

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.)

| | |
|--|--|
| Title of Proposed Project/Activity | Fashion Computer Lab Improvement Project-3D Technology Integration |
| Department/Division | Fashion Design & Merchandising |
| Project Director | Kyla Benson |
| Is this the 1st, 2nd or 3rd year of the project? | 1st Year |
| How is this proposal new & innovative? | <p>The 2015 and 2016 Fashion Advisory boards both identified that 3D pattern drafting skills have emerged into the apparel industry for reasons that include; technology prices have come down so that more apparel companies are purchasing the software; global shipping prices have risen; and the demand for quick time turnarounds have increased.</p> <p>The project would purchase a 3D body scanner that will provide data to build avatar fit models in 3D pattern drafting software.</p> |
| If a 2nd or 3rd year project, how will this proposal build on the foundation built in previous years? | n/a |
| How does your proposal demonstrate collaboration with other departments/faculty on campus, high schools, industry partners, etc.? | This project demonstrates collaboration with industry. Based on the past two years of advisory boards led by apparel industry members, it was identified that there is a need to train students in 3D apparel software. This program also collaborates with other institutions by providing pathways for students to transfer to 4- year universities. |
| How does your proposal represent program improvement? | This proposal represents program improvement by modernizing the way students are trained to draft, sew, and create samples in the apparel industry. There have been recent changes in apparel design and production, and the infusion of 3D technology to the fashion program presents a modernized improvement. |
| How does your proposal address student placement in high wage, high skill or high demand occupations? | By training students in 3D software, students will be able to compete for high wage jobs. |

| | |
|---|---|
| How does your proposal address non-traditional participation and completion and Special Populations? | According to the 2015-2016 Fiscal Year Core Indicator report, it was revealed that Fashion students at Santa Ana College are Economically Disadvantaged (Core Indicator 1- Technical Skill Attainment). The goal of the Fashion Computer Lab Improvement Project-3D Technology Integration Project is to give its population cutting edge skills in 3D technology so that students will attain higher paying careers. |
|---|---|

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

2016-2017

District/College: Rancho Sanitago Community College District/ Santa Ana College **Agreement No.:** XX-C01-XX

Program Title: Fashion Design & Merchandising **TOP Code:** **1303.00**

| | | | |
|---|----------------|--|----------------------|
| Title of Proposed Project/Activity | | Fashion Computer Lab Improvement Project-3D Technology Integration | |
| Department/Division | | Fashion Design & Merchandising/ Human Resources | |
| Project Director | | Kyla Benson | |
| Project Director's Phone # | 714-564-6842 | Email | Benson_kyla@sac.edu |
| Division Dean | Bart Hoffman | | |
| Dean's Phone # | 714-564-6800 | Email | Hoffman_bart@sac.edu |
| TOP Code | 1303.00 | TOP Code Title | Fashion |

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)

According to the 2016-2017 Core Indicators Report, it was revealed that Fashion students at Santa Ana College are performing above the state negotiated rates for Core Indicators 1-3 (5.3% to 13.6%). Information was unavailable for Core Indicators 4-6.

The 2015 and 2016 Fashion Advisory boards both identified that 3D pattern drafting skills have emerged into the apparel industry for reasons that include; technology prices have come down so that more apparel companies are purchasing the software; global shipping prices have risen; and the demand for quick time turnarounds have increased.

The goal of the Fashion Computer Lab Improvement Project-3D Technology Integration Project is to provide students with

cutting edge skills in 3D technology so they will attain higher paying careers.

The project would purchase a 3D body scanner that will provide data to build avatar fit models in 3D pattern drafting software.

What is your projected completion date? January 2017

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

By providing the Fashion Computer lab with 3D body scanning software (\$950), students will be able to be trained to operate cutting edge software. The scanning software will also improve the already existing 3D software by uploading various body sizes to challenge students to correct fit issues on different body types. With this added technology improvement, students will have the opportunity to learn skills that will prepare them for higher paying wages in the apparel industry. This project also includes the creation of promotion brochures to promote the 3D pattern drafting program (\$1000).

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.

| 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 ½ 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) | | | |
| | | | |

| 10. Permissive Uses Per Section 135(c) (check activities to be funded with CTE funds) | |
|--|--|
| <input checked="" type="checkbox"/> | 1. Involve parents, businesses, and labor organizations, in the design, implementation and evaluation of CTE programs. [§135(c)(1)] |
| <input checked="" type="checkbox"/> | 2. Provide career guidance and academic counseling for students participating in CTE programs, that improves graduation rates and provides information on postsecondary and career options, and provides assistance for postsecondary students and adults, [§135(c)(2)] |
| <input checked="" type="checkbox"/> | 3. Local education and business partnerships, including work-related experiences for students, adjunct faculty arrangements for qualified industry professionals and industry experience for teachers and faculty. [§135(c)(3)] |
| | 4. Provide programs for special populations. [§135(c)(4)] |
| <input checked="" type="checkbox"/> | 5. Assisting career and technical student organizations. [§135(c)(5)] |
| | 6. Mentoring and support services. [§135(c)(6)] |
| <input checked="" type="checkbox"/> | 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)] |
| <input checked="" type="checkbox"/> | 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)] |
| <input checked="" type="checkbox"/> | 11. Providing activities to support entrepreneurship education and training. [§135(c)(11)] |
| <input checked="" type="checkbox"/> | 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)] |
| <input checked="" type="checkbox"/> | 13. Developing and supporting small, personalized career-themed learning communities. [§135(c)(13)] |
| <input checked="" type="checkbox"/> | 14. Providing support for family and consumer sciences programs. [§135(c)(14)] |
| <input checked="" type="checkbox"/> | 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)] |
| <input checked="" type="checkbox"/> | 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)] |
| <input checked="" type="checkbox"/> | 17. Supporting training and activities (such as mentoring and outreach) in nontraditional fields. [§135(c)(17)] |
| | 18. Providing support for training programs in automotive technologies. [§135(c)(18)] |
| | 19. Pooling a portion of such funds with a portion of funds available to other recipients for innovative initiatives. [§135(c)(19)] |
| | 20. Supporting other CTE activities consistent with the purposes of the Act. [§135(c)(20)] |

NOTE: If you indicate CTE funds are being used for the specified activities below, then there must be funding for the activity(ies) indicated in the line item budget for that TOP Code program(s) funded.

Check all types of activities to be funded with CTE Funds:

| | | | |
|-------------------------------------|--|-------------------------------------|---|
| <input type="checkbox"/> | Professional Dev. (including stipends) | <input checked="" type="checkbox"/> | Instructional Materials Purchase/Replacement (including software) |
| <input type="checkbox"/> | Instructional Equipment Purchase/Replacement | <input checked="" type="checkbox"/> | Programs/Services for Special Populations |
| <input type="checkbox"/> | Facility rental/lease (off-campus location) | <input type="checkbox"/> | Consultants or Other Contracted Services |
| <input type="checkbox"/> | Curriculum Development | <input type="checkbox"/> | Other (specify)self evaluation for improvement of the program |
| <input checked="" type="checkbox"/> | Program Marketing and Outreach | <input type="checkbox"/> | |

Check one: UNMET REQUIREMENTS WILL BE ADDRESSED:

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

PROVIDE DETAILED BUDGET

Department Code: 15714_____

| Budgeting Category/Description | Fund Requested | | |
|--|--|-------------------|-------|
| | Instructional | Non-Instructional | TOTAL |
| 1000 – Faculty salaries | | | |
| 2000 – Classified salaries (Instructional Assistant) | | | |
| 3000 – Benefits (based on 2015/16 benefits) 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) | | | |
| 4000 – Supplies & Materials Reference Books; Instructional Supplies; Supplies Technology – no promotional materials/favors | \$950- 3D scanning Software | | |
| 5000 – Other Operating Expenses & Services Conference, consultants, contracts, printing, software license & fees, maintenance contract | \$1,000 for promotional brochures | | |
| 6000 – Capital Outlay Equipment, software over \$1,000 (no furniture) | | | |
| Total Funding Requested | \$1950 | | |

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 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): _____

Program Title: _____

Section 135(b) Requirements

| Column A | Column B | Column C | Column D | Column E |
|---|---|---|--|--|
| Enter applicable number in appropriate column below. | | | | |
| <p>Refer to the District’s 2008-2012 Local Plan for Title I, Part C, Section 132 Funds, Carl D. Perkins Career and Technical Education Act of 2006 (Perkins).</p> <p>Check the corresponding Section II Part A form for the 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>Describe activities to be conducted to address Perkins Section 135(b) requirements listed in Column A.</p> <ol style="list-style-type: none"> 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. For each Section 135(b) requirement listed in Column A, number each activity separately (i.e., 1.1, 1.2, etc.). If an activity meets more than one requirement, reference the number of the activity stated previously (i.e., same as 1.2). <p>PLEASE BE SPECIFIC SINCE THESE ACTIVITIES WILL BE AUDITED!</p> | <p>Core Indicator addressed by the activity listed.</p> <p>1 = Tech. Skill Attainment 2 = Credential/Certificate/ Degree 3 = Student Persistence or Transfer 4 = Student Placement 5 = Nontrad. Participation 6 = Nontrad. Completion</p> | <p>Designate source of funds to be used by assigning a number as shown below:</p> <p>1 = Perkins IC 2 = Other funds 3 = Both 4 = No funds needed</p> | <p>Status of Activity:</p> <p>1 = Planned 2 = Started 3 = Continuing 4 = Completed</p> |
| 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. | 1.1 Training students to operating cutting edge 3D scanning software to be used with 3D pattern drafting software will strengthen the technical skills of students. Outcome by the end of the fiscal year (final report) | 1, 2, 3, 4 | 1 | 1 Status of activity at the en of the fiscal year (final report) |
| 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). | 1.1 Students in the Fashion Program have established pathways to transfer to 4 year universities. By updating the Fashion Computer lab, we will be able to better prepare our students to transfer to universities such as CSULB who already have 3D software. | 1, 2, 3, 4 | 1 | 1 |
| 3. Provide students with strong experience in and understanding of all aspects of an industry, which may include work-based learning experiences. | 1.1 By being able to have access to multiple types of avatar bodies in 3D software, students will apply and experience many levels of the apparel industry, including, design to flat pattern drafting; drafting to sewing; fit model selection; fit garments; fitting issues; fit changes; production calendars. | 1, 2, 3, 4 | 1 | 1 |

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

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College/District: RSCCD –

Agreement #: XX-C01-042

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TOP CODE(s): _____

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Section 135(b) Requirements

| Column A | Column B | Column C | Column D | Column E |
|--|--|-----------------|-----------------|----------|
| Section 135(b) Requirements | Activities | Core Indicators | Source of funds | Status |
| 4. Develop, improve, or expand the use of technology in CTE, which may include training to use technology, providing students with the skills needed to enter technology fields, and encouraging schools to collaborate with technology industries to offer internships and mentoring programs. | 1.1 This program improves and expands the technology in the Fashion Lab by purchasing 3D body scanning software. It allows our department to stay up to date with 3D technology now being used in the apparel industry to cut global shipping costs and bring well designed and fitted garment to retail much quicker. | 1, 2, 3, 4 | 1 | 1 |
| 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 Brochures of the 3D software will be made to educate counselors and prospective students about the opportunities in the Fashion Program. | 1, 2, 3, 4 | 1 | 1 |
| 6. Develop and implement evaluations of the CTE programs carried out with Perkins funds, including an assessment of how the needs of special populations are being met. | 1.1 Surveys will be conducted to evaluate the performance of the project and how it meets the needs of special populations. | 1, 2, 3, 4 | 1 | 1 |

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 – _____

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Program Title: _____

Section 135(b) Requirements

| Column A | Column B | Column C | Column D | Column E |
|--|---|-----------------|-----------------|----------|
| Section 135(b) Requirements | Activities | Core Indicators | Source of funds | Status |
| 7. Initiate, improve, expand and modernize quality CTE programs, including relevant technology. | 1.1 This project modernizes how apparel garment samples are made. By using 3D technology, garments are sewn up on the computer eliminating time and fabric costs. | 1, 2, 3, 4 | 1 | 1 |
| 8. Provide services and activities that are of sufficient size, scope and quality to be effective. | 1.1 This program provides a service to SAC students, but also provides a service to members of the apparel industry who are already working and are in need of training on new 3D software. | 1, 2, 3, 4 | 1 | 1 |
| 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 <u>Training in 3D technology provides opportunities for economically disadvantaged students to attained skills need to perform high-wage positions.</u> | 1, 2, 3, 4 | 1 | 1 |

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): _____

Program Title: _____

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. | 1.1 The yearly advisory meeting, composed of industry members, has agreed during the past two years that it is important to invest in 3D software and training services. | 1, 2, 3, 4 | 1 | 1 |
| 1.1 Brochures of the 3D software will be made to educate counselors and prospective students about the opportunities in the Fashion Program. | Same as 1.1 Brochures of the 3D software will be made to educate counselors and prospective students about the opportunities in the Fashion Program. | 1, 2, 3, 4 | 1 | 1 |
| (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. | <u>Same as</u> 1.1 The yearly advisory meeting, composed of industry members, has agreed during the past two years that it is important to invest in 3D software and training services. | 1, 2, 3, 4 | 1 | 1 |
| (4) Provide programs for special populations. | <u>1.1 Training in 3D technology provides opportunities for economically disadvantaged students to attained skills need to perform high-wage positions.</u> | 1, 2, 3, 4 | 1 | 1 |
| (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. | Same as 1.1 This program improves and expands the technology in the Fashion Lab by purchasing 3D body scanning software. It allows our department to stay up to date with 3D technology now being used in the apparel industry to cut global shipping costs and bring well designed and fitted garment to retail much quicker. | 1, 2, 3, 4 | 1 | 1 |
| (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 | Same as 1.1 Brochures of the 3D software will be made to educate counselors and prospective students about the opportunities in the Fashion Program. | 1, 2, 3, 4 | 1 | 1 |

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 – _____

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Program Title: _____

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 |
| 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. | Same as 1.1 Students in the Fashion Program have established pathways to transfer to 4 year universities. By updating the Fashion Computer lab, we will be able to better prepare our students to transfer to universities such as CSULB who already have 3D software. | 1, 2, 3, 4 | 1 | 1 |
| (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 1.1 Students in the Fashion Program have established pathways to transfer to 4 year universities. By updating the Fashion Computer lab, we will be able to better prepare our students to transfer to universities such as CSULB who already have 3D software. | 1, 2, 3, 4 | 1 | 1 |
| (11) Providing activities to support entrepreneurship education and training. | 1.1 by training students how to operating 3D software, students have the ability to invest in the equipment themselves or to rent it at monthly intervals which will enable them to work as freelancers or entrepreneurs. | 1, 2, 3, 4 | 1 | 1 |
| (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 This 3D body scanning software improves the patterning drafting classes already taught in the Fashion Department. The software modernizes them with the latest cutting edge tools. | 1, 2, 3, 4 | 1 | 1 |
| (13) Developing and supporting small, personalized career-themed learning communities. | | | | |
| (14) Providing support for family and consumer sciences programs. | 1.1 Fashion Design is a program in the Family and Consumer sciences programs. Supporting this project helps to improve the program. | 1, 2, 3, 4 | 1 | 1 |

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): _____

Program Title: _____

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 |
| (15) Providing CTE programs for adults and school dropouts to complete secondary education or dropouts to complete secondary education or upgrade technical skills. | Same as <u>1.1 Training in 3D technology provides opportunities for economically disadvantaged students to attained skills need to perform high-wage positions.</u> | 1, 2, 3, 4 | 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. | Same as <u>1.1 Training in 3D technology provides opportunities for economically disadvantaged students to attained skills need to perform high-wage positions.</u> | 1, 2, 3, 4 | 1 | 1 |
| (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. | | | | |