

College Aggregate Core Indicator Informaton
(2011-2012)

District/College: SAN DIEGO MIRAMAR COLLEGE REG Agreement No.: 11-C01-047
CNTR

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

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

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

District Contact/Project Director: Anthony Reuss/Otto Lee

**LIST OF TOP CODES AND TITLES TO BE FUNDED IN 2011-2012
 INCLUDE FUNDING FOR ACROSS CTE PROGRAMS**

District/College: SAN DIEGO MIRAMAR COLLEGE REG CNTR

Agreement No.: 11-C01-047

TOP Codes (*2-,4-, and 6-digit)	TOP Code Title	Program Title	Section IV: Budget Summary by TOP Code Direct	Section IV: Budget Summary by TOP Code **Admin	Section IV: Budget Summary by TOP Code Combined Budget
0430.00-01	Biotechnology and Biomedical Technology	Bio Tech	\$ 7,240	\$ 0	\$ 7,240
0514.00-01	Office Technology/Office Computer Applic	Business Tech	\$ 5,533	\$ 0	\$ 5,533
0835.20-01	Fitness Trainer	Fitness Trainer	\$ 11,068	\$ 0	\$ 11,068
0947.00-01	Diesel Technology	Diesel	\$ 11,000	\$ 0	\$ 11,000
0948.00-01	Automotive Technology	Auto	\$ 24,909	\$ 0	\$ 24,909
0950.00-01	Aeronautical and Aviation Technology	AVIM	\$ 14,972	\$ 0	\$ 14,972
1205.00-01	Medical Laboratory Technology	MLTT	\$ 3,300	\$ 0	\$ 3,300
1250.00-01	Emergency Medical Services	EMT	\$ 20,800	\$ 0	\$ 20,800
1305.00-01	Child Development/Early Care and Educati	Early Childhood	\$ 14,512	\$ 0	\$ 14,512
1402.00-01	Paralegal	Paralegal	\$ 11,922	\$ 0	\$ 11,922
2105.00-01	Administration of Justice	AJ	\$ 21,331	\$ 0	\$ 21,331
2133.00-01	Fire Technology	Fire	\$ 24,282	\$ 0	\$ 24,282
3020.00-01	Aviation and Airport Management and Serv	AVIA	\$ 9,974	\$ 0	\$ 9,974

*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 of the Act by June 30, 2012.

**Amount is shown only if district permits Administration costs at the program level.

Across CTE Programs - Assigned in Order of Entry	Across CTE Programs	Program Title / CTE Related Activity	Across CTE Programs Section IV: Budget Summary Direct	Across CTE Programs Section IV: Budget Summary **Admin	Across CTE Programs Section IV: Budget Summary Combined Budget
Across-01	Across CTE Programs	Counseling	\$ 28,158	\$ 0	\$ 28,158
Across-02	Across CTE Programs	CalWORKS	\$ 8,800	\$ 0	\$ 8,800
		Technical Career			

Across-03	Across CTE Programs	Workforce Initiative	\$ 50,958	\$ 0	\$ 50,958
Total budget for all categories			Direct	Admin	Combined Budget
Total			\$ 268,759	\$ 0	\$ 268,759

Local Application Program Information by TOP Code

College: SAN DIEGO MIRAMAR COLLEGE REG CNTR

Agreement No.: 11-C01-047

Program Title: Counseling

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

Due to lack of funding the Academic Counseling Department has no dedicated staff to specifically assist vocational education students. Various vocational programs have expressed interest in having the Academic Counseling Department assign program liaisons to assist them with different needs, including career exploration, collaboration with secondary sites, assistance with student organizations, and integration of CTE programs into advising, regarding degree and certificate requirements. Perkins funding will allow the Academic Counseling Department to provide dedicated staff in order to work closely with CTE programs and specifically with CTE students. With Perkins funding the Academic Counseling Department will be able to meet the needs of CTE students from underrepresented groups, and people seeking non-traditional careers in CTE areas.

The Student Career Center has no dedicated staff to specifically assist vocational education students. Various vocational programs have expressed interest in having the Career Center assist them with different needs, including graduate follow up, workshop and special seminar development on resumes, interviews, etc., and the development of new job opportunities for graduates. The Career Center works closely with all student services programs, including Veterans, DSPS, CalWorks, EOPS, transfer, and academic counseling.

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

Perkins funding will allow the Academic Counseling Department liaisons in collaboration with members of the CTE Team to make presentations to CTE students and potential CTE students during classes, student organization meetings and orientations. Additional Perkins funding will allow the Academic Counseling Department to provide outreach activities consisting of CTE program information to secondary students at their local sites. In addition, Perkins funding will allow the Academic Counseling Department to reinstate a number of online services – including, personal appointments, orientation, and vocational and career counseling specific to CTE students. Furthermore, Perkins funding will allow the Academic Counseling Department to expand its CTE activities with the joint diploma partnerships. Additional CTE activities consist of site counselor training, conducting career evaluations to guide CTE students, and identifying and recruiting CTE students – particularly those who are underrepresented in specific industries. Perkins funding will allow the Academic Counseling Department to provide much needed support to CTE programs and the students who can benefit from them.

By hiring two dedicated part-time vocational job developers, the Career Center will be able to provide dedicated counseling and job development services for vocational education students. The job developers will perform follow-up on all vocational program graduates, and provide career consulting to current vocational education students. Career Success workshops and seminars will be offered to vocational education students. The job developer will work closely with each vocational program to share job information and develop new job opportunities for vocational education students.

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

- | | |
|--------------------------|---|
| <input type="checkbox"/> | 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 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 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)] |

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

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

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

the state and courses that prepare individuals academically and technically for high-skill, high-wage or high-demand occupations and dual or concurrent enrollment opportunities. [§135(c)(12)]

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

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

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

- | | |
|---|--|
| <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 checked="" type="checkbox"/> Programs/Services for Special Populations |
| <input checked="" type="checkbox"/> Curriculum Development | <input type="checkbox"/> Consultants or Other Contracted Services |
| <input checked="" type="checkbox"/> Program Marketing and Outreach | <input checked="" type="checkbox"/> Other(specify) Career Counseling |

Application Budget Summary Across CTE Programs

COMPLETE AND SUBMIT BUDGET SUMMARY FORMS IDENTIFYING CTE 1C CATEGORICAL EXPENDITURE TOTALS BY ACROSS CTE PROGRAMS BY DISTRICT/COLLEGE.

District/College: SAN DIEGO MIRAMAR COLLEGE REG CNTR Agreement No.: 11-C01-047
 Program Title: Counseling

Line No.	Acct. No.	Object of Expenditure	Direct Program Expenditure	Administration Expenditure* (not to exceed 5%)	Total
1	1000	Instructional Salaries	9,780	0	9,780
2	2000	Non-Inst. Salaries	14,000	0	14,000
3	3000	Employee Benefits	2,378	0	2,378
4	4000	Supplies & Materials	2,000	0	2,000
5	5000	Other Operating Expenses & Services	0	0	0
6	6000	Capital Outlay	0	0	0
7	7000	Other Outgo	0	0	0
		Total Expenditure	28,158	0	28,158

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

Note: Final Report of expenditures for 2011-2012 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%)

Local Application Program Information by TOP Code

College: SAN DIEGO MIRAMAR COLLEGE REG CNTR

Agreement No.: 11-C01-047

Program Title: CalWORKS

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

CalWORKS students are very low income and face multiple barriers in pursuing career and technical training. Many of this special population are single parents. A goal of Miramar's CalWORKS program is to provide supportive services that will assist students to master the skills that will enable them to earn an income that will support their families. The focus will be on improving both their academic and job skills. The program will assist students to develop job hunting skills, help them find work-study and internship placements. It will also assist students to develop and implement a career ladder plan. The program will also outreach to relevant community-based programs and county contracted employment case managers to keep them informed about career and technical education opportunities at Miramar.

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

The CalWORKS program at Miramar College will provide vocational, career, and personal counseling. It will focus on building skills needed in vocational programs. It will also assist students to develop long-range career plans and job search strategies through job readiness workshops. The program will also develop paid work-study and internship positions. County contract employment case managers and the County Health and Human Services personnel will be kept up to date on career and technical education opportunities at Miramar College. The program plans to use the Eureka Career software to educate students and faculty about CTE careers, job ladders and 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 requirement(s) that will be strengthened through the activities funded across CTE programs.

- | | |
|--------------------------|---|
| <input type="checkbox"/> | 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 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 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 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 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 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 type="checkbox"/> | |

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 checked="" type="checkbox"/> Professional Dev. (including stipends) | <input checked="" type="checkbox"/> Instructional Materials Purchase/Replacement (including software) |
| <input type="checkbox"/> Instructional Equipment Purchase/Replacement | <input type="checkbox"/> Project Administration |
| <input type="checkbox"/> Facility rental/lease (off-campus location) | <input checked="" 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) |

Application Budget Summary Across CTE Programs

COMPLETE AND SUBMIT BUDGET SUMMARY FORMS IDENTIFYING CTE 1C CATEGORICAL EXPENDITURE TOTALS BY ACROSS CTE PROGRAMS BY DISTRICT/COLLEGE.

District/College: SAN DIEGO MIRAMAR COLLEGE REG CNTR Agreement No.: 11-C01-047
 Program Title: CalWORKS

Line No.	Acct. No.	Object of Expenditure	Direct Program Expenditure	Administration Expenditure* (not to exceed 5%)	Total
1	1000	Instructional Salaries	4,000	0	4,000
2	2000	Non-Inst. Salaries	3,000	0	3,000
3	3000	Employee Benefits	700	0	700
4	4000	Supplies & Materials	500	0	500
5	5000	Other Operating Expenses & Services	600	0	600
6	6000	Capital Outlay	0	0	0
7	7000	Other Outgo	0	0	0
		Total Expenditure	8,800	0	8,800

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

Note: Final Report of expenditures for 2011-2012 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%)

Local Application Program Information by TOP Code

College: SAN DIEGO MIRAMAR COLLEGE REG CNTR

Agreement No.: 11-C01-047

Program Title: Technical Career Workforce Initiative

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

Many CTE students have unique learning needs that threaten their ability to succeed in CTE coursework. This is evident among students who are entering nontraditional fields that require learning new vocabulary or basic skills specific to a particular CTE program. CTE faculty seeks support to adapt instruction and modify curriculum to better support CTE students, particularly students representing nontraditional populations relative to their choice of program.

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

CTE faculty will be provided with specific instructional strategies to support learners with special academic needs. Training will be provided to CTE faculty so they may modify curriculum and assessments to meet the needs of ALL CTE students, particularly those representing nontraditional populations. An assessment and evaluation of the effectiveness of specific instructional strategies and curricular adaptations will be conducted. CTE faculty will be provided training to identify individualized learning needs, and characteristics of learners with exceptionalities.

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.

- | | |
|--------------------------|---|
| <input type="checkbox"/> | 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 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 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 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 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 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 type="checkbox"/> | 7. Initiate, improve, expand and modernize quality CTE programs, including relevant technology. [§135(b)(7)] |
| <input type="checkbox"/> | 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.

20. Supporting other CTE activities consistent with the purposes of the Act. [§135(c)(20)]

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

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

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

Application Budget Summary Across CTE Programs

COMPLETE AND SUBMIT BUDGET SUMMARY FORMS IDENTIFYING CTE 1C CATEGORICAL EXPENDITURE TOTALS BY ACROSS CTE PROGRAMS BY DISTRICT/COLLEGE.

District/College: SAN DIEGO MIRAMAR COLLEGE REG CNTR Agreement No.: 11-C01-047
 Program Title: Technical Career Workforce Initiative

Line No.	Acct. No.	Object of Expenditure	Direct Program Expenditure	Administration Expenditure* (not to exceed 5%)	Total
1	1000	Instructional Salaries	45,958	0	45,958
2	2000	Non-Inst. Salaries	0	0	0
3	3000	Employee Benefits	5,000	0	5,000
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	0	0
		Total Expenditure	50,958	0	50,958

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

Note: Final Report of expenditures for 2011-2012 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%)

College Aggregate Core Indicator Information by TOP
(2011-2012)

District/College: SAN DIEGO MIRAMAR COLLEGE REG Agreement No.: 11-C01-047
CNTR

Program Title: Bio Tech

TOP Code: 043000

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: Anthony Reuss/Otto Lee

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

Local Application Program Information by TOP Code

College: SAN DIEGO MIRAMAR COLLEGE REG CNTR
 Program Title: Bio Tech

Agreement No.: 11-C01-047
 TOP Code: 043000

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

Program improvement goals are 1.) To maintain currency/state of the art curriculum and labs for the biotech program at Miramar College. 2.) To reach all possible populations by maintaining an active articulation program with the 9 partner schools.

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

1. Biotechnology is rapidly changing. Curriculum must be reviewed and revised annually. Consultants will be hired to do this. 2. Linkages through articulation agreements must be maintained and expanded to improve CTE pathways and reach underserved populations. The Southern CA Biotechnology Center (SCBC) maintains an active high school outreach and teacher training programs. The SCBC runs a two week Introductory Life Sciences Experience every summer to introduce WIA qualified youth to biotechnology careers. SCBC program will be leveraged and the SCBC director will maintain active articulation agreements to preserve the ‘challenge by exam’ model of articulation of the 2+2 program. 3. Equipment must be maintained in sufficient amounts to provide the necessary scope of training delivered. Cell culture is an important industry ‘gateway’ skill for employment. Two microscopes will be purchased to enhance training capacity in cell culture. From 8 students to 24 students.

Below are the nine §135(b) Requirements for Uses of Funds. Programs receiving these funds must meet these requirements. Indicate with a check mark those requirements that the program currently meets (met). Any remaining unmet requirement(s) must be addressed with completed or ongoing activities by the time of submission of the final report by August 30, 2012. Note: If all nine required uses of funds have been met, funds may 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 type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input checked="" type="checkbox"/>
8.	Provide services and activities that are of sufficient size, scope and quality to be effective. [§135(b)(8)]	<input type="checkbox"/>	<input checked="" 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.)

1. Will address 3 and 7 above: Biotechnology is rapidly changing. Curriculum must be reviewed and revised annually to maintain currency with field. Consultants will be hired to do this. 2. Will address 7. Equipment must be maintained in sufficient amounts to provide the necessary scope of training delivered. Cell culture is an important industry ‘gateway’ skill for employment. Two microscopes will be purchased to enhance training capacity in cell culture. From 8 students to 24 students.

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 checked="" type="checkbox"/> Programs/Services for Special Populations |
| <input checked="" type="checkbox"/> Curriculum Development | <input type="checkbox"/> Consultants or Other Contracted Services |
| <input type="checkbox"/> Program Marketing and Outreach | <input type="checkbox"/> Other(specify) |

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 AND SUBMIT BUDGET SUMMARY FORMS IDENTIFYING CTE 1C CATEGORICAL EXPENDITURE TOTALS BY TOP CODE.

College: SAN DIEGO MIRAMAR COLLEGE REG CNTR
 Program Title: Bio Tech

Agreement No.: 11-C01-047
 TOP Code: 043000

Line No.	Acct. No.	Object of Expenditure	Direct Program Expenditure	Administration Expenditure* (not to exceed 5%)	Total
1	1000	Instructional Salaries	5,700	0	5,700
2	2000	Non-Inst. Salaries	0	0	0
3	3000	Employee Benefits	570	0	570
4	4000	Supplies & Materials	470	0	470
5	5000	Other Operating Expenses & Services	500	0	500
6	6000	Capital Outlay	0	0	0
7	7000	Other Outgo	0	0	0
		Total Expenditure	7,240	0	7,240

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

Note: Final Report of expenditures for 2011-2012 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%)

College Aggregate Core Indicator Information by TOP
(2011-2012)

District/College: SAN DIEGO MIRAMAR COLLEGE REG Agreement No.: 11-C01-047
CNTR

Program Title: Business Tech

TOP Code: 051400

Please review the College Aggregate form at: <http://misweb.cccco.edu> before completing this form.

If no data is available proceed to Part II.

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

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

0 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: Anthony Reuss/Otto Lee

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

Local Application Program Information by TOP Code

College: SAN DIEGO MIRAMAR COLLEGE REG CNTR

Agreement No.: 11-C01-047

Program Title: Business Tech

TOP Code: 051400

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

According to the Core Indicator, Core 4 (Employment) and Core 5a,b NT (completion) are weak. Both need to be strengthened.

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

Further training and workshops will be provided to these groups of students. The trainings will be formatted to meet their schedules. The students will be assisted in finding employment by inviting local businesses to the advisory committees, and providing networking to the students.

Below are the nine §135(b) Requirements for Uses of Funds. Programs receiving these funds must meet these requirements. Indicate with a check mark those requirements that the program currently meets (met). Any remaining unmet requirement(s) must be addressed with completed or ongoing activities by the time of submission of the final report by August 30, 2012. Note: If all nine required uses of funds have been met, funds may 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 type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input checked="" 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)]



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.)

Visit High schools to link programs, advertise, outreach, market, distribution of flyers. This will prepare the students for career goals, job skills and leadership skills knowing exactly where they will go next to further their academic and hands-on education and training. This may also include guest lecturers to high school students.

Continue providing computer workshops to students from EOPS, CAIWORKS and Counseling to improve their use of technology, and to gain the necessary skills needed to enter technology fields and other related industries.

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 checked="" type="checkbox"/> Programs/Services for Special Populations |
| <input type="checkbox"/> Curriculum Development | <input type="checkbox"/> Consultants or Other Contracted Services |
| <input checked="" type="checkbox"/> Program Marketing and Outreach | <input type="checkbox"/> Other(specify) |

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 AND SUBMIT BUDGET SUMMARY FORMS IDENTIFYING CTE 1C CATEGORICAL EXPENDITURE TOTALS BY TOP CODE.

College: SAN DIEGO MIRAMAR COLLEGE REG CNTR
 Program Title: Business Tech

Agreement No.: 11-C01-047
 TOP Code: 051400

Line No.	Acct. No.	Object of Expenditure	Direct Program Expenditure	Administration Expenditure* (not to exceed 5%)	Total
1	1000	Instructional Salaries	4,000	0	4,000
2	2000	Non-Inst. Salaries	0	0	0
3	3000	Employee Benefits	400	0	400
4	4000	Supplies & Materials	333	0	333
5	5000	Other Operating Expenses & Services	800	0	800
6	6000	Capital Outlay	0	0	0
7	7000	Other Outgo	0	0	0
		Total Expenditure	5,533	0	5,533

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

Note: Final Report of expenditures for 2011-2012 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%)

College Aggregate Core Indicator Information by TOP
(2011-2012)

District/College: SAN DIEGO MIRAMAR COLLEGE REG Agreement No.: 11-C01-047
CNTR

Program Title: Fitness Trainer

TOP Code: 083520

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:

- 1 of the 34 are at or above the State negotiated level(s);
- 1 of the 34 are below the State negotiated level(s);
- 32 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: Anthony Reuss/Otto Lee

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

Local Application Program Information by TOP Code

College: SAN DIEGO MIRAMAR COLLEGE REG CNTR

Agreement No.: 11-C01-047

Program Title: Fitness Trainer

TOP Code: 083520

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

Persistence and transfer were identified as areas of need, as well as equipment needs to be updated to meet industry standards.

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

Teach faculty how to use newly purchased equipment. Provide faculty development by sending faculty to conferences, and conduct outreach and marketing activities.

<p>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 the time of submission of the final report by August 30, 2012. Note: If all nine required uses of funds have been met, funds may be used for the permissive activities specified in number 10.</p>		<p>Indicate with a check mark which requirements have been met, below.</p>	
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	<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:

Professional Dev. (including stipends)

Instructional Materials Purchase/Replacement (including software)

Instructional Equipment Purchase/Replacement

Project Administration

Facility rental/lease (off-campus location)

Programs/Services for Special Populations

Curriculum Development

Consultants or Other Contracted Services

Program Marketing and Outreach

Other(specify) |

Check one: UNMET REQUIREMENTS WILL BE ADDRESSED:

Entirely with CTE Funds

Entirely with Other Funding Sources

Using Both CTE and Other Funding Sources

Application Budget Summary by TOP Code

COMPLETE AND SUBMIT BUDGET SUMMARY FORMS IDENTIFYING CTE 1C CATEGORICAL EXPENDITURE TOTALS BY TOP CODE.

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

Agreement No.: 11-C01-047
 TOP Code: 083520

Line No.	Acct. No.	Object of Expenditure	Direct Program Expenditure	Administration Expenditure* (not to exceed 5%)	Total
1	1000	Instructional Salaries	3,600	0	3,600
2	2000	Non-Inst. Salaries	1,100	0	1,100
3	3000	Employee Benefits	470	0	470
4	4000	Supplies & Materials	1,090	0	1,090
5	5000	Other Operating Expenses & Services	2,858	0	2,858
6	6000	Capital Outlay	1,950	0	1,950
7	7000	Other Outgo	0	0	0
		Total Expenditure	11,068	0	11,068

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

Note: Final Report of expenditures for 2011-2012 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%)

College Aggregate Core Indicator Information by TOP
(2011-2012)

District/College: SAN DIEGO MIRAMAR COLLEGE REG Agreement No.: 11-C01-047
CNTR

Program Title: Diesel

TOP Code: 094700

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:

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

4 of the 34 are below the State negotiated level(s);

27 of the 34 are listed as (N/R or N/A)

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

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

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

District Contact/Project Director: Anthony Reuss/Otto Lee

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

Local Application Program Information by TOP Code

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

Agreement No.: 11-C01-047
 TOP Code: 094700

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

Areas of concern include completion - credentials, certificates, degrees, or transfer ready, as well as persistence and transfer. Nontraditional participation and completions are identified as well.

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

Courses need to be updating, this includes integrating new materials and equipment into the curriculum.

<p>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 the time of submission of the final report by August 30, 2012. Note: If all nine required uses of funds have been met, funds may be used for the permissive activities specified in number 10.</p>		<p>Indicate with a check mark which requirements have been met, below.</p>	
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 type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input checked="" 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	<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.)

1. Purchase 2007 or newer diesel engines that meet newer emissions standards.
2. Purchase specialized tools to support newer engines. to include component specific tooling such as cables software, hand tools, service literature.
3. Purchase tools to meet the needs of the NATEF finding.
4. Purchase a tier III training engine on stand for fuel injection courses.
5. Purchase new subscription of Mitchell On Demand for lab computers.

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

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

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

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

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

- | | |
|--|---|
| <input type="checkbox"/> Professional Dev. (including stipends) | <input checked="" type="checkbox"/> Instructional Materials Purchase/Replacement (including software) |
| <input checked="" type="checkbox"/> Instructional Equipment Purchase/Replacement | <input type="checkbox"/> Project Administration |
| <input type="checkbox"/> Facility rental/lease (off-campus location) | <input checked="" type="checkbox"/> Programs/Services for Special Populations |
| <input type="checkbox"/> Curriculum Development | <input type="checkbox"/> Consultants or Other Contracted Services |
| <input 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 AND SUBMIT BUDGET SUMMARY FORMS IDENTIFYING CTE 1C CATEGORICAL EXPENDITURE TOTALS BY TOP CODE.

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

Agreement No.: 11-C01-047
 TOP Code: 094700

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	1,100	0	1,100
5	5000	Other Operating Expenses & Services	2,000	0	2,000
6	6000	Capital Outlay	7,900	0	7,900
7	7000	Other Outgo	0	0	0
		Total Expenditure	11,000	0	11,000

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

Note: Final Report of expenditures for 2011-2012 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%)

College Aggregate Core Indicator Information by TOP
(2011-2012)

District/College: SAN DIEGO MIRAMAR COLLEGE REG Agreement No.: 11-C01-047
CNTR

Program Title: Auto

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:

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

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

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

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

District Contact/Project Director: Anthony Reuss/Otto Lee

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

Local Application Program Information by TOP Code

College: SAN DIEGO MIRAMAR COLLEGE REG CNTR

Agreement No.: 11-C01-047

Program Title: Auto

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.)

A lack of participation by nontraditional students was identified as an area of concern. Students with economic disadvantages were specifically identified as those needing additional support. Equipment and tools need to meet industry standards.

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

Students are trained to use proper vocabulary and technical terminology when preparing documentation. We will obtain tools needed for measurement and calculations, update and develop curriculum, collaborate with stakeholders, offer classes at local high schools, sponsor guest speakers, conduct field trips, host business planning meetings, form an Advisory Board, and hire instructional assistants. Our facility continues to benefit from the new expansion.

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 the time of submission of the final report by August 30, 2012. Note: If all nine required uses of funds have been met, funds may 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 type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input checked="" type="checkbox"/>
8.	Provide services and activities that are of sufficient size, scope and quality to be effective. [§135(b)(8)]	<input type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input checked="" type="checkbox"/>
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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.)

1) Collaborate with other departments to implement Basic Skills classes with emphasis on vocational students. 2) Develop new curriculum and update existing courses to reflect latest technologies and industry standard skills. 3) Provide new or additional curriculum. 4) Offer classes at local high schools for college credit. 4) Partner with adult education (ECC). 5) Sponsor guest speakers. 6) Join professional organizations (AYES, SkillsUSA). 7) Complete field trips, work journals, portfolios, competitions (including entry fees, transportation, lodging, meals). 8) Offer professional development includes: conferences, corporate sponsor training, train the trainer workshops, and teaching techniques and methods workshops. 9) Develop relationships with businesses that focus on emerging technologies. 10) Host business, education, and planning meetings. 11) Form advisory groups and partnerships with industry, local businesses. 12) Participate in a consultation process/assessment of our programs. 13) Improve program by having additional instructional assistants for our satellite facilities at local high schools. 14) Instructional Assistants. 15) Facility expansion.

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

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

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

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

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

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

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 AND SUBMIT BUDGET SUMMARY FORMS IDENTIFYING CTE 1C CATEGORICAL EXPENDITURE TOTALS BY TOP CODE.

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

Agreement No.: 11-C01-047
 TOP Code: 094800

Line No.	Acct. No.	Object of Expenditure	Direct Program Expenditure	Administration Expenditure* (not to exceed 5%)	Total
1	1000	Instructional Salaries	19,632	0	19,632
2	2000	Non-Inst. Salaries	0	0	0
3	3000	Employee Benefits	1,413	0	1,413
4	4000	Supplies & Materials	1,564	0	1,564
5	5000	Other Operating Expenses & Services	2,300	0	2,300
6	6000	Capital Outlay	0	0	0
7	7000	Other Outgo	0	0	0
		Total Expenditure	24,909	0	24,909

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

Note: Final Report of expenditures for 2011-2012 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%)

College Aggregate Core Indicator Information by TOP
(2011-2012)

District/College: SAN DIEGO MIRAMAR COLLEGE REG Agreement No.: 11-C01-047
CNTR

Program Title: AVIM

TOP Code: 095000

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:

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

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

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

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

District Contact/Project Director: Anthony Reuss/Otto Lee

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

Local Application Program Information by TOP Code

College: SAN DIEGO MIRAMAR COLLEGE REG CNTR

Agreement No.: 11-C01-047

Program Title: AVIM

TOP Code: 095000

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.)

Program improvement issues would be to devote more effort in Core area 1 (skill attainment) for female/male, non-traditional and students with disabilities. Specifically noted in the 2011 – 2012 Fiscal Year Planning Summary – Skill attainment deficit of 71.43% female; 88.19% male; 71.43% non-traditional and 50% students with disabilities. Training equipment needs to meet industry standards.

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

We will provide staff to recruit special populations during high school career days, departmental tours and technical career fairs, support OEM training for aviation faculty that will enhance student learning for targeted groups, create aviation industry linkage (grants, curriculum or training) through our Advisory Committee to promote aviation partnerships and internships, and acquire specific training equipment to enhance learning of special populations and other students (composite hot-bonder or hydraulic trainer)

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 the time of submission of the final report by August 30, 2012. Note: If all nine required uses of funds have been met, funds may 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 type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input checked="" type="checkbox"/>
7.	Initiate, improve, expand and modernize quality CTE programs, including relevant technology.	<input type="checkbox"/>	<input type="checkbox"/>

	§135(b)(7)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
8.	Provide services and activities that are of sufficient size, scope and quality to be effective. [§135(b)(8)]	<input type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input checked="" 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.)

Purchase new state of the art training aides, equipment and supplies to: a. Strengthen the academic and technical skills of CTE aviation maintenance students. b. Expose CTE aviation maintenance students with equipment they are likely to see in the field. c. Provide CTE aviation maintenance students with real world learning experiences. Non-Academic Hire. Information Specialist No. 1 - Focus in recruitment of non-traditional, economically disadvantaged and CTE students. Individual will promote aviation maintenance and operations programs at commercial job fairs, air shows and high school career days. Information Specialist No. 2 - Focus in on-call technical tutoring for non-traditional students. Additional duties will include solicitation of local aerospace industry with the intent of developing technical partnerships/internships and promotion of the aviation advisory committee. Planned training of faculty member in Rotax engines at California Power Systems or in other powerplant related factory training programs. Establish a coordinated training partnership / internship with General Atomics Aeronautical and Northrup Grumman Aircraft. Program promotion of through hosting of annual FAA Inspection Authorization renewal seminar at Miramar College. FAAST team coordination or college sponsorship. Membership and participation in both National and Western region Aviation Technical Education Council conferences. Promotion of aviation maintenance program at high school career fairs, professional trade fairs, Experimental Aircraft Association Chapters 14 and 286 events. AVIM Departmental SLOAC – SLO department and program reporting. Outcomes will be identified, assessed, analyzed and remediated as required. Training aide construction using Beechcraft B60 aircraft – Donated aircraft (09/2009) used as advanced ground based student training aid at MYF airport hangar. Selection of aviation relocation leased space. Renovation project scheduled for ground breaking.

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

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

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

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

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

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

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 AND SUBMIT BUDGET SUMMARY FORMS IDENTIFYING CTE 1C CATEGORICAL EXPENDITURE TOTALS BY TOP CODE.

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

Agreement No.: 11-C01-047
 TOP Code: 095000

Line No.	Acct. No.	Object of Expenditure	Direct Program Expenditure	Administration Expenditure* (not to exceed 5%)	Total
1	1000	Instructional Salaries	7,065	0	7,065
2	2000	Non-Inst. Salaries	3,000	0	3,000
3	3000	Employee Benefits	1,007	0	1,007
4	4000	Supplies & Materials	1,500	0	1,500
5	5000	Other Operating Expenses & Services	1,900	0	1,900
6	6000	Capital Outlay	500	0	500
7	7000	Other Outgo	0	0	0
		Total Expenditure	14,972	0	14,972

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

Note: Final Report of expenditures for 2011-2012 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%)

College Aggregate Core Indicator Information by TOP
(2011-2012)

District/College: SAN DIEGO MIRAMAR COLLEGE REG Agreement No.: 11-C01-047
CNTR

Program Title: MLTT

TOP Code: 120500

Please review the College Aggregate form at: <http://misweb.cccco.edu> before completing this form.

If no data is available proceed to Part II.

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

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

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

- The program is new,
- The program is offered in noncredit only,
- 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: Anthony Reuss/Otto Lee

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

Local Application Program Information by TOP Code

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

Agreement No.: 11-C01-047
 TOP Code: 120500

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

The Medical Laboratory Technology Training (MLTT) program at Miramar College is a new program approved by the State Chancellors office and sanctioned by the CA Dept of Public Health. As such, the program is a two year Associate's Degree and provides a Certificate of Achievement. With the degree and certificate graduates and phlebotomy training outside of the campus, a student can sit for the licensing exam that allows them a license in the state of CA. Graduates can then work in clinical laboratories. Labor market studies indicate that this is a growing occupation with an unmet need. There are

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

The program director will oversee development of this new program.

Below are the nine §135(b) Requirements for Uses of Funds. Programs receiving these funds must meet these requirements. Indicate with a check mark those requirements that the program currently meets (met). Any remaining unmet requirement(s) must be addressed with completed or ongoing activities by the time of submission of the final report by August 30, 2012. Note: If all nine required uses of funds have been met, funds may 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 type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input checked="" 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)]

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.)

This year the unmet need of #8 to provide services and activities of sufficient scope and quality will be addressed by using the MLTT Program director and consultant to develop phlebotomy curriculum and seek partners for the required practicum training in an effort to bring the required training into the Miramar MLT program. This would allow the program to better serve special populations.

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 checked="" type="checkbox"/> Curriculum Development | <input type="checkbox"/> Consultants or Other Contracted Services |
| <input type="checkbox"/> Program Marketing and Outreach | <input type="checkbox"/> Other(specify) |

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 AND SUBMIT BUDGET SUMMARY FORMS IDENTIFYING CTE 1C CATEGORICAL EXPENDITURE TOTALS BY TOP CODE.

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

Agreement No.: 11-C01-047
 TOP Code: 120500

Line No.	Acct. No.	Object of Expenditure	Direct Program Expenditure	Administration Expenditure* (not to exceed 5%)	Total
1	1000	Instructional Salaries	2,900	0	2,900
2	2000	Non-Inst. Salaries	0	0	0
3	3000	Employee Benefits	290	0	290
4	4000	Supplies & Materials	110	0	110
5	5000	Other Operating Expenses & Services	0	0	0
6	6000	Capital Outlay	0	0	0
7	7000	Other Outgo	0	0	0
		Total Expenditure	3,300	0	3,300

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

Note: Final Report of expenditures for 2011-2012 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%)

College Aggregate Core Indicator Information by TOP
(2011-2012)

District/College: SAN DIEGO MIRAMAR COLLEGE REG Agreement No.: 11-C01-047
CNTR

Program Title: EMT

TOP Code: 125000

Please review the College Aggregate form at: <http://misweb.cccco.edu> before completing this form.

If no data is available proceed to Part II.

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

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

0 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: Anthony Reuss/Otto Lee

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

Local Application Program Information by TOP Code

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

Agreement No.: 11-C01-047
 TOP Code: 125000

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

Due to increasing rigor of the EMT curriculum, students are having difficulty in successfully completing the EMT course. Approximately 25% of students who persist in the course through completion, fail the course. Students have difficulty in applying principals of prehospital emergency in laboratory situations as well as in the theory component of the course.

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

Offer tutoring in the lecture as well as the laboratory component of the course to increase retention and successful course completion. Increase the budget for teaching assistance to add additional skills practice. Purchase manikins, AED trainers, splints, backboards, dressings, and medications utilized in simulated patient care situations.

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 the time of submission of the final report by August 30, 2012. Note: If all nine required uses of funds have been met, funds may 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 type="checkbox"/>	<input checked="" 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"/>
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**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.)**

Collaborate with Miramar to track statistics to enable us to identify and assist special populations in achieving success.

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

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

- 17. Supporting training and activities (such as mentoring and outreach) in nontraditional fields. [§135(c)(17)]
- 18. Providing support for training programs in automotive technologies. [§135(c)(18)]
- 19. Pooling a portion of such funds with a portion of funds available to other recipients for innovative initiatives. [§135(c)(19)]
- 20. Supporting other CTE activities consistent with the purposes of the Act. [§135(c)(20)]

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

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

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

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 AND SUBMIT BUDGET SUMMARY FORMS IDENTIFYING CTE 1C CATEGORICAL EXPENDITURE TOTALS BY TOP CODE.

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

Agreement No.: 11-C01-047
 TOP Code: 125000

Line No.	Acct. No.	Object of Expenditure	Direct Program Expenditure	Administration Expenditure* (not to exceed 5%)	Total
1	1000	Instructional Salaries	7,065	0	7,065
2	2000	Non-Inst. Salaries	7,935	0	7,935
3	3000	Employee Benefits	1,500	0	1,500
4	4000	Supplies & Materials	1,000	0	1,000
5	5000	Other Operating Expenses & Services	2,300	0	2,300
6	6000	Capital Outlay	1,000	0	1,000
7	7000	Other Outgo	0	0	0
Total Expenditure			20,800	0	20,800

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

Note: Final Report of expenditures for 2011-2012 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%)

College Aggregate Core Indicator Information by TOP
(2011-2012)

District/College: SAN DIEGO MIRAMAR COLLEGE REG Agreement No.: 11-C01-047
CNTR

Program Title: Early Childhood TOP Code: 130500

Please review the College Aggregate form at: <http://misweb.cccco.edu> before completing this form.

If no data is available proceed to Part II.

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

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

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

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

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

District Contact/Project Director: Anthony Reuss/Otto Lee

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

Local Application Program Information by TOP Code

College: SAN DIEGO MIRAMAR COLLEGE REG CNTR
 Program Title: Early Childhood

Agreement No.: 11-C01-047
 TOP Code: 130500

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

According to the data of the core indicators the following are program issues: Student Persistence is below State level. Student Employment is below State level. Non-traditional Student Completion is below State level. Recruiting male students in the field continues to be a challenge. The basic skill level of students entering the field continues to be a challenge. Data reporting on Employment and Student Persistence continues to be difficult to measure.

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

Some of our activities will include strengthening the skills of students in our curriculum and lab classes, providing professional development opportunities to faculty and staff, and meeting NAEYC accreditation and licensing standards. Other activities will include reviewing our Child Development course offerings and degree/certificate program and purchasing equipment and instructional supplies to update our program. We will continue to explore ways to achieve student success and increase enrollment of non-traditional students through tutoring, outreach programs, student organizations (workshops, meetings and conferences) and ROP/Continuing Education linkages.

<p>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 the time of submission of the final report by August 30, 2012. Note: If all nine required uses of funds have been met, funds may be used for the permissive activities specified in number 10.</p>		<p>Indicate with a check mark which requirements have been met, below.</p>	
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 type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input checked="" 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.)

1.1 Provide students with training in the campus lab. Improve the teaching component through the development, organization and implementation of instructional supplies and equipment. Support curriculum that promotes creative arts and curriculum that supports English language learners. 1.2 Continue integrating the academic Child Development classes with the lab. 2.1 Provide linkages between ROP and Continuing Ed students to promote careers in Child Development through campus visits, activities, ROP agreements and Child Development meetings. 3.2 Continue to offer activities, instruction and assistance to our English language learners and our emerging literacy children. 3.3 Continue to link with departments on campus, such as the art department to provide activities for the children. 5.2 Continue building the linkages between the Child Development Department and the student based organizations: The Parent-Student Advisory Board and The Child Development Professionals. 9.1 Continue to participate in activities such as the California mentor program, the Child Development Consortium and the Y.M.C.A. Cares program. Offer mentor opportunities to enrolled CTE students. Recruit students through outreach, flyers, brochures, workshops and department orientations.

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

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

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

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

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

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

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 AND SUBMIT BUDGET SUMMARY FORMS IDENTIFYING CTE 1C CATEGORICAL EXPENDITURE TOTALS BY TOP CODE.

College: SAN DIEGO MIRAMAR COLLEGE REG CNTR
 Program Title: Early Childhood

Agreement No.: 11-C01-047
 TOP Code: 130500

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	9,100	0	9,100
3	3000	Employee Benefits	910	0	910
4	4000	Supplies & Materials	1,425	0	1,425
5	5000	Other Operating Expenses & Services	1,927	0	1,927
6	6000	Capital Outlay	1,150	0	1,150
7	7000	Other Outgo	0	0	0
		Total Expenditure	14,512	0	14,512

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

Note: Final Report of expenditures for 2011-2012 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%)

College Aggregate Core Indicator Information by TOP
(2011-2012)

District/College: SAN DIEGO MIRAMAR COLLEGE REG Agreement No.: 11-C01-047
CNTR

Program Title: Paralegal

TOP Code: 140200

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:

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

0 of the 34 are below the State negotiated level(s);

11 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: Anthony Reuss/Otto Lee

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

Local Application Program Information by TOP Code

College: SAN DIEGO MIRAMAR COLLEGE REG CNTR

Agreement No.: 11-C01-047

Program Title: Paralegal

TOP Code: 140200

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

ABA Guidelines (G-302.G) - How does the program ensure that students have technology skills that are appropriate for employment as a paralegal? (G-302.G) With the movement to the new building, the program has created a Technology Lab for instructors and students. However, there is no money to purchase the required software to prepare students for employment.

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

The purchase of litigation support and document management software will provide the instructor with classroom instructions and can be used in the lab for training purposes. Program director needs help with the student club, internships, accreditation reports, and maintaining required ABA paperwork. Initially, an hourly must be used to assist with training and organizing the system for the program.

Below are the nine §135(b) Requirements for Uses of Funds. Programs receiving these funds must meet these requirements. Indicate with a check mark those requirements that the program currently meets (met). Any remaining unmet requirement(s) must be addressed with completed or ongoing activities by the time of submission of the final report by August 30, 2012. Note: If all nine required uses of funds have been met, funds may 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 type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input checked="" 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.)

Purchase software for existing Law Office Technology Lab Hourly lab support. Linking courses to Entrepreneur program in Business Develop Internship Program Have applied for ABA approval to offer classes fully online to expand offerings at times and formats accessible for all students. Developing new courses such as 1. Intellectual Property 2. Workers Compensation Law

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

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

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

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

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

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

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 AND SUBMIT BUDGET SUMMARY FORMS IDENTIFYING CTE 1C CATEGORICAL EXPENDITURE TOTALS BY TOP CODE.

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

Agreement No.: 11-C01-047
 TOP Code: 140200

Line No.	Acct. No.	Object of Expenditure	Direct Program Expenditure	Administration Expenditure* (not to exceed 5%)	Total
1	1000	Instructional Salaries	7,065	0	7,065
2	2000	Non-Inst. Salaries	2,750	0	2,750
3	3000	Employee Benefits	982	0	982
4	4000	Supplies & Materials	525	0	525
5	5000	Other Operating Expenses & Services	600	0	600
6	6000	Capital Outlay	0	0	0
7	7000	Other Outgo	0	0	0
		Total Expenditure	11,922	0	11,922

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

Note: Final Report of expenditures for 2011-2012 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%)

College Aggregate Core Indicator Information by TOP
(2011-2012)

District/College: SAN DIEGO MIRAMAR COLLEGE REG Agreement No.: 11-C01-047
CNTR

Program Title: AJ

TOP Code: 210500

Please review the College Aggregate form at: <http://misweb.cccco.edu> before completing this form.

If no data is available proceed to Part II.

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

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

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

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

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

District Contact/Project Director: Anthony Reuss/Otto Lee

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

Local Application Program Information by TOP Code

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

Agreement No.: 11-C01-047
 TOP Code: 210500

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

Core Indicator data indicate a need for increased participation and completion for nontraditional students. Equipment must meet industry standards.

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

We seek to increase focus on recruitment and retention and at the same time we are committed to the process of increasing diversity and representation of nontraditional students to this vocational area. The Administration of Justice Department strives for continuous improvement in efficiency and effectiveness of all classroom and lab instruction. This goal is accomplished through ensuring continuous improvement through operational 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 the time of submission of the final report by August 30, 2012. Note: If all nine required uses of funds have been met, funds may 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 type="checkbox"/>	<input checked="" type="checkbox"/>
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**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.)**

Enhance student training and placement based on industry standards through continuous maintenance and upgrades to firearms range safety equipment.

Student worker parking enforcement officer training in conjunction with the San Diego Community College Police Department and ADJU 270.1

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

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

secondary education or upgrade technical skills. [§135(c)(15)]

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

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

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

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

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 AND SUBMIT BUDGET SUMMARY FORMS IDENTIFYING CTE 1C CATEGORICAL EXPENDITURE TOTALS BY TOP CODE.

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

Agreement No.: 11-C01-047
 TOP Code: 210500

Line No.	Acct. No.	Object of Expenditure	Direct Program Expenditure	Administration Expenditure* (not to exceed 5%)	Total
1	1000	Instructional Salaries	7,065	0	7,065
2	2000	Non-Inst. Salaries	6,700	0	6,700
3	3000	Employee Benefits	1,376	0	1,376
4	4000	Supplies & Materials	1,800	0	1,800
5	5000	Other Operating Expenses & Services	2,965	0	2,965
6	6000	Capital Outlay	1,425	0	1,425
7	7000	Other Outgo	0	0	0
		Total Expenditure	21,331	0	21,331

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

Note: Final Report of expenditures for 2011-2012 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%)

College Aggregate Core Indicator Information by TOP
(2011-2012)

District/College: SAN DIEGO MIRAMAR COLLEGE REG Agreement No.: 11-C01-047
CNTR

Program Title: Fire

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:

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

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

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

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

District Contact/Project Director: Anthony Reuss/Otto Lee

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

Local Application Program Information by TOP Code

College: SAN DIEGO MIRAMAR COLLEGE REG CNTR

Agreement No.: 11-C01-047

Program Title: Fire

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.)

Outdated equipment needs to be replaced with industry standard equipment. FIPT staff needs to stay current in the field.

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

New industry standard equipment will be identified and purchased with a combination of Perkins and District funds. Professional development opportunities will be made available with Perkins, District and other sources of funding.

<p>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 the time of submission of the final report by August 30, 2012. Note: If all nine required uses of funds have been met, funds may be used for the permissive activities specified in number 10.</p>		<p>Indicate with a check mark which requirements have been met, below.</p>	
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 type="checkbox"/>	<input checked="" 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	<input type="checkbox"/>	<input checked="" 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.)

Provide FIPT Courses to meet FESHE Requirements for Degree/Certificate Program. Provide State Fire Marshal Courses. Continue to develop and enhance online course delivery. Encourage remaining classes to become enhanced with online course materials and access to students. Continue relationship with SDSU Interwork, Heartland Fire Training and SD County Training Officer's Association. Continue providing outreach programs working with local community groups, job fairs and other programs advertising our opportunities.

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

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

- their education or training or finding an appropriate job. [§135(c)(16)]
- 17. Supporting training and activities (such as mentoring and outreach) in nontraditional fields. [§135(c)(17)]
- 18. Providing support for training programs in automotive technologies. [§135(c)(18)]
- 19. Pooling a portion of such funds with a portion of funds available to other recipients for innovative initiatives. [§135(c)(19)]
- 20. Supporting other CTE activities consistent with the purposes of the Act. [§135(c)(20)]

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

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

- | | |
|--|---|
| <input checked="" type="checkbox"/> Professional Dev. (including stipends) | <input checked="" type="checkbox"/> Instructional Materials Purchase/Replacement (including software) |
| <input checked="" type="checkbox"/> Instructional Equipment Purchase/Replacement | <input type="checkbox"/> Project Administration |
| <input type="checkbox"/> Facility rental/lease (off-campus location) | <input type="checkbox"/> Programs/Services for Special Populations |
| <input 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 AND SUBMIT BUDGET SUMMARY FORMS IDENTIFYING CTE 1C CATEGORICAL EXPENDITURE TOTALS BY TOP CODE.

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

Agreement No.: 11-C01-047
 TOP Code: 213300

Line No.	Acct. No.	Object of Expenditure	Direct Program Expenditure	Administration Expenditure* (not to exceed 5%)	Total
1	1000	Instructional Salaries	10,415	0	10,415
2	2000	Non-Inst. Salaries	1,000	0	1,000
3	3000	Employee Benefits	1,141	0	1,141
4	4000	Supplies & Materials	1,508	0	1,508
5	5000	Other Operating Expenses & Services	3,218	0	3,218
6	6000	Capital Outlay	7,000	0	7,000
7	7000	Other Outgo	0	0	0
		Total Expenditure	24,282	0	24,282

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

Note: Final Report of expenditures for 2011-2012 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%)

College Aggregate Core Indicator Information by TOP
(2011-2012)

District/College: SAN DIEGO MIRAMAR COLLEGE REG Agreement No.: 11-C01-047
CNTR

Program Title: AVIA

TOP Code: 302000

Please review the College Aggregate form at: <http://misweb.cccco.edu> before completing this form.

If no data is available proceed to Part II.

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

- 4 of the 34 are at or above the State negotiated level(s);
- 2 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: Anthony Reuss/Otto Lee

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

Local Application Program Information by TOP Code

College: SAN DIEGO MIRAMAR COLLEGE REG CNTR

Agreement No.: 11-C01-047

Program Title: AVIA

TOP Code: 302000

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

Nontraditional participation and completion were identified as areas of weakness. Equipment must continue to meet industry standards.

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

We will create videos that specifically focus on nontraditional students. We will implement strategies to recruit nontraditional faculty.

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 the time of submission of the final report by August 30, 2012. Note: If all nine required uses of funds have been met, funds may 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	<input type="checkbox"/>	<input type="checkbox"/>

enrolled in CTE programs, for high-skill, high-wage or high-demand occupations that will lead to self-sufficiency. [§135(b)(9)]

<input type="checkbox"/>	<input checked="" type="checkbox"/>
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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.)

1) Creation of several aviation related videos to be used to strengthen the academic and career and technical skills of aviation operations students better preparing them with knowledge of the aviation industry and career opportunities.

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

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

- 17. Supporting training and activities (such as mentoring and outreach) in nontraditional fields. [§135(c)(17)]
- 18. Providing support for training programs in automotive technologies. [§135(c)(18)]
- 19. Pooling a portion of such funds with a portion of funds available to other recipients for innovative initiatives. [§135(c)(19)]
- 20. Supporting other CTE activities consistent with the purposes of the Act. [§135(c)(20)]

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

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

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

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 AND SUBMIT BUDGET SUMMARY FORMS IDENTIFYING CTE 1C CATEGORICAL EXPENDITURE TOTALS BY TOP CODE.

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

Agreement No.: 11-C01-047
 TOP Code: 302000

Line No.	Acct. No.	Object of Expenditure	Direct Program Expenditure	Administration Expenditure* (not to exceed 5%)	Total
1	1000	Instructional Salaries	7,265	0	7,265
2	2000	Non-Inst. Salaries	0	0	0
3	3000	Employee Benefits	727	0	727
4	4000	Supplies & Materials	500	0	500
5	5000	Other Operating Expenses & Services	1,241	0	1,241
6	6000	Capital Outlay	241	0	241
7	7000	Other Outgo	0	0	0
		Total Expenditure	9,974	0	9,974

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

Note: Final Report of expenditures for 2011-2012 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%)