California Community Colleges
Career Education Practices Unit
FORM Sec II-A

FY 20XX-20XX
Carl D. Perkins Career and
Technical Education Act of 2006

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

2014-2015

District/College: Rancho Santiago Community College District / SAC   **Agreement No.:** XX-C01-XX

Program Title: Human Development / Education

TOP Code(s) **1305.00; 1305.20; 1305.40; 1305.60; 1305.80; 0801.00; 0802.00; 0802.10**

Title of Proposed Project/Activity	Advance Technology to Our Education and Development Programs
Department/Division	HUMAN DEVELOPMENT & EDUCATION / HUMAN SERVICES
Project Director	Susie Valdez

Project Director's Phone #	714-564-6881	**Email**	valdez_susanne@sac.edu
Division Dean	Bart Hoffman		
Dean's Phone #	714-564-6800	**Email**	hoffman_bart@sac.edu
TOP Code	See above	**TOP Code Title**	Child Development / Early Care & Education And Education

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
- x____ 3P1 – Student Persistence or Transfer – Higher Education
- x____ 4P1 – Student Placement – Employment
- x____ 5P1 – Nontraditional Participation – DISTRICT PRIORITY
- x____ 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)*

Early care and education continues to be a national priority with federal programs (like Head Start) and state programs (like CA Dept of Education) requiring higher degrees and certifications. Our department has worked diligently to assure we are providing the essential coursework and learning experiences that prepare our students for a career as early childhood professionals.

In 2012, we applied for a Perkins Grant for 40 iPads that would improve the technological skills of future teachers in our program. We were granted 20 iPads that have enhanced the quality of our course curriculum

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and provided new skills to our students. These iPads have been used for in-class research, reviewing and analyzing children's software applications, networking and blogging with mentors and other quality early childhood professionals, and viewing videos that support learning in the classroom.

83% of our courses have a capacity of 40 students. While the 20 iPads have added value to student learning, there are goals we still cannot accomplish until we have an iPad for each student. For example, for the most part, pairing students brings benefits of social networking and teamwork. However, there are frequently times where one student is using the iPad and the other is solely watching and not actively participating. Also, we cannot use iPads to assess individual learning, making it impossible to detect student learning outcomes in regards to the topic being learned in class that day.

In 2012 Perkins Application, we requested 5 video cameras. However, due to funding, we only received 3 video cameras and no video memory cards. In early childhood, there is a need to demonstrate evidence of children's assessment scores by multiple resources such as children's work and video of children in the classroom. Videoing has also become a stronger tool at assessing our students during their field work practicum. SAC students, particularly younger students, come with very little understanding of themselves. Videotaping themselves during their work with children allows them to really reflect on their skills and abilities in the classroom.

Our department has a stellar reputation in the Orange County community, particularly in regards to our faculty member's appreciation for diverse students and our efforts to work with individual students on their personal pathways to success in their careers. In 2014, we are aiming to change the name of our department from Human Development/Education to Child Development and Education Studies. In the 2012 Perkins Grant, we requested funding for marketing materials. We did not receive these funds. Now that our department is almost at this change, these funds would help market our new name and program enhancements.

In our department, we serve students who come from economically disadvantaged families and/or who come with other barriers to educational achievement, particularly limited English. In the past, technology was used to provide students with an advantage to others, but in today's society, and as future educators, technology is more than pertinent to our program and to our students, and is even more important to students who already have limited access, such as our students who single parents and those who are economically disadvantaged. Most of these students do not have access to smart phones, computers, or other essential technology needed for today's educators and leaders.

Employers of early childhood programs and after-school organizations advocate for our college as a place for their employees to attend more human development coursework. They know we have the newest information, and that we believe in walking the talk and creating the very best in our field. This is why our students return to take additional coursework, visit our faculty, and even return to speak to our student body during orientations and department events. They have a vested interest in continuing the quality of our program, because we have a vested interest in building the quality of our field. We teach them that quality creates quality. Thus, we need to continue to move forward and have the tools we need to be a quality program that prepares future educators for our community.

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What is your projected completion date?	June 30th, 2015

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

We are now requesting to complete our initial goal of having 40 ipads in our program.
Teachers are now required to be familiar with specific technology applications (apps) that are used for state wide assessment tools of young children, and learning tools used in the classroom with children of physical motor disabilities and learning disabilities. We need to assure that every student in our program understands and can apply these new applications.

Additionally, in order to properly update and sync these iPads, our program requires a MAC computer to connect all of the iPads and update them. This type of maintenance is pertinent to assuring that inappropriate software/websites or passwords are not downloaded and seen by other students. It will also allow us to upgrade to appropriate Apple software on all the iPads. We also need proper cords to connect the iPads to the LCD projector for student presentations. We are also requesting funding for purchasing more applications for the existing and new IPADS.

At this time, we are requesting the other two video cameras and the memory cards to use all 5 video cameras.

We are also requesting marketing materials that would enhance our programs, degrees, and certificates. We would like a table cover, brochures, backdrop that displays our new name, and stands to place pictures and information about our certificates and degrees.

Our department continues to strive for excellence throughout our certificate programs, degrees, advising, and funded grants. We believe in creating a department that builds quality future educators and leaders who are intrinsically motivated, owners of their field, classroom, and professional self, and who believe that their efforts, their advocacy, and their dedication serve our community to being its very best.

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 effectives 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)*

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	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 faculty in the effective use and application of technology. [§135(b)(5)]	X		
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 <u>each</u> of the unmet requirement(s). *(Limited to 2,000 characters, or approximately ½ page of text.)*

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)*

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	10.	Permissive Uses Per Section 135(c) *(check activities to be funded with CTE funds)*
X	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)]
X	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)]
	5.	Assisting career and technical student organizations. [§135(c)(5)]
	6.	Mentoring and support services. [§135(c)(6)]
	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)]
	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)]
X	14.	Providing support for family and consumer sciences programs. [§135(c)(14)]
	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)]
	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)]
X	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)]
X	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)	X	Instructional Materials Purchase/Replacement (including software)
X	Instructional Equipment Purchase/Replacement	X	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:

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

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PROVIDE DETAILED BUDGET
Department Code: 15717

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	$2,000.00		$2,000.00
5000 – Other Operating Expenses & Services Conference, consultants, contracts, printing, software license & fees, maintenance contract	$2,500.00		$2,500.00
6000 – Capital Outlay Equipment, software over $1,000 (no furniture)	$17,500.00		$17,500.00
Total Funding Requested	$22,000.00		$22,000.00

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:

4000 - Supplies & Materials Marketing Sign, Table Cloth, Colored Brochures ($2000.00)	$2,000.00
5000 - Other Operating Expenses & Services License fees, software and apps ($2500.00)	$2,500.00
6000 - Capital Outlay 20 IPADS-3 ($12,000.00); MAC Lap Top Computer and Connecting Cords ($4,000.00) 2 Video Cameras ($1200.00); 5 Video Memory Cards ($300)	$17,500.00
Total Funding Requested	$22,00.00

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.

Project Director

Date: 3/19/14

Division Dean

Date: 3/19/14

Perkins IV I-C application (& Final Report)

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

Program Information by TOP Code

College/District: __RSCCD – Santa Ana College__   Agreement #: __XX-C01-042__

Retain in District Audit Files

TOP CODE(s): __1305; 1305.20; 1305.40; 1305.60; 1305.80; 0801; 0802; 0802.10__   Program Title: __Human Development / Education__

Section 135(b) Requirements

Column A	Column B	Column C	Column D	Column E
		Enter applicable number in appropriate column below.		
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). Check the corresponding Section II Part A form for the Met/Unmet "Requirements for Use of Funds." 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.	Describe activities to be conducted to address Perkins Section 135(b) requirements listed in Column A. 1. 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. 2. For each Section 135(b) requirement listed in Column A, number each activity separately (i.e., 1.1, 1.2, etc.). 3. If an activity meets more than one requirement, reference the number of the activity stated previously (i.e., same as 1.2). PLEASE BE SPECIFIC SINCE THESE ACTIVITIES WILL BE AUDITED!	Core Indicator addressed by the activity listed. 1 = Tech. Skill Attainment 2 = Credential/Certificate/ Degree 3 = Student Persistence or Transfer 4 = Student Placement 5 = Nontrad. Participation 6 = Nontrad. Completion	Designate source of funds to be used by assigning a number as shown below: 1 = Perkins IC 2 = Other funds 3 = Both 4 = No funds needed	Status of Activity: 1 = Planned 2 = Started 3 = Continuing 4 = Completed
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.	Students who have access to IPAD technology will gain the technical skills needed in early childhood and other educational programs that are using IPADS for child assessments and children's learning experiences. This equipment will benefit six of our courses that will utilize IPADS in their coursework. Video cameras will strengthen student's presentation skills during practicum and allow for peer and self-evaluation as they develop their teaching skills with children.	1 2 3 4 5 6	1	3
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).	Our program offers a wide range of coursework that prepares students for careers working with children and families (e.g., teachers, organizational leaders, counselors, social workers). The equipment provided will enhance our coursework to a level that allows our students to be highly qualified for positions in their workforce.	1 2 3 4 5 6	1	3
3. Provide students with strong experience in and understanding of all aspects of an industry, which may include work-based learning experiences.	Students are required to use technology in our field. With an already existing technology course in our program (but is only limited to computers), video cameras and IPADS will give our students a full understanding of the applications used in early childhood and k-12 education today.	1 2 3 4 5 6	1	3

Perkins IV I-C application (& Final Report)

College/District: **RSCCD – Santa Ana College**   Agreement #: **XX-C01-042**

Retain In District Audit Files

TOP CODE(s): **1305; 1305.20; 1305.40; 1305.60; 1305.80; 0801; 0802; 0802.10**   Program Title: **Human Development / Education**

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.	Having a *MAC* computer will allow us to sync all the iPads together at one time and keep them properly secure. These tools will absolutely develop, improve, and expand our technology in CTE. We will be adding training to our faculty and students and provide them with important skills that are being strongly desired in the qualifications of teachers today. Additionally, these tools will help our students who have disabilities learn more efficiently in the classroom.	1 2 3 4 5 6	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.	Our tenured faculty members will provide in-service training to our adjunct faculty and other staff who will be able to have access to these new pieces of equipment. A locked box will be placed in each classroom for presentation clickers, tools will be used appropriately, video cameras will be stored and training will take place to understand how to use all pieces of equipment and thus providing effective practice.	1 2 3 4 5 6	1	3

Section II Part B

Perkins Career and Technical Education Act (Title IC) – Local Application (& Final Report)
Program Information by TOP Code

College/District: RSCCD – Santa Ana College   **Agreement #:** XX-C01-042

TOP CODE(s): 1305; 1305.20; 1305.40; 1305.60; 1305.80; 0801; 0802; 0802.10   **Program Title:** Human Development / Education

Retain in District Audit Files

Section 135(b) Requirements

Column A	Column B	Column C	Column D	Column E
		Enter applicable number in appropriate column below.		
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.	We will be creating evaluations of how technology tools are being used and the benefits of them for student learning. Evaluation is a key aspect of our program and our department continues to revisit how we can support special populations and develop and enhance our program in preparing students for a workforce.	1 2 3 4 5 6	1	3
7. Initiate, improve, expand and modernize quality CTE programs, including relevant technology.	We will be creating high quality marketing tools that put us in the fore-front of all early childhood programs in the local area. We desperately need marketing tools such as a large sign, table cloth for vendor days, and colorful brochures	1 2 3 4 5 6	1	3
8. Provide services and activities that are of sufficient size, scope and quality to be effective.	Our equipment such as IPADS and new connectors will allow us to invite unique presentations to our campus that provide our students with extraordinary learning experiences, again, making them more marketable as they prepare for a strong workforce in our community.	1 2 3 4 5 6	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.	Our new equipment will support individuals preparing for non-traditional training and employment, as well as students with other barriers to educational achievement, economically disadvantaged students, and single parents. Many of our students do not have access to technology. IPADS will allow us to assure they have the same opportunities as all students who are preparing to be strong educators in our community.	1 2 3 4 5 6	1	3

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

Program Information by TOP Code

College/District: RSCCD – Santa Ana College   **Agreement #:** XX-C01-042

Retain in District Audit Files

TOP CODE(s): 1305; 1305.20; 1305.40; 1305.60; 1305.80; 0801; 0802; 0802.10   **Program Title:** Human Development / Education

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.	We will be inviting presenters from local businesses to discuss IPAD apps that would benefit our students as they work toward becoming leaders in the community. We will bring community members to participate by participating in local high school and ROP advisory committees, facilitating tours of our program to local legislators and business employees, and providing student orientations and career day events for future and current students.	1 2 3 4 5 6	1	3
(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.	Faculty provide student orientations for students in HD108 that provide career guidance and step-by-step success plans for academic completion and transfer. The Career/Job Resource Center will provide guidance, as well as our academic counselors. We will be providing a Career Day in Spring 2013 that invites local businesses as well as 4-year transfer programs.	1 2 3 4 5 6	1	3
(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.	Mentorship programs will arrange to have opportunity for students to see how technology is used in the classroom for child-assessments and student learning. We will develop new business and organization partnerships with local related businesses that support families and children.	1 2 3 4 5 6	1	3
(4) Provide programs for special populations.	Our program continues to provide programming for special populations. With the use of new technology, we will be able to teach students to identify modes of learning, strengths and weaknesses in their learning, and provide students who come from economically disadvantaged families and/or who struggle with specific barriers to use technology that they have limited or no access to on a normal basis.	1 2 3 4 5 6	1	3
(5) Assisting career and technical student organizations.				
(6) For mentoring and support services;				
(7) Leasing, purchasing, upgrading or				

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College/District: __RSCCD – Santa Ana College__   Agreement #: __XX-C01-042__

__Retain in District Audit Files__

TOP CODE(s): __1305; 1305.20; 1305.40; 1305.60; 1305.80; 0801; 0802; 0802.10__   Program Title: __Human Development / Education__

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
adapting equipment, including instructional aides and publications (including support for library resources) designed to strengthen and support academic and technical skill achievement.				
(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.				
(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.	With the use of technology like IPADS and Video Cameras, and Presentation Clickers, students will be able to identify their strengths and help determine future pathways for careers of interest in working with children and families (i.e., working with a student using musical apps to identify future curriculum for young children – actually did this and this student now goes to various preschools teaching children about sounds and looks of ethnic and diverse instruments from around the world using an App. Amazing! 1 2 3 4 5 6		1	3

Section II Part B

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

Program Information by TOP Code

College/District: RSCCD – Santa Ana College   **Agreement #:** XX-C01-042

Retain in District Audit Files

TOP CODE(s): 1305; 1305.20; 1305.40; 1305.60; 1305.80; 0801; 0802; 0802.10   **Program Title:** Human Development / Education
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**
(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.	With the use of Video cameras, our field-work Practicum will be able to allow students to improve their teaching skills with children. Using video of themselves, they can reflect, discuss, and really dialogue about their own skills. Using IPADS during our Principles and Practices, students can begin to draw out virtual classrooms and place appropriate location of classroom materials in a real child's setting — but virtually. The use of APPs is amazing, and we need the equipment to help support students in a new way.	1 2 3 4 5 6	1	3
(13) Developing and supporting small, personalized career-themed learning communities.				
(14) Providing support for family and consumer sciences programs.	We are a program that supports families and children. We will be using the equipment to identify support for families, resources for children, and help for the community.	1 2 3 4 5 6	1	3
(15) Providing CTE programs for adults and school dropouts to complete secondary education or dropouts to complete secondary education or upgrade technical skills.				
(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.				
(17) Supporting training and activities (such as mentoring and outreach) in nontraditional fields.	We will provide specific workshops in addition to our coursework for our students and community to enhance our certificated program. Small group mentoring will be created through activities and events.	1 2 3 4 5 6	1	3

Perkins IV I-C application (& Final Report)

Section II Part B

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

Program Information by TOP Code

College/District: RSCCD – Santa Ana College   **Agreement #:** XX-C01-042

Retain in District Audit Files

TOP CODE(s): 1305; 1305.20; 1305.40; 1305.60; 1305.80; 0801; 0802; 0802.10   **Program Title:** Human Development / Education

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
(18) Providing support for training programs in automotive technologies.				
(19) Pooling a portion of such funds with a portion of funds available to other recipients for innovative initiatives.				
(20) Supporting other CTE activities consistent with the purposes of the Act.	Marketing tools are essential for continuing to grow our program. By providing us funds, we can purchase a table cloth, signs, and other colored brochures that advertise the quality of our program	1 2 3 4 5 6	1	3