

# Perkins IV, Title I-C Application (& Final Report)

**2013-2014**

<b>Title of Proposed Project/Activity</b>		Development of the SAC Fitness Specialist Certificate Program	
<b>Department/Division</b>		KINESIOLOGY	
<b>Project Director</b>		Brian Sos, Ph.D.	
<b>Project Director's Phone #</b>	(714) 564-6909	<b>Email</b>	<u>Sos_brian@sac.edu</u>
<b>Division Dean</b>	Avie Bridges		
<b>Dean's Phone #</b>	(714) 564-6910	<b>Email</b>	<u>Bridges_avie@sac.edu</u>
<b>TOP Code:</b>	0835.20	<b>TOP Code Title</b>	Fitness Trainer

### 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 Retention 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)**

According to our Market analysis, the Fitness Trainer industry is growing and will continue to grow (24% increase) through 2018. Many students use the rigor of their Personal Trainer preparation and professional experience to springboard into Allied Health Field careers such as Physical Therapy, Occupational Therapy, Physician's Assistant, Home Health Aide, Community Health Educator, etc. All of the aforementioned fields are amongst the fastest growing occupations in California. LOWDL has identified health related fields as our regions #1 priority and we are in need of leadership from individuals with a Hispanic background.

This year, I am seeking Perkins IV Funding to move forward the development of the Fitness Specialist Program. This year's proposal involves increasing accessibility and diversity of our Division's training equipment and creating the space for Certificate students to hone their professional skills in preparation for internships and employment. The Division has awarded zero Fitness Certificates in the past 5 years. Historically, our completion rates have been very low in this area due to a lack of necessary course work, advertisement and marketing to potential students, and opportunities for experiential learning. Over the past year, course work has been developed in collaboration with an established advisory board as well as existing CCC Fitness Specialist program faculty. The rigor of this program has gone through a substantial change. In fact, it will be forwarded as a New Program Proposal. Much of the courses are CIC approved and the curriculum is ready to go. A plan for marketing has been created, an outreach brochure created, and the director has presented data on the Personal Trainer industry for SAC students at the "What to Do With a Major" series in our Career Center. We need a facility dedicated to the achievement of our Program's student learning outcomes and the subsequent employment of our students. Obtaining gainful, sustainable employment necessitates building experience & a sense of

self-efficacy within our students. Our division has facilities that can be utilized to prepare trainers for mainstream fitness centers; however, we want SAC Fitness Specialists to be prepared for entrepreneurial endeavors. They need to learn to utilize open spaces as well as existing materials and structures and to adapt equipment to their facility. They need to learn how to provide high quality services with limited resources. They need to become proficient with universally designed equipment so they can make informed business investments that will enable them to market their services to mainstream as well as special populations; like our aging baby boomers! Our division has the space (W-106) to create such a facility. We need assistance in purchasing equipment that will make our students successful and our program thrive.

The proposed facility is being designed to help the Fitness Specialist students understand how individuals with special needs adapt exercise to meet anatomical and physiological limitations when creating safe and efficient programs. This room will become a hub for Fitness Specialist students to gain experience through their own learning community. Moreover, through service learning, they will hone their skills in this facility by using the proposed equipment to assess fitness levels, develop programs, and adapt programs to meet the needs of special populations.

After consultation with the advisory committee and students, we determined that experiential learning is our primary issue to be addressed at this time.

**What is your projected completion date?** June 2014

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

The plan for 2012-2013 was to;

1. Establish the program as a CCCCOC recognized Certificate of Achievement program. *(in progress)*
2. Form advisory committee to assist with guiding the program structure so graduates are prepared to meet industry needs. *(completed and ongoing)*
3. Revise existing curriculum and write new curriculum. *(completed)*
4. Establish recruitment (including linking the program to secondary levels) and retention strategies in preparation for the first cohort of learners. *(completed)*
5. Establish a plan to infuse industry specific technology into a central location for the Fitness Specialist students to hone their skills. *(completed and ongoing)*

The Plan for 2013-2014 is to address item 5 from the year 2012-2013 and ongoing needs of this program.

1. Purchase new equipment that reflects growing changes in the industry. Trainers need to work with universally designed equipment and open/adaptable spaces to operate low cost programs. Also, they need to be able to work with individuals with special needs to create their own niche in the market and be prepared to meet the diverse needs of their communities.
2. Purchase computer and monitors to equip primary learning facility in a manner that integrates traditional teaching and learning styles with experiential and movement-based learning.
3. Purchase software for new computer and monitor so students have the resources to further their understanding of core curriculum as well as increase access to visual and experiential learning modalities.

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

**1. Was the program Improvement issue(s) addressed and/or planned objectives met?**  
 Select  yes  No  Partially *(Complete the following narrative section(s) as appropriate.)*

**2. Describe any barriers encountered and lessons learned (Narratives limited to 1000 characters).**

**3. Describe accomplishments/best practices derived from the project (Narratives limited to 1000 characters).**

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	Project Administration (DO only)
Facility rental/lease (off-campus location)	Programs/Services for Special Populations

Curriculum Development	Consultant or Other Contracted Services
Program Marketing & Outreach	Other (specify)

<p>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 the time of submission of the final report by August 30, 2012. Note: If all nine required uses of funds have been met, funds may be used for the permissive activities specified in number 10.</p>		<p>Indicate with a check mark which requirements have been met, below.</p>		
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, 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><b>FOR THOSE REQUIREMENT(S) LISTED ABOVE AS "UNMET:"</b>  <b>Describe specific activity(ies) intended to address for each of the unmet requirement(s).</b></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 checked="" 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 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 checked="" 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 checked="" 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 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 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 checked="" type="checkbox"/>	Professional Dev. (including stipends)	<input checked="" type="checkbox"/>	Instructional Materials Purchase/Replacement (including software)
<input checked="" type="checkbox"/>	Instructional Equipment Purchase/Replacement	<input type="checkbox"/>	Project Administration
<input type="checkbox"/>	Facility rental/lease (off-campus location)	<input type="checkbox"/>	Programs/Services for Special Populations
<input type="checkbox"/>	Curriculum Development	<input type="checkbox"/>	Consultants or Other Contracted Services
<input type="checkbox"/>	Program Marketing and Outreach	<input type="checkbox"/>	Other (specify)

**Check one: UNMET REQUIREMENTS WILL BE ADDRESSED:**

- Entirely with CTE Funds
- Entirely with Other Funding Sources
- Using Both CTE and Other Funding Sources

**PROVIDE DETAILED BUDGET**

Department Code:   15420  

Budgeting Category/Description	Fund Requested		
	Instructional	Non-Instructional	TOTAL
<b>1000 – Faculty salaries</b>			
<b>2000 – Classified salaries</b> (Instructional Assistant)			
<b>3000 – Benefits</b> (based on 2011/12 benefits) Part-time faculty & beyond contract (14.71% ) P/T short-term classified (7.76% of wages) P/T ongoing classified (23.07%) Full-time classified (23.07% of wages + health & fringe ben.)			
<b>4000 – Supplies &amp; Materials</b> (Reference Books; Instructional Supplies; Supplies Technology)			
<b>5000 – Other Operating Expenses &amp; Services</b> Conference, consultants, contracts, printing, software license & fees, maintenance contract			
<b>6000 – Capital Outlay</b> Equipment, software over \$1,000		<b>\$52,766.54</b>	<b>\$52,766.54</b>
<b>Total Funding Requested</b>		<b>\$52,766.54</b>	<b>\$52,766.54</b>

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**

List in detail specific hardware & software requested:

Equipment:

SCIFIT AC 5000 TREADMILL (1)	6,650.00
SCIFIT ISO 1000 UPRIGHT BIKE (1)	2,750.00
SCIFIT ISO 1000R RECUMBENT BIKE (1)	3,300.00
SCIFIT PRO 2 (1)	4,950.00
MAGNUM 2044 FUNCTIONAL TRAINER (1)	8,180.00
FREE WEIGHTS AND RACK (1)	1,200.00
KRANKCYCLES & SPINNING BIKES (5 ea.)	21,000.00
<b>TOTAL</b>	<b>48,030.00</b>

**Hardware:**

Dell Computer with Monitor TOTAL:	1,246.54
60" LED TV	1,500.00
24" LED Monitors (2)	992.00
<b>TOTAL</b>	<b>\$3738.54</b>

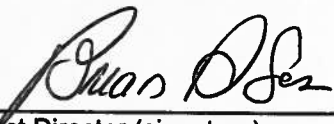
**Software:**


Nutrition Maker	149.00
Interactive Functional Anatomy 2nd	275.00
Interactive Spine	299.00
3D Anatomy: Resistance Training	275.00
<b>TOTAL</b>	<b>\$998.00</b>

**Budget Questions/Clarifications:**

Additional classrooms or lab areas would NOT be required to complete this project.  
 Facility modifications would NOT be required to complete this project.

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 (signature)

  
 \_\_\_\_\_  
 Division Dean (signature)

Date: 4-15-13

Date: 4-15-13

**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 #: 13-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.				
		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
	Activities	Core Indicators	Source of funds	Status
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).  NOTE: Check the corresponding Section II Part A form for the Met/Unmet "Requirements for Use of Funds." Each TOP Code identified for funding in 2008-2009 must meet each of the nine requirements by June 30, 2012.	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). <b>PLEASE BE SPECIFIC SINCE THESE ACTIVITIES WILL BE AUDITED!</b>			
Section 135(b) Requirements				
1. Strengthening the academic and career and technical skills of students participating in CTE programs through the integration of academics with CTE programs.	Create a space outfitted with equipment, hardware, and software that provides experiential learning opportunities for students of the fitness specialist program.  Create a space that certificate students can access at various times of the day to form learning communities so they can meet and interact with equipment and software.  Create W-106 facility.	1, 2, 3, 4  1, 2, 3, 4, 5, 6	1  1	2  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).	This facility will be the primary location for meeting with, recruiting, and encouraging incoming students. Knowing they have a facility to hone their skills within 9 months is a major draw for our program.	1, 2, 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.	Create W-106 facility.  Trends in the industry indicate that Personal Trainers will need to address the needs of special populations. This project will outfit our campus to address those needs with specialized, adaptive equipment, then provide experiential learning and interaction with adults with disabilities so the CTE graduates are prepared for the realities of 21 <sup>st</sup> century fitness training.	1, 2, 3, 4, 5, 6	1	1

**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 #: 13-C01-042

*Retain in District Audit Files*

Program Title: \_\_\_\_\_

TOP CODE(s): \_\_\_\_\_  
 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.	Create W-106 facility.  Our Division lacks updated equipment. Technology has advanced and universally designed equipment has become the standard. To properly prepare our students, they need to be exposed to trends in the industry. Including in the aforementioned rationale, the room requires a computer and projection system so students can interact with apps, fitness assessment software, and nutrition advising software.	1, 2, 3, 4, 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.	All Fitness Specialist instructors will be trained to use the equipment.  The Division lacks this type of facility at the moment. It will be a hub for training and relating CTE-Fitness Specialist teaching and learning strategies with general education curriculum.	1, 2, 3, 4, 5, 6	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.	Continue to develop survey and evaluation tools for student assessment and retention in collaboration with Advisory Committee and internship facilities.	1, 2, 3, 4, 5, 6	4	3



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

College/District: RS CCD –

Agreement #: 13-C01-042

TOP CODE(s): \_\_\_\_\_

Section 135(b) Requirements \_\_\_\_\_

*Retain in District Audit Files*

Program Title: \_\_\_\_\_

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.	Modernize division equipment. Create W-106 facility to support, recruitment, retention, and success of incoming fitness specialists students. Utilize equipment to tie application with classroom theory. Create W-106 facility.	1, 2, 3, 4, 5, 6	3	3
8. Provide services and activities that are of sufficient size, scope and quality to be effective.	We are expecting enrollments of 20-30 per year and completion rates of 15-20 per year. This facility will adequately provide experiential learning opportunities for the expected enrollment. Create W-106 facility.	1, 2, 3, 4, 5, 6	1	2
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.	The fitness industry in very amenable to part-time employment and flexible work schedules. This is an attractive job for special populations. The proposed project will create the facility to prepare students for this high-skill, high demand occupation. Experiential learning is necessary for self-sufficiency.	1, 2, 3, 4, 5, 6	1	2

**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 #: 13-C01-042

*Retain in District Audit Files*

Program Title: \_\_\_\_\_

TOP CODE(s): \_\_\_\_\_

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.				
(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 achievement.	Create W-106 facility.  Our division lacks updated equipment. Technology has advanced and universally designed equipment has become the standard. To properly prepare our students, they need to be exposed to trends in the industry.	1, 2, 3, 4, 5, 6	1	2

**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 #: 13-C01-042

TOP CODE(s): \_\_\_\_\_

Program Title: \_\_\_\_\_

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
(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.	Create W-106 Facility.  This facility is an augmentation to the existing Kinesiology facilities. Entrepreneurs rarely have the resources and facilities to purchase large, bulky, specialized equipment. They must learn to utilize space and universally designed equipment to maximize their clientele base. This project will create a space that students can learn to replicate in parks, homes, and small facility needed by start-up entrepreneurs.	1, 2, 3, 4, 5, 6	1	2
(12) Improving or developing new CTE courses, including the development of programs of	Create W-106 Facility and Equipment.  New courses have been created for CTE goal oriented	1, 2, 3, 4, 5, 6	1	2

**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 #: 13-C01-042

Program Title: Retain in District Audit Files

TOP CODE(s): \_\_\_\_\_  
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
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.	students in Kinesiology and the facility is planned to meet their experiential learning needs.			
(13) Developing and supporting small, personalized career-themed learning communities.	Create W-106 Facility and Equipment. The intent of this facility is to create a space where new recruits, incoming students, and existing students can hone their skills and form professional relationships; even develop business plans in collaboration with each other.	1, 2, 3, 4, 5, 6	1	2
(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.				
(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.				
(18) Providing support for training programs in automotive technologies.				

**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 #: 13-C01-042

*Retain in District Audit Files*

Program Title: \_\_\_\_\_

TOP CODE(s): \_\_\_\_\_

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
(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.				