MIRAMAR COLLEGE

Perkins Local Planning Team Meeting

March 30, 2012

Perkins Local Planning Team Process

2012 - 2013

- Local Planning Team was created to involve representatives from CTE programs, business and industry in the planning and decision making process to determine program funding for 2012-13

- Team will review each proposal to ensure that the 9 requirements are addressed and includes "reasonable" expenditures allowed under Perkins IV

Funding level for this year

- No additional informational about 2012 -2013 allocation at this time

- Anticipated - 80% of last year's funding level = $226,500

Funds Requested by Programs (2012-13)

Top Code	Program	Amount Requested
2105	Admin of Justice	23,819.00
948	Auto Tech	67,300.00
950	Aviation (AVIM)	28,900.00
3020	Aviation Management	15,025.00
430	Biotechnology	15,312.00
Across	CalWORKs	15,700.00
1305	Child Development	25,000.00
514	Computer Business Tech.	4,500.00
Across	Counseling & Guidance	30,000.00
947	Diesel	46,000.00
Across	DSPS	6,100.00
1250	EMT	31,500.00
2133	Fire Tech	-
614	Graphics	50,000.00
Across	Interdisciplinary (BTCWI)	31,000.00
1402	Legal Assist	9,860.00
1205	Medical Lab Tech	16,628.00
835	Phys Ed & Rec	20,000.00
	Total	
		430,544.00

Basic Criteria for Expending the Funds

- Expenditures Must:
  - Meet the purpose of the Perkins IV, Title 1-C Act addressing the 9 requirements
  - Be necessary and reasonable

- Expenditures May Not be Used for:
  - General purposes
  - Maintenance of existing programs

9 Required Elements

1. Strengthen and integrate academic & CTE skills
2. Link CTE at the secondary and post-secondary levels/ Programs of Study
3. Provide relevant industry awareness and preparation for employment including Work-based learning experiences
4. Develop, improve or expand the use of technology in CTE
5. Provide professional development opportunities for all faculty & administrators involved in integrated CTE Programs
6. Conduct CTE program evaluation including assessment of service to special populations
7. Initiate, improve, expand and modernize quality CTE programs
8. Provide effective services and activities - address size, scope, quality
9. Provide activities to prepare special populations for high demand, high wage occupations

Twenty Permissive Uses

1. Involve parents, business and labor in planning & operation
2. Career guidance & academic counseling
3. Business Partnerships - Work-related experience students & faculty
4. Programs for spec. pops.
5. CTE student organizations
6. Mentoring & support services
7. Upgrading equipment
8. Teacher prep. Programs
9. Improving and developing new CTE courses including Distance Ed.
10. Assist transition to BA degree programs
11. Support entrepreneurship education
12. Initiatives for secondary students obtaining postsecondary credit to count towards an AA/AS or BA/BS degree
13. Support small CTE learning communities
14. Family & consumer sciences
15. Adult CTE programs
16. Job placement programs
17. Support Nontraditional activities
18. Automotive technologies
19. *Pooling funds
    - Teacher Prep.
    - Data & Accountability,
    - Assessments
20. Support other CTE programs

Types of Costs that can Generally be Considered Eligible?

- Administrative Costs (5%) – (District Office)
- Personnel Services (time distribution records)
- Stipends
- Consultants
- Instructional Materials
- Travel
- Instructional Equipment

Types of Costs are <u>NOT</u> Eligible

1. Student expenses or direct assistance to students
2. Entertainment
3. Awards and memorabilia
4. Individual memberships
5. Membership with orgs. that lobby
6. College tuition, fees, books
7. Fines and penalties
8. Insurance/self-insurance
9. Expenses that supplant
10. Audits, except single audit
11. Contributions and donations
12. Contingencies
13. Facilities and furniture *
14. General advertising
15. Alcohol
16. Fund raising
17. General administration

May supplement, Not supplant

- Cannot use Federal Funds to pay for Services, Staff, Programs, or Materials that would otherwise be paid with State or Local Funds

- Always ask: "What would have happened in the absence of federal funds?"

- If impossible to continue without federal funds, may not be supplanting

Perkins Application Face Sheet

Application Deadline	Electronic application forms are due to no later than Monday, March 26, 2012
Program Name	
Program Top Code	
Amount Requested	$
Submitted by	_____ _____ Signature Date
Approvals: Dept Chair	_____ _____ Signature Date
Dean	_____ _____ Signature Date
Application Requirements	Complete and submit the following forms to be reviewed by the Perkins Loca[l] for Miramar College.
Program Specific	[ ] Perkins Application Face Sheet [ ] Check List – Program Information by TOP Code **(Sec II-A)** [ ] Work Plans - Program Information by TOP Code **(Sec II- B)** [ ] Miramar College 2012 -2013 Budget Proposal See spread sheet - ProposedBudget.Perkins.2012.13 [ ] Advisory Board contact list & dates of last two meeting *<u>OR</u>* [ ] Perkins Application Face Sheet
Across Programs	[ ] Check List - Program Information Across CTE Programs **(Sec III-A)** [ ] Work Plans - Program Information Across CTE **Programs (Sec III-B)** [ ] Miramar College 2012 -13 Budget Proposal See spread sheet - ProposedBudget.Perkins.2012.13 [ ] Advisory Board contact list & dates of last two meetings **All forms are provided as attachments.**
Instructions	✓ Review Core Indicators Data before completing forms**.** To view Core Indicators Reports from the State Chancellor's Office select our district and college using the following link: http://reports.cccco.edu/Reports/Pages/Report.aspx?ItemPath=%2fPERKINS+IV%2f2012-2013+Fiscal+Year+Planning%2fSummary+Core+Indicators+by+TOP+Code%2f2012-2013+Core+Indicators+by+TOP+Code+-+Summary+by+College This report should be used to evaluate program performance in core indicator areas and determine areas of improvement needed for the coming year. If you are deficient in any core indicator area, it should be addressed in your need statement and work plan. If you do not have data shown on your report, base program needs on district research reports, program review or other related program data. <u>Note:</u> Please be aware that the core indicators reflect outcomes for students that

This face sheet provides applicants with a list of required forms and the directions for submitting a 2012 –13 Miramar - Perkins proposal

Perkins Application Face Sheet (page 2)

Instructions	✓ Complete the check list (Sec II-A or Sec III-A),	
		• Include a brief narrative of program improvement issue(s) or need
		• Describe how the problem will be addressed.
		• Respond to all 9 of the requirements as MET or UNMET. (If you are a new program – all 9 requirements will be UNMET.)

<table>
<tr><td rowspan="2">Instructions</td><td colspan="2"></td></tr>
</table>

Instructions

✓ Complete the check list (Sec II-A or Sec III-A),
- Include a brief narrative of program improvement issue(s) or need
- Describe how the problem will be addressed.
- Respond to all 9 of the requirements as MET or UNMET. (If you are a new program – all 9 requirements will be UNMET.)

Note: Sample narrative responses are provided as a pop-up on the Sec II-A and Sec III-A forms.)

9 Perkins Requirements:

1. Strengthen academic and career technical skills of students through integration.
2. Link CTE secondary and postsecondary programs (at least 1 program of study).
3. Provide students with strong experience and understanding in all aspects of an industry.
4. Develop, improve or expand use of technology.
5. Professional development.
6. Evaluate programs with emphasis on special populations.
7. Initiate, improve, expand, and modernize quality programs.
8. Provide activities, services, and be of sufficient size, scope, and quality.
9. Prepare special populations for high skill, high wage, or high demand, occupations.

❖ If all 9 requirements have been addressed, select activities listed under Permissive Uses per Section 135(c).

✓ Update work plans - Program Information by Top Code (Sec II–B) or Program Information Across CTE Programs (Sec III-B).
- Show change in status if prior year's activities are continuing or have been completed.
- Add new activities for 2012 – 2013.
- Information should directly correlate with check list (Sec II-A or Sec III-A).
- **New applicants** – complete entire work plan (all 9 requirements <u>must</u> be addressed.)

✓ (**NEW**) - Include a list of advisory board members, their contact information and the last two dates of advisory board meetings held for your program.

Note: All funded programs must have an advisory board made up of typical employers, designated faculty or others qualified to provide guidance in developing and reviewing CTE program, including faculty or staff from other institutions (K-12, universities).

❖ If you do not have an advisory board this year, describe your plan and timeline for creating one.

✓ Complete budget proposal corresponding to issues and activities listed on check list (Sec II-A or Sec III-A) & work plans (Sec II-B or Sec III-B). See spread sheet - ProposedBudget.Perkins.2012.13 for further directions.

Rubric	Perkins applications 2012 - 2013 will be reviewed using the "Scoring Rubric". See attachment.

Local Application Program Information by Top Code

Sec II – A (check list)

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 sample narrative responses, click here.

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

Determine how well the program explains how the issue described above will be addressed

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

Determine how well the applicant describes **activities** relate d to the **9 requirement for uses of Perkins funds** that are unmet relevant to the program improvement issue

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.) For sample narrative responses, click here.

Permissive Uses may be selected if all 9 requirements have been met by CTE programs.

1. 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 Perkins 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 Perkins Funds:

[ ] Professional Dev. (including stipends)
[ ] Instructional Equipment Purchase/Replacement
[ ] Facility Rental/Lease (off-campus location)
[ ] Curriculum Development
[ ] Program Marketing and Outreach
[ ] Other (specify)_____

[ ] Instructional Materials Purchase/Replacement
   (including software)
[ ] Project Administration
[ ] Programs/Services for Special Populations
[ ] Consultants or Other Contracted Services

Check one: UNMET REQUIREMENTS WILL BE ADDRESSED:

O   Entirely with Perkins Funds
O   Entirely with Other Funding Sources
O   Using Both Perkins and Other Funding Sources

Program Information **by Top Code**
Section II – B (work plans)

TOP CODE(s) [2, 4 or 6 digit] _____   Program Title _____

Section 135(b) Requirements

Column A	Column B	Column C	Column D	Column E
		Enter applicable number in appropriate column below.		
Check the corresponding Section II Part A form for the Met/Unmet "Requirements for Use of Funds." Note: Each TOP Code identified for funding must meet each of the nine requirements by the end of the Act or each year until reauthorization.	**Describe activities to be conducted to address Perkins Section 135(b) requirements listed in Column A.** 1. Under the appropriate requirement, describe activities to be funded by Perkins Title IC to improve or expand the identified 4- or 6-digit TOP Code career and technical education programs. 2. For each Section 135(b) requirement listed in Column A, number each activity separately (i.e., 1.1, 1.2, etc.). 3. If an activity meets more than one requirement, reference the number of the activity stated previously (i.e., same as 1.2).	**Core Indicator addressed by the activity listed.** 1 = Tech. Skill Attainment 2 = Credential/Certificate/ Degree 3 = Student Persistence or Transfer 4 = Student Placement 5 = Nontrad. Participation 6 = Nontrad. Completion	**Designate source of funds to be used by assigning a number as shown below:** 1 = Perkins IC 2 = Other funds 3 = Both 4 = No funds needed	**Status of Activity:** 1 = Planned 2 = Started 3 = Continuing 4 = Completed
Section 135(b) Requirements	**Activities**	**Core Indicators**	**Source of funds**	**Status**
1. Strengthening the academic and career and technical skills of students participating in CTE programs through the integration of academics with CTE programs.				
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).				

Activities must directly correlate to the CTE program improvement issue stated on checklist (Sec II-A)

CTE programs should use *data* to determine the Core Indicator that will be addressed

Local Application Program Information
Across Programs

Sec III– A (check list)

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

Review narrative explaining CTE program improvement issue and determine how well the issue was described

Briefly describe how the issue(s) will be addressed. (Limited to 2,00[0] responses click here.

Determine how well the program explains how the issue described above will be addressed

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.

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

Permissive Uses Per Section 135(c) (*check activities to be funded with Perkins IV 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 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 Perkins IV funds will be used for the specified activities below, then the funding for these activities must be indicated in the line item Across CTE Program Budget Summary form.

Check the types of activities to be funded with Perkins funds:

[ ] Professional Dev. (including stipends)
[ ] Instructional Equipment Purchase/Replacement
[ ] Facility Rental/Lease (off-campus location)
[ ] Curriculum Development
[ ] Program Marketing and Outreach
[ ] Other (specify)_____

[ ] Instructional Materials Purchase/Replacement
     (including software)
[ ] Project Administration
[ ] Programs/Services for Special Populations
[ ] Consultants or Other Contracted Services

Program Information **Across Programs**
Section III – B (work plans)

Section 135(b) Requirements

Column A	Column B	Column C	Column D
		Enter applicable number in appropriate column below.	
Review the planned activities by TOP Codes to be funded in the program year and the Perkins Requirement(s) that will be strengthened through Across CTE program activities.	**Describe activities to be conducted to address Perkins Section 135(b) requirements listed in Column A.** 1. Under the appropriate requirement, describe activities to be funded by Perkins Title IC to improve or expand the career and technical education programs. 2. For each Section 135(b) Requirement listed in Column A, number each activity separately (i.e., 1.1, 1.2, etc.). 3. If an activity meets more than one requirement, reference the number of the activity stated previously (i.e., Same as 1.2).	**Designate source of funds to be used by assigning a number as shown below:** 1 = Perkins IC 2 = Other funds 3 = Both 4 = No funds needed	**Status of Activity:** 1 = Planned 2 = Started 3 = Continuing 4 = Completed
Section 135(b) Requirements	**Activities**	**Source of funds**	**Status**
1. Strengthening the academic and career and technical skills of students participating in CTE programs through the integration of academics with CTE programs.			
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).			

Activities must directly correlate to the *Across Programs* improvement issue (s) stated on checklist (Sec III -A)

Please see Code Legend at bottom of page.

Discipline	Top Code	1401	1403	2301	2401	3999	4999	5999	6999	Total
Name of your Program here	Top Code here									0
Activity from your Section B aligned under column		Activity	Activity	Activity	Activity	Activity	Activity	Activity		

First complete your Section B. Then write how much
Perkins money you are requesting on this form,
under the column that describes the type of
expenditure. Use the key at the bottom of this
page to tell you more about these codes.

Second:
Refer to your Section B: Under each column here, write
the number of the activity that is aligned with
that part of the budget. For example, if you are
asking for $543 for supplies, and this corresponds
to Activity 3 on your Section B, list Activity 3 under
4999. Here is an **Example**

Discipline	Top Code	1401	1403	2301	2401	3999	4999	5999	6999	Total
Fashion Design	9876	450	321			77	765	654	432	2,699
Activity from your Section B aligned under its column		Activity 4	Activities 1 & 7			Activity 10	Activity 2	Activity 7	3	

KEY
1401: Instruction
1403: Academic Extended Service, NonClassroom
2301: Classified Hourly, NonClassroom
2401: Classified Hourly
3999: Benefits
4999: Supplies, $199 or less each
5999: Other Operating Expenses, Could be travel but District likes to use 1392 for travel
6999: Equipment, $200 or more each

Budget Proposal should be detailed and correspond to the specified activities listed on check list and work plans

YEAR:	SAN DIEGO MIRAMAR COLLEGE – PERKINS IV SCORING RUBRIC											
2012 - 2013	**CRITERIA:**			Top Code **094800**	Program Automotive Technology	Top code **210500**	Program Administration of Justice	Top code **095000**	Program Aviation Maint. (AVIM)	Top code **302010**	Program Aviation Operation -AVIA
		SCALE	RATING	NOTES:		RATING	NOTES:	RATING	NOTES:	RATING	NOTES:
5 point scale Determine how the program addresses each criteria 5 = exceeds 3 = meets 1= meets with reservation 0 = does not meet criteria	Provides narrative(s) of program improvement issue(s) or need(s) & specific examples (Form: Sec II-A check list)	**0 – 5 points**									
	Provides description of how the issue(s) or need(s) will be addressed (Form: Sec II –A check list)	**0 – 5 points**									
	Provides description(s) of specific activities intended to address *UNMET* requirements of the 9 "Requirements for Uses of Funds" **AND/OR** If all nine have been met, activities from Permissive Uses per Section 135(c) are selected (Form: Sec II- A check list)	**0 – 5 points**									
10 point scale Determine how the program addresses each criteria 10 = exceeds 6= meets 2= meets with reservation 0 = does not meet criteria	Sec II-B or III-B (work plan) is complete and matches Sec II-A or III-A(check list)	**0 – 10 points**									
	Budget amount is reasonable and aligned with improvement activities	**0 – 10 points**									
	Includes a list of current advisory board members **and** the dates of last two meetings **for continuing programs only**	**3=met** **0= not met**									
	Identifies new or continuing areas of improvement in comparison to last year's RFA. **(New programs receive 6 pts)**	**0 – 10 points**									
	Uses *data* to determine program improvement needs (core indicator, program review, etc.)	**0 – 5 points**									

Refer to form Sec II-A or Sec III-A for these criteria

Note: New programs or first time applicants will not have information related to this criteria therefore 6 points were automatically entered on the scoring rubric

This information should be indicated on the check list narrative

Scoring Rubrics

- Review narratives on Section II–A <u>or</u> Section III–A (check list)

  for 2012-2013

  - Description of program improvement issues & specific examples
  - How issues or needs will be addressed
  - Specific activities addressing unmet requirements of the 9 listed and/or activities from "permissive uses" (only required for Top Codes not Across Programs)

  - Determine how the well the applicant describes and addresses the issue(s) and activities using respective rating scale

  - Provide comments in the "Notes" column as needed.

Scoring Rubrics (cont.)

- Review Sec II-B or Sec III-B (work plans)

  ➤ Determine if work plan matches Sec II-A or Sec III-A (check list) and rate accordingly

- Review budget for details and determine if requested amount is reasonable and aligned with improvement activities listed on the check list and work plans.

- Advisory boards & last two meeting dates

  ➤ Some programs do not have permission to share their list of advisory board members therefore refer to the chart of programs that have met this criteria for scoring

  ➤ Proposals for "Across Programs" are not required to provide list of Advisory Board Members therefore a score of 3 points should be given.

Scoring Rubrics (cont.)

- Review Sec II-A or Sec III-A (checklist)

  - Compare narratives on Section II−A <u>or</u> Section III−A (check list) for 2012-13 <u>and</u> 2011-12
  - Programs must identify new areas of improvement or continuing to make progress towards addressing deficiencies identified in 2011-12
  - New programs will not have forms for 2011-12 (6 points will automatically be entered for this criteria)

- Review check list and work plans to determine if ***data*** (Core Indicators or information from program review) was used to identify improvement issue(s) or need(s).

Application Review Process Using "Dropbox"

- Applications are uploaded on "Dropbox"
  - ➢ User friendly on-line document sharing website

- Team members will receive invitation by email from "Dropbox" to share "Perkins Application" folder

- To view applications– create a log in

- Applications are PDF files for viewing only

- Separate email will be sent with Perkins Scoring Rubric with Top Codes and Programs listed

- **<u>DO NOT RATE YOUR OWN APPLICATION</u>**

Return completed rubrics by email
to Laurie Vasallo-Dusa
lvasallo@sdccd.edu
no later than

Tuesday, April 10th

Next Meeting

Friday, April 13th
Time: 9:00 - noon
Room: M-110

To review results and determine programs that will receive funding

Time Line

- **Tuesday, April 10** – Complete the application review process and submit the scoring rubrics to Laurie

- **Friday, April 13** – 9:00 – 12:00 in room M-110 Planning team will reconvene to review scoring results and determine programs that will receive funding

- **Tuesday, April 17** - notifications will be sent to CTE programs regarding results