



## RESPONSES TO LOCAL PLAN REQUIREMENTS

Agreement #: 08-C01-027

District/College: LACCD/Los Angeles Trade-Technical College

To meet federal monitoring criteria, the System Office, California Community Colleges, needs Perkins recipients to meet all threshold requirements for funding. The System Office's date of approval of these criteria establishes the date for which you may incur expenditures for subsequent reimbursement. In no case may you be reimbursed for expenditures incurred before the start of the performance period, July 1, 2006. For your convenience, the required elements from the Perkins Act are noted in the items below. As a reference, Section 134 and 135 citations of the Perkins Act are also provided.

Your local plan must include the following elements [134(1)].

In short paragraph form for each element below, describe – in a summary fashion -- how your district, as recipient of funding, will address each of the following elements. (You may include your responses for each college within your district).

- 1) Meet state-adjusted levels of performance established under section 113. Describe the selection process that resulted in the TOP Codes identified for funding. Describe the data analysis, including labor market information and core indicator data, and resources that resulted in the proposed TOP Codes [(134 (2))].
- 2) Improve student academic and technical skills through the integration of core academics with vocational and technical education (CTE) programs to ensure that CTE students are taught at the same level and proficiency as all other students [134 (3) and 135 (1)].
- 3) Provide CTE students with strong experience in and understanding of all aspects of an industry [134 (3) and 135 (2)].
- 4) Develop, improve, or expand the use of technology in CTE programs which may include training of personnel in state-of-the-art technology including distance learning; providing students with the skills necessary to enter high tech and telecommunications fields; or working with high tech industries to offer voluntary internships and mentoring programs [135 (3)].
- 5) Include parents, students, teachers, business and industry representatives, labor organizations and representatives of special populations to develop, implement, and evaluate CTE programs and how they will be informed and assisted in understanding Title 1C requirements [134 (4) and 135 (c1)].
- 6) Provide services and activities that are of sufficient size, scope, and quality to bring about improvement in the quality of such programs [134 (5) and 135 (7)].
- 7) Provide quality assurance that CTE programs are independently evaluated and continually expanded, improved and modernized [134 (6) and 135 (5 & 6)].

- 8) Review CTE programs and identify and adopt strategies to overcome barriers for declining rates of access or success for special populations, ensure against their discrimination, and enable these students to meet state-adjusted levels of performance [134 (7 and 8)].
- 9) Promote preparation for nontraditional training and employment [134 (9)].
- 10) Provide comprehensive professional development for teachers, counselors, and administrators including in-service and pre-service training in effective teaching skills based on research. Provide effective practices to improve parental and community involvement to ensure that these personnel stay current with all aspects of an industry [134 (10) and 135 (4)].
- 11) Link secondary and postsecondary CTE programs including tech-prep program implementation [(135

## Section II Part A - Checklist

### 2008-2009 Vocational and Technical Education Act (VTEA) Title IC – Local Application

#### Program Information by TOP Code

College/District: LACCD/Los Angeles Trade-Technical College Agreement #: 08-C01-027

TOP CODE(s) [4 or 6 digit] 0948.00 Program Title Automotive Technology

<p>Below are the eight Section 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. Note: If all eight required uses of funds have been met, funds may be used for the permissive activities specified in number 9.</p>		<p><i>Indicate with a check mark which requirements have been met, below.</i></p>	
<b>Requirements for Uses of Funds</b>		<b>MET</b>	<b>UNMET</b>
1. Strengthening the academic, and vocational and technical skills of students participating in vocational and technical education programs by strengthening the academic, and vocational and technical components of such programs through the integration of academics with vocational and technical education programs through a coherent sequence of courses to ensure learning in the core academic, and vocational and technical subjects.			<b>X</b>
2. Provide students with strong experience in and understanding of all aspects of an industry.			<b>X</b>
3. Develop, improve, or expand the use of technology in vocational & technical education.	<b>X</b>		
4. Provide professional development programs to teachers, counselors, and administrators, etc.			<b>X</b>
5. Develop & implement evaluation of the vocational and technical education programs carried out with VTEA funds, including an assessment of how the needs of special populations are being met.	<b>X</b>		
6. Initiate, improve, expand, & modernize quality vocational and technical education programs.			<b>X</b>
7. Provide services & activities that are sufficient size, scope, and quality to be effective.			<b>X</b>
8. Link secondary & postsecondary vocational & technical education programs, including implementing tech-prep programs.			<b>X</b>
<p><b>Briefly describe program improvement issue(s) concerning this TOP code (provide specific examples of issues):</b> Section 135(b) requirements 1, 2, 4, 6, 7, and 8 are being addressed by activities that will be implemented at the college in the 2008-09 for multiple CTE programs at the campus (refer to Section III Part B). For this specific top code only, the program has not incorporated curriculum, teaching practices, and other instructional-related elements for the program and its students to be NATF certified –and industry certification that is considered the primary standard for automotive education and training programs. By addressing these issues the program will also meet section 135(b) requirements 6 and 7.</p>			
<p><b>Briefly describe how the issue(s) will be addressed:</b> This issue will be addressed by engaging the assistance of a NATF certification expert to assist faculty and administrators in implementing programmatic changes necessary for the program and its students to receive NATF certification. Faculty will also participate in professional development activities related to certification and ACT software, licenses, and testing materials will be acquired so certification of students is possible.</p>			
<p><b>Check all types of activities to be funded with VTEA Funds:</b>  <input checked="" type="checkbox"/> Professional Dev. (including stipends)  <input type="checkbox"/> Instructional Equipment Purchase/Replacement  <input type="checkbox"/> Facility rental/lease (off-campus location)  <input checked="" type="checkbox"/> Curriculum Development  <input type="checkbox"/> Program Marketing and Outreach  <input type="checkbox"/> Other (specify) _____</p>		<p><input checked="" type="checkbox"/> Instructional Materials Purchase/Replacement (including software)  <input type="checkbox"/> Project Administration  <input type="checkbox"/> Programs/Services for Special Populations  <input checked="" type="checkbox"/> Consultants or Other Contracted Services</p>	
<p><b>9. Permissive Uses Per Section 135(c) (check activities to be funded with VTEA funds)</b></p>			
	1. Involve parents, businesses, and labor organizations, as appropriate		
	2. Provide career guidance, academic counseling		
	3. Provide work-related experience (internships, cooperative education, school-based enterprises, job shadowing, etc)		
	4. Provide programs for special populations		
	5. Develop/improve local education and business partnerships		
	6. Assist vocational and technical student organizations		
	7. Provide mentoring and support services		
	8. Provide leasing, purchasing, upgrading, or adapting equipment, including instructional aids		
	9. Provide teacher preparation programs		
<b>X</b>	10. Improve or develop new vocational and technical education courses		
	11. Provide support for family and consumer science programs		
	12. Provide vocational and technical education programs for adults and school dropouts to complete their secondary education		
	13. Provide assistance to students who have participated in services and activities under this title in finding an appropriate job and continuing their education		
	14. Support nontraditional training and employment activities		
	15. Support other vocational and technical education activities that are consistent with the purpose of this Act		

## Section II Part B

### 2008-2009 Perkins IV Career and Technical Education Act (Perkins IV) Title IC – Local Application

#### Program Information by TOP Code

College/District Los Angeles Trade-Technical College

Agreement #: 08-C01-027

TOP CODE(s) [4 or 6 digit] 0948.00

Program Title Automotive Technology

#### Section 135(b) Requirements

Column A	Column B	Column C	Column D	Column E
<b>Enter applicable number in appropriate column below.</b>				
<p><b>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 IV).</b></p> <p><b>NOTE:</b> Check the corresponding Section I 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.</p>	<p><b>Describe activities to be conducted to address Perkins IV Section 135(b) requirements listed in Column A.</b></p> <ol style="list-style-type: none"> <li>1. Under the appropriate requirement, describe activities to be funded by Perkins IV Title IC to improve or expand the identified 4- or 6-digit TOP Code career and technical education programs.</li> <li>2. For each Section 135(b) requirement listed in Column A, number each activity separately (i.e., 1.1, 1.2, etc.).</li> <li>3. If an activity meets more than one requirement, reference the number of the activity stated previously (i.e., same as 1.2).</li> </ol>	<p><b>Core Indicator addressed by the activity listed.</b></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><b>Designate source of funds to be used by assigning a number as shown below:</b></p> <p>1 = Perkins IV IC                  2 = Other funds                  3 = Both                  4 = No funds needed</p>	<p><b>Status of Activity:</b></p> <p>1 = Planned                  2 = Started                  3 = Continuing                  4 = Completed</p>
<b>Section 135(b) Requirements</b>	<b>Activities</b>	<b>Core Indicators</b>	<b>Source of funds</b>	<b>Status</b>
1. Strengthening the academic and career and technical skills of students participating in CTE programs through the integration of academics with CTE programs.				
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).				
3. Provide students with strong experience in and understanding of all aspects of an industry, which may include work-based learning experiences.				

**Section II Part B**

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TOP CODE(s) [4 or 6 digit] 0948.00

Program Title Automotive Technology

**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.				
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.				
6. Develop and implement evaluations of the CTE programs carried out with Perkins IV funds, including an assessment of how the needs of special populations are being met.				

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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.	7. Improve and modernize Automotive Technology program to meet NATF certification requirements.			
	7.1 Bring in NATF certification expert to work with administrators and faculty to conduct a gap/needs analysis and action plan for addressing programmatic elements needed for the program to receive NATF certification.	7.1: 2	7.1: 1	7.1: 1
	7.2 Provide professional development opportunities for faculty to learn about and certification standards and practices in their teaching and in other program activities.	7.2: 2	7.2: 1	7.2: 1
	7.3 Acquire and implement ACT testing software and materials for student NATF certifications.	7.3: 2	7.3: 1	7.3: 1
	7.4. Purchase CDX software licenses for student training.	7.4: 1, 2	7.4: 3	7.4: 3
8. Provide services and activities that are of sufficient size, scope and quality to be effective.				
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.				

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TOP CODE(s) [4 or 6 digit] 0948.00

Program Title Automotive Technology

**Section 135(c) Permissive Uses: Each permissive use of funds does not need to be addressed.**

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;				

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

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Column A	Column B	Column C	Column D	Column E
Section 135(c) Permissive Uses	Activities	Core Indicators	Source of funds	Status
(12) Improving or developing new CTE courses, including the development of programs of study for consideration by the state and courses that prepare individuals academically and technically for high-skill, high-wage or high-demand occupations and dual or concurrent enrollment opportunities.				
(13) Developing and supporting small, personalized career-themed learning communities.				
(14) Providing support for family and consumer sciences programs.				
(15) Providing CTE programs for adults and school dropouts to complete secondary education or dropouts to complete secondary education or upgrade technical skills.				
(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.				

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Column A	Column B	Column C	Column D	Column E
Section 135(c) Permissive Uses	Activities	Core Indicators	Source of funds	Status
(18) Providing support for training programs in automotive technologies.	Same as 7.1, 7.2, and 7.3	Same as 7.1, 7.2, and 7.3	Same as 7.1, 7.2, and 7.3	Same as 7.1, 7.2, and 7.3
(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.				



**Section III Part B**

**2008-2009 Perkins IV Career and Technical Education Act (Perkins IV) Title IC – Local Application**

**Program Information Across Career Technical Education Programs**

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Column A	Column B	Column C	Column D	Column E
<b>Enter applicable number in appropriate column below.</b>				
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).				
3. Provide students with strong experience in and understanding of all aspects of an industry, which may include work-based learning experiences.	<p>3. Develop an in-person and on-line orientation program for all CTE programs/students that includes overview of the industry, occupations, and employment opportunities; industry specific career-pathways and required preparation/education; cooperative education opportunities; required CTE and academic courses; additional preparation to succeed; and 2- and 4-year academic map.</p> <p>3.1 Engage faculty and industry advisors in designing the orientation program including multiple design sessions.</p> <p>3.2 Gather resource materials for orientation sessions and design 2 and 4 year academic maps, career-pathway materials.</p> <p>3.3 Train faculty, counselors, and staff participating in the orientation program.</p> <p>3.4 Design student self-serve web-portal with online tutoring/counseling assistance for orientation program.</p>	<p>3.1: 3</p> <p>3.2: 3</p> <p>3.3: 1</p> <p>3.4: 1</p>	<p>3.1: 1</p> <p>3.2: 1</p> <p>3.3: 1</p> <p>3.4: 1</p>	<p>3.1: 2008-2009</p> <p>3.2: 2008-2009</p> <p>3.3: 2008-2009</p> <p>3.4: 2008-2009, 2009-2010</p>
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.	Same as 7.2.2, 7.2.3, 7.2.4, and 7.2.5	Same as 7.2.2, 7.2.3, 7.2.4, and 7.2.5	Same as 7.2.2, 7.2.3, 7.2.4, and 7.2.5	Same as 7.2.2, 7.2.3, 7.2.4, and 7.2.5

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Column A	Column B	Column C	Column D	Column E
<b>Enter applicable number in appropriate column below.</b>				
<p>5. Provide in-service and pre-service professional development programs to faculty, administrators, and career guidance and academic counselors involved in integrated CTE programs, on topics including effective integration of academics and CTE, effective teaching skills based on research, effective practices to improve parental and community involvement, effective use of scientifically based research and data to improve instruction. Professional development should also ensure that faculty and personnel stay current with all aspects of an industry; involve internship programs that provide relevant business experience; and train faculty in the effective use and application of technology.</p>	<p>5. Provide a comprehensive professional development program for CTE administrators, faculty, and advisors for using market research data and student outcomes data to improve programs and instruction to meet industry needs; organizing and conducting sector-based initiatives including serving as an intermediary; and strengthening industry advisories.</p> <p>5.1 Conduct and disseminate sector-based research including labor market demand, synthesis of ONet skills and competencies, industry advisory recommendations.</p> <p>5.2 Train administrators, faculty, and staff on how to facilitate and report DACUM panels.</p> <p>5.3 Develop a comprehensive industry advisory program and manual including advisory standards; recruit new and train all advisory members; and revise and conduct industry advisory meetings in accordance with manual/standards.</p> <p>5.4 Using the US Employment and Training Administration’s (ETA) comprehensive Competency Model Framework as a guide, provide in-service professional development with faculty to develop and implement teaching strategies that enhance personal effectiveness, academic, and workplace competencies.</p>	<p>5.1: 3</p> <p>5.2: 1</p> <p>5.3: 1</p> <p>5.4: 1</p>	<p>5.1: 2</p> <p>5.2: 1</p> <p>5.3: 2</p> <p>5.4: 2</p>	<p>5.1: 2008-2009</p> <p>5.2: 2008-2009</p> <p>5.3: 2008-2009, 2009-2010</p> <p>5.4: 2008-2009; 2009-2010</p>
<p>6. Develop and implement evaluations of the CTE programs carried out with Perkins IV funds, including an assessment of how the needs of special populations are being met.</p>	<p>Same as 7.2.2, 7.2.3, 7.2.4, and 7.2.5</p>	<p>Same as 7.2.2, 7.2.3, 7.2.4, and 7.2.5</p>	<p>Same as 7.2.2, 7.2.3, 7.2.4, and 7.2.5</p>	<p>Same as 7.2.2, 7.2.3, 7.2.4, and 7.2.5</p>

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<b>Enter applicable number in appropriate column below.</b>				
<p>7. Initiate, improve, expand and modernize quality CTE programs, including relevant technology.</p>	<p>7.1 “Green” CTE programs by: (1) incorporating integrate green course content and curriculum in all certificate and degree programs and creating new training/education programs for high growth, high-demand, and emerging green-related industries and occupations and (2) adopting policies and practices that meet “clean and green” and “green certified’ standards such as using environmentally preferable products/practices, conserving resources, implementing pollution prevention measures, and reducing the amount and/or toxicity of materials entering the waste stream.</p> <p>7.1.1 Develop a comprehensive “green” master plan for CTE programs – including conducting environmental scans and industry studies on emerging green technologies and occupations.</p> <p>7.1.2 Conduct administrator, faculty, and staff in-service trainings on the green technologies and green policies and practices; particularly pertaining to green business certification standards.</p> <p>7.1.3 Initiate, improve, or expand curriculum to incorporate green technologies or training for green occupations.</p> <p>7.1.4 Purchase technology and products necessary for “greening” CTE programs in accordance with 7.1 and 7.2 approve.</p> <p>7.2. Integrate the use of Workkeys/Keytrain in CTE programs to supplement instruction, provide opportunities of hybrid courses, as an assessment tool, and to provide certifications to students.</p> <p>7.2.1 Develop a plan for integrating Workkeys/Keytrain in to multiple, targeted CTE programs year-by-year.</p> <p>7.2.2 Implement necessary Workkeys/Keytrain training modules.</p> <p>7.2.3 Conduct administrator, faculty, and staff in-service trainings on the applications of Workkeys/Keytrain.</p> <p>7.2.4 Convene industry advisories to develop and implement customized “certifications” using Workkeys/Keytrain.</p> <p>7.2.5 Implement necessary Workkeys/Keytrain testing and certification modules/materials.</p>	<p>7.1.1: 3</p> <p>7.1.2: 1</p> <p>7.1.3: 3</p> <p>7.1.4: 3</p> <p>7.2.1: 1</p> <p>7.2.2: 4</p> <p>7.2.3: 1</p> <p>7.2.4: 1</p> <p>7.2.5: 4</p>	<p>7.1: 2</p> <p>7.2: 2</p> <p>7.3: 2</p> <p>7.3: 2</p> <p>7.2.1: 1</p> <p>7.2.2: 2</p> <p>7.2.3: 1</p> <p>7.2.4: 1</p> <p>7.2.5: 2</p>	<p>7.1: 2008-09 and all years 2008-2012</p> <p>7.2: 2008-09</p> <p>7.3: All years 2008-2012</p> <p>7.4: All years 2008-2012</p> <p>7.2.1: 2008-09</p> <p>7.2.2: 2008-2010</p> <p>7.2.3: 2008-2010</p> <p>7.2.4: 2008-2010</p> <p>7.2.5: 2008-2009, 2009-2010</p>
<p>8. Provide services and activities that are of sufficient size, scope and quality to be effective.</p>				

**Section III Part B**

**2008-2009 Perkins IV Career and Technical Education Act (Perkins IV) Title IC – Local Application**

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<b>Enter applicable number in appropriate column below.</b>				
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.				
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.	Same as 5.1 and 5.3	Same as 5.1 and 5.3	Same as 5.1 and 5.3	Same as 5.1 and 5.3
	Same as 3.1, 3.2, 3.3, and 3.4	Same as 3.1, 3.2, 3.3, and 3.4	Same as 3.1, 3.2, 3.3, and 3.4	Same as 3.1, 3.2, 3.3, and 3.4

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<b>Enter applicable number in appropriate column below.</b>				
(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 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.	Same as 3.2	Same as 3.2	Same as 3.2	Same as 3.2

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<b>Enter applicable number in appropriate column below.</b>				
(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 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.				

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Column A	Column B	Column C	Column D	Column E
<b>Enter applicable number in appropriate column below.</b>				
(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.				

VTEA Title I-C  
**Application Budget Summary by TOP Code**

COMPLETE AND SUBMIT BUDGET SUMMARY FORMS IDENTIFYING VTEA 1C CATEGORICAL EXPENDITURE TOTALS BY TOP CODE.

**District:** Los Angeles Community College District

**Agreement:** 08-C01-027

**TOP Code:** 0948.00

**Program Title:** Automotive Technology

Federal Funds (Enter dollar amount only - Rounded off to the nearest whole dollar)					
Line No.	Acct. No.	Object of Expenditure	Direct Program Expenditures	Administration (not to exceed 5%)	TOTAL
1	1000	Instructional Salaries			\$0
2	2000	Non-Inst. Salaries	\$1,500	\$75	\$1,575
3	3000	Employee Benefits			\$0
4	4000	Supplies & Materials			\$0
5	5000	Other Operating Expenses & Services	\$43,000	\$2,075	\$45,075
6	6000	Capitol Outlay			\$0
7	7000	Other Outgo			\$0
	<u>Educational Se</u>	<b>Total Expenditures</b>	\$44,500	\$2,150	\$46,650

**Note:** Final Report expenditures for 2005-06 will be reported according to the following categories:

- (A) Curriculum Development/Instruction
- (B) Professional Development
- (C) Counseling/Direct Service to Students
- (D) Other: You must provide a description of programs/services funded
- (E) Administration (not to exceed 5%)