM

District: CHABOT-LAS POSITAS CCD

Address: 7600 Dublin Blvd, 3rd Floor
City: Dublin
State: CA ZIP: 94568 -

District Contact/Project Director
Name: Celia Esposito-Noy
Title: Vice Chancellor
Phone: 925 - 485-5278 ext.
Fax: 925 - 485-5294
Email: cesposito-noy@clpccd.org

District Superintendent/President
Name: Jannett Jackson
Title: Chancellor
Phone: 925 - 485-5206 ext.
Fax: 925 - 485-5256
Email: jjackson@clpccd.org

District Business Officer
Name: Lorenzo Legaspi
Title: Vice Chancellor, Business Svcs
Phone: 925 - 485-5203 ext.
Fax: 925 - 485-5255
Email: llegaspi@clpccd.org

CTE Transitions Project Director
Name: Vicki Shipman
Title: CTE Manager
Phone: 925 - 424-1355 ext.
Fax: 925 - 456-0705
Email: vshipman@laspositascollege.edu

College Responsible Administrator, if applicable (Dean of Career Education Education)
Name: Kristin Lima
Title: Admin_Title
Phone: 510 - 723-6653 ext.
Fax: 510 - 723-7616
Email: klima@chabotcollege.edu

College Responsible Administrator, if applicable (Dean of Career Education Education)
Name: Vicki Shipman
Title: Admin_Title
Phone: 925 - 424-1355 ext.
Fax: 925 - 456-0705
Email: vshipman@laspositascollege.edu
District Aggregate Core Indicator Information (2015-2016)

District/College: CHABOT-LAS POSITAS DISTRICT  Agreement No.: 15-C01-007

Please review the District Aggregate form at: http://misweb.cccco.edu before completing the following questions.

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

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

District Contact/Project Director: Celia Esposito-Noy
## List of TOP Codes and Titles to be Funded

Including Across CTE Programs and CTE Transitions

<table>
<thead>
<tr>
<th>District/College: CHABOT-LAS POSITAS DISTRICT</th>
<th>Agreement No.: 15-C01-007</th>
</tr>
</thead>
<tbody>
<tr>
<td>TOP Codes (*2-, 4-, and 6-digit)</td>
<td></td>
</tr>
<tr>
<td>TOP Code Title</td>
<td>Program Title</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*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

<table>
<thead>
<tr>
<th></th>
<th>Program Title / CTE Related Activity</th>
<th>Across CTE Programs</th>
<th>Program Title / CTE Related Activity</th>
<th>Across CTE Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>CTE Transitions Programs</td>
<td>CTE Transitions Programs</td>
<td>CTE Transitions Programs</td>
<td>CTE Transitions Programs</td>
<td>CTE Transitions Programs</td>
</tr>
</tbody>
</table>

### CTE Transitions

<table>
<thead>
<tr>
<th></th>
<th>Program Title / CTE Related Activity</th>
<th>CTE Transitions Programs</th>
<th>Program Title / CTE Related Activity</th>
<th>CTE Transitions Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>CTE Transitions Programs</td>
<td>CTE Transitions Programs</td>
<td>CTE Transitions Programs</td>
<td>CTE Transitions Programs</td>
<td>CTE Transitions Programs</td>
</tr>
</tbody>
</table>

### Total budget for all categories

<table>
<thead>
<tr>
<th>Direct</th>
<th>Admin</th>
<th>Combined Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total budget for all categories</td>
<td>Total budget for all categories</td>
<td>Total budget for all categories</td>
</tr>
</tbody>
</table>
Please review the College Aggregate form at: http://misweb.cccco.edu 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:

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

District Contact/Project Director: Celia Esposito-Noy
**List of TOP Codes and Titles to be Funded**  
Including Across CTE Programs and CTE Transitions

District/College: LAS POSITAS COLLEGE

<table>
<thead>
<tr>
<th>TOP Code</th>
<th>TOP Code Title</th>
<th>Program Title</th>
<th>Section IV: Budget Summary by TOP Code</th>
<th>Section IV: Budget Summary by TOP Code</th>
<th>Section IV: Budget Summary by TOP Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>0104.00-01</td>
<td>Viticulture, Enology, and Wine Business</td>
<td>Viticulture &amp; Enology</td>
<td>$4,001</td>
<td>$200</td>
<td>$4,201</td>
</tr>
<tr>
<td>0501.00-01</td>
<td>Business and Commerce, General</td>
<td>Business &amp; Entrepreneurship</td>
<td>$12,500</td>
<td>$625</td>
<td>$13,125</td>
</tr>
<tr>
<td>0602.00-01</td>
<td>Journalism</td>
<td>Journalism</td>
<td>$4,000</td>
<td>$200</td>
<td>$4,200</td>
</tr>
<tr>
<td>0702.00-01</td>
<td>Computer Information Systems</td>
<td>Computer Information Technology</td>
<td>$2,250</td>
<td>$113</td>
<td>$2,363</td>
</tr>
<tr>
<td>0948.00-01</td>
<td>Automotive Technology</td>
<td>Automotive Technology</td>
<td>$15,814</td>
<td>$754</td>
<td>$16,568</td>
</tr>
<tr>
<td>1250.00-01</td>
<td>Emergency Medical Services</td>
<td>Emergency Medical Technician</td>
<td>$40,446</td>
<td>$2,020</td>
<td>$42,466</td>
</tr>
<tr>
<td>2105.00-01</td>
<td>Administration of Justice</td>
<td>Administration of Justice</td>
<td>$5,000</td>
<td>$250</td>
<td>$5,250</td>
</tr>
<tr>
<td>2133.00-01</td>
<td>Fire Technology</td>
<td>Fire Sciences</td>
<td>$20,000</td>
<td>$1,000</td>
<td>$21,000</td>
</tr>
</tbody>
</table>

**Total TOP Code Expenditures by College**

$104,011 | $5,162 | $109,173

*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.

<table>
<thead>
<tr>
<th>Across CTE Programs - Assigned in Order of Entry</th>
<th>Across-01</th>
<th>Across-02</th>
<th>Across-03</th>
<th>Across-04</th>
</tr>
</thead>
<tbody>
<tr>
<td>Across CTE Programs</td>
<td>CTE Curriculum Development and Special Projects</td>
<td>$138,000</td>
<td>$6,900</td>
<td>$144,900</td>
</tr>
<tr>
<td>Across CTE Programs</td>
<td>Workbased Learning</td>
<td>$25,000</td>
<td>$1,250</td>
<td>$26,250</td>
</tr>
<tr>
<td>Across CTE Programs</td>
<td>CTE Faculty Professional Development</td>
<td>$10,500</td>
<td>$525</td>
<td>$11,025</td>
</tr>
<tr>
<td>Across CTE Programs</td>
<td>CTE Software Procurement</td>
<td>$20,000</td>
<td>$1,000</td>
<td>$21,000</td>
</tr>
<tr>
<td>CTE Transitions - Assigned in Order of Entry</td>
<td>CTE Transitions Programs</td>
<td>Program Title / CTE Related Activity</td>
<td>CTE Transitions Section IV: Budget Summary Direct</td>
<td>CTE Transitions Section IV: Budget Summary **Admin</td>
</tr>
<tr>
<td>---------------------------------------------</td>
<td>--------------------------</td>
<td>-------------------------------------</td>
<td>-----------------------------------------------</td>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td>CTE Trans 01-01</td>
<td>CTE Transitions</td>
<td>(1) Secondary and Postsecondary Transition</td>
<td>$ 2,000</td>
<td>$ 100</td>
</tr>
<tr>
<td>CTE Trans 02-01</td>
<td>CTE Transitions</td>
<td>(2) CCC CTE Student Success</td>
<td>$ 2,500</td>
<td>$ 125</td>
</tr>
<tr>
<td>CTE Trans 03-01</td>
<td>CTE Transitions</td>
<td>(3) Student Transition to World of Work</td>
<td>$ 38,470</td>
<td>$ 1,924</td>
</tr>
<tr>
<td><strong>Total CTE Transitions Budget by College</strong></td>
<td></td>
<td></td>
<td>$ 42,970</td>
<td>$ 2,149</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Total budget for all categories</th>
<th>Direct</th>
<th>Admin</th>
<th>Combined Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total</strong></td>
<td>$ 347,481</td>
<td>$ 17,336</td>
<td>$ 364,817</td>
</tr>
</tbody>
</table>
Local Application Program Information by TOP Code

College: LAS POSITAS COLLEGE
Program Title: CTE Curriculum Development and Special Projects

Agreement No.: 15-C01-007

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

LPC's core indicates for Technical Skills Attainment, Completions, and Employment are falling below the state negotiated levels in most if not all CTE programs. Improved and/or revised curriculum development needs to be of focus for current student populations. Through student and employer surveys, curriculum will be analyzed for student success. Upon analysis, working with employers, faculty and management will revised and/or create new curriculum. The is curriculum will also be developed with the intent to articulate with high schools, ROP's, and/or CSU/UC's.

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

Project managers will be assigned to specific CTE programs to implement new curriculum and/or revise existing curriculum. The CTE programs will be evaluated as they are developed and implemented. The managers will enhance existing and develop new CTE advisory committees. Working directly with Work-Based learning personnel, the curriculum will include WBL opportunities. The managers will work with Student Services to increase opportunities for Special Populations. Advancement will be made towards collaboration with the TriValley OneStop.

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 that TOP Code program(s) funded.

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

- Professional Dev. (including stipends)
- Instructional Materials Purchase/Replacement (including software)
- Instructional Equipment Purchase/Replacement
- Project Administration
- Facility rental/lease (off-campus location)
- Programs/Services for Special Populations
- Curriculum Development
- Consultants or Other Contracted Services
- Program Marketing and Outreach
- Other(specify)
Complete the planned budget to fund the activities described in Section III.

District/College: LAS POSITAS COLLEGE  
Program Title: CTE Curriculum Development and Special Projects  
Agreement No.: 15-C01-007

<table>
<thead>
<tr>
<th>Line No.</th>
<th>Acct. No.</th>
<th>Object of Expenditure</th>
<th>Direct Program Expenditure</th>
<th>Administrative Expenditure* (not to exceed 5% of total district expenditures)</th>
<th>Total Expenditure</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1000</td>
<td>Instructional Salaries</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2</td>
<td>2000</td>
<td>Non-Inst. Salaries</td>
<td>104,000</td>
<td>5,200</td>
<td>109,200</td>
</tr>
<tr>
<td>3</td>
<td>3000</td>
<td>Employee Benefits</td>
<td>34,000</td>
<td>1,700</td>
<td>35,700</td>
</tr>
<tr>
<td>4</td>
<td>4000</td>
<td>Supplies &amp; Materials</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>5</td>
<td>5000</td>
<td>Other Operating Expenses &amp; Services</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>6</td>
<td>6000</td>
<td>Capital Outlay</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>7</td>
<td>7000</td>
<td>Other Outgo</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Total Expenditure</strong></td>
<td><strong>138,000</strong></td>
<td><strong>6,900</strong></td>
<td><strong>144,900</strong></td>
</tr>
</tbody>
</table>

*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 2015-2016 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 Application Program Information by TOP Code

College: LAS POSITAS COLLEGE
Program Title: Workbased Learning
Agreement No.: 15-C01-007

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

All LPC CTE programs have a deficit with core indicator "Employment". There is a substantial need for work-based learning and job development activities.

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

A WBL/Job Developer will be hired to increase opportunities for students. The WBL/JD will meet with all CTE faculty in the development of opportunities for 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 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 that TOP Code program(s) funded.

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

☐ Professional Dev. (including stipends)       ☐ Instructional Materials Purchase/Replacement (including software)
☐ Instructional Equipment Purchase/Replacement   ☐ Project Administration
☐ Facility rental/lease (off-campus location)   ☑ Programs/Services for Special Populations
☐ Curriculum Development                         ☐ Consultants or Other Contracted Services
☑ Program Marketing and Outreach                  ☑ Other(specify)  
                                               ☑ WBL
**California Community Colleges**  
Career Education Practices Unit  
Rev. 4-15-14  
FORM: Sec IV-C  

**Application Budget Summary Across CTE Programs**

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

**District/College:** LAS POSITAS COLLEGE  
**Program Title:** Workbased Learning  
**Agreement No.:** 15-C01-007

<table>
<thead>
<tr>
<th>Line No.</th>
<th>Acct. No.</th>
<th>Object of Expenditure</th>
<th>Direct Program Expenditure</th>
<th>Administrative Expenditure* (not to exceed 5% of total district expenditures)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1000</td>
<td>Instructional Salaries</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2</td>
<td>2000</td>
<td>Non-Inst. Salaries</td>
<td>20,000</td>
<td>1,000</td>
<td>21,000</td>
</tr>
<tr>
<td>3</td>
<td>3000</td>
<td>Employee Benefits</td>
<td>5,000</td>
<td>250</td>
<td>5,250</td>
</tr>
<tr>
<td>4</td>
<td>4000</td>
<td>Supplies &amp; Materials</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>5</td>
<td>5000</td>
<td>Other Operating Expenses &amp; Services</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>6</td>
<td>6000</td>
<td>Capital Outlay</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>7</td>
<td>7000</td>
<td>Other Outgo</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

**Total Expenditure** | **25,000** | **1,250** | **26,250**

*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 2015-2016 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 Application Program Information by TOP Code

College: LAS POSITAS COLLEGE  
Program Title: CTE Faculty Professional Development

Agreement No.: 15-C01-007

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

All CTE faculty are in need of professional development to ensure their programs are meeting the needs of students given technology advancement.

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

Faculty will receive professional development in their CTE discipline including serving in an externship.

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)]
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:

- [ ] Professional Dev. (including stipends)
- [ ] Instructional Equipment Purchase/Replacement
- [ ] Facility rental/lease (off-campus location)
- [x] Curriculum Development
- [ ] Program Marketing and Outreach
- [ ] Instructional Materials Purchase/Replacement (including software)
- [ ] Project Administration
- [x] Programs/Services for Special Populations
- [ ] Consultants or Other Contracted Services
- [ ] Other(specify)
**Application Budget Summary Across CTE Programs**

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

**District/College:** LAS POSITAS COLLEGE  
**Agreement No.:** 15-C01-007  
**Program Title:** CTE Faculty Professional Development

<table>
<thead>
<tr>
<th>Line No.</th>
<th>Acct. No.</th>
<th>Object of Expenditure</th>
<th>Direct Program Expenditure</th>
<th>Administrative Expenditure* (not to exceed 5% of total district expenditures)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1000</td>
<td>Instructional Salaries</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2</td>
<td>2000</td>
<td>Non-Inst. Salaries</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>3</td>
<td>3000</td>
<td>Employee Benefits</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>4</td>
<td>4000</td>
<td>Supplies &amp; Materials</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>5</td>
<td>5000</td>
<td>Other Operating Expenses &amp; Services</td>
<td>10,500</td>
<td>525</td>
<td>11,025</td>
</tr>
<tr>
<td>6</td>
<td>6000</td>
<td>Capital Outlay</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>7</td>
<td>7000</td>
<td>Other Outgo</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

**Total Expenditure**: 10,500  
**Administrative Expenditure**: 525  
**Total**: 11,025

*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 2015-2016 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 Application Program Information by TOP Code

College: LAS POSITAS COLLEGE  Agreement No.: 15-C01-007
Program Title: CTE Software Procurement

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

Technology advancement requires new hardware (e.g. tablets, i-pads)

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

New hardware will be procured to meet the needs of advanced 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 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 that TOP Code program(s) funded.
Check all types of activities to be funded with CTE Funds:

☐ Professional Dev. (including stipends)  ☐ Instructional Materials Purchase/Replacement (including software)

☑ Instructional Equipment Purchase/Replacement  ☐ Project Administration

☐ Facility rental/lease (off-campus location)  ☐ Programs/Services for Special Populations

☐ Curriculum Development  ☐ Consultants or Other Contracted Services

☐ Program Marketing and Outreach  ☐ Other(specify)
Application Budget Summary Across CTE Programs

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

District/College: LAS POSITAS COLLEGE  
Program Title: CTE Software Procurement  
Agreement No.: 15-C01-007

<table>
<thead>
<tr>
<th>Line No.</th>
<th>Acct. No.</th>
<th>Object of Expenditure</th>
<th>Direct Program Expenditure</th>
<th>Administrative Expenditure* (not to exceed 5% of total district expenditures)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1000</td>
<td>Instructional Salaries</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2</td>
<td>2000</td>
<td>Non-Inst. Salaries</td>
<td></td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>3</td>
<td>3000</td>
<td>Employee Benefits</td>
<td></td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>4</td>
<td>4000</td>
<td>Supplies &amp; Materials</td>
<td></td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>5</td>
<td>5000</td>
<td>Other Operating Expenses &amp; Services</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>6</td>
<td>6000</td>
<td>Capital Outlay</td>
<td>20,000</td>
<td>1,000</td>
<td>21,000</td>
</tr>
<tr>
<td>7</td>
<td>7000</td>
<td>Other Outgo</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total Expenditure</td>
<td>20,000</td>
<td>1,000</td>
<td>21,000</td>
</tr>
</tbody>
</table>

*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 2015-2016 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 Application Program Information by TOP Code

College: LAS POSITAS COLLEGE  
Program Title: CTE Faculty Technology  
Agreement No.: 15-C01-007

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

Software deficits in CTE Programs in order to meet the needs of business and industry; advanced technology; and movement towards mobile applications.

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

Software procurement.

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)]
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:

- [ ] Professional Dev. (including stipends)
- [ ] Instructional Materials Purchase/Replacement (including software)
- [ ] Instructional Equipment Purchase/Replacement
- [ ] Project Administration
- [ ] Facility rental/lease (off-campus location)
- [ ] Programs/Services for Special Populations
- [ ] Curriculum Development
- [ ] Consultants or Other Contracted Services
- [ ] Program Marketing and Outreach
- [ ] Other(specify)
**Application Budget Summary Across CTE Programs**

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

**District/College:** LAS POSITAS COLLEGE  
**Agreement No.:** 15-C01-007  
**Program Title:** CTE Faculty Technology

<table>
<thead>
<tr>
<th>Line No.</th>
<th>Acct. No.</th>
<th>Object of Expenditure</th>
<th>Direct Program Expenditure</th>
<th>Administrative Expenditure* (not to exceed 5% of total district expenditures)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1000</td>
<td>Instructional Salaries</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2</td>
<td>2000</td>
<td>Non-Inst. Salaries</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>3</td>
<td>3000</td>
<td>Employee Benefits</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>4</td>
<td>4000</td>
<td>Supplies &amp; Materials</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>5</td>
<td>5000</td>
<td>Other Operating Expenses &amp; Services</td>
<td>7,000</td>
<td>350</td>
<td>7,350</td>
</tr>
<tr>
<td>6</td>
<td>6000</td>
<td>Capital Outlay</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>7</td>
<td>7000</td>
<td>Other Outgo</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Total Expenditure</strong></td>
<td><strong>7,000</strong></td>
<td><strong>350</strong></td>
<td><strong>7,350</strong></td>
</tr>
</tbody>
</table>

*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 2015-2016 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)
California Community Colleges  
Career Education Practices Unit  
Rev. 4-15-14  
FORM: Sec I-F

FY 2015-2016  
Carl D. Perkins Career and  
Technical Education Act of 2006

College Aggregate Core Indicator Information by TOP  
(2015-2016)

District/College: LAS POSITAS COLLEGE  
Agreement No.: 15-C01-007  
Program Title: Viticulture & Enology  
TOP Code: 010400

Please review the College Aggregate form at: [http://misweb.cccco.edu](http://misweb.cccco.edu) 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:

4 of the 34 are at or above the State negotiated level(s);
1 of the 34 are below the State negotiated level(s);
29 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: Celia Esposito-Noy

**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: LAS POSITAS COLLEGE  Agreement No.: 15-C01-007
Program Title: Viticulture & Enology  TOP Code: 010400

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.)

There is a need in the Viticulture & Enology program for improvements to Core Indicator 2 - Completions and Core Indicator 4 - Employment as both indicators report as N/A or N/R since this indicates denominators of 10 were not reported. The Core Indicators referencing NonTraditional also need improved upon. Throughout the past year, faculty have partnered with local industry as well as the regional Hospitality, Retail & Tourism Deputy Sector Navigator to update and enhance current curriculum to meet local industry needs. Industry has recommended to the college to include a Wine Business and/or AgriBusiness component to the current curriculum. LPC does not have the data for the number of degrees and certificates granted for the 14/15 fiscal year at this time however we anticipate 4-6 to be granted for the 15/16 fiscal year.

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

Funds will be utilized to update and/or create new curriculum utilizing the Allan Hancock curriculum as a model; faculty will continue to meet with local industry partners and the regional Deputy Sector Navigator of Hospitality, Retail & Tourism; faculty and staff will market the program to recruit students (including Special Populations/NonTraditional) through the TriValley Educational Collaborative (High Schools & ROP), local community based organizations (e.g. Hispanic Chamber), the CalWorks program, the TriValley OneStop, and the Alameda County Workforce Investment Board. The curriculum will be reviewed and validated by industry prior to submittal to the local curriculum approval council ensuring alignment with industry needs. The request in the amount of $4,201 (faculty stipends for curriculum development, industry engagement, and marketing) to update and enhance this curriculum while recruiting new students are sufficient in size, scope and quality. NOTE: This is a new "project" for this top code - it is not a repeat of any projects performed in the past.

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.

<table>
<thead>
<tr>
<th>Requirements for Uses of Funds</th>
<th>MET</th>
<th>UNMET</th>
</tr>
</thead>
<tbody>
<tr>
<td>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)]</td>
<td>✔️</td>
<td></td>
</tr>
<tr>
<td>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)]</td>
<td>✔️</td>
<td></td>
</tr>
<tr>
<td>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)]</td>
<td>✔️</td>
<td></td>
</tr>
<tr>
<td>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)]</td>
<td>✔️</td>
<td></td>
</tr>
<tr>
<td>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</td>
<td>✔️</td>
<td></td>
</tr>
</tbody>
</table>
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)]

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:

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

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: LAS POSITAS COLLEGE  
Program Title: Viticulture & Enology  
Agreement No.: 15-C01-007  
TOP Code: 010400

<table>
<thead>
<tr>
<th>Line No.</th>
<th>Acct. No.</th>
<th>Object of Expenditure</th>
<th>Direct Program Expenditure</th>
<th>Administrative Expenditure* (not to exceed 5% of total district expenditures)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1000</td>
<td>Instructional Salaries</td>
<td>4,001</td>
<td>200</td>
<td>4,201</td>
</tr>
<tr>
<td>2</td>
<td>2000</td>
<td>Non-Inst. Salaries</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>3</td>
<td>3000</td>
<td>Employee Benefits</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>4</td>
<td>4000</td>
<td>Supplies &amp; Materials</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>5</td>
<td>5000</td>
<td>Other Operating Expenses &amp; Services</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>6</td>
<td>6000</td>
<td>Capital Outlay</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>7</td>
<td>7000</td>
<td>Other Outgo</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Total Expenditure</strong></td>
<td><strong>4,001</strong></td>
<td><strong>200</strong></td>
<td><strong>4,201</strong></td>
</tr>
</tbody>
</table>

*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 2015-2016 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

(2015-2016)

District/College: LAS POSITAS COLLEGE  Agreement No.: 15-C01-007
Program Title: Business & Entrepreneurship  TOP Code: 050100

Please review the College Aggregate form at: http://misweb.cccco.edu 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:

4 of the 34 are at or above the State negotiated level(s);
10 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: Celia Esposito-Noy

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: LAS POSITAS COLLEGE  Agreement No.: 15-C01-007
Program Title: Business & Entrepreneurship  TOP Code: 050100

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.)

There is a need in the Business and Commerce program (0501) for improvements to Core Indicator 1 – Technical Skills Attainment; Core Indicator 2 – Completions; and, Core Indicator 3 – Persistence. Through discussions with local business leaders and the Business Advisory, it has been suggested to bring new opportunities to students in order to increase skills needed in industry, to motivate students leading to completion, and to offer competition improving persistence and transfer. LPC does not have the data for the number of degrees and certificates granted for the 14/15 fiscal year at this time however we anticipate 50-55 to be granted for the 15/16 fiscal year.

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

To increase student success while providing new opportunities and motivational tactics for students, LPC presents a Speaker Series and a Shark Tank Competition. The Speaker Series promotes success for all students in all fields and all majors. The speakers inform, engage, motivate, and inspire--providing educational enrichment for all students. Most importantly, speakers are asked to share stories of their personal journeys toward their success. All presentations are motivational and all hold ideas for student opportunity. The following business leaders who have embraced an entrepreneurial approach and startup spirit to achieve professional and organizational success are committed for the next academic year: Ray Cloud, VP Ross Stores; Jody Bagno-Dill, CEO JAZZ Consulting; Nanette Hunter, President D-Unique Tools; Bob Borchers, VP Apple; and, Karl Schroeder, Safeway, Inc. NorCal Division President. Additionally, faculty will invite other professionals to join the Series. The Shark Tank Competition is an entrepreneurship competition in the style of the popular ABC TV show. An estimate nine teams or individuals qualify to compete in the LPC Shark Tank. Students present their ideas to a panel of three judges (all industry representatives). The competition which is open to all students in all majors, is designed to spark interest in entrepreneurship, foster innovation and give students the opportunity to develop the mindset and skills of successful entrepreneurs. An adjunct faculty (Business) stipend (object code 1480) is provided to Mary Lauffer to market, coordinate, and facilitate each of the speaker sessions in the amount of $5250 for the year. No funds are utilized for “instruction”. The department presents each speaker and/or judge with a professionally designed plaque and personalized thank-you gift with the college logo (~$2625). Other costs at $5000 include printing, graphic design, advertising, and presenter compensation if/when requested.

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.

<table>
<thead>
<tr>
<th>Requirements for Uses of Funds</th>
<th>MET</th>
<th>UNMET</th>
</tr>
</thead>
<tbody>
<tr>
<td>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)]</td>
<td>✔️</td>
<td>☐</td>
</tr>
<tr>
<td>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)]</td>
<td>✔️</td>
<td>☐</td>
</tr>
<tr>
<td>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)]</td>
<td>✔️</td>
<td>☐</td>
</tr>
<tr>
<td>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</td>
<td>✔️</td>
<td>☐</td>
</tr>
<tr>
<td>Requirement</td>
<td>Description</td>
<td></td>
</tr>
<tr>
<td>-------------</td>
<td>-------------</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>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)(4)]</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>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)(5)]</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Initiate, improve, expand and modernize quality CTE programs, including relevant technology. [§135(b)(6)]</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>Provide services and activities that are of sufficient size, scope and quality to be effective. [§135(b)(7)]</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>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)(8)]</td>
<td></td>
</tr>
</tbody>
</table>

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:

- [ ] Professional Dev. (including stipends)
- [ ] Instructional Materials Purchase/Replacement (including software)
- [ ] Instructional Equipment Purchase/Replacement
- [ ] Project Administration
- [ ] Facility rental/lease (off-campus location)
- [ ] Programs/Services for Special Populations
- [ ] Curriculum Development
- [ ] Consultants or Other Contracted Services
- [x] Program Marketing and Outreach
- [ ] Other (specify)

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.

<table>
<thead>
<tr>
<th>College: LAS POSITAS COLLEGE</th>
<th>Agreement No.: 15-C01-007</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Title: Business &amp; Entrepreneurship</td>
<td>TOP Code: 050100</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Line No.</th>
<th>Acct. No.</th>
<th>Object of Expenditure</th>
<th>Direct Program Expenditure</th>
<th>Administrative Expenditure* (not to exceed 5% of total district expenditures)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1000</td>
<td>Instructional Salaries</td>
<td>5,000</td>
<td>250</td>
<td>5,250</td>
</tr>
<tr>
<td>2</td>
<td>2000</td>
<td>Non-Inst. Salaries</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>3</td>
<td>3000</td>
<td>Employee Benefits</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>4</td>
<td>4000</td>
<td>Supplies &amp; Materials</td>
<td>2,500</td>
<td>125</td>
<td>2,625</td>
</tr>
<tr>
<td>5</td>
<td>5000</td>
<td>Other Operating Expenses &amp; Services</td>
<td>5,000</td>
<td>250</td>
<td>5,250</td>
</tr>
<tr>
<td>6</td>
<td>6000</td>
<td>Capital Outlay</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>7</td>
<td>7000</td>
<td>Other Outgo</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total Expenditure</td>
<td>12,500</td>
<td>625</td>
<td>13,125</td>
</tr>
</tbody>
</table>

*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 2015-2016 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  
(2015-2016)

District/College: LAS POSITAS COLLEGE  
Agreement No.: 15-C01-007
Program Title: Journalism  
TOP Code: 060200

Please review the College Aggregate form at: [http://misweb.cccco.edu](http://misweb.cccco.edu) 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);
- 0 of the 34 are below the State negotiated level(s);
- 29 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: Celia Esposito-Noy

**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: LAS POSITAS COLLEGE  
Program Title: Journalism  
TOP Code: 060200

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.)

Negotiated rates are above the state level. Continue to encourage growth in the program.

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

Student professional development in journalism statewide competitions (e.g. Journalism Association of Community Colleges).

<table>
<thead>
<tr>
<th>Requirements for Uses of Funds</th>
<th>MET</th>
<th>UNMET</th>
</tr>
</thead>
<tbody>
<tr>
<td>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)]</td>
<td>✔️</td>
<td>☐</td>
</tr>
<tr>
<td>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)]</td>
<td>✔️</td>
<td>☐</td>
</tr>
<tr>
<td>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)]</td>
<td>✔️</td>
<td>☐</td>
</tr>
<tr>
<td>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)]</td>
<td>✔️</td>
<td>☐</td>
</tr>
<tr>
<td>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)]</td>
<td>✔️</td>
<td>☐</td>
</tr>
<tr>
<td>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)]</td>
<td>✔️</td>
<td>☐</td>
</tr>
<tr>
<td>7. Initiate, improve, expand and modernize quality CTE programs, including relevant technology. [§135(b)(7)]</td>
<td>✔️</td>
<td>☐</td>
</tr>
<tr>
<td>8. Provide services and activities that are of sufficient size, scope and quality to be effective. [§135(b)(8)]</td>
<td>✔️</td>
<td>☐</td>
</tr>
<tr>
<td>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)]</td>
<td>✔️</td>
<td>☐</td>
</tr>
</tbody>
</table>
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:

- [ ] Professional Dev. (including stipends)
- [ ] Instructional Materials Purchase/Replacement (including software)
- [ ] Instructional Equipment Purchase/Replacement
- [ ] Project Administration
- [ ] Facility rental/lease (off-campus location)
- [ ] Programs/Services for Special Populations
- [ ] Curriculum Development
- [ ] Consultants or Other Contracted Services
- [✓] Program Marketing and Outreach
- [ ] Other(specify)

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: LAS POSITAS COLLEGE  
Program Title: Journalism  
Agreement No.: 15-C01-007  
TOP Code: 060200

<table>
<thead>
<tr>
<th>Line No.</th>
<th>Acct. No.</th>
<th>Object of Expenditure</th>
<th>Direct Program Expenditure</th>
<th>Administrative Expenditure* (not to exceed 5% of total district expenditures)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1000</td>
<td>Instructional Salaries</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2</td>
<td>2000</td>
<td>Non-Inst. Salaries</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>3</td>
<td>3000</td>
<td>Employee Benefits</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>4</td>
<td>4000</td>
<td>Supplies &amp; Materials</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>5</td>
<td>5000</td>
<td>Other Operating Expenses &amp; Services</td>
<td>4,000</td>
<td>200</td>
<td>4,200</td>
</tr>
<tr>
<td>6</td>
<td>6000</td>
<td>Capital Outlay</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>7</td>
<td>7000</td>
<td>Other Outgo</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Total Expenditure</strong></td>
<td><strong>4,000</strong></td>
<td><strong>200</strong></td>
<td><strong>4,200</strong></td>
</tr>
</tbody>
</table>

*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 2015-2016 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
(2015-2016)

District/College: LAS POSITAS COLLEGE  
Agreement No.: 15-C01-007
Program Title: Computer Information Technology  
TOP Code: 070200

Please review the College Aggregate form at: http://misweb.cccco.edu 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:

2 of the 34 are at or above the State negotiated level(s);
1 of the 34 are below the State negotiated level(s);
31 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: Celia Esposito-Noy

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: LAS POSITAS COLLEGE  
Program Title: Computer Information Technology  
Agreement No.: 15-C01-007  
TOP Code: 070200

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 are above the state levels; continue to advance discipline through deeper relationships with business and industry while improving faculty professional development in technology.

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

Additional professional development for faculty to meet industry standards.

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.

<table>
<thead>
<tr>
<th>Requirements for Uses of Funds</th>
<th>MET</th>
<th>UNMET</th>
</tr>
</thead>
<tbody>
<tr>
<td>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)]</td>
<td>✔️</td>
<td></td>
</tr>
<tr>
<td>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)]</td>
<td>✔️</td>
<td></td>
</tr>
<tr>
<td>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)]</td>
<td>✔️</td>
<td></td>
</tr>
<tr>
<td>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)]</td>
<td>✔️</td>
<td></td>
</tr>
<tr>
<td>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)]</td>
<td>✔️</td>
<td></td>
</tr>
<tr>
<td>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)]</td>
<td>✔️</td>
<td></td>
</tr>
<tr>
<td>7. Initiate, improve, expand and modernize quality CTE programs, including relevant technology. [§135(b)(7)]</td>
<td>✔️</td>
<td></td>
</tr>
<tr>
<td>8. Provide services and activities that are of sufficient size, scope and quality to be effective. [§135(b)(8)]</td>
<td>✔️</td>
<td></td>
</tr>
<tr>
<td>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</td>
<td>✔️</td>
<td></td>
</tr>
</tbody>
</table>
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:

- [ ] Professional Dev. (including stipends)
- [ ] Instructional Materials Purchase/Replacement (including software)
- [ ] Instructional Equipment Purchase/Replacement
- [ ] Project Administration
- [ ] Facility rental/lease (off-campus location)
- [ ] Programs/Services for Special Populations
- [ ] Curriculum Development
- [ ] Consultants or Other Contracted Services
- [ ] Program Marketing and Outreach
- [ ] Other (specify)

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**: LAS POSITAS COLLEGE  
**Program Title**: Computer Information Technology  
**Agreement No.**: 15-C01-007  
**TOP Code**: 070200

<table>
<thead>
<tr>
<th>Line No.</th>
<th>Acct. No.</th>
<th>Object of Expenditure</th>
<th>Direct Program Expenditure</th>
<th>Administrative Expenditure* (not to exceed 5% of total district expenditures)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1000</td>
<td>Instructional Salaries</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2</td>
<td>2000</td>
<td>Non-Inst. Salaries</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>3</td>
<td>3000</td>
<td>Employee Benefits</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>4</td>
<td>4000</td>
<td>Supplies &amp; Materials</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>5</td>
<td>5000</td>
<td>Other Operating Expenses &amp; Services</td>
<td>2,250</td>
<td>113</td>
<td>2,363</td>
</tr>
<tr>
<td>6</td>
<td>6000</td>
<td>Capital Outlay</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>7</td>
<td>7000</td>
<td>Other Outgo</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Total Expenditure</strong></td>
<td><strong>2,250</strong></td>
<td><strong>113</strong></td>
<td><strong>2,363</strong></td>
</tr>
</tbody>
</table>

*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 2015-2016 will be reported according to the following categories:

1. (A) Curriculum Development/Instruction
2. (B) Professional Development
3. (C) Counseling/Direct Service to Students
4. (D) Other: You must provide a description of programs/services funded
5. (E) Administration (not to exceed 5% of total district expenditures)
District/College: LAS POSITAS COLLEGE  
Agreement No.: 15-C01-007  
Program Title: Automotive Technology  
TOP Code: 094800

Please review the College Aggregate form at: [http://misweb.cccco.edu](http://misweb.cccco.edu) 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:

2 of the 34 are at or above the State negotiated level(s);
7 of the 34 are below the State negotiated level(s);
25 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: Celia Esposito-Noy

**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: LAS POSITAS COLLEGE
Agreement No.: 15-C01-007
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.)

While the Core Indicator 1 - Technical Skills, and, Core Indicator 2 - Completion and Transfer are below the state levels, the Core Indicator 4 - Employment is above. This is evident from students not applying for their certificate and/or degree along with many students developing the skill and immediately obtaining a job which is the students' main objective. Additionally, the NonTraditional indicators are well below indicating a major need for improvement. During the Fall 2014 Automotive Advisory meeting, the advisory asked LPC faculty to consider National Automotive Technicians Education Foundation certification. LPC Faculty agreed with Chabot faculty offering to assist. Motion for approval made by Brian Mckee and seconded by Jeff Gil. The motion passed unanimously. Per the current program review: An external impact to our curriculum plans for 2015 - 16 will be our desire to go for NATEF accreditation. The majority of our curriculum already reflects NATEF standards but obviously the remainder will be strongly influenced to align with NATEF. Courses to be updated to meet NATEF standards include: AUTO 55, 56, 60, 61, 61, 64, 65, 66, 67, 69, 70, 71 and 72. LPC does not have the data for the number of degrees and certificates granted for the 14/15 fiscal year at this time however we anticipate 10-12 to be granted for the 15/16 fiscal year.

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

Funds will be utilized to begin the National Automotive Technicians Education Foundation certification. This certification will motivate students to complete their pathway in Automotive Technology as they will have earned an accredited certificate in a NATEF certified program. Faculty will continue to meet with local industry partners and the regional Deputy Sector Navigator of Advanced Transportation; the newly designed program will be marketed to recruit students (including Special Populations/NonTraditional) through the TriValley Educational Collaborative (High Schools & ROP), local community based organizations (e.g. Hispanic Chamber), the CalWorks program, the TriValley OneStop, and the Alameda County Workforce Investment Board. The curriculum will be reviewed and validated by industry prior to submittal to the local curriculum approval council ensuring alignment with industry needs. The request in the amount of $16568 (faculty stipends for curriculum development, industry engagement, marketing, and accreditation) to update and enhance this curriculum while recruiting new students are sufficient in size, scope and quality. NOTE: This is a new "project" for this top code - it is not a repeat of any projects performed in the past. This certification is new to LPC. The development of a student organization will motivate students through increased opportunities with industry engagement, student peer building, and skills attainment workshops.

Requirements for Uses of Funds

1. Strengthening the academic, and career and technical skills of students participating in CTE programs through the integration of academics with CTE programs. [§135(b)(1)]

2. Link CTE at the secondary and the postsecondary levels, including by offering elements of not less than one program of study described in §122(c)(1)(A). [§135(b)(2)]

3. Provide students with strong experience in and understanding of all aspects of an industry, which may include work-based learning experiences. [§135(b)(3)]

4. Develop, improve, or expand the use of technology in CTE, which may include training to use...
<table>
<thead>
<tr>
<th></th>
<th>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)]</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.</td>
<td>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)]</td>
</tr>
<tr>
<td>6.</td>
<td>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)]</td>
</tr>
<tr>
<td>7.</td>
<td>Initiate, improve, expand and modernize quality CTE programs, including relevant technology. [§135(b)(7)]</td>
</tr>
<tr>
<td>8.</td>
<td>Provide services and activities that are of sufficient size, scope and quality to be effective. [§135(b)(8)]</td>
</tr>
<tr>
<td>9.</td>
<td>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)]</td>
</tr>
</tbody>
</table>

**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:

- [✓] Professional Dev. (including stipends)
- [✓] Instructional Materials Purchase/Replacement (including software)
- [ ] Instructional Equipment Purchase/Replacement
- [ ] Project Administration
- [ ] Facility rental/lease (off-campus location)
- [ ] Programs/Services for Special Populations
- [✓] Curriculum Development
- [✓] Consultants or Other Contracted Services
- [✓] Program Marketing and Outreach
- [✓] Other (specify)

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: LAS POSITAS COLLEGE  
Program Title: Automotive Technology  
Agreement No.: 15-C01-007  
TOP Code: 094800

<table>
<thead>
<tr>
<th>Line No.</th>
<th>Acct. No.</th>
<th>Object of Expenditure</th>
<th>Direct Program Expenditure</th>
<th>Administrative Expenditure* (not to exceed 5% of total district expenditures)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1000</td>
<td>Instructional Salaries</td>
<td>5,000</td>
<td>250</td>
<td>5,250</td>
</tr>
<tr>
<td>2</td>
<td>2000</td>
<td>Non-Inst. Salaries</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>3</td>
<td>3000</td>
<td>Employee Benefits</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>4</td>
<td>4000</td>
<td>Supplies &amp; Materials</td>
<td>5,814</td>
<td>254</td>
<td>6,068</td>
</tr>
<tr>
<td>5</td>
<td>5000</td>
<td>Other Operating Expenses &amp; Services</td>
<td>5,000</td>
<td>250</td>
<td>5,250</td>
</tr>
<tr>
<td>6</td>
<td>6000</td>
<td>Capital Outlay</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>7</td>
<td>7000</td>
<td>Other Outgo</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total Expenditure</td>
<td>15,814</td>
<td>754</td>
<td>16,568</td>
</tr>
</tbody>
</table>

*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 2015-2016 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)
California Community Colleges
Career Education Practices Unit
Rev. 4-15-14
FORM: Sec I-F

FY 2015-2016
Carl D. Perkins Career and
Technical Education Act of 2006

College Aggregate Core Indicator Information by TOP
(2015-2016)

District/College: LAS POSITAS COLLEGE  Agreement No.: 15-C01-007
Program Title: Emergency Medical Technician  TOP Code: 125000

Please review the College Aggregate form at: http://misweb.cccco.edu 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);
1 of the 34 are below the State negotiated level(s);
28 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: Celia Esposito-Noy

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: LAS POSITAS COLLEGE
Program Title: Emergency Medical Technician
Agreement No.: 15-C01-007
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.)

Core indicators are above the state levels except for Economically Disadvantaged Completers. Through discussions with students, ambulatory agencies, and the advisory board, it has become apparent that this program is lacking in the latest technology for the students to have an applied learning environment. LPC does not have the data for the number of degrees and certificates granted for the 14/15 fiscal year at this time however we anticipate 30-35 to be granted for the 15/16 fiscal year.

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

The program is in dire need of Simulation Lab equipment for students to further develop their skills. SimLab equipment will be procured in collaboration with ValleyCare Health System to ensure skills components are met. Professional development (2 faculty @ $1200/each) will also need to be provided training to learn the new technology. The quote received for the Laerdal SimLab equipment includes: Adult Lab Manikans (2 @ $12423), Pupil Set, Set of Defibrillation Posts, Consumables, Clothing, Carry Case, SimPad System (2 @ $3895), Defib Training Cable, Zoll Connector, ALS Simulator SimPad ($2260) and a complete ALS Baby 200 (2 @ $2065) in total estimated at $38,046.

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.

<table>
<thead>
<tr>
<th>Requirements for Uses of Funds</th>
<th>MET</th>
<th>UNMET</th>
</tr>
</thead>
<tbody>
<tr>
<td>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)]</td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>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)]</td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>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)]</td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>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)]</td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>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)]</td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>6. Develop and implement evaluations of the CTE programs carried out with Perkins IV funds, including</td>
<td>✔</td>
<td></td>
</tr>
</tbody>
</table>
an assessment of how the needs of special populations are being met. [§135(b)(6)]

7. Initiate, improve, expand and modernize quality CTE programs, including relevant technology. [§135(b)(7)]

8. Provide services and activities that are of sufficient size, scope and quality to be effective. [§135(b)(8)]

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

FOR THOSE REQUIREMENT(S) LISTED ABOVE AS "UNMET:
Describe specific activity(ies) intended to address 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:

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

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: LAS POSITAS COLLEGE  
Program Title: Emergency Medical Technician  
Agreement No.: 15-C01-007  
TOP Code: 125000

<table>
<thead>
<tr>
<th>Line No.</th>
<th>Acct. No.</th>
<th>Object of Expenditure</th>
<th>Direct Program Expenditure</th>
<th>Administrative Expenditure* (not to exceed 5% of total district expenditures)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1000</td>
<td>Instructional Salaries</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2</td>
<td>2000</td>
<td>Non-Inst. Salaries</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>3</td>
<td>3000</td>
<td>Employee Benefits</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>4</td>
<td>4000</td>
<td>Supplies &amp; Materials</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>5</td>
<td>5000</td>
<td>Other Operating Expenses &amp; Services</td>
<td>2,400</td>
<td>120</td>
<td>2,520</td>
</tr>
<tr>
<td>6</td>
<td>6000</td>
<td>Capital Outlay</td>
<td>38,046</td>
<td>1,900</td>
<td>39,946</td>
</tr>
<tr>
<td>7</td>
<td>7000</td>
<td>Other Outgo</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Total Expenditure</strong></td>
<td><strong>40,446</strong></td>
<td><strong>2,020</strong></td>
<td><strong>42,466</strong></td>
</tr>
</tbody>
</table>

*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 2015-2016 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)
District/College: LAS POSITAS COLLEGE
Agreement No.: 15-C01-007
Program Title: Administration of Justice
TOP Code: 210500

Please review the College Aggregate form at: http://misweb.cccco.edu 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:

8 of the 34 are at or above the State negotiated level(s);
3 of the 34 are below the State negotiated level(s);
23 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: Celia Esposito-Noy

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: LAS POSITAS COLLEGE
Program Title: Administration of Justice
Agreement No.: 15-C01-007
TOP Code: 210500

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.)

Technical Skills, Completions, and Transfer are all below the state level however Employment is above. The need to improve student learning resources through hands on technology has been identified by the Fire Sciences Advisory. The City of Livermore Police Chief sits on the advisory and donated a police car to the program during the 14/15 academic year with the stipulation that the police car must be painted to remove the City of Livermore logo. LPC does not have the data for the number of degrees and certificates granted for the 14/15 fiscal year at this time however we anticipate 45-50 to be granted for the 15/16 fiscal year.

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

Funds requested to improve Student Learning Outcomes for the AOJ program will be utilized to paint (coded as supplies, object 4000 in the amount of $5000) the donated police car. To increase marketing efforts, faculty will continue to meet with its advisory board, will market the program to recruit students (including Special Populations/NonTraditional) through the TriValley Educational Collaborative (High Schools & ROP), local community based organizations (e.g. Hispanic Chamber), the CalWorks program, the TriValley OneStop, and the Alameda County Sheriff's Office.

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.

Requirements for Uses of Funds

<table>
<thead>
<tr>
<th>Requirement</th>
<th>MET</th>
<th>UNMET</th>
</tr>
</thead>
<tbody>
<tr>
<td>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)]</td>
<td>✔️</td>
<td></td>
</tr>
<tr>
<td>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)]</td>
<td>✔️</td>
<td></td>
</tr>
<tr>
<td>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)]</td>
<td>✔️</td>
<td></td>
</tr>
<tr>
<td>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)]</td>
<td>✔️</td>
<td></td>
</tr>
<tr>
<td>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)]</td>
<td>✔️</td>
<td></td>
</tr>
<tr>
<td>6. Develop and implement evaluations of the CTE programs carried out with Perkins IV funds, including</td>
<td>✔️</td>
<td></td>
</tr>
</tbody>
</table>
### 7. Initiate, improve, expand and modernize quality CTE programs, including relevant technology. [§135(b)(7)]

- ✔
- 

### 8. Provide services and activities that are of sufficient size, scope and quality to be effective. [§135(b)(8)]

- ❌
- 

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

- ✔
- 

---

**FOR THOSE REQUIREMENT(S) LISTED ABOVE AS "UNMET:"
Describe specific activity(ies) intended to address 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:

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

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:** LAS POSITAS COLLEGE  
**Program Title:** Administration of Justice  
**Agreement No.:** 15-C01-007  
**TOP Code:** 210500

<table>
<thead>
<tr>
<th>Line No.</th>
<th>Acct. No.</th>
<th>Object of Expenditure</th>
<th>Direct Program Expenditure</th>
<th>Administrative Expenditure* (not to exceed 5% of total district expenditures)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1000</td>
<td>Instructional Salaries</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2</td>
<td>2000</td>
<td>Non-Inst. Salaries</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>3</td>
<td>3000</td>
<td>Employee Benefits</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>4</td>
<td>4000</td>
<td>Supplies &amp; Materials</td>
<td>5,000</td>
<td>250</td>
<td>5,250</td>
</tr>
<tr>
<td>5</td>
<td>5000</td>
<td>Other Operating Expenses &amp; Services</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>6</td>
<td>6000</td>
<td>Capital Outlay</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>7</td>
<td>7000</td>
<td>Other Outgo</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Total Expenditure</strong></td>
<td><strong>5,000</strong></td>
<td><strong>250</strong></td>
<td><strong>5,250</strong></td>
</tr>
</tbody>
</table>

*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 2015-2016 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
(2015-2016)

District/College: LAS POSITAS COLLEGE
Program Title: Fire Sciences

Agreement No.: 15-C01-007
TOP Code: 213300

Please review the College Aggregate form at: http://misweb.cccco.edu 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:

4 of the 34 are at or above the State negotiated level(s);
6 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: Celia Esposito-Noy

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.
College: LAS POSITAS COLLEGE  
Program Title: Fire Sciences  

**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 1 Technical Skills is below the state level - students need additional tutoring; Core 2 Completions is above the state level; Core 3 Transfer is below the state level - students need to be informed of Transfer opportunities. Core 4 Employment is above the state level. During the past academic year, it was noted by faculty that the fire science equipment is being damaged due to a lack of proper storage. During an advisory meeting, the committee brainstormed ideas leading to the need to procure a shelter for the apparatus. LPC does not have the data for the number of degrees and 35-40 to be granted for the 15/16 fiscal year.

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

To ensure preservation of the current $300,000 in Fire Sciences Equipment, a shelter (this product has a 20-year warranty which covers workmanship and material quality) will be procured estimated at $20,000. This investment is fully in line with an activity that is of sufficient size, scope and quality. Faculty will market the program to recruit students (including Special Populations/NonTraditional) through the local Fire Departments, the TriValley Educational Collaborative (High Schools & ROP), local community based organizations (e.g. Hispanic Chamber), the CalWorks program, the TriValley OneStop, and the Alameda County Workforce Investment Board.

>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.

<table>
<thead>
<tr>
<th>Requirements for Uses of Funds</th>
<th>MET</th>
<th>UNMET</th>
</tr>
</thead>
<tbody>
<tr>
<td>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)]</td>
<td>✔️</td>
<td>☐</td>
</tr>
<tr>
<td>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)]</td>
<td>✔️</td>
<td>☐</td>
</tr>
<tr>
<td>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)]</td>
<td>✔️</td>
<td>☐</td>
</tr>
<tr>
<td>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)]</td>
<td>✔️</td>
<td>☐</td>
</tr>
<tr>
<td>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)]</td>
<td>✔️</td>
<td>☐</td>
</tr>
</tbody>
</table>
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)]

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:

- [ ] Professional Dev. (including stipends)
- [ ] Instructional Equipment Purchase/Replacement
- [ ] Instructional Materials Purchase/Replacement (including software)
- [ ] Project Administration
- [ ] Facility rental/lease (off-campus location)
- [ ] Programs/Services for Special Populations
- [ ] Curriculum Development
- [ ] Consultants or Other Contracted Services
- [ ] Program Marketing and Outreach
- [ ] Other(specify)

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:** LAS POSITAS COLLEGE  
**Program Title:** Fire Sciences  
**Agreement No.:** 15-C01-007  
**TOP Code:** 213300

<table>
<thead>
<tr>
<th>Line No.</th>
<th>Acct. No.</th>
<th>Object of Expenditure</th>
<th>Direct Program Expenditure</th>
<th>Administrative Expenditure* (not to exceed 5% of total district expenditures)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1000</td>
<td>Instructional Salaries</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2</td>
<td>2000</td>
<td>Non-Inst. Salaries</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>3</td>
<td>3000</td>
<td>Employee Benefits</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>4</td>
<td>4000</td>
<td>Supplies &amp; Materials</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>5</td>
<td>5000</td>
<td>Other Operating Expenses &amp; Services</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>6</td>
<td>6000</td>
<td>Capital Outlay</td>
<td>20,000</td>
<td>1,000</td>
<td>21,000</td>
</tr>
<tr>
<td>7</td>
<td>7000</td>
<td>Other Outgo</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Total Expenditure</strong></td>
<td><strong>20,000</strong></td>
<td><strong>1,000</strong></td>
<td><strong>21,000</strong></td>
</tr>
</tbody>
</table>

*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 2015-2016 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 Application Program Information by TOP Code

College: LAS POSITAS COLLEGE
Program Title: (1) Secondary and Postsecondary Transition

Agreement No.: 15-C01-007
CTE Transitions Objective: (1) Secondary and Postsecondary Transition

1. Briefly summarize the planned activities associated with the selected objective. (Please limit the narrative to 4000 characters)
   CATEMA Implementation

2. Who will be responsible for overseeing the planned activities? (Please limit the narrative to 4000 characters)
   Vicki Shipman and Assigned CS Faculty.

3. What are the anticipated Measurable Performance Outcomes of these activities? (Please limit the narrative to 4000 characters)
   CATEMA System Implemented.
Complete the planned budget to fund the activities described in Section III.

District/College: LAS POSITAS COLLEGE
Agreement No.: 15-C01-007
Program Title: (1) Secondary and Postsecondary Transition
CTE Transitions Objective: (1) Secondary and Postsecondary Transition

<table>
<thead>
<tr>
<th>Line No.</th>
<th>Acct. No.</th>
<th>Object of Expenditure</th>
<th>Direct Program Expenditure</th>
<th>Administrative Expenditure* (not to exceed 5% of total district expenditures)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1000</td>
<td>Instructional Salaries</td>
<td>1,750</td>
<td>88</td>
<td>1,838</td>
</tr>
<tr>
<td>2</td>
<td>2000</td>
<td>Non-Inst. Salaries</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>3</td>
<td>3000</td>
<td>Employee Benefits</td>
<td>250</td>
<td>12</td>
<td>262</td>
</tr>
<tr>
<td>4</td>
<td>4000</td>
<td>Supplies &amp; Materials</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>5</td>
<td>5000</td>
<td>Other Operating Expenses &amp; Services</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>6</td>
<td>6000</td>
<td>Capital Outlay</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>7</td>
<td>7000</td>
<td>Other Outgo</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

*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 2015-2016 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 Application Program Information by TOP Code

College: LAS POSITAS COLLEGE
Program Title: (2) CCC CTE Student Success

Agreement No.: 15-C01-007
CTE Transitions Objective: (2) CCC CTE Student Success

1. Briefly summarize the planned activities associated with the selected objective. (Please limit the narrative to 4000 characters)
Joint professional development for HS, ROP and Community College faculty/staff for new legislation re CBE, Dual Enrollment, etc. (e.g. AB288). Facilitation of business meetings with HS, ROP and CC leadership.

2. Who will be responsible for overseeing the planned activities? (Please limit the narrative to 4000 characters)
Vicki Shipman

3. What are the anticipated Measurable Performance Outcomes of these activities? (Please limit the narrative to 4000 characters)
All faculty, staff and leadership educated with AB288 and MOU's developed.
**Application Budget Summary by TOP Code**

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

<table>
<thead>
<tr>
<th>Line No.</th>
<th>Acct. No.</th>
<th>Object of Expenditure</th>
<th>Direct Program Expenditure</th>
<th>Administrative Expenditure* (not to exceed 5% of total district expenditures)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1000</td>
<td>Instructional Salaries</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2</td>
<td>2000</td>
<td>Non-Inst. Salaries</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>3</td>
<td>3000</td>
<td>Employee Benefits</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>4</td>
<td>4000</td>
<td>Supplies &amp; Materials</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>5</td>
<td>5000</td>
<td>Other Operating Expenses &amp; Services</td>
<td>2,500</td>
<td>125</td>
<td>2,625</td>
</tr>
<tr>
<td>6</td>
<td>6000</td>
<td>Capital Outlay</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>7</td>
<td>7000</td>
<td>Other Outgo</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

*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 2015-2016 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 Application Program Information by TOP Code

College: LAS POSITAS COLLEGE
Program Title: (3) Student Transition to World of Work
Agreement No.: 15-C01-007
CTE Transitions Objective: (3) Student Transition to World of Work

1. Briefly summarize the planned activities associated with the selected objective. (Please limit the narrative to 4000 characters)

Increased advancement of work-based learning opportunities for students through the development of additional employer partnerships for internship placement, recruitment of professional speakers within CTE Coursework (e.g. Speaker Series), implementation of fairs and exhibits (Career, Employer, CTE Majors) on and off campus. Completion and institutionalization of a formal work-based learning system at LPC.

2. Who will be responsible for overseeing the planned activities? (Please limit the narrative to 4000 characters)

Vicki Shipman

3. What are the anticipated Measurable Performance Outcomes of these activities? (Please limit the narrative to 4000 characters)

Minimum 50 students active with Work-Based Learning opportunities; Improved Work-Based Learning Handbook; Additional employers (10+); Exhibits and/or fairs (minimum of 4).
Complete the planned budget to fund the activities described in Section III.

District/College: LAS POSITAS COLLEGE  
Program Title: (3) Student Transition to World of Work  
Agreement No.: 15-C01-007  
CTE Transitions Objective: (3) Student Transition to World of Work

<table>
<thead>
<tr>
<th>Line No.</th>
<th>Acct. No.</th>
<th>Object of Expenditure</th>
<th>Direct Program Expenditure</th>
<th>Administrative Expenditure* (not to exceed 5% of total district expenditures)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1000</td>
<td>Instructional Salaries</td>
<td>6,500</td>
<td>325</td>
<td>6,825</td>
</tr>
<tr>
<td>2</td>
<td>2000</td>
<td>Non-Inst. Salaries</td>
<td>21,000</td>
<td>1,050</td>
<td>22,050</td>
</tr>
<tr>
<td>3</td>
<td>3000</td>
<td>Employee Benefits</td>
<td>5,000</td>
<td>250</td>
<td>5,250</td>
</tr>
<tr>
<td>4</td>
<td>4000</td>
<td>Supplies &amp; Materials</td>
<td>1,200</td>
<td>60</td>
<td>1,260</td>
</tr>
<tr>
<td>5</td>
<td>5000</td>
<td>Other Operating Expenses &amp; Services</td>
<td>4,770</td>
<td>239</td>
<td>5,009</td>
</tr>
<tr>
<td>6</td>
<td>6000</td>
<td>Capital Outlay</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>7</td>
<td>7000</td>
<td>Other Outgo</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

*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 2015-2016 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  
(2015-2016)

District/College: CHABOT COLLEGE  
Agreement No.: 15-C01-007

Please review the College Aggregate form at: http://misweb.cccco.edu 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:

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

District Contact/Project Director: Celia Esposito-Noy
List of TOP Codes and Titles to be Funded
Including Across CTE Programs and CTE Transitions

District/College: CHABOT COLLEGE  
Agreement No.: 15-C01-007

<table>
<thead>
<tr>
<th>TOP Codes (*2-,4-, and 6-digit)</th>
<th>TOP Code Title</th>
<th>Program Title</th>
<th>Section IV: Budget Summary by TOP Code Direct</th>
<th>Section IV: Budget Summary by TOP Code **Admin</th>
<th>Section IV: Budget Summary by TOP Code Combined Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>0201.00-01</td>
<td>Architecture and Architectural Technology</td>
<td>Architectural Technology</td>
<td>$2,000</td>
<td>$0</td>
<td>$2,000</td>
</tr>
<tr>
<td>0501.00-01</td>
<td>Business and Commerce, General</td>
<td>Business</td>
<td>$19,192</td>
<td>$913</td>
<td>$20,105</td>
</tr>
<tr>
<td>0506.40-01</td>
<td>Small Business and Entrepreneurship</td>
<td>Entrepreneurship</td>
<td>$2,382</td>
<td>$113</td>
<td>$2,495</td>
</tr>
<tr>
<td>0511.00-01</td>
<td>Real Estate</td>
<td>Real Estate</td>
<td>$1,634</td>
<td>$77</td>
<td>$1,711</td>
</tr>
<tr>
<td>0514.00-01</td>
<td>Office Technology/Office Computer Applic</td>
<td>Computer Applications</td>
<td>$4,077</td>
<td>$194</td>
<td>$4,271</td>
</tr>
<tr>
<td>0604.00-01</td>
<td>Radio and Television</td>
<td>Mass Communications</td>
<td>$17,837</td>
<td>$847</td>
<td>$18,684</td>
</tr>
<tr>
<td>0934.00-01</td>
<td>Electronics and Electric Technology</td>
<td>Electronics Systems Technology</td>
<td>$13,985</td>
<td>$665</td>
<td>$14,650</td>
</tr>
<tr>
<td>0948.00-02</td>
<td>Automotive Technology</td>
<td>Automotive Technology</td>
<td>$99,036</td>
<td>$4,704</td>
<td>$103,740</td>
</tr>
<tr>
<td>0956.30-01</td>
<td>Machining and Machine Tools</td>
<td>Machine Tool Technology</td>
<td>$38,706</td>
<td>$1,839</td>
<td>$40,545</td>
</tr>
<tr>
<td>0956.50-01</td>
<td>Welding Technology</td>
<td>Welding Technology</td>
<td>$35,864</td>
<td>$1,703</td>
<td>$37,567</td>
</tr>
<tr>
<td>1030.00-01</td>
<td>Graphic Art and Design</td>
<td>Graphic Arts</td>
<td>$3,387</td>
<td>$161</td>
<td>$3,548</td>
</tr>
<tr>
<td>1208.00-01</td>
<td>Medical Assisting</td>
<td>Medical Assisting</td>
<td>$11,050</td>
<td>$525</td>
<td>$11,575</td>
</tr>
<tr>
<td>1230.10-01</td>
<td>Registered Nursing</td>
<td>Registered Nursing</td>
<td>$32,100</td>
<td>$1,525</td>
<td>$33,625</td>
</tr>
<tr>
<td>1240.20-01</td>
<td>Dental Hygienist</td>
<td>Dental Hygiene</td>
<td>$98,942</td>
<td>$4,700</td>
<td>$103,642</td>
</tr>
<tr>
<td>1305.00-01</td>
<td>Child Development/Early Care and Educati</td>
<td>Early Childhood Development Education</td>
<td>$25,557</td>
<td>$1,214</td>
<td>$26,771</td>
</tr>
<tr>
<td>2133.00-01</td>
<td>Fire Technology</td>
<td>Fire Technology</td>
<td>$43,461</td>
<td>$2,160</td>
<td>$45,621</td>
</tr>
<tr>
<td><strong>Total TOP Code Expenditures by College</strong></td>
<td></td>
<td></td>
<td><strong>$ 449,210</strong></td>
<td><strong>$ 21,340</strong></td>
<td><strong>$ 470,550</strong></td>
</tr>
</tbody>
</table>

*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.
<table>
<thead>
<tr>
<th>in Order of Entry</th>
<th>CTE Transitions Programs</th>
<th>Program Title / CTE Related Activity</th>
<th>CTE Transitions Section IV: Budget Summary Direct</th>
<th>CTE Transitions Section IV: Budget Summary **Admin</th>
<th>CTE Transitions Section IV: Budget Summary Combined Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>Across-01</td>
<td>Across CTE Programs</td>
<td>Access and Student Success</td>
<td>$ 20,164</td>
<td>$ 961</td>
<td>$ 21,125</td>
</tr>
<tr>
<td>Across-02</td>
<td>Across CTE Programs</td>
<td>Local Planning Team</td>
<td>$ 15,439</td>
<td>$ 731</td>
<td>$ 16,170</td>
</tr>
<tr>
<td>Across-03</td>
<td>Across CTE Programs</td>
<td>Secondary Linkage</td>
<td>$ 13,431</td>
<td>$ 641</td>
<td>$ 14,072</td>
</tr>
<tr>
<td>Across-04</td>
<td>Across CTE Programs</td>
<td>CTL</td>
<td>$ 27,793</td>
<td>$ 1,320</td>
<td>$ 29,113</td>
</tr>
<tr>
<td>Across-05</td>
<td>Across CTE Programs</td>
<td>Outreach</td>
<td>$ 4,953</td>
<td>$ 235</td>
<td>$ 5,188</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Total Across CTE Program Expenditures by College</strong></td>
<td>$ 81,780</td>
<td>$ 3,888</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Direct</th>
<th>Admin</th>
<th>Combined</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summary Total Budget by TOP Code and Across CTE Programs</td>
<td>$ 530,990</td>
<td>$ 25,228</td>
<td>$ 556,218</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CTE Transitions - Assigned in Order of Entry</th>
<th>CTE Transitions Programs</th>
<th>Program Title / CTE Related Activity</th>
<th>CTE Transitions Section IV: Budget Summary Direct</th>
<th>CTE Transitions Section IV: Budget Summary **Admin</th>
<th>CTE Transitions Section IV: Budget Summary Combined Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>CTE Trans 01-01</td>
<td>CTE Transitions</td>
<td>(1) Secondary and Postsecondary Transition</td>
<td>$ 20,637</td>
<td>$ 981</td>
<td>$ 21,618</td>
</tr>
<tr>
<td>CTE Trans 02-01</td>
<td>CTE Transitions</td>
<td>(2) CCC CTE Student Success</td>
<td>$ 17,292</td>
<td>$ 825</td>
<td>$ 18,117</td>
</tr>
<tr>
<td>CTE Trans 03-01</td>
<td>CTE Transitions</td>
<td>(3) Student Transition to World of Work</td>
<td>$ 5,140</td>
<td>$ 244</td>
<td>$ 5,384</td>
</tr>
<tr>
<td><strong>Total CTE Transitions Budget by College</strong></td>
<td>$ 43,069</td>
<td>$ 2,050</td>
<td>$ 45,119</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Total budget for all categories</th>
<th>Direct</th>
<th>Admin</th>
<th>Combined</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>$ 574,059</td>
<td>$ 27,278</td>
<td>$ 601,337</td>
</tr>
</tbody>
</table>
Local Application Program Information by TOP Code

College: CHABOT COLLEGE
Program Title: Access and Student Success

Agreement No.: 15-C01-007

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

Many students have large demands on their schedules and find that online courses are very valuable in providing opportunity to study, work, and engage in normal family activities; we need to improve access through additional online CTE courses. There is much state-wide activity in improving support for student success and Chabot College needs more opportunities for CTE tutoring and CTE cohort development.

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

Chabot will expand tutoring for CTE students, assist with CTE cohort (pathway) development, and expand CTE online opportunities. The different divisions that offer tutoring and support include ECD, summer programs and all applied technology programs. In addition, the business department utilizes tutors for transfer students due to the support needed in both academic and technical areas.

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.
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:

- ✔ Professional Dev. (including stipends)
- ✔ Instructional Materials Purchase/Replacement (including software)
- ✔ Instructional Equipment Purchase/Replacement
- ✔ Project Administration
- ✔ Facility rental/lease (off-campus location)
- ✔ Programs/Services for Special Populations
- ✔ Curriculum Development
- ✔ Consultants or Other Contracted Services
- ✔ Program Marketing and Outreach
- ✔ Other(specify)
Application Budget Summary Across CTE Programs

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

District/College: CHABOT COLLEGE  
Program Title: Access and Student Success

<table>
<thead>
<tr>
<th>Line No.</th>
<th>Acct. No.</th>
<th>Object of Expenditure</th>
<th>Direct Program Expenditure</th>
<th>Administrative Expenditure* (not to exceed 5% of total district expenditures)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1000</td>
<td>Instructional Salaries</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2</td>
<td>2000</td>
<td>Non-Inst. Salaries</td>
<td>16,405</td>
<td>782</td>
<td>17,187</td>
</tr>
<tr>
<td>3</td>
<td>3000</td>
<td>Employee Benefits</td>
<td>2,858</td>
<td>136</td>
<td>2,994</td>
</tr>
<tr>
<td>4</td>
<td>4000</td>
<td>Supplies &amp; Materials</td>
<td>901</td>
<td>43</td>
<td>944</td>
</tr>
<tr>
<td>5</td>
<td>5000</td>
<td>Other Operating Expenses &amp; Services</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>6</td>
<td>6000</td>
<td>Capital Outlay</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>7</td>
<td>7000</td>
<td>Other Outgo</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total Expenditure</td>
<td>20,164</td>
<td>961</td>
<td>21,125</td>
</tr>
</tbody>
</table>

*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 2015-2016 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 Application Program Information by TOP Code

College: CHABOT COLLEGE
Program Title: Local Planning Team

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

There are transitions within the Chabot faculty and administrative ranks as well as new expansions with the local business and industries within our community. There is a need to engage all our planning members in updated planning for Chabot CTE programs.

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

Chabot uses a multi-level planning process and new representatives will be encouraged to participate in meetings and deliberations. The focus will be on expanding and enhancing our CTE programs and outreach to special populations.

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 ttraining. [§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:

- ✔ Professional Dev. (including stipends)
- ❑ Instructional Equipment Purchase/Replacement
- ❑ Facility rental/lease (off-campus location)
- ❑ Curriculum Development
- ❑ Program Marketing and Outreach
- ❑ Instructional Materials Purchase/Replacement (including software)
- ❑ Project Administration
- ✔ Programs/Services for Special Populations
- ❑ Consultants or Other Contracted Services
- ❑ Other(specify)
Complete the planned budget to fund the activities described in Section III.

**District/College:** CHABOT COLLEGE  
**Agreement No.:** 15-C01-007  
**Program Title:** Local Planning Team

<table>
<thead>
<tr>
<th>Line No.</th>
<th>Acct. No.</th>
<th>Object of Expenditure</th>
<th>Direct Program Expenditure</th>
<th>Administrative Expenditure* (not to exceed 5% of total district expenditures)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1000</td>
<td>Instructional Salaries</td>
<td>9,266</td>
<td>440</td>
<td>9,706</td>
</tr>
<tr>
<td>2</td>
<td>2000</td>
<td>Non-Inst. Salaries</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>3</td>
<td>3000</td>
<td>Employee Benefits</td>
<td>1,573</td>
<td>75</td>
<td>1,648</td>
</tr>
<tr>
<td>4</td>
<td>4000</td>
<td>Supplies &amp; Materials</td>
<td>4,600</td>
<td>216</td>
<td>4,816</td>
</tr>
<tr>
<td>5</td>
<td>5000</td>
<td>Other Operating Expenses &amp; Services</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>6</td>
<td>6000</td>
<td>Capital Outlay</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>7</td>
<td>7000</td>
<td>Other Outgo</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Total Expenditure</strong></td>
<td><strong>15,439</strong></td>
<td><strong>731</strong></td>
<td><strong>16,170</strong></td>
</tr>
</tbody>
</table>

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

**Note:** Final Report of expenditures for 2015-2016 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: CHABOT COLLEGE
Program Title: Secondary Linkage
Agreement No.: 15-C01-007

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

Secondary linkage needs enhanced articulation agreements, increased seamless transition (enrollment) of students, and improved information concerning opportunities at the post-secondary level.

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

1. More direct meetings between segment faculty and combined informational meetings with counselors and support staff. 2. Expansion of concurrent enrollments, access to college level courses, and direct information to CTE students (and parents) concerning the value of linked programs (secondary with post-secondary) 3. Field special intersession and summer programs.

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 that TOP Code program(s) funded.

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

- Professional Dev. (including stipends)
- Instructional Materials Purchase/Replacement (including software)
- Instructional EquipmentPurchase/Replacement
- Project Administration
- Facility rental/lease (off-campus location)
- Programs/Services for Special Populations
- Curriculum Development
- Consultants or Other Contracted Services
- Program Marketing and Outreach
- Other(specify)
Complete the planned budget to fund the activities described in Section III.

District/College: CHABOT COLLEGE  
Program Title: Secondary Linkage

<table>
<thead>
<tr>
<th>Line No.</th>
<th>Acct. No.</th>
<th>Object of Expenditure</th>
<th>Direct Program Expenditure</th>
<th>Administrative Expenditure*</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1000</td>
<td>Instructional Salaries</td>
<td></td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2</td>
<td>2000</td>
<td>Non-Inst. Salaries</td>
<td>12,245</td>
<td>585</td>
<td>12,830</td>
</tr>
<tr>
<td>3</td>
<td>3000</td>
<td>Employee Benefits</td>
<td></td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>4</td>
<td>4000</td>
<td>Supplies &amp; Materials</td>
<td>1,186</td>
<td>56</td>
<td>1,242</td>
</tr>
<tr>
<td>5</td>
<td>5000</td>
<td>Other Operating Expenses &amp; Services</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>6</td>
<td>6000</td>
<td>Capital Outlay</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>7</td>
<td>7000</td>
<td>Other Outgo</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Total Expenditure</strong></td>
<td>13,431</td>
<td>641</td>
<td>14,072</td>
</tr>
</tbody>
</table>

*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 2015-2016 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 Application Program Information by TOP Code

College: CHABOT COLLEGE  
Program Title: CTL  
Agreement No.: 15-C01-007

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

CTE classes have a variety of educational levels in each of the classes including developmentally disabled, transfer students and certificate students. The Center for Teaching and Learning (CTL) provides support for students to be successful in CTE as well as core curriculum to meet degree requirements. Student assistants in these classes assist with the delivery of the curriculum, both inside and outside of the classroom to extend the learning opportunities for students.

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

Student assistants will be utilized in a minimum of 15 different CTE courses to assist students to master the skills. The focus CTE courses will be in Electronics and Computer Application Systems, because they have the highest need for both academic and technical skill attainment. The maximum amount per student will be 50 hours per semester at a rate of $10 per hour.

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)]
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:

- ☑ Professional Dev. (including stipends)
- ☐ Instructional Materials Purchase/Replacement (including software)
- ☐ Instructional Equipment Purchase/Replacement
- ☐ Project Administration
- ☐ Facility rental/lease (off-campus location)
- ☑ Programs/Services for Special Populations
- ☐ Curriculum Development
- ☐ Consultants or Other Contracted Services
- ☐ Program Marketing and Outreach
- ☐ Other(specify)
Complete the planned budget to fund the activities described in Section III.

### Application Budget Summary Across CTE Programs

District/College: CHABOT COLLEGE  
Program Title: CTL  
Agreement No.: 15-C01-007

<table>
<thead>
<tr>
<th>Line No.</th>
<th>Acct. No.</th>
<th>Object of Expenditure</th>
<th>Direct Program Expenditure</th>
<th>Administrative Expenditure* (not to exceed 5% of total district expenditures)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1000</td>
<td>Instructional Salaries</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2</td>
<td>2000</td>
<td>Non-Inst. Salaries</td>
<td>26,008</td>
<td>1,235</td>
<td>27,243</td>
</tr>
<tr>
<td>3</td>
<td>3000</td>
<td>Employee Benefits</td>
<td>1,785</td>
<td>85</td>
<td>1,870</td>
</tr>
<tr>
<td>4</td>
<td>4000</td>
<td>Supplies &amp; Materials</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>5</td>
<td>5000</td>
<td>Other Operating Expenses &amp; Services</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>6</td>
<td>6000</td>
<td>Capital Outlay</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>7</td>
<td>7000</td>
<td>Other Outgo</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>27,793</strong></td>
<td><strong>27,793</strong></td>
<td><strong>1,320</strong></td>
<td><strong>29,113</strong></td>
<td></td>
</tr>
</tbody>
</table>

*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 2015-2016 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: CHABOT COLLEGE  
Program Title: Outreach  
Agreement No.: 15-C01-007  

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

Since several of the CTE departments are spread across different divisions, it takes coordination to implement a consistent and targeted marketing approach for outreach.

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

The different departments will have time to work together to create an efficient system to outreach to high schools and local businesses. We have just adopted a Master Instructional Agreement with our local ROP for dual enrollment for Auto and Welding. Since this is a pilot program, it will require coordination between all departments such as admission and records, counseling as well as the K-12 district. We anticipate expanding these offerings for the 2016-7 academic year.

**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 that TOP Code program(s) funded.

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

- [✓] Professional Dev. (including stipends)
- [✓] Instructional Materials Purchase/Replacement (including software)
- [ ] Instructional Equipment Purchase/Replacement
- [ ] Project Administration
- [ ] Facility rental/lease (off-campus location)
- [ ] Programs/Services for Special Populations
- [ ] Curriculum Development
- [ ] Consultants or Other Contracted Services
- [ ] Program Marketing and Outreach
- [ ] Other(specify)
# Application Budget Summary Across CTE Programs

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

## District/College: CHABOT COLLEGE  
Program Title: Outreach  
Agreement No.: 15-C01-007

<table>
<thead>
<tr>
<th>Line No.</th>
<th>Acct. No.</th>
<th>Object of Expenditure</th>
<th>Direct Program Expenditure</th>
<th>Administrative Expenditure* (not to exceed 5% of total district expenditures)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1000</td>
<td>Instructional Salaries</td>
<td>3,810</td>
<td>181</td>
<td>3,991</td>
</tr>
<tr>
<td>2</td>
<td>2000</td>
<td>Non-Inst. Salaries</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>3</td>
<td>3000</td>
<td>Employee Benefits</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>4</td>
<td>4000</td>
<td>Supplies &amp; Materials</td>
<td>1,143</td>
<td>54</td>
<td>1,197</td>
</tr>
<tr>
<td>5</td>
<td>5000</td>
<td>Other Operating Expenses &amp; Services</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>6</td>
<td>6000</td>
<td>Capital Outlay</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>7</td>
<td>7000</td>
<td>Other Outgo</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total Expenditure</td>
<td><strong>4,953</strong></td>
<td><strong>235</strong></td>
<td><strong>5,188</strong></td>
</tr>
</tbody>
</table>

*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 2015-2016 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)**
District/College: CHABOT COLLEGE  
Agreement No.: 15-C01-007
Program Title: Architectural Technology  
TOP Code: 020100

Please review the College Aggregate form at: [http://misweb.cccco.edu](http://misweb.cccco.edu) 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:

- 8 of the 34 are at or above the State negotiated level(s);
- 3 of the 34 are below the State negotiated level(s);
- 23 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: Celia Esposito-Noy

**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: CHABOT COLLEGE  
Program Title: Architectural Technology  
TOP Code: 020100

**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.)**

This is a relatively new CTE program at Chabot and the lab needs software enhancements to offer students the ability to develop skill sets that will make them competitive in the job market. Since it is a new program the core indicators are low for non-traditional programs. In architecture program, it is very technical but also very creative. Curriculum was developed as guidelines to help student success. Students work very hard to build up fundamental skills. This is only way to move to more advanced classes. Students who build up strong foundations will be able to be more successful in advanced design studios. Overall, students are more than 85% passing classes in any genders and ethnicity. By reading the data, the successful rates are not much different in between distance education (online classes) vs. face-to-face courses.

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

By continuing to upgrade the software in the lab will attract more students to participate and reaching the target levels. Whenever possible, the instructor participates in college wide activities to recruit new students including non-traditional. Another support service for students is a student club which offers outside activities including field trips to local businesses and transfer colleges. A standalone website is available to outline activities and course offerings. It provides an internship class that is great bridge for students to work with professional A/E/C firms for a couple of hours a week and gain some hands-on experiences.

---

### Above 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.

<table>
<thead>
<tr>
<th>Requirements for Uses of Funds</th>
<th>MET</th>
<th>UNMET</th>
</tr>
</thead>
<tbody>
<tr>
<td>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)]</td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>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)]</td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>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)]</td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>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)]</td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td>✔</td>
<td></td>
</tr>
</tbody>
</table>
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:

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

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:** CHABOT COLLEGE  
**Program Title:** Architectural Technology  
**Agreement No.:** 15-C01-007  
**TOP Code:** 020100

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

*Total Expenditure: 2,000

*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 2015-2016 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)
District/College: CHABOT COLLEGE
Agreement No.: 15-C01-007
Program Title: Business
TOP Code: 050100

Please review the College Aggregate form at: http://misweb.cccco.edu 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);
- 9 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: Celia Esposito-Noy

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: CHABOT COLLEGE
Program Title: Business
TOP Code: 050100

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.)

Completion levels are high for the CTE cohort, as well as non-traditional students completing a large number of certificates. Transfer rates are lower. Core indicator 1 is low due to small numbers and challenges with distance education.

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

Business has been a strong program for Chabot College and we were able to add a full-time faculty member for 2015-16. The team will continue professional development for distance education and advancements in technology, as well as funds will support student learning organizations for more skill attainment and market the availability of both certificates and transfer degrees through college wide and division materials and activities. Most of the current CTE marketing materials focus on our laboratory based programs, so we will create specialized materials specific to Business/Entrepreneurship. The target market will be special populations with emphasis on "soft skill" attainment such as interviewing skills. The instructional materials to be updated include software for accounting. The courses include for accounting, marketing, management and business management for degrees and certificates in accounting, bookkeeping, health care management, marketing, retail and small business.

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.

<table>
<thead>
<tr>
<th>Requirements for Uses of Funds</th>
<th>MET</th>
<th>UNMET</th>
</tr>
</thead>
<tbody>
<tr>
<td>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)]</td>
<td>✔</td>
<td>☐</td>
</tr>
<tr>
<td>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)]</td>
<td>✔</td>
<td>☐</td>
</tr>
<tr>
<td>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)]</td>
<td>✔</td>
<td>☐</td>
</tr>
<tr>
<td>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)]</td>
<td>✔</td>
<td>☐</td>
</tr>
<tr>
<td>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)]</td>
<td>✔</td>
<td>☐</td>
</tr>
<tr>
<td>6. Develop and implement evaluations of the CTE programs carried out with Perkins IV funds, including</td>
<td>✔</td>
<td>☐</td>
</tr>
</tbody>
</table>
7. Initiate, improve, expand and modernize quality CTE programs, including relevant technology. [§135(b)(7)]

8. Provide services and activities that are of sufficient size, scope and quality to be effective. [§135(b)(8)]

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

FOR THOSE REQUIREMENT(S) LISTED ABOVE AS "UNMET:
Describe specific activity(ies) intended to address 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...
15. 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)(15)]

16. Supporting training and activities (such as mentoring and outreach) in nontraditional fields. [§135(c)(17)]

17. Providing support for training programs in automotive technologies. [§135(c)(18)]

18. Pooling a portion of such funds with a portion of funds available to other recipients for innovative initiatives. [§135(c)(19)]

19. 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:

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

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: CHABOT COLLEGE  
Program Title: Business  
Agreement No.: 15-C01-007  
TOP Code: 050100

<table>
<thead>
<tr>
<th>Line No.</th>
<th>Acct. No.</th>
<th>Object of Expenditure</th>
<th>Direct Program Expenditure</th>
<th>Administrative Expenditure* (not to exceed 5% of total district expenditures)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1000</td>
<td>Instructional Salaries</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2</td>
<td>2000</td>
<td>Non-Inst. Salaries</td>
<td>5,000</td>
<td>238</td>
<td>5,238</td>
</tr>
<tr>
<td>3</td>
<td>3000</td>
<td>Employee Benefits</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>4</td>
<td>4000</td>
<td>Supplies &amp; Materials</td>
<td>9,906</td>
<td>471</td>
<td>10,377</td>
</tr>
<tr>
<td>5</td>
<td>5000</td>
<td>Other Operating Expenses &amp; Services</td>
<td>4,286</td>
<td>204</td>
<td>4,490</td>
</tr>
<tr>
<td>6</td>
<td>6000</td>
<td>Capital Outlay</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>7</td>
<td>7000</td>
<td>Other Outgo</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Total Expenditure</strong></td>
<td><strong>19,192</strong></td>
<td><strong>913</strong></td>
<td><strong>20,105</strong></td>
</tr>
</tbody>
</table>

*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 2015-2016 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)
California Community Colleges
Career Education Practices Unit
Rev. 4-15-14
FORM: Sec I-F

FY 2015-2016
Carl D. Perkins Career and
Technical Education Act of 2006

College Aggregate Core Indicator Information by TOP
(2015-2016)

District/College: CHABOT COLLEGE
Program Title: Entrepreneurship
Agreement No.: 15-C01-007
TOP Code: 050640

Please review the College Aggregate form at: http://misweb.cccco.edu 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: Celia Esposito-Noy

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: CHABOT COLLEGE  
Agreement No.: 15-C01-007  
Program Title: Entrepreneurship  
TOP Code: 050640

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.)

No data to report due to new program.

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

This is a relatively new program and students are now starting to select it as as major/certificate. By adding a full time faculty member for 15-16 will increase the exposure of the program and recruit more students. The funds will be utilized to market the program to special populations, as well as high school students for dual/concurrent enrollment beyond the regular school day. We piloted a 1 unit class with a feeder high school this year and plan to expand to other schools. In addition, we started a Pitch competition which requires support since it is outside of instructional time.

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.

<table>
<thead>
<tr>
<th>Requirements for Uses of Funds</th>
<th>MET</th>
<th>UNMET</th>
</tr>
</thead>
<tbody>
<tr>
<td>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)]</td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>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)]</td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>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)]</td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>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)]</td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>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)]</td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>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)]</td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>7. Initiate, improve, expand and modernize quality CTE programs, including relevant technology. [§135(b)(7)]</td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>8. Provide services and activities that are of sufficient size, scope and quality to be effective. [§135(b)(8)]</td>
<td>✔</td>
<td></td>
</tr>
</tbody>
</table>
9. Provide activities to prepare special populations, including single parents and displaced homemakers enrolled in CTE programs, for high-skill, high-wage or high-demand occupations that will lead to self-sufficiency. [§135(b)(9)]

FOR THOSE REQUIREMENT(S) LISTED ABOVE AS "UNMET:
Describe specific activity(ies) intended to address 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:

- [ ] Professional Dev. (including stipends)
- [ ] Instructional Materials Purchase/Replacement (including software)
- [ ] Instructional Equipment Purchase/Replacement
- [ ] Project Administration
- [ ] Facility rental/lease (off-campus location)
- [ ] Programs/Services for Special Populations
- [ ] Curriculum Development
- [ ] Consultants or Other Contracted Services
- [ ] Program Marketing and Outreach
- [ ] Other(specify)

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:** CHABOT COLLEGE  
**Program Title:** Entrepreneurship  
**Agreement No.:** 15-C01-007  
**TOP Code:** 050640

<table>
<thead>
<tr>
<th>Line No.</th>
<th>Acct. No.</th>
<th>Object of Expenditure</th>
<th>Direct Program Expenditure</th>
<th>Administrative Expenditure* (not to exceed 5% of total district expenditures)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1000</td>
<td>Instructional Salaries</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2</td>
<td>2000</td>
<td>Non-Inst. Salaries</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>3</td>
<td>3000</td>
<td>Employee Benefits</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>4</td>
<td>4000</td>
<td>Supplies &amp; Materials</td>
<td>2,382</td>
<td>113</td>
<td>2,495</td>
</tr>
<tr>
<td>5</td>
<td>5000</td>
<td>Other Operating Expenses &amp; Services</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>6</td>
<td>6000</td>
<td>Capital Outlay</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>7</td>
<td>7000</td>
<td>Other Outgo</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total Expenditure</td>
<td>2,382</td>
<td>113</td>
<td>2,495</td>
</tr>
</tbody>
</table>

*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 2015-2016 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)
District/College: CHABOT COLLEGE   Agreement No.: 15-C01-007
Program Title: Real Estate   TOP Code: 051100

Please review the College Aggregate form at: http://misweb.cccco.edu 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:

4 of the 34 are at or above the State negotiated level(s);
6 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: Celia Esposito-Noy

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: CHABOT COLLEGE  
Program Title: Real Estate  
Agreement No.: 15-C01-007  
TOP Code: 051100

**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 real estate market has had a detrimental effect on enrollment and completion for a real estate educational program. Chabot has continued to have high starting enrollment, but many students do not finish because of the market for agents.

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

The program will continue to update marketing pieces and refine curriculum to attract and retain students. In addition, a crucial component of the program which is beyond standard instructional materials is access to MLS, a real estate market tool. It requires a subscription renewal each year. 90% of real estate classes are offered online which requires instructors to stay current in distance education.

<table>
<thead>
<tr>
<th>Requirements for Uses of Funds</th>
<th>MET</th>
<th>UNMET</th>
</tr>
</thead>
<tbody>
<tr>
<td>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)]</td>
<td>✔️</td>
<td></td>
</tr>
<tr>
<td>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)]</td>
<td>✔️</td>
<td></td>
</tr>
<tr>
<td>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)]</td>
<td>✔️</td>
<td></td>
</tr>
<tr>
<td>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)]</td>
<td>✔️</td>
<td></td>
</tr>
<tr>
<td>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)]</td>
<td>✔️</td>
<td></td>
</tr>
<tr>
<td>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)]</td>
<td>✔️</td>
<td></td>
</tr>
<tr>
<td>7. Initiate, improve, expand and modernize quality CTE programs, including relevant technology. [§135(b)(7)]</td>
<td>✔️</td>
<td></td>
</tr>
<tr>
<td>8. Provide services and activities that are of sufficient size, scope and quality to be effective. [§135(b)(8)]</td>
<td>✔️</td>
<td></td>
</tr>
</tbody>
</table>
9. Provide activities to prepare special populations, including single parents and displaced homemakers enrolled in CTE programs, for high-skill, high-wage or high-demand occupations that will lead to self-sufficiency. [§135(b)(9)]

FOR THOSE REQUIREMENT(S) LISTED ABOVE AS "UNMET: Describe specific activity(ies) intended to address 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:

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

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: CHABOT COLLEGE  
Program Title: Real Estate  
Agreement No.: 15-C01-007  
TOP Code: 051100

<table>
<thead>
<tr>
<th>Line No.</th>
<th>Acct. No.</th>
<th>Object of Expenditure</th>
<th>Direct Program Expenditure</th>
<th>Administrative Expenditure* (not to exceed 5% of total district expenditures)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1000</td>
<td>Instructional Salaries</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2</td>
<td>2000</td>
<td>Non-Inst. Salaries</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>3</td>
<td>3000</td>
<td>Employee Benefits</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>4</td>
<td>4000</td>
<td>Supplies &amp; Materials</td>
<td>300</td>
<td>14</td>
<td>314</td>
</tr>
<tr>
<td>5</td>
<td>5000</td>
<td>Other Operating Expenses &amp; Services</td>
<td>1,334</td>
<td>63</td>
<td>1,397</td>
</tr>
<tr>
<td>6</td>
<td>6000</td>
<td>Capital Outlay</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>7</td>
<td>7000</td>
<td>Other Outgo</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total Expenditure</td>
<td>1,634</td>
<td>77</td>
<td>1,711</td>
</tr>
</tbody>
</table>

*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 2015-2016 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)
District/College: CHABOT COLLEGE
Program Title: Computer Applications
Agreement No.: 15-C01-007
TOP Code: 051400

Please review the College Aggregate form at: http://misweb.cccco.edu 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:

8 of the 34 are at or above the State negotiated level(s);
2 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: Celia Esposito-Noy

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: CHABOT COLLEGE
Program Title: Computer Applications
Agreement No.: 15-C01-007
TOP Code: 051400

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 1 and 2 indicate a high percentage of student skill attainment and completion in the current programs. The field is still dominated by traditional enrollment. The drop in participation over the last year can be attributed and linked to the rise in the economy and job growth over the past few years. Most of the “Nontraditional” students in the CAS program come back to school for job retraining and skill updating in computer software. As employment has become more available students have come to Chabot and taken only one or two courses as opposed to finishing a certificate of proficiency as they have done in the past.

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

Faculty with input from industry, will continue to design and implement new curriculum to meet the changing needs, as well as market to non-traditional students. The Computer Applications Systems (CAS) department has reached out to the PACE program to see how CAS courses can be incorporated. The program for working adults has a high visibility with “Nontraditional Students” and can be a vehicle for better marketing and student recruitment into the CAS 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.

<table>
<thead>
<tr>
<th>Requirements for Uses of Funds</th>
<th>MET</th>
<th>UNMET</th>
</tr>
</thead>
<tbody>
<tr>
<td>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)]</td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>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)]</td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>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)]</td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>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)]</td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>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)]</td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>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)]</td>
<td>✔</td>
<td></td>
</tr>
</tbody>
</table>
7. Initiate, improve, expand and modernize quality CTE programs, including relevant technology. [§135(b)(7)]

8. Provide services and activities that are of sufficient size, scope and quality to be effective. [§135(b)(8)]

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

FOR THOSE REQUIREMENT(S) LISTED ABOVE AS "UNMET:
Describe specific activity(ies) intended to address the unmet requirement(s) (Limited to 2,000 characters, or approximately ¼ 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:

- [ ] Professional Dev. (including stipends)
- [ ] Instructional Materials Purchase/Replacement (including software)
- [ ] Instructional Equipment Purchase/Replacement
- [ ] Project Administration
- [ ] Facility rental/lease (off-campus location)
- [ ] Programs/Services for Special Populations
- [ ] Curriculum Development
- [ ] Consultants or Other Contracted Services
- [ ] Program Marketing and Outreach
- [ ] Other(specify)

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:** CHABOT COLLEGE  
**Agreement No.:** 15-C01-007  
**Program Title:** Computer Applications  
**TOP Code:** 051400

<table>
<thead>
<tr>
<th>Line No.</th>
<th>Acct. No.</th>
<th>Object of Expenditure</th>
<th>Direct Program Expenditure</th>
<th>Administrative Expenditure* (not to exceed 5% of total district expenditures)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1000</td>
<td>Instructional Salaries</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2</td>
<td>2000</td>
<td>Non-Inst. Salaries</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>3</td>
<td>3000</td>
<td>Employee Benefits</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>4</td>
<td>4000</td>
<td>Supplies &amp; Materials</td>
<td>1,410</td>
<td>67</td>
<td>1,477</td>
</tr>
<tr>
<td>5</td>
<td>5000</td>
<td>Other Operating Expenses &amp; Services</td>
<td>2,667</td>
<td>127</td>
<td>2,794</td>
</tr>
<tr>
<td>6</td>
<td>6000</td>
<td>Capital Outlay</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>7</td>
<td>7000</td>
<td>Other Outgo</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Total Expenditure</strong></td>
<td><strong>4,077</strong></td>
<td><strong>194</strong></td>
<td><strong>4,271</strong></td>
</tr>
</tbody>
</table>

*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 2015-2016 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)
District/College: CHABOT COLLEGE  Agreement No.: 15-C01-007
Program Title: Mass Communications  TOP Code: 060400

Please review the College Aggregate form at: http://misweb.cccco.edu 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);
1 of the 34 are below the State negotiated level(s);
23 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: Celia Esposito-Noy

**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: CHABOT COLLEGE  
Program Title: Mass Communications  
TOP Code: 060400

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.)

Skill attainment is very high for a large cohort of students. Only a few number of students are employed in the field.

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

The field of Mass Communications is evolving to utilize new technologies and to meet the needs of different end users (consumers of television, radio, news). Equipment needs for these areas include cameras, printers, computers, recording equipment with the relevant software for producing television, radio, and news. Funds will be used to purchase two new cameras and software to manipulate the raw film ($1167). The curriculum will need to be revised and updated. The discipline also needs professional experts and coaches to lead this process and to engage with students. Professional experts will also be used to broaden the knowledge base of the instructors and students and make connections with the industry. One area that has been a work in progress and still being developed is building of awareness of different areas of the Mass Communications program among the local high school environments. Continued efforts of conducting outreach to local high schools and/or middle schools that provide students with exposure to the media industries is a way to continue growing the program here at Chabot College.

---

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.

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

8. Provide services and activities that are of sufficient size, scope and quality to be effective. [§135(b)(8)]

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

FOR THOSE REQUIREMENT(S) LISTED ABOVE AS "UNMET:
Describe specific activity(ies) intended to address 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:

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

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: CHABOT COLLEGE
Program Title: Mass Communications
Agreement No.: 15-C01-007
TOP Code: 060400

<table>
<thead>
<tr>
<th>Line No.</th>
<th>Acct. No.</th>
<th>Object of Expenditure</th>
<th>Direct Program Expenditure</th>
<th>Administrative Expenditure* (not to exceed 5% of total district expenditures)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1000</td>
<td>Instructional Salaries</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2</td>
<td>2000</td>
<td>Non-Inst. Salaries</td>
<td>14,669</td>
<td>697</td>
<td>15,366</td>
</tr>
<tr>
<td>3</td>
<td>3000</td>
<td>Employee Benefits</td>
<td>2,001</td>
<td>95</td>
<td>2,096</td>
</tr>
<tr>
<td>4</td>
<td>4000</td>
<td>Supplies &amp; Materials</td>
<td>1,167</td>
<td>55</td>
<td>1,222</td>
</tr>
<tr>
<td>5</td>
<td>5000</td>
<td>Other Operating Expenses &amp; Services</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>6</td>
<td>6000</td>
<td>Capital Outlay</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>7</td>
<td>7000</td>
<td>Other Outgo</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Total Expenditure</strong></td>
<td><strong>17,837</strong></td>
<td><strong>847</strong></td>
<td><strong>18,684</strong></td>
</tr>
</tbody>
</table>

*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 2015-2016 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
(2015-2016)

District/College: CHABOT COLLEGE
Program Title: Electronics Systems Technology
Agreement No.: 15-C01-007
TOP Code: 093400

Please review the College Aggregate form at: http://misweb.cccco.edu 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:

4 of the 34 are at or above the State negotiated level(s);
6 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: Celia Esposito-Noy

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: CHABOT COLLEGE
Program Title: Electronics Systems Technology
Agreement No.: 15-C01-007
TOP Code: 093400

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 indicator 1 documents 100% of enrollees have skills attainment. Many are employed before the program is completed, which reduces the level for completion. Non-traditional fields are low based on the subject and number represented.

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

Non-traditional enrollment will be addressed through marketing and outreach college wide for more participation in CTE fields. Employers will be encouraged to allow release time for employees to finish the coursework.

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. 

<table>
<thead>
<tr>
<th>Requirements for Uses of Funds</th>
<th>MET</th>
<th>UNMET</th>
</tr>
</thead>
<tbody>
<tr>
<td>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)]</td>
<td>☒</td>
<td>☐</td>
</tr>
<tr>
<td>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)]</td>
<td>☒</td>
<td>☐</td>
</tr>
<tr>
<td>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)]</td>
<td>☒</td>
<td>☐</td>
</tr>
<tr>
<td>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)]</td>
<td>☒</td>
<td>☐</td>
</tr>
<tr>
<td>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)]</td>
<td>☒</td>
<td>☐</td>
</tr>
<tr>
<td>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)]</td>
<td>☒</td>
<td>☐</td>
</tr>
<tr>
<td>7. Initiate, improve, expand and modernize quality CTE programs, including relevant technology. [§135(b)(7)]</td>
<td>☒</td>
<td>☐</td>
</tr>
<tr>
<td>8. Provide services and activities that are of sufficient size, scope and quality to be effective. [§135(b)(8)]</td>
<td>☒</td>
<td>☐</td>
</tr>
<tr>
<td>9. Provide activities to prepare special populations, including single parents and displaced homemakers</td>
<td>☒</td>
<td>☐</td>
</tr>
</tbody>
</table>
enrolled in CTE programs, for high-skill, high-wage or high-demand occupations that will lead to self-sufficiency. [§135(b)(9)]

FOR THOSE REQUIREMENT(S) LISTED ABOVE AS "UNMET:
Describe specific activity(ies) intended to address 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:

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

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: CHABOT COLLEGE  
Program Title: Electronics Systems Technology  
Agreement No.: 15-C01-007  
TOP Code: 093400

<table>
<thead>
<tr>
<th>Line No.</th>
<th>Acct. No.</th>
<th>Object of Expenditure</th>
<th>Direct Program Expenditure</th>
<th>Administrative Expenditure* (not to exceed 5% of total district expenditures)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1000</td>
<td>Instructional Salaries</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2</td>
<td>2000</td>
<td>Non-Inst. Salaries</td>
<td>4,430</td>
<td>210</td>
<td>4,640</td>
</tr>
<tr>
<td>3</td>
<td>3000</td>
<td>Employee Benefits</td>
<td>119</td>
<td>6</td>
<td>125</td>
</tr>
<tr>
<td>4</td>
<td>4000</td>
<td>Supplies &amp; Materials</td>
<td>5,572</td>
<td>265</td>
<td>5,837</td>
</tr>
<tr>
<td>5</td>
<td>5000</td>
<td>Other Operating Expenses &amp; Services</td>
<td>3,864</td>
<td>184</td>
<td>4,048</td>
</tr>
<tr>
<td>6</td>
<td>6000</td>
<td>Capital Outlay</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>7</td>
<td>7000</td>
<td>Other Outgo</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total Expenditure</td>
<td>13,985</td>
<td>665</td>
<td>14,650</td>
</tr>
</tbody>
</table>

*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 2015-2016 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)
District/College: CHABOT COLLEGE  Agreement No.: 15-C01-007
Program Title: Automotive Technology  TOP Code: 094800

Please review the College Aggregate form at: http://misweb.cccco.edu 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:

4 of the 34 are at or above the State negotiated level(s);
14 of the 34 are below the State negotiated level(s);
16 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: Celia Esposito-Noy

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: CHABOT COLLEGE Agreement No.: 15-C01-007
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.)

Many students go to work in the industry before they are able to complete the program which accounts for low numbers in Core Indicator 2. Many students complete classes but do not translate that to a degree or certificate. To remain relevant with industry and to meet National Automotive Technicians Educational Foundation (NATEF) Accreditation requirements, acquisition and maintenance of industry relevant tools, equipment, technology, instructional materials, and instructional aides is necessary to properly prepare students for employment.

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

The issues will be addressed by providing information to students on the process for degree/certificate attainment and encouraging enrollment. In addition, special populations will be recruited through campus wide events and activities. Applicable tools, equipment, and technology identified by NATEF and industry advisory committee will be acquired as necessary to support student learning outcomes including conferences based on specific make of auto such as Toyota ($10,000) Maintenance of existing tools and equipment will be performed to ensure availability for instruction (23, 145). New tools will be purchased to keep current in industry standards including for the specialized BMW training program. Materials necessary for instruction (i.e. consumables, parts, etc) will be purchased as needed. Student assistants will be identified and acquired to enhance the learning opportunities for students at the cost of $10 per hour. Instructors will attend ongoing update training to remain current with industry trends. The development of a student organization will motivate students through increased opportunities with industry engagement, student peer building, and skills attainment workshops. 4000: Students complete various laboratory tasks that require the use of automotive related chemicals, fluids, and hardware used on our instructional fleet. Example are: Chemicals (Brake Clean, Carburetor cleaner, battery cleaner), Fluids (Engine oil, transmission, brake, differential, coolant, refrigerant), Hardware (Nuts, bolts, thread repair, wire). Our programmatic accreditation (NATEF) requires that we maintain relevancy with industry in regards to specific tasks that students must complete during the program ($19,702). Small equipment purchases:Lifts, hoists, jacks, dynamometer, AC service equipment, diagnostic equipment, tire and wheel service. ($23,271). In addition, we plan to purchase an electronic service system (AllData $7348).

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.

<table>
<thead>
<tr>
<th>Requirements for Uses of Funds</th>
<th>MET</th>
<th>UNMET</th>
</tr>
</thead>
<tbody>
<tr>
<td>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)]</td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>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)]</td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>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)]</td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td>✔</td>
<td></td>
</tr>
</tbody>
</table>
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)]

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:

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

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.

<table>
<thead>
<tr>
<th>Line No.</th>
<th>Acct. No.</th>
<th>Object of Expenditure</th>
<th>Direct Program Expenditure</th>
<th>Total Program Expenditure</th>
<th>Administrative Expenditure*</th>
<th>Total Administrative Expenditure</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1000</td>
<td>Instructional Salaries</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2</td>
<td>2000</td>
<td>Non-Inst. Salaries</td>
<td>6,191</td>
<td>294</td>
<td>6,485</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>3000</td>
<td>Employee Benefits</td>
<td>262</td>
<td>12</td>
<td>274</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>4000</td>
<td>Supplies &amp; Materials</td>
<td>42,973</td>
<td>2,041</td>
<td>45,014</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>5000</td>
<td>Other Operating Expenses &amp; Services</td>
<td>46,459</td>
<td>2,207</td>
<td>48,666</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>6000</td>
<td>Capital Outlay</td>
<td>3,151</td>
<td>150</td>
<td>3,301</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>7000</td>
<td>Other Outgo</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total Expenditure</td>
<td>99,036</td>
<td>4,704</td>
<td>103,740</td>
<td></td>
</tr>
</tbody>
</table>

*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 2015-2016 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)
California Community Colleges
Career Education Practices Unit
Rev. 4-15-14
FORM: Sec I-F

Carl D. Perkins Career and Technical Education Act of 2006

District/College: CHABOT COLLEGE
Program Title: Machine Tool Technology
Agreement No.: 15-C01-007
TOP Code: 095630

Please review the College Aggregate form at: http://misweb.cccco.edu 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:

2 of the 34 are at or above the State negotiated level(s);
8 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: Celia Esposito-Noy

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: CHABOT COLLEGE  Agreement No.: 15-C01-007
Program Title: Machine Tool Technology  TOP Code: 095630

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.)

Technical skill attainment is very high in this program and many students are offered employment before the program is completed. The local demand for skilled machinists has outpaced the region's ability to supply new entry machinists. We are working with two other regional community colleges to implement and expand training through an apprenticeship program. We are working on NIMS certification, expanding student support, and improvements to our lab facilities.

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

To keep students enrolled, this program will work with employers to encourage time for students to complete the program while employed, provide information about the different levels of classes and how they lead to employment and create marketing materials such as short videos describing possible future employment through the words of students. We recently received a donation of a tapping CNC mill which will require additional tools and maintenance to insure proper operation. Additional purchases will include state of the art tooling for current CNC mills, support for a newly purchased 3D printer and a tooling lathe. 4000 Budget: Replace precision measuring tools $5000, shop equipment consumables $6500, student consumables $6578. 5000 Budget: Annual software maintenance contracts: $11,050 and machine annual maintenance contracts: $5,029.

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.

<table>
<thead>
<tr>
<th>Requirements for Uses of Funds</th>
<th>MET</th>
<th>UNMET</th>
</tr>
</thead>
<tbody>
<tr>
<td>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)]</td>
<td>✔️</td>
<td>☐</td>
</tr>
<tr>
<td>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)]</td>
<td>✔️</td>
<td>☐</td>
</tr>
<tr>
<td>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)]</td>
<td>✔️</td>
<td>☐</td>
</tr>
<tr>
<td>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)]</td>
<td>✔️</td>
<td>☐</td>
</tr>
<tr>
<td>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)]</td>
<td>✔️</td>
<td>☐</td>
</tr>
</tbody>
</table>
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)]

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:

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

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: **CHABOT COLLEGE**  
Program Title: **Machine Tool Technology**  
Agreement No.: **15-C01-007**  
TOP Code: **095630**

<table>
<thead>
<tr>
<th>Line No.</th>
<th>Acct. No.</th>
<th>Object of Expenditure</th>
<th>Direct Program Expenditure</th>
<th>Administrative Expenditure* (not to exceed 5% of total district expenditures)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1000</td>
<td>Instructional Salaries</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2</td>
<td>2000</td>
<td>Non-Inst. Salaries</td>
<td>4,430</td>
<td>210</td>
<td>4,640</td>
</tr>
<tr>
<td>3</td>
<td>3000</td>
<td>Employee Benefits</td>
<td>119</td>
<td>6</td>
<td>125</td>
</tr>
<tr>
<td>4</td>
<td>4000</td>
<td>Supplies &amp; Materials</td>
<td>18,078</td>
<td>859</td>
<td>18,937</td>
</tr>
<tr>
<td>5</td>
<td>5000</td>
<td>Other Operating Expenses &amp; Services</td>
<td>16,079</td>
<td>764</td>
<td>16,843</td>
</tr>
<tr>
<td>6</td>
<td>6000</td>
<td>Capital Outlay</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>7</td>
<td>7000</td>
<td>Other Outgo</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

| Total Expenditure | 38,706 | 1,839 | 40,545 |

*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 2015-2016 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
(2015-2016)

District/College: CHABOT COLLEGE
Program Title: Welding Technology

Agreement No.: 15-C01-007
TOP Code: 095650

Please review the College Aggregate form at: http://misweb.cccco.edu 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:

2 of the 34 are at or above the State negotiated level(s);
3 of the 34 are below the State negotiated level(s);
29 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: Celia Esposito-Noy

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: CHABOT COLLEGE  
Program Title: Welding Technology  
TOP Code: 095650

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.)

Skill attainment is very high in this program, although the students do not transfer. Many students find employment before the end of the program, therefore reducing completion rates.

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

Welding is one of the highest fill rates for students in our applied technology division, but they achieve employment before they finish a certificate. Our goal is to work with employers to allow for completion of the program while employed which will require specialized marketing materials and outreach. In addition, we plan to add new equipment such as a laser cutter to stay current in the field through other funding, but it will require additional supplies to enhance the functionality of the equipment. 4000 Budget includes consumable supplies for instruction $12,455, gasses to run equipment ($6,000), small hand tools ($2,663) and shop accessories to enhance instruction ($8,006).

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.

<table>
<thead>
<tr>
<th>Requirements for Uses of Funds</th>
<th>MET</th>
<th>UNMET</th>
</tr>
</thead>
<tbody>
<tr>
<td>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)]</td>
<td>✔️</td>
<td>☐</td>
</tr>
<tr>
<td>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)]</td>
<td>✔️</td>
<td>☐</td>
</tr>
<tr>
<td>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)]</td>
<td>✔️</td>
<td>☐</td>
</tr>
<tr>
<td>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)]</td>
<td>✔️</td>
<td>☐</td>
</tr>
<tr>
<td>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)]</td>
<td>✔️</td>
<td>☐</td>
</tr>
<tr>
<td>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)]</td>
<td>✔️</td>
<td>☐</td>
</tr>
<tr>
<td>7. Initiate, improve, expand and modernize quality CTE programs, including relevant technology. [§135(b)(7)]</td>
<td>✔️</td>
<td>☐</td>
</tr>
</tbody>
</table>
8. Provide services and activities that are of sufficient size, scope and quality to be effective. [§135(b)(8)]

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

FOR THOSE REQUIREMENT(S) LISTED ABOVE AS "UNMET:
Describe specific activity(ies) intended to address 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
1. Setting the context for CTE reform based on a needs assessment.

2. Developing high-quality CTE programs that align with industry needs and prepare students for successful career pathways.

3. Recruitment and retention strategies to attract diverse student populations, including those traditionally underrepresented in CTE.

4. Strengthening partnerships with employers to create opportunities for students to gain hands-on experience, including internships and cooperative education programs.

5. Improving the alignment of CTE programs with industry standards and credentials to increase the value of CTE credentials in the job market.

6. Enhancing career services to support students in making informed decisions about their careers, including career counseling, job placement assistance, and ongoing support after graduation.

7. Increasing access to high-quality CTE through the use of innovative delivery models, such as online and blended learning.

8. Implementing strategies to improve the quality and effectiveness of CTE instruction, including professional development for CTE instructors and curriculum development.

9. Developing and implementing new technology tools and resources to enhance learning and improve student engagement in CTE programs.

10. Establishing partnerships with other educational sectors, such as postsecondary institutions and workforce development programs, to share resources and best practices.

11. Implementing strategies to improve student success in CTE, including strategies to reduce drop-out rates and increase completion rates.

12. Ensuring that CTE programs are accessible and affordable to students from all backgrounds and socioeconomic levels.

13. Building the capacity of state and local education agencies to support CTE reform, including providing professional development and technical assistance.

14. Advocating for policies and funding that support CTE reform and prioritize the needs of students and employers.

15. Measuring the impact of CTE reform efforts and using data to inform ongoing improvement.

16. Supporting families in understanding the value of CTE and how to support their children's success in CTE programs.

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:

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

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.

<table>
<thead>
<tr>
<th>Line No.</th>
<th>Acct. No.</th>
<th>Object of Expenditure</th>
<th>Direct Program Expenditure</th>
<th>Administrative Expenditure* (not to exceed 5% of total district expenditures)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1000</td>
<td>Instructional Salaries</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2</td>
<td>2000</td>
<td>Non-Inst. Salaries</td>
<td>4,430</td>
<td>210</td>
<td>4,640</td>
</tr>
<tr>
<td>3</td>
<td>3000</td>
<td>Employee Benefits</td>
<td>119</td>
<td>6</td>
<td>125</td>
</tr>
<tr>
<td>4</td>
<td>4000</td>
<td>Supplies &amp; Materials</td>
<td>29,124</td>
<td>1,383</td>
<td>30,507</td>
</tr>
<tr>
<td>5</td>
<td>5000</td>
<td>Other Operating Expenses &amp; Services</td>
<td>2,191</td>
<td>104</td>
<td>2,295</td>
</tr>
<tr>
<td>6</td>
<td>6000</td>
<td>Capital Outlay</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>7</td>
<td>7000</td>
<td>Other Outgo</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total Expenditure</td>
<td>35,864</td>
<td>1,703</td>
<td>37,567</td>
</tr>
</tbody>
</table>

*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 2015-2016 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  
(2015-2016)

District/College: CHABOT COLLEGE  
Program Title: Graphic Arts

Agreement No.: 15-C01-007  
TOP Code: 103000

Please review the College Aggregate form at: http://misweb.cccco.edu 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);
- 0 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,
- [x] 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: Celia Esposito-Noy

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: CHABOT COLLEGE
Program Title: Graphic Arts
Agreement No.: 15-C01-007
TOP Code: 103000

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.)

As this was not a funded program in the past, there are no core indicators and the program was small.

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

To encourage more participation, the program must have up to date software to meet the ever changing demands of the field. Careers in graphic arts are part of the sector called ICT/Digital Media, which has been identified as an emergent sector in the East Bay by the California Community Colleges Chancellor’s Office. Therefore, we would like to prepare as many students as we can for these careers. The software updates will include: • Adobe Creative Suite 6, • Photoshop. In addition, we will obtain an additional scanner, and Printers and several Graphic Tablets with input devices. (Budget: Adobe Creative Suite: $1500, Graphic Tablets: 3 x $400, scanner/printer $687)

<table>
<thead>
<tr>
<th>Requirements for Uses of Funds</th>
<th>MET</th>
<th>UNMET</th>
</tr>
</thead>
<tbody>
<tr>
<td>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)]</td>
<td>✔️</td>
<td>☐</td>
</tr>
<tr>
<td>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)]</td>
<td>✔️</td>
<td>☐</td>
</tr>
<tr>
<td>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)]</td>
<td>✔️</td>
<td>☐</td>
</tr>
<tr>
<td>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)]</td>
<td>✔️</td>
<td>☐</td>
</tr>
<tr>
<td>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)]</td>
<td>✔️</td>
<td>☐</td>
</tr>
<tr>
<td>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)]</td>
<td>✔️</td>
<td>☐</td>
</tr>
<tr>
<td>7. Initiate, improve, expand and modernize quality CTE programs, including relevant technology. [§135(b)(7)]</td>
<td>✔️</td>
<td>☐</td>
</tr>
</tbody>
</table>
8. Provide services and activities that are of sufficient size, scope and quality to be effective. [§135(b)(8)]

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

FOR THOSE REQUIREMENT(S) LISTED ABOVE AS "UNMET:
Describe specific activity(ies) intended to address 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:

- [ ] Professional Dev. (including stipends)
- [x] Instructional Materials Purchase/Replacement (including software)
- [ ] Instructional Equipment Purchase/Replacement
- [ ] Project Administration
- [ ] Facility rental/lease (off-campus location)
- [ ] Programs/Services for Special Populations
- [x] Curriculum Development
- [ ] Consultants or Other Contracted Services
- [ ] Program Marketing and Outreach
- [ ] Other(specify)

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.

<table>
<thead>
<tr>
<th>College: CHABOT COLLEGE</th>
<th>Program Title: Graphic Arts</th>
<th>Agreement No.: 15-C01-007</th>
<th>TOP Code: 103000</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Line No.</th>
<th>Acct. No.</th>
<th>Object of Expenditure</th>
<th>Direct Program Expenditure</th>
<th>Administrative Expenditure* (not to exceed 5% of total district expenditures)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1000</td>
<td>Instructional Salaries</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2</td>
<td>2000</td>
<td>Non-Inst. Salaries</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>3</td>
<td>3000</td>
<td>Employee Benefits</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>4</td>
<td>4000</td>
<td>Supplies &amp; Materials</td>
<td>3,387</td>
<td>161</td>
<td>3,548</td>
</tr>
<tr>
<td>5</td>
<td>5000</td>
<td>Other Operating Expenses &amp; Services</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>6</td>
<td>6000</td>
<td>Capital Outlay</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>7</td>
<td>7000</td>
<td>Other Outgo</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total Expenditure</td>
<td>3,387</td>
<td>161</td>
<td>3,548</td>
</tr>
</tbody>
</table>

*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 2015-2016 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)
District/College: CHABOT COLLEGE  Agreement No.: 15-C01-007
Program Title: Medical Assisting  TOP Code: 120800

Please review the College Aggregate form at: [http://misweb.cccco.edu](http://misweb.cccco.edu) 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);
- 7 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: Celia Esposito-Noy

**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: CHABOT COLLEGE
Program Title: Medical Assisting
Agreement No.: 15-C01-007
TOP Code: 120800

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.)

For Medical Assisting Core Indicators it is apparent that the bulk of our student population is at risk both socio-economically, and by preparedness.

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

The College is targeting more core counseling and tutoring services through other resources in order to address this situation. It is an ongoing yearly problem, in which we are continuously endeavoring to improve upon. We are adding a new course in Electronic Medical Records which requires professional development time, as well as new curriculum. Since we just finished one year of the course, we now have a better idea of what our needs are next for ICM coding manuals and related curriculum.

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.

<table>
<thead>
<tr>
<th>Requirement</th>
<th>MET</th>
<th>UNMET</th>
</tr>
</thead>
<tbody>
<tr>
<td>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)]</td>
<td>✔️</td>
<td></td>
</tr>
<tr>
<td>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)]</td>
<td>✔️</td>
<td></td>
</tr>
<tr>
<td>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)]</td>
<td>✔️</td>
<td></td>
</tr>
<tr>
<td>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)]</td>
<td>✔️</td>
<td></td>
</tr>
<tr>
<td>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)]</td>
<td>✔️</td>
<td></td>
</tr>
<tr>
<td>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)]</td>
<td>✔️</td>
<td></td>
</tr>
<tr>
<td>7. Initiate, improve, expand and modernize quality CTE programs, including relevant technology. [§135(b)(7)]</td>
<td>✔️</td>
<td></td>
</tr>
<tr>
<td>8. Provide services and activities that are of sufficient size, scope and quality to be effective. [§135(b)(8)]</td>
<td>✔️</td>
<td></td>
</tr>
</tbody>
</table>
9. Provide activities to prepare special populations, including single parents and displaced homemakers enrolled in CTE programs, for high-skill, high-wage or high-demand occupations that will lead to self-sufficiency. [§135(b)(9)]

FOR THOSE REQUIREMENT(S) LISTED ABOVE AS "UNMET:
Describe specific activity(ies) intended to address 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:

- [ ] Professional Dev. (including stipends)
- [ ] Instructional Materials Purchase/Replacement (including software)
- [ ] Instructional Equipment Purchase/Replacement
- [ ] Project Administration
- [ ] Facility rental/lease (off-campus location)
- [ ] Program Administration
- [ ] Programs/Services for Special Populations
- [ ] Consultants or Other Contracted Services
- [ ] Program Marketing and Outreach
- [ ] Other(specify)

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: CHABOT COLLEGE  
Program Title: Medical Assisting  
Agreement No.: 15-C01-007  
TOP Code: 120800

<table>
<thead>
<tr>
<th>Line No.</th>
<th>Acct. No.</th>
<th>Object of Expenditure</th>
<th>Direct Program Expenditure</th>
<th>Administrative Expenditure*</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1000</td>
<td>Instructional Salaries</td>
<td></td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>2</td>
<td>2000</td>
<td>Non-Inst. Salaries</td>
<td></td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>3</td>
<td>3000</td>
<td>Employee Benefits</td>
<td></td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>4</td>
<td>4000</td>
<td>Supplies &amp; Materials</td>
<td>6,906</td>
<td>328</td>
<td>7,234</td>
</tr>
<tr>
<td>5</td>
<td>5000</td>
<td>Other Operating Expenses &amp; Services</td>
<td>4,144</td>
<td>197</td>
<td>4,341</td>
</tr>
<tr>
<td>6</td>
<td>6000</td>
<td>Capital Outlay</td>
<td></td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>7</td>
<td>7000</td>
<td>Other Outgo</td>
<td></td>
<td></td>
<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Total Expenditure</strong></td>
<td><strong>11,050</strong></td>
<td><strong>525</strong></td>
<td><strong>11,575</strong></td>
</tr>
</tbody>
</table>

*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 2015-2016 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 (2015-2016)

District/College: CHABOT COLLEGE  Agreement No.: 15-C01-007
Program Title: Registered Nursing  TOP Code: 123010

Please review the College Aggregate form at: http://misweb.cccco.edu 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:

13 of the 34 are at or above the State negotiated level(s);
3 of the 34 are below the State negotiated level(s);
18 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: Celia Esposito-Noy

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: CHABOT COLLEGE
Program Title: Registered Nursing
TOP Code: 123010

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.)

Overall, the core indicators are positive except in non-traditional.

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

These funds are being utilized to provide counseling and case management services to Nursing students as well as provide supplemental instruction and tutoring in Nursing. Nursing has a one dedicated counselor who advises and provides support to all nursing, medical assisting and dental hygiene students. In addition, the tutoring is through Center for Teaching and Learning as well as within the department. In addition, we have added a medical records course which requires updates.

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.

<table>
<thead>
<tr>
<th>Requirements for Uses of Funds</th>
<th>MET</th>
<th>UNMET</th>
</tr>
</thead>
<tbody>
<tr>
<td>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)]</td>
<td>✔</td>
<td>☐</td>
</tr>
<tr>
<td>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)]</td>
<td>✔</td>
<td>☐</td>
</tr>
<tr>
<td>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)]</td>
<td>✔</td>
<td>☐</td>
</tr>
<tr>
<td>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)]</td>
<td>✔</td>
<td>☐</td>
</tr>
<tr>
<td>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)]</td>
<td>✔</td>
<td>☐</td>
</tr>
<tr>
<td>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)]</td>
<td>✔</td>
<td>☐</td>
</tr>
<tr>
<td>7. Initiate, improve, expand and modernize quality CTE programs, including relevant technology. [§135(b)(7)]</td>
<td>✔</td>
<td>☐</td>
</tr>
<tr>
<td>8. Provide services and activities that are of sufficient size, scope and quality to be effective. [§135(b)(8)]</td>
<td>✔</td>
<td>☐</td>
</tr>
</tbody>
</table>
Provide activities to prepare special populations, including single parents and displaced homemakers enrolled in CTE programs, for high-skill, high-wage or high-demand occupations that will lead to self-sufficiency. [§135(b)(9)]

FOR THOSE REQUIREMENT(S) LISTED ABOVE AS "UNMET:
Describe specific activity(ies) intended to address 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:

- Professional Dev. (including stipends)
- Instructional Materials Purchase/Replacement (including software)
- Facility rental/lease (off-campus location)
- Curriculum Development
- Program Marketing and Outreach
- Project Administration
- Programs/Services for Special Populations
- Consultants or Other Contracted Services
- Other(specify)

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:** CHABOT COLLEGE  
**Program Title:** Registered Nursing  
**Agreement No.:** 15-C01-007  
**TOP Code:** 123010

<table>
<thead>
<tr>
<th>Line No.</th>
<th>Acct. No.</th>
<th>Object of Expenditure</th>
<th>Direct Program Expenditure</th>
<th>Administrative Expenditure* (not to exceed 5% of total district expenditures)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1000</td>
<td>Instructional Salaries</td>
<td>21,908</td>
<td>1,041</td>
<td>22,949</td>
</tr>
<tr>
<td>2</td>
<td>2000</td>
<td>Non-Inst. Salaries</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>3</td>
<td>3000</td>
<td>Employee Benefits</td>
<td>6,001</td>
<td>285</td>
<td>6,286</td>
</tr>
<tr>
<td>4</td>
<td>4000</td>
<td>Supplies &amp; Materials</td>
<td>4,191</td>
<td>199</td>
<td>4,390</td>
</tr>
<tr>
<td>5</td>
<td>5000</td>
<td>Other Operating Expenses &amp; Services</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>6</td>
<td>6000</td>
<td>Capital Outlay</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>7</td>
<td>7000</td>
<td>Other Outgo</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Total Expenditure</strong></td>
<td><strong>32,100</strong></td>
<td><strong>1,525</strong></td>
<td><strong>33,625</strong></td>
</tr>
</tbody>
</table>

*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 2015-2016 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
(2015-2016)

District/College: CHABOT COLLEGE
Agreement No.: 15-C01-007
Program Title: Dental Hygiene
TOP Code: 124020

Please review the College Aggregate form at: http://misweb.cccc.edu 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);
4 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: Celia Esposito-Noy

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: CHABOT COLLEGE
Program Title: Dental Hygiene

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 dental occupations program have a high job placement level, and most of these students will not transfer as they gain employment, which is the primary goal. Non-traditional participants is low.

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

Since it is limited by space, the program will work to ensure equal access for all students including non-traditional. Non-instructional salaries will be used to provide tutoring and support for students since this is a intense program which leads directly to employment 2000 Budget: tutoring and professional experts for new electronic monitoring system. We plan to implement a new electronic charting system in conjunction with Medical Assisting and Nursing which requires professional development for our instructors. Program will be upgrading to electronic dental records, which will require purchase of software and supplies, along with necessary upgrades of dental chairs parts and services to ensure each student work station complies with HIPAA requirements. We will also be upgrading Dental supply lists to comply with recent mandated changes through California DHCC (Dental Hygiene Committee for California) regarding appropriate patient care protocols in instructional settings. 4000 Budget: upgrading supply lists ($12,408), software for electronic dental records ($7,201), upgrade dental chair parts ($5600), consumables ($10,200). 5000 Budget: Professional Development conference for two instructors (American Dental Hygiene Association Annual Session): $3750, software upgrade $5,230 and repairs for dental equipment ($3106).

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.

<table>
<thead>
<tr>
<th>Requirements for Uses of Funds</th>
<th>MET</th>
<th>UNMET</th>
</tr>
</thead>
<tbody>
<tr>
<td>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)]</td>
<td>🅰️</td>
<td>☐</td>
</tr>
<tr>
<td>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)]</td>
<td>🅰️</td>
<td>☐</td>
</tr>
<tr>
<td>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)]</td>
<td>🅰️</td>
<td>☐</td>
</tr>
<tr>
<td>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)]</td>
<td>🅰️</td>
<td>☐</td>
</tr>
<tr>
<td>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</td>
<td>🅰️</td>
<td>☐</td>
</tr>
</tbody>
</table>
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)]

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:

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

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.

<table>
<thead>
<tr>
<th>Line No.</th>
<th>Acct. No.</th>
<th>Object of Expenditure</th>
<th>Direct Program Expenditure</th>
<th>Administrative Expenditure* (not to exceed 5% of total district expenditures)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1000</td>
<td>Instructional Salaries</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2</td>
<td>2000</td>
<td>Non-Inst. Salaries</td>
<td>42,517</td>
<td>2,020</td>
<td>44,537</td>
</tr>
<tr>
<td>3</td>
<td>3000</td>
<td>Employee Benefits</td>
<td>8,930</td>
<td>424</td>
<td>9,354</td>
</tr>
<tr>
<td>4</td>
<td>4000</td>
<td>Supplies &amp; Materials</td>
<td>35,409</td>
<td>1,682</td>
<td>37,091</td>
</tr>
<tr>
<td>5</td>
<td>5000</td>
<td>Other Operating Expenses &amp; Services</td>
<td>12,086</td>
<td>574</td>
<td>12,660</td>
</tr>
<tr>
<td>6</td>
<td>6000</td>
<td>Capital Outlay</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>7</td>
<td>7000</td>
<td>Other Outgo</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total Expenditure</td>
<td>98,942</td>
<td>4,700</td>
<td>103,642</td>
</tr>
</tbody>
</table>

*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 2015-2016 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  
(2015-2016)

District/College: CHABOT COLLEGE  
Program Title: Early Childhood Development Education

Agreement No.: 15-C01-007  
TOP Code: 130500

Please review the College Aggregate form at: http://misweb.cccco.edu 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:

- 8 of the 34 are at or above the State negotiated level(s);
- 14 of the 34 are below the State negotiated level(s);
- 12 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: Celia Esposito-Noy

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: CHABOT COLLEGE  
Program Title: Early Childhood Development Education  
Agreement No.: 15-C01-007  
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.)

Chabot College ECD program has a high skill attainment rate, but it does not translate into completion rates. Completion rates are low because work is available prior to finishing degree and other student enroll for personal development only. Students do not tend to transfer because of the availability of employment with the certificates. They are stack-able, so students can continue. Non-traditional participation is rare because there are few males who select this as the major.

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

For 2015-16, the Laboratory School will be piloting (Sep-May) programs for ECD student-parents and parents of children in the Center. These will address preparation for the Alameda County Early Childhood job market, work-life decision making, and student cultural presentations (to improve English proficiency). Completion rates will be addressed by student assistant who will provide mentoring and academic support to ECD students. There is the push for contextualizing the curriculum in math, reaching Spanish Cohorts, and increasing graduation rates, so we will be working on our self-study for National Association of Education of Young Children (NAEYC) accreditation which will require professional experts and professional development of faculty. The 4000 budget: 15 video cameras to record students in lab hours approximately $275 per camera ($4125), and specialized play activities for children to meet educational needs ($3686). 5000 budget: One faculty member will be attending the NAEYC National Institute for Early Childhood Professionals in Maryland ($2857).

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.

<table>
<thead>
<tr>
<th>Requirements for Uses of Funds</th>
<th>MET</th>
<th>UNMET</th>
</tr>
</thead>
<tbody>
<tr>
<td>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)]</td>
<td>✔️</td>
<td>☐</td>
</tr>
<tr>
<td>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)]</td>
<td>✔️</td>
<td>☐</td>
</tr>
<tr>
<td>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)]</td>
<td>✔️</td>
<td>☐</td>
</tr>
<tr>
<td>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)]</td>
<td>✔️</td>
<td>☐</td>
</tr>
<tr>
<td>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.</td>
<td>✔️</td>
<td>☐</td>
</tr>
</tbody>
</table>
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)(5)]

7. Initiate, improve, expand and modernize quality CTE programs, including relevant technology. [§135(b)(6)]

8. Provide services and activities that are of sufficient size, scope and quality to be effective. [§135(b)(7)]

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)(8)]

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:

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

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: CHABOT COLLEGE  
Program Title: Early Childhood Development Education

<table>
<thead>
<tr>
<th>Line No.</th>
<th>Acct. No.</th>
<th>Object of Expenditure</th>
<th>Direct Program Expenditure</th>
<th>Administrative Expenditure* (not to exceed 5% of total district expenditures)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1000</td>
<td>Instructional Salaries</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2</td>
<td>2000</td>
<td>Non-Inst. Salaries</td>
<td>14,556</td>
<td>691</td>
<td>15,247</td>
</tr>
<tr>
<td>3</td>
<td>3000</td>
<td>Employee Benefits</td>
<td>333</td>
<td>16</td>
<td>349</td>
</tr>
<tr>
<td>4</td>
<td>4000</td>
<td>Supplies &amp; Materials</td>
<td>7,811</td>
<td>371</td>
<td>8,182</td>
</tr>
<tr>
<td>5</td>
<td>5000</td>
<td>Other Operating Expenses &amp; Services</td>
<td>2,857</td>
<td>136</td>
<td>2,993</td>
</tr>
<tr>
<td>6</td>
<td>6000</td>
<td>Capital Outlay</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>7</td>
<td>7000</td>
<td>Other Outgo</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Total Expenditure</strong></td>
<td><strong>25,557</strong></td>
<td><strong>1,214</strong></td>
<td><strong>26,771</strong></td>
</tr>
</tbody>
</table>

*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 2015-2016 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)
California Community Colleges
Career Education Practices Unit
Rev. 4-15-14
FORM: Sec I-F

FY 2015-2016
Carl D. Perkins Career and Technical Education Act of 2006

College Aggregate Core Indicator Information by TOP
(2015-2016)

District/College: CHABOT COLLEGE
Program Title: Fire Technology
Agreement No.: 15-C01-007
TOP Code: 213300

Please review the College Aggregate form at: http://misweb.cccco.edu 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:

- 2 of the 34 are at or above the State negotiated level(s);
- 11 of the 34 are below the State negotiated level(s);
- 21 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: Celia Esposito-Noy

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: CHABOT COLLEGE
Program Title: Fire Technology
Agreement No.: 15-C01-007
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.)

Employment in this field is extremely high due to the close relationship with local fire agencies. They serve on advisory and are active in the instructional component of the program. Many participants are noted as economically disadvantaged with nearly 80% percent completing and attaining employment. Non-traditional involvement is low.

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

Continue to work closely with local agencies to insure quality and quantity of participants. Market to non-traditional students through college wide activities and specific CTE activities. Stress with agencies to allow completion even if employed. There are repairs required for our current fire engine and tower to bring them up to current standards. In addition, our uniforms need to be replaced due to the extensive use. The uniforms are checked out to students and returned at the end of their program.

4000 Budget: Safety equipment helmets, ropes, straps: $8,900, replace loaner uniforms $6116, small equipment such as cones, radios, etc. ($2898). 5000 budget: Rental of Tower - $5000, repair of fire trucks - $4281, small equipment repair - $3451.

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.

<table>
<thead>
<tr>
<th>Requirements for Uses of Funds</th>
<th>MET</th>
<th>UNMET</th>
</tr>
</thead>
<tbody>
<tr>
<td>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)]</td>
<td>✔️</td>
<td>☐</td>
</tr>
<tr>
<td>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)]</td>
<td>✔️</td>
<td>☐</td>
</tr>
<tr>
<td>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)]</td>
<td>✔️</td>
<td>☐</td>
</tr>
<tr>
<td>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)]</td>
<td>✔️</td>
<td>☐</td>
</tr>
<tr>
<td>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)]</td>
<td>✔️</td>
<td>☐</td>
</tr>
<tr>
<td>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)]</td>
<td>✔️</td>
<td>☐</td>
</tr>
<tr>
<td>7. Initiate, improve, expand and modernize quality CTE programs, including relevant technology.</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

Indicate with a check mark which requirements have been met, below.
7. Initiate, improve, expand and modernize quality CTE programs, including relevant technology. 

[§135(b)(7)]

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

[§135(b)(8)]

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

[§135(b)(9)]

FOR THOSE REQUIREMENT(S) LISTED ABOVE AS "UNMET:
Describe specific activity(ies) intended to address 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:

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

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:** CHABOT COLLEGE  
**Program Title:** Fire Technology  
**Agreement No.:** 15-C01-007  
**TOP Code:** 213300

<table>
<thead>
<tr>
<th>Line No.</th>
<th>Acct. No.</th>
<th>Object of Expenditure</th>
<th>Direct Program Expenditure</th>
<th>Administrative Expenditure* (not to exceed 5% of total district expenditures)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1000</td>
<td>Instructional Salaries</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2</td>
<td>2000</td>
<td>Non-Inst. Salaries</td>
<td>11,763</td>
<td>654</td>
<td>12,417</td>
</tr>
<tr>
<td>3</td>
<td>3000</td>
<td>Employee Benefits</td>
<td>1,052</td>
<td>50</td>
<td>1,102</td>
</tr>
<tr>
<td>4</td>
<td>4000</td>
<td>Supplies &amp; Materials</td>
<td>17,914</td>
<td>851</td>
<td>18,765</td>
</tr>
<tr>
<td>5</td>
<td>5000</td>
<td>Other Operating Expenses &amp; Services</td>
<td>12,732</td>
<td>605</td>
<td>13,337</td>
</tr>
<tr>
<td>6</td>
<td>6000</td>
<td>Capital Outlay</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>7</td>
<td>7000</td>
<td>Other Outgo</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Total Expenditure</strong></td>
<td></td>
<td><strong>Total</strong></td>
<td><strong>45,621</strong></td>
</tr>
</tbody>
</table>

*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 2015-2016 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 Application Program Information by TOP Code

College:  CHABOT COLLEGE
Program Title:  (1) Secondary and Postsecondary Transition

Agreement No.:  15-C01-007
CTE Transitions Objective:  (1) Secondary and Postsecondary Transition

1. Briefly summarize the planned activities associated with the selected objective. (Please limit the narrative to 4000 characters)
   a. Chabot will again conduct two (2) workshops (Fall & Spring) to update faculty, counselors, and staff concerning curriculum alignment, workforce demands (gaps in education versus need), agreements, and processes related to transition such as credit-by-exam, registration, transcripts, etc. b. Faculty will develop online 1-unit courses designed for secondary student participation. Course outcomes will include career awareness, training options, business/industry details, and process for transitioning into Chabot College. Faculty will attend Chabot training for inline delivery and efforts will include recruitment of local secondary instructors. Courses will be offered. This will also generate a record of secondary students in the college MIS data and give them continuing student status. c. Provide direct support for pathway specific meetings between college and secondary faculty. d. Transform articulation agreements to dual enrollment classes through staff development, curriculum alignment and participation by feeder districts.

2. Who will be responsible for overseeing the planned activities? (Please limit the narrative to 4000 characters)
   Kristin Lima, Dean of Applied Technology/Business, (Perkins Manager) will oversee the planned activities.

3. What are the anticipated Measurable Performance Outcomes of these activities? (Please limit the narrative to 4000 characters)
   1. Dual enrollment agreements with feeder districts and ROP in a minimum of five classes for 2015 and 15 for 2016. 2. Professional development activities twice per year. 3. Individualized support in targeted pathways.
Complete the planned budget to fund the activities described in Section III.

District/College: CHABOT COLLEGE  
Agreement No.: 15-C01-007

Program Title: (1) Secondary and Postsecondary Transition

CTE Transitions Objective: (1) Secondary and Postsecondary Transition

<table>
<thead>
<tr>
<th>Line No.</th>
<th>Acct. No.</th>
<th>Object of Expenditure</th>
<th>Direct Program Expenditure</th>
<th>Administrative Expenditure*</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1000</td>
<td>Instructional Salaries</td>
<td>10,350</td>
<td>492</td>
<td>10,842</td>
</tr>
<tr>
<td>2</td>
<td>2000</td>
<td>Non-Inst. Salaries</td>
<td>1,600</td>
<td>76</td>
<td>1,676</td>
</tr>
<tr>
<td>3</td>
<td>3000</td>
<td>Employee Benefits</td>
<td>750</td>
<td>36</td>
<td>786</td>
</tr>
<tr>
<td>4</td>
<td>4000</td>
<td>Supplies &amp; Materials</td>
<td>6,437</td>
<td>306</td>
<td>6,743</td>
</tr>
<tr>
<td>5</td>
<td>5000</td>
<td>Other Operating Expenses &amp; Services</td>
<td>1,500</td>
<td>71</td>
<td>1,571</td>
</tr>
<tr>
<td>6</td>
<td>6000</td>
<td>Capital Outlay</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>7</td>
<td>7000</td>
<td>Other Outgo</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

*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 2015-2016 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 Application Program Information by TOP Code

College: CHABOT COLLEGE  
Agreement No.: 15-C01-007  
Program Title: (2) CCC CTE Student Success  
CTE Transitions Objective: (2) CCC CTE Student Success

1. Briefly summarize the planned activities associated with the selected objective. (Please limit the narrative to 4000 characters)
   a. In coordination with the activities noted in “secondary linkage”, a “help desk” for the online students will be created. It is anticipated that secondary students will be new online learners and will need help in navigating the method of delivery. b. Using Title I-C funds, online instructional assistance will be provided. c. Increase support for credit-by-exam (proctors, and enhancing the efficiency of the process) d. Provide mentoring for CTE student success

2. Who will be responsible for overseeing the planned activities? (Please limit the narrative to 4000 characters)
   Kristin Lima, Dean of Applied Technology/Business who is also the Perkins Manager, will oversee the planned activities.

3. What are the anticipated Measurable Performance Outcomes of these activities? (Please limit the narrative to 4000 characters)
   a. Successful completion of online courses by secondary students b. A 20% gain in transcripted credit in linked Chabot pathway courses. c. An increase of at least 80 students completing a documented transition within a college pathway
**Application Budget Summary by TOP Code**

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

**District/College:** CHABOT COLLEGE  
**Agreement No.:** 15-C01-007  
**Program Title:** (2) CCC CTE Student Success  
**CTE Transitions Objective:** (2) CCC CTE Student Success

<table>
<thead>
<tr>
<th>Line No.</th>
<th>Acct. No.</th>
<th>Object of Expenditure</th>
<th>Direct Program Expenditure</th>
<th>Administrative Expenditure* (not to exceed 5% of total district expenditures)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1000</td>
<td>Instructional Salaries</td>
<td>14,578</td>
<td>692</td>
<td>15,270</td>
</tr>
<tr>
<td>2</td>
<td>2000</td>
<td>Non-Inst. Salaries</td>
<td>1,762</td>
<td>88</td>
<td>1,850</td>
</tr>
<tr>
<td>3</td>
<td>3000</td>
<td>Employee Benefits</td>
<td>952</td>
<td>45</td>
<td>997</td>
</tr>
<tr>
<td>4</td>
<td>4000</td>
<td>Supplies &amp; Materials</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>5</td>
<td>5000</td>
<td>Other Operating Expenses &amp; Services</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>6</td>
<td>6000</td>
<td>Capital Outlay</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>7</td>
<td>7000</td>
<td>Other Outgo</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

*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 2015-2016 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 Application Program Information by TOP Code

College: CHABOT COLLEGE
Program Title: (3) Student Transition to World of Work

Agreement No.: 15-C01-007
CTE Transitions Objective: (3) Student Transition to World of Work

1. Briefly summarize the planned activities associated with the selected objective. (Please limit the narrative to 4000 characters)

Build closer local community links with business and industry to improve and identify internship and employment opportunities and increased participation with pathway advisory committees. Primary activity will be the generation of an updated list (with email communication targeted) of active businesses within the college’s pathways. Using the updated lists we will send out information concerning how our students can assist with their resource needs and also solicit internship and general “partner” support. Offer career building workshops and tailored classes for career planning in partnership with local high schools. Encourage and support students to produce web based portfolios for employment purposes.

2. Who will be responsible for overseeing the planned activities? (Please limit the narrative to 4000 characters)

Kristin Lima, Dean of Applied Tech and Business will oversee the activities.

3. What are the anticipated Measurable Performance Outcomes of these activities? (Please limit the narrative to 4000 characters)

a. At least 3 pathways updated email lists and documented communications between the college and businesses. b. Students in at least 3 pathways will generate web based portfolios. c. At least two districts will offer onsite career planning classes.
**Application Budget Summary by TOP Code**

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

**District/College:** CHABOT COLLEGE  
**Agreement No.:** 15-C01-007  
**Program Title:** (3) Student Transition to World of Work  
**CTE Transitions Objective:** (3) Student Transition to World of Work

<table>
<thead>
<tr>
<th>Line No.</th>
<th>Acct. No.</th>
<th>Object of Expenditure</th>
<th>Direct Program Expenditure</th>
<th>Administrative Expenditure* (not to exceed 5% of total district expenditures)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1000</td>
<td>Instructional Salaries</td>
<td>2,300</td>
<td>109</td>
<td>2,409</td>
</tr>
<tr>
<td>2</td>
<td>2000</td>
<td>Non-Inst. Salaries</td>
<td>2,600</td>
<td>124</td>
<td>2,724</td>
</tr>
<tr>
<td>3</td>
<td>3000</td>
<td>Employee Benefits</td>
<td>240</td>
<td>11</td>
<td>251</td>
</tr>
<tr>
<td>4</td>
<td>4000</td>
<td>Supplies &amp; Materials</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>5</td>
<td>5000</td>
<td>Other Operating Expenses &amp; Services</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>6</td>
<td>6000</td>
<td>Capital Outlay</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>7</td>
<td>7000</td>
<td>Other Outgo</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

*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 2015-2016 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: CHABOT-LAS POSITAS CCD  
Agreement No.: 15-C01-007

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. 

The Chabot-Las Positas Community College District (CLPCCD) uses planning processes that incorporate college/district governance and CTE advisory groups and procedures for input and review. They include discipline level planning by pathway experts, discipline advisory committee member input, college-wide planning councils and groups, as well as regional work force and economic development agencies and institutions. Involvement includes review of curriculum, enrollment and student success data, core measure analysis, and regional labor market information and data. Resources and projected funding are reviewed and budgeted to achieve the greatest impact for program improvement to support CTE student access and success.

2. Describe: (Limited to 8,000 characters, or approximately two pages of text.) For example narrative responses. 

(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.

The CLPCCD District solicits participation in its Local Planning Team (LPT) from a diverse constituency representing funded programs; college services, including tutoring, counseling, job placement, Disabled Student Services, Basic Skills, and ESL; educational community and industry partners; and students and parents (when possible) of students enrolled in CTE programs. We leverage already existing local planning processes whenever possible, including Advisory Boards (many of which are joint with our secondary partners), Planning and Budget Committee, and Deans and Student Services meetings. Educational community and industry partners are recommended by deans and faculty from funded programs, often based on their participation on program and community advisory councils. Student participants are also recommended by program faculty. Whereas faculty and support services personnel remain relatively consistent, although expanded over this grant period; community advisors and student member’s change more regularly. These changes make it necessary to annually review the requirements of this title, the basis for involvement of funded programs and services and the role of the LPT in guiding the planning and evaluation process. LPT individuals and entities are informed about and assisted in understanding the requirements of this CTE Perkins title via oral discussions in regular meetings, and also through the distribution of more specific requirements to program personnel who intend to submit proposals for Perkins funding.
RESPONSES TO LOCAL PLAN REQUIREMENTS

District: CHABOT-LAS POSITAS CCD

Agreement No.: 15-C01-007

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, 2015. 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.)

The District achieved all performance targets for 14-15 however at the onset California’s economic challenges continued to negatively impact performance targets within discrete programs. Since 2008, the deep economical recession and the budget driven reduction of course offerings have reduced CTE student access and success in CTE programs and supporting GE courses. The steepening slope of unemployed produced missed targets in some programs for 13-14 and the projected data from 12-13 which drives 14-15 performance judgments will challenge performance, especially in “placement”. The negotiated values for 14-15 are adjusted for this scenario. Local LMI data was a persistent double digit unemployment through the 12-13 data cohort. Current LMI data will project a different scenario moving forward as the colleges are now challenged for enrollments given and increase in job placement for students. While older core data was useful in assisting with TOP Code identification along with local LMI and local advisory information, the District programs and their planning groups will need to continue to analyze student success and employment data with a close scrutiny for changing trends.

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.)

CLPCCD Career Technical Education (CTE) programs and curriculum are designed and reviewed according to the academic rigor as outlined in Title V and the recommendations of the state-wide academic senate. Additional proficiency levels are mandated by CTE agencies that require accreditation or certifications BRN and Nursing, NATEF and Automotive as examples.) Programs are targeted for improvement in areas of academic and technical skills in response to industry demands for a more competitive workforce to leverage the regional economic development for high wage, high growth industries including: Advanced Manufacturing, Information Communication & Technology, and Health Sciences.

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.)

Some programs immerse students in real world laboratory and clinical settings and all programs incorporate courses with content that emphasizes “all aspects of the industry”. CTE faculty has industry experience (many are currently teaching and working in the industry) and teach using examples that include career ladders, labor relations, and all aspects of the industry. Advisory meetings also provide opportunities for industry professionals to give recommendations on areas that may need added emphasis. Increased efforts in Workbased Learning will be emphasized in 15-16.
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.)

A local bond measure continues to provide much needed resources for facility and technology enhancements (hardware). Newer computer technology has been fielded in all CTE programs along with discipline specific instructional technology items such as computer controlled machining equipment and computer/laser automotive technology equipment. Perkins funding augments other sources to maintain industry standard technologies. Distance learning has expanded rapidly with much of the activity focused in CTE programs. Perkins funding assists with online learning expansion and students have applauded the increased access provided through distance education. There are continuing efforts to provide students with service learning and cooperative work experience along with increased internship and mentor activities.

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 &sect; 135(b)(8)]. (Limited to 8,000 characters or approximately two pages of text.)

The CLPCC District incorporates shared governance groups who are active in reviewing all aspects of enrollment management. The enrollment management groups at each college and the district, along with college program review processes delve deeply into program and student data to give meaningful recommendations as to the productivity (size), curriculum (scope), and student success of CTE (and academic) programs. The recommendations and summaries are included in the information for the local planning for Perkins support.

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.)

CTE programs are evaluated and continually expanded improved and modernized through existing college and district processes and procedures. On a program level, internal review is completed on a two to four year cycle, with mini updates completed in off years. Additionally, specific programs such as Nursing are subject to external reviews from accrediting and licensing agencies. Individual CTE courses are periodically assessed via the curriculum review process, and instruction is evaluated via contractually approved evaluation processes. Student input is gathered via administration of student evaluations as part of instructional evaluation. Data from all of these various evaluations become the basis for continued improvement and resource allocation.

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.)

All CTE programs may evaluate access/success for special populations through the annual program review and planning process. Funded programs monitor special populations performance through core indicators and are continuing to implement a variety of strategies to support both success and access. Staff development activities with counselors have increased their ability to better serve CTE students, and these development activities are on-going. Programs can provide in-class and out-of-class tutoring support. Faculty may refer students or students can self-identify. The disabled student services program can provide additional learning supports for self-identified students. Program outreach efforts are targeted to a range of audiences; on-campus students including ESL and non traditional and off-campus populations such as traditional high school and continuation school students and incumbent workers.

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.)

Outreach efforts with all target audiences emphasizes high skill, high wage careers and Some CTE programs have published promotional materials which specifically depict nontraditional employment. Efforts leveraged through the SB 1070 and Career Pathways Trust (CPT) grants to focus on reaching young students and parents with opportunities related...
and the unique opportunities for nontraditional students. These efforts often include presentations by nontraditional students, faculty, and/or industry representatives. Faculty are aware of and use strategies to support nontraditional students who have started on a career pathway, including student clustering, mentoring, engagement in student-professional organizations, internship and leadership activities/organizations.

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. (Limited to 8,000 characters or approximately two pages of text.)

All CTE program staff have access to professional development funding at levels comparable to other programs. Additionally, because the needs for on-going professional development for evolving technology in high demand fields, the district and colleges will target funding (including Perkins) to provide additional needed development for CTE faculty.

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

The colleges have engaged in significant efforts to link secondary and post secondary career pathways. In many instance (such as automotive and CIS) advisory boards are held jointly with the high schools and ROP’s. Many articulation and credit by examination agreements are in place for CTE entry level courses, with students earning college credit for college-level work while they are still in high school. We also work collaboratively with secondary partners to access and leverage pathway focused grant funding to further develop and enhance coordinated student opportunities. These activities have gained support through the SB 1070 and Career Pathways Trust grant funded activities.

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

Career guidance and academic counseling is provided to CTE students, including linkages to future education and training opportunities. The district relies upon exiting counseling staff and CTE faculty to provide services to CTE students. Counselors are provided with support materials so they can properly advise students about CTE options. Counselors work closely with CTE faculty to stay informed about program options, and are also closely tied to curricular changes via participation on the curriculum committees. CTE faculty provide classroom based, and in some disciplines “seminars” to keep students informed about emerging details within a career field.

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. (Limited to 8,000 characters or approximately two pages of text.)

The district based office of Human Resources provides leadership in the recruitment of CTE faculty and counselors, applying accepted strategies to encourage participation by underrepresented groups. The colleges participate in this process via outreach events and also working with local industry contacts to promote awareness of teaching and counseling opportunities at the colleges.
Application Budget Summary by District

District: CHABOT-LAS POSITAS CCD
Agreement No.: 15-C01-007
Allocation: $875,916
Planned Title IC Expenditure: $875,916
CTE Transitions Allocation: $90,238
Planned CTE Transitions Expenditure: $90,238

Title IC Application Budget Summary

<table>
<thead>
<tr>
<th>Line No.</th>
<th>Acct. No.</th>
<th>Object of Expenditure</th>
<th>Direct Program Expenditure</th>
<th>Administrative Expenditure (if allowed at the program level)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1000</td>
<td>Instructional Salaries</td>
<td>$48,985</td>
<td>$2,362</td>
<td>$51,347</td>
</tr>
<tr>
<td>2</td>
<td>2000</td>
<td>Non-Inst. Salaries</td>
<td>$286,644</td>
<td>$14,026</td>
<td>$300,670</td>
</tr>
<tr>
<td>3</td>
<td>3000</td>
<td>Employee Benefits</td>
<td>$64,152</td>
<td>$3,146</td>
<td>$67,298</td>
</tr>
<tr>
<td>4</td>
<td>4000</td>
<td>Supplies &amp; Materials</td>
<td>$209,674</td>
<td>$9,858</td>
<td>$219,532</td>
</tr>
<tr>
<td>5</td>
<td>5000</td>
<td>Other Operating Expenses &amp; Services</td>
<td>$144,849</td>
<td>$6,973</td>
<td>$151,822</td>
</tr>
<tr>
<td>6</td>
<td>6000</td>
<td>Capital Outlay</td>
<td>$81,197</td>
<td>$4,050</td>
<td>$85,247</td>
</tr>
<tr>
<td>7</td>
<td>7000</td>
<td>Other Outgo</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total Expenditure</td>
<td>$835,501</td>
<td>$40,415</td>
<td>$875,916</td>
</tr>
</tbody>
</table>

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

Note: Final Report of expenditures for 2015-2016 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

<table>
<thead>
<tr>
<th>Line No.</th>
<th>Acct. No.</th>
<th>Object of Expenditure</th>
<th>Direct Program Expenditure</th>
<th>Administrative Expenditure (if allowed at the program level)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1000</td>
<td>Instructional Salaries</td>
<td>$35,478</td>
<td>$1,706</td>
<td>$37,184</td>
</tr>
<tr>
<td>2</td>
<td>2000</td>
<td>Non-Inst. Salaries</td>
<td>$26,962</td>
<td>$1,338</td>
<td>$28,300</td>
</tr>
<tr>
<td>3</td>
<td>3000</td>
<td>Employee Benefits</td>
<td>$7,192</td>
<td>$354</td>
<td>$7,546</td>
</tr>
<tr>
<td>4</td>
<td>4000</td>
<td>Supplies &amp; Materials</td>
<td>$7,637</td>
<td>$366</td>
<td>$8,003</td>
</tr>
</tbody>
</table>

Other Operating Expenses &
<table>
<thead>
<tr>
<th></th>
<th></th>
<th>Services</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>6000</td>
<td>Capital Outlay</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>7</td>
<td>7000</td>
<td>Other Outgo</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total Expenditure</td>
<td>$86,039</td>
<td>$4,199</td>
<td>$90,238</td>
</tr>
</tbody>
</table>

**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: CHABOT-LAS POSITAS CCD

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

District: CHABOT-LAS POSITAS CCD

Agreement No.: 15-C01-007

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.
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: Jannett Jackson
DISTRIBUTION NEGOTIATION OF LEVELS OF PERFORMANCE

District: CHABOT-LAS POSITAS CCD  
Agreement No.: 15-C01-007

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.

<table>
<thead>
<tr>
<th>Indicator</th>
<th>State Target</th>
<th>Yes</th>
<th>No</th>
<th>Agreed upon Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Technical Skill Attainment</td>
<td>91.00 %</td>
<td>☐</td>
<td>✔</td>
<td>90.91</td>
</tr>
<tr>
<td>2. Completions</td>
<td>83.00 %</td>
<td>☐</td>
<td>✔</td>
<td>80.65</td>
</tr>
<tr>
<td>3. Persistence &amp; Transfer</td>
<td>88.00 %</td>
<td>☐</td>
<td>✔</td>
<td>84.04</td>
</tr>
<tr>
<td>4. Placement</td>
<td>75.00 %</td>
<td>☐</td>
<td>✔</td>
<td>73.79</td>
</tr>
<tr>
<td>5a. Equity: Non-Traditional Participation</td>
<td>24.00 %</td>
<td>☑</td>
<td>☐</td>
<td>24.00</td>
</tr>
<tr>
<td>5b. Equity: Non-Traditional Completion</td>
<td>28.00 %</td>
<td>☑</td>
<td>☐</td>
<td>28.00</td>
</tr>
</tbody>
</table>
DISTRICT PERFORMANCE DETERMINATION

District: CHABOT-LAS POSITAS CCD  
Agreement No.: 15-C01-007

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.

<table>
<thead>
<tr>
<th>Indicator</th>
<th>State Target</th>
<th>Agreed Target</th>
<th>90% of Agreed upon Target</th>
<th>Actual Performance</th>
<th>Met 90% of Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 . Technical Skill Attainment</td>
<td>89.75 %</td>
<td>89.75 %</td>
<td>80.78 %</td>
<td>90.58 %</td>
<td>Y</td>
</tr>
<tr>
<td>2 . Completions</td>
<td>82.00 %</td>
<td>79.53 %</td>
<td>71.58 %</td>
<td>81.28 %</td>
<td>Y</td>
</tr>
<tr>
<td>3 . Persistence &amp; Transfer</td>
<td>86.75 %</td>
<td>83.46 %</td>
<td>75.11 %</td>
<td>83.91 %</td>
<td>Y</td>
</tr>
<tr>
<td>4 . Placement</td>
<td>80.85 %</td>
<td>74.03 %</td>
<td>66.63 %</td>
<td>73.79 %</td>
<td>Y</td>
</tr>
<tr>
<td>5a. Equity: Non-Traditional Participation</td>
<td>22.60 %</td>
<td>22.60 %</td>
<td>20.34 %</td>
<td>25.89 %</td>
<td>Y</td>
</tr>
<tr>
<td>5b. Equity: Non-Traditional Completion</td>
<td>27.50 %</td>
<td>27.50 %</td>
<td>24.75 %</td>
<td>30.63 %</td>
<td>Y</td>
</tr>
</tbody>
</table>

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

☐ Check here to indicate you have completed this form.