

# 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>	"Curriculum to Improve Literacy Among Artists in Computer Programming & Enhancing Learning Communities Via Classroom Management Technology Adoption"
<b>Department/Division</b>	Fine & Performing Arts
<b>Project Director</b>	Patricia Waterman
<b>Is this the 1st, 2nd or 3rd year of the project?</b>	no
<b>How is this proposal new &amp; innovative?</b>	<p>Part1: Computer science professor is collaborating with art professor in the quest to formulate a Computer Programming course that is taught in a style best suited for the artist's mind, and with topics targets to what video game/interactive media artist need to know!</p> <p>Part 2: Aiming to equip 3D lab with new interactive classroom management technology that supports personalized career-themed learning communities, of one or more students, and features that facilitate greater participation for all students, while giving back 30 to 45 minutes of valuable class time by providing better ways to transfer and share files during class demos and critiques.</p>
<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>	<ul style="list-style-type: none"> <li>• The proposal involves a computer science and art professor collaborating to create a new course for art majors on the topic of computer programming for digital artists.</li> <li>• In addition, our proposed workshop for high school students could be offered at a particular high school.</li> <li>• Our industry-professional advisory committee will be utilized for insight, guidance and feedback as we write our new curriculum.</li> </ul>
<b>How does your proposal represent program improvement?</b>	<ul style="list-style-type: none"> <li>• CTE digital arts student will acquire new computer programming skills, hereby significantly enhancing current program.</li> <li>• Equipping the 3D lab with this advanced classroom management system will enable more and alternative classroom participation and team work. Having a lab assistant will increase access for our students.</li> </ul>

<p><b>How does your proposal address student placement in high wage, high skill or high demand occupations?</b></p>	<p>The CTE digital arts students will learn to carry out many computer programming tasks for video games. Students will learn to create complete “playable” games! Today, according to the Board of Labor Statistics, individuals possessing programming skills are in high demand and earn more (more than 2 to 1 in job openings and pay rate) compared with multimedia artists. With artists equipped with these new valuable skills, their options and income are sure to rise to a level more equal to what many computer programmers enjoy.</p>
<p><b>How does your proposal address non-traditional participation and completion and Special Populations?</b></p>	<p>All new courses and workshops share examples of “indie game developers”, many who would be considered part of the “special populations” sector. We will be teaching how to create games as an independent game developer, for those individuals who may not be able to get a job in a main stream type company or choose to be independent for various reasons. Indie game developers are able to work from home, work unusual or limited hours, or form their own companies with others of their choosing. Today there are few to no “middle men” between the developer and the market place. This is why experts are calling it the “golden era” for the indie game developer.</p>

**2016-2017**

**District/College:** Rancho Santiago College District, Santa Ana College      **Agreement No.:** XX-C01-XX

**Program Title:** “Evolve Curriculum, Equip Lab and Classroom with Advanced & Industry-Standard Hardware/Software”

<b>Title of Proposed Project/Activity</b>		“Evolve Curriculum, Equip Lab and Classroom with Advanced & Industry-Standard Hardware/Software”	
<b>Department/Division</b>		FINE AND PERFORMING ARTS	
<b>Project Director</b>		Patricia Waterman, Professor of Art, 3D Modeling & Animation, and Dr. Elliot Gertner, Adjunct Professor, Computer Science	
<b>Project Director’s Phone #</b>	714-564-6741	<b>Email</b>	Waterman_patricia@sac.edu
<b>Division Dean</b>	Eve Kikawa		
<b>Dean’s Phone #</b>	714-564 5600	<b>Email</b>	Kikawa_Eve@sac.edu
<b>TOP Code</b>	0614.40	<b>TOP Code Title</b>	Game Design

**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)**

Core Indicators 1-3 are above state negotiated levels (3-35.2%) and no data is available for the other Core Indicators.

**Issue #1, “3D Lab Lacks Industry-Standard Hardware & Software Needed to Properly Train”**

To support our students in obtaining the specialized technical skills they need, upgrades are imperative. To start, the lab computers are extremely slow, due to age, causing SERIOUS frustration for all, and requiring constant help from IT. The printer, used to print student artwork, has been broken for 2 years, so students have no way of printing work for art shows. The classroom management system is 15 years old, unreliable and not interactive. The SAC committee advisors attested that computers should be upgraded at least every 5 years. The configuration I have received a quote for was based on quotes received from advisors, who work at 3 different game and/or FX companies in the So Cal region.

**Issue #2, “Digital Artists Need Programming Skills”**

According to the Bureau of Labor Statistics, the demand for programmers compared to multimedia artists is

more than double. The SAC committee advisors affirm that there is a shortage of programmers. Due to this, artists now need to know how to do some programming in order to increase their job prospects. Currently, there are no courses offered for this special population of students to help them gain these in-demand technical skills.

**Issue #3, “Students Have No Access to 3D Lab for Homework or Team Projects”**

There is no lab attendant, due to recent budget cuts. The 3D lab is only available during class, and the main lab computers can’t run the 3D software. Consequently, students fail to get the time they need to acquire the skills required for successful job placement. As mentioned by my advisors and information learned at the Vital Link Advisory Consortium for commercial artists, artists entering the field of video games are expected to “possess a relatively high level of skill for entry-level positions, than several years ago”, [so students must have access to software and equipment for practice time.] Advisors say, “a 4-year degree is not required; just a strong portfolio” [which is obtained only by investing time working on skills ]

**What is your projected completion date?**

June 2017

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

**How to resolve Issue #1, “3D Lab Lacks Industry-Standard Hardware & Software to Properly Train”**

New computers (\$55K) will provide the proper environment for mastering of technical skills taught in the course work. A portable instructor computer (laptop), will allow for outreach demonstrations at our pathway high schools, and other outreach events, while enabling class prep usage in office and off-campus, as it is needed. A printer (\$1865) will allow students to enter their work into shows, which gives them the opportunity to compete in regional events. The new GS software will allow for game development and programming instruction (\$20,526).

Through upgrading the classroom management system (CMS), a significantly improved learning experience can be accomplished:

- More students and teams can be helped by the teacher, one-on-one or in a group setting.
- Much classroom time is saved with new hardware that runs at a proper speed, and CMS that serves many diverse student work groups, especially special populations, who often need more help.
- Will support non-traditional participation: Students who are working independently can do so, while at the same time, other student teams can be connected in their semi private collaboration, while the teacher provides a lecture/demo to the remaining class.

Such equipment & software will allow for efficiency in teaching of important technical skills in a more customized fashion, based on the specialized needs of smaller groups of students, so as to increase job placement, successful UC transfer, and certificate attainment of our entire student body.

**How to Resolve Issue #2, “Digital Artists Need Programming Skills”**

Art and Computer department faculty will unite, developing courses for artist majors. The technical skills taught will increase artists’ job placement rate and income, while fulfilling a huge need in the rapidly growing video game industry. The technical training will also assist students in being independent game makers as entrepreneurs. The objectives of the secondary student workshops is to offer a pathway for the educational & career opportunities available for artists who know technical skills, including computer programming knowledge. (Curriculum development for 2+ courses \$7000, and the Co-teaching of 3 courses \$10,156. Design and printing of informational marketing brochures for high school students \$1200)

**How to Resolve Issue #3, "Students Have No Access to 3D Lab for Homework or Team Projects"**

The hiring of an instructional assistant will provide student access to the 3D lab for homework and team project work. (\$5,834 for part-time Instructional Assistant for 2 semesters)

**AI**

**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
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			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)	
x	1. Involve parents, businesses, and labor organizations, in the design, implementation and evaluation of CTE programs. [§135(c)(1)]
x	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)]
x	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)]
	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)]
x	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)]
x	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)]
x	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)]
x	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)]
	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:

x	Professional Dev. (including stipends)	x	Instructional Materials Purchase/Replacement (including software)
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<input checked="" type="checkbox"/>	Instructional Equipment Purchase/Replacement		Programs/Services for Special Populations
<input type="checkbox"/>	Facility rental/lease (off-campus location)	<input checked="" type="checkbox"/>	Consultants or Other Contracted Services
<input checked="" type="checkbox"/>	Curriculum Development		Other (specify)self evaluation for improvement of the program
<input checked="" type="checkbox"/>	Program Marketing and Outreach		
Check one: UNMET REQUIREMENTS WILL BE ADDRESSED:			
<input 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: Art Dept.: 15510**

Budgeting Category/Description	Fund Requested		
	Instructional	Non-Instructional	TOTAL
<b>1000 – Faculty salaries</b>	x		\$17,156.00
<b>2000 – Classified salaries (Instructional Assistant)</b>	x		\$5,834
<b>3000 – Benefits (based on 2015/16 benefits)</b> Part-time faculty & beyond contract <b>(15.63% )</b> P/T short-term classified <b>(6.2% of wages)</b> P/T ongoing classified <b>(22.947%)</b> Full-time classified <b>(22.947% of wages + health &amp; life insurance (maximum \$25,517.64.12) &amp; fringe ben.\$1,486.36)</b>	x		\$ 631.00
<b>4000 – Supplies &amp; Materials</b> Reference Books; Instructional Supplies; Supplies Technology – <b>no promotional materials/favors</b>	x		\$20,675
<b>5000 – Other Operating Expenses &amp; Services</b> Conference, consultants, contracts, printing, software license & fees, maintenance contract		x	\$1,200
<b>6000 – Capital Outlay</b> Equipment, software over \$1,000 <b>(no furniture)</b>	x		\$57,864
<b>Total Funding Requested</b> <i>(For a detailed breakdown, please see, ADDENDUM “EXHIBIT A &amp; B”)</i>	<b>\$103,621.00</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.



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Project Director

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Division Dean

3/12/16

Date:

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Date:

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**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*

“Evolve Curriculum, Equip Lab and Classroom with  
Advanced & Industry-Standard Hardware/Software”

TOP CODE(s): 061420 \_\_\_\_\_  
Section 135(b) Requirements

Program Title: \_\_\_\_\_

Column A	Column B	Column C	Column D	Column E
<b>Enter applicable number in appropriate column below.</b>				
<p><b>Refer to the District’s 2008-2012 Local Plan for Title I, Part C, Section 132 Funds, Carl D. Perkins Career and Technical Education Act of 2006 (Perkins).</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>This</b> pilot class we propose to teach will be focused on teaching computer science, which is a part of the academic program.	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*

“Evolve Curriculum, Equip Lab and Classroom with  
Advanced & Industry-Standard Hardware/Software”

TOP CODE(s): 061420  
Section 135(b) Requirements

Program Title: \_\_\_\_\_

Column A	Column B	Column C	Column D	Column E
<b>Enter applicable number in appropriate column below.</b>				
2. Link CTE at the secondary and the postsecondary levels, including by offering elements of not less than one program of study described in §122(c)(1)(A).	Pilot class taught at SAC for college students that will be developed with the assistance of industry advisors and re-tested for a semester will be reformatted to a shorter class and taught to secondary schools	1,3	1	
3. Provide students with strong experience in and understanding of all aspects of an industry, which may include work-based learning experiences.	Research, and evaluate industry needs for new hires and implement findings in a class offered to SAC students and two classes offered to high schools.	1,2,3,5	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 \_\_\_\_\_

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“Evolve Curriculum, Equip Lab and Classroom with  
Advanced & Industry-Standard Hardware/Software”

TOP CODE(s): 061420 \_\_\_\_\_  
Section 135(b) Requirements

Program Title: \_\_\_\_\_

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.	We are developing classes that use a new software program that makes teaching and learning code and game development easier. The new Composite Link System will improve student retention, participation and support multiple working styles; teams, independent	1,2,5	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*

“Evolve Curriculum, Equip Lab and Classroom with  
Advanced & Industry-Standard Hardware/Software”

TOP CODE(s): 061420

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
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.	Our advisory committee meeting will provide awareness to industry needs. We will attend both Games Learning Society Conference and the Game Developer's Conference Educator's Summit for the purpose of disseminating information we learn about teaching computer programming to art majors, and to ensure currency with all aspects of an industry.	1,2,4	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

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“Evolve Curriculum, Equip Lab and Classroom with  
Advanced & Industry-Standard Hardware/Software”

TOP CODE(s): 061420  
Section 135(b) Requirements

Program Title: \_\_\_\_\_

Column A	Column B	Column C	Column D	Column E
Section 135(b) Requirements	Activities	Core Indicators	Source of funds	Status
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.	Yes, visa our advisory committee meetings, and through the research and development of new curriculum and the post-mortem assessment of the course taught.	1,2,3,4	1	
7. Initiate, improve, expand and modernize quality CTE programs, including relevant technology.	Via the obtainment of the classroom modern management system, a lab assistant, the research and development of new curriculum and the teaching of the new courses. In addition the co-teaching of these classes with both a Computer Science and Digital Arts instructor will serve this goal quite well.	1,2,3,4	1	
8. Provide services and activities that are of sufficient size, scope and quality to be effective.	Via the 3 classes being offered. The classroom can hold a minimum of 22 students.	1,2	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 \_\_\_\_\_

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Section 135(b) Requirements

Program Title: \_\_\_\_\_

Column A	Column B	Column C	Column D	Column E
Section 135(b) Requirements	Activities	Core Indicators	Source of funds	Status
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.	All new courses and workshops share examples of “indie game developers”, many who would be considered part of the “special populations” sector. We will be teaching how to create games as an independent game developer, for those individuals who may not be able to get a job in a main stream type company or choose to be independent for various reasons. Indie game developers are able to work from home, work unusual or limited hours, or form their own companies with others of their choosing. Today there are few to no “middle men” between the developer and the market place. This is why experts are calling it the “golden era” for the indie game developer.	4	1	

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:	Via our advisory committee meeting.	1,2,3,	1	



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

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Program Title: \_\_\_\_\_

Column A	Column B	Column C	Column D	Column E
Section 135(c) Permissive Uses	Activities	Core Indicators	Source of funds	Status
(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.	Career guidance is weaved into class sessions through lectures and at outreach events like, Vital Link DMA Stem Showcase event.	1,4	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.	Professor facilitates game team project connections between my art students and university-level game programming. Our Pilot SAC and secondary classes will facilitate students in submitting games into the IEEE Student Game Competition.	4	1	
(4) Provide programs for special populations.	The 3D modeling & Animation Certificate Program caters to many types of people, including individuals who may be categorized as “special populations”. On an ongoing basis, I share about the income-earning opportunities, and emphasize the opportunities available for	1,2	4	

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

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TOP CODE(s): 061420 \_\_\_\_\_  
Section 135(b) Requirements

Program Title: \_\_\_\_\_

Column A	Column B	Column C	Column D	Column E
Section 135(c) Permissive Uses	Activities	Core Indicators	Source of funds	Status
	“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 classroom management system & software. Equipping the lab with a lab assistant so students can access 3D lab outside of class.	1,2,3	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 experience in business and industry.	Adjunct Professor, Elliot Gertner will be in-training to teach within the CTE supported program, “3D Modeling and Animation”. Both Professor Waterman and Professor Gertner will attend the Games Learning Society Conference and the Game Developer's Conference Educator's Summit for purposes of learning what other educational institutions are doing to help prepare their students for careers in multimedia interactive / video game careers.	1,2	1	

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Section 135(c) Permissive Uses	Activities	Core Indicators	Source of funds	Status
(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.	Developing and teaching new class that we intend to become a required (or elective) course for all digital arts majors, and be available to all SAC students interested in learning computer game programming in a format that is easier to learn than current offerings.	1,2,3	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.	The new course, “Art of Animation”, was approved in 2015 was designed to be articulated with many local universities. Contract signing is in the works starting spring 2016 semester.	3	4	
(11) Providing activities to support entrepreneurship education and training.	Facilitate game team project connections between 3D art students and university-level game programming. Encourage and support students to submit their game into the IEEE Student Game Competition. This teaches them the pathway of the “Indie Game Developer”, which is an entrepreneurial pursuit.	1,2,3,4	1	
(12) Improving or developing new CTE courses, including the	Developing and teaching a new course that we intend to become a required class for all digital	1,2,3	1	

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Column A	Column B	Column C	Column D	Column E
Section 135(c) Permissive Uses	Activities	Core Indicators	Source of funds	Status
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.	arts majors. This course will be very supportive to students acquiring higher-paying jobs.			
(13) Developing and supporting small, personalized career-themed learning communities.	The new classroom management system will support teacher facilitation of personalized career-themed learning communities.	1,5	1	
(14) Providing support for family and consumer sciences programs.				
(15) Providing CTE programs for adults and school dropouts to complete secondary education or dropouts to complete secondary education or upgrade technical skills.	The 3D modeling & Animation Certificate Program caters to many types of people, including individuals who are categorized as, “high school drop outs”.	1,2,3	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.	The new course will assist everyone, including students who may have already received their certificate but who are still not employed. The course will make all digital arts majors better prepared for the many high-tech jobs that require a higher level of computer programming training.	1,2,4	1	

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Section 135(c) Permissive Uses	Activities	Core Indicators	Source of funds	Status
(17) Supporting training and activities (such as mentoring and outreach) in nontraditional fields.	Encourage and support students to submit their game into the IEEE Student Game Competition. This teaches them the pathway of the “Indie Game Developer”, which is an entrepreneurial pursuit.	1,5	1	
(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.				

**ADDENDUM**

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

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**EXHIBIT A**

<b>COST BREAKDOWN PROPOSED PURCHASE REQUESTS FOR GRANT</b>	<b>1000- Faculty (Waterman &amp; Gertner)</b>	<b>2000 – Classified</b>	<b>3000 – Benefits</b>	<b>4000 – Supplies &amp; Materials, Instructional Supplies</b>	<b>5000 – Other Operating Expenses &amp; Services (printing)</b>	<b>6000 – Capital Outlay, Equipment, software over \$1,000</b>
Composite Link system classroom management system				20526		
24 Computer systems (no monitors)						55000
Epson Stylus Photo R3000 printer & supplies (\$880 printer, ink \$558, paper, \$199+tax)						1865
Curriculum Development (2 + courses)	7000					
Instructor Fees (1 course offered to Sac students, and 2 sections of high school outreach courses.) Co-taught by Computer Science & Art faculty	10156		631			
1 year for GameSalad (GS)License						999
Instructional Assistant to act as Lab Assistant (12hr per week x 14weeks x 2 semesters)		5834				
Advisory meeting expenses (working lunch)				150		
Marketing expenses for high school courses & outreach. (for the design, printing and mailing of informational brochures for high schools)					1200	
<b>Grand Total below:</b>	17156	5834	631	20676	1200	57864
<b>\$ 103,361.00</b>						

**EXHIBIT B**

Perkins IV I-C application (& Final Report)

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<i>FY 2016-2017</i>	<i>hrly rate</i>	monthly		annual	# of	Salary	1.30%	13.050%	6.20%	1.45%	1.00%	0.05%	2.40%	Total	Salary & Benefits
		Salary	%	Salary	month	Amount	PARS	PERS	OASDI	MEDI.	Act.Ret.	SUI	WCI	Benefits	TOTAL
														-	
P/T instructor (3 LHE course) (\$59.62/hr)	59.62		100%	18	3	3,219.48	41.85			46.68	32.19	1.61	77.27	200	<b>3,419</b>
P/T instructor (1 LHE Lab) (\$53.67/hr)	53.67		100%	18	1	966.06	12.56			14.01	9.66	0.48	23.19	60	<b>1,026</b>
high school outreach courses (proposed Elliot Gertner) - reassigned time (\$29.82/hr x 8 hrs x 2 )	29.82		100%	8	2	477	6.20			6.92	4.77	0.24	11.45	30	<b>507</b>
Instructional Assistant	16.35	1.00	100%	12	28	5,494	71.42			79.66	54.94	2.75	131.85	341	<b>5,835</b>
<b>TOTAL</b>						<b>10,156</b>	<b>132</b>	<b>-</b>	<b>-</b>	<b>147</b>	<b>102</b>	<b>5</b>	<b>244</b>	<b>631</b>	<b>10,787</b>