

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

2014-2015

District/College: Santa Ana College **Agreement No.:** XX-C01-XX
Program Title: Business Applications **TOP Code:** 0514.00

Title of Proposed Project/Activity		Preparing SAC Students for Professional Industry Authorized Office Certification - Microsoft and Adobe Training and Certification	
Department/Division		SANTA ANA COLLEGE BUSINESS APPLICATIONS AND TECHNOLOGY	
Project Director		Dena Montiel	
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Division Dean	Allen Dooley		
Dean's Phone #	714 564-67775	Email	dooley_allen @sac.edu
TOP Code	0514.00	TOP Code Title	Office Technology/Office Computer Applications

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?

- X___ 1P1 – Technical Skill Attainment – Successful course completion
- X___ 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)

In today's volatile and competitive workplace, the high demand for current technological skills in all aspects of business and the velocity in which business office technology changes has steadily increased every year. To better have a pulse on what is happening in the workplace, SAC's Business Applications Department spent numerous hours on research including student surveys, online job postings, local business management surveys, and local college program comparisons. The results from this extensive research are what prompted the updating all Business Applications certificate and degree programs in Fall 2013. Our research results also made us realize that in order to teach and develop our students' skills for these programs, it is necessary to have a dedicated classroom where students will receive hands-on instruction using the same technology that is being currently used in the business environment.

Employers seek job candidates that possess technology skills that meet with the demands of industry standards and requirements because most do not have the time or resources to train personnel. After completing degree and certificate

programs, many graduates still remain unemployed or under employed. The Business Applications Department is prepared to bridge the gap between student program completion and unemployment by providing program improvement using current hardware and software coupled with a strong emphasis on preparation and practice to pass key industry certification exams.

Two essential certifications for Business Applications students include the Microsoft Office Specialist (MOS) certification exams and the Adobe Certification Associate (ACA) exams. These are industry recognized professional certifications. MOS certification exams include testing in the following courses we offer: Word, Excel, Access, PowerPoint, Windows, and Publisher. Adobe certification testing includes the following courses we teach: Photoshop, Illustrator, InDesign, Dreamweaver, Flash. A professional certification can make all the difference between landing a job and not being considered. Students who successfully pass the Microsoft Office Specialist (MOS) certification exams and the Adobe Certification Associate (ACA) exams are at an advantage when seeking employment because these certifications gives job candidates a competitive edge over the competition, it demonstrates to a prospective employer a student's proven proficiency in Microsoft and Adobe applications and is conducive to obtaining higher starting salaries and opportunity for advancement.

In fall of 2013, the Business Applications and Technology (BA) department modified curricula for their degree and certificate programs that were approved by SAC Curriculum and Instruction Council in December 2013. These degree and certificate programs include Digital Publishing, Microsoft Office Professional, General Business Applications and Technology, and Office Management. The SAC Business Applications and Technology Department's updated programs along with industry certifications (MOS and ACA) are important components of the Career and Technology Education programs and are gaining importance in business. We are ready to implement these program improvements into our curricula to enhance career pathways and employment opportunities for our students. Technical training focused on workforce demand offers a value proposition to students, employers, and communities.

This major program development and improvement will require essential resources, particularly hardware and software, in order to deliver to SAC students the training and career certification preparation that employers are demanding.

What is your projected completion date?

MAY 2015

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

The programs' success in having a dedicated classroom is relying on implementation of new program development that includes training and practice in key industry certification exams, hardware and software. This proposal seeks funding for the purchase of 29 computers with the capability to use Windows 8 (touch screen), Microsoft Office 2013, and Adobe Creative Cloud applications.

To better prepare students for the workforce, they will require hands-on training using the latest hardware and software and preparation and training to successfully pass industry standard certification exams. The Business Applications Department plans to turn Room A228 into the newly designated Microsoft and Adobe Training and Certification Digital Classroom.

The knowledge and skills taught and developed in this classroom will provide students the required high-level skill sets and certification preparation which are used in today's business environment from small offices to large corporations. Skills obtained in this classroom are required in any department in an office, such as marketing, sales, customer service, technical support, research and development, programming, management, administrative support, and accounting.

Students will be able to apply to a wide array of employment opportunities: administrative staff, virtual assistant, customer service representative, department manager, office manager, sales representative, marketing coordinator, support specialist, executive management, analyst, data entry, programmer, graphic artist, web designer, instructional designer, presentation specialist, creative services manager, and multimedia specialist.

The funds for the BA Microsoft and Adobe Training and Certification classroom computers along with the completely

revised BA certificate and degree programs will provide our department the opportunity to increase student enrollment, retention, completion and 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 permissive activities specified in number 10.

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

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)]	x		
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)]	x		
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)]	x		
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)]	x		
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	x		

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)]	x		
7. Initiate, improve, expand and modernize quality CTE programs, including relevant technology. [§135(b)(7)]	x		
8. Provide services and activities that are of sufficient size, scope and quality to be effective. [§135(b)(8)]	x		
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)]	x		

FOR THOSE REQUIREMENT(S) LISTED ABOVE AS "UNMET:"

Describe specific activity(ies) intended to address for each of the unmet requirement(s). (Limited to 2,000 characters, or approximately 1/2 page of text.)

FOR THOSE REQUIREMENT(S) LISTED ABOVE AS "UNMET:"

Describe specific future activity(ies) intended to address for each remaining unmet requirement(s). (Limited to 4,000 characters)

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

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

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

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

	Professional Dev. (including stipends)		Instructional Materials Purchase/Replacement (including software)
x	Instructional Equipment Purchase/Replacement		Programs/Services for Special Populations
	Facility rental/lease (off-campus location)		Consultants or Other Contracted Services
x	Curriculum Development		Other (specify)self evaluation for improvement of the program
x	Program Marketing and Outreach		

Check one: UNMET REQUIREMENTS WILL BE ADDRESSED:

	Entirely with Perkins Funds
	Entirely with Other Funding Sources
	Using Both Perkins and Other Funding Sources

PROVIDE DETAILED BUDGET

Department Code: 15120

Budgeting Category/Description	Fund Requested		
	Instructional	Non-Instructional	TOTAL
1000 – Faculty salaries			
2000 – Classified salaries (Instructional Assistant)			
3000 – Benefits (based on 2013/14 benefits) Part-time faculty & beyond contract (13.15%) P/T short-term classified (6.2% of wages) P/T ongoing classified (22.542%) Full-time classified (22.542% of wages + health & life insurance (maximum \$22,374.12) & fringe ben.\$1,486.36)			
4000 – Supplies & Materials Reference Books; Instructional Supplies; Supplies Technology – no promotional materials/favors			
5000 – Other Operating Expenses & Services Conference, consultants, contracts, printing, software license & fees, maintenance contract			
6000 – Capital Outlay Equipment, software over \$1,000 (no furniture)	\$42,812.12 All-in 29 computers		\$42,812.12
Total Funding Requested			\$42,812.12

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

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

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

Budget Questions/Clarifications:

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.

Dena Montiel
 Project Director Dena Montiel

Date: 3/25/14

Allen Dooley
 Division Dean Allen Dooley

Date: 3-19-14

**Section II Part B
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

Program Title: Business Applications

TOP CODE(s): 0514.00

Section 135(b) Requirements

Column A	Column B	Column C	Column D	Column E
<p>Column A</p> <p>Refer to the District's 2008-2012 Local Plan for Title I, Part C, Section 132 Funds, Carl B. 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>Section 135(b) Requirements</p>	<p>Column B</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>Column C</p> <p>Enter applicable number in appropriate column below.</p> <p>Core Indicator addressed by the activity listed.</p> <ol style="list-style-type: none"> 1 = Tech. Skill Attainment 2 = Credential/Certificate/ Degree Transfer 3 = Student Persistence or Placement 4 = Student Placement 5 = Nontrad. Participation 6 = Nontrad. Completion 	<p>Column D</p> <p>Designate source of funds to be used by assigning a number as shown below:</p> <ol style="list-style-type: none"> 1 = Perkins IC 2 = Other funds 3 = Both 4 = No funds needed 	<p>Column E</p> <p>Status of Activity:</p> <ol style="list-style-type: none"> 1 = Planned 2 = Started 3 = Continuing 4 = Completed
<p>1. Strengthening the academic and career and technical skills of students participating in CTE programs through the integration of academics with CTE programs.</p>	<p>Activities</p> <p>New equipment and software are needed to operate the latest hardware and software and to add credibility and viability to our program. Students enrolled in Business Applications classes come to integrate academic learning with vocational training. It is imperative that we provide our students with instruction on the latest technologies that prepare students who leave Santa Ana College with the necessary academic and technical skills to succeed in a competitive and volatile job market and to meet the demands of industry standards and requirements.</p>	<p>Core Indicators</p> <p>1, 2, 3</p>	<p>Source of funds</p> <p>1</p>	<p>Status</p> <p>Status of activity at the beginning (local application)</p> <p>1</p> <p>Status of activity at the end of the fiscal year (final report)</p>
<p>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).</p>	<p>Teach and prepare SAC and Middle College High School students enrolled in our office technology classes who wish to pursue careers in Digital Publishing and who will need proficiency in using the Microsoft Office applications the importance of taking Microsoft Office and Adobe Certification exams.</p>	<p>1, 2, 3</p>	<p>1</p>	<p>3</p>

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TOP CODE(S): 0514.00 Program Title: Business Applications

Section 135(b) Requirements

Column A	Column B	Column C	Column D	Column E
3. Provide students with strong experience in and understanding of all aspects of an industry, which may include work-based learning experiences.	Students who want to pursue careers in desktop publishing and graphic design need instruction and training on the latest hardware and Adobe Cloud Computing software applications to compete in a competitive workplace. For students who will work with Microsoft applications, they need the skills, abilities, and training to effectively use the latest software and hardware currently used in industry. We need to educate our students that in times when unemployment is high alternatives such as volunteering, work-based learning, and internships can provide valuable experience and understanding of the internal workings of an industry. These experiences many times open the door of opportunity.	1, 2, 3	1	3

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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.	The equipment currently in A228 is not capable of running Adobe Cloud Computing (CC) software. Adobe CC software requires considerable more memory and high-end video card capabilities specified by Adobe. The new touch screen Windows 8 environment is the current technology that students, consumers and businesses are moving to. A228 is earmarked as a dedicated classroom where students will gain proficiency on current hardware and software and to obtain preparation and training on Microsoft and Adobe certification exams.	1, 2, 3	1	3
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.	<p>Faculty- Faculty will engage in peer-to-peer mentoring and sharing of best practices at the all-faculty meetings. Faculty will also receive training on the latest software used in our labs and in industry. Faculty will be kept informed of workshops, conferences, and classes for personal and professional growth and apprised of industry externships.</p> <p>Counselors – our department will work closely with SAC CTE, EOPS, Cal Works and Career Center counselors and job developers by providing flyers and information regarding all our vocational course offerings. Develop a presentation for SAC and HS counselors about Special Population and Non-Traditional workshops.</p> <p>Administrators –our department will keep administrators apprised of any in-service or pre-service professional development training, workshops, and conferences.</p>	1, 2, 3,	1	3

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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
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.	An assessment will be developed students of special populations to obtain their feedback on how they feel their needs are being met and how we can better serve special populations with services such tutoring, mentoring, additional assistance, and other educational resources to help them succeed. Evaluation of new programs and updated programs will be determined by numerous factors including the number of students we serve, the number of completers, certificates earned, transfers, internships, employment, skill enhancement, and skill attainment outcomes.	1, 2, 3	1	3
7. Initiate, improve, expand and modernize quality CTE programs, including relevant technology.	The introduction of Adobe CC offers a suite of innovative programs designed to engage student learning and provide them with the ability to add impact to presentations, create interactive content, and use a diverse selection of tools to enhance design business documents. The use of the latest equipment in A228 will provide students with high-level vocational instruction and technical knowledge of the latest hardware and software that is being used in the field of desktop publishing touch screen applications.	1, 2, 3	1	3
8. Provide services and activities that are of sufficient size, scope and quality to be effective.	Current equipment and software that matches industry standards validates the quality, authenticity, and credibility of the Business Applications programs. These cutting-edge courses will enhance students with the academic and technical skills and knowledge they need to pursue employment in the field of desktop publishing, touch screen technology and Microsoft applications. .Adobe CC includes courses we teach such as Photoshop, Illustrator, Adobe-In-design, Premiere, Dreamweaver, Flash, and One Note.	1, 2, 3	1	3
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.	New hardware and software in the designated digital classroom will better prepare students of special populations with the training and skills to become self-sufficient as desktop publishers and usig the latest I n touch screen applications.	1,2,3	1	3

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Section 135(b) Requirements **Retain in District Audit Files**

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. (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. (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. (6) For mentoring and support services; (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				
	The new equipment will be used to teach courses which provide academic enhancement and technical training for CTE students in Business Applications and Technology. CTE counselor will be invited to speak to postsecondary students and adult students regarding career options in desktop publishing and graphic design assistance in certification testing, and preparing a career plan.	1, 2	1	3
	Provide gender equity programs to males/females from non-traditional and special populations that create interest and meet their needs.	1, 2, 5	1	3
	Providing the latest in industry standards and requirements gives credibility and validity to our academic and CTE technical training programs. The purchase of new equipment is to provide students with the latest Windows touch screen environment and Adobe CC software that is being embraced by graphic artists and digital designers.	1, 2, 5	1	3

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Section 135(b) Requirements

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Section 135(c) Permissive Uses	Activities	Core Indicators	Source of funds	Status
(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.	We will ask the CTE counselor to address the integration of CTE and academic in our course offerings at the fall and spring faculty department meetings.	1, 2	1	3
(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.				
(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.				
(11) Providing activities to support entrepreneurship education and training.	The courses offered in the Business Applications and Technology Department are taught by professionals with the ability and knowledge to apply real-world application. Certification testing and new equipment that runs current Windows and Adobe software will be used to teach courses that provide academic enhancement and CTE entrepreneurial skills.	1, 2	1	3
(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	The development of new programs and updated programs is determined by the number of students we serve each year. We will research other CTE courses offered at other colleges and work with faculty from these institutions on CTE course development that meets the needs of the workplace and for consideration by the state.	1, 2	1	3

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Section 135(b) Requirements

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Section 135(c) Permissive Uses	Activities	Core Indicators	Source of funds	Status
high-skill, high-wage or high-demand occupations and dual or concurrent enrollment opportunities.				
(13) Developing and supporting small, personalized career-themed learning communities.				
(14) Providing support for family and consumer sciences programs.				
(15) Providing CTE programs for adults and school dropouts to complete secondary education or dropouts to complete secondary education or upgrade technical skills.	The CTE courses offered in the Business Applications and Technology Department integrate academic learning with skill-based training for all students whether returning adults, high school dropouts, or first-time attenders. By providing equipment that runs the latest hardware and software, students have the opportunity to learn programs that match industry standards and instill a greater desire to complete their training so they can have a competitive edge in a volatile job market.	1, 2	1	3
(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.	Technology is changing at a velocity and students depend on our academic institutions to remain abreast of these changes by providing curriculum and instruction that is accessible, current, and relevant. They want to know that the services and activities they select prepare them with the necessary employable skills that meet the demands and challenges of today's changing workforce. Refreshing our course offerings with new programs development, hardware and software will encourage students to pursue higher education and certification for high-skill, high-wage, high-demand employment opportunities.	1, 2	1	3
(17) Supporting training and activities (such as mentoring and outreach) in nontraditional fields.				
(18) Providing support for training programs in automotive technologies.				
(19) Pooling a portion of such funds				

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Section 135(c) Permissive Uses	Activities	Core Indicators	Source of funds	Status
with a portion of funds available to other recipients for innovative initiatives.				
(20) Supporting other CTE activities consistent with the purposes of the Act.				

