

Chancellor's Office  
California Community Colleges

RFA Specification No.: 09-160 \_\_\_\_\_  
District: Mt. San Antonio College \_\_\_\_\_  
College: Mt. San Antonio College \_\_\_\_\_

**TO BE COMPLETED BY COCCC**

Amount Awarded: \$ \_\_\_\_\_

## APPLICATION ABSTRACT

Project Title: Family and Consumer Sciences Discipline/Industry Collaborative Grant \_\_\_\_\_

Project Director: Joann Driggers \_\_\_\_\_

Organization: Mt. San Antonio College \_\_\_\_\_

Address: 1100 N. Grand Avenue \_\_\_\_\_

City: Walnut \_\_\_\_\_ State: CA \_\_\_\_\_ Zip + 4: 91789-1399 \_\_\_\_\_

Phone: (909) 594-5611 Ext 5203 \_\_\_\_\_ Fax: (909) 468-4510 \_\_\_\_\_ E-mail Address: [jdriggers@mtsac.edu](mailto:jdriggers@mtsac.edu)

(PLEASE SUBMIT YOUR ABSTRACT AS HARD COPY AND ON A DISKETTE IN ANY OF THE FOLLOWING FORMATS: IBM COMPATIBLE; ASCII TEXT FORMAT OR PREFERABLY MS WORD 97 DOCUMENT (OR LOWER VERSION))

This is a request for CCC Family and Consumer Sciences Discipline/Industry Collaborative Grant. The purpose of this project is to continue to improve career and technical education in TOP Code 13. Continuing demand in these programs requires continuous improvement. Educating increasing numbers of professionals for management positions in the apparel, food, restaurant and tourism fields is essential to meet the demand. The supply of teachers in FCS for high school and colleges and trained teachers of young children in preschool programs does not meet the demand. Other growing areas include financial services, foods service management, product development, customer service and dietetics.

Priorities for this grant have been set according to the guidelines of the CCC Chancellor's Office and VTEA, with the advice of the FCS Statewide Advisory Committee. Priorities include performance accountability, curriculum development and improvement, professional development, student leadership, and partnership development. Activities address career ladders and strengthen the connections between secondary and postsecondary systems, integrating academic and career technical skills in order to prepare students for careers that pay family-supporting wages.

**Eight Professional Development Workshops** will be held to review the 2009 updates to the *Family and Consumer Sciences Program Plan (6<sup>th</sup> ed.)*. This model curriculum includes a chapter for each FCS discipline that identifies **career pathways**; curriculum course titles, descriptions and topical outlines with the addition of SLOs; equipment and facilities; and **professional linkages**, organizations, and **resources** relevant to each discipline. This document was significantly re-organized because several of the eight FCS disciplines have grown and changed dramatically. Also, there is a need to promote changing **technology** in both curricula and the delivery of curricula. Workshops will highlight these changes, plus provide a presentation on a current issue or topic designated by faculty in the field.

Additional activities include maintaining and updating the **FCS website**, [www.cccfcs.com](http://www.cccfcs.com) including the FCS program and faculty Directory as well as writing dozens of articles unique to the site; publishing 18 issues of **FCS Flash!**, the electronic professional development newsletter; planning and implementing **two student leadership events**: one in Nutrition Foods, Culinary Arts and Hospitality and the other in Fashion, and Interiors. Finally this Grant proposes support of the **Child Development Curriculum Alignment Project** by Training the Trainers, and then holding **20 regional workshops**. The outcomes of all of these efforts include better communication with and among FCS educators, stronger programs that meet California's labor market needs, and increased student access to interesting and high demand careers.

## Table of Contents

<b>6.</b>	<b>Statement of Need.....</b>	<b>3</b>
<b>7.</b>	<b>Response.....</b>	<b>4</b>
<b>8.</b>	<b>Annual Work Plan.....</b>	<b>7</b>
<b>9.</b>	<b>Project Management.....</b>	<b>13</b>
<b>10.</b>	<b>Budget Summary/Detail.....</b>	<b>14</b>
<b>11.</b>	<b>Dissemination.....</b>	<b>16</b>
<b>12.</b>	<b>Certifications.....</b>	<b>17</b>

## 6. STATEMENT OF NEED

Family and Consumer Sciences is a broad collection of inter-related disciplines; Family and Consumer Sciences, General (including Consumer Studies); Child Development; Family Studies, Fashion, Gerontology, Hospitality, Interiors, Nutrition, Food and Culinary Arts. The Family and Consumer Sciences Statewide Advisory Committee (**FCS SAC**) has recommended FCS goals and activities in relation to CTE State leadership priorities for over 25 years. This industry driven committee is the principle body in the state with FCS subject matter expertise and includes representatives from business, industry, government and education for each of the TOP Code 13 programs. Further, it provides linkages through liaison representatives with CTE Regional Consortia, CCC Association of Occupational Education, Special Populations, Articulation, Statewide Academic Senate, California Department of Education, CSUs and other four-year colleges/universities. (For the membership list and minutes of past meetings of FCS SAC go to [www.cccfcs.com](http://www.cccfcs.com) and select Advisory Committee.)

### Establishing the Need

California is facing some very tough economic conditions. High unemployment, over 9.3%, and continued lay offs, are driving adults back to California's 110 Community Colleges. Here displaced workers and new high school graduates are looking to get the education and training they need to land the high-skilled, high-paying employment opportunities for a successful future.

While California's community colleges are projected to grow at least 4% this year, according to the state Legislative Analyst's Office, a number of CC colleges say their enrollment may rise by up to 10%. Jack Scott, chancellor of the California community college system, admits the situation is dire... *We hope to serve as many students as we can get in, but we're near the breaking point.*

### Issues and Needs

In Fall 2007 The FCS Collaborative Grant brought together the FCS SAC plus 45 additional experts from industry, government and education at a Strategic Planning Retreat. The group identified issues and needs for the next five years for this discipline. These were reiterated in Fall 2008 by a similar collection of 63 experts that gathered to revise the *Family and Consumer Sciences Program Plan*, a model curriculum for the discipline.

- A. *To help all FCS CCC educators across the state prepare students for the global economy.* This entails changes in curriculum driven by business/industry requirements and government mandates. Changing student populations and increased student diversity make it a challenge to enhance student success. It requires the identification and dissemination of best practices in order to improve student learning outcomes (SLOs). And it includes integration of academic, career and technical instruction to assure workforce preparation.
- B. *To meet industry standards and use current business/industry practices and technology.* Technology is rapidly changing particularly impacting Culinary Arts, Fashion, Interiors and Hospitality. Employers are implementing "green" ecological practices. The knowledge base is expanding in Nutrition and Food, and Gerontology. Also the crisis in the economy dictates an increasing need for consumers to utilize wise financial practices.
- C. *To assist faculty to implement work-based learning in the classroom.* Workforce preparation is critical. Job opportunities are expanding in the FCS disciplines particularly Culinary Arts, Fashion, Financial Services, Gerontology, Hospitality, and Child Development. Faculty members need information, help forming partnerships, and knowledge of best practices in both teaching and learning. They need current knowledge of their discipline and the complexities of the workplace in order to provide effective, high quality programs. Educators need encouragement and assistance to implement work-based learning in the classroom.
- D. *To incorporate teaching strategies that increase retention and success of non-traditional students.* Knowledge of career pathways and hiring practices must be disseminated. Demographics indicate a growth in the over-50 year old cohort, providing many opportunities for newly emerging occupations, and impacting all the FCS disciplines.
- E. *Facilitate communication and partnership with faculty, administrators, practitioners, and students at community colleges, high schools and institutions of higher education.* Budgets restrict travel, time is scarce for everyone, and distances are great across the state. Many demands compete for attention so an effective communication vehicle is required – the FCS website and *FCS Flash!*

- F. To support the implementation statewide of the Child Development lower division 24 unit core curricula (Curriculum Alignment Project). CD faculty members across the state have spent the last three years selecting a standard 24 unit core. Now educators in the field need to meet to discuss appropriate classroom activities for regular and on-line courses to meet student learning outcomes.

### **Substantiate Need**

In 2008-09 this Grant addressed the five VTEA State Leadership priorities by revising and updating the *Family and Consumer Sciences Program Plan*, the model curriculum for the FCS discipline. Teams of subject matter discipline **experts from business, government and education were assembled** for a major re-write. Family Studies and Gerontology were split from the Child Development chapter, creating two new chapters. Student Learning Outcomes were written for all of the courses in all eight chapters of the model curriculum. Career paths were updated with job titles, and courses were reviewed for rigor. The guide was edited, proofed, and printed. Over 900 copies were distributed to CTE Deans and faculty responsible for FCS programs at the 110 campuses. This was accomplished by the team requesting funding for 2009-10.

**Faculty need to be made aware of the substantial changes** made in this sixth edition so that they can revise local curricula, adjust their facilities, equipment and use of technology in the classroom in order to best train students. This project application addresses these identified needs and the specifications in RFA 09-0160 Statewide Discipline/Industry Collaborative for Family and Consumer Sciences. Project design was based on the recommendations and priorities of the FCS SAC, along with the recommendations of attendees at the FCS Strategic Planning Retreat within the requirements of this RFA.

**Facing substantial funding cuts**, reduction in staff, and limits on support services FCS faculty are being asked to do MORE with LESS. This is a challenging demand not only because of the increase in enrollment but the dramatic changes technology and globalization are bringing to almost every course discipline. Instructors must not only serve more students, but they must arm themselves with new knowledge, skills, and strategies to teach students what they need to **KNOW** and be able to **DO** to compete in today's workplace.

## **7. RESPONSE**

### **What do faculty need to meet the challenges? Information+ Teaching Strategies+ Professional Development**

With increased enrollment, diminishing budgets, and 21<sup>st</sup> century technologies that are driving and changing the complexion of the workplace, California's community college Family and Consumer Science instructors need current information about their discipline, just-in-time strategies to help them connect students to the workplace, and additional professional development opportunities. Armed with these resources, FCS faculty will be better equipped to overcome the obstacles they face to deliver CCC students the best career and technical education in the country.

### **Overview**

In 2009-10 this Grant will address these needs as well as the five VTEA State Leadership priorities by:

- Initiating and executing eight Professional Development Workshops
- Expanding the FCS website with more original articles, research, teaching strategies, and event links
- Continuing production of *FCS Flash!*
- Creating a web-based Best Practices Program Showcase
- Organizing Student Leadership Events
- Supporting the Child Development Curriculum Alignment Project implementation

Professional development workshops for FCS faculty will be held to highlight the revisions of the *FCS Program Plan (6<sup>th</sup> Ed.)* including the additions of SLOs for every course and updated career paths for each discipline. The Grant will also provide for the continuous maintenance and expansion of the FCS website ([www.cccfcs.com](http://www.cccfcs.com)); continued production of the electronic professional development newsletter, *FCS Flash!* The Grant will also institute a new Best Practices Program Showcase where at least one program in each discipline that exhibits best practices will create a presentation utilizing power point, YouTube, and links to serve as inspiration to campuses across the state. Finally this grant will support a special project to support the implementation of the Child Development Curriculum Alignment Project (CAP). All of these activities reach TOP Code 13 programs statewide. A consortium of faculty members will be involved in meeting the objectives of this grant.

### **Details**

The five Grant objectives will be met in the following ways:

#### **A. Performance Accountability, Research and Assessment**

A series of subject specific Professional Development Workshops will be held to review the updates to the *Family and Consumer Sciences Program Plan 2009, (6<sup>th</sup> ed.)*. This model curriculum includes a chapter for each FCS discipline that identifies **career pathways**; curriculum course titles, descriptions and topical outlines with the addition of SLOs; equipment and facilities; and **professional linkages**, organizations, and **resources** relevant to each discipline. This document was significantly re-organized because several of the eight FCS disciplines have grown and changed dramatically. Also, there is a need to promote changing **technology** in both curricula and the delivery of curricula.

Direction for improvement will also come from **Core Indicators**, which vary from one FCS sub discipline to another. Consideration of student achievement, completion and placement are priorities that will be included. Additionally there will be a focus on improving the numbers of non-traditional students in the following FCS disciplines: Child Development; Nutrition, Foods and Culinary Arts. The statewide Core Indicators show that some of these programs are not meeting target goals for non-traditional enrollment or completion. Special care will be taken to be inclusive when planning all curricula.

The FCS website is also a source of accountability, research and assessment. The website has recently been renovated to include an expanded list of resources including links to professional and trade organizations. Web site writers will be hired in each discipline to explore industry standards, new directions for curriculum, and recent research, emphasizing practices and skills that improve student placement. They pair teaching strategies with the latest knowledge.

***FCS Flash!*** is an electronic newsletter that this Grant has been producing for four years, and is our most popular product. Besides announcements of activities and links to the FCS website, it uses a specific topic to present curriculum content that focuses on program improvement (“Leadership”), work-based learning (“Using Facebook”), new technology (“Cool Tools”), communication (“Listening”), and assessment (“Make the Last Day Count”). We will produce 18 issues during the grant. Each issue focuses on a curriculum, professional development, or student leadership topic. All will have original worksheets for students connected to the publication.

## **B. Curriculum Development, Improvement and Dissemination**

In February 2009 the ***Family and Consumer Sciences Program Plan 2009*** was published in a hardcopy, on a CD and posted on the FCS website. It was mailed to key faculty members of each discipline at each CCC, as well as to the CTE Deans. This proposal focuses on highlighting the changes, and assisting faculty in improving curricula by incorporating the recommendations via **Professional Development Workshops**.

The **website** ([www.cccfcs.com](http://www.cccfcs.com)) is used for dissemination of teaching strategies, identification of related business/industry/government websites, and other resources. It recommends best practices based on industry standards and encourages rigor in curricula and teaching strategies. It features articles, many written by FCS CCC faculty from across the state, on current issues relevant to each of the 13 TOP Code programs. Each subject matter page has links to relevant professional organizations and a list of current events. All of this has just been updated as a result of the *Family and Consumer Sciences Program Plan* revision. A copy is posted on the site.

***FCS Flash!*** began Fall 2008 with a series based on the book *Brain Rules: 12 principles for Surviving and Thriving at Work, Home and School*. These articles present cutting edge brain research and are aimed at curriculum development needs of all FCS programs statewide. Because the emphasis is on enhanced teaching strategies, the outcome is effective high-quality programs that prepare individuals for occupations in demand. Recent issues are archived on the website for reference and reuse.

The **Best Practices Program Showcase** will be a new opportunity for faculty and program directors across the state to visit outstanding and unique CCC programs, without leaving home. At least one program in each discipline will be selected that exhibits best practices. Faculty will be provided with a web camcorder and then will create a presentation utilizing power point and YouTube. The presentations will be posted on the FCS website, with links to the campus catalog and YouTube. This will save immensely on time and money as faculty will not need to travel to research innovative programs.

The **Child Development Curriculum Alignment Project (CAP)** is in its fourth year. The first three years entailed establishing a common lower division core for all community college Child Development programs in California. Last year was the first of a three year implementation phase. Each year the FCS Collaborative Grant has assisted with these efforts. Presently there are over 60 colleges who have signed the *Statement of Intent* and are considered official participants in aligning with the lower division 8. This proposal would assist these sixty plus colleges as well as others to be able to continue the process by sponsoring regional meetings and curriculum institutes.

Specifically, this Grant would hold a Train the Trainer session for 20 CD faculty. Then it would convene 10 regional meetings in Fall and 10 regional meetings in Spring for professional development activities to meet the CCCECE 2009 – 2010 curriculum alignment project goals. This would include developing and distributing materials to support

faculty with the integration of the core eight courses and submittal of alignment documents, thus providing resources for faculty to duplicate trainings and presentations for their region and their individual campuses.

### C. Professional Development

The **subject matter specific Profession Development Workshops** will provide an opportunity for faculty to develop skills and expand knowledge necessary to create effective high quality programs. They will be planned by FCS faculty in the eight disciplines based on identified program needs and will include behind-the-scenes industry tours, speakers and panels, disseminating best practices and expanding knowledge base. The workshops will be scattered across the state, and faculty will be encouraged to bring counselors, and secondary and post-secondary partners.

**FCS website** houses articles, notices, resources and information of special interest to each of the eight disciplines. It also includes the full text of the *Family and Consumer Sciences Program Plan*, the minutes of the FCS Statewide Advisory committee, and a Directory of CCC FCS programs, with faculty contact information. It will be the responsibility of this Grant to keep all of that information current and as accurate as possible.

**FCS Flash!** certainly plays a role in professional development. Each issue lists conferences, exhibits, and other events that provide professional development opportunities across the state. Then of course the topic of each issue focuses on current research into learning styles, brain research, technology, or career expectations such as job search and interview, integrating academic skills into our career technical courses, student learning outcomes, and Core Indicators.

### D. Student Support Structures

We plan two events to include students. One will be for Interior Design and Fashion. These two disciplines share common needs such as building communication skills, competing in a tough economy, entrepreneurship, and branding. A similar event is planned for March 6, 2009, where a survey will be taken of student and faculty interests and needs. Based on the data, the 2010 event will be organized.

- x On April 17, 2009 the current Grant staff have planned a Culinary Arts and Hospitality Student Day and Competition that includes industry speakers and judging of student creations based on international competition standards. For the first time the event will include a tablescaping competition aimed at attracting hospitality students.

One obstacle we have encounter with student events is that we tend to draw attendees only from a 100 mile radius of the event. In 2009 we are experimenting with financially supporting Culinary/Hospitality event competitors who come from a greater distance. Assuming a positive outcome of this experiment, we propose to continue these efforts in 2009-10.

### E. Partnership Development/Improvement

We will use our FCS business/industry **partners to help plan the professional development workshops**. Some of them will be involved in panels and/or industry tours. These partners will substantiate the work-based standards presented in *The Family and Consumer Sciences Program Plan*. They will also help us focus on workforce development by improving student academic and career technical skills.

Our web site writers are from CCCs, CSUs, or a business or government entity. Articles are posted from journals and periodicals. This broadens the perspective of the information provided on our site, strengthens connections between secondary and post-secondary education, prepares students for occupations that pay family-supporting wages, improves local programs, and supports the retention of non-traditional students in FCS programs.

Quality programs demand the input of industry and education partners. The Best Practices Program Showcase will disseminate information and suggestions gleaned from campus advisory committees via individual programs to the all campuses statewide. The Child Development CAP relies on partners from CSU, child care centers at campuses and in communities, as well as education and government partners.

Our industry partners also assist with **student leadership events**. They have supported student scholarships, provided meeting spaces, shared knowledge and advice, offered internships and equipment. They judge our competitions. All of this expands workforce development.

# ANNUAL WORKPLAN

Performance/Funding Period: 07/1/09 – 06/30/10

RFA Specification No. and Title: 09-0160 Family and Consumer Sciences

District: Mt. San Antonio College District

College: Mt. San Antonio College

**\*OBJECTIVE No. \_\_1\_\_: Hold Professional Development Workshops for each of the eight FCS disciplines to disseminate changes in the Family and Consumer Sciences Program Plan, 6<sup>th</sup> Ed.**

Activities	Performance Outcomes	Timelines	Responsible Persons
1.1. Identify a Team Leader for each workshop.	1.1. Select eight leaders current in field	July 2009	Project Director & Staff
1.2. Choose a topic, location, and date for workshops.	2.2. Timely workshops scattered across state	August 2009	Project Director, Staff & Leaders
1.3. Publicize workshops through mailings, website, and <i>FCS Flash!</i>	1.3. Average minimum attendance – one representative per program	Fall 2009	Project Director & Staff
1.4. Host eight workshops	1.4. a. Dissemination of FCS Program Plan , 6 <sup>th</sup> ed. changes and additions  1.4 b. Professional development for faculty	Completed by April 2010	Project Director, Staff & Leaders
1.5 Faculty incorporate changes in curriculum.	1.5 Curriculum current; students better prepared	ongoing	FCS faculty

\* **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 . . .)

# ANNUAL WORKPLAN

Performance/Funding Period: 07/1/09 – 06/30/10

RFA Specification No. and Title: 09-0160 Family and Consumer Sciences

District: Mt. San Antonio College District

College: Mt. San Antonio College

**\*OBJECTIVE No. 2: Maintain a website ([www.cccfcs.com](http://www.cccfcs.com)) for dissemination of subject matter information and announcements, professional development, student leadership activities, assessment, and business/industry collaborations.**

Activities	Performance Outcomes	Timelines	Responsible Persons
<p>2.1 Maintain and update FCS website by soliciting articles and information. Include roster and minutes of the FCS SAC.</p> <p>2.2 Update FCS Directory.</p> <p>2.3 Disseminate best practices, especially regarding technology and work-based learning.</p>	<p>2.1 Faculty will use updated information in classroom.</p> <p>2.2. Communication among CCC faculty will be enhanced</p> <p>2.3 Students will have access to industry best practices.</p>	<p>Continuous</p>	<p>Project Director Joann Driggers; Project Web Master Shelia Dufresne; FCS Web page writers</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 . . .)



# ANNUAL WORKPLAN

Performance/Funding Period: 07/1/09 – 06/30/10

RFA Specification No. and Title: 09-0160 Family and Consumer Sciences Collaborative Grant

District: Mt. San Antonio

College: Mt. San Antonio College\_

**\*OBJECTIVE No. 4: Initiate Best Practices Program Showcase**

Activities	Performance Outcomes	Timelines	Responsible Persons
4.1 Identify a minimum of eight programs and leaders.	4.1 All eight FCS disciplines represented	July, 2009	Project Director and Staff
4.2 Initiate contracts and purchase web camcorders, for any of the eight programs that need them.	4.2 Faculty ready to proceed with projects.	August, 2009	Project Director and Staff
4.3 Monitor progress of each Showcase	4.3 Quality projects	Fall, 2009	Project Director and Showcase faculty
4.4 Post Best Practices programs to the website	4.4 Available for FCS faculty statewide	January 2010	Project Webmaster
4.5 Highlight Best Practices Showcase in <i>FCS Flash!</i>	4.5 Emulation of Showcase programs by other campuses	Ongoing	FCS faculty

# ANNUAL WORKPLAN

Performance/Funding Period: 07/1/09 – 06/30/10

RFA Specification No. and Title: 09-0160 Family and Consumer Sciences

District: Mt. San Antonio College District

College: Mt. San Antonio College

**\*OBJECTIVE No. \_\_5: Conduct Student Leadership events in collaboration with business and industry from Fashion, Interior Design, and Nutrition, Foods, Culinary Arts, & Hospitality.**

Activities	Performance Outcomes	Timelines	Responsible Persons
5.1 Conduct a combined Fashion and Interior Design event for students and faculty, focused on topic recommended by faculty	5.1 A Attended by at least 125 people. 5.1 B Student projects improve and up-grade to industry standards.	March 2010	Susan Coleman, Orange Coast College
5.2 Conduct Culinary Arts Competition and Hospitality competition including financial support for competitors that come from a distance.	5.2 A Seminar attended by a minimum of 100 people. 5.2 B At least 7 colleges compete, a minimum of two from out of the area. 5.2 C Student work improves to meet industry standards	April, 2010	Steve Kasmar, LA Trade Tech

\* **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 . . .)

# ANNUAL WORKPLAN

Performance/Funding Period: 07/1/09 – 06/30/10

RFA Specification No. and Title: 09-0160 Family and Consumer Sciences Collaborative Grant

District: Mt. San Antonio

College: Mt. San Antonio College\_

**\*OBJECTIVE No. 6: A team of Child Development faculty will organize and host 20 curricula alignment workshops so that the lower core 8 can be reviewed, assessed, and implemented.**

Activities	Performance Outcomes	Timelines	Responsible Persons
6.1. Hold a Train the Trainer workshop	6.1 Hold a Trainer the Trainers session for 20 regional catalysts.	6.1 Early Fall, 2009	Kathi Cliff
6.2 Plan, publicize and host 20 regional curricula alignment workshops.	6.2 Attended by local faculty -10 in Fall, 10 in Spring. – so they can align curriculum at individual campuses	6.2 Complete May 10, 2010	Kathi Cliff

\* **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 . . .)

## 9. PROJECT MANGEMENT

This project will be implemented by the team that operated the FCS Collaborative Grant during 2008-09. Joann Driggers, retired Professor of Family and Consumer Sciences will have overall administrative responsibilities for this project. Under her direction, Sheila Dufresne will assume responsibility for maintaining the web site, disseminating *FCS Flash!*, and assisting with other objectives of the project.

Joann Driggers has served in statewide FCS leadership roles for over twenty five years. She has been a member of the FCS SAC for nine years. She has served as Project Director for the FCS Collaborative Grant since Fall 2002 when Through her efforts over the last five years, the FCS Grant has been very productive. In Fall 2008 she organized a team of 65 faculty and industry experts to revise the *Family and Consumer Sciences Program Plan*, a model curriculum for the field. In 2003 the FCS web page was created and is used to post articles of interest to faculty, students and administrators. It was revised in 2009. Communication is maintained through the electronic newsletter, *FCS Flash!* also created in 2003. Finally two or three student leadership events have occurred each year across the state during the last four years.

Sheila Dufresne is the webmaster for the project, and posts articles, photos, and announcements. She also maintains the CCC Directory of FCS Programs and Faculty. She was the editor for the newly revised *Family and Consumer Sciences Program Plan*. She will disseminate the *FCS Flash!* and maintain that electronic list, and create graphic materials for planned events.

Chris Pitchess, of Making Connections, is the major writer of *FCS Flash!*. In conjunction with the Project Director, lesson topics are selected for this one page ready-to-use in the classroom activity. Each topic is well researched, and includes links to university, government and prominent business websites.

Team Leaders for the Professional Development Workshops will be drawn from the Family and Consumer Sciences Statewide Advisory Committee. Steve Kasmar (LA Trade Tech, Culinary Arts) and Susan Coleman (Orange Coast College Workforce Development) will provide direction for student leadership activities.

## ADDITIONAL CCC FACULTY INVOLVED IN THIS GRANT

### Best Practices Program Showcase Leaders – initial list

Mt. San Antonio College – Lisa Ledeboer  
Shasta College – Roger Gerard  
Shasta College – Carol Rupe  
Long Beach CC – Pamela Knights  
Southwest Los Angeles College – Kathi Cliff  
Palomar College – Lori Graham

### Child Development Consortia Members

Cabrillo College - Nancy Brown  
American River College - Mary-Jane McGuire -Fong  
Solano College - Maureen McSweeny  
Santa Ana College – Gwen Morgan-Bezell  
Cuesta College - Margie Perez-Sesser  
Monterey Peninsula College - Caroline Carney

### FCS Web Site Writers

Shasta College – Roger Gerard  
Cosumnes River College - Dana Wu Wassmer  
Los Angeles Veterans Administration – Cynthia Schlesinger  
California State University, Northridge – Allen Martin  
California State University, Fullerton – Melanie Horn Mallers  
Mt. San Antonio College – Lisa Ledeboer  
Claremont Unified Head Start – Alan Guttman

# APPLICATION BUDGET SUMMARY

FISCAL YEAR 2009-10

RFA Specification No.: 09-0160

RFA Specification Title: **Statewide Discipline/Industry Collaborative**

District: **Mt. San Antonio College** \_\_\_\_\_

College: **Mt. San Antonio College** \_\_\_\_\_

Telephone No.: **(909) 594-5611 Ext. 5203** \_\_\_\_\_

Fax. No.: **(909) 468-4510** \_\_\_\_\_

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**Note:** • When entering dollar amounts, **round off to nearest dollar.**  
• Provide an Application Budget Detail Sheet for each funding source including matching sources, if required, either for cash or in-kind.

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Object of Expenditure/Classification	Line	Source of Funds PERKINS IV Title I-B – State Leadership
1000 Instructional Salaries <sup>1</sup>	1	\$0
2000 Non instructional Salaries <sup>1</sup>	2	\$126,156
3000 Employee Benefits	3	\$7,771
4000 Supplies and Materials	4	\$2,043
5000 Other Operating Exp. & Svcs.	5	\$150,492
6000 Capital Outlay	6	\$2,000
7000 Other Outgo	7	\$0
<b>Total Direct Costs<sup>1</sup></b>	8	\$288,462
<b>Total Indirect Costs<sup>2</sup></b>	9	\$11,538
<i>TOTAL COSTS</i>	10	\$300,000

<sup>1</sup> Administration is limited to 5% of the total direct costs.

<sup>2</sup> Not to exceed 4% of the total direct costs.

*I authorize this cost proposal as the maximum amount to be claimed for this project and assure that funds shall be spent in compliance with State and federal regulations.*

**Project Director Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**District Chief Business Officer/  
Authorized Designee:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Must be completed for each funding source**

Chancellor's Office  
California Community Colleges

**RFA Specification No.:** 09-0160

**District:** Mt. San Antonio College \_\_\_\_\_

**College:** Mt. San Antonio College \_\_\_\_\_

# APPLICATION BUDGET DETAIL SHEET

Program Year: 2009-10

Source of Funds: Career Technical Education – VTEA 1B

Object of Expenditure	Classification	Amount
2320	<ul style="list-style-type: none"> <li>Technical expert to coordinate marketing and web site @ \$35/hour x 1000 hours = \$35,000</li> <li>Professional expert to provide support to the project @ \$19.75/hour x 575 hours = \$11,356</li> <li>Project director to oversee all project activities @ \$55/hour x 700 hours = \$38,500</li> <li>Technical experts to write content for website @ \$35/hour x 480 hours = \$16,800</li> </ul>	\$ 101,656
2340	<ul style="list-style-type: none"> <li>Program specialists to create Best Practices Showcase, Professional Development and career events @ \$35/hour x 700 hours = \$24,500</li> </ul>	\$ 24,500
3000	<ul style="list-style-type: none"> <li>Employee benefits @ 6.16% of salaries</li> </ul>	\$ 7,771
4510	<ul style="list-style-type: none"> <li>Non-instructional materials and supplies to support the project including 8 web camcorders @\$60 each</li> </ul>	\$ 2,043
5110	<ul style="list-style-type: none"> <li>Consultant to write FCS Flash! Newsletter \$30,000</li> <li>Professional Development Workshop speakers</li> </ul>	\$ 60,000
5210	<ul style="list-style-type: none"> <li>Travel and conference</li> </ul>	\$ 8,000
5220	<ul style="list-style-type: none"> <li>Mileage</li> </ul>	\$ 2,000
5290	<ul style="list-style-type: none"> <li>Other travel and conference for professional development</li> </ul>	\$ 3,800
5610	<ul style="list-style-type: none"> <li>Child development grant to L.A. Southwest College = \$45,000</li> <li>Facilities fees for Professional Development Events 8 events @ \$1200 each</li> </ul>	\$ 54,600
5830	<ul style="list-style-type: none"> <li>Printing</li> </ul>	\$ 2,022
5850	<ul style="list-style-type: none"> <li>Postage</li> </ul>	\$ 1,200
5892	<ul style="list-style-type: none"> <li>Other services, Catering for Professional Development and Student Events</li> </ul>	\$ 18,870
6413	<ul style="list-style-type: none"> <li>Dell Computer</li> </ul>	\$ 2,000
<b>Total Direct Costs</b>		\$ 288,462
<b>Total Indirect Costs (Not to Exceed 4% of Direct Costs)</b>		\$ 11,538
<b>Total Costs</b>		\$ 300,000

## 11. DISSEMINATION

All avenues will be pursued to gain maximum exposure and endorsement of project activities and products. Dissemination and communication will be widespread and continuous. Statewide distribution *via* our website ([www.cccfcs.com](http://www.cccfcs.com)) and the mailing of a limited number of hard copies is built into each project objective and the implementation of activities.

Best practices and models will be showcased on our website and in our electronic newsletter, *FCS Flash!* Opportunities to present outcomes to related professional/trade organizations will be solicited and implemented within the project resource ability.

Close and continual contact will be maintained with the CCCCO through the Project Monitor. The Project Monitor will approve all products prior to publication and distribution.

The Project Director, Joann Driggers, and other appropriate staff will make presentations to audiences specified by the Chancellor's Office including the Academic Senate, CCCAOE, Ed Net, etc. The Project Director will represent the project at the meetings of the FCS Statewide Advisory Committee.