

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

District: LASSEN CCD

Agreement No.: 13-C01-025

Amount Encumbered: Amount Encumbered: \$129,912

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, 2013 to and including August 31, 2014. All performance under this allocation agreement shall be completed by June 30, 2014, 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.

Marlon Hall

District Chief Executive Officer

Superintendent/President

Title

P.O. Box 3000, Highway 139, Susanville, CA 96130

Address

06/03/2013

Date

DISTRICT CONTACT INFORMATION FORM

District: LASSEN CCD

Agreement No.: 13-C01-025

Address: P.O. Box 3000, Highway 139

City: Susanville

State: CA ZIP: 96130 -

District Contact/Project Director

Name: Susan G. Mouck

Title: Ex VP of Academic Services

Phone: 530 - 251-8836 ext.

Fax: 530 - 251-8838

Email: smouck@lassencollege.edu

District Superintendent/President

Name: Marlon Hall

Title: Superintendent/President

Phone: 530 - 251-8820 ext.

Fax: 530 - 251-8872

Email: mhall@lassencollege.edu

District Business Officer

Name: Dave Clausen

Title: VP of Administrative Services

Phone: 530 - 251-8826 ext.

Fax: 530 - 251-8804

Email: dclausen@lassencollege.edu

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

Name: Susan G. Mouck

Title: Admin_Title

Phone: 530 - 251-8836 ext.

College: LASSEN

Fax: 530 - 251-8838

Email: smouck@lassencollege.edu

College Aggregate Core Indicator Informaton
(2013-2014)

District/College: LASSEN COLLEGE

Agreement No.: 13-C01-025

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:

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

District Contact/Project Director: Susan G. Mouck

**LIST OF TOP CODES AND TITLES TO BE FUNDED IN 2013-2014
 INCLUDE FUNDING FOR ACROSS CTE PROGRAMS**

District/College: LASSEN COLLEGE

Agreement No.: 13-C01-025

TOP Codes (*2-,4-, and 6-digit)	TOP Code Title	Program Title	Section IV: Budget Summary by TOP Code Direct	Section IV: Budget Summary by TOP Code **Admin	Section IV: Budget Summary by TOP Code Combined Budget
0948.00-01	Automotive Technology	Automotive Technology	\$ 43,191	\$ 0	\$ 43,191
0956.50-01	Welding Technology	Welding Technology	\$ 14,200	\$ 0	\$ 14,200
1030.00-02	Graphic Art and Design	Digital Graphic Design	\$ 34,000	\$ 0	\$ 34,000
2133.00-01	Fire Technology	Fire Technology	\$ 29,021	\$ 0	\$ 29,021
<p>*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.</p> <p>**Amount is shown only if district permits Administration costs at the program level.</p>					
Across CTE Programs - Assigned in Order of Entry	Across CTE Programs	Program Title / CTE Related Activity	Across CTE Programs Section IV: Budget Summary Direct	Across CTE Programs Section IV: Budget Summary **Admin	Across CTE Programs Section IV: Budget Summary Combined Budget
Across-01	Across CTE Programs	Digital Graphic Design	\$ 5,000	\$ 0	\$ 5,000
Admin-01	Administration	Administration		\$ 4,500	\$ 4,500
Total budget for all categories			Direct	Admin	Combined Budget
Total			\$ 125,412	\$ 4,500	\$ 129,912

Local Application Program Information by TOP Code

College: LASSEN COLLEGE

Agreement No.: 13-C01-025

Program Title: Digital Graphic Design

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

Reaching nontraditional and special populations of students to inform them of the opportunities provided by CTE programs at Lassen Community College is an ongoing challenge due to our rural location and budget constraints. Not all potential students have readily accessible technology to search and view CTE options available to them through LCC online because of demographics, economics, or physical constraints. The newly approved Digital Graphic Design program at LCC provides an unique opportunity to provide real world experience in the development of promotional materials by students while at the same time providing a variety of materials to promote the various CTE program to potential students. Students enrolled in the CTE Digital Graphic Design program create and design promotional materials such as brochures, flyers, promo cards, posters, directional signage, banners, etc., which will help facilitated the awareness of all the CTE programs (Administration of Justice/Correctional Science, Agriculture, Automotive Technology, Business, Digital Graphic Design, Early Childhood Education, Fire Technology, Gunsmithing, Human Services, Vocational Nursing, and Welding Technology) at LCC along with their articulated partners. Although the design work is created free of charge, the cost of substrates and consumables for printing such promotional materials would need to be absorbed by each CTE program. CCCCCO approval for all materials will be obtained prior to production and reference to "funded by Perkins grant..." will be included in all promotional materials.

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

This portion of the grant will allow for the purchase of substrates and consumables in order to print necessary promotional materials for each CTE program at LCC. This will allow for each CTE program to promote their program by targeting low-income and less technology accessible areas and schools. These printed promotional items will be visually accessible to potential students through their high school counselor, CTE articulated course(s), various sites around campus, community career centers, businesses that provide services relating to CTE programs offered, and community/regional events. Although, the CTE programs will continue to be promoted using digital methods, i.e.; LCC Website, Facebook, and e-mail, the printed versions offer a hands-on approach that can be picked-up, viewed, shared, and taken home for potential students to digest. By promoting CTE programs in both digital and tradition methods reinforces the program's strength while communicating to all populations of potential students. Handling the creating and printing of CTE promotional materials at LCC through the Digital Graphic Design program will alleviate promotional material funding competition by each CTE program. It also relieves each CTE program from having to take time to create and think of ways to promote their program. Each CTE program will now have promotional materials that they have not had in the past, and although each CTE program is unique and different, they will have visual unity.

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 |

<input type="checkbox"/>	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:

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

Application Budget Summary Across CTE Programs

COMPLETE BUDGET SUMMARY FORMS IDENTIFYING PERKINS TITLE I-C CATEGORICAL EXPENDITURE
 TOTALS BY ACROSS CTE PROGRAMS BY DISTRICT/COLLEGE.

District/College: LASSEN COLLEGE
 Program Title: Digital Graphic Design

Agreement No.: 13-C01-025

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

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

Note: Final Report of expenditures for 2013-2014 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
(2013-2014)

District/College: LASSEN COLLEGE
Program Title: Automotive Technology

Agreement No.: 13-C01-025
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:

- 0 of the 34 are at or above the State negotiated level(s);
- 5 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: Susan G. Mouck

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: LASSEN COLLEGE

Agreement No.: 13-C01-025

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.)

For the Automotive Technology program, Core Indicators 2 and 5 fall below the state negotiated levels. Data for Core Indicator 4 is not being collected or reported. The majority of students enrolled in the program are male. The program is actively targeting the recruitment of females, economically disadvantaged individuals, the unemployed, single parents, and the CTE Transition student. Program faculty recruitment/retention efforts will be augmented by an Outreach Coordinator hired effective July 1, 2013. Last year as a result of recommendations from the program advisory committee, the courses and certificates for the program were completely revised. The faculty is eagerly looking forward to providing students with the updated curriculum. The faculty is also focusing on retention and completion of students within the revised program. Success in attaining certificates in Automotive Technology aids students in obtaining entry-level positions in a high demand field. Successful entry into the automotive repair industry in today's economy, requires specialized training. In order to provide this training the automotive technology program should be National Automotive Technician Education Foundation (NATEF) certified. In order to become NATEF certified, the program facilities requires improvements including the purchase of tools and equipment. Furthermore, regional employers utilize technology-based automotive diagnostic and repair equipment far more advanced than that available in the current campus lab setting. In order to obtain employment, students must, in the classroom and lab, be introduced to and become competent with the new technology that is an expectation in the field and to meet the expectations of Core Indicator 1. Nontraditional and special population students are frequently challenged by lack of physical access to the campus. The program faculty are investigating nontraditional delivery methods for some of the program course.

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

Based on the suggestions of the program's advisory committee to maintain industry standard equipment and training, the results of the instructional program review, the requirements for NATEF certification, non-traditional student retention, and to implement the updated curriculum, several program improvements are needed. First the aging equipment must be replaced and new state of the art equipment purchased to assure students have ability to practice on and become familiar with equipment currently utilized in the industry. Duplicate tools or expanded types of tools must also be procured to assure all CTE students have ample time to practice and not be forced to wait until their tools are freed from use by other students. CTE funding will be utilized to purchase On-Car Brake Lathe and Lathe Power Drive System, Transmission Flush Machine, Valve Refacer, Wheel Alignment Machine, Wheel Balancer, Auto Lift for Wheel Alignment Machine, and Master Puller Set Hub and Installer. The program faculty will continue to investigate alternate delivery methods such as live interactive delivery of the lecture component of courses, which may require faculty training in such equipment and programs. Options for tracking and reporting employment data for graduates of the program are being investigated. Improved tracking will enhance program effectiveness in addition to allowing reporting of data for Core Indicator 4. These efforts will be coordinated by the newly hired Director of Institutional Effectiveness.

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

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

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

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

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

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

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

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

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

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

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: LASSEN COLLEGE
 Program Title: Automotive Technology

Agreement No.: 13-C01-025
 TOP Code: 094800

Line No.	Acct. No.	Object of Expenditure	Direct Program Expenditure	Administrative Expenditure* (not to exceed 5% of total district expenditures)	Total
1	1000	Instructional Salaries	0	0	0
2	2000	Non-Inst. Salaries	0	0	0
3	3000	Employee Benefits	0	0	0
4	4000	Supplies & Materials	0	0	0
5	5000	Other Operating Expenses & Services	0	0	0
6	6000	Capital Outlay	43,191	0	43,191
7	7000	Other Outgo	0	0	0
		Total Expenditure	43,191	0	43,191

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

Note: Final Report of expenditures for 2013-2014 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
(2013-2014)

District/College: LASSEN COLLEGE

Agreement No.: 13-C01-025

Program Title: Welding Technology

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: Susan G. Mouck

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: LASSEN COLLEGE

Agreement No.: 13-C01-025

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.)

The Welding Technology program is in the third year of a four-year plan to expand and remodel the welding facility, replace outdated equipment and become a regional American Welding Society Testing Facility. This plan enhances the capacity for students to achieve multiple industry recognized certifications. Additionally, the program is adding welding for gunsmiths shifting welding classes out of gunsmithing to Welding Technology. Having new, state of the art welding equipment and tools is a marketing tool to recruit and retain nontraditional students and students in general. Enhanced recruitment and retention efforts will assist the program in elevating Core Indicators 2, which falls below the state negotiated level. CTE students will be provided the opportunity to practice their welding skills using current industry technologies in order to increase their level of employability. A 1:1 welder/student ratio will be achieved with the purchase of eight welding units along with those already available in the Welding Technology program. Offering the gunsmithing welding classes in the Welding Technology program will allow the gunsmithing program to offer more gunsmithing courses. The student skill level will increase, because more time will be spent welding and learning to weld and not waiting for available equipment. The increased skill level will help sustain the programs performance in Core Indicator 1 above the state negotiated level. Additional objectives can then be added to further enhance the gunsmithing students' specialized welding skills. Data for Core Indicator 4 is not being collected or reported.

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

The Outreach Coordinator, hired effective July 1, 2013, will assist program faculty in recruitment/retention efforts with expected impact on Core Indicators 2, 3 and 5. Based on the recommendations of the program advisory committee to provide "state of the art" industry standard equipment and practices, the results of the instructional program review and to increase the employability of its CTE students, the program will expand to offer welding for gunsmiths. In order to add the extra curriculum to instruct all levels of students and maintain a low student per equipment ratio, the program needed to add eight Miller Dynasty 200 SD welding units with eight contractor kits. Previous CTE funding (2012-2013) was used to purchase four of the eight units. The remaining four units and contractor kits will be purchased with the current 2013-2014 CTE funding. This will allow for more industry certifications to be offered, preparing CTE students for better mobility in "real world" employment. Improved tracking and reporting ability is expected as an outcome of the efforts by the newly hired Director of Institutional Effectiveness, which will allow the college to collect and report data to support Core Indicator 4.

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

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

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

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

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

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

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

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

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

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

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: LASSEN COLLEGE
 Program Title: Welding Technology

Agreement No.: 13-C01-025
 TOP Code: 095650

Line No.	Acct. No.	Object of Expenditure	Direct Program Expenditure	Administrative Expenditure* (not to exceed 5% of total district expenditures)	Total
1	1000	Instructional Salaries	0	0	0
2	2000	Non-Inst. Salaries	0	0	0
3	3000	Employee Benefits	0	0	0
4	4000	Supplies & Materials	0	0	0
5	5000	Other Operating Expenses & Services	0	0	0
6	6000	Capital Outlay	14,200	0	14,200
7	7000	Other Outgo	0	0	0
		Total Expenditure	14,200	0	14,200

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

Note: Final Report of expenditures for 2013-2014 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
(2013-2014)

District/College: LASSEN COLLEGE
Program Title: Digital Graphic Design

Agreement No.: 13-C01-025
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);
- 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: Susan G. Mouck

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: LASSEN COLLEGE

Agreement No.: 13-C01-025

Program Title: Digital Graphic Design

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.)

Newly approved, the Digital Graphic Design program has just begun collecting data. With limited enrollments, the program demonstrates exceptional performance for Core Indicators 2 and 5, well above the state negotiated level. Data for Core Indicators 1, and 4 is not being collected or reported and data for Core Indicator 3 is well below the expected level. In order to provide the necessary technical skill attainment (Core Indicator 1) to students, the DGD program is already facing the challenge of outdated computer technology and safety within the classroom/lab. The DGD Lab, provides 20 iMac computers that no longer support industry standard software upgrades. These computers, purchased in 2007, are continually “crashing” due to program overload and lack of memory to process student’s designs. This results in students to becoming despondent and frustrated not only with the equipment, but also with the CTE program leading to poor retention and success. The program advisory committee, which was extremely involved in the development of the new program, has clearly articulated the need for a "State-of-the-Art" computer lab to provide the experiences necessary for students to obtain employment. The DGD Lab is two to three years behind industry software upgrades and currently two years behind the local high school, even after maximizing memory upgrades in 2011. In addition to insufficient memory, the existing iMacs do not have glare free screens. Visually challenged students are continually asking for the lights to be turned off so they can view their artwork correctly without screen glare. This creates a safety hazard in the classroom/lab.

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

To address the issues of recruitment and retention, the college has hired an Outreach Coordinator who will actively recruit females, economically disadvantaged individuals, the unemployed and other underrepresented students for all of the colleges career technical education programs. The Outreach Coordinator is also responsible for monitoring and promoting the retention and success of the recruited students, improving performance on Core Indicator 3. To ensure that the non-traditional CTE students are exposed to the “State of the Art” education as listed in the LCC Program and Student Learning Outcomes of the DGD program; the existing computers need to be replaced with newer iMacs. By doing so, the DGD program will be able to maintain industry standard software, stay ahead of the local high schools - not behind, thus providing the incentive for the CTE pathway student to move forward with their education. This also allows the under privileged student the ability to produce designs with industry standard equipment, providing them with equality and the cutting edge they need to compete in the global world. Student/faculty safety overall will be improved within the lab by providing computers with glare free screens, thus allowing the lights to be turned back on. Improved tracking and reporting ability is expected as an outcome of the efforts by the newly hired Director of Institutional Effectiveness, which will allow the college to collect and report data to support Core Indicators 1 and 4.

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

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

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

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

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

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

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

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

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

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

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: LASSEN COLLEGE
 Program Title: Digital Graphic Design

Agreement No.: 13-C01-025
 TOP Code: 103000

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

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

Note: Final Report of expenditures for 2013-2014 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
(2013-2014)

District/College: LASSEN COLLEGE

Agreement No.: 13-C01-025

Program Title: Fire Technology

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:

0 of the 34 are at or above the State negotiated level(s);

6 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: Susan G. Mouck

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: LASSEN COLLEGE
 Program Title: Fire Technology

Agreement No.: 13-C01-025
 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.)

The Fire Technology program at LCC is designed to prepare students for employment in the fire-fighting industry. Students complete the program with a working knowledge and understanding of positions available, technical language in the field, equipment, materials and modes of operation. In a dangerous and exacting profession, workplace safety is paramount. Within the courses offered at LCC, Real-World applications are simulated as closely as possible, less the immersion of a real fire. Students must obtain sufficient practice time with industry standard tools and personal protection equipment in order to develop the competency in handling such equipment within stressful circumstances in order to comply with rigorous expectations and regulations. Personal protective equipment for each student is an absolute necessity along with realistic training props for the real-world practice experience. Many of the students enrolled in the program at LCC are recently unemployed, rehabilitated, and/or returning American war veterans in search of a physically active employment. Due to the nature of the hands-on studies of the program and severe financial issues of the students in general, personal protective equipment and industry standard tools/equipment is an ongoing challenge for these populations of students. The numbers for all of the Core Indicators are significant less than the expectations of faculty and the program advisory committee comprised of major employers of graduates from the program in the area. The quality of data collection and reporting is being questioned.

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

The newly hired Director of Institutional Effectiveness will be assigned the responsibility to analyze the current methods utilized for data collection and reporting and provide suggestions for improvement. It is hoped that the immediate implementation of changes in data collection and reporting will provide more accurate data for all of the Core Indicators allowing the program to better address those indicators requiring program action. As with other CTE programs, the Director of Institutional Effectiveness will work specifically on mechanisms to collect data for Core Indicator 4, lacking for the college as a whole. With the recognized need to outfit the various dependent student populations clearly articulated by the potential employers serving on the advisory committee, LCC would utilize CTE funding to purchase the following: personal protective equipment, industry standard training tools, fire shelters, Nomex shirts/pants, initial attack packs, chain saws/chains, and red bags. This equipment will be monitored with a check in and out system to minimize loss and to assure the ongoing safety integrity of the equipment. The purchasing of the above mentioned personal protective equipment and industry standard tools would enable low-income students the same educational opportunity as others. This would allow them to experience hands-on learning in a Real-World environment, thus bridging the gap between unemployment and California fire-fighting employment opportunities.

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

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

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

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

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

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

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

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

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

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

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: LASSEN COLLEGE
 Program Title: Fire Technology

Agreement No.: 13-C01-025
 TOP Code: 213300

Line No.	Acct. No.	Object of Expenditure	Direct Program Expenditure	Administrative Expenditure* (not to exceed 5% of total district expenditures)	Total
1	1000	Instructional Salaries	0	0	0
2	2000	Non-Inst. Salaries	0	0	0
3	3000	Employee Benefits	0	0	0
4	4000	Supplies & Materials	0	0	0
5	5000	Other Operating Expenses & Services	0	0	0
6	6000	Capital Outlay	29,021	0	29,021
7	7000	Other Outgo	0	0	0
		Total Expenditure	29,021	0	29,021

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

Note: Final Report of expenditures for 2013-2014 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)

Application Budget Summary by TOP Code

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

District/College: LASSEN COLLEGE
 Program Title: Administration

Agreement No.: 13-C01-025

Line No.	Acct. No.	Object of Expenditure	Direct Program Expenditure	Administrative Expenditure (if allowed at the program level)	Total
1	1000	Instructional Salaries	0	0	0
2	2000	Non-Inst. Salaries	0	0	0
3	3000	Employee Benefits	0	0	0
4	4000	Supplies & Materials	0	0	0
5	5000	Other Operating Expenses & Services	0	0	0
6	6000	Capital Outlay	0	0	0
7	7000	Other Outgo	0	4,500	4,500
		Total Expenditure	0	4,500	4,500

*Enter amount only if the district permits Administration costs at the program level. District total administration expenditure can not exceed 5% of district total expenditure.

Note: Final Report of expenditures for 2013-2014 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: LASSEN CCD

Agreement No.: 13-C01-025

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

The Lassen Community College Local Planning Team (LCCLPT), chaired by the Executive Vice President of Academic Services draws from a comprehensive and diverse constituency and is comprised of at least one member from each required sector. Internally, participants represent faculty from targeted and funded career technical programs, academic faculty, and staff from student support services including: Disabled Students Services Program, counseling, tutoring services and the Learning Center. Educational entities, community representatives and business and industry partners constitute external representatives on the LCCLPT. Student representatives are recommended by the CTE program faculty. The committee meets "face to face" twice during the academic year to review District priorities, program data, changes in Perkins legislation, regional economic trends and changing industry requirements. The Core Indicators for each CTE program at the college are presented and discussed. Successful initiatives are shared by program initiators, so that all programs many benefit. Specific challenges in meeting the state negotiated levels for individual Core Indicators by individual programs and the college as a whole are also discussed. The planning meetings are correlated with the college's master planning cycle assuring that proposed Perkins-related activities are embedded within the college's master plans. One outcome of discussions during the 2012-2013 academic year was the identification of the need for improved data for informed decisions throughout the campus. Specifically, the need for better collection and reporting of Core Indicator data was articulated. The outcome of these discussions was the budget allocation for and subsequent hiring of a Director of Institutional Effectiveness, who will begin work June 1, 2013. Internal participants are constants over the planning years, whereas external community partners and students change regularly. This requires ongoing review of the goals, purposes, title requirements and evaluation of Perkins grant initiatives as well as the role of the planning committee in the planning cycle of the college.

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

This last year during the planning team meetings, the Perkins legislation, title requirements and the overall impact of the activities on the campus were discussed. During these meetings individual programs also shared progress on the yearly activities)e.g. curriculum development, professional development, program expansion, etc). The format of the reports assured attention to core indicators, results disaggregated by special populations and sharing of best practices that may be implemented across career technical programs. Two members of the college community attended CTE workshops and/or conferences to receive Perkins training. The participation is intended to insure that the entire committee remains informed of program requirements. This year a closer partnership with the CTE Transitions framework was initiated to assure more successful outreach and recruitment efforts and seamless transition from secondary to post secondary institutions. Program advisory committee meetings routinely included discussions of Perkins-related initiatives. During these discussions status reports on progress, recommendations for future initiatives and evaluations occur.

RESPONSES TO LOCAL PLAN REQUIREMENTS

District: LASSEN CCD

Agreement No.: 13-C01-025

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, 2013. 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 Local Planning Team meets face-to-face twice during the academic year to review and discuss TOP Code selection and inclusion in the current year Perkins Plan. District priorities from the Comprehensive Institutional Master Plan, individual program priorities from the Institutional Program Reviews and Annual Updates, North State job market data, regional economic trends related to local job marks, labor market projections, occupational needs in general and Core Indicator data are discussed and evaluated. Technology trends and need from the Institutional Technology Master Plan and planning related to professional development included in the Professional Development Plan are examined. Comprehensive institutional data is made available to inform the discussions. Data available by program includes: impact of class scheduling on student participation, enrollment trends, student course retention, student course success rates, persistence across terms and academic years and transfer readiness rates. Additional data is provided for internal analysis of Core Indicator data including student achievement and skill attainment, program completion rates and disaggregated data by special populations. The Local Planning Team will regularly review all proposals for Perkins funding in the future to ensure congruence between the proposed CTE activities and the Core Indicators identified in the Perkins guidelines.

- 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.)**

Lassen Community College Curriculum and Academic Standards Committee, a subcommittee of the Academic Senate meets twice monthly. The committee is charged with regularly and rigorously reviewing all of the course in the career and technical programs every two years as one component of the instructional program review process. This ensures that course outlines, syllabi, student learning outcomes, reading materials and other instructional components are up-to-date and effective in producing a graduate capable of performing at the high level of quality and competency expected by prospective employers. All career and technical courses and programs have adopted student learning outcomes. All degrees within CTE programs require courses within general education areas. All courses are designed to promote student learning and assessments occur in order to assure that students achieve student learning outcomes at the desired level. Career and technical education students at Lassen Community College are always assessed and counseled to enroll in courses in which they possess the prerequisite skills to become successful. The college is well aware of deficits of many students with regards to college readiness in math, English, and reading and offers a full schedule of basic skills coursework to mitigate these deficiencies. In this manner, all students can gain critical thinking, numeracy, research, leadership; and team work skills by enrolling in liberal arts and science classes. Specific programs, namely Automotive and Welding Technology, have an instructional support specialist augmenting the faculty to assist students in in practice to acquire the required technical skills for successful employment. The support specialist is an successful nontraditional student, who can serve

as a role model encouraging and supporting the retention and success of students. Faculty assessment of student learning outcomes assures that CTE students receive and are held to the same high academic standards as non-vocational students.

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.)

CTE programs provide students with varied types of experiences to prepare them for successful entry into the identified field. Experiences include extensive use of project development in laboratory classroom settings, activities which simulate real work scenarios, internships and work experience. Lassen Community College has a comprehensive work experience program that engages a large number of CTE students in paid and unpaid internships, practical and field placements providing direct and invaluable exposure to and experience with local employers. Through such practical experiences students gain hands-on experience in their field of choice, working under the direct supervision of a mentor. A Learning Contract is developed jointly with their supervisor/mentor that identifies specific learning objects and the structured activities and experiences by which to achieve them. Potential employer members of the program advisory committee often provide placements for the CTE students within their industry.

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.)

Lassen Community College has had a strong movement toward technology based learning experiences over the last two years. Title III and Perkins funding were employed to equip CTE classrooms with smart technology which assures students have State-of-the-Art access to technology in the teaching and learning experience. The technology committee along with the facilities department deployed wireless access points across the campus grounds. Faculty members are engaged in the development of online, hybrid, and live interactive modes of delivery for their courses. Equipment, software, supplies, and professional development supported by Perkins funding have been a critical component of assuring overall currency in technology for CTE programs. Taken together these initiatives provide students with the skills necessary to enter technology enhance high wage, high demand fields.

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

The evaluation mechanisms, specifically regular assessment of student learning outcomes, instructional programs reviews, and annual program review updates provide the mechanism for identification of services and activities that will address program quality. Lassen Community College Curriculum and Academic Standards Committee, a subcommittee of the Academic Senate meets twice monthly. The committee is charged with regularly and rigorously reviewing all of the course in career and technical programs every two years as one component of the instructional program review process. This ensures that course outlines, syllabi, student learning outcomes, reading materials and other instructional components are up-to-date and effective in producing a graduate capable of performing at the high level of quality and competency expected by prospective employers. Productive meetings of the program advisory committees regularly provide recommendations that result in meaningful improvement to the quality of programs.

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.)

As previously mentioned, the college's comprehensive instructional program review process is the primary vehicle for the evaluation and improvement of degree and certificate programs. Added impetus for program evaluation and revision has been provide over the last year through the need to develop Associate in Science Degree for Transfer (SB 1440). The program faculty in three CTE areas; Administration of Justice, Business Administration and Early Childhood Education have completed and received approval for AS-T. Faculty members routinely attend conferences and network with professionals across the State and the nation to incorporate trends and processes that make our students more competitive in the workforce. Some programs (Vocational Nursing, Child Development and Fire Technology) are subject to compliance with external accreditation standard that also provide an impetus and feedback for improvement. With Perkins support the college is seeking to add additional external compliance agencies to the Automotive and Welding Technology programs to further assure continuous improvement. These elements converge to assure the continual improvement of quality programs.

- 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.)**

Lassen Community College has a number of strategies in place that are designed to remove barriers for special population student enrolled in CTE programs. First, faculty and administrators are involved in the planning and implementation of Basic Skills Initiative to make sure that those students who lack reading, writing and computation skills needed for success in their programs receive the assistance needed. Secondly, the DSP&S, EOP&S and CalWORKs directors serve as members of the Local Planning Team to articulate and advocate for the needs of students who are members of special populations. Thirdly, Perkins funds will be leveraged/reserved to supplement the needs of special needs students beyond the DSP&S allocations as necessary. Equipment can and often is modified so it is available to disabled students who wish to enroll in CTE programs. Adaptive computer programs are available and provided through DSP&S. The college also provides special career counseling services for students with physical, learning, hearing, communication, and psychological disabilities. Finally, the college has programs that assist low income students. There is a full time staff person assigned to provide assistance to CalWORKs eligible students, EOP&S assists with special counseling and textbook purchase and CARE program assists single parents with additional resources, such as child care and gas vouchers. In addition, the college has a Child Development Center that offers childcare on-campus with little or no charge to economically disadvantaged students. These strategies and programs work to remove barriers and to prepare students who are members of special populations for high wage, high demand careers. The college recently filled the Director of Institutional Effectiveness position. The individual in this position will provide improved data and analysis so that CTE programs can better serve, track and report on special populations.

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

Initiatives for promoting preparation for nontraditional training and employment include: review existing and develop new marketing materials (print and web) to make sure they portray inclusiveness, continue existing, and develop new partnerships with community groups such as the Alliance for Workforce Development, to recruit and mentor students, promote faculty and staff participation in workshops and conferences where strategies for recruiting and nontraditional student success are the focus, continue and enhance partnerships with employer groups to jointly identify and recruit nontraditional students and develop partnerships with local agencies that will expand entrepreneurial opportunities for students. All CTE program undergo program review every two years, during the review process core indicators may be utilized to monitor the performance of special populations of students. Additional learning support for disabled students occurs through the disabled student support program, while additional support of economically disadvantaged students is provided by EOP&S. The Learning Center provides peer tutors to any student self-identified as needing additional assistance.

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

Lassen Community College has a robust professional development program that provides a range of opportunities for faculty and staff to acquire training aimed at improving the teaching a learning environment and ultimately, student success. With receipt of the Title III grant opportunities for faculty to attend State and National conferences have expanded. Faculty continue to participate in campus-based activities focused on the assessment of student learning outcomes, curriculum development, classroom technology, effective pedagogical techniques, classroom management, learning styles and effective online teaching. "Tools for Teaching", a new course developed last year is being used to acquaint new and adjunct faculty with effective teaching and supporting student retention and success at a community college level. The course incorporates techniques for supporting special population student success.

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

Lassen Community College has formed a strong partnership with Lassen High School and secondary schools across the county, which link secondary and post secondary programs. Currently, 2 + 2 courses are offered and new curriculum and partnerships are being developed utilizing the CTE Transitions initiative. The strongest examples of linkage at this time occur in the Business Administration, Agriculture, and Digital Graphic Design programs. By directing the CTE Transition students through the LCC Transfer Center, students gain a better understanding of what programs are available to them and the process they need to follow to gain qualified Transitions 2 + 2 credit. Faculty in the articulated programs meet several times a year to discuss changes and improvements to their programs/curriculum so CTE students experience a smooth transition to the college level.

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

All Lassen Community College counselors have the ability to provide career and academic counseling to students. All counselors are familiar with the college's CTE programs and student support services. CTE faculty work closely with counselors to capture opportunities to expose students to CTE careers and assist when students show signs of struggling. The college continues to host and attend college career fairs and the CalWORKs Job Placement Specialist offers career guidance services to all students. The college recently hired a Outreach Coordinator, who will focus on student recruitment and work in conjunction with the academic counselors to improve the retention and success of the recruited students. The college CTE program faculty have actively participated with high school faculty in the CTE Transitions grant resulting in the development of 2 + 2 agreements. With the development of associate degrees for transfer by several CTE programs, namely Administration of Justice, Business Administration, and Child Development, the linkage to further education opportunities for these CTE students have been codified.

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

By virtue of its dual location in the northeast corner of the state, Lassen Community College is extremely challenged in it's efforts to recruit highly qualified instructional personnel in all areas. However, the college's CTE advisory committees have proven to be an effective recruitment vehicle for CTE instructors. With a sparse local population of

Application Budget Summary by District

District: LASSEN CCD

Agreement No.: 13-C01-025

Allocation: \$129,912

Planned Expenditure: \$129,912

		Federal Funds (Enter dollar amount only - Rounded off to the nearest whole dollar)			
Line No.	Acct. No.	Object of Expenditure	Direct Program Expenditure	Administration Expenditure* (not to exceed 5%)	Total
1	1000	Instructional Salaries	\$0	\$0	\$0
2	2000	Non-Inst. Salaries	\$0	\$0	\$0
3	3000	Employee Benefits	\$0	\$0	\$0
4	4000	Supplies & Materials	\$0	\$0	\$0
5	5000	Other Operating Expenses & Services	\$5,000	\$0	\$5,000
6	6000	Capital Outlay	\$120,412	\$0	\$120,412
7	7000	Other Outgo	\$0	\$4,500	\$4,500
		Total Expenditure	\$125,412	\$4,500	\$129,912

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

Note: Final Report of expenditures for 2013-2014 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)

STATEMENTS OF ASSURANCE

DISTRICT PLAN/APPLICATION FOR
CAREER AND TECHNICAL EDUCATION

District: LASSEN CCD

Agreement No.: 13-C01-025

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: Marlon Hall

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

District: LASSEN CCD

Agreement No.: 13-C01-025

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.

5. DRUG-FREE WORKPLACE (GRANTEES OTHER THAN INDIVIDUALS)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Place 1:

Place 2:

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

DRUG FREE WORKPLACE (GRANTEES WHO ARE INDIVIDUALS)

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

A. As a condition of the grant, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity with the grant; and

B. If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, I will report the conviction, in writing, within 10 calendar days of the conviction, to: Director, Grants Policy and Oversight Staff, Department of Education, 400 Maryland Avenue, S.W. (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected grant.

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

District Superintendent/President: Marlon Hall

DISTRICT NEGOTIATION OF LEVELS OF PERFORMANCE

District: LASSEN CCD

Agreement No.: 13-C01-025

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

Indicator	State Target	Accept State Target?		Agreed upon Target
		Yes	No	
1 . Technical Skill Attainment	89.50 %	<input type="checkbox"/>	<input checked="" type="checkbox"/>	88.47
2 . Completions	81.50 %	<input type="checkbox"/>	<input checked="" type="checkbox"/>	71.62
3 . Persistence & Transfer	86.50 %	<input type="checkbox"/>	<input checked="" type="checkbox"/>	85.15
4 . Placement	80.85 %	<input type="checkbox"/>	<input checked="" type="checkbox"/>	56.31
5a. Equity: Non-Traditional Participation	22.60 %	<input type="checkbox"/>	<input checked="" type="checkbox"/>	21.84
5b. Equity: Non-Traditional Completion	26.50 %	<input type="checkbox"/>	<input checked="" type="checkbox"/>	24.27

DISTRICT PERFORMANCE DETERMINATION

District: LASSEN CCD

Agreement No.: 13-C01-025

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

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

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

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

Indicator	State Target	Agreed Target		90% of Agreed upon Target	Actual Performance	Met 90% of Target
1 . Technical Skill Attainment	88.83 %	91.80 %	<input type="checkbox"/>	82.62 %	88.47 %	Y
2 . Completions	82.15 %	80.30 %	<input type="checkbox"/>	72.27 %	72.61 %	Y
3 . Persistence & Transfer	85.80 %	85.80 %	<input type="checkbox"/>	77.22 %	82.44 %	Y
4 . Placement	81.62 %	70.82 %	<input type="checkbox"/>	63.74 %	56.31 %	N
5a. Equity: Non-Traditional Participation	22.20 %	22.20 %	<input type="checkbox"/>	19.98 %	21.84 %	Y
5b. Equity: Non-Traditional Completion	25.00 %	25.00 %	<input type="checkbox"/>	22.50 %	27.72 %	Y

Focused Improvement section: One or more indicators did not meet 90% of the negotiated target. Please describe the planned strategies and activities to be employed during the upcoming year to address performance gaps in indicators where performance was below 90% of target. (Limit 3,500 characters)

The performance gap for Lassen Community College occurs primarily in the area of placement. In order to address this indicator a career technical education initiative focusing on improving placement will be undertaken next year. The initiative will include 1. increasing faculty contacts with local business/industry representatives to assure these potential employers are aware of the pool of qualified graduates in each of the CTE programs, 2. focus the local planning team agenda on creating strategies to improve employment opportunities for CTE funded program students and create an "Employability/Placement Plan" as a result, and 3. work with local agencies (such as the Alliance for Workforce Development) to provide additional support for special population students in seeking employment and track the success of their efforts.

Note: All funded programs must address performance gaps in the program area.

Check here to indicate you have completed this form..

