

PERKINS VARIETY
CCCAOE CONFERENCE OCTOBER 29, 2010

Do you know Perkins?

Rules:

Determine activity that correctly connects with the examples below using the attached 'TOP Code' and 'Across all Programs' matrix. Answer should be in the form of 'TOP Code'(T) or 'Across all Programs'(A) and the two digit number of the example.

Example:

- Assist CTE instructor and note taking in the classroom.

Answer:

A 1-2: Hire DSPS Lab Aides: one-on-one specialized instruction, note taking in the classroom and assist CTE instructor when needed.

GAME:

- Hands on experience to strengthen technical skills.
- Assist students with disabilities.
- Pursue articulation with institutions offering advanced degree.
- Strong work experience with coordinated efforts.
- Provide sufficient service for specific supportive needs.
- Creative orientation for English Language Learners.
- Nontraditional degree leads to high wage professions.
- Expand curriculum to meet increasing need in industry.
- Instruct faculty in effective use of technology.

ANSWERS:

- T 7.2
- A 4.1
- T 2.3
- A 3.3
- A 8.3
- T 9.2
- T 6.2
- T 1.2
- A 5.1

Note: There is one example for each of the 9 requirements. Develop activities that focus on Program Improvement and Student Success.

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PERKINS TOP Code Activity Samples

#	1	2	3	4	5
	Strengthening the academic, and career and technical skills of students participating in CTE programs through the integration of academics with CTE programs.	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).	Provide students with strong experience in and understanding of all aspects of an industry, which may include work-based learning experiences.	Develop, improve, or expand the use of technology in CTE,.	Provide in-service and pre-service professional development programs to faculty, administrators, and career guidance and academic counselors involved in integrated CTE programs,
1	Work closely with basic skills program to effectively implement recently awarded VESL grant program.	Meet annually with local high school automotive instructors to review and update current articulation agreements.	Provide students with work-based learning experiences including: Paid Internships and Cooperative Work Experience.	Develop a plan for the use of ABACUS across the Paralegal Studies curriculum. Development of the plan will include faculty, students, local planning team and various college technical staff. ABACUS teaches all students basic software skills used in law offices, such as calendaring, time keeping, database management – skills that are not now offered in the program.	Provide stipends to automotive technology faculty to attend 20 hours of update training during vacation breaks @ \$250/day.
2	Expand curriculum in Computer Security/Forensics to meet increasing need in industry for employees with knowledge and experience in implementing computer security methodologies.	Implement Business Office Technology program of study through articulation agreements with local high schools.	Provide students with strong experience in and understanding of all aspects of Business Office Technology through work experience opportunities, guest lecturers, and utilization of simulations.	Improve, expand and modernize the quality of Business Office Technology program by upgrading 30 computers in the BOT Flex Lab.	Provide professional development conference training for BOT full-time instructor on effective integration of academics and Business Office Technology, effective teaching skills and effective use of research and data to improve instruction. Full-time instructor will provide training for others after conference attendance.
3	Strengthen the academic skills of OH students by incorporating increased math, computer and writing exercises into the OH curriculum.	Pursue articulation agreements with various four year institutions offering an advanced degree in Paralegal Studies.	Provide students with strong experience in and understanding of aspects of industry aspects of Environmental Management and Occupational Safety and Health through, “Industry Panel Night” (IPN). IPN will be offered Fall semester with industry panelist and Spring semester with a panel of students working in the field.	Expand training of students in the use of technology including Blackboard, websites, and computer software.	Provide inservice to faculty on: a) the development, implementation and assessment of SLOs. b) integration of academics and CTE instruction c) effective teaching skills d) use of new equipment available to the department

PERKINS TOP Code Activity Samples

#	6	7	8	9
	Develop and implement evaluations of the CTE programs carried out with Perkins funds, including an assessment of how the needs of special populations are being met.	Initiate, improve, expand and modernize quality CTE programs, including relevant technology.	Provide services and activities that are of sufficient size, scope and quality to be effective.	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.
1	Assess needs of special populations to improve enrollment and success of these groups in the automotive technology program.	Purchase and integrate electrical/electronic training simulators into curriculum.	Develop on-line courses in automotive technology.	Collaborate with EOPS to determine student needs for book loans, bus passes, or other forms of assistance.
2	Assemble a focus group to assess why the current A.S. degree program fails to attract males into a profession that is high paying.	Strengthen the technical skills of OH students through greater hands on experience with equipment common in the industry through the purchase/lease of relevant equipment: a) one-year rental of a skid steer loader including utility bucket, grapple bucket, and pallet fork. (\$3,220) - #1 Priority b) Micropropagation chamber – (\$1,700) #2 Priority c) Verticutter – (\$5,900) #3 Priority d) Track hoe – (\$4,500 annual lease) #4 Priority e) Bucket truck for arboriculture program – (\$45,000) #5 Priority	New Class room facilities have increase student capacity from 35 to 48 students. Spring 2008 ENVT 100 Introductory course has expanded to a day offering along with standard night offering, to accommodate special populations, students work and personnel schedules.	Design and implement an online movie with an orientation to BOT Flex Lab classes in Chaldean and/or Arabic for the high percentage of limited English proficient learners in the BOT program.
3	Evaluate and review core measures and decide appropriate entities to collaborate with to improve the recruitment and success of special populations.	Provide students with training and access to Lexis-Nexis or Jurisearch for purposes of learning electronic updating, a method of validating legal research, as opposed to utilizing hard back copies of Shephards which is rarely used in law offices.	Collaborate with the other paralegal programs in the County as well as the San Diego Paralegal Association in sponsoring a Bridging the Gap event designed to introduce students to the profession and start the network process with practicing paralegals.	Provide mentoring and outreach activities for nontraditional male students in Business Office Technology classes.

PERKINS Across all Programs Activity Samples

#	1	2	3	4	5
	Strengthening the academic, and career and technical skills of students participating in CTE programs through the integration of academics with CTE programs.	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).	Provide students with strong experience in and understanding of all aspects of an industry, which may include work-based learning experiences.	Develop, improve, or expand the use of technology in CTE,.	Provide in-service and pre-service professional development programs to faculty, administrators, and career guidance and academic counselors involved in integrated CTE programs,
1	Provide Career Planning Workshops and Career Assessment activities for CTE students and integrate with academic/vocational classroom instruction.	Plan Career/Transfer Fair for CTE High School Students in the Fall to be held on campus. Hire staff to provide assistance with event.	Plan Annual Career Fair in the Spring to include a wide variety of CTE industries. Partner with college CTE programs to present their programs to students at the fair. Hire staff to survey high demand, high skills occupations and invite local business and industry in these areas to participate in fair.	Purchase/Upgrade Adapted Software and Hardware in the HTC for students with disabilities to assist them in CTE classes that use technology.	Provide professional development workshops for CTE faculty. Topics to include: all aspects of the industry, job trends, career development strategies; instruct faculty in the effective use of technology used in career and job skill development.
2	Hire DSPS Lab Aides: one-on-one specialized instruction, note taking in the classroom and assist CTE instructor when needed.	Provide Orientations and Outreaches for High School Special Education transitions teams.	Invite local business to speak on job trends and all aspects of industry. Organize annual Career Fair to include a wide variety of industries to assist students with career goals. Career Chronicle Newsletter reports to both colleges and East County high schools, the employment trends for high skill, high wage or high demand occupations.	Purchased on-line student job placement program. Provides on-line contact for students and employers. Employers place employment opportunities on-line; students can access job vacancies on-line 24/7 from home or on campus. Resume preparation can be performed in Career or Job Placement work stations for students and then sent on-line to employers.	Provide individual consultations with faculty and staff regarding methods of making instructional and informational media electronically accessible to people with disabilities.
3	Creation of a high-level ESL reading course curriculum based partly on this list of supplemental reading. This course would be taken before students enroll in their respective Career and Technical field specialty of choice. (i.e. Business Operation Systems, Child Development, Computer Information Systems, etc ..) (Curriculum Development time of about five hours needed..)	Link with high school students to offer Career Assessments, Job Search classes including resume and application preparation, Interview Techniques, occupational information and instruction of work ethics and workplace attitude which support employer requirements.	Coordinate with CalWORKs, Financial Aid and the Job Placement Center to provide opportunities for students as needed in their CTE fields of study through work study and part-time positions.	Purchase a variety of assistive and standard computer hardware and software that will be used to instruct and develop students' skills and competencies to enhance success in pre-vocational programs.	Offer in-service workshops on how to accommodate students with disabilities in academic and vocational classrooms.

PERKINS Across all Programs Activity Samples

#	6	7	8	9
	<p>Develop and implement evaluations of the CTE programs carried out with Perkins funds, including an assessment of how the needs of special populations are being met.</p>	<p>Initiate, improve, expand and modernize quality CTE programs, including relevant technology.</p>	<p>Provide services and activities that are of sufficient size, scope and quality to be effective.</p>	<p>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.</p>
1	<p>Survey technical and career programs of study for the number of ESL students enrolling, and successfully completing, the program of study or transferring to a four-year institute in the same study. Will use the Office of Institutional Research for a study.</p>	<p>Purchase software that is designed to expand the job placement function of the college Career Center's on-line employment service to enhance placement services for CTE students and alumni.</p>	<p>Provide CTE faculty with career and job skills materials for classroom instruction to help integrate career and job skills activities into curriculum.</p>	<p>Provide Resume Development, Interview and Job Search skills activities for Special Population students enrolled in CTE programs. Coordinate with Disabled Student Services and Vocational Programs to assist this population.</p>
2	<p>Assess the skills level development of students enrolled in developmental writing and assistive computer technology classes.</p>	<p>Purchase upgrades for a variety of assistive and standard computer hardware and software that will be used to instruct and develop students' skills and competencies to enhance success in pre-vocational and vocational programs.</p>	<p>Tutoring needs for expanded hours and more tutors for CTE students and students of special populations is increasing rapidly with the expansion of new facilities and classes at Cuyamaca. We need to provide sufficient service availability and quality tutoring services for these students.</p>	<p>Teach developmental writing classes using assistive computer technology to strengthen students' literacy skills to enhance success in pre-vocational programs.</p>
3	<p>Continue to administer a year end follow-up assessment to New Horizons (CTE) students instructional staff and program chairs to evaluate the effectiveness of support services provided through New Horizons.</p>	<p>Encourage the expansion of the certificate of proficiency programs with the CTE faculty members in order to broaden the opportunities for certificate completion for New Horizons students.</p>	<p>Identification of specific supportive needs by CTE programs including but not limited to Nursing, Child Development etc...are increase to meet the need of the student.</p>	<p>Through semester counseling appointments special population students are provided, if need, revised plans to address self-sufficiency based on CTE programs skills demand</p>

PERKINS VARIETY JUST THE FAQs

The Career Technical Education (CTE) Unit is responsible for the implementation of the Carl D. Perkins Career Technical Education Act (Perkins IV) of 2006, which includes managing and coordinating activities that impact other interagency and intra-agency objectives.

Ole Wise One

Ron Selge, Dean

All Career Technical Education Unit Activities

Private Postsecondary Contracts

Statewide Advisory Committee on Cooperative Work Experience Education

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Career Technical Education Resource Guide for the Carl D. Perkins Title IC Basic Grant Funds

<http://www.cccco.edu/SystemOffice/Divisions/EconDevWorkPrep/CTE/tabid/415/Default.aspx>

Perkins IV Title I-C Advisory Memo

<http://www.cccco.edu/SystemOffice/Divisions/EconDevWorkPrep/CTE/tabid/415/Default.aspx>

Godsend

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Webinars Archives						
Date	Start Time	Duration	Meeting Name	Type	Group/Org	Presenter
08/19/10	2:00 PM	60	Perkins I-C Final Report Tutorial	Webinars	CCCCO	Dr. Chuck Wiseley

<http://www.cccconfer.org/CCCC/OpenArchives.aspx?ShowType=Webinars>

Effective Practices for Special Population Students in California's Community Colleges

<http://www.jspac.org/>

California's Joint Special Populations Advisory Committee

DON'T FORGET TO FOLLOW THE RULES

- Always refer to your district/college procedures for equipment purchases, contracts, hiring, and travel when using Perkins funds.
- Remember to include tax when purchasing equipment. Districts responsibility to pay.
- Reasons for being under budget would include initial bid high, travel expenses less, etc.
- Remaining funds may be redistributed only to CTE programs already funded the current fiscal year. Suggest adding reason for increase funding and decrease funding language to reports.
- When in doubt, call your monitor.

PERKINS Business Services Perspective

The Carl D. Perkins Career Technical Education Act (Perkins IV) funds are Federal funds and are not included in the state budget cuts or flexibility provisions. Districts are reminded that the purpose of the Perkins IV, Title IC funds is for Career Technical Education (CTE) program improvement.

What Auditors Look For When Auditing Perkins IV Funds

To provide assurance that Perkins IV funds are used at the local level appropriately and the program is in compliance, listed below are several things auditors look for:

1. Are the funds being used for CTE program improvement?
2. Are the expenditures necessary and reasonable?
3. Are the funds being used to supplement not supplant?

(a) **SUPPLEMENT NOT SUPPLANT.**—Funds made available under this Act for career and technical education activities shall supplement, and shall not supplant, non-Federal funds expended to carry out career and technical education activities and tech prep program activities.

To determine if an activity is **supplanting** ask the following questions:

1. Was the activity paid for in the prior year with non-federal funds?
2. Was the activity required by state/local law or policy?
3. What would the district have done in the absence of federal funds?

LEAs may provide support for a program by helping individual students who are members of special populations: Districts may use Perkins funds to provide **direct assistance to students** if all of the following conditions are met:

1. Recipients of the assistance must be individuals who are members of special populations who are participating in Career Technical Education programs.
2. Assistance may only be provided to the extent that is needed to address barriers to the individual's successful participation in Career Technical Education programs.
3. Direct financial assistance must be part of a broader, more generally focused effort to address the needs of individuals.
4. Funds must be used to supplement, not supplant.