

# 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.)

<b>Title of Proposed Project/Activity</b>	<b>Addition of Preventative Maintenance Training</b>
<b>Department/Division</b>	DIESEL/HUMAN SERVICES AND TECHNOLOGY
<b>Project Director</b>	<b>Noemi English</b>
<b>Is this the 1st, 2nd or 3rd year of the project?</b>	<b>1st year</b>
<b>How is this proposal new &amp; innovative?</b>	This equipment and course will provide entry level technician a great starting base for their training. The trailer includes air brakes, refrigeration unit, air suspension, and many newer features that every technician should be exposed to as they enter the workforce. This innovative training is one-of-a-kind due to the nature of the real-life components. The trailer will be an exact match to something out in the field of work that students are going to study, troubleshoot and repair.
<b>If a 2<sup>nd</sup> or 3<sup>rd</sup> year project, how will this proposal build on the foundation built in previous years?</b>	n/a
<b>How does your proposal demonstrate collaboration with other departments/faculty on campus, high schools, industry partners, etc.?</b>	The trailer will have many feature and components that include other areas of discipline including Automotive and Transport Refrigeration. Both programs can benefit from a state-of-the-art technology in addition to the Diesel Technology Program that can implement this project.
<b>How does your proposal represent program improvement?</b>	New technology leads to students being exposed to updated equipment. These features are important for a student to grasp before they leave to enter the workforce. The students will be a more valuable asset by learning new technology and repair techniques.
<b>How does your proposal address student placement in high wage, high skill or high demand occupations?</b>	Transport Refrigeration and newer Diesel technology systems will be a part of upskilling the technicians as discussed by our advisory board. Having the background on a trailer with a refrigeration unit in addition to the truck will fulfill the demand that our advisory board is experiencing in their fields of work. This project was identified and approved by the Diesel Advisory Committee.
<b>How does your proposal address non-traditional participation and completion and Special Populations?</b>	The project is a great fit for students of non-traditional and Special Populations because it is a necessary skill to possess in the field. The students will become part of the high-demand career opportunities. As this program develops new partnerships from companies that service these types of components will be further developed. Students will have the basic knowledge to begin a career in this field. Outreach and recruitment of non-traditional student will be a focus through printed and digital media.

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

**2016-2017**

**District/College:** RSCCD/Santa Ana College **Agreement No.:** XX-C01-XX  
**Program Title:** Diesel Technology **TOP Code:** 0947.00

<b>Title of Proposed Project/Activity</b>		Addition of Preventative Maintenance training	
<b>Department/Division</b>		DIESEL/HUMAN SERVICES AND TECHNOLOGY	
<b>Project Director</b>		Noemi English	
<b>Project Director's Phone #</b>	714-564-661	<b>Email</b>	english_noemi@sac.edu
<b>Division Dean</b>	Bart Hoffman		
<b>Dean's Phone #</b>	714-564-6800	<b>Email</b>	Hoffman_Bart@sac.edu
<b>TOP Code</b>	0947.00	<b>TOP Code Title</b>	Diesel Technology

### 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 core indicators report shows a need to improve technical skill attainment for the economically disadvantaged students (-10.5%).

Diesel's advisory committee has discussed that employee upskilling at Santa Ana College should include a Preventative Maintenance course and a hands-on brake interactive course. Advisory committee members from Artic Services, Westrux, Certified Transportation and Tom's Truck Center all discussed how important entry-level students becoming technician possess the basic knowledge of these vehicle systems on the trailer and air brakes.

**What is your projected completion date?** June 30, 2017

**Briefly describe how the issue(s) will be addressed.** *(Limited to 2,000 characters, or approximately 1/2 page of text)*

The Core Indicator data for technical skill attainment among economically disadvantaged students will be addressed by:  
 Purchase of a heavy-duty trailer unit in order to provide training on new technology. (\$47,500) The job skills gap would be lessened if the technicians knew air brakes and trailer systems hands-on in addition the heavy duty systems they are trained on.

Involving Outreach and materials that will involve purchase of media and other supplies that target the female population as we strive to get them involved and completing within that core indicator. Counselors and other Career and Technical Education professionals will distribute the materials at local college expos, job fairs and other outreach events throughout the community. (\$4,000)

Advisory committee concerns will be addressed by:  
 Purchase of Air Brake simulator that are interactive and will work well with existing computers and systems. (\$35,995)  
 There will be test equipment needed to be purchased in order to interact with the equipment for diagnostics. (\$5,500)

**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 effectiveness 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	

Below are the nine §135(b) Requirements for Uses of Funds. Programs receiving these funds must meet these requirements. Indicate with a check mark those requirements that the program currently meets (met). Any remaining unmet requirement(s) **must be addressed with completed or ongoing activities by June 30 for reporting in the final report.** *Note: All nine required uses of funds must be met by the end of the Act or each year until reauthorization. Funds may also be used for the permissive activities specified in number 10.*

*Indicate with a check mark which requirements have been met, below.*

<b>Requirements for Uses of Funds</b>	<b>MET</b>	<b>UNMET</b>	<b>For Final Report if the UNMET activity is now met</b>
---------------------------------------	------------	--------------	--

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

<b>10. Permissive Uses Per Section 135(c) (check activities to be funded with CTE funds)</b>	
	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)]
	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)]
X	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)]
X	15. Providing CTE programs for adults and school dropouts to complete secondary education or dropouts to complete secondary education or upgrade technical skills. [§135(c)(15)]
	16. Providing assistance to individuals who have participated in services and activities under this Act in continuing their education or training or finding an appropriate job. [§135(c)(16)]
X	17. Supporting training and activities (such as mentoring and outreach) in nontraditional fields. [§135(c)(17)]
X	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		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
	Program Marketing and Outreach		

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

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

**PROVIDE DETAILED BUDGET**

**Department Code: 15752\_\_\_\_\_**

Budgeting Category/Description	Fund Requested		
	Instructional	Non-Instructional	TOTAL
<b>1000 – Faculty salaries</b>	0	0	0
<b>2000 – Classified salaries</b> (Instructional Assistant)	0	0	0
<b>3000 – Benefits (based on 2015/16 benefits)</b> 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 \$25,517.64.12) & fringe ben.\$1,486.36)	0	0	0
<b>4000 – Supplies &amp; Materials</b> Reference Books; Instructional Supplies; Supplies Technology – <b>no promotional materials/favors</b>	5,500	0	5,500
<b>5000 – Other Operating Expenses &amp; Services</b> Conference, consultants, contracts, printing, software license & fees, maintenance contract	0	4,000	4,000
<b>6000 – Capital Outlay</b> Equipment, software over \$1,000 (no furniture)	83,495	0	83,495
<b>Total Funding Requested</b>	<b>88,950</b>	<b>4,000</b>	<b>92,995</b>

**Note: Final Report of expenditures will be reported according to the following categories:**

- a. Curriculum Development/Instruction
- b. Professional Development
- c. Counseling/Direct Services to Students
- d. Other: You must provide a description of programs/services funded
- e. Administration (not to exceed 5% - reserved for DO)

**PLEASE NOTE CARL PERKINS IV FUNDS MAY ONLY SERVE CAREER-TECHNICAL STUDENTS**

**Budget Questions/Clarifications:**

<b>Air Brake Board - Consulab</b>	<b>\$35,995.</b>
<b>Trailer Equipment</b>	<b>\$47,500.</b>
<b>Computer Software</b>	<b>\$5,500.</b>
<b>Outreach/Recruitment Materials</b>	<b>\$4,000.</b>
<b>Total</b>	<b>\$92,995.</b>

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:

**Perkins IV I-C application (& Final Report)**



**Section II Part B** (revised 1-25-12)

**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): 0947.00

Program Title: Diesel Technology

**Section 135(b) Requirements**

Column A	Column B	Column C	Column D	Column E
Enter applicable number in appropriate column below.				
<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).</b></p> <p>Check the corresponding Section II Part A form for the Met/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><b>Describe activities to be conducted to address Perkins Section 135(b) requirements listed in Column A.</b></p> <ol style="list-style-type: none"> <li>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.</li> <li>For each Section 135(b) requirement listed in Column A, number each activity separately (i.e., 1.1, 1.2, etc.).</li> <li>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>PLEASE BE SPECIFIC SINCE THESE ACTIVITIES WILL BE AUDITED!</b></p>	<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 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>
Section 135(b) Requirements	Activities	Core Indicators	Source of funds	Status
1. Strengthening the academic and career and technical skills of students participating in CTE programs through the integration of academics with CTE programs.	<b>Outcome by the end of the fiscal year (final report)</b>			Status of activity at the beginning (local application) <b>Status of activity at the end of the fiscal year (final report)</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.				



**Section II Part B** (revised 1-25-12)

**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): 0947.00

Program Title: Diesel 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.				

**Section II Part B** (revised 1-25-12)

**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): 0947.00 \_\_\_\_\_

Program Title: Diesel 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
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 funds, including an assessment of how the needs of special populations are being met.				
7. Initiate, improve, expand and modernize quality CTE programs, including relevant technology.				

**Section II Part B** (revised 1-25-12)

**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): 0947.00 \_\_\_\_\_

Program Title: Diesel 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
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.				

**Section II Part B** (revised 1-25-12)

**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): 0947.00

Program Title: Diesel Technology

**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.	Purchase the software and test equipment that includes air brake and trailer simulation software.	4,5,6	1	1
(8) Teacher preparation programs that address the integration of academic				

**Section II Part B** (revised 1-25-12)

**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): 0947.00 \_\_\_\_\_

Program Title: Diesel Technology \_\_\_\_\_

**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
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.	Purchase the software and test equipment that includes air brake and trailer simulation software.	4,5,6	1	1
	Purchase new technology trailer and air brake simulator	4,5,6	1	1
(13) Developing and supporting small, personalized career-themed learning communities.				
(14) Providing support for family and				

**Section II Part B** (revised 1-25-12)

**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): 0947.00

Program Title: Diesel Technology

**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
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.	Purchase the software and test equipment that includes air brake and trailer simulation software.  Purchase new technology trailer and air brake simulator	4,5,6  4,5,6	1  1	1  1
(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.	Increase the amount of outreach touch points for the diesel program for recruitment of non-traditional students. Increase the amount of graduates	4,5,6	1	1
(18) Providing support for training programs in automotive technologies.	Purchase the software and test equipment that includes air brake and trailer simulation software that goes in line with common automotive program.	4,5,6	1	1
(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.				