

SAC CTEA Proposal

Overview

2016-2017

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

Title of Proposed Project/Activity	ENGR AEC Lab Hands on Equipment
Department/Division	ENGR/Business
Project Director	Susan Sherod
Is this the 1st, 2nd or 3rd year of the project?	1st
How is this proposal new & innovative?	We have not had any hands on experiential equipment for students in primarily lecture based courses such as the Introduction to Energy course. We have not attempted to teach this course at the high schools. We have not formerly offered the GIS course in our department. We have a range of classes for which modern measurement devices will be new to use.
If a 2nd or 3rd year project, how will this proposal build on the foundation built in previous years?	We would hope to be actively recruiting and establishing a set of students we can track in the first year. It takes about a year to begin to offer a course at a high school. It would take more than one year for the first classes of students to complete.
How does your proposal demonstrate collaboration with other departments/faculty on campus, high schools, industry partners, etc.?	We plan to offer the Introduction to Energy and the Introduction to GIS at local High Schools. We have identified two Academy types of high schools that are possibilities. We will open training to any counselors, faculty or administrator in an effort to collaborate regarding outreach, instructional strategies.
How does your proposal represent program improvement?	This would allow hands on experiential learning which will more fully engage students.
How does your proposal address student placement in high wage, high skill or high demand occupations?	Engineering courses are within programs that lead to some of the most high wage jobs. Energy is an emerging area, with many possible pathways to move into from the initial course. Civil Technology is a solid pathway as well.
How does your proposal address non-traditional participation and completion and Special Populations?	We know that many of our non-traditional students have difficulties completing courses and programs of study. Offering hands on training with equipment can allow them to be more fully engaged and more confident of learning to use other equipment in industry. The gain in confidence is helpful for increasing persistence and program completion.

Local Application Program Information Across CTE Programs (& Final Report)

2016-2017

District/College: RSCCD/SAC **Agreement No.:** XX-C01-XX
Program Title: ENGR AEC Lab Hands on Equipment

Title of Proposed Project/Activity		ENGR AEC Lab Hands on Equipment	
Department/Division		ENGINEERING/BUSINESS	
Project Director		Susan Sherod	
Project Director's Phone #	310-612-0068	Email	Sherod_susan@sac.edu
Division Dean	Madeline Grant		
Dean's Phone #	714-564-6750	Email	Grant_Madeline@sac.edu

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 the across CTE program improvement issue(s) that require funding.

(Limited to 2,000 characters, or approximately ½ page of text)

The Core Indicators Report show improvement needs in all areas.

- 1P-1 The Technical Skills required in AEC careers include a wide range of hands on work with that our programs are lacking. Students cannot become skilled with these kinds of tools without their availability.
- 2P-1 The lack of currently used industry standard digital equipment affects student completion adversely.
- 3P-1 Student retention is adversely affected by the lack of current equipment used in AEC work in industry.
- 4P-1 The lack of equipment limits students' employment opportunities.
- 5P-1 Non-traditional students would find it difficult to afford and use the equipment.
- 5P-2 Non-traditional students, in particular female students, have much lower enrollment currently and less completion.

In addition, we seek to align *at least one* AEC course with Project Lead the Way curriculum, which is a hands-on based curriculum.

What is your projected completion date?	June 2017
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Briefly describe how the issue(s) will be addressed. *(Limited to 2,000 characters, or approximately ½ page of text)*

1P-1 Software \$500, curriculum revision, equipment \$11k, faculty and lab assistant training \$6.5k to provide exciting experiential learning opportunities. Students can become more broadly skilled with these kinds of tools.
 2P-1 The inclusion of industry standard equipment will affect student completion positively. Students will see we can offer them more complete training with hands on equipment per our last few years Trade Advisory recommendations have been to provide more industry experience with equipment.
 3P-1 Student retention will be positively affected by the inclusion of current equipment used in AEC work in industry where they can record accurate measurements for a variety of types of projects' drawings and analysis.
 4P-1 The inclusion of equipment commonly used in industry will broaden students' employment opportunities per job descriptions.
 5P-1 Non-traditional students will be recruited via outreach and marketing, and able to use the equipment requested for instruction. \$5k for postage, printing, ink, paper, cardstock, etc.
 5P-2 Non-traditional students, in particular female students, will be recruited via outreach and marketing for higher enrollment and hands on equipment will help them engage more fully with the material to have higher completion rates in our AEC CAD Drafter and Design Certificate and Degree Programs.

In addition, this equipment will allow us to work with feeder high schools that choose to have Project Lead the Way AEC courses or programs aligned with ours. Some of this equipment will also be useful for ENGR 165 and possibly ENGR 175, our energy courses.

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	

<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 June 30 for reporting in the final report. <i>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.</i></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)]	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		
<p>FOR THOSE REQUIREMENT(S) LISTED ABOVE AS “UNMET:” Describe specific activity(ies) intended to address for <u>each</u> of the unmet requirement(s). (Limited to 2,000 characters, or approximately ½ page of text.)</p>			
<p>FOR THOSE REQUIREMENT(S) LISTED ABOVE AS “UNMET:” Describe specific future activity(ies) intended to address for <u>each</u> remaining unmet requirement(s). (Limited to 4,000 characters)</p>			

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

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

PROVIDE DETAILED BUDGET

Department Code: 15150_____

Budgeting Category/Description	Fund Requested		
	Instructional	Non-Instructional	TOTAL
1000 – Faculty salaries	6,500		
2000 – Classified salaries (Instructional Assistant)			
3000 – Benefits (based on 2015/16 benefits) Part-time faculty & beyond contract (15.63%) P/T short-term classified (6.2% of wages) P/T ongoing classified (22.947%) Full-time classified (22.947% of wages + health & life insurance (maximum \$25,517.64) & fringe ben.\$1,486.36)	1016		
4000 – Supplies & Materials Reference Books; Instructional Supplies; Supplies Technology – no promotional materials/favors	500		
5000 – Other Operating Expenses & Services Conference, consultants, contracts, printing, software license & fees, maintenance contract	5000		
6000 – Capital Outlay Equipment, software over \$1,000 (no furniture)	9281 800 tax shipping		
Total Funding Requested	\$ 23,097		

List in detail specific hardware & software requested:

1. (1) - \$229 - Bosch Tools GLM80+R60 Laser Distance Measurer PLUS R 60 Digital Level
2. (4) - \$179 Leica Disto E7300 Laser Distance Meter 788211
3. (1) - \$149 - Leica Disto E7100i Laser Distance Meter with Bluetooth 4.0 812806
4. (1) - \$75 - Mini Prism System with 5.91' Pin Pole 720-11
5. (2) - \$279 - 8.5 Foot Prism and Prism Pole Kit 5280-01
6. (1) - \$54.00 Laser Level with Tripod - Cen-Tech 16 inch Laser Level with Swivel Head 360-degrees 1500 feet Range with Lightweight Tripod. Beam splitter, inch and metric rule markings, collapsing aluminum tripod and two "AAA" batteries FDA certified, Max. tripod height: 42", Laser dimensions: 16" L x 13/16" W x 2" H Weight: 5.45 lbs.
7. (5) - \$1,500 - Energy Audit Kit - Monitor airflow, moisture levels, and provides inspection equipment to find energy loss

Features:

- MO290 - Pinless Moisture Psychrometer + InfraRed Thermometer
 1. Monitor moisture in wood and building materials with virtually no surface damage
 2. Patented InfraRed Thermometer with laser pointer for non-contact surface temperature measurement
 3. Built-in RH/Temperature probe measures Relative Humidity, Air temperature, plus Grains Per Pound (GPP), Dew Point (DP), and Vapor Pressure
 4. Includes Pin Probe for contact moisture readings
- AN200 - CFM/CMM Mini Thermo-Anemometer + InfaRed Thermometer
 1. Simultaneous display of Air Flow or Air Velocity plus Ambient Temperature

2. Built-in non-contact IR Thermometer measures remote surface temperatures to 500°F (260°C) with 8:1 distance to spot ratio and Laser Pointer
3. Large (9999 count) LCD Backlit Display
- CO250 - Portable Indoor Air Quality CO2 Meter/Datalogger
 1. Measures Carbon Dioxide, Temperature, Humidity, Dew Point and Wet Bulb and calculates statistical 8 hour and 15 minute time weighted averages
 2. RS-232 interface, data acquisition software and cable included to analyze data on your PC
- BR200 - Video Borescope/Wireless Inspection Camera
 1. 17mm camera with 39" (1m) waterproof (IP67) flexible gooseneck
 2. Detachable wireless 3.5" Color TFT LCD Monitor that can be viewed from up to 32ft (10m) from the measurement point
 3. MicroSD memory card for capturing images (JPEG) or video (AVI) for viewing on your PC
- Supplied in a rugged heavy duty hard carrying case that provides protection and organization for the meters and accessories
4. Surveying Equipment - rods, prisms, vests, digital tape measures

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.

Project Director

Division Dean

Date:

Date:

Section III Part B
Perkins Career and Technical Education Act (Title IC) – Local Application (& Final Report)
Program Information Across Career Technical Education Programs

College/District: RSCCD –

Agreement #: XX-C01-042

Retain in District Audit Files

Program/Project Title: _____
 Section 135(b) Requirements

Across CTE Programs # _____

Column A	Column B	Column C	Column D
Enter applicable number in appropriate column below.			
<p>Refer to the District’s 2008-2012 Local Plan for Title I, Part C, Section 132 Funds, Carl D. Perkins Career and Technical Education Act of 2006 (Perkins).</p> <p>Review the planned activities by TOP Codes to be funded in the program year and the Perkins Requirement(s) that will be strengthened through Across CTE program activities.</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 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>Designate source of funds to be used by assigning a number as shown below:</p> <p>1 = Perkins IC 2 = Other funds 3 = Both 4 = No funds needed</p>	<p>Status of Activity:</p> <p>1 = Planned 2 = Started 3 = Continuing 4 = Completed</p>
Section 135(b) Requirements	Activities	Source of funds	Status
<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>1.1 Program strengthens the technical skills of students in the field of environmental technology (energy-efficient design, energy concepts & analysis in building design), & in Civil Technology.</p>		<p>Status of activity at the beginning (local application)</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>1.1 With this equipment, we can offer engaging, hands on instruction at local High Schools in two of the Statewide Career Pathway Templates. One is for ENGR 165. Introduction to Energy, the other is for ENGR xxx, a new Introduction to GIS course.</p>		
<p>3. Provide students with strong experience in and understanding of all aspects of an industry, which may include work-based learning experiences.</p>	<p>1.1 Energy Auditor kits are part of environmental technology, which is high-tech & now becoming ubiquitous in the engineering design process. Nearly all engineering design is must now consider energy efficiency & environmental impact. California is the first state to implement a Green Building Code. Students need to understand codes that drive industry work. 1.2 GIS is high tech and within Civil Technology.</p>		

Section III Part B
Perkins Career and Technical Education Act (Title IC) – Local Application (& Final Report)
Program Information Across Career Technical Education Programs

College/District: RSCCD –

Agreement #: XX-C01-042

Retain in District Audit Files

Program/Project Title: _____

Across CTE Programs # _____

Section 135(b) Requirements

Column A	Column B	Column C	Column D
Section 135(b) Requirements	Activities	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.	1.1 Energy Auditor kits are part of environmental technology, which is high-tech & now becoming ubiquitous in the engineering design process. Nearly all engineering design is must now consider energy efficiency & environmental impact. California is the first state to implement a Green Building Code. 1.2 We will offer utility company, as well as public agency, private industry and non-profit skills information for ENGR 165 learners 1.3 GIS is high tech and within Civil Technology. Using standard industry tools is valuable training for students.		
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.	1.1 We will provide training & development opportunities for instructors in the areas of energy auditor kit tools, and best practices for use of energy kit technology, & the use of data to improve instruction. 1.2 Utility companies are identified as possible partners in industry for work-based learning & to improve curriculum.		
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.	1.1 ENGR works with RSCCD Research Department to compile student population statistics.		

Section III Part B
Perkins Career and Technical Education Act (Title IC) – Local Application (& Final Report)
Program Information Across Career Technical Education Programs

College/District: RSCCD –

Agreement #: XX-C01-042

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Program/Project Title: _____
 Section 135(b) Requirements

Across CTE Programs # _____

Column A	Column B	Column C	Column D
Section 135(b) Requirements	Activities	Source of funds	Status
7. Initiate, improve, expand and modernize quality CTE programs, including relevant technology.	1.1 Energy Auditor kits are part of environmental technology, which is high-tech & now becoming ubiquitous in the engineering design process. Nearly all engineering design is must now consider energy efficiency & environmental impact. California is the first state to implement a Green Building Code. (same as item 4, 1.1) 1.2 GIS is high tech and within Civil Technology. Using standard industry tools is valuable training for students. (same as item 4, 1.3)		
8. Provide services and activities that are of sufficient size, scope and quality to be effective.	1.1 The program provides classes that can sustain sizes of about 25 to 35 students. Multiple class sections are run. Headcounts for engineering in the 2009-10 year averaged 420 for each semester (unduplicated) as reported by the RSCCD Research Dept.		
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.	1.1 The training will help students to secure high-wage & high-demand occupations in Civil engineering & environmental technology. The program will allow for enhanced promotion of the technology programs so that more diverse populations may be reached.		

Section III Part B
Perkins Career and Technical Education Act (Title IC) – Local Application (& Final Report)
Program Information Across Career Technical Education Programs

College/District: RSCCD –

Agreement #: XX-C01-042

Retain in District Audit Files

Program/Project Title: _____

Across CTE Programs # _____

Section 135(b) Requirements

Column A	Column B	Column C	Column D
Section 135(c) Permissive Uses	Activities	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.	1.1 An open house event will be held where we explain the equipment and allow hands on use. 1.2 Presentations will be made to counselors at SAC to explain the course and energy and Civil Technology programs of study 1.3 Experiential learning opportunities will engage students and result in higher enrollment and completions		
(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.			
(8) Teacher preparation programs that address the integration of academic and CTE and that assist individuals who are			

Section III Part B
Perkins Career and Technical Education Act (Title IC) – Local Application (& Final Report)
Program Information Across Career Technical Education Programs

College/District: RSCCD –

Agreement #: XX-C01-042

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Program/Project Title: _____

Across CTE Programs # _____

Section 135(b) Requirements

Column A	Column B	Column C	Column D
Section 135(c) Permissive Uses	Activities	Source of funds	Status
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.			
(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.	1.1 Create & improve environmental technology programs that help students obtain high-skill, high-wage jobs in environmental technology & Civil Technology fields.		
(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			

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Across CTE Programs # _____

Section 135(b) Requirements

Column A	Column B	Column C	Column D
Section 135(c) Permissive Uses	Activities	Source of funds	Status
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.			
(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.			