

CHABOT COLLEGE
GRANT NUMBER 13-112-481

APPLICATION

for

CTE Transitions Allocation

CARL D. PERKINS (10% RESERVE)

Funding Fiscal Year: 2013-2014
Program Year: 2013-2014

CONTACT PAGE

District/College: Chabot-Las Positas Community College District (CHABOT COLLEGE)

Address: 600 Dublin Blvd., 3rd Floor

City: Dublin State: CA Zip+4: 94568

District Superintendent

Name: Jannett Jackson Title: Chancellor

Phone: (925) 485-5206 Date: 5/3/13

Fax: (925) 485-5256 E-Mail Address: JJackson@clpccd.org

Responsible Administrator

Name: Susan Sperling, Ph.D Title: President, Chabot College

Phone: (510) 723-6640 Date: 5/3/13

Fax: (510) 782-9315 E-Mail Address: SSperling@chabotcollege.edu

Project Director

Name: Tom Clark Title: Dean, Applied Tech & Business

Phone: (510) 723-6652 Date: 5/3/13

Fax: 510) 723-7022 E-Mail Address: TClark@chabotcollege.edu

Business Officer

Name: Connie Willis Title: VP, Administrative Services

Phone: (510) 723-6618 Date: 5/3/13

Fax: (510)723-7022 E-Mail Address: CTelles@chabotcollege.edu

Proposal Preparer

Name: Dawn Girardelli Title: Director, Off Campus Programs

Phone: (510) 723-6755 Date: 5/3/13

Fax: (510) 723-6795 E-Mail Address: DGirardelli@chabotcollege.edu

NARRATIVE

Chabot College is seeking funding through CTE Transitions allocation that will allow us to preserve and continue key activities previously funded under Tech Prep that strengthen CTE programs and pathways as well as foster and enhance the transition of students from secondary to post secondary education to occupation.

With prior CTE Transition funding, Chabot College developed a CTE Transition Administrative Team which brought together representatives from both student and academic services at Chabot College and allowed for an opportunity to collaborate, coordinate and strategize CTE transitions activities at Chabot College. Continued funding will allow for the CTE Transition team to continue the work of executing CTE transition activities across the campus which includes: internal coordination of programs that foster secondary to post-secondary transition; inventory & validation of articulations; support Credit By Exam mechanisms; plan & coordination of CTE open houses and outreach activities; internal communication and collaboration between academic and student services programs that work with CTE students; mechanisms for measuring CTE student success and overall coordination of CTE Transitions programs/pathways across the college.

The following is a list of the CTE Transition Administrative Team who have committed to conducting activities as outlined in project:

Tom Clark, Dean of Business & Applied Tech (Project Director)
Matt Kritscher, Dean of Counseling
Paulette Lino, Director, Admissions & Records
Gerald Shimada, Interim VP Student Services
Dale Wagoner, Interim VP Academic Services
Susan Sperling, President- Chabot College
Tram Vo-Kumamoto, Dean Math & Science
Jay Mumford, Business Instructor
Jane Church, Counselor & Articulation Officer
Carolyn Arnold, Institutional Research
Yvonne Wu-Craig, Grant Developer

The project will also work with the East Bay -Tri-Valley CTE Community Collaborative (EB-TV CTE CC (SB 70 funded)) to coordinate activities as outlined in project with following secondary partners: Eden Area ROP, Castro Valley Unified, Hayward Unified, San Leandro Unified, San Lorenzo Unified, and New Haven Unified. The EB-TV CTE CC has a significant success record of strengthening Career and Technical Education (CTE) programs throughout the region. Project activities are aligned with state CTE standards and frameworks and tied to CTE pathways in high wage, high skill occupations for students in high school and continuing on to post secondary education.

This narrative demonstrates the need and response for each of the 3 key objectives as set forth by the Chancellor's Office, California Community College's Request for Application to facilitate the distribution of 2012-2013 CTE Transition Funding. Key objectives include: (1) Secondary and Postsecondary Transition; (2) CCC CTE Student Success; (3) Student Transition to World of Work.

SECONDARY & POSTSECONDARY TRANSITION

Funding will be used to provide support for outreach such as coordination of EB-TV CTE CC Career & College Fairs; Chabot College Transfer Days & Student Services outreach activities aimed at targeting CTE transitions. The project will also work to promote CTE programs at campus-wide events, promote concurrent enrollment opportunities that are tied to CTE pathways and help to coordinate CTE college & career fairs, work based learning opportunities, field trips and industry presentations.

Chabot College has developed an articulation process whereby alignment of curriculum and instruction at secondary and post secondary education institutions are articulated to Chabot's courses and programs. These articulation agreements allow students who meet the minimum grade of B or better to apply for Credit By Exam articulated credit. Funding will be used to provide support to the office of Admissions and Records in the processing of CBE paperwork, verification, collecting fees and recording student transcripts.

Chabot College provides opportunities for secondary students to enroll in college-level, degree-applicable courses for advanced scholastic or advanced vocational purposes. As part of our concurrent enrollment program, the project will also be working with our Off Campus, "Twilight" Program which is a program that works with ROP and secondary partners to offer dual/concurrent enrollment opportunities at partner sites that are tied to CTE programs and pathways. Currently we have classes at 4 high schools and Eden ROP. Funding will be used to provide outreach and marketing to the secondary partners as well support to Chabot's Admission and Records Office in processing paperwork, verification of transcripts, collecting fees and recording student transcripts.

CCC CTE STUDENT SUCCESS

Chabot College has already worked to integrate student learning outcomes into each of our CTE program and course outlines. Many of the members of the CTE Transitions team are also part of the college's Planning, Review & Budget Council (PRBC) which is currently identifying student success issues that contribute to student attrition and developing a comprehensive strategic plan that will enhance the students' ability to successfully complete programs and either transition to four year college and/or workforce. The CTE Transition Team will work through the PRBC to apply developed strategies to CTE courses and programs. No funding will be utilized for this activity.

In an effort to keep secondary and post secondary counselors, administrators, career centers and CTE instructors and students apprised of updated, relevant and useful CTE resource and information, the project will produce an annual CTE newsletter and work in conjunction with the SB70 funded EB-TVC CTE Community Collaborative to disseminate information across the region and update collaborative website. This will allow for greater understanding of CTE programs and resources available such as: updated articulation, CTE focused events and where appropriate strategies developed through the PRBC that will improve CTE student learning outcomes and success in programs.

STUDENT TRANSITION TO WORLD OF WORK

Chabot College offers a robust career counseling program to CTE students which includes clarification and integration of career and educational goals, career exploration, job search and interviewing techniques, vocational and career testing and presentations by industry representatives and access to several career related resources such as CA Career Café, Career Resource Network & Eureka. Chabot College is also a partner in many regional workforce initiatives and offers several programs that connect workforce training to workforce entrance. The CTE Transition Team will work to coordinate and market to CTE students, where appropriate, workforce development initiatives and programs available throughout the region and opportunities for entrance into the workforce

Funding will be used to support the coordination of business and industry work-based learning/internships/placement experience of community college students. Work-base learning/internships allows students the opportunity to gain real-world, practical, first hand exposure to an occupation and apply and integrate the knowledge and skills acquired in the classroom in actual work environments. Funding will also be used to support industry field trips and tours.

STATEMENT OF WORK (ANNUAL WORKPLAN)

OBJECTIVE NUMBER*: <u>1.0 Secondary & Post Secondary Transition</u>			
Activities	Timelines	Responsible Person(s)	Outcomes
1.1 SECONDARY & POSTSECONDARY TRANSITIONS		CTE Transition Team	
1.1a Developing a quarterly calendar of activities taking place on-campus and throughout the region	August 2013 January 2014 April 2014	Tom Clark, Gerald Shimada & Dale Wagoner	Support outreach efforts to secondary partners that promote CTE pathways & programs through thoughtful planning & coordination
1.1b Chabot College Transfer Day	March 2014	Gerald Shimada & Matt Kritscher	Increased awareness of Chabot CTE programs and pathways available at Chabot College and articulated agreements with CSU, UC and private universities.
1.1c EB-TVC CTE Career & College Fair	March 2014	Tom Clark	Increased awareness of Chabot CTE programs and pathways available at Chabot College.
1.1d Student services outreach activities targeting CTE students (ie; job fairs; employment training; career counseling; career interest assessments)	August 2013-July 2014	Gerald Shimada & Matt Kritscher	Hold 4 events that target CTE students.

Limit one (1) objective per page. List objectives according to numerical order, i.e., 1.0. Activities should have corresponding numbers (i.e., 1.1, 1.2, 1.3 . . .)

STATEMENT OF WORK (ANNUAL WORKPLAN)

OBJECTIVE NUMBER*: <u>1.0 Secondary & Post Secondary Transition</u>			
Activities	Timelines	Responsible Person(s)	Outcomes
1.2 SECONDARY TRANSITION			
1.2a Support Admissions and Records office in the processing of Credit By Exam paperwork, verification, collecting fees and recording student transcripts.	August 2013-July 2014	Paulette Lino	Improved internal coordination of CBE & CE application and processes
1.2b Support Admission & Records office in processing CTE dual/concurrent enrollment paperwork, verification of transcripts, collecting fees, and recording student transcripts.	August 2013-July 2014	Paulette Lino	Enhanced ability to deliver Off Campus "Twilight" program offerings
1.2c Support Counseling in reviewing of articulation agreements and credit by exam paperwork.	August 2013-July 2014	Jane Church	Improved internal coordination of courses geared specially towards concurrent enrollment students and streamline processes and coordination efforts

- **Limit one (1) objective per page.** List objectives according to numerical order, i.e., 1.0. Activities should have corresponding numbers (i.e., 1.1, 1.2, 1.3 . . .)

STATEMENT OF WORK (ANNUAL WORKPLAN)

OBJECTIVE NUMBER*: <u>1.0 Secondary & Post Secondary Transition</u>			
Activities	Timelines	Responsible Person(s)	Outcomes
1.3 POST SECONDARY TRANSITION	August 2013-July 2014	CTE Transition Team	
1.3a Support Student services activities targeting CTE students Job faires; Employment training Career counseling Career exploration & interest assessments	August 2013-July 2014	Gerald Shimada & Matt Kritscher	Students receive counseling or information about career exploration, CTE programs, workforce training opportunities, and education and technical skills needed to enter into their desired industry sector.
1.3b Work with student services programs, academic service, contract education and grants held across the campus that focus on workforce development & training to advertise opportunities to CTE students and partners.	August 2013-July 2014	Tom Clark	Connect CTE programs to workforce training initiatives that allow for job placement or training to enter the workforce.

* **Limit one (1) objective per page.** List objectives according to numerical order, i.e., 1.0. Activities should have corresponding numbers (i.e., 1.1, 1.2, 1.3 . . .)

STATEMENT OF WORK (ANNUAL WORKPLAN)

OBJECTIVE NUMBER*: <u>1.0 Secondary & Post Secondary Transition</u>			
Activities	Timelines	Responsible Person(s)	Outcomes
<p>1.4 CTE COMMUNICATION/MKTG</p> <p>1.4a Produce an bi-annual CTE newsletter</p> <p>1.4b Work in conjunction with the SB70 funded EB-TVC CTE Community Collaborative to coordinate CTE outreach activities, market events and disseminate information across the region including posting CTE events and resources on collaborative website.</p>	<p>October 2013 March 2014</p> <p>August 2013-May 2014</p>	<p>CTE Transition Team</p> <p>Tom Clark</p>	<p>Chabot College faculty, staff and students as well as secondary/ ROPC school faculty, staff and students will have up to date information through regular communication and updates to CTEBRIDGE Website and annual CTE newsletter which will provide updated pathway programs and pathways; articulation dates; CTE & career fairs; concurrent enrollment information and important dates and changes to templates or processes.</p>

* **Limit one (1) objective per page.** List objectives according to numerical order, i.e., 1.0. Activities should have corresponding numbers (i.e., 1.1, 1.2, 1.3 . . .)

STATEMENT OF WORK (ANNUAL WORKPLAN)

OBJECTIVE NUMBER*: <u>2.0 CCC CTE STUDENT SUCCESS</u>			
Activities	Timelines	Responsible Person(s)	Outcomes
<p>2.1 CCC CTE STUDENT SUCCESS</p> <p>The CTE Transition Team will work through the PRBC to developed student success strategies in CTE courses and programs that mitigate attrition and other factors affecting student success.</p>	<p>August 2013-July 2014</p>	<p>CTE Transition Team</p>	<p>Apply developed strategies to CTE courses and programs and improve CTE course and program completion rates; transition to 4 year universities and workforce.</p>

* **Limit one (1) objective per page.** List objectives according to numerical order, i.e., 1.0. Activities should have corresponding numbers (i.e., 1.1, 1.2, 1.3 . . .)

STATEMENT OF WORK (ANNUAL WORKPLAN)

OBJECTIVE NUMBER*: <u>3.0 STUDENT TRANSITION TO THE WORLD OF WORK</u>			
Activities	Timelines	Responsible Person(s)	Outcomes
3.1 STUDENT TRANSITION TO WORKPLACE			
3.1a Support the coordination of business and industry work based learning, internships & job placement of CTE students	August 2013-July 2014	Tom Clark	Work-base learning/internships allows students the opportunity to gain real-world, practical, first hand exposure to an occupation and apply and integrate the knowledge and skills acquired in the classroom in actual work environments.
3.1b Support industry field trips and tours			
3.1c Work with student services programs, academic service, contract education and grants held across the campus that focus on workforce development & training to advertise opportunities to CTE students			
3.1d Conduct economic impact studies through EMSI	August -September 2013	Institutional Research	Scientifically based evaluation that will show what impacts Chabot's CTE programs are having on economy & workforce. This will help to inform Chabot if programs are beneficial to community and students and better inform CTE programming.

* **Limit one (1) objective per page.** List objectives according to numerical order, i.e., 1.0. Activities should have corresponding numbers (i.e., 1.1, 1.2, 1.3 . . .)

APPLICATION BUDGET SUMMARY

Grant Number: 13-112- 481

District: Chabot-Las Positas Community College District

College: Chabot College

Note: When entering dollar amounts, **round off to the nearest dollar.**
 Submit details explaining the expenditures by category on the Application Budget Detail Sheet.

Source of Funds	Line	CTE Transitions Funding
1000 Instructional Salaries	1	6640
2000 Noninstructional Salaries	2	18943
3000 Employee Benefits	3	6387
4000 Supplies and Materials	4	590
5000 Other Operating Exp. & Svcs.	5	9772
6000 Capital Outlay	6	
7000 Other Outgo	7	
Total Direct Costs¹	8	42332
Total Indirect Costs²	9	1693
Total Costs	10	44025

¹ Administration is limited to 5% of the total direct costs.

² Not to exceed 4% of the total direct costs.

Chancellor's Office
California Community Colleges

Grant Number: 13-112-481

District: Chabot-Las Posits Community College

College: Chabot College

APPLICATION BUDGET DETAIL SHEET

Object of Expenditure	Classification	Project Funds Requested
1202	INSTRUCTIONAL SALARIES Tom Clark (5% FTE)-\$6640	6640
2140	CLASSIFIED NON INSTRUCTIONAL SALARIES Mario Orozco: Registrar Office <i>(120/hours) x (21.69 hourly rate) = \$2603</i> Judy Wright: Registrar Office <i>(80/hours) x (25.81 hourly rate) = \$2065</i> Jane Church: Counseling (5% FTE)- \$5079	9747
2340	CLASSIFIED NON INSTRUCTIONAL SALARIES Jay Mumford, Program Specialist/Classification <i>(200/hours) x (45.98/hourly rate) = \$9,196</i>	9,196
3840	CONSOLIDATED BENEFITS Tom Clark - @ 24%- \$1623 Mario Orozco - @ 48%-\$1301 Judy Wright- @48% -\$1033 Jay Mumford - @ \$1408 Jane Church - @ 20% 1022	6387
4320	SUPPLIES & MATERIALS Copying & Printing Costs CTE Transition Meetings: \$90 Bi-annual Newsletter (Fall & Spring) \$250x2=\$500	590
5888	OTHER OPERATING MATERIALS Career Fairs \$450 EB-TVC CTE College & Career Fair \$450 CTE Transitions Outreach (4 events @ \$300/events) =\$1200 Work based Learning/Field Trip Activities \$4322 Counseling outreach/workshops (4 events @ \$150/ea)= \$600 EMSI Sub \$2750	9772
Total Direct Costs		42332
Total Indirect Costs (Not to Exceed 4% of Direct Costs)		1693
Total Costs		44025

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

Applicants should refer to the regulations cited below to determine the certification to which they are required to attest. Applicants should also review the instructions for certification included in the regulations before completing this form. Signature of this form provides for compliance with certification requirements under 34 CFR Part 82, "New Restrictions on Lobbying," and 34 CFR Part 85, "Government-wide Debarment and Suspension (Nonprocurement) and Government-wide Requirements for Drug-Free Workplace (Grants)." The certifications shall be treated as a material representation of fact upon which reliance will be placed when the Chancellor's Office determines to award the covered transaction, grant, or cooperative agreement.

1. LOBBYING

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 CFR Part 82, for persons entering into a grant or cooperative agreement over \$100,000, as defined at 34 CFR Part 82, Sections 82.105 and 82.110, the applicant certifies that:

(a) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;

(b) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form--LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions;

(c) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

2. DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS

As required by Executive Order 12549, Debarment and Suspension, and implemented at 34 CFR Part 85, for prospective participants in primary covered transactions, as defined at 34 CFR Part 85, Sections 85.105 and 85.110--

A. The applicant certifies that it and its principles:

(a) Are not presently debarred, suspended, proposed for debarment, declared intelligible, or voluntarily excluded from covered transactions by any Federal department or agency;

(b) Have not within a three-year period preceding this application been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State, or local) transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;

(c) Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (Federal, State, or local) with commission of any of the offenses enumerated in paragraph (1)(b) of this certification; and

(d) Have not within a three-year period preceding this application had one or more public transactions (Federal, State, or local) terminated for cause or default; and

B. Where the applicant is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application.

**3. DRUG-FREE WORKPLACE
(GRANTEES OTHER THAN INDIVIDUALS)**

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

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

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

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

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

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

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

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

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

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

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

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

(e) Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to: Director, Grants and Contracts Service, U.S. Department of Education, 400 Maryland Avenue, SW., (Room 3124, GSA Regional Office Building No. 3), Washington, DC 20202-4571. Notice shall include the identification number(s) of each affected grant;

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

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

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

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

**DRUG-FREE WORKPLACE
(GRANTEES WHO ARE INDIVIDUALS)**

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

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

B. If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, I will report the conviction, in writing, within 10 calendar days of the conviction, to: Director, Grants and Contracts Service, U.S. Department of Education, 400 Maryland Avenue, SW., (Room 3124, GSA Regional Office Building No. 3), Washington, DC 20202-4571. Notice shall include the identification number(s) of each affected grant.

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

DISTRICT NAME

CHABOT-LAS POSITAS COMMUNITY COLLEGE DISTRICT

PRINTED NAME OF DISTRICT CHIEF EXECUTIVE OFFICER

LORENZO LEGASPI, VICE CHANCELLOR, BUSINESS SERVICES

SIGNATURE OF DISTRICT CHIEF EXECUTIVE OFFICER

DATE