

SAC CTEA Proposal

Overview

2016-2017

(This form must accompany your CTEA Application and will be used internally for review and ranking purposes only. Please use this form to provide background information relevant to your program and the proposal.)

| | |
|--|--|
| Title of Proposed Project/Activity | Accounting Technology Preparedness for the 21st Century Workforce |
| Department/Division | Bus Admin & ACCT / BUSINESS |
| Project Director | Mark McCallick |
| Is this the 1st, 2nd or 3rd year of the project? | 2nd |
| How is this proposal new & innovative? | <p>This course involves a partnership between Santa Ana College, Intuit (a major accounting applications developer) and the small business community, to produce curriculum to assist students to obtain the <i>Certified QuickBooks User™</i> designation awarded by Intuit to those individuals that demonstrate their mastery of Intuit's <i>QuickBooks™</i> accounting software. Intuit's "QuickBooks™" accounting software is the most ubiquitous financial software being used by small businesses today. Demand for proficient users of the software has grown dramatically over the past five years. Students can validate their QuickBooks knowledge by becoming an Intuit QuickBooks Certified User (QBCU). QBCU certification is the best way to communicate one's skills and expertise of QuickBooks to potential employers and stand out from the crowd in a competitive job market. Intuit has setup Santa Ana College as an Authorized Testing Center. Santa Ana College is only the second Community College in Orange County to be so designated. This project would also encourage collaboration between faculty in all divisions of the College that seek to improve workforce development.</p> |
| If a 2nd or 3rd year project, how will this proposal build on the foundation built in previous years? | <p>The SAC Business Administration faculty developed a QBCU exam preparation class in 2015/2016. During the 2016/2017 implementation stage of this project Faculty will market the new class, program and employment opportunities. The faculty will work with Intuit to establish SAC as an official testing center for the QBCU exam. Budget for Faculty is \$10,400 salaries and \$1,626 in benefits. Short term classified staff is budgeted at \$5,440 salaries and \$283 benefits. Funding will be used to hire a tutor who will provide support for accounting students focused on preparing for the QBCU exam. A cumulative software focused exam such as this will require students to successfully complete the new QBCU course while also having a strong foundation in accounting principles which will increase their ability to gain employment.</p> |

| | |
|---|--|
| <p>How does your proposal demonstrate collaboration with other departments/faculty on campus, high schools, industry partners, etc.?</p> | <p>We have just signed an articulation agreement with the OCDE and will sign a second shortly (Santa Ana Valley HS). The program crosses departments by bringing in entrepreneurial students and students from other disciplines within the College. Our Advisory committee meeting held last year indicated great interest from the business community invited to the meeting. We intend to develop an outreach to the small business community that will introduce our SAC students who have completed the QuickBooks courses and successfully passed the Intuit Certified Quickbooks user exam.</p> |
| <p>How does your proposal represent program improvement?</p> | <p>By completion of this innovative course, Santa Ana College students would be prepared to sit for the Intuit Certified QuickBooks User exam given by Intuit and administered through Santa Ana College as an Authorized Testing Center. Students at Santa Ana College can attain technical skills from this course in three ways, whether or not they sit for the QuickBooks Certified User Exam:</p> <ul style="list-style-type: none"> • Transfer Students benefit by learning the critical computer application skills they will need to pursue a Bachelor's Degree in Accounting or Business at a four year University. • Students who come to Santa Ana College looking to become more proficient in this popular Business application will benefit by refining their existing skills – whether or not they take the Certified User Exam. These students take these skills back to their employers and the workforce <u>immediately.</u> • Students sitting for the Certified Quickbooks Users exam will be able to prove to potential employers that they not only have taken classes in the software but they have proven their expertise with a Credential from Intuit certifying that proficiency. <p>Upon successful completion of this course Santa Ana College students will be able to immediately use the skills they have learned in this course. These students can also use this course to obtain the following Credentials and Certificates:</p> <ul style="list-style-type: none"> • Credential from Intuit as a <u>Certified Quickbooks User™</u> • SAC - Quickbooks Bookkeeping Certificate • SAC - Quickbooks Accounting Certificate |
| <p>How does your proposal address student placement in high wage, high skill or high demand occupations?</p> | <p>Demand for accountants and bookkeepers with QuickBooks proficiency is very high. Evidence of this can be found in the classified section of newspapers and online periodicals listing positions for accountants and bookkeepers. Whether students opt to obtain the <u>Certified Quickbooks User™</u> credential or earn one of the two certificates offered by Santa Ana College, they will be prepared for immediate employment in the accounting industry. This course will lead the Small Business community to look to Santa Ana College as a great resource in providing qualified accountants and bookkeepers. Four year institutions will also look to the College for transfer students that are ready for the rigors of accounting and business degrees.</p> |
| <p>How does your proposal address non-traditional participation and completion and Special Populations?</p> | <p>The accounting profession has tried over the last 15 years to diversify the workforce for trained accountants. As evidence of this, both the America Institute of CPAs and the California Society of CPAs have created Committees on Diversity. Due to the efforts of these National and State organizations, demand for women and minority accountants has risen dramatically. This course will assist in preparing our ethnically diverse population of students for accounting positions in the 21st century.</p> |

Local Application Program Information by TOP Code (& Final Report)

2016-2017

District/College: RSCCD – Santa Ana College **Agreement No.:** _____
Program Title: Accounting Technology Preparedness for the 21st Century Workforce **TOP Code:** 0502.00

| | | | |
|---|----------------|---|--|
| Title of Proposed Project/Activity | | Accounting Technology Preparedness for the 21 st Century Workforce | |
| Department/Division | | BUS ADMIN & ACCT / BUSINESS | |
| Project Director | | MARK McCALLICK | |
| Project Director's Phone # | 714-564-6788 | Email | Mccallick_mark@sac.edu |
| Division Dean | MADELINE GRANT | | |
| Dean's Phone # | 714-564-6750 | Email | Grant_madeline@sac.edu |
| TOP Code | 0502.00 | TOP Code Title | Accounting |

Funding Rationale

Based upon a review of the Core Indicators Report for your program, which of the following core indicators will be addressed in this plan?

- _____ 1P1 – Technical Skill Attainment – Successful course completion
- _____ 2P1 – Credential, Certificate or Degree – Student program completion
- _____ 3P1 – Student Persistence or Transfer – Higher Education
- ✓ 4P1 – Student Placement – Employment
- _____ 5P1 – Nontraditional Participation – **DISTRICT PRIORITY**
- _____ 5P2 – Nontraditional Completion – **DISTRICT PRIORITY**

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

Employment: This program will address the deficiency in the core indicator data which ranges from -3.6% to -11.4% below the state negotiated level. The Core Indicator Data were discussed with the Acct & Finance Adv. Committee on 5/1/15. Since the demand for accountants with Quickbooks (QB) proficiency is high, the increasing need to hire Intuit QB Certified Users (QBCUs) was highlighted. QBCU certification is the best way to communicate expertise of QB to employers and stand out from the crowd in the job market. In addition to the industry approved credential, the committee emphasized the importance of candidates understanding the principles of accounting as well as the software to increase their ability to gain employment. The committee

discussed student support in the form of tutoring as a way to help students understand these principles.

What is your projected completion date? June 2017

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

The SAC Business Administration faculty developed a QBCU exam preparation class in 2015/2016. During the 2016/2017 implementation stage of this project, Faculty will market the new class, program and employment opportunities (\$1000 for marketing materials). The faculty will work with Intuit to establish SAC as an official testing center for the QBCU exam. Budget for Faculty is \$10,400 salaries and \$1,626 in benefits.

Funding will be used to hire a tutor who will provide support for accounting students focused on preparing for the QBCU exam (\$6120 salaries and \$318 benefits). Study aids will also be purchased (\$1351). A cumulative software focused exam such as this will require students to successfully complete the new QBCU course while also having a strong foundation in accounting principles which will increase their ability to gain employment.

Final Report summary *(this yellow shaded sections are for Final Report)*

1. Was the program improvement issue(s) addressed and/or planned objectives met? *(Narratives limited to 1000 characters)*

If the response in Section 1 is **No** or **Partially** describe the barriers and/or lessons learned in Section 2.

If the response in Section 1 is **Yes** or **Partially** describe the accomplishment and/or effective practices derived from the project in Section 3.

Select **yes** **No** **Partially** *(Complete the following narrative section(s) as appropriate.)*

2. Describe any barriers encountered and lessons learned – Required if the response to Question 1 is No or Partially.

(Narratives limited to 1000 characters, or approximately one quarter page of text).

3. Describe accomplishments including effective practices derived from the project

(Narratives limited to 1000 characters, or approximately one quarter page of text).

Final Report of Expenditures: \$_____ *(Resource Development will have this amount for Final report)*

| | |
|--|---|
| Professional Dev. (including stipends) | Instructional Materials Purchase/Replacement (include software) |
| Instructional Equipment Purchase/Replacement | Programs/Services for Special Populations |
| Facility rental/lease (off-campus location) | Consultant or Other Contracted Services |
| Curriculum Development | Other (specify) |
| Program Marketing & Outreach | |

Below are the nine §135(b) Requirements for Uses of Funds. Programs receiving these funds must meet these requirements. Indicate with a check mark those requirements that the program currently meets (met). Any remaining unmet requirement(s) **must be addressed with completed or ongoing activities by June 30 for reporting in the final report.** *Note: All nine required uses of funds must be met by the end of the Act or each year until reauthorization. Funds may also be used for the*

Indicate with a check mark which requirements have been met, below.

| <i>permissive activities specified in number 10.</i> | | | |
|---|-----|-------|---|
| Requirements for Uses of Funds | MET | UNMET | For Final Report if the UNMET activity is now met |
| 1. Strengthening the academic, and career and technical skills of students participating in CTE programs through the integration of academics with CTE programs. [§135(b)(1)] | √ | | |
| 2. Link CTE at the secondary and the postsecondary levels, including by offering elements of not less than one program of study described in §122(c)(1)(A). [§135(b)(2)] | √ | | |
| 3. Provide students with strong experience in and understanding of all aspects of an industry, which may include work-based learning experiences. [§135(b)(3)] | √ | | |
| 4. Develop, improve, or expand the use of technology in CTE, which may include training to use technology, providing students with the skills needed to enter technology fields, and encouraging schools to collaborate with technology industries to offer internships and mentoring programs. [§135(b)(4)] | √ | | |
| 5. Provide in-service and pre-service professional development programs to faculty, administrators, and career guidance and academic counselors involved in integrated CTE programs, on topics including effective integration of academics and CTE, effective teaching skills based on research, effective practices to improve parental and community involvement, effective use of scientifically based research and data to improve instruction. Professional development should also ensure that faculty and personnel stay current with all aspects of an industry; involve internship programs that provide relevant business experience; and train faculty in the effective use and application of technology. [§135(b)(5)] | √ | | |
| 6. Develop and implement evaluations of the CTE programs carried out with Perkins funds, including an assessment of how the needs of special populations are being met. [§135(b)(6)] | √ | | |
| 7. Initiate, improve, expand and modernize quality CTE programs, including relevant technology. [§135(b)(7)] | √ | | |
| 8. Provide services and activities that are of sufficient size, scope and quality to be effective. [§135(b)(8)] | √ | | |
| 9. Provide activities to prepare special populations, including single parents and displaced homemakers enrolled in CTE programs, for high-skill, high-wage or high-demand occupations that will lead to self-sufficiency. [§135(b)(9)] | √ | | |
| <p>FOR THOSE REQUIREMENT(S) LISTED ABOVE AS “UNMET:” Describe specific activity(ies) intended to address for <u>each</u> of the unmet requirement(s). (Limited to 2,000 characters, or approximately 1/2 page of text.)</p> | | | |
| <p>FOR THOSE REQUIREMENT(S) LISTED ABOVE AS “UNMET:” Describe specific future activity(ies) intended to address for <u>each</u> remaining unmet requirement(s). (Limited to 4,000 characters)</p> | | | |

| 10. Permissive Uses Per Section 135(c) (check activities to be funded with CTE funds) | |
|--|--|
| <input type="checkbox"/> | 1. Involve parents, businesses, and labor organizations, in the design, implementation and evaluation of CTE programs. [§135(c)(1)] |
| <input type="checkbox"/> | 2. Provide career guidance and academic counseling for students participating in CTE programs, that improves graduation rates and provides information on postsecondary and career options, and provides assistance for postsecondary students and adults, [§135(c)(2)] |
| <input type="checkbox"/> | 3. Local education and business partnerships, including work-related experiences for students, adjunct faculty arrangements for qualified industry professionals and industry experience for teachers and faculty. [§135(c)(3)] |
| <input type="checkbox"/> | 4. Provide programs for special populations. [§135(c)(4)] |
| <input type="checkbox"/> | 5. Assisting career and technical student organizations. [§135(c)(5)] |
| <input type="checkbox"/> | 6. Mentoring and support services. [§135(c)(6)] |
| <input type="checkbox"/> | 7. Leasing, purchasing, upgrading or adapting equipment, including instructional aides and publications (including support for library resources) designed to strengthen and support academic and technical skill achievement. [§135(c)(7)] |
| <input type="checkbox"/> | 8. Teacher preparation programs that address the integration of academic and CTE and that assist individuals who are interested in becoming CTE faculty, including individuals with experience in business and industry. [§135(c)(8)] |
| <input checked="" type="checkbox"/> | 9. Developing and expanding postsecondary program offerings at times and in formats that are accessible for all students, including through the use of distance education. [§135(c)(9)] |
| <input type="checkbox"/> | 10. Developing initiatives that facilitate the transition of sub-baccalaureate CTE students into baccalaureate degree programs, including articulation agreements, dual enrollment programs, academic and financial aid counseling and other initiatives to overcome barriers and encourage enrollment and completion. [§135(c)(10)] |
| <input type="checkbox"/> | 11. Providing activities to support entrepreneurship education and training. [§135(c)(11)] |
| <input checked="" type="checkbox"/> | 12. Improving or developing new CTE courses, including the development of programs of study for consideration by the state and courses that prepare individuals academically and technically for high-skill, high-wage or high-demand occupations and dual or concurrent enrollment opportunities. [§135(c)(12)] |
| <input type="checkbox"/> | 13. Developing and supporting small, personalized career-themed learning communities. [§135(c)(13)] |
| <input type="checkbox"/> | 14. Providing support for family and consumer sciences programs. [§135(c)(14)] |
| <input type="checkbox"/> | 15. Providing CTE programs for adults and school dropouts to complete secondary education or dropouts to complete secondary education or upgrade technical skills. [§135(c)(15)] |
| <input checked="" type="checkbox"/> | 16. Providing assistance to individuals who have participated in services and activities under this Act in continuing their education or training or finding an appropriate job. [§135(c)(16)] |
| <input checked="" type="checkbox"/> | 17. Supporting training and activities (such as mentoring and outreach) in nontraditional fields. [§135(c)(17)] |
| <input type="checkbox"/> | 18. Providing support for training programs in automotive technologies. [§135(c)(18)] |
| <input type="checkbox"/> | 19. Pooling a portion of such funds with a portion of funds available to other recipients for innovative initiatives. [§135(c)(19)] |
| <input type="checkbox"/> | 20. Supporting other CTE activities consistent with the purposes of the Act. [§135(c)(20)] |

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

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

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

Check one: UNMET REQUIREMENTS WILL BE ADDRESSED:

| | |
|--------------------------|--|
| <input type="checkbox"/> | Entirely with Perkins Funds |
| <input type="checkbox"/> | Entirely with Other Funding Sources |
| <input type="checkbox"/> | Using Both Perkins and Other Funding Sources |

PROVIDE DETAILED BUDGET

Department Code: 15115_____

| Budgeting Category/Description | Fund Requested | | |
|--|----------------|--------------------------------|--------------------------------|
| | Instructional | Non-Instructional | TOTAL |
| 1000 – Faculty salaries | | \$10,400 | \$10,400 |
| 2000 – Classified salaries (Instructional Assistant) | | \$6,120 | \$6,120 |
| 3000 – Benefits (based on 2015/16 benefits) Part-time faculty & beyond contract (15.63%) P/T short-term classified (6.2% of wages) P/T ongoing classified (22.947%) Full-time classified (22.947% of wages + health & life insurance (maximum \$25,517.64.12) & fringe ben.\$1,486.36) | | \$1,626 \$318 | \$1,626 \$318 |
| 4000 – Supplies & Materials Reference Books; Instructional Supplies; Supplies Technology – no promotional materials/favors | | \$1,351 | \$1,351 |
| 5000 – Other Operating Expenses & Services Conference, consultants, contracts, printing, software license & fees, maintenance contract | | \$1,000 | \$1,000 |
| 6000 – Capital Outlay Equipment, software over \$1,000 (no furniture) | | | |
| Total Funding Requested | | \$20,815 | \$20,815 |

Note: Final Report of expenditures will be reported according to the following categories:

- Curriculum Development/Instruction
- Professional Development
- Counseling/Direct Services to Students
- Other: You must provide a description of programs/services funded
- Administration (not to exceed 5% - reserved for DO)

PLEASE NOTE CARL PERKINS IV FUNDS MAY ONLY SERVE CAREER-TECHNICAL STUDENTS

Budget Questions/Clarifications:

| | |
|---|--|
| 1000 – Faculty salaries | 3LHE / semester and 2 LHE for Intersession |
| 2000 – Classified salaries | Assume 36 weeks @8.5hrs per week @ \$20/hr |
| 3000 – Benefits - Curric Development | \$10,400 @ 15.63% |
| 3000 – Benefits - Tutor | \$6,120 x 5.2% PT Short Term Classified=\$318 |
| 4000 – Supplies & Materials | Text/Study aids |
| 5000 – Other Operating Expenses & Services | Marketing |
| 6000 – Capital Outlay | |

Acceptance of requested funds entails a responsibility for developing a project plan and final report. All 9 mandated activities must be achieved. Each department must submit a copy of their Advisory Committee Minutes to the Career Education & Workforce Development Office.

Perkins IV I-C application (& Final Report)

Project Director

Division Dean

Date:

Date:

Section II Part B (revised 1-25-12)

Perkins Career and Technical Education Act (Title IC) – Local Application (& Final Report)

Program Information by TOP Code

College/District: RSCCD –

Agreement #: XX-C01-042

Retain in District Audit Files

TOP CODE(s): _____

Program Title: _____

Section 135(b) Requirements

| Column A | Column B | Column C | Column D | Column E |
|---|---|---|--|--|
| Enter applicable number in appropriate column below. | | | | |
| <p>Refer to the District’s 2008-2012 Local Plan for Title I, Part C, Section 132 Funds, Carl D. Perkins Career and Technical Education Act of 2006 (Perkins).</p> <p>Check the corresponding Section II Part A form for the Met/Unmet “Requirements for Use of Funds.”</p> <p>Note: Each TOP Code identified for funding must meet each of the nine requirements by the end of the Act or each year until reauthorization.</p> | <p>Describe activities to be conducted to address Perkins Section 135(b) requirements listed in Column A.</p> <ol style="list-style-type: none"> Under the appropriate requirement, describe activities to be funded by Perkins Title IC to improve or expand the identified 4- or 6-digit TOP Code career and technical education programs. For each Section 135(b) requirement listed in Column A, number each activity separately (i.e., 1.1, 1.2, etc.). If an activity meets more than one requirement, reference the number of the activity stated previously (i.e., same as 1.2). <p>PLEASE BE SPECIFIC SINCE THESE ACTIVITIES WILL BE AUDITED!</p> | <p>Core Indicator addressed by the activity listed.</p> <p>1 = Tech. Skill Attainment 2 = Credential/Certificate/ Degree 3 = Student Persistence or Transfer 4 = Student Placement 5 = Nontrad. Participation 6 = Nontrad. Completion</p> | <p>Designate source of funds to be used by assigning a number as shown below:</p> <p>1 = Perkins IC 2 = Other funds 3 = Both 4 = No funds needed</p> | <p>Status of Activity:</p> <p>1 = Planned 2 = Started 3 = Continuing 4 = Completed</p> |
| Section 135(b) Requirements | Activities | Core Indicators | Source of funds | Status |
| 1. Strengthening the academic and career and technical skills of students participating in CTE programs through the integration of academics with CTE programs. | Implement new software into classes to enhance the student success when entering the workforce. | 1,2,3,5,6 | 1 | 1 |
| 2. Link CTE at the secondary and the postsecondary levels, including by offering elements of not less than one program of study described in §122(c)(1)(A). | Expose High School students to Quickbooks Certified User Program | 3,4,5,6 | 1 | 1 |
| 3. Provide students with strong experience in and understanding of all aspects of an industry, which may include work-based learning experiences. | Utilize software to provide workplace scenarios in class | 1,2,3,5,6 | 1 | 1 |

Section II Part B (revised 1-25-12)

Perkins Career and Technical Education Act (Title IC) – Local Application (& Final Report)

Program Information by TOP Code

College/District: RSCCD –

Agreement #: XX-C01-042

Retain in District Audit Files

TOP CODE(s): _____

Program Title: _____

Section 135(b) Requirements

| Column A | Column B | Column C | Column D | Column E |
|--|---|-----------------|-----------------|----------|
| Section 135(b) Requirements | Activities | Core Indicators | Source of funds | Status |
| 4. Develop, improve, or expand the use of technology in CTE, which may include training to use technology, providing students with the skills needed to enter technology fields, and encouraging schools to collaborate with technology industries to offer internships and mentoring programs. | Implement the latest technology into the classes and programs in order to provide students with the skills necessary to be successful in the workplace and university programs | 1,2,3,5,6 | 1 | 1 |
| 5. Provide in-service and pre-service professional development programs to faculty, administrators, and career guidance and academic counselors involved in integrated CTE programs, on topics including effective integration of academics and CTE, effective teaching skills based on research, effective practices to improve parental and community involvement, effective use of scientifically based research and data to improve instruction. Professional development should also ensure that faculty and personnel stay current with all aspects of an industry; involve internship programs that provide relevant business experience; and train faculty in the effective use and application of technology. | Training will be offered to CTE faculty on the Certified Quickbooks User designation and how obtaining this designation will significantly improve students chances of being hired in the workplace | 1,3,4,5, | 1 | 1 |
| 6. Develop and implement evaluations of the CTE programs carried out with Perkins funds, including an assessment of how the needs of special populations are being met. | In collaboration with Certiport and Intuit, statistics on students obtaining the Certified QuickBooks User designation will be maintained. Classes will also contain SLO assessment | 1,2,3,4,5,6 | 1 | 1 |

Section II Part B (revised 1-25-12)

Perkins Career and Technical Education Act (Title IC) – Local Application (& Final Report)

Program Information by TOP Code

College/District: RSCCD –

Agreement #: XX-C01-042

Retain in District Audit Files

TOP CODE(s): _____

Program Title: _____

Section 135(b) Requirements

| Column A | Column B | Column C | Column D | Column E |
|--|--|-----------------|-----------------|----------|
| Section 135(b) Requirements | Activities | Core Indicators | Source of funds | Status |
| 7. Initiate, improve, expand and modernize quality CTE programs, including relevant technology. | With the completion of software evaluation and update of the curriculum, the hardware is now required to implement the pedagogy into the classes and programs. | 1,2,3,5,6 | 1 | 1 |
| 8. Provide services and activities that are of sufficient size, scope and quality to be effective. | The computers will be utilized by all student enrolled in classes from the BA & ACCT department that are scheduled in A209.. | 1,2,3,5,6 | 1 | 1 |
| 9. Provide activities to prepare special populations, including single parents and displaced homemakers enrolled in CTE programs, for high-skill, high-wage or high-demand occupations that will lead to self-sufficiency. | Classes in QuickBooks and the Quickbooks Certified Users program will prepare our diverse student base, including women and minorities for job in accounting. | 1,2,3,5,6 | 1 | 1 |

Section II Part B (revised 1-25-12)

Perkins Career and Technical Education Act (Title IC) – Local Application (& Final Report)

Program Information by TOP Code

College/District: RSCCD – _____

Agreement #: XX-C01-042 _____

Retain in District Audit Files

TOP CODE(s): _____

Program Title: _____

Section 135(b) Requirements

| Column A | Column B | Column C | Column D | Column E |
|--|------------|-----------------|-----------------|----------|
| Section 135(c) Permissive Uses | Activities | Core Indicators | Source of funds | Status |
| 10. Funds may be used to: | | | | |
| (1) Involve parents, businesses, and labor organizations, in the design, implementation and evaluation of CTE programs. | NA | | | |
| (2) Provide career guidance and academic counseling for students participating in CTE programs that improves graduation rates and provides information on postsecondary and career options, and provides assistance for postsecondary students and adults. | NA | | | |
| (3) Local education and business partnerships, including work-related experiences for students, adjunct faculty arrangements for qualified industry professionals and industry experience for teachers and faculty. | | | | |
| (4) Provide programs for special populations. | | | | |
| (5) Assisting career and technical student organizations. | NA | | | |
| (6) For mentoring and support services; | NA | | | |
| (7) Leasing, purchasing, upgrading or adapting equipment, including instructional aides and publications (including support for library resources) designed to strengthen and support academic and technical skill achievement. | NA | | | |
| (8) Teacher preparation programs that | NA | | | |

Section II Part B (revised 1-25-12)

Perkins Career and Technical Education Act (Title IC) – Local Application (& Final Report)

Program Information by TOP Code

College/District: RSCCD – _____

Agreement #: XX-C01-042 _____

Retain in District Audit Files

TOP CODE(s): _____

Program Title: _____

Section 135(b) Requirements

| Column A | Column B | Column C | Column D | Column E |
|---|--|-----------------|-----------------|----------|
| Section 135(c) Permissive Uses | Activities | Core Indicators | Source of funds | Status |
| address the integration of academic and CTE and that assist individuals who are interested in becoming CTE faculty, including individuals with experience in business and industry. | | | | |
| (9) Developing and expanding postsecondary program offerings at times and in formats that are accessible for all students, including through the use of distance education. | Develop a QBCU preparation class which can be offered both in class and online. Update the current SAC certificates to require the course. | 1,4 | 1 | 1 |
| (10) Developing initiatives that facilitate the transition of sub-baccalaureate CTE students into baccalaureate degree programs, including articulation agreements, dual enrollment programs, academic and financial aid counseling and other initiatives to overcome barriers and encourage enrollment and completion. | NA | | | |
| (11) Providing activities to support entrepreneurship education and training. | | | | |
| (12) Improving or developing new CTE courses, including the development of programs of study for consideration by the state and courses that prepare individuals academically and technically for high-skill, high-wage or high-demand occupations and dual or concurrent enrollment opportunities. | This program complements our Computerized Accounting certificate and will not only prepare students for high paying accounting and bookkeeping positions but will verify their proficiency in the program to potential employers thus vastly increasing their chances for being hired. | 1,4 | 1 | 1 |
| (13) Developing and supporting small, personalized career-themed learning communities. | NA | | | |

Section II Part B (revised 1-25-12)

Perkins Career and Technical Education Act (Title IC) – Local Application (& Final Report)

Program Information by TOP Code

College/District: RSCCD – _____

Agreement #: XX-C01-042 _____

Retain in District Audit Files

TOP CODE(s): _____

Program Title: _____

Section 135(b) Requirements

| Column A | Column B | Column C | Column D | Column E |
|---|---|-----------------|-----------------|----------|
| Section 135(c) Permissive Uses | Activities | Core Indicators | Source of funds | Status |
| (14) Providing support for family and consumer sciences programs. | NA | | | |
| (15) Providing CTE programs for adults and school dropouts to complete secondary education or dropouts to complete secondary education or upgrade technical skills. | NA | | | |
| (16) Providing assistance to individuals who have participated in services and activities under this Act in continuing their education or training or finding an appropriate job. | This program specifically address the issue of providing our SAC students with a verifiable way to prove their proficiency in Quickbooks to potential employers. This will vastly increase SAC student’s chances of being hired | 1,4 | 1 | 1 |
| (17) Supporting training and activities (such as mentoring and outreach) in nontraditional fields. | Provide tutoring support for accounting students preparing for the QBCU exam in order to increase successful attainment of the credential and job placement. | 1, 4 | 1 | 1 |
| (18) Providing support for training programs in automotive technologies. | NA | | | |
| (19) Pooling a portion of such funds with a portion of funds available to other recipients for innovative initiatives. | NA | | | |
| (20) Supporting other CTE activities consistent with the purposes of the Act. | NA | | | |