

## Cover Page

<b>Project Title:</b> Technical Degree Program Course Redesign			
<b>Category:</b>	44 Basic Reserve	<b>Classification:</b> New	<b>Application Number:</b> 7120

<b>Applicant Institution:</b>		<b>Budget Request:</b>	
<b>Name:</b>	Alamo CCD	<b>Salaries and Fringe Benefits</b>	\$ 28,000
<b>FICE Code:</b>	003607	<b>Travel (Staff Only)</b>	\$ 10,000
<b>Mailing Address:</b>	201 West Sheridan, Bldg. A	<b>Capital Outlay/Equipment</b>	\$ 0
<b>City, State, Zip:</b>	San Antonio, Texas, 78204	<b>Consultant Fees</b>	\$ 128,000
<b>Project Director:</b>	<b>Contact Person:</b> <i>Perkins Contact where applicable</i>	<b>Subgrants and Subcontracts</b>	\$ 132,000
<b>Name:</b> Jo-Carol Fabianke	<b>Name:</b> Dr. Estelle J. Sit	<b>Miscellaneous</b>	\$ 2,000
<b>Phone:</b> 210-208-8015	<b>Phone:</b> 210-208-8121	<b>Subtotal - Direct Administration</b>	\$ 300,000 \$ 0
<b>Fax:</b> 210-208-8037	<b>Fax:</b> 210-208-8181	<b>Total Grant Request</b>	\$ 300,000
<b>E-mail:</b> jfabiank@accd.edu			

We hereby certify that the information contained in this application is, to the best of our knowledge, correct and that the institution named above has authorized us as its representatives to obligate this institution. We further certify that any ensuing program and activity will be conducted in accordance with all applicable Federal and State laws and regulations, applications guidelines and instructions, the Provisions and Assurances, Debarment and Suspension, Lobbying Certifications, Drug-Free Workplace requirements, Special Provisions and Assurances, and the schedules as applicable. It is understood that this application constitutes an offer and, if accepted by the Coordinating Board or renegotiated to acceptance, will form a binding agreement.

Name/Title of Chancellor/President/CEO from Applicant Institution	Signature	Date
Dr. Bruce Leslie, Chancellor		
Name/Title of Chief Financial Officer	Signature	Date
Dr. Federico Zaragoza, Vice Chancellor Professional, Technical & Workforce Education		
Name/Title of Contact Person (Perkins Contact where applicable)	Signature	Date
Dr. Estelle J. Sit, Executive Assistant to the Vice Chancellor		

## Project Summary

### Please provide a description of the overall approach or methodology of the project:

To strengthen the academic and technical skills of students, the Texas Technical Degree Program Course Redesign Project will redesign pairs of high-risk courses. High-risk courses are defined as a pair of courses consisting of a developmental course and a subsequent college-level course that have become major exit points for students pursuing technical degrees.

Up to five Texas two-year institutions of higher education with high concentrations of technical students will redesign high-risk courses through a research-based, data driven approach that will

leverage existing institutional investments in information technology. The ultimate results are designed to produce measurable gains in technical student learning and persistence. Under the direct guidance of the National Center for Academic Transformation (NCAT), the selected institutions will create course redesign models, incorporating computer-aided instruction and/or onsite/online hybrid course delivery systems aimed at increasing technical student success in these course proven to be high-risk courses for technical students.

## NCAT Background

American colleges and universities are discovering exciting new ways of using information technology (IT) to enhance the process of teaching and learning and to extend access to students. For most institutions, however, new technologies represent a black hole of additional expense. Most campuses have simply bolted new technologies onto a fixed plant, a fixed faculty, and a fixed notion of classroom instruction. Under these circumstances, IT becomes part of the problem of rising costs rather than part of the solution. In addition, comparative research shows that most technology-based courses produce learning outcomes that are “as good as” their traditional counterparts—what is called the “no significant difference” phenomenon. By and large, colleges and universities have not yet begun to realize the promise of IT to improve the quality of student learning, increase retention, and reduce the costs of instruction.

In contrast, NCAT has collaborated with more than 60 institutions to demonstrate how IT can be used to achieve both quality enhancements and cost savings. From 1998 - 2003, NCAT managed the Program in Course Redesign (PCR) supported by a four-year, \$8.8 million grant from the Pew Charitable Trusts. NCAT conducted a national competition to select 30 institutions from hundreds of applicants to each receive a grant of \$200,000, awarded in three rounds of 10 per year. Each institution redesigned one large-enrollment, introductory course.

Each of the 30 institutions conducted a rigorous evaluation focused on learning outcomes as measured by student performance and achievement. Results showed improved student learning in 25 of the 30 projects, with the remaining 5 showing learning equivalent to traditional formats. All 30 institutions reduced their costs by 37% on average (from 15% to 77%) and realized a collective annual savings of \$3 million. The 30 courses impact more than 50,000 students nationwide each year. Other outcomes achieved include increased course completion, better student attitudes toward the subject matter, and increased student satisfaction with the mode of instruction.

In contrast to the contention that only certain kinds of institutions can accomplish these redesign goals, and in only one way, the PCR demonstrated that many approaches can achieve positive results. And to counter the belief that only courses in a restricted subset of disciplines—like science or math—can be effectively redesigned, the 30 projects provide successful examples in many disciplines including the humanities (6), math and statistics (13), social sciences (6), and natural sciences (5).

Subsequent grants have supported the idea that the redesign methodology developed in the PCR can be successfully applied in other settings. Supported by a 2003 - 2006 FIPSE grant, NCAT recently concluded a second redesign program for 20 institutions, the Roadmap to Redesign (R2R.) Its purpose was to demonstrate how large-scale course redesign can be accomplished without an external grant by partnering new institutions with experienced two- and four-year institutions. As part of R2R, NCAT developed and implemented a streamlined redesign process based on refining what was learned in the PCR. R2R results show learning gains and cost savings similar to those achieved in the PCR.

Supported by a grant from Lumina Foundation for Education, NCAT conducted an in-depth, year-long study to identify and document effective course redesign techniques that improve student

learning and increase retention for underserved students: students of color, low-income students and adults. This analysis has determined how redesigning introductory courses using active learning techniques can contribute to the success of these students and do so cost effectively.

NCAT is also working with states and higher education systems to create local programs building on the two national programs in order to impact greater numbers of students, faculty members and institutions and achieve significant educational change.

As a result of NCAT's efforts, large-scale course redesigns are numerous throughout the U.S. More than 60 campuses have implemented course redesigns based on NCAT's methodology, and the vast majority of them have become embedded in the institution. NCAT has supported their development through a constellation of programmatic activities, technical advice, web-based and print resources, one-to-one consultations, site visits to campuses, workshops, publications and speaking engagements. In the process, NCAT has emerged as a national clearinghouse on course redesign and implementation.

NCAT's goal for the Texas Technical Degree Program Course Redesign Project is to guide the redesigning of pairs of high-risk courses that have become major exit points for students pursuing technical degrees by building on the successful experiences of redesign experts.

## Project Scope

### **Describe how you will address the goals/objectives established in the RFQ:**

The National Center for Academic Transformation will work with up to five Texas two-year institutions to redesign pairs of high-risk courses. Institutions that are selected to participate will develop a plan for piloting a large-scale course redesign during the fall 2007 term. Participants will be supported as they develop and implement their redesign plans through a series of activities that will teach participants how to use NCAT's redesign planning resources and through individualized consultations with NCAT staff and others in NCAT's resource network.

### **Please clearly identify the deliverables of this project that will be used to disseminate the results statewide and provide a brief description of how that should occur:**

The National Center for Academic Transformation's model will be used by each college to select a high risk developmental or the subsequent college-level (gatekeeper) course for the redesign. Instructional teams will develop a course redesign action plan using one of the NCAT models, and create a redesign model. The Alamo Community College District will establish a website linked to the THECB website which will contain the participants' redesign action plans. The plans will describe the goals of the redesign, the choices made from among NCAT's menu of redesign planning resources, how those choices will enable the institution to meet its redesign goals and how the institution will evaluate the outcomes of the redesign. Materials developed for the pairs of high risk developmental/college-level courses will be available on the website, as well as the results and lessons learned from the pilot offerings. The website will also link interested parties to the NCAT resources. Via this newly designed website, participating institutions will deliver all course materials and learning objects necessary to pilot redesigned pairs of courses which have been traditionally proven to be high risk for students pursuing technical degrees. By the end of the grant period, all participating institutions will: 1. Select pairs of high risk developmental and/or

college-level courses; 2. Create institutional redesign teams; 3. Conduct baseline assessments; 4. Develop initial and final course redesign action plans that incorporate lessons learned by previous course redesign projects and utilize the expertise of the consultants; 5. Prepare Technical Course Redesign materials and delivery models; 6. Build a capacity to replicate effective course redesign activities for the benefit of technical students statewide.

By the end of the grant period, NCAT will: 1. Teach selected institutions proven methodology for redesigning pairs of high risk courses using information technology; 2. Link participating institutions with those experienced in successful course redesign around the country; 3. Guide prospective redesign teams in designing final action plans; 4. Lead the redesigning of models ready to pilot fall 2007; 5. Evaluate grant activities and models based on judgments about likely success as well as potential impact on technical degree completion and the greater higher education community in the state.

**Provide a brief budget justification (for example: be specific if funds will be shared with partnering colleges):**

The funds will be used to pay for consultant expertise from the National Center for Academic Transformation. NCAT and the Redesign Scholars will provide support for the redesign process throughout the grant. The funds will be shared among the five participating colleges to provide release time for institutional redesign teams to complete this work to be ready to pilot the redesigned courses in the Fall, 2007. The teams will attend a Redesign Conference in March to discuss the models with colleges who have successfully implemented a redesigned course and a session in Austin in April to discuss the design models they have selected. A small portion of the funds will be used for developing and loading the website and setting up the web site.

Goals, Objectives, Activities, Results, and Timelines

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**Describe activities, results and timelines for the project under each required goal and objective and any additional goals and objectives as appropriate.**

<b>Goal: 1.</b> Select high risk developmental and subsequent college-level courses for redesign	
<b>Objectives/Activities</b>	<b>Timeline Planned</b>
1.1. Complete the NCAT course redesign readiness evaluation to determine pairs of developmental course and a subsequent college-level course that have become major exit points for students pursuing technical degrees and are ready for extensive and rapid redesign. This initial activity will assist NCAT in quickly identifying the strengths and challenges of each participating institution to tailor future guidance accordingly. 1.1.1 Demonstrate the impact that redesigning the course will have on the curriculum, on technical students and on the institution. 1.1.2 Describe the level of departmental support for the redesign project. 1.1.3 Name participating faculty members that are able and willing to	3/15/2007 - 3/27/2007

incorporate existing curricular materials in order to focus work on redesign issues rather than materials creation. 1.1.4 Describe the course faculty members' understanding and experience with integrating elements of computer-based instruction into existing courses to support active learning. 1.1.5 Identify the course's expected learning outcomes and a system for measuring their achievement. 1.1.6 List the project participants' requisite skills to conduct a large-scale project. 1.1.7 Demonstrate the faculty members' understanding of learning theory. 1.1.8 Demonstrate the institutional commitment to a partnership among faculty, IT staff and administrators in both planning and execution of the redesign.	
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**Goal: 2. Create Instructional Teams**

<b>Objectives/Activities</b>	<b>Timeline Planned</b>
<p>2.1. Participating institutions will establish a course redesign leadership team. Institutional teams should be made up of multiple players from each institution:</p> <p>Faculty Experts Administrators Technology Professionals Assessment Experts Participating institutions will identify a subset of this group--a four-person Institute Team--who will attend the Redesign Alliance Annual Conference and a disciplinary institute. Institute Teams should consist of the chief academic officer (or designee), the chief technology officer (or designee) and two lead faculty members. Identify one of these team members as a lead contact person to be the liaison between NCAT and the Institute Team.</p>	3/15/2007 - 3/27/2007

**Goal: 3. Conduct baseline assessments**

<b>Objectives/Activities</b>	<b>Timeline Planned</b>
<p>3.1. Led by the NCAT experts, each participating institution will undertake a self-assessment process to analyze the learning and cost dimensions of the courses to be redesigned.</p> <p>3.1.1 Using NCAT's Five Models for Assessing Student Learning, institutions will establish baseline assessment data on student learning outcomes. 3.1.2 Using evaluation forms provided by NCAT, institutions will establish baseline course completion data. 3.1.3 Using NCAT's Course Planning Tool (CPT), institutional teams will analyze all of the instructional tasks in both the traditional and redesigned format of the course as well as its associated costs. Participating institutions will complete sheets 1 and 2 of the CPT (the summary of personnel costs and the analysis of the course in its traditional format) for the course intended for redesign.</p>	3/15/2007 - 3/27/2007

**Goal: 4. Develop initial course redesign action plans**

<b>Objectives/Activities</b>	<b>Timeline Planned</b>
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<p>4.1. Each institutional four-person team will complete homework in preparation for the NCAT Disciplinary Institutes:</p> <p>4.1.1 Improving Learning and Reducing Costs: New Models for Online Learning by Carol A. Twigg. A full description of five course redesign models with examples. 4.1.2 Five Principles of Successful Course Redesign A summary of the redesign techniques that are essential to improving student learning while reducing instructional costs. 4.1.3 Optional: Read additional materials on course redesign, the NCAT web site has a list at <a href="http://www.thencat.org/Rec_Reading.htm">http://www.thencat.org/Rec_Reading.htm</a>. 4.1.4 Course redesign case studies at <a href="http://www.thencat.org/PCR/Proj_Discipline_all.html">http://www.thencat.org/PCR/Proj_Discipline_all.html</a>. Follow the links to the full project descriptions, each of which includes a full academic plan, a full cost savings plan, a completed Course Planning Tool (CPT) an interim progress report, and a final project report. The final project report describes the impact of the redesign on student learning and student retention; final cost savings achieved; techniques that most contributed to improved learning and reduced costs; and, an assessment of future sustainability. Humanities: Florida Gulf Coast University, Tallahassee Community College, Portland State University. Mathematics, statistics, computer science: University of Alabama, Rio Salado College, Ohio State University. 4.1.5 Optional: Peruse other case studies. 4.2 Each institutional team will prepare a Team Presentation for the Disciplinary Institute. Each institutional team will present a ten-minute summary of the selected redesign model and they intend to implement the Five Principles of Successful Course Redesign within that model. Participants will receive feedback on your ideas from fellow participants, Redesign Scholars and NCAT staff.</p> <p>4.3 Four-person teams from each institution will participate with NCAT's Redesign Scholars and NCAT staff in a disciplinary institute on April 27, 2007, in Austin, TX. The institutes will teach participants how to redesign courses using NCAT's methodology. The institutes will also give participants an opportunity to share ideas and experiences and to obtain feedback from NCAT staff and from the Redesign Scholars.</p>	<p>3/15/2007 - 4/27/2007</p>
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<b>Goal: 5.</b> Develop a final redesign plan	
<b>Objectives/Activities</b>	<b>Timeline Planned</b>
<p>5.1. Institutions that participate in the April workshop will submit a final project plan. Staff from NCAT will provide individualized assistance as prospective participants prepare their plans. Institutions will submit drafts of their plans for review and feedback before the final submission. 5.2 Lead institution will submit Perkins quarterly report on grant accomplishments to this point.</p>	<p>4/27/2006 - 6/1/2007</p>

<b>Goal: 6.</b> Complete Technical Course Redesign material Preparations	
<b>Objectives/Activities</b>	<b>Timeline Planned</b>

6.1. Institutional teams will engage in focused on-campus planning and development during the summer of 2007. 6.1.1 Participating institutions will complete redesigned curricular and delivery redesign materials 6.1.2 Participating institutions will train faculty and staff 6.1.3 Participating institutions will complete redesign activities, modify existing course materials when necessary, and incorporate additional content into course materials	6/1/2007 - 8/31/2007
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**Goal: 7.** Build a capacity to replicate effective course redesign activities for the benefit of technical students statewide.

<b>Objectives/Activities</b>	<b>Timeline Planned</b>
7.1. Develop a website to house all redesigned course materials and learning objects to build a capacity to replicate effective course redesign activities statewide. The website will contain the redesign action plans, the redesign models and feedback from the NCAT consultants. 7.2 Lead institution will submit Perkins final report on all grant deliverables.	6/1/2007 - 8/31/2007

#### Evaluation Plan

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**Please describe which data will be used to measure the impact of your project on the student populations and how that data will be enlisted (what should be expected for a "good" result):**

With the consultant services of the NCAT staff and Redesign Scholars and following the self-assessment model developed by NCAT, each institutional redesign team will analyze the course they plan to redesign by assembling baseline data on student learning, course completion rates and the cost of offering the course in its traditional format in order to document their starting point in the project prior to the course redesign. The goals of a redesigned course developed with an NCAT model are to increase student results and reduce costs. In addition to comparing the results of the pilot sections to the baseline data, each college will identify an evaluation model to use to compare the sections taught by the traditional model to those taught by the redesigned model (ex., pre- and post-tests, a standard final, etc.) The website will contain the redesign action plans, the redesign models, and feedback from the NCAT consultants. The website will be the foundation for state-wide redesign efforts to build capacity at both the institutional and across the state to undertake subsequent course redesign efforts.

#### Project Staff

**Identify all project staff by title/position and list all responsibilities for each staff member.**

#### **Staff Member Title/Position**

Dr. Jo-Carol Fabianke, District Director

**Responsibilities**

Coordinate collaboration between NCAT and college teams to keep grant activities on time and on target. Administer the project by preparing and submitting quarterly and final reports, administering fiscal activities and budgetary obligations to consultants and subcontractors. Responsible for website development and completion.

**Staff Member Title/Position**

Robert DiGiovanni, Faculty

**Responsibilities**

Participant in redesign team

**Staff Member Title/Position**

Matt Makritis, Faculty

**Responsibilities**

Participant in redesign team

**Staff Member Title/Position**

Lorraine Lopez, Faculty

**Responsibilities**

Participant in redesign team

**Staff Member Title/Position**

Ruth Dalrymple, Faculty

**Responsibilities**

Participant in redesign team

**Staff Member Title/Position**

Elizabeth Tanner, Faculty

**Responsibilities**

Participant in redesign team

Coordination/Linkages

**Please list all participating partners to the proposed project. Include contact address, phone number and e-mail address.**

**Participating Partner Name**

Houston Community College

**Contact Information**

Dr. Charles Cook Vice Chancellor, Educational Development charles.cook@hccs.edu 713-718-5042

**Participating Partner Name**

Montgomery College/North Harris Montgomery Communi

**Contact Information**

Dr. Bonnie Longnion Associate Vice chancellor, Instruction and resource Development bonnie.longnion@nhmccd.edu 832-813-6615

**Participating Partner Name**

Austin Community College

**Contact Information**

Dr. Donnetta Goodall Vice President, Academic Transfer & General/Developmental Education  
 goodall@austincc.edu 512-223-7612

**Participating Partner Name**

Brookhaven Community College

**Contact Information**

Dr. Kendra Vaglianti Executive Dean, Communications KVaglianti@dcccd.edu 972-860-4332

## Salaries and Fringe Benefits

**Application:** 7120 - Technical Degree Program Course Redesign

**Institution:** Alamo CCD

<b>I. Activity (Basic Grant Only)</b>	<b>II. Title/Position</b>	<b>III. % of Time on Project</b>	<b>IV. Amount</b>
	Faculty - Robert DiGiovanni - Northwest Vista College. Release time Summer I	100 %	\$ 4,430
	Faculty - Ruth Dalrymple- St. Philip's College. Release time Summer I	100 %	\$ 4,430
	Faculty - Lorraine Lopez - San Antonio College. Release time Summer I	100 %	\$ 4,430
	Faculty - Matt Macritis. Northeast Lakeview College. Release time Summer I	100 %	\$ 4,430
	Faculty - Eliabeth Tanner - Palo Alto College. Release time Summer I	100 %	\$ 4,430
	Fringe benefits - Per person \$1170	0 %	\$ 5,850
		<b>Total</b>	<b>\$ 28,000</b>

Travel: Staff Only

<b>Application:</b> 7120 - Technical Degree Program Course Redesign <b>Institution:</b> Alamo CCD			
I. Activity (Basic Grant Only)	II. Title/Position	III. Purpose	IV. Amount
	Jo-Carol Fabianke, Project Manager	Austin, Tx for redesign training at THECB	\$ 100
	Robert DiGiovanni, Faculty, Northwest Vista College	Austin, Tx for redesign training at THECB	\$ 100
	Ruth Dalrymple, Faculty, St. Philip's College	Austin, Tx for redesign training at THECB	\$ 100
	Elizabeth Tanner, Faculty, Palo Alto College	Austin, Tx for redesign training at THECB	\$ 100
	Matt Mackritis, Faculty, Northeast Lakeview College	Austin, Tx for redesign training at THECB	\$ 100
	Lorraine Lopez, Faculty, San Antonio College	Austin, Tx for redesign training at THECB	\$ 100
	Robert Di Giovanni, Faculty, Northwest Vista College	NCAT Redesign Conference, 3/18-20, Orlando, Florida	\$ 1,880
	Ruth Dalrymple, Faculty, St. Philip's College	NCAT Redesign Conference, 3/18-20, Orlando, Florida	\$ 1,880
	Elizabeth Tanner, Faculty, Palo Alto College	NCAT Redesign Conference, 3/18-20, Orlando, Florida	\$ 1,880
	Matt Mackritis, Faculty, Northeast Lakeview College	NCAT Redesign Conference, 3/18-20, Orlando, Florida	\$ 1,880
	Lorraine Lopez, Faculty, San Antonio College	NCAT Redesign Conference, 3/18-20, Orlando, Florida	\$ 1,880
<b>Total</b>			<b>\$ 10,000</b>

Capital Outlay: Equipment

**Application:** 7120 - Technical Degree Program Course Redesign  
**Institution:** Alamo CCD

I. Activity (Basic Grant Only)	II. Description	III. Amount
	The Alamo Community College District commits to institutional funding of any capital outlay, equipment, supplies or postal fees incurred during the grant administration.	\$ 0
<b>Total</b>		\$ 0

Consultant Fees

**Application:** 7120 - Technical Degree Program Course Redesign  
**Institution:** Alamo CCD

I. Activity (Basic Grant Only)	II. Individual or Firm	III. Purpose	IV. Amount
	National Center for Academic Transformation (NCAT)	1) teach teams the proven methodology for redesigning courses, 2) link participants with experienced teams, 3) guide the final action plans & design models, 4) evaluate grant activities and models	\$ 125,000
	Unknown at this time	Consultant to develop website	\$ 3,000
<b>Total</b>			\$ 128,000

Subgrants/Sub Contracts

**Application:** 7120 - Technical Degree Program Course Redesign  
**Institution:** Alamo CCD

I. Activity (Basic Grant Only)	II. Recipient	III. Purpose	IV. Amount
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	Houston Community College	Redesign pairs of high-risk courses consisting of a developmental course and/or a subsequent college-level course that have become major exit points for students pursuing technical degrees according to goals 1-6 above	\$ 33,000
	Montgomery College/North Harris Montgomery Community College	Redesign pairs of high-risk courses consisting of a developmental course and/or a subsequent college-level course that have become major exit points for students pursuing technical degrees according to goals 1-6 above	\$ 33,000
	Austin Community College	Redesign pairs of high-risk courses consisting of a developmental course and/or a subsequent college-level course that have become major exit points for students pursuing technical degrees according to goals 1-6 above	\$ 33,000
	Brookhaven Community College, Dallas County Community College District	Redesign pairs of high-risk courses consisting of a developmental course and/or a subsequent college-level course that have become major exit points for students pursuing technical degrees according to goals 1-6 above	\$ 33,000
		<b>Total</b>	\$ 132,000

Miscellaneous

<p><b>Application:</b> 7120 - Technical Degree Program Course Redesign  <b>Institution:</b> Alamo CCD</p>
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I. Activity (Basic Grant Only)	II. Description	III. Amount
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	Travel to Orlando for NCAT Redesign Alliance Conference for project advisor	\$ 2,000
	<b>Total</b>	\$ 2,000

Administration

<b>Application:</b> 7120 - Technical Degree Program Course Redesign
<b>Institution:</b> Alamo CCD

I. Description	II. Amount
Direct Charge - Identify Items of Cost	\$ 0
<b>Total</b>	<b>\$ 0</b>

Budget Summary Page

<b>Application:</b> 7120 - Technical Degree Program Course Redesign
<b>Institution:</b> Alamo CCD

COST CATEGORY	(A) Original Budget	(B) Cumulative Budget Revisions Requested	(C) Revised Total Budget	(D) Actual Cumulative Expenditures Through:
1. Salaries and Fringe Benefits (Schedule A)	\$ 28,000			
2. Travel (Staff Only) (Schedule B)	\$ 10,000			
3. Capital Outlay/Equipment (Schedule C)	\$ 0			
4. Consultant Fees (Schedule D)	\$ 128,000			
5. Subgrants and Subcontracts (Schedule E)	\$ 132,000			
6. Miscellaneous (Schedule F)	\$ 2,000			
7. SUBTOTAL - DIRECT (Lines 1-6)	\$ 300,000			

<b>8. Administration</b> (Schedule G)	\$ 0			
<b>9. TOTAL</b> (Line 7 plus Line 8)	\$ 300,000			
<b>10. LAST EXPENDITURE REIMBURSEMENT REQUEST TOTAL</b> (Line 9 Column D on prior request)				
<b>11. TOTAL REIMBURSEMENT FOR THIS REQUEST</b> (Line 9 minus Line 10)				

<b>Name/Title of Chief Financial Officer</b>  Dr. Federico Zaragoza Vice Chancellor Professional, Technical & Workforce Education	<b>Signature</b>  <i>Electronic Submission Authorized by Financial Identification Number (FIN)</i>	<b>Phone/FAX/E-mail</b>  210-208-8018 210-208-8121 (FAX) fzaragos@accd.edu
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<b>FOR COORDINATING BOARD USE ONLY</b>	
Approved ( ) Disapproved ( ) by:	Date:
Comments:	
Entry in CB Grant Budget/Expenditure System by:	Date: