

**CTE LOCAL PLAN COVER PAGE**

**2008-2012 CTE Local Plan for Perkins IV Funds**

**District:** Monterey Peninsula Community College

The signature below of the Chief Executive Officer of the District, or other authorized officer, certifies that this 2008-2012 CTE Local Plan for the use of the Title I, Part C, Section 132 funds under the Carl D. Perkins Career and Technical Education Act of 2006, has been developed and will be implemented and evaluated following the provisions of the Act, any applicable provisions of the 2008-2012 California State Plan for Career and Technical Education, and the Guidelines for Preparing the 2008-2012 CTE Local Plan. Implementation of the five-year local plan will occur based upon submittal by the District to the State of a Local One-Year Application and Expenditure Plan, approval of the one-year plan by the State, and the annual receipt of Title I, Part C, Section 132 funds allocated by the State and distributed to the District through the apportionment process. Allocations are dependent upon the State receiving funds from the Federal government. Such funds will be used for the sole purpose of improving career and technical education programs and will not be used to supplant other funds. The District agrees to submit an Annual Final Report following guidelines for such reports prepared by the State regarding outcomes of activities assisted with Title I, Part C, Section 132 funds.

\_\_\_\_\_  
Signature of the Superintendent/President

\_\_\_\_\_  
Date

Douglas Garrison

Printed Name

Superintendent-President

Title

Michael Gilmartin  
Name of District's Contact for Career and  
Technical Education

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**Project Monitor Name** \_\_\_\_\_

**Approved By:** \_\_\_\_\_

Career Technical Education Specialist

**Date:** \_\_\_\_\_

**LIST OF MEMBERS OF THE CTE LOCAL PLANNING TEAM\***

District/College: Monterey Peninsula College

Perkins IV Section 134(b)(5) requires that a group of individuals be involved in the development, implementation, and evaluation of CTE programs assisted with Title I, Part C funds. The following table is to be completed with information related to these individuals and submitted as part of the 2008-2012 local plan. There is no limitation on the number of representatives that may be appointed from each group. Use additional pages if necessary.

<b>Required Representation</b>	<b>Name</b>	<b>Title</b>	<b>Agency or Organization</b>
1. Business	Suzanne Frueh Joanne Webster  Joyce Guiffre Harlen Lee Mary Ann Leffel	CPA, MBA Human Resources  Administrative Services Director of Volunteers President	Community Hospital of the Monterey Peninsula City of Carmel-by-the-Sea SCRAMP Monterey County Business Council
2. Industry	Dustin Cook  Eric LoMonaco  M. Fatima Diaz Joyce Simon	Board of Directors  Director of Radiology  Director of Marketing Specialist	Builders Exchange of the Central Coast Community Hospital of the Monterey Peninsula United Way Monterey Cty One Stop Center
3. Labor Organizations	Brenda Kalina	President	MPCSEA
4. Special Populations	Susan Osorio or designee Sarah Mawhirter	Supportive Services Assoc Dean Director, Re-entry and Multicultural Resource Center	Monterey Peninsula College

5. Faculty*	A.J. Farrar Darien Payne James Lawrence Jon Mikkelson Leandro Castillo Judee Timm Randy Smith Caroline Carney Patricia Lewis Mary Nelson Linda Bruno Deb Hacker-Schulte Cathy Haas Penny Partch Hazel Ross	Administration of Justice Graphic Arts Automotive Technology Acctng, Entrepreneurship Business, Retail Mgt, Real Estate International Business Office Tech, Software App, Secret Child Development Dental Assisting Fashion, Human Services, Int Design Medical Assisting Nursing Ornamental Horticulture ENSL Math	Monterey Peninsula College
6. Students	Janice DiSimone		Monterey Peninsula College
7. Others	Michael Gilmartin Kathleen Baker	Dean of Instruction Director, Career Transfer Center	Monterey Peninsula College

\*Specifically include both academic and CTE faculty and career guidance & academic counselors. The majority of faculty should be representatives of career and technical education

## **Description of CTE Local Planning Team's Involvement**

- 1) Provide a brief description of how the CTE Local Planning Team was involved in the development, implementation and evaluation of the five-year local plan and*

Monterey Peninsula College had an existing local planning team that originated with the development of the previous VTEA local planning efforts. This committee had similar membership to the new Perkins 4 requirements for a local planning team. Therefore, the membership of this existing committee was augmented to insure that there was a wide representation of CTE and academic faculty and other required representation. Members of this local planning team assembled in January 2008. There was a day long meeting that covered many various aspects of developing the new Perkins IV local five-year plan. The team reviewed a variety of information concerning the development of the local five-year plan. After the morning general session, participants were divided into response teams to begin developing plans and formulating recommendations for CTE program improvement and enhancement that could be included in the five year local plan. Over the next couple of months, these groups met and developed recommendations.

Results of response team sessions were then compiled and reviewed by the Dean of Occupational and Economic Development. An initial draft of the local plan was then sent to the business partners on the local planning team for their review. A meeting of the entire team including business partners was then held in early April to review a draft of the five-year local plan. After receiving the comments and input of the team, the Dean then revised the initial draft and presented the final draft to the college Vice President of Academic Affairs and the President.

In the future, this team will meet regularly to monitor the implementation of the local plan. They will receive reports on the various activities that are being done and be able to review data as the various activities are accomplished. This data will be used by the planning team to evaluate the efficacy of the various activities. An annual review of the each year's activities will also take place prior to the submission of the annual application to assess the overall success of the local plan. As a part of this evaluation, the team will examine the college's progress on the local adjusted levels of performance. If deficiencies are identified, the team will make specific recommendations for change.

2) *How the team was informed about and assisted in understanding the requirements of Perkins IV, including CTE programs of study.*

At the all day meeting on January 29, 2008 the team was informed about the requirements of Perkins 4. College CTE and academic faculty, as well as counselors and support staff were in attendance as was the President of the Monterey County Business Council. She reviewed the purpose of the Business Council and explained how they anticipated partnering with the College CTE programs over the next five years.

A PowerPoint presentation was given to the group summarizing CTE guiding principles, uses of funds, core indicators, and responses to legal requirements including programs of study. Business partners who were unable to attend this early spring meeting were contacted individually to discuss the information presented and were emailed the PowerPoint document so they could have the same background information as the rest of the team.

Each response team was given a notebook which contained information on Perkins 4 requirements, guidelines on the appropriate expenditure of these funds and an explanation of Programs of Study. There was also an extensive question and answer period to provide more information if people were unclear about things. As the individual response teams reviewed the material and began their work the Dean went from group to group answering questions.

3) *Data Analysis for Program Improvement:*

*For the purpose of Perkins IV program improvement, describe the data used, the priority criteria established, and the analysis conducted to ensure continuous program improvement.*

Data to be used:

The college will review the following data and information to provide priorities and justification for the expenditure of Perkins funds related to the five year local plan.

- Core indicator data provided by the state
- Recommendations and data provided by local advisory committees
- Labor Market data from the state EDD
- Data provided through the college's program review process
- Data provided in labor market studies done by the local Workforce Investment Board
- Monterey County Business Council study showing readability of technical manuals compared to reading level of local high school graduates
- Basic Skills Initiative Assessment
- Employer and Student Needs Assessments conducted by the college

## Priority Criteria

The specific activities and associated funding done through this plan will be prioritized based on how well they address the established priority criteria. These criteria have been established based on the local planning team's review of the state plan requirements and information they have received on the local situation.

The priority criteria for the plan are described as follows:

- The District shall consider activities that develop challenging academic and technical standards and assist students in meeting such standards, including preparation for high skill, high wage, or high demand occupations in current or emerging professions to be of the highest priority.
- Activities that promote the development of services and activities that integrate rigorous, challenging academic and career technical instruction, and link secondary education and postsecondary education for participating career and technical students shall be considered a high priority.
- The District shall consider activities that promote evidence-based continuous improvement of CTE services and impact them through better alignment of standards, curricula, assessments, and professional development to be a priority.
- Finally activities that support the District in achieving all of the negotiated core indicator levels of performance for academic and technical skills achievement shall also be given a priority.

## Analysis

Activities will be evaluated based on well they complete their stated objectives and the effect the project may have on any gaps or deficiencies identified by the analysis of available data. Each activity that is proposed for funding will include measurable objectives so that the success or lack of success can be clearly established. Once activities have been identified and prioritized, base line data will be collected for that program. Upon completion of the activity, additional data will be collected that will provide evidence of the accomplishment of these objectives and the effect of this activity on the local adjusted levels of performance for the college. As not all activities lend themselves to purely quantitative analysis, there will also be a review of qualitative factors.

## **Responses to Perkins IV Requirements for Descriptions of District Compliance**

*Describe how the requirements for use of funds under §135(b) will be met*

1. Requirements for the use of funds will be met by coordinating distribution of the funds through the Office of the Dean of Instruction, Occupational and Economic Development. All departments will receive complete information on funding restrictions and must certify that any expenditure of these funds must meet federal guidelines. No CTE program will receive Perkins funding unless the program can demonstrate integration of academics within their career and technical education program, regular use of their active advisory committee, completion of regular program review, and evidence of collaboration with secondary educational institutions and business partners. The Dean will review all expenditures of Perkins IV dollars to insure that appropriate regulations are followed.

*Describe how CTE activities will meet state and local adjusted levels of performance established in Perkins IV §113*

2. CTE activities will be funded and prioritized in such a way as to enable the district to meet negotiated local adjusted levels of performance. Departments will work with the Office of Institutional Research to obtain the most current data available including core indicator data and other information relevant to student retention and success. This data and other information will be used to determine specific programmatic needs for improvement. Once these needs are established, activities will be designed that can best address these. As stated earlier, measurable objectives will be established for each activity and the success or failure of these activities to address the goals of the adjusted levels of performance for the program will be evaluated. If it becomes clear that an activity is not working, program faculty will be asked to do an analysis to determine why. The district will review the core indicators of all CTE programs to analyze the effect each has on the district adjusted levels of performance. If it is discovered that one or more of the indicators is failing to meet its goal, the local planning team will make recommendations for activities in specific CTE program areas to address this need.

*Offer appropriate courses, including not less than one “career and technical program of study”*

3. A) The district offers various CTE programs that have been developed to meet the demonstrated labor market needs of our local region. Many of our current CTE

programs are currently being offered as sequences of courses that begin in the secondary level and continue through the community college level. Some of these are Auto Technology, Hospitality/Culinary, Business and Office Technology, Graphic Arts and others. The district is currently working with Mission Trails ROP (the local ROP consortium) and high schools to formalize these programs of study. Additional programs of study will be added as needed. The District is also partnering with the neighboring community college to assist with the development of programs of study with local high schools for CTE areas which each college may not have. This will insure the development of programs of study throughout the county independent of which community college the high school students plan on attending.

*Improve the academic and technical skills of students participating in CTE programs through integration;*

3. B) The district will improve on the identification of students who are deficient in academic skills or who have not completed college assessment testing prior to enrolling in CTE programs. Once these students are identified, support services will be provided to those students, such as assistance with reading, writing, mathematics or English as a Second Language. In partnership with the college's Basic Skills Initiative, there will be a coordination of efforts to support the improvement of academic skills through contextualized experiences in the CTE classes. Technical and academic skills will also be improved by systematic review of student learning outcomes in each CTE course. Both academic and technical skills will be included in all appropriate courses; the overall goal being to insure that integration of academic and technical skill learning can be documented in each course. Perkins funds will be used to provide instructors with professional development to assist in this activity.

*Provide students with strong experience in all aspects of an industry;*

3. C) The District provides a variety of coursework in individual CTE programs that provide students with experience in all aspects of an industry. One such program is Cooperative Work Experience. The district will coordinate CTE program requirements with the COOP program and work toward developing an efficacious system for providing students with internships. Other CTE programs have courses specifically designed to address all aspects of an industry such as business practices courses or the Supervised Automotive Trade Experience course. These

courses along with other workplace training efforts will be improved upon by using Perkins funding. Local advisory committees will play an important role in developing these experiences for CTE students.

*Ensure that CTE students are taught to the same challenging academic proficiencies as are taught for all other students; and*

3. D) All MPC courses must meet the same rigorous standards of instruction as described by Title V and California Education Code. CTE students who obtain associate degrees must meet the same level of academic rigor as non-CTE students. To ensure that all CTE courses and certificate programs have the same challenging academic proficiencies, each program will be required to have student learning outcomes and assessments in place that meet overall college academic standards and industry standards. Advisory committees consistently make recommendations on the need to improve academic proficiencies in community college graduates. The Monterey County Business Council has worked with local high schools to analyze the reading level of texts in their courses in comparison with documents used in local businesses. Information such as this will be used to insure that CTE students have the same necessary academic proficiencies as all other students.

*Encourage CTE students to enroll in rigorous and challenging courses in core academic subjects*

3. E) To encourage students to enroll in core academic subjects, students will be provided with counseling and direct information on the benefits of obtaining an associate degree. In order to receive the degree, students must successfully complete core academic subjects. The district is also working toward forming learning communities involving academic and CTE courses to provide students with support in developing academic competencies needed for the workplace. These communities will allow CTE students to enroll in core academic subjects as a group. This will enable peer support among students with similar interests. It also allows for specific intervention strategies to be developed for such groups by CTE faculty.

*Describe how comprehensive professional development, including initial teacher preparation, will be provided. Education personnel includes: CTE instructors, academic instructors, guidance counselors, and administrative personnel. Areas of professional development include integration of coherent and rigorous content aligned with challenging academic standards, curriculum development, and relevant CTE.*

4. Comprehensive professional development will be provided by working with the college staff development committee of the Academic Senate to include teaching and learning activities for CTE faculty during flex day programs at the beginning of each semester. CTE faculty and counselors will have opportunities to attend

professional conferences using Perkins funds. Faculty mentors for new CTE faculty, especially faculty recruited directly from industry will be provided. These mentors will provide training and mentoring in the development and use of student learning outcomes and assessments. Programs designed to train instructors in the effective use and application of technology, in particular the development of online courses where applicable will also be presented. Professional development will also be coordinated with the Basic Skills Initiative plan to incorporate the integration of challenging academic standards in the development of CTE curriculum.

*Describe how a wide variety of stakeholders are involved in the development, implementation, and evaluation of CTE, and how they are informed about the requirements of Perkins IV including career and technical programs of study*

5. See response to 1) Description of CTE Local Planning Team's Involvement.

*Describe how you assure that programs are of such size, scope, and quality to bring about improvement in the quality of CTE programs*

6. The college will assure that programs are of such size, scope and quality to bring about improvement by prioritizing funding so that expenditures have maximum impact on efforts to promote student success in CTE programs throughout the college. Funds will be distributed in large enough amounts to individual CTE programs to insure the expenditure will result in program improvement rather than simply dividing funds between all programs. Working with nearby colleges to coordinate activities in similar CTE programs, the college will maximize the efficiency of our improvements. In addition, the college will host focus groups and joint advisory committee meetings to receive input from the community to insure program quality. The college will make every effort to employ adjunct and full-time faculty who have strong connections to industry and understand what a quality program means to employers.

*Describe the process that will be used to evaluate and continuously improve performance*

7. See response to 2) Data Analysis for Program Improvement.

*Review CTE programs, and identify and adopt strategies to overcome barriers that lower access to or success for special populations;*

8. A) In order to identify and implement strategies to overcome barriers to the access and success of CTE students from special populations, the district will use core indicator data on individual CTE programs to identify areas with deficiencies. Then, college staff will meet with instructors and support staff/faculty on campus to assess student needs further. An analysis of what is in place already to support at-risk students and how it is coordinated will be done. Feedback will be sought from faculty and staff about their perception of gaps in services to students. The use of an assessment instrument to obtain more information on learning challenges that CTE students face will be investigated. If one is found, it will be put into use for CTE faculty to help them understand the learning styles and challenges special population students face to successfully pass CTE courses. Practices at other community colleges with similar programs will be examined to see what has worked for them and what areas need improvement. Past and presently enrolled special population students will be interviewed for their perception of their ability to be successful in these courses and how they might be supported in and out of class. A plan will be developed that reflects the needs outlined in this assessment and appropriate activities will be implemented.

*Provide programs that are designed to enable special populations to meet the local adjusted levels of performance;*

8. B) The college will provide programs that are designed to assist special population students to meet the local adjusted levels of performance. Support programs that currently serve these populations will review the core indicator data to identify specific groups in CTE programs that may not be meeting the local level of performance. Once identified, strategies will be developed to serve these students including working with academic faculty on a formal and informal basis to develop methods to provide for improved student success in CTE courses, providing support services in college learning centers for CTE students, providing directed counseling to CTE students to improve course selection and corresponding completion rates and improving services in career development, job searching skills and job placement for CTE students in special populations.

*Provide activities to prepare special populations (including single parents and displaced home-makers) for high skill, high wage, or high demand occupations that will lead to self-sufficiency*

8. C) The college will provide additional training to special population students in order for them to obtain high skill, high wage or high demand occupations. Since many of these jobs demand a variety of soft skills, students will be taught time management techniques such as scheduling, delegating, multi-tasking, creating an action plan. They will also be taught how to prepare for a job search such as

where to find job openings, how to create resumes and effective cover letters, and how to interview. These courses will be designed specifically to meet the needs of special population students. Teaching these students such skills for success such as phone etiquette, forms of address, language register, body language, and conflict resolution strategies will make them more marketable as employees. Helping students improve study skills such as learning type and multiple intelligence self-inventories, skimming, scanning, note taking from reading and oral presentations, core vocabulary practice will enable them to succeed in their CTE coursework for these occupations. By both incorporating these activities into core courses and providing them as workshops in their programs, these skills will be able to be mastered by these students. Finally, special population students along with other CTE students will be given easy access to information on high skill, high wage, and high demand occupations. This will include increasing access through the college career center and by providing more information in an online format for students.

*Describe how individuals who are members of special populations will not be discriminated against based on this status*

9. The college will insure that members of special populations will not be discriminated against by providing diversity training to faculty and staff regarding special populations and their needs, circumstances, and programs that offer assistance. Students in general will be encouraged to attend advocacy classes where provided. Efforts will be made to increase the awareness among CTE staff and students of various programs designed to assist special populations such as EOPS, Supportive Services, TRIO, Women's Multicultural and Re-entry Center. Reasonable accommodations will be provided wherever applicable.

*Describe how funds will be used to promote preparation for non-traditional training and employment*

10. The college will use funds to promote non-traditional training and employment first by examining best practices in non-traditional training and employment at other community colleges. The goal will be to determine why students are not currently entering non-traditional training and employment paths. Reviewing what other colleges and universities are doing to educate their student body on non-traditional career paths and developing and maintaining a "best practices" list of what is working on other campuses will be done. The discussion of non-traditional career options will be expanded in the existing college career development courses. Training and education to high school and college counselors on information regarding non-traditional career training and

employment will be done through various staff development activities. Faculty and staff will be encouraged to attend meetings with local business leaders to collaborate, network and create support for students in non-traditional fields upon entry into the workplace. This could include the development of internships and service learning options for non-traditional careers. Middle and high school outreach that includes educating and exposing students and teachers to the possibilities of non-traditional training and employment will be conducted. Student groups, including support groups for non-traditional students that include in their charters the goal of inclusive membership and promotion of non-traditional career paths will be supported.

*Describe how career guidance and academic counseling will be provided to CTE students, including linkages to future education and training opportunities*

11. The college will centralize career guidance and academic counseling in a new Career Development Center/Career Technical Education office in the new student services center on campus. This will enable the coordination and collection of information about volunteer, student worker, part time employment and internship opportunities on campus and in the community at the new CTE office. CTE instructors will be requested “embed” contact information for MPC counselors who specialize in their CTE area and librarians who do likewise in each semester’s syllabi. Additional written information about counseling, library and other support services will be distributed to CTE students at the beginning of each semester. Both counselors and librarians will be invited to make personal appearances in the CTE classrooms during the semester to introduce themselves and their area of expertise. CTE instructors will be encouraged to promote the certificate of achievement and associate degrees available to each CTE student. Specific lab time in the MPC library will be scheduled for CTE students to become acquainted with our data bases and services available to research careers and job opportunities. Students will be encouraged to take a career planning course (PERS 51) in their first semester at MPC. Representatives from business and industry, especially MPC graduates, will be invited to visit CTE classes to discuss not only the technical aspects of their occupations but also their experiences on how they got into their fields.

*Describe efforts to improve: The recruitment and retention of career and technical education faculty and career guidance and academic counselors, including individuals in groups underrepresented in the teaching profession;*

12. A. The college will hold a series of planning meetings for recruiting CTE adjunct faculty with the appropriate departments or division faculty and the Associate Dean of Human Resources. These meetings will develop and prioritize the key requirements needed for CTE job announcements and the special qualifications, traits, characteristics, and experience to be sought in a candidate. The college will work with local business and industry to make them aware of job openings. College job announcements will be made widely available on professional association websites. Strategies will be developed for other potential ways to identify a well-qualified pool of candidates for each full-time and adjunct CTE position and for career guidance and academic counselors.

*Describe efforts to improve: The transition to teaching from business and industry*

12. B. The college will reach out to the community and cultivate business contacts directly through our market area business database. Staff will also interact with the business organizations in our market area. These interactions will include discussions of CTE teaching opportunities, and hopefully recruiting and training of new potential instructors. College CTE instructors will encourage business people to collaborate and involve MPC more directly with the development of internships at participating businesses. Working with interns will serve as an entrée to the business people as a first step toward teaching. Then, these business people will be welcomed as expert guest speakers to the campus. MPC instructors will continue to work with the business people to develop their interest in teaching through visits to the workplace.

The campus website functionality will be enhanced to include a “teach a class” button. This button will direct prospective instructors to an information/action page. The information will include a link to current job postings, information on the teaching experience, and general faculty requirements. There will also be a link to an application for employment for current openings. More importantly this webpage will enable inquiries for requesting an informational interview with a CTE faculty member in the person’s field. Data will be stored in a faculty accessible area to enable recruitment of guest speakers and specialty faculty.

Training for new adjunct instructors will occur in multiple steps. The duration of each step and the starting point will vary depending on the experience of the new instructor and the status of the topic of the course to be taught. Each step includes consultation with a current instructor to enhance the prospect's learning experience.

Initially there will be a meeting with an instructor in a related field to discuss the nature of teaching, and to provide a general informational interview. The prospective instructor will observe a small number of class sessions. After a time, the current instructor will ask "expert" questions to the prospect to leverage their knowledge and increase the interaction of the prospect. The prospect will deliver a pre-prepared portion of a lecture. The prospective instructor will then be guided through the process of developing a course, from the learning outcomes, down to the daily activities. Finally, the prospective instructor then creates and delivers their own lessons under the supervision of the current instructor. The prospective instructor is now ready to take on their first full responsibility teaching assignment.