

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

2014-2015

District/College: RSCCD/ Santa Ana College **Agreement No.:** XX-C01-XX
Program Title: Engineering Department **TOP Code:** 0924.00

Title of Proposed Project/Activity		Development of Engineering Technician Program	
Department/Division		ENGINEERING/ BUSINESS	
Project Director		Craig D Takahashi	
Project Director's Phone #	714-564-6306	Email	Takahashi_craig@sac.edu
Division Dean	Allen Dooley		
Dean's Phone #	714-564-6750	Email	Dooley_allen@sac.edu
TOP Code	0924.00	TOP Code Title	Engineering Technology, General

Funding Rationale

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

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

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

The Engineering Department is looking to develop an engineering technician program. The engineering technician plays a vital role in the engineering process. Engineering technicians design from scratch, complete designs started by engineers, draw and model designs on CAD (computer-aided drafting/design software), fabricate prototypes of the design, test the prototypes, & collect the data. Technicians are "hands on" individuals whose pay rates are generally higher than those of drafters.

Industry, and employers, is increasingly demanding that college graduates be capable of hands-on work in order to be hired. These hands on skills make the job candidate, our students, more effective in the corporate environment as they have a deeper understanding of design principles and they are better able to manage projects. Drafters who learn these hands-on required fabrication skills will be more successful and better able to compete and move to these higher-paying

technician positions.

In addition, the Santa Ana Unified School District (SAUSD) is adopting the "Project Lead the Way" curriculum, which espouses hands-on fabrication in the class room. SAUSD has directly contacted and met with SAC's Engineering Department seeking to partner with its faculty, students, and program. The creation of this program at SAC provides a pathway for students going through this program. SAUSD estimates that over 100 students will graduate from this program each year, and they expect about half of those to go on to community college. This is a great opportunity to capture these students, enhance enrollments, improve the curriculum, and provide a pathway for students to get higher-paying jobs. This new partnership is an exciting opportunity to grow, create, and improve the Engineering skills training and job preparation for SAC students.

In order for SAC to prepare its Engineering students with the essential skills they will need for the job market, the classrooms and computer labs where this program is offered must have the required resources to support this program improvement. Also, for SAC's Engineering Department to effectively meet the needs of its intended partnership with the SAUSD, again essential classroom equipment for project based student work and necessary technology must be acquired. This proposal will meet these needs.

What is your projected completion date?

June 2015

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

An engineering technician curriculum must include hands-on fabrication. This will require the department to acquire equipment, computers, tooling, supplies, and materials necessary to do fabrication work.

Funds will be used to:

1. Acquire equipment, supplies, and tooling to create an engineering technician program. This includes items related to facilities and storage (storage cabinets, benches, safety supplies, smoke filters,), tooling (hand tools, tool storage, cutting tools for machining equipment,), mechanical fabrication equipment (laser cutters, small-size mills and/or lathes, 3D printers, laser cutters), electrical testing and fabrication equipment (breadboards, wire, IC chips, digital multi-meters, oscilloscopes, function generators, soldering stations), and additional computers for classroom that are needed for design work, data collection, operate fabrication equipment, and conduct analysis.

2. Produce promotional material – brochures to promote the new program

Other activities that do not require funding from this grant include:

1. Enhance coordination & relationships with local high schools, four-year institutions, & other SAC departments, including manufacturing technology & automotive areas (which provide engineering students with hands-on fabrication skills). Santa Ana Unified School District is adopting "Project Lead the Way". The development of this program provides a pathway for these students, and will help enrollments in engineering.

2. Develop & offer curriculum that teaches hands on technical skills (design, fabrication, testing) needed for jobs as designers & technicians.

3. Expand & promote program to enhance enrollment & completions of a broader range of students, including non-traditional groups & special populations.

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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).

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3. Describe accomplishments including effective practices derived from the project
 (Narratives limited to 1000 characters, or approximately one quarter page of text).

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

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

Below are the nine §135(b) Requirements for Uses of Funds. Programs receiving these funds must meet these requirements. Indicate with a check mark those requirements that the program currently meets (met). Any remaining unmet requirement(s) must be addressed with completed or ongoing activities by June 30 for reporting in the final report. <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>	<i>Indicate with a check mark which requirements have been met, below.</i>
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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	X		

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)]	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 1/2 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)			

10. Permissive Uses Per Section 135(c) (check activities to be funded with CTE funds)	
<input checked="" type="checkbox"/>	1. Involve parents, businesses, and labor organizations, in the design, implementation and evaluation of CTE programs. [§135(c)(1)]
	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 checked="" 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)]
	4. Provide programs for special populations. [§135(c)(4)]
<input checked="" type="checkbox"/>	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)]
	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:

<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 checked="" type="checkbox"/>	Programs/Services for Special Populations
	Facility rental/lease (off-campus location)		Consultants or Other Contracted Services
	Curriculum Development		Other (specify)self evaluation for improvement of the program
<input checked="" type="checkbox"/>	Program Marketing and Outreach		

Check one: UNMET REQUIREMENTS WILL BE ADDRESSED:

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

PROVIDE DETAILED BUDGET

Department Code: 15145

Budgeting Category/Description	Fund Requested		
	Instructional	Non-Instructional	TOTAL
1000 – Faculty salaries	0	0	0
2000 – Classified salaries (Instructional Assistant)	0	0	0
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)	0	0	0
4000 – Supplies & Materials Reference Books; Instructional Supplies; Supplies Technology – no promotional materials/favors	\$23,005	0	\$23,005
5000 – Other Operating Expenses & Services Conference, consultants, contracts, printing, software license & fees, maintenance contract	0	\$518	\$518
6000 – Capital Outlay Equipment, software over \$1,000 (no furniture)	\$57,870	0	\$57,870
Total Funding Requested			\$81,393

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:

All quantities are rounded to nearest dollar.

Equipment, computers, tooling, & supplies for Engineering Technician Program – laser cutter (\$10.044k), filtration system (\$2.7k), bench top CNC mill (\$19.98k), cutting grid (\$540), laptops (10x \$1080), 3D laser scanner (\$5.4k), vacuum former (\$3.24k), benches (3x \$671), casters (3x \$154), storage cabinets (3x \$502), under-bench storage cabinets (6x \$432), tool storage cabinet (2x \$1.404k), padlocks (10x \$15), storage tubs/drawers etc. (\$864), digital oscilloscopes (5x \$768), function generators (5x \$383), DMM's (30x \$80), soldering stations (5x \$152), smoke absorber (5x \$55), robot shield kit (2x \$134), supplies & hand tools (\$3.03k), micrometers (10x \$104, 10x \$132), bench vise (3x \$162), heat shrink gun (3x \$154), arbor press (\$330), battery tester (3x \$22), sander (\$770), grinder (\$550)

Marketing and outreach (\$518).

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: 3/19/2014

Date:

3-19-2014

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

College/District: RSCCD –

Agreement #: XX-C01-042

Retain in District Audit Files

Program Title: Engineering Technology, General

TOP CODE(s): 0924.00
Section 135(b) Requirements

Column A	Column B	Column C	Column D	Column E
		Enter applicable number in appropriate column below.		
<p>Refer to the District's 2008-2012 Local Plan for Title I, Part C, Section 132 Funds, Carl D. Perkins Career and Technical Education Act of 2006 (Perkins).</p> <p>Check the corresponding Section II Part A form for the Max/Unmet "Requirements for Use of Funds."</p> <p>Note: Each TOP Code identified for funding must meet each of the nine requirements by the end of the Act or each year until reauthorization.</p> <p>Section 135(b) Requirements</p> <p>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>Describe activities to be conducted to address Perkins Section 135(b) requirements listed in Column A.</p> <p>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.</p> <p>2. For each Section 135(b) requirement listed in Column A, number each activity separately (i.e., 1.1, 1.2, etc.).</p> <p>3. If an activity meets more than one requirement, reference the number of the activity stated previously (i.e., same as 1.2).</p> <p>PLEASE BE SPECIFIC SINCE THESE ACTIVITIES WILL BE AUDITED!</p>	<p>Core Indicator addressed by the activity listed.</p> <p>1 = Tech. Skill Attainment 2 = Credential/Certificate/ Degree 3 = Student Persistence or Transfer 4 = Student Placement 5 = Nontrad. Participation 6 = Nontrad. Completion</p>	<p>Designate source of funds to be used by assigning a number as shown below:</p> <p>1 = Perkins IC 2 = Other funds 3 = Both 4 = No funds needed</p>	<p>Status of Activity:</p> <p>1 = Planned 2 = Started 3 = Continuing 4 = Completed</p>
<p>Section 135(b) Requirements</p> <p>1. Strengthening the academic and career and technical skills of students participating in CTE programs through the integration of academics with CTE programs.</p>	<p>Activities list in the application (local application)</p> <p>Outcome by the end of the fiscal year (final report)</p> <p>1. Create engineering technician curriculum that includes the teaching of technical, hands-on skills such as: mechanical and electrical design, layout, & fabrication, rapid prototyping, machining, electrical wiring, soldering, robotics, and programming. Part of this process is to acquire and implement the equipment, computers, software, tooling, and supplies necessary for hands-on fabrication work.</p>	<p>5,6</p>	<p>1</p>	<p>Status of activity at the beginning (local application)</p> <p>Status of activity at the end of the fiscal year (final report) 2</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. The program presently has articulation agreements with local high schools (e.g., Valley High School Academics, Inc.) and CCROP in the areas of CAD technology and robotics.</p> <p>2. Work with SAUSD representatives to provide a pathway for SAUSD student who have gone through their "Project Lead the Way" curriculum. This will include articulation agreements.</p>	<p>1, 2, 3, 5, 6</p>	<p>3</p>	<p>2</p>

Section II Part B

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

Program Information by TOP Code

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

Retain in District Audit Files

TOP CODE(s): 0924.00 Program Title: Engineering Technology, General
 Section 135(b) Requirements

Column A	Column B	Column C	Column D	Column E
3. Provide students with strong experience in and understanding of all aspects of an industry, which may include work-based learning experiences.	The new program will teach a variety of skills and provide students with experience that involve many facets of the engineering design process. This includes CAD, drafting, materials, rapid prototyping, and project-planning.	1, 2, 3, 4	3	2

Enter applicable number in appropriate column below.

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Program Information by TOP Code

College/District: RSCCD –

Agreement #: XX-C01-042

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TOP CODE(s): 0924.00 **Program Title:** Engineering Technology, General

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.	1. Engineering technician work is technical in nature. It involves the use of computers, high-tech equipment, and the latest rapid prototyping technology. The work is technical, applied, and directly vocational in nature	1, 2, 3, 4, 5, 6	3	2
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.	Program identifies partners in industry for work-based learning & to improve curriculum.	1, 2, 4	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.	Program presently works with RSCCD Research Department to compile student population statistics.	2, 3, 4, 5, 6	3	4

Section II Part B

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

Program Information by TOP Code

College/District: RSCCD –

Agreement #: XX-C01-042

Retain in District Audit Files

Program Title: Engineering Technology, General

TOP CODE(s): 0924.00

Section 135(b) Requirements

Column A	Column B	Column C	Column D	Column E
Section 135(b) Requirements	Activities	Core Indicators	Source of funds	Status
7. Initiate, improve, expand and modernize quality CTE programs, including relevant technology.	The program expands the engineering department by creating a new engineering technician program. Program will include the use of the latest technology used in rapid prototyping, computer-controlled machining, computers, robotics, & electronics	1, 2, 3, 4, 5, 6	1	2
8. Provide services and activities that are of sufficient size, scope and quality to be effective.	The program includes the development of a laboratory space in room A214. This room can fit up to 40 students. Multiple class sections can be run if more spots are needed.	1, 2, 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 program enhances the department's ability to provide course offerings at a variety of times, (including day, night, weekend, & online) to accommodate different populations, including special populations. The training will help them to secure high-wage & high-demand occupations in engineering technology. The program will allow for enhanced promotion of the technology programs so that more diverse populations may be reached.	5,6	1	4

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

College/District: RSCCD –

Agreement #: XX-C01-042

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Program Title: Engineering Technology, General

TOP CODE(s): 0924.00

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. (8) Teacher preparation programs that address the integration of academic	Work with local industry to help design & evaluate the CTE program (includes Advisory Meeting activities)	1, 2, 3, 4, 5, 6	1	3
	Form partnerships in local industry for internships, faculty arrangements for industry professionals, & industry experience for instructors.	1, 2	1	1
	1. Give access to software, equipment, & other technology to the SAC Engineering Club for their activities.	1,2,3,5,6	3	1

Section II Part B

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

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TOP CODE(s): 0924.00 Program Title: Engineering Technology, General

Section 135(b) Requirements

Column A	Column B	Column C	Column D	Column E
	Activities	Core Indicators	Source of funds	Status
Section 135(c) Permissive Uses 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.				
(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.				
(13) Developing and supporting small, personalized career-themed learning communities.				
(14) Providing support for family and				

Section II Part B
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TOP CODE(s): 0924.00
 Section 135(b) Requirements

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

