

# 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>	ENGR Outreach via Online and Statewide Career Pathways
<b>Department/Division</b>	<b>ENGR/Business</b>
<b>Project Director</b>	<b>Susan Sherod</b>
<b>Is this the 1st, 2nd or 3rd year of the project?</b>	<b>1st</b>
<b>How is this proposal new &amp; innovative?</b>	We have not tried specific online courses as an Outreach to displaced workers, single parents, returning veterans and adults. Recognizing how beneficial it would be for their schedules, we want to try it, but want to be sure to add a layer of support to both faculty and the students using online methods.
<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>	
<b>How does your proposal demonstrate collaboration with other departments/faculty on campus, high schools, industry partners, etc.?</b>	We will open training to any counselors, faculty or administrator in an effort to collaborate regarding outreach, instructional strategies. We will seek out high school counselors and administrators and present these courses to encourage high school student enrollments.
<b>How does your proposal represent program improvement?</b>	This would be a leap up for allowing more flexible scheduling for the department room assignments, and the students enrolled. We should be able to gain enrollments and momentum will build further. We would be able to serve a much wider segment of our non-traditional student community and improve our number of completions.
<b>How does your proposal address student placement in high wage, high skill or high demand occupations?</b>	Engineering courses are within programs that lead to some of the most high wage jobs. CAD is a well known cornerstone skill for engineering or engineering-related jobs.
<b>How does your proposal address non-traditional participation and completion and Special Populations?</b>	We know that many of our non-traditional students work, have child or elder care issues, and transportation issues that hamper their ability to schedule and complete courses and programs of study. Offering flipped courses, with supplemental support will help them to begin, persist and and continue to completion.

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

**2016-2017**

**District/College:** RSCCD/SAC **Agreement No.:** XX-C01-XX  
**Program Title:** Engineering Outreach via Online and Statewide Career Pathways

<b>Title of Proposed Project/Activity</b>		ENGR Outreach via Online and Statewide Career Pathways	
<b>Department/Division</b>		ENGINEERING/BUSINESS	
<b>Project Director</b>		Susan Sherod	
<b>Project Director's Phone #</b>	310-612-0068	<b>Email</b>	<a href="mailto:Sherod_susan@sac.edu">Sherod_susan@sac.edu</a>
<b>Division Dean</b>	Madeline Grant		
<b>Dean's Phone #</b>	714-564-6750	<b>Email</b>	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
- \_\_\_ 3P1 – Student Persistence or Transfer – Higher Education
- \_\_\_ 4P1 – Student Placement – Employment
- X\_\_\_ 5P1 – Nontraditional Participation – **DISTRICT PRIORITY**
- X\_\_\_ 5P2 – Nontraditional Completion – **DISTRICT PRIORITY**

<b>Briefly describe the across CTE program improvement issue(s) that require funding.</b> <i>(Limited to 2,000 characters, or approximately ½ page of text)</i>	
Core Indicators 1, 2, 5A and 5B are below the state negotiated levels for non-traditional students and special populations.  During our 2015 Trade Advisory meeting we noted that, "We need to work harder to retain students & closer with Outreach to recruit students". A survey was done on 02/16/2016 of a cross section of engineering students. It pointed towards the need for more online instruction. We can do more outreach and serve incoming traditional students as well as potential non-traditional students better and further. We need to identify these prospective or current students, assess their issues carefully, recommend solutions, and implement strategies to best assist such students.	
<b>What is your projected completion date?</b>	June 2017
<b>Briefly describe how the issue(s) will be addressed.</b> <i>(Limited to 2,000 characters, or approximately ½ page of text)</i>	
Core Indicators will be addressed by:	

-Provide technical skills via flipped courses and support for the courses by training to current faculty \$5k. Flip ENGR ENGR 051, ENGR 122, ENGR 183, ENGR 184 courses to be online \$5k per course.  
 -Provide Credential, Certificate or Degree training.  
 -\$5k Develop presentations, printed or other materials, and do mailings to outreach to non-traditional students seeking new career opportunities. We can emphasize the flexibility of our flipped classroom courses that are offered online.  
 -Identify non-traditional students seeking new career opportunities; assess their issues; evaluate solutions; and implement strategies to support success in online courses to best assist such students embarking on completion of programs of study. Support materials would not exceed \$500 and might include flash drives, DVD with course materials and similar instructional supports.

**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	

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.*

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		

**FOR THOSE REQUIREMENT(S) LISTED ABOVE AS “UNMET:”**  
**Describe specific activity(ies) intended to address for each 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 each remaining unmet requirement(s).** (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)]
X	4. Provide programs for special populations. [§135(c)(4)]
X	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)]
X	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)]
	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
<b>1000 – Faculty salaries</b>		<b>25,000</b>	
<b>2000 – Classified salaries</b> (Instructional Assistant)			
<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) & fringe ben.\$1,486.36)		<b>5736</b>	
<b>4000 – Supplies &amp; Materials</b> Reference Books; Instructional Supplies; Supplies Technology – <b>no promotional materials/favors</b>		<b>500</b>	
<b>5000 – Other Operating Expenses &amp; Services</b> Conference, consultants, contracts, printing, software license & fees, maintenance contract		<b>5000</b>	
<b>6000 – Capital Outlay</b> Equipment, software over \$1,000 (no furniture)			
<b>Total Funding Requested</b>		<b>36,236</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:**

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
<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).</b></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><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 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>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	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>Activities list in the application (local application)</p> <p><b>Outcome by the end of the fiscal year (final report)</b>  <b>All courses include reading and writing skill exercises.</b></p>		<p>Status of activity at the beginning (local application)</p> <p><b>Status of activity at the end of the fiscal year (final report)</b></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 ENGR 051 is a high school level course for which there is a Statewide Career Pathways template. Flipping it to be online will provide the training for success in an online course. The interactive online training environment is ideal for engaging students, as well as strengthening their technical skills.</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 Students learn modern CAD software, which is complex, managing the entire lifecycle of a product from conception to service &amp; disposal. Modern CAD software increasingly integrates multiples areas of the engineering design process, including manufacturing, construction, supply chain management, &amp; rapid prototyping. Thus, education in CAD links students with many facets of the engineering process.</p>		

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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 Provide supplemental materials for introducing students to CTE topics. 1.2 Provide lab material, including captioned videos, that facilitates learning CTE online. 1.3 Program will use online technology in CTE, teaching students the latest, industry-utilized CAD software to prepare students for employment in technology fields (jobs include drafters, designers, & engineering technicians). 1.4. Adding a GIS course expands the Civil Technology area, & is directly vocational in nature.		
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 In-service training opportunities will be offered to ENGR faculty with regard to flipping classrooms online. 1.2 In-service will also be offered for instructing, grading and other aspects for online ENGR courses. Any SAC staff, including counselors or administrator would be encouraged to attend as well.		
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 will work with RSCCD Research Department to compile student population statistics.		
7. Initiate, improve, expand and modernize quality CTE programs, including relevant technology.	1.1 Online instruction isn't completely new in ENGR, however, we will be expanding it. 1.2 Adding a GIS course expands the Civil Technology area, & is directly vocational in nature. (same as item #4, 1.4).		



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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
8. Provide services and activities that are of sufficient size, scope and quality to be effective.	1.1 SAC instruction will use current, industry-used CAD software that will prepare students for employment in CAD technology fields (engineering design, drafting, & engineering technician positions) 2. We will cater, and enhance opportunities for training for some of our most needy student population by offering online flexibility for their training.		
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 Address the limited scheduling abilities of the targeted population by providing supplemental materials for introducing students to topics and career options. 1.2 Provide lab material, including captioned videos, that facilitates learning online.		

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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
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 and CTE and that assist individuals who are			

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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
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.	1.1 Work on Statewide template articulation for High Schools, and Four Year programs articulation for other courses as well. 1.2 Flip to online ENGR 051, ENGR 122, ENGR 183, and ENGR 184.		
(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 Improve our four existing courses that are in the spirit of or already using statewide career templates. 1.2 Add a GIS course to our lineup of AEC courses. 1.3 Flip to online ENGR 051, ENGR 122, ENGR 183, and ENGR 184.		
(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	1.1 Seek to train with technical skills for dropouts.		

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**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.			