

CAREER EDUCATION FY2022
RESOURCE ALLOCATION FORM

DIVISION- **CTEE**

DEPARTMENT- **TRADE AND INDUSTRY**

PROGRAM/TOP CODE- **CABINET AND FURNITURE TECHNOLOGY /**
0952.50 Mill & Cabinet Work

FACULTY- **Jennifer Anderson**

DID YOU RECEIVE SWP OR PERKINS FUNDING IN FY21?

Yes - ~\$9.5K for instructor CNC training / curriculum rebuild

DATE ADVISORY COMMITTEE IS SCHEDULED.

4/15/2021

ADVISORY COMMITTEE SUMMARY IF ALREADY HELD:

Pending

PLEASE LIST ANY ITEMS ALREADY REQUESTED ON PRP:

Final Relocation of the CFT Timber Fame Buildings - \$500K

Acquire a 4th axis attachment for our small format CNC - \$3.2K

DISCUSS PROGRAM OF STUDY IN TERMS OF MULTIPLE ENTRY AND EXIT POINTS, ALIGNMENT WITH ALL ASPECTS OF AN INDUSTRY OR CAREER CLUSTER, AND ALIGNED WITH REGIONAL EMPLOYMENT NEEDS:

The Cabinet & Furniture Technology (CFT) Program provides our students the opportunity to learn, in detail, the various specialty areas of the woodworking industry. Students enter the program directly from secondary education, from military discharge and from post-career environments. Students can enter the CFT program directly or through another discipline like fine arts or engineering. With an AS degree or certificate, our students have gone on to higher education or to open their own businesses in areas including cabinetmaking, furniture making, guitar making, other wood product manufacturing and urban lumber operations. Other students have prepared themselves for work in industry as Cabinet installers, Designers and CNC operators in advanced manufacturing shops, not just woodworking facilities. Our students are also able to fill needs in critical aspects of the building trades currently experiencing a nationwide shortage of skilled workers.

DISCUSS ANY ARTICULATION AGREEMENTS YOUR PROGRAM HAS WITH AREA HIGH SCHOOLS, AND HOW YOU MAY EXPAND THOSE OPPORTUNITIES-

The Cabinet & Furniture Technology Program has articulation agreements with half a dozen area High Schools. There is an ongoing resurgence of wood technology programs in local secondary schools. The influence of the Palomar College CFT program is enhanced as several of our graduates have taken teaching positions at these schools. We continue outreach to these schools and also local middle schools with wood technology programs by donating lumber produced by the CFT program with our Urban Lumber operation. With the exception of the COVID shut down, we continue to host tours of our facilities for students from area middle and high schools.

In addition, I have been speaking with Chris Geldert, the woodworking instructor at San Marcos High School (SMHS) in regards to developing a new digital software and fabrication class for articulation. We are hoping to offer Cabinet Vision, which is one of the standard software programs used in industry for production cabinetry.

DISCUSS LABOR MARKET INFORMATION AND NOTE SOURCE:

O*NET states a 1% or average job growth for “Cabinetmakers” (51-7011.00) with projected job openings at 9300. However, Ed Smith, our former Deputy Sector Navigator gave a presentation which listed “Furniture and Related Products” and “Wood Products” as two sectors of manufacturing with the largest net employment gains in California. He cited this source as the Bureau of Labor Statistics.

This as well as other research supports the conclusion that the data collected by organizations such as Launchboard, O*NET and Centers of Excellence don’t accurately represent regional employment opportunities in the woodworking industries. This is partly due to the fact that much of the work in this field is done both under-the-table and in a gig economy where people are self-employed. Perhaps a more important factor is that the woodworking industry spans many disciplines and organization like those listed above only collect data on jobs with certain titles like “cabinetmaker or bench carpenters.”

For example, citing O*NET again, there is a faster than average or a 7-10% increase for Construction Carpenters (47-2031.01), Production Workers (51-9198.00 & 51-9199.00) and Carpenters (47-2031.00) which are all part of the CFT Curriculum.

In addition, O*NET states a much faster than average or an 11% or higher increase for Computer Numerically Controlled (CNC) Machine Tool Programmers (51-9162.00) and CNC Operators (51-9161.00). These occupations show a need for ~15,000 workers.

Finally, O*NET data show a need for 114,200 California openings as Assemblers and Fabricators (51-2099.00) which include approximately 19,300 workers in Manufacturing for

disciplines like 1000 Craft Artists (includes Furniture Maker and Luthier - 27-1012.00), 1700 in Furniture Finishers (51-7021.00), 1300 in Logging (45-4023.00 & 45-4029.00), 100 in Manufactured Buildings (49-9095.00), 700 in Musical Instrument Repairers and Tuners (49-9063.00), 5000 in Sawing Machine Operators (51-7041.00), 100 in Wood Model Makers (51-7031.00) and 10,400 in Woodworkers (51-7042.00 & 51-7099.00).

In short, the Palomar College CFT Program is significantly more than the TOP code 0952.50 Cabinet and Millwork implies and rigid job classifications provide for. The demand for individuals with woodworking skills, especially now with Advanced Manufacturing (CNC) is very broad and these skills are more universally applicable than a few job codes can capture.

DESCRIBE EFFORTS TO ENSURE SPECIAL NEEDS STUDENTS LEARN ABOUT YOUR COURSE OFFERINGS ARE PART OF A CTE PROGRAM OF STUDY:

We work closely with the Disability Resource Center (DRC) to ensure that CFT is inclusive and equitable for all students who are interested in learning woodworking. We have successfully integrated several special needs students into the program including veterans, deaf and hard of hearing, students with autism and a variety of other special needs. This is a close community and word of mouth has made the program visible to these potential students. In addition we recently added a list of Technical Standards to our program literature so that students may have a better understanding of the essential functions (cognitive and physical) required in industry employment.

DISCUSS WORK BASED LEARNING INTEGRATION OF PROGRAM:

Work based learning is fundamental to the course of study offered by the Cabinet and Furniture Technology Program. We offer WBL in every one of our classes and programs through one or more of the following:

- simulated workplace experience
- capstone projects
- cooperative work experience
- on the job training
- apprenticeships
- classroom projects with industry
- student run commercial and social enterprises
- career fairs
- guest speakers and
- field trips

In addition, we are in the early/planning stages of integrating work-based learning activities into our COR. This will insure that each student who earns a degree has experienced varying

degrees of WBL. This is in addition to Simulated Work Experience which happens in every CFT class.

HOW WILL YOUR PROGRAM PROVIDE CAREER EXPLORATION AND CAREER DEVELOPMENT COURSEWORK, ACTIVITIES OR SERVICES?

The breadth and depth of the course offerings in the CFT Program provide students the opportunity to explore a myriad of disciplines and employment opportunities utilizing wood as their primary medium. The diversity of our course offerings and the hands-on, project-based approach allows our students to specialize and focus their career development and area of emphasis in specific disciplines by attaining one or more of our 8 AS Degree/Certificate Programs.

DOWNLOAD AND DISCUSS CORE INDICATORS AND HOW YOU WILL ADDRESS ANY DEFICIENCIES: BRIEFLY DESCRIBE PROGRAM IMPROVEMENT ISSUES, INCLUDE SPECIFIC EXAMPLES, AND DESCRIBE HOW THE ISSUES WILL BE ADDRESSED.

A key goal of the Cabinet and Furniture Technology Program is to prepare our students for employment in the woodworking industry. According to the Core Indicator Report, our largest deficit listed remains under Section 4 -Employment. Three of the numbered indicators (CTE Cohort, Non-traditional & Economically Disadvantaged) are significantly below the negotiated level. Although our Cabinet and Millwork Certificate has historically equipped our students with the skills and knowledge necessary to move directly from student to employee or to become an entrepreneur, we recognize that the cabinet/furniture/wood manufacturing industry has changed significantly in recent years and is now geared toward Computer Numerical Controlled (CNC) equipment in shops.

In order to improve this indicator, we need to develop an enticing curriculum which will train students to move directly into the regional wood manufacturing labor market. It's important for CFT to teach and use the same technology and machines that are currently being used in industry. This will provide our students with the most up-to-date, marketable workforce skills. Our teaching methodology is a "stepping stone approach" where students learn to become designers and users of the Design software while concurrently being trained to be Computer Numeric Controlled (CNC) machine operators. CFT has acquired a large, CNC panel processing machine and, most recently, purchased two small scale CNC routers and a laser engraver.

As another step required to support our stepping stone pedagogy, a 4th axis is imperative for the introduction of digital fabrication is required. Just as every woodshop has a table saw AND a drill press, every CNC shop should have a fully functional CNC AND a laser engraver. These tools are necessary for recruiting new students and preparing them, in a structured way, for high-demand wood industry jobs {e.g.: cabinet and other case good shops, furniture manufacturers, and other wood product manufactures).

In addition, with the introduction of regional climate action plans to reduce greenhouse gasses, there is a burgeoning need for workers in the Urban Lumber (logging) industry. The Palomar College CFT Program has been a leader in this field since 2000 with the implementation of our Urban Lumber operation. The Urban Lumber mill is an integral part of our curriculum and several (current and former) students are now working in that field. However, since the construction of storage buildings and the relocation of the timberframe structures which housed the operation, the mill has not been able to return to operation. A facility to shelter this important asset is necessary to restart the Urban Lumber operation and engage our students in this growing field.

DESCRIBE THE INVESTMENT(S) OF YOUR FUNDING REQUEST:

The funding requested below will be used to re-establish the CFT Urban Lumber operation, a part of our program that has been in hiatus for more than 2 years. Indeed, this is a crucial time to re-invigorate this part of the CFT program as new work and business opportunities continue to appear in this aspect of the woodworking industry. New construction is a slow process and this request will initiate the work to reconstitute our ability to provide our students the opportunity to explore this aspect of the industry.

In addition, minor funding is required to replace aging equipment and to bring our digital fabrication tools up to industry standards.

DESCRIBE THE OBJECTIVE OF YOUR FUNDING REQUEST, AND HOW IT ADDRESSES NEEDS OF YOUR PROGRAM:

The need for a structure to house the CFT Urban Lumber operation has been an outstanding issue since the removal of the existing structure and the construction of the three T&I storage/learning buildings that began more than 2 years ago. Since that time, the Urban Lumber operations have been at a standstill depriving student of an essential hands-on learning and work experience opportunity. The objective of this request is to initiate the work required to design and construct a new structure to house the Urban Lumber operation on the mesa on the east side of the CFT 'T' building.

The purchase of a 15" planer to replace a worn machine will allow students to continue to fully engage in Work Based Learning by actively using the tools used in industry. This machine will replace an existing planer that has been in use at the facility for more than 20 years, which is no longer the safest machine of its type due to its antiquated cutter head.

The purchase of a 4th axis for our existing Laguna CNC machine will provide students access to the full scope of digital manufacturing. These accessories are needed for students to develop the skills essential to be successful in today's woodworking industry.

DESCRIBE THE ACTIVITIES NEEDED TO COMPLETE THE FUNDING REQUEST OBJECTIVES:

The Construction & Facilities Planning Department must be funded and directed to begin the work of developing a plan and estimate for the construction of the new facility. No additional support from facilities or Information Services is required.

CAREER EDUCATION FUNDING REQUEST:

\$ 151,800.00	Urban Lumber Shed – Design and Planning
\$ 3,088.28	Laguna CNC 4 th Axis
\$ 3,447.99	15” Powermatic Planer

TOTAL COST, PLEASE INCLUDE TAXES AND SHIPPING

\$ 158,336.27

PLEASE SEND APPLICATION, QUOTE(S), AND CORE INDICATOR REPORT BY FRIDAY, MARCH 19 TO kdonaghy1@palomar.edu.

College Core Indicator Information by 6-Digit TOP (2020-2021)

Perkins IV, Title I, Part C Local Application

Agreement # _____ District/College: **PALOMAR/PALOMAR****095250 - Mill and Cabinet Work****Instructions: Print out forms. Complete and sign bottom of last page.****Cohort Year CTE Enrollments: 656**

(includes CTE enrollments above introductory level only)

CTE Headcount: 314

(CTE students enrolled above introductory level only)

Core Indicator 1 Technical Skill Attainment			Negotiated Level		College Performance	Percent Above or Below Negotiated Level
	Count	Total	State	District		
1 CTE Cohort*	141	151	91.75	88.08	93.38	5.3
2 Non-Traditional	14	16	91.75	88.08	87.50	-0.6
3 Displaced Homemaker			91.75	88.08	N/R	N/R
4 Economically Disadvantaged	26	27	91.75	88.08	96.30	8.2
5 Limited English Proficiency	1	2	91.75	88.08	50.00	N/A
6 Single Parent			91.75	88.08	N/R	N/R
7 Students with Disabilities	4	4	91.75	88.08	100.00	N/A
8 Migrant			91.75	88.08	N/R	N/R

Core Indicator 2 Completions - Credential, Certificate, Degree or Transfer Ready			Negotiated Level		College Performance	Percent Above or Below Negotiated Level
	Count	Total	State	District		
9 CTE Cohort*	40	51	89.00	85.82	78.43	-7.4
10 Non-Traditional	6	8	89.00	85.82	75.00	N/A
11 Displaced Homemaker			89.00	85.82	N/R	N/R
12 Economically Disadvantaged	11	13	89.00	85.82	84.62	-1.2
13 Limited English Proficiency	2	2	89.00	85.82	100.00	N/A
14 Single Parent			89.00	85.82	N/R	N/R
15 Students with Disabilities	2	3	89.00	85.82	66.67	N/A
16 Migrant			89.00	85.82	N/R	N/R

Core Indicator 3 Persistence and Transfer			Negotiated Level		College Performance	Percent Above or Below Negotiated Level
	Count	Total	State	District		
17 CTE Cohort*	107	150	91.00	89.25	71.33	-17.9
18 Non-Traditional	11	16	91.00	89.25	68.75	-20.5
19 Displaced Homemaker			91.00	89.25	N/R	N/R
20 Economically Disadvantaged	21	27	91.00	89.25	77.78	-11.5
21 Limited English Proficiency	2	2	91.00	89.25	100.00	N/A
22 Single Parent			91.00	89.25	N/R	N/R
23 Students with Disabilities	3	4	91.00	89.25	75.00	N/A
24 Migrant			91.00	89.25	N/R	N/R

College Core Indicator Information by 6-Digit TOP (2020-2021)

Perkins IV, Title I, Part C Local Application

Core Indicator 4 Employment			Negotiated Level		College Performance	Percent Above or Below Negotiated Level
	Count	Total	State	District		
25 CTE Cohort*	26	64	73.23	73.23	40.63	-32.6
26 Non-Traditional	DR	DR	73.23	73.23	DR	N/A
27 Displaced Homemaker			73.23	73.23	N/R	N/R
28 Economically Disadvantaged	DR	DR	73.23	73.23	DR	-46.0
29 Limited English Proficiency	DR	DR	73.23	73.23	DR	N/A
30 Single Parent			73.23	73.23	N/R	N/R
31 Students with Disabilities	DR	DR	73.23	73.23	DR	N/A
32 Migrant			73.23	73.23	N/R	N/R

Core Indicator 5a Nontraditional Participation			Negotiated Level		College Performance	Percent Above or Below Negotiated Level
	Count	Total	State	District		
33 CTE Cohort*	16	151	26.00	16.97	10.60	-6.4
Non-Traditional	16	151	26.00	16.97	10.60	-6.4
Displaced Homemaker			26.00	16.97	N/R	N/R
Economically Disadvantaged	3	27	26.00	16.97	11.11	-5.9
Limited English Proficiency	1	2	26.00	16.97	50.00	N/A
Single Parent			26.00	16.97	N/R	N/R
Students with Disabilities	2	4	26.00	16.97	50.00	N/A
Migrant			26.00	16.97	N/R	N/R

Core Indicator 5b Nontraditional Completions			Negotiated Level		College Performance	Percent Above or Below Negotiated Level
	Count	Total	State	District		
34 CTE Cohort*	6	43	30.00	23.85	13.95	-9.9
Non-Traditional	6	43	30.00	23.85	13.95	-9.9
Displaced Homemaker			30.00	23.85	N/R	N/R
Economically Disadvantaged	1	11	30.00	23.85	9.09	-14.8
Limited English Proficiency	1	2	30.00	23.85	50.00	N/A
Single Parent			30.00	23.85	N/R	N/R
Students with Disabilities	2	2	30.00	23.85	100.00	N/A
Migrant			30.00	23.85	N/R	N/R

*Note: Students meeting criteria for for this indicator with 12+ CTE units in a discipline (one course is above intro) in 3 years. See cohort specifications for full criteria.

The DR notation indicates privacy requirements - EDD requires that counts less than six not be displayed. N/A (Not Applicable) indicates denominators 10 or N/R (Not Reported) indicates categories where no participants were reported. These performance indicators include all vocational programs whether or not they are supported with Perkins Title IC Funds. For more detailed reports, see Core Indicators 'Summary' and 'Detail' Reports. Shaded areas are for your information and are not included as accountability measures.

By totaling each positive, negative, N/A, N/R outcome in the last column from items 1 - 34, I certify and acknowledge that performance in the 34 Core Indicator categories is as follows:

_____ of the 34 are at or above the District negotiated level(s);
 _____ of the 34 are below the District negotiated level(s);
 _____ of the 34 are list as (N/A, N/R)

Department Chair (or authorized Designee) : _____

March 23, 2021

Mr. Dennis Astl
Manager, Construction & Facilities Planning
Palomar Community College District
1140 W. Mission Road
San Marcos, CA 92069

Regarding: **Timber Frame Design**

Dear Dennis:

HMC Group is pleased to submit the following proposal for designated professional services per the scope of work noted below.

A. SCOPE OF WORK:

The Palomar Community College District would like to design and construct a new heavy timber frame structure to house the milling operations of their CTE program. The new timber frame structures will be located in the upper maintenance lot, adjacent to the relocated timber frames above the CTE yards. The new structure will be designed to DSA standards and shall go through the DSA review and approval process. This will allow the structure to be utilized by students and staff. The scope of services shall include the following:

- Design of a heavy timber structure of approximately the same size and proportions of the existing structures. Structures shall have a metal roof and will house the existing saw mill and dust collection system.
- Site design to include grading to accommodate ADA access to the timber frame from adjacent parking and compliant grades to allow work around the structure.
- Electrical infrastructure work to include extension of campus power to the timber frame location to power equipment and provide convenience power.

B. EXCLUSIONS AND ASSUMPTIONS:

1. HMC will be required to hire a structural engineer (SBI) for the engineering of the timber frame structure and footing systems.
2. HMC will be required to hire a civil engineer (SDI) for the engineering of the project to include site grading and coordination of in ground utilities.
3. HMC will be required to hire an electrical engineer (JCE) for the electrical design.
4. HMC will not be required to hire any other additional engineers for this design. It is not necessary to provide additional data and telecom infrastructure in the area.
5. The project will be submitted to DSA under the electronic plan review process.
6. During bidding, HMC will attend a job walk for the project and answer all pre-bid RFIs related to the technical plans and specifications of the project.
7. It is assumed that the construction period for the project will be six months. HMC will attend construction meetings on a bimonthly basis and respond to all RFIs and review submittals for the project.

8. Other than those Terms set forth in this letter, all other Terms and Conditions shall be per the Master Agreement between HMC and the District dated January 13, 2016.

C. COMPENSATION:

The design fee for these services will be a fixed fee of One Hundred Forty Six Thousand Eight Hundred Dollars (\$146,800). The fee for these services will be billed as a percent for the disciplines as noted below:

Architectural	\$ 57,000
Structural	\$ 39,000
Electrical	\$ 16,000
Civil	\$ 25,000
Direct Design Fee	\$137,000
Topographic and Utility Survey	\$ 9,800
Reimbursables	\$ 5,000
Total Design Fees	\$151,800

The above fees will be billed in the following phases:

Design/Construction Documents	67%
Agency Approval	5%
Bidding Support	3%
Construction Support/Closeout	25%

The total project fees will also include an allowance for reimbursables for a total of One Hundred Fifty One Thousand Eight Hundred Dollars (\$151,800).

D. ADDITIONAL SERVICES:

If Additional Services are required beyond the original Scope of Work, HMC will bill on an hourly basis per Exhibit A HMC Hourly Rate Schedule per the Master Agreement

HMC and I sincerely thank you and the District for this opportunity. If you have any questions, please contact me at (909) 989-9979, ext. 2306.

Regards,

HMC GROUP



Brad Glassick, LEED AP
Managing Principal
License #C-32437

Approved By:

Dennis Astl (Date)
Manager, Construction & Facilities Planning

Exhibits:

cc: Jarrett Bucknor, File-CN-AOA



Laguna Texas
744 Refuge Way
Suite 200
Grand Prairie TX 75050
US
Phone: 949-474-1200 or 800-234-1976
www.lagunatools.com
Tax ID #93-1083116

Bill To

George Kast
Palomar College
1140 West Mission Rd
Cabinet & Furniture Tech Building
T-120B
San Marcos CA 92069

Ship To

George Kast
Palomar College
1140 West Mission Rd
Cabinet & Furniture Tech Building
T-120B
San Marcos CA 92069

Quote

Page 1 of 1

Date: 3/22/2021
Estimate # 78122
Expires: 5/6/2021
Sales Rep: Jay Andrews
Terms:
Ship Via: Best Method
Promise Date:
Quote Ship to:

George Kast
Palomar College
1140 West Mission Rd
Cabinet & Furniture Tech Building
T-120B
San Marcos CA 92069

Quantity	Item	Description	Rate	Amount
1	Kit-Field Installed4 Axis DSP Upgrade Kit, 8" Dia. Capacity	Kit-Field Installed 4 Axis DSP Upgrade Kit, 8" Dia. Capacity For IQ Pro with ATC	2,900.00	2,900.00
	10% Off Discount* 10% Off Discount*		-0.10	-290.00
1	Best Method Best Method	Best method of Shipping	276.00	276.00

Subtotal: 2,886.00
Discount Total: -290.00
Total Tax: 202.28
Shipping Cost: 276.00
Total: \$3,088.28

This Sale Agreement is a legal contract between the Customer and Laguna Tools Inc., The Customer accepts this Sale Agreement by making a purchase and/or by placing an order. This Agreement will be governed by and construed in accordance with the substantive laws of California, notwithstanding any conflict of law principles. Defective merchandise must be returned with an authorized RMA (Return Merchandise Authorization) number from Laguna Tools. In the event the Customer returns any item for an exchange of a different item, there will be a 25% re-stocking fee. Freight quotes valid 30 days due to fuel surcharge _____ on _____ 2020. It is the customers responsibility to provide clean usable power with a proper earth ground for the machine. Any transformers or power conditioners will be the customers responsibility as deemed necessary during start-up by a lagunatools technician or by a customer service technician. Any costs to make the machine run on inferior power will be the customers responsibility. Any costs to repair the machine due to improper power source or due to dirty air source will be the customers responsibility.

8199 Clairemomont Mesa Blvd
San Diego, CA 92111
858 268-1005

DATE: 3/22/2021

Customer to Pick Up at Store

X

Or

Vendor Ships to Customer

Residential Delivery

Commercial Delivery

Lift Gate Required

Tax Rate is
Determined by
Delivery Zip
Code

Bill To:

PALOMAR COLLEGE

CFT BLDG 1-120C

1140 W. MISSION RD

SAN MARCOS, CA 92069

Phone: 760-744-1150X2557

Fax:

Email: gkast@palomar.edu

Delivery Name & Address :

REQUIRED IF SHIPPING TO
CUSTOMER

Contact Name:

Contact Number:

Email:

Comments or Special
Instructions:

Store RT Code (RT0XX)	Tax Exempt	
	Yes	No
RT006SD		Tax Rate for Destination
		7.750%

Sales Person	Requested By:	Medina Approval
Mike	Mike	AM - 3.23.2021 MJ - 3.23.2021

California Prop 65 Warnings

Item #

No warning required for this item

List PDB SKU first, then itemize component SKUs on following lines.

Item #	QTY	Description	Unit Price	Amount
36345	1	POWERMATIC 3HP PLANER	\$3,199.99	\$ 3,199.99
		Additional Shipping and Handling Charge: \$200 will not apply if item is in stock or store meets vendor min. qty order		\$ -
				\$ -
				\$ -
Enter Rockler Protection Plans Below This Line				
				\$ -
				\$ -
			SUBTOTAL (Taxed)	\$ 3,199.99

If you have any questions concerning this quote, contact the store manager at:

If you have any questions concerning this quote, contact the store manager at: 858 268-1005		SUBTOTAL (Non-Taxed)	\$ -
		SHIPPING & HANDLING	
		TAX RATE (Destination)	7.750%
		SALES TAX	\$ 248.00
		TOTAL	\$ 3,447.99

This quote is valid for 30 days.

PLEASE NOTE: To obtain quoted pricing, please remit purchase orders directly to the store listed above. Thank you for your business!

Returns may be subject to a Restocking Fee

This contractor and subcontractor shall abide by the requirements of 41 CFR §§ 60-1.4(a), 60-300.5(a) and 60-741.5(a). These regulations prohibit discrimination against qualified individuals based on their status as protected veterans or individuals with disabilities, and prohibit discrimination against all individuals based on their race, color, religion, sex, sexual orientation, gender identity or national origin. Moreover, these regulations require that covered prime contractors and subcontractors take affirmative action to employ and advance in employment individuals without regard to race, color, religion, sex, sexual orientation, gender identity, national origin, protected veteran status or disability.

More information: Federal affirmative action regulations mandate that Federal contractors include an Equal Opportunity (EO) clause in all contracts, subcontracts and purchase orders. The intent is to make the nondiscrimination and affirmative action provisions of Executive Order 11246, Section 503 of the Rehabilitation Act of 1973, the Vietnam Era Veterans' Readjustment Assistance Act, and the Jobs for Veterans act flow down to all tiers of contractors.

CAREER EDUCATION FY2022
RESOURCE ALLOCATION FORM

DIVISION- CTEE

DEPARTMENT- EME

PROGRAM/TOP CODE- 1250/1251

FACULTY- Sarah De Simone

DID YOU RECEIVE SWP OR PERKINS FUNDING IN FY21? Yes

DATE ADVISORY COMMITTEE IS
SCHEDULED. MEETING MUST BE
HELD BY 04/14/2021.

ADVISORY COMMITTEE SUMMARY IF ALREADY HELD:

PLEASE LIST ANY ITEMS ALREADY REQUESTED ON PRP:

None

DISCUSS PROGRAM OF STUDY IN TERMS OF MULTIPLE ENTRY AND EXIT POINTS,
ALIGNMENT WITH ALL ASPECTS OF AN INDUSTRY OR CAREER CLUSTER, AND
ALIGNED WITH REGIONAL EMPLOYMENT NEEDS:

Like many CTE programs, the Emergency Medical Education courses are based on the concept of scaffolding and there are multiple entry and exit points based on student goals and experience. EME 100 (Emergency Medical Responder) is the entry level course and is a prerequisite for entry into the Emergency Medical Technician course (EME 106/106L). Students may bypass EME 100 if they have prior experience in the medical field or have Military combat training. Students who take EME 100 are either pursuing a career in the Emergency Medical Service profession and will continue with subsequent classes or are just looking for some experience prior to applying for other medical professions such as nursing or Physician Assistant. Many of our students continue on and enroll in the EMT course. Once a student successfully completes the EMT course they are eligible for employment with a fire department, hospital or private ambulance company. Much like EME 100, some wish to stop their EMS educational career at this point to pursue other medical professions but most continue on to the Paramedic Academy. A student is not eligible to apply to the Paramedic Academy unless they are an employed EMT or a Navy Corpsman that can document extensive ER experience. Paramedic certification is the primary goal for the majority of our students as they are seeking employment with local fire departments or private ambulance companies. There is a high demand for both EMT and paramedics in not only San Diego County and surrounding counties but at the state and national level as well.

DISCUSS ANY ARTICULATION AGREEMENTS YOUR PROGRAM HAS WITH AREA HIGH SCHOOLS, AND HOW YOU MAY EXPAND THOSE OPPORTUNITIES-

DISCUSS LABOR MARKET INFORMATION AND NOTE SOURCE:

Our program has multiple articulation agreements with local high schools to offer the EME 100 course (Emergency Medical Responder). We are constantly assessing outcomes with each EMT class and began to see a concerning trend. Students had learned enough to pass the course and the NREMT exam, however, the knowledge was not in depth and they were not able to apply the knowledge and skills in a critical setting and were unable to pass employment exams. We have created a new course that is designed to better prepare students who are new to EMS and this course will replace EME 100. We are working with the local high schools to still offer EME 100 but also the new course EME 105 (EMT Prep).

According to onetonline.org and EDD, the projected growth for Emergency Medical Technicians and Paramedics nationally is between approximately 5%-7% and is considered faster than average with approximately 17,400 job openings over the next 10 years. In California there is an 11% anticipated growth with 1,360 projected job openings over the next 10 years (2018-2028). There is a projected growth of 13.7% in San Diego Co over the next 10yrs with 48 annual openings/year. Imperial Co has a projected growth of 12.5% in the next 10 yrs with 4 annual openings/year. In the surrounding counties such as Orange, LA and the Inland Empire there is an estimated 15% increase in job openings. This data is based on the 10yr projections using 2016-2026 estimations

[EDD Labor Market Information Division - Home Page \(ca.gov\)](https://www.edd.ca.gov/Labor_Market_Information/)

<https://www.onetonline.org/>

[COE - Home | Centers of Excellence \(coeccc.net\)](https://www.coeccc.net/)

DESCRIBE EFFORTS TO ENSURE SPECIAL NEEDS STUDENTS LEARN ABOUT YOUR COURSE OFFERINGS ARE PART OF A CTE PROGRAM OF STUDY:

We developed a bridge program designed to strengthen high school students who wish to pursue a career in EMS/Fire. The program addresses math, reading skills, and effective study techniques. We have found students tend to struggle in these areas. This Core Skills Bridge Program was implemented in Fall 2020 and we had excellent turn out and feedback. We are tracking data and hope to see expected improvements in these core skills and successful completion for the Economically Disadvantaged and students with disabilities group.

All of our classes are now approved for online offerings. This now opens up the possibility of offering all programs in the EME department in a hybrid fashion.

DISCUSS WORK BASED LEARNING INTEGRATION OF PROGRAM:

The EMT students are required by Title 22, Division 9, Chapter 2 to complete 24 hours of observation in an ER and on an ambulance to successfully complete course. The observation shifts the EMTs must complete exposes them to what they will encounter on an ambulance or in the ER. This gives them of idea of what to expect upon employment with an ambulance agency, fire department or in an ER.

The paramedic students are required by Title 22, Division 9, Chapter 4 to successfully pass a clinical internship of no less than 172 hours in a hospital setting and a field internship of no less than 480 hours with a fire department or ambulance agency.

HOW WILL YOUR PROGRAM PROVIDE CAREER EXPLORATION AND CAREER DEVELOPMENT COURSEWORK, ACTIVITIES OR SERVICES?

Our program is fortunate to have an instructor cadre that is diverse and able to provide students with information about different career pathways. The instructor cadre consists of paramedic/fire fighters, flight paramedics, flight nurses, physicians, and registered nurses. The students are also exposed to clinical and field internships and we partner with Carlsbad FD to offer extrication education and with Mercy and Reach Air to learn about helicopter operations. We are exploring the possibility of going back to Alabama and New Mexico for courses that address weapons of mass destruction.

DOWNLOAD AND DISCUSS CORE INDICATORS AND HOW YOU WILL ADDRESS ANY DEFICIENCIES: [California Community Colleges Chancellor's Office - CTE \(Perkins IV\) \(calccc.org\)](http://calccc.org/CTE/PerkinsIV/)

Core Indicator 1:

There were multiple categories that were N/R and could not be assessed. The CTE Cohort and Economically Disadvantaged categories all exceeded the state and district negotiated level with a college performance of 95.87 and 96.77. Students with disabilities category fell just below the district negotiated level at 85.71. This is an area we need to improve upon. We need to do a better job of identifying students with disabilities and referring them to the DRC for evaluation and the creation of an effective learning plan as well as tutoring and extra lab hours for those that need more repetition. However, if you look at Core Indicator 2, there is a 100% college performance. If they have not attained the skill, they most likely will not complete the course.

Core Indicator 2:

There were multiple categories that were N/R and could not be assessed. The CTE Cohort, Economically Disadvantaged and Students with Disabilities categories all exceeded the state and district negotiated levels. We are happy with these results but the high percentages are mostly from Certificate of Achievement and/or Certificate of Proficiency. With the help of guided pathways, our plan is to help motivate students to continue their education and earn an AS or AA degree. We have had multiple former students consult with evaluations to see what they needed to do to earn a degree as fire department agencies are now requiring degrees for promotion. If we can help students develop a customizable education plan that meet their

specific needs and is attainable for them, we are hoping to see a dramatic increase in degree awards.

Core Indicator 3:

There were multiple categories that were N/R and could not be assessed. The CTE Cohort, Economically Disadvantaged and Student with Disabilities all fell below the state and district negotiated levels. This ties in with Core Indicator 2. Most students are just looking to complete the necessary courses needed for employment and are not looking into the future of the importance of earning a degree. We hope to see this core indicator increase with the plan mentioned in core indicator 2.

Core Indicator 4:

There were multiple categories that were N/R and could not be assessed. The CTE Cohort and economically disadvantaged both exceeded state and district negotiated levels. We do not assess employment in the EMT program, but we do assess employment at the paramedic level and sustain anywhere between 98%-100% employment with each cohort.

Core Indicator 5a and 5b had no data to assess.

BRIEFLY DESCRIBE PROGRAM IMPROVEMENT ISSUES, INCLUDE SPECIFIC EXAMPLES, AND DESCRIBE HOW THE ISSUES WILL BE ADDRESSED.

We assess each course in the paramedic and EMT programs annually and conduct needs assessments. Over the past year we have found some concerning trends in each course and have developed curriculum changes to address these issues:

EME 100: Students were successfully passing EME 100 but were still not prepared for the rigorous and fast paced curriculum they face when entering the EMT program. We identified the specific area of deficiency revolved around hands on experience. Students were learning about medical emergencies and how to treat them but were not given the opportunity to apply this knowledge in a simulated setting. The students were also lacking medical terminology knowledge. We created EME 105 (EMT Prep) that will replace EME 100. This course focuses on the most common illnesses and injuries, pathophysiology, medical terminology and now has an incorporated lab that offers 7 lab days. During these lab days student will be exposed to hyper-realist simulations utilizing high fidelity simulators. This creates an environment for students to use what they have learned and apply the knowledge at the application and synthesis level.

EME 106/106L: Students are also successfully passing the EMT program but as with EME 100, they are not able to apply what they have learned in the field environment and are not passing employment exams. The NREMT pass rates on the cognitive exam have also dropped dramatically. We have identified that students are not being subjected to enough hyper-realistic simulation during lab days offering them the ability to apply what they are learning. The focus has been on isolated skills related only to the NREMT psychomotor exam. This has basically forced them to stay at a knowledge recall level rather than progressing to the application and

synthesis level. We are currently revamping the lab days to incorporate more hyper-realistic simulation and were able to purchase two high fidelity manikins allowing us to implement these strategies. We are also purchasing a program to assist us with quiz and exam creation. At this time our quizzes and high stakes exam questions are developed by faculty that have little to no experience in this arena. The new program has vetted, validated and reliable EMT questions that mimic the NREMT cognitive exam.

Paramedic Academy: We have made some positive changes in the paramedic academy and the students are doing well. As with EMT, the paramedic quizzes and high stakes exam questions are developed by faculty with little to no experience in this arena. We have purchased the same program for exam question creation. The NREMT cognitive exam pass rates are good, but many students require 2-3 attempts before successfully passing. Having quizzes and exams with questions that extend beyond the knowledge recall level will push the students to think critically and will result in better first-time pass rates on the NREMT exam. We also noticed a deficiency with 12 lead EKG and electrical therapy recognition and treatment. The high-fidelity simulators are capable of creating 12 leads but the cardiac monitors we have are broken and beyond repair. This results in us having to tell the students what the 12 lead is and pretend to administer electrical therapy rather than the students identifying the rhythm on their own and developing their own treatment plan. Purchasing new monitors will alleviate this crutch and provide a better learning environment. We have 6 gurneys that are used for simulations. Three of these gurneys are broken and unsafe for use. It is important for the students to not only treat the patient but also move the patient to the ambulance. This assists in critical thinking on how and when to move patients and time management.

DESCRIBE THE INVESTMENT(S) OF YOUR FUNDING REQUEST:

We are requesting the following items for the EMT and Paramedic Programs:

Airway bag, trauma bag, suction units, traction splints, AED and Auris stethoscope for our new EME 105 course. Auris stethoscope, high fidelity manikin for our EMT program and cardiac monitor, gurneys, EZ IO training kit and needles, trauma fanny packs for the tactical course and IV trainer for the paramedic academy.

DESCRIBE THE OBJECTIVE OF YOUR FUNDING REQUEST, AND HOW IT ADDRESSES NEEDS OF YOUR PROGRAM:

The airway bag, trauma bag, suction units, traction splints, AED and Auris stethoscope are needed for EME 105. The class will be broken up into three "squads" and will need their own equipment for simulation days. We want to create an environment and use equipment that is similar to what is used by our agency partners in the field. This allows students to be familiar with the equipment prior to employment. One of the most difficult skills to learn is identifying lungs sounds. The auris stethoscope allow students to listen to realistic lungs sounds while performing a patient assessment on a simulated live patient. In the past, the instructor would have to tell them what they were hearing. Now the students need to correctly identify what they are hearing.

The aural stethoscopes and high-fidelity manikin will be used in the EME 105 and EMT courses. We are slowly replacing old and broken manikins. We want to continue to maintain our state of the art simulation lab and research is still showing that high fidelity simulation is extremely beneficial and has direct correlation in strengthen student's critical thinking improving successful student outcomes.

The gurneys, cardiac monitor, IV training arms, and IO training equipment are needed to continue to maintain hyper realistic simulations in the paramedic academy. Again, simulation has proven to lead to better critical thinking and application of knowledge resulting in successful student outcome. The tactical training pouches are needed for the Tactical Emergency Combat Care and Stop the Bleed courses. These courses are not only mandated by Title 22 but are an important piece of training especially with the continued mass shootings.

**DESCRIBE THE ACTIVITIES NEEDED TO COMPLETE THE FUNDING REQUEST
OBJECTIVES:**

EME 105 will require equipment for students to use during the lab days. The airway/trauma bags, suction units, AED, and traction splints will provide student with the equipment needed to perform assessments and treat simulated patients with emergencies.

The aural stethoscopes will expose students to realistic lung sounds. Competency with this vital sign is necessary to ensure the students are appropriately treating patients.

The code blue manikin will be used in EME 105 and the EMT program to offer hyper-realistic simulations that are expected to bridge the application knowledge gap we are seeing in the field. The refurbished cardiac monitors will allow students to seamlessly perform patient assessments without having to pretend or rely on instructor involvement. The new gurneys will allow students to safely lift and move simulated patients, live or manikin

The two Cadaver Labs held at UCSD School of Medicine allow our Paramedic students to practice required advanced level skills on human cadavers. This is an incredible learning opportunity and experience for the paramedic students and allows them the chance to experience performing the isolated skills they have learned on task training equipment on human cadavers

CAREER EDUCATION FUNDING REQUEST: \$125, 869.25

**TOTAL COST, PLEASE INCLUDE
TAXES AND SHIPPING**

**PLEASE SEND APPLICATION, QUOTE(S), AND CORE INDICATOR REPORT BY FRIDAY,
MARCH 19 TO kdonaghy1@palomar.edu.**

Prodcut	Vendor	Product #
Airway Bag	Boundtree	020555R
Trauma Bag	Boundtree	G4500
Suction	Boundtree	2221-61088
AED	World Point	30-270
Traction Splints	Boundtree	560301
Professional Trauma Bag	Boundtree	685107RD
Auris Stethoscope	iSimulate	Steth 1
Code Blue	Gaumard	S300.100.250.P KD
Life Pack 15	Physio Control	99577-001957
Zoll Monitor	Zoll	
Gurneys	Stryker	6506000000
Cadaver Lab	UCSD	
Professional Trauma Bag	Boundtree	685107RD
EZ IO Training Kit	Teleflex	9034TK
EZ IO Training Needles	Teleflex	9078
Advanced 4 Vein Venapun	NASCO	SB29869
LF Venatech IV Trainer 5 P	NASCO	LF01180
Tactical Training Pouch		

Quantity	Cost	Total
3	\$288.65	\$865.95
3	\$45.29	\$135.87
3	\$636.00	\$1,908.00
2	\$327.25	\$655.00
5	\$372.99	\$1,864.95
2	\$326.99	\$653.98
3	\$1,295	\$3,885
1	\$13,739	\$13,739.26
1	\$16,995	\$16,500
2	\$20,000	\$40,000
4	\$8,795	\$35,180
1	\$6,000	\$6,000.00
2	\$326.99	\$653.98
2	\$412.00	\$824.00
6	\$40.00	\$240.00
1	\$350.95	\$350.95
1	\$345.85	\$345.85
30	\$41.95	\$2,062.50

\$125,865.29

katherine profit 9494364369

**CAREER EDUCATION FY2022 TEMPLATE
RESOURCE ALLOCATION FORM**

DIVISION- Design and Manufacturing

DEPARTMENT- Fashion

PROGRAM/TOP CODE- 1303

FACULTY- Rita Campo Griggs

DID YOU RECEIVE SWP OR PERKINS FUNDING IN FY21? Yes

**DATE ADVISORY COMMITTEE IS Tuesday,
SCHEDULED. MEETING MUST BE
HELD BY 04/30/2021.**

ADVISORY COMMITTEE SUMMARY IF ALREADY HELD: March 23, 2021

The Fashion Advisory Meeting was held through zoom on Monday, March 23, and was well attended by 18 industry professionals. Through zoom these industry professionals were local but also able to attend from across our Nation and overseas.

Topics included:

- Program Updates
- Campus Scheduling Fall 20 and Spring 21
- Special Events – MODA – The Advisory Committee was very impressed to see that Palomar College was able to support a Fashion Show in 2020. They commented on the creativity and ingenuity of the staff to produce a show on tape. No other school had put this type of show together. The advisory committee felt this is the way of the future, for the next year or two. They considered this an important lesson for the students to understand the real-world changes that occur and how the industry must change quickly to be profitable.
- Social Media – The committee stressed the importance of social media. They recommended a YouTube channel and classes to develop students' skills and etiquette.
- Partnerships/Internships – Several companies need interns for their companies.
- What role has the Covid-19 pandemic played in your company.
- Pros – I was surprised to learn the manufacturing companies are doing very well and exceeding last year's profit numbers. In this pandemic the fashion industry is still thriving.
- Cons
- Internships- Several companies are looking for interns. I have referred them to Cooperative Education.
- How did the Fashion program prepare you for the industry?
Several of the advisory members were alumni from the program;
This is what one of our former students had to say:

"I would like to say that the Palomar College Fashion Design Program is very well thought out for any of the classes you currently offer. I took classes from the higher

level to the advanced level at Palomar, and I had to go through the same phase at London College of Fashion with more focus on lingerie design. But I have to say that Palomar College Fashion Design Programs really prepared me to attend one of the prestigious fashion schools in the world. Sometimes I even felt like Palomar College did a better job at teaching than LCF (especially on pattern making classes). So, I am very grateful for all the things I learned from you, and I just wanted to assure the quality of the classes from a student's point of view.”

- Future outlook for the program and course information. We continue to refine our programs with your input and recommendations.

Advisory committee recommends the following to be future trends that need to be addressed and incorporated into the curriculum/program.

- Sustainability in Fashion
- E-commerce
- PLM software
- 3D software
- Social media understanding and professional etiquette

PLEASE LIST ANY ITEMS ALREADY REQUESTED ON PRP:

- \$2,000. for Field Studies to be reinstated into the Fashion Program. The program proposes one field trip per semester for the FASH 100 class.
- \$5,000. for annual MODA Fashion Show

DISCUSS PROGRAM OF STUDY IN TERMS OF MULTIPLE ENTRY AND EXIT POINTS, ALIGNMENT WITH ALL ASPECTS OF AN INDUSTRY OR CAREER CLUSTER, AND ALIGNED WITH REGIONAL EMPLOYMENT NEEDS:

The area of study, Fashion Merchandise or Fashion Design has fundamental knowledge that can lead students into many careers. With changes to our guided pathways a student entering Palomar can now achieve a certification of achievement in Fashion Design or Fashion Merchandising in one year.

Successful completion of either program allows students with employment opportunities in the fashion industry. This restructure to the program and classes allow us to meet the needs of the student and the fashion industry. Students receive the skills needed to be competitive in the workforce and the program maintains industry partnerships in order for opportunities with internships, professional support, and employment opportunities.

The fashion industry is ever-changing and it is necessary to keep current through relevant technology. Two items which enable the fashion program to keep current with the industry is Fashion Snoop and 3D software such as Tukatech. Fashion Snoop a forecasting site used to project future trends in apparel, color, home furnishings, retail statistics, design collections, and window displays from around the world. Tukatech is a leading provider of pattern and fashion design CAD/CAM software solutions for the apparel, automotive, aeronautics, industrial fabrics and upholstery industries. Both Fashion Snoop and Tukatech assist the Palomar College Fashion student to have a leading edge for employment opportunities.

The annual fashion show MODA, is a signature event which showcases students' work. Designers produce an apparel lines for the event; Fashion Merchandisers use business skills learned to coordinate the departments, social media, and event planning. The event attracts attention of industry leaders and recruits new students to the program. The show continues even through the pandemic. The show is created on tape and shown through social media; this will add to the student skills and widen the audience to showcase their work. The event attracts attention of industry leaders and recruits new students to the program.

DISCUSS ANY ARTICULATION AGREEMENTS YOUR PROGRAM HAS WITH AREA HIGH SCHOOLS, AND HOW YOU MAY EXPAND THOSE OPPORTUNITIES-

Currently the Fashion program has articulations with three area high schools. Each year the articulated high schools have been included in our annual program fashion show, MODA. In normal times the High school faculties are invited to the annual open house and to participate in the Advisory meeting. This year the Fashion Program participated in a nation event titled, "The Future of Fashion." This event was viewed by high school students from cost-to-cost. The 30 minute presentation hosted a panel of our students and a video created by the Film and TV program. The fashion program would also be interested in working with dual enrollment.

DISCUSS LABOR MARKET INFORMATION AND NOTE SOURCE:

Labor Market – Fashion Merchandising and Fashion Design

The Fashion Industry is one of the largest, well-established industries in California. Major market centers, apparel manufactures and some of the largest and most unique retail centers in the world provide California with diverse career opportunities. Los Angeles, Orange County and San Diego counties are the largest centers for apparel manufacturing and the number one fashion employer in the nation, acceding New York City.

Growth in the area has been driven by the popularity of active sportswear. Los Angeles has become a major center for contemporary sportswear, swimwear and premium denim. Orange County has become the leader in action sportswear, surf, skate and snow. San Diego is celebrated for catering to California lifestyles influenced by summer fun, and resort wear. In addition, San Diego's nurturing environment, entrepreneurial spirit and economic status is a perfect mix for retail especially the boutique market. A new niche market emerging with its roots in San Diego is DIY (do-it-yourself). One of the trendsetters for this movement is a Palomar Fashion Alumni, April Yang. Emerging careers in this fast-paced, high grow industry will need to be monitored to meet the needs of the industry.

[EDD Labor Market Information Division - Home Page \(ca.gov\)](https://www.edd.ca.gov/Labor_Market_Information/Default.aspx)

Fashion Design Geography	Median Hourly	Median Annually
California	\$40.54	\$84,331
Anaheim-Santa Ana-Irvine Area	\$37.72	\$78,461
Inland Empire Area	\$33.34	\$69,336
Los Angeles County	\$41.14	\$85,585
San Diego County	\$29.16	\$60,643

Fashion Design:

<https://www.labormarketinfo.edd.ca.gov/OccGuides/ALLOESWage.aspx?Soccode=271022>

Fashion Merchandising:

Fashion Merchandiser Geography	Median Hourly	Median Annually
California	\$34.57	\$71,900
Anaheim-Santa Ana-Irvine Area	\$31.66	\$65,855
Imperial County	\$28.56	\$59,398
Inland Empire Area	\$24.82	\$51,640
Los Angeles County	\$32.23	\$67,042
San Diego County	\$29.84	\$62,065

Wholesale and Retail Buyers, Except Farm Products

(SOC Code : 13-1022) in San Diego County

Buy merchandise or commodities, other than farm products, for resale to consumers at the wholesale or retail level, including both durable and nondurable goods. Analyze past buying trends, sales records, price, and quality of merchandise to determine value and yield. Select, order, and authorize payment for merchandise according to contractual agreements. May conduct meetings with sales personnel and introduce new products. Include assistant buyers

Occupational Projections of Employment (also called "Outlook" or "Demand")

Area	Estimated Year-Projected Year	Employment	
		Estimated	Projected
San Diego County	2016 - 2026	1,160	1,180

Advertising and Promotions Managers

(SOC Code : 11-2011) in San Diego County

Plan and direct advertising policies and programs or produce collateral materials, such as posters, contests, coupons, or giveaways, to create extra interest in the purchase of a product or service for a department, an entire organization, or on an account basis.

San Diego County is the same as San Diego-Carlsbad MSA.

Occupational Wages

[Top]

Area	Year	Period	Hourly Mean
San Diego-Carlsbad MSA	2020	1st Qtr	\$59.53

Merchandise Displayers and Window Trimmers

(SOC Code : 27-1026) in California

Plan and erect commercial displays, such as those in windows and interiors of retail stores and at trade exhibitions.

Merchandise Displayers and Window Trimmers 2020 Wages

<https://www.labormarketinfo.edd.ca.gov/cgi/databrowsing/occExplorerQSDetails.asp?searchCriteria=visual+merchandiser&careerID=&menuChoice=occExplorer&geogArea=0601000000&soccode=271026&search=Explore+Occupation>

Visual Merchandiser Geography	Median Hourly	Median Annually
California	\$15.44	\$32,125
Anaheim-Santa Ana-Irvine Area	\$14.57	\$30,292
Imperial County	\$14.18	\$29,479
Inland Empire Area	\$15.05	\$31,297
Los Angeles County	\$15.45	\$32,144
San Diego County	\$14.78	\$30,746

<https://www.onetonline.org/>

Fashion Design - <https://www.onetonline.org/link/summary/27-1022.00>

Fashion Merchandiser - <https://www.onetonline.org/link/summary/27-1026.00>

Summary Report for: 27-1022.00 - Fashion Designers

Design clothing and accessories. Create original designs or adapt fashion trends.

Sample of reported job titles: Apparel Fashion Designer, Clothing Designer, Costume Designer, Dance Costume Designer, Designer, Fashion Designer, Historic Clothing and Costume Maker, Latex Fashions Designer, Product Developer

Summary Report for: 27-1026.00 - Merchandise Displayers and Window Trimmers

Plan and erect commercial displays, such as those in windows and interiors of retail stores and at trade exhibitions. Sample of reported job titles: Decorator, Display Associate, Display Decorator, Display Specialist, In-Store Marketing Associate, Merchandiser, Visual Merchandiser (VM), Visual Merchandising Specialist

[COE - Home](#) | [Centers of Excellence \(coecc.net\)](http://coecc.net)

DESCRIBE EFFORTS TO ENSURE SPECIAL NEEDS STUDENTS LEARN ABOUT YOUR COURSE OFFERINGS ARE PART OF A CTE PROGRAM OF STUDY:

The Fashion program serves a diverse student population. We work closely with Special population to help these students succeed in our program. The majority of the needs are met by offering on-line instruction, addressing learning styles and working with DSP&S and IEP's.

In order to better meet the needs of special populations, all on-line instruction needs to be ADA compliant; currently it is not. Canvas on-line courses need to be reviewed, evaluated and serviced to meet the legal requirements. For future considerations, online or face- to-face open labs for self-paced study in design would provide educational opportunities and program delivery to student requiring nontraditional scheduling.

DISCUSS WORK BASED LEARNING INTEGRATION OF PROGRAM:

The Fashion Merchandising and Design program is fully integrated with Work based learning.

The signature event for the school and students is the MODA, which is created by students, to showcase the talents of the students in the departments and to promote the entire CTE division. This work-based learning experience gives them an understanding of the industry. Designers produce an apparel lines for

the event; Fashion Merchandisers use business skills learned to coordinate the departments, social media, and event planning. Even through the pandemic the show must go on! In 2020 photographs of the clothing was assembled in a slide show and put to music.

- The Advisory Committee was very impressed to see that Palomar College was able to support a Fashion Show in 2020. They commented on the creativity and ingenuity of the staff to produce a show on tape. No other school had put this type of show together. The advisory committee felt this is the way of the future, for the next year or two. They considered this an important lesson for the students to understand the real-world changes that occur and how the industry must change quickly to be profitable.

In the next two year we project a similar situation where the show will be live on tape. This event reflexes the many situations that happen in the industry.

- One of our students was recently accepted at FIT in New York. She credits the Fashion Show class for giving her a competitive edge over the over students.

HOW WILL YOUR PROGRAM PROVIDE CAREER EXPLORATION AND CAREER DEVELOPMENT COURSEWORK, ACTIVITIES OR SERVICES?

All of the classes in the Fashion Merchandising and Design program provide career exploration and development. However, specific classes for career exploration and career development will be provided through field exploration to industry events such as, MAGIC in Las Vegas or local field trips to Los Angeles Fashion District or to the Fashion Capital New York. Students are exposed to the industry and its culture. Lessons in business etiquette, presentations, elevator speeches, and creating a portfolio are all part of the instruction for these classes. Funding for faculty has been included in this budget plan. The courses are established in the program and have been a very successful for many years. Addressing the pandemic we understand the need for safety plans.

DOWNLOAD AND DISCUSS CORE INDICATORS AND HOW YOU WILL ADDRESS ANY DEFICIENCIES:

[California Community Colleges Chancellor's Office - CTE \(Perkins IV\) \(cccco.edu\)](https://misweb.cccco.edu/perkins/Core_Indicator_Reports/Forms_All.aspx)

The Fashion Merchandising and Design provides several activities to prepare special populations for occupations that will lead to self-sufficiency. Students prepare for a career in this diversified billion dollar global industry through cooperative work experience, internships, field work, volunteering and mentoring. The annual MODA fashion show encompasses many career quests which include the coordination of a fashion show through promotion, advertising, budget, or the technical side of lighting, stage set-up, music or the design side of creating clothing, and selecting models.

https://misweb.cccco.edu/perkins/Core_Indicator_Reports/Forms_All.aspx

After a review of the Core Indicator Report, the program improvement plan is outlined by each indicator:

Core Indicator 1 – Technical Skill - In addition to technical and academic skill employers are requesting personal self-developed skills (soft skills) that transfer from one work place to another. This will be incorporated in classroom management.

Core Indicator 2 - Completions, Credential, Certificate Degree or Transfer Ready – According to the Core Indicator report a majority of students are economically disadvantaged. Then the idea of Certificates of Achievement reaches out to students who might not otherwise consider going to college. The

certificates offer students a chance to acquire job skills necessary for employment and give them the opportunity to be more competitive in the job market. Review and evaluation of all the course material fees should allow additional students to resister.

Core Indicator 3 - Student Persistence and Transfer – A high percentage of economically disadvantaged students are in the program. Additional information on Financial Aid, and grants might encourage more students to transfer to a four-year University.

Core Indicator 4 – Employment – Students are finding entry level positions even before the completion of their studies. The majority of students in this category were also economically disadvantaged. When they find employment they normally do not return to the classroom.

Core Indicator 5 – Non –traditional – There is no information on the Core Indicator for number 5. My experience tells me that the majority of the fashion students are non-traditional students. The Fashion Industry is male dominate and our classrooms are dominated by females. More education is needed to remove the stereotyping of the fashion student.

BRIEFLY DESCRIBE PROGRAM IMPROVEMENT ISSUES, INCLUDE SPECIFIC EXAMPLES, AND DESCRIBE HOW THE ISSUES WILL BE ADDRESSED.

The Fashion program improvements address introducing industry technology through the funding of software Fashion Snoops and Tukatech and funding of the MODA Fashion Show production.

Fashion Snoops, the most relevant source of forecasting information for the apparel industry, is extremely important resource for Fashion students. This source serves every single student in the Fashion department. This allows the students to be successful in their school endeavors. Understanding the industry and how it functions makes these students excellent job candidates at time of their graduation or to transfer.

Leading CAD software Tukatech will put the Fashion department on the cutting edge of education for the apparel industry. This would allow Fashion students the most current technology, by developing patterns for garments in the same way that major apparel corporations do. There is no comparison to utilizing this technology for pattern-making. In addition, the Fashion program is greatly enhanced by having equipment that is comparable to what is used in the apparel industry. Students learn to use equipment that advances their knowledge of techniques used in professional environments. Having the software allows students to gain real-workroom experience.

Even in this unprecedented year the MODA Fashion Show was produced. The Merchandising students create, market, produce, and orchestrate this signature event. Apparel Designs from our Fashion students' are showcased in the annual fashion show entitled MODA. As mentioned earlier the Advisory Committee was very impressed to see that Palomar College was able to support a Fashion Show in 2020. They commented on the creativity and ingenuity of the staff to produce a show on tape. No other school had put this type of show together. The advisory committee felt this is the way of the future, for the next year or two. They considered this an important lesson for the students to understand the real-world changes that occur and how the industry must change quickly to be profitable

DESCRIBE THE INVESTMENT(S) OF YOUR FUNDING REQUEST:

The main use of Perkins funds is to enrich effective practices that have been developed in previous years and proven to be successful. The activities created attempted to; meet industry standards with relevant

technology and equipment, create strong student experiences, and build meaningful links between their education and the industry.

The Perkins funds enabled the Fashion Merchandising and Design program to provide students with state-of-the-art technology and equipment used in apparel industry. This prepares students for immediate employment into the industry.

DESCRIBE THE OBJECTIVE OF YOUR FUNDING REQUEST, AND HOW IT ADDRESSES NEEDS OF YOUR PROGRAM:

The objective for the Fashion Merchandising and Design program use of Perkins Funds is to keep current with the ever-changing world of the fashion industry through technology and marketing through a signature event. This objective focuses on enhancing current practices that have been developed in previous years and proven to be successful. The objective strives to; create industry awareness, meet industry standards with relevant technology, create strong student experience, and build meaningful links between their education and the industry.

DESCRIBE THE ACTIVITIES NEEDED TO COMPLETE THE FUNDING REQUEST OBJECTIVES:

This has been an unprecedented year as world has been struck with a global pandemic. All classes are online and social distancing and zoom have become an essential part of our daily lives. The Fashion program continues to perform teaching sewing, pattern-making and special event production all online. Activities to complete several of the funding requests linger on the recovery of our nation. Travel and travel classes need to be reinstated, and safety protocol in place.

CAREER EDUCATION FUNDING REQUEST:

TOTAL COST, PLEASE INCLUDE TAXES AND SHIPPING

ITEM	QTY	COST PER	AMOUNT	SHIPPING	TAX @ 8 %	TOTALS	Quote
Facility Rental for MODA	1		\$5,000.			\$5,000	TBA Escondido Center for the Arts
Moda Program and outreach material	500	\$3.00	\$1,500.			\$1,500.	PC Creative services
Tuka software CAD Program Spring 2022	24	\$29. Per student	\$ 1,392.			\$ 1,392.	• TUKAcad LE subscription at \$29/month via www.tukaweb.com Rita Campo Griggs - United States - TUKAcad Request
Fashion Snoops	1	\$7,500.00	\$7,500.00			\$7,500.00	Included
Field Study Buses	3	\$1000.	\$3,000.			\$3,000.	requested
Memberships/Professional Organizations	2	250.	\$500.00			\$500.	San Diego Fashion Week

Fashion Week San Diego							Included
Instructors Travel to MAGIC in Las Vegas MAGIC MAGIC Fashion Trade Show MAGIC MARKETPLACE. August 9-11, 2021. Las Vegas Convention Center.	2	\$100. Airfare	\$200.		\$80.00	\$1,000.	
	2 room	Hotel Rooms \$200 x 2 days	\$800.				
Instructors Training	1	\$150.	\$150.			\$150.	
Instructors Travel San Diego to New York \$271 for Round Trip Non-Stop.	1	\$271.	\$271.		\$21.86	\$292.86	

PLEASE SEND APPLICATION, QUOTE(S), AND CORE INDICATOR REPORT BY FRIDAY, MARCH 26 TO
kdonaghy1@palomar.edu.

Fashion Snoops Inc.

610 5th Avenue, # 5297

New York, NY 10185

(212)768-8804

info@fashionsnoops.com

SALES AGENT SERV. END DATE SERV.START DATE

Isabella Cardina 6/30/2022 6/30/2021

DESCRIPTION QTY RATE AMOUNT

12 months subscription to fashionsnoops.com 1 7,500.00 7,500.00

Services: IP Access BALANCE DUE \$7,500.00

- TUKAcad LE subscription at \$29/month via www.tukaweb.com

Rita Campo Griggs - United States - TUKAcad Request

Fashion Week San Diego - Preferred PARTNER \$250.

Logo on digital advertising • Logo on printed advertising, listed as supporter of event. • Logo inclusion on all email blasts • A link to view the show via live broadcast

CAREER EDUCATION FY2022 TEMPLATE RESOURCE ALLOCATION FORM

DIVISION- AMBA

DEPARTMENT- GC

PROGRAM/TOP CODE- Graphic Art and Design 103000

FACULTY- MARK BEALO, KEN DODSON, WADE ROLLINS

DID YOU RECEIVE SWP OR PERKINS FUNDING IN FY21?

GCIP was allocated Perkins funding for Thermal Expansion (\$6,736), Drone upgrades (\$10,960) and a UV Flatbed Printer (\$28,228). The UV Flatbed came in over budget, so we forfeited the Thermal Expansion purchase in order to augment the funds needed to get the UV Printer. The drone upgrades were mostly camera related and peripherals, yet we learned from our advisory committee meeting held earlier this semester that industry wants us to train on USA made equipment and technology as congress is bringing pressure to move away from Chinese products, which comprise about 70% of the current drone market.

GCMW was allocated Perkins funding for LED Lighting (\$1,391), GoPro cameras (\$4,207) and a BlackMagic URSA Mini 4K Video Camera (\$6,975).

DATE ADVISORY COMMITTEE IS SCHEDULED (MUST BE HELD BY 04/30/2021):
2/24/2021

ADVISORY COMMITTEE SUMMARY IF ALREADY HELD:

Advanced Manufacturing trends continue. Students need to be better prepared for this focus in industry.

Organizing massive data and file management are key skills students need to be learning to bring those skills to industry.

A huge increase in requests for livestream due to the lack of in-person events, but may decrease slightly after COVID, yet not completely go away as companies will hybrid their events.

Being an Influencer, Youtuber, or Twitch streamer was listed as one of the most desired jobs for Gen-Z'ers. Almost all of our students are going to have to work with a marketing team to create content.

Outfit current cameras to enable mobile production work, rather than just in-studio.

Drone upgrades need to focus on USA made so students can be trained for Government and Public Safety/Law enforcement drone jobs as Chinese manufacturers like DJI are being phased out due to congressional decisions and policy changes.

PLEASE LIST ANY ITEMS ALREADY REQUESTED ON PRP:
GCIP PRP

Technology Request 1: Direct to Garment Printer @ \$21,496.13.
Ranked 3 out of 14 IPC One Time Requests FY2020-2021.

Technology Request 2: Drone Upgrades @ \$15,500
Ranked 12 out of 14 IPC One Time Requests FY2020-2021.

Technology Request 3: Benchtop digital fabrication router @ \$11,136.60
Ranked 8 out of 14 IPC One Time Requests FY2020-2021.

Technology Request 4: Faculty Apple Laptops @ \$3,750.00
Ranked 14 out of 14 IPC One Time Requests FY2020-2021.

DISCUSS PROGRAM OF STUDY IN TERMS OF MULTIPLE ENTRY AND EXIT POINTS, ALIGNMENT WITH ALL ASPECTS OF AN INDUSTRY OR CAREER CLUSTER, AND ALIGNED WITH REGIONAL EMPLOYMENT NEEDS:

Career paths chosen by students pursuing undergraduate studies in Graphic Art and Design commonly include graphic design, web design and digital interface design, animation, photography, commercial and industrial design and video production. Careers in the discipline that generally require graduate-level degrees include college teacher, creative director and art director. Even students who choose not to major in Graphic Art and Design find that coursework in the field can improve their ability to think critically, solve complex problems, improve their skills on the computer, and develop research and analysis for design projects.

Graphic Communications offers a Certificate of Proficiency in Digital Media, Associate of Science degrees in Digital Imaging, Digital Video, Graphic Communications, Interactive Media Design Emphasis in 3D Modeling & Animation, and Interactive Media Design Emphasis in Multimedia Design, as well as courses leading to transfer. The C.P. is designed to provide students with skills necessary for employment or advancement as graphic designers. Students earning the certificate may also choose to continue their study toward an associate, baccalaureate or advanced degree in the field. Past recipients of the Certificates and Degrees have obtained positions as graphic designers, art directors, and creative directors. Students earning a Graphic Communications associate's degree may pursue positions as graphic designers or may choose to continue their study in the discipline toward a bachelor's or graduate degree. Our drone program trains students for an industry which has strict guidelines and rules set by the FAA that we align our curriculum to in order to remain relevant and current.

DISCUSS ANY ARTICULATION AGREEMENTS YOUR PROGRAM HAS WITH AREA HIGH SCHOOLS, AND HOW YOU MAY EXPAND THOSE OPPORTUNITIES

We have articulation agreements with Vista High School, Orange Glen High School, and Rancho Bernardo High School. We can expand these if other area high schools acquire comparable equipment and start teaching our entry level curriculum.

DISCUSS LABOR MARKET INFORMATION AND NOTE SOURCE:

[EDD Labor Market Information Division - Home Page \(ca.gov\)](http://edd.ca.gov/)

<https://www.onetonline.org/>

[COE - Home | Centers of Excellence \(coeccc.net\)](http://coeccc.net)

Graphic Designers (SOC 27-1024): Design or create graphics to meet a client's specific commercial or promotional needs, such as packaging, displays, or logos. May use a variety of mediums to achieve artistic or decorative effects. Job titles include: Artist, Creative Director, Creative Manager, Design Director, Designer, Graphic Artist, Graphic Designer, Online Producer, Production Artist, Publications Designer, Advertising Layout Workers; Art Directors; Catalog Illustrators; Desktop Publishers; Digital Artists; Layout Artists; and Multimedia Specialists. Graphic Designers in San Diego: 316 annual openings. 9% increase.

<https://www.labormarketinfo.edd.ca.gov/cgi/databrowsing/occExplorerQSDetails.asp?careerID=&menuChoice=&geogArea=0604000073&soccode=271014&search=Explore+Occupation>

Art Directors (SOC 27-1011): Formulate design concepts and presentation approaches for visual communications media, such as print, broadcasting, and advertising. Direct workers engaged in art work or layout design. Job title include: Art Director; Art Supervisor; Creative Director; Creative Guru; Design Director; Designer; Director of Creative Services, Consumer Products; Group Art Supervisor; Production Manager; Senior Art Director. Art Directors in San Diego: 58 annual openings. 11.5% increase.

<https://www.labormarketinfo.edd.ca.gov/cgi/databrowsing/occExplorerQSDetails.asp?careerID=&menuChoice=&geogArea=0604000073&soccode=271011&search=Explore+Occupation>

Multimedia Artists and Animators (SOC 27-1014): Create special effects, animation, or other visual images using film, video, computers, or other electronic tools and media for use in products or creations, such as computer games, movies, music videos, and commercials. Job titles include: 3D Animator, 3D Artist, Animation Director, Art Director, Artist, Creative Director, Graphic Artist, Graphic Designer, Illustrator, Animator; Multimedia Artist; Digital Artist; Web Designer; Videographer; Production Manager; Production Assistant; and Multimedia Producer. Multimedia Artists and Animators in San Diego: 128 annual openings. 13.6% increase.

<https://www.labormarketinfo.edd.ca.gov/cgi/databrowsing/occExplorerQSDetails.asp?careerID=&menuChoice=&geogArea=0604000073&soccode=271014&search=Explore+Occupation>

Unmanned Aerial Vehicle (UAV) Pilots (currently there is no SOC code associated with UAV Pilots): Unmanned aircraft systems and industries include: Event photography; Movie filming; Aerial mapping; Search and rescue; Deliveries; Building inspection; Defense industry or military; and Precision Agriculture. Job titles include: Unmanned

Aircraft Pilots, Unmanned Aircraft Systems Operators, Commercial Drone Pilots/Operators and Remote Pilots/Operators. California is expected to create 14,064 jobs between 2015 and 2025 that are directly related to unmanned aircraft systems. Related jobs include flying, building, developing, selling, maintaining, and customizing drones as well as training people to use drones.

[http://coeccc.net/reports/Unmanned Aircraft Vehicle Pilots](http://coeccc.net/reports/Unmanned_Aircraft_Vehicle_Pilots)

Fashion Designers (SOC 27-1022): Design clothing and accessories. Create original garments or design garments that follow well established fashion trends. May develop the line of color and kinds of materials. Job titles include: Designers; Fashion Advisors; Costume Designers; Custom Furriers; and Stylists. Fashion Designers in San Diego: 32 annual openings. 24% increase.

<https://www.labormarketinfo.edd.ca.gov/cgi/databrowsing/occExplorerQSDetails.asp?caeerID=&menuChoice=&geogArea=0604000073&soccode=271022&search=Explore+Occupation>

According to the Centers for Excellence (COE) September 2016 Top Occupations in San Diego County, Graphic Designers ranked #8 with 505 job openings requiring a Bachelor's Degree.

The COE April 2015 Top Occupations In Demand In San Diego County and North County Regions had Graphic Designers requiring a Bachelor's Degree ranked #20 in North County with 497 openings.

DESCRIBE EFFORTS TO ENSURE SPECIAL NEEDS STUDENTS LEARN ABOUT YOUR COURSE OFFERINGS ARE PART OF A CTE PROGRAM OF STUDY:

We serve full time students seeking to earn certificates and degrees, part time students seeking to update their skills and advance in the workplace, and returning students looking to retrain and enter a different industry than previous.

Through the Strong Workforce Faculty Institute, I have found that we are under-serving several populations: Lower Hispanic and female enrollment; Lower success rates for people over 30 years; Lower retention and success for students over 40 years old.

We are working with members of the Strong Workforce Faculty Institute to develop plans to address these areas of need.

DISCUSS WORK BASED LEARNING INTEGRATION OF PROGRAM:

GCIP: CE100 is an elective for our Drone Applications and Technologies degree. We have been campaigning at the beginning of each semester to our students to enroll in these classes. Jason Jarvinen is currently working with both Graphic Communications and Geography faculty as well as industry professionals to expand our drone technology work-based learning capabilities. Birds Eye Aerial Drones has several of our graduates working on their team ranging from Visual Observer (VO) positions starting at

\$25/hr to Remote Pilot in Charge (RPIC) starting at \$50/hr.

<https://birdseyeaerialdrones.com/work-with-bead-nda/>

GCMW: We currently have internship programs in place where students can study with the Graphics and multimedia department as lab technicians and student helpers, or choose from several available internships with professionals like, Madmedia, Studio 2055, Outreach marketing and Compass Rose GIS. Recently Mad Media hired 4 current students as employees and paid interns.

HOW WILL YOUR PROGRAM PROVIDE CAREER EXPLORATION AND CAREER DEVELOPMENT COURSEWORK, ACTIVITIES OR SERVICES?

We strive to ensure work-based learning opportunities mirror real-world problems and projects that students would encounter in industry. We have an Advisory Board, guest speakers, and field trips. Our students enter the work force directly after completing courses and certificates.

We work with the latest equipment that is used in industry for an easy transition to the workplace. Our advisory committee recommends software and hardware for training. Our students ultimately enter the industry through internships and hiring from industry partners and past students. We maintain a Job Board in the department regularly pass along leads to all of our students.

DOWNLOAD AND DISCUSS CORE INDICATORS AND HOW YOU WILL ADDRESS ANY DEFICIENCIES: [California Community Colleges Chancellor's Office - CTE \(Perkins IV\) \(cccco.edu\)](https://www.cccco.edu/cte/perkins-iv/)

Core 1 – Technical Skill Attainment: 88.08% Performance Goal

Data shows a lack of Technical skill attainment in Non-Traditional (83.33%) and Students with Disabilities (66.67%).

Core 3 - Persistence and Transfer: 89.25% Performance Goals

We see the same results as Core 1 regarding Persistence in Non-Traditional (83.33%) and Students with Disabilities (66.67%).

Core 4 - Employment: 73.23% Performance Goal.

The CTE Cohort (61.54%) underperforming compared to the goal.

By getting industry standard equipment and technology into the hands of our students and raising their skill level in Graphic Art and Design, we can better prepare them for success when transferring to continue their education or for entry into industry. There is an emerging trend that continues to gain momentum in the personalization of products, and our advisory board has requested that we train students in some of these new methods of output related to advanced manufacturing techniques. To continue to expand our drone instruction to match industry regulatory changes, we need to acquire USA made drone equipment and technology. Many

potential students often look to free tutorials on YouTube to learn basic software tasks, but what continues to set us apart and be a tremendous draw to those seeking to develop their skills is the industry standard equipment and technology we are able to provide instruction on. This is also an excellent way to close equity gaps by enabling students from all backgrounds to have equal access to the training and technology.

BRIEFLY DESCRIBE PROGRAM IMPROVEMENT ISSUES, INCLUDE SPECIFIC EXAMPLES, AND DESCRIBE HOW THE ISSUES WILL BE ADDRESSED.

ISSUES: Advanced Manufacturing trends continue. Students need to be better prepared for this focus in industry. Organizing massive data and file management are key skills students need to be learning to bring those skills to industry. Advisory members have seen a huge increase in requests for livestream skills and students capable of outfitting cameras for mobile production work, rather than just in-studio. Drone upgrades need to focus on USA made so students can be trained for Government and Public Safety/Law enforcement drone jobs as Chinese manufacturers like DJI are being phased out due to congressional decisions and policy changes.

ADDRESSED BY: Acquire equipment and technology that aligns with industry needs, advisory recommendations, and provides students with the necessary skills to succeed in the workforce.

DESCRIBE THE INVESTMENT(S) OF YOUR FUNDING REQUEST:

Acquire equipment and technology that aligns with industry needs, advisory recommendations, and provides students with the necessary skills to succeed in the workforce.

DESCRIBE THE OBJECTIVE OF YOUR FUNDING REQUEST, AND HOW IT ADDRESSES NEEDS OF YOUR PROGRAM:

Currency in training students for industry.

Expands the capabilities of student learning thereby giving students much needed experience in industry standard practices, equipment and techniques.

DESCRIBE THE ACTIVITIES NEEDED TO COMPLETE THE FUNDING REQUEST OBJECTIVES:

Acquire equipment and technology that aligns with industry needs, advisory recommendations, and provides students with the necessary skills to succeed in the workforce.

CAREER EDUCATION FUNDING REQUEST (TOTAL COST WITH TAXES AND SHIPPING):

GCIP 2020-2021 PRP Goal 4: Stay current in Industry trends and technologies

How will you complete this goal? Acquire equipment and technology that aligns with industry needs, advisory recommendations, and provides students with the necessary skills to succeed in the workforce.

CE Request #1: USA Drone Technology @ \$27,043.72
CE Request #2: Print Replication System / Advanced Manufacturing @ \$29,859.76
CE Request #3: Livestream Technology @ \$16,887.59

FROM GCIP 2020-2021 PRP:

Technology Request 1: Direct to Garment Printer @ \$21,496.13.
Ranked 3 out of 14 IPC One Time Requests FY2020-2021.

Technology Request 2: Drone Upgrades @ \$15,500
Ranked 12 out of 14 IPC One Time Requests FY2020-2021.

Technology Request 3: Benchtop digital fabrication router @ \$11,136.60
Ranked 8 out of 14 IPC One Time Requests FY2020-2021.

Technology Request 4: Faculty Apple Laptops @ \$3,750.00
Ranked 14 out of 14 IPC One Time Requests FY2020-2021.

**PLEASE SEND APPLICATION, QUOTE(S), AND CORE INDICATOR REPORT BY
FRIDAY, MARCH 25 TO kdonaghy1@palomar.edu.**

College Core Indicator Information by 6-Digit TOP (2020-2021)

Perkins IV, Title I, Part C Local Application

Agreement # _____

District/College: PALOMAR/PALOMAR

103000 - Graphic Art and Design

Instructions: Print out forms. Complete and sign bottom of last page.**Cohort Year CTE Enrollments: 166**

(includes CTE enrollments above introductory level only)

CTE Headcount: 126

(CTE students enrolled above introductory level only)

Core Indicator 1 Technical Skill Attainment			Negotiated Level		College Performance	Percent Above or Below Negotiated Level
	Count	Total	State	District		
1 CTE Cohort*	36	39	91.75	88.08	92.31	4.2
2 Non-Traditional	15	18	91.75	88.08	83.33	-4.7
3 Displaced Homemaker			91.75	88.08	N/R	N/R
4 Economically Disadvantaged	21	22	91.75	88.08	95.45	7.4
5 Limited English Proficiency	2	2	91.75	88.08	100.00	N/A
6 Single Parent			91.75	88.08	N/R	N/R
7 Students with Disabilities	2	3	91.75	88.08	66.67	N/A
8 Migrant			91.75	88.08	N/R	N/R

Core Indicator 2 Completions - Credential, Certificate, Degree or Transfer Ready			Negotiated Level		College Performance	Percent Above or Below Negotiated Level
	Count	Total	State	District		
9 CTE Cohort*	26	26	89.00	85.82	100.00	14.2
10 Non-Traditional	13	13	89.00	85.82	100.00	14.2
11 Displaced Homemaker			89.00	85.82	N/R	N/R
12 Economically Disadvantaged	13	13	89.00	85.82	100.00	14.2
13 Limited English Proficiency	2	2	89.00	85.82	100.00	N/A
14 Single Parent			89.00	85.82	N/R	N/R
15 Students with Disabilities	3	3	89.00	85.82	100.00	N/A
16 Migrant			89.00	85.82	N/R	N/R

Core Indicator 3 Persistence and Transfer			Negotiated Level		College Performance	Percent Above or Below Negotiated Level
	Count	Total	State	District		
17 CTE Cohort*	35	39	91.00	89.25	89.74	0.5
18 Non-Traditional	15	18	91.00	89.25	83.33	-5.9
19 Displaced Homemaker			91.00	89.25	N/R	N/R
20 Economically Disadvantaged	21	22	91.00	89.25	95.45	6.2
21 Limited English Proficiency	2	2	91.00	89.25	100.00	N/A
22 Single Parent			91.00	89.25	N/R	N/R
23 Students with Disabilities	2	3	91.00	89.25	66.67	N/A
24 Migrant			91.00	89.25	N/R	N/R

College Core Indicator Information by 6-Digit TOP (2020-2021)

Perkins IV, Title I, Part C Local Application

Core Indicator 4 Employment			Negotiated Level		College Performance	Percent Above or Below Negotiated Level
	Count	Total	State	District		
25 CTE Cohort*	8	13	73.23	73.23	61.54	-11.7
26 Non-Traditional	DR	DR	73.23	73.23	DR	N/A
27 Displaced Homemaker			73.23	73.23	N/R	N/R
28 Economically Disadvantaged	DR	DR	73.23	73.23	DR	N/A
29 Limited English Proficiency			73.23	73.23	N/R	N/R
30 Single Parent			73.23	73.23	N/R	N/R
31 Students with Disabilities	DR	DR	73.23	73.23	DR	N/A
32 Migrant			73.23	73.23	N/R	N/R

Core Indicator 5a Nontraditional Participation			Negotiated Level		College Performance	Percent Above or Below Negotiated Level
	Count	Total	State	District		
33 CTE Cohort*	18	39	26.00	16.97	46.15	29.2
Non-Traditional	18	39	26.00	16.97	46.15	29.2
Displaced Homemaker			26.00	16.97	N/R	N/R
Economically Disadvantaged	7	22	26.00	16.97	31.82	14.8
Limited English Proficiency	1	2	26.00	16.97	50.00	N/A
Single Parent			26.00	16.97	N/R	N/R
Students with Disabilities	2	3	26.00	16.97	66.67	N/A
Migrant			26.00	16.97	N/R	N/R

Core Indicator 5b Nontraditional Completions			Negotiated Level		College Performance	Percent Above or Below Negotiated Level
	Count	Total	State	District		
34 CTE Cohort*	14	28	30.00	23.85	50.00	26.2
Non-Traditional	14	28	30.00	23.85	50.00	26.2
Displaced Homemaker			30.00	23.85	N/R	N/R
Economically Disadvantaged	4	14	30.00	23.85	28.57	4.7
Limited English Proficiency	1	2	30.00	23.85	50.00	N/A
Single Parent			30.00	23.85	N/R	N/R
Students with Disabilities	2	3	30.00	23.85	66.67	N/A
Migrant			30.00	23.85	N/R	N/R

*Note: Students meeting criteria for for this indicator with 12+ CTE units in a discipline (one course is above intro) in 3 years. See cohort specifications for full criteria.

The DR notation indicates privacy requirements - EDD requires that counts less than six not be displayed. N/A (Not Applicable) indicates denominators 10 or N/R (Not Reported) indicates categories where no participants were reported. These performance indicators include all vocational programs whether or not they are supported with Perkins Title IC Funds. For more detailed reports, see Core Indicators 'Summary' and 'Detail' Reports. Shaded areas are for your information and are not included as accountability measures.

By totaling each positive, negative, N/A, N/R outcome in the last column from items 1 - 34, I certify and acknowledge that performance in the 34 Core Indicator categories is as follows:

_____ of the 34 are at or above the District negotiated level(s);
 _____ of the 34 are below the District negotiated level(s);
 _____ of the 34 are list as (N/A, N/R)

Department Chair (or authorized Designee) : _____

A.S.P.E., Inc.
 42295 Avenida Alvarado #5
 TEMECULA, CA 92590 US
 (951)296-2595
 accounting@aspesite.com
 www.aspesite.com

Estimate



ADDRESS
Palomar College Graphic Communications Department 1140 West Mission Road San Marcos, CA 92069 USA

SHIP TO
Palomar College Graphic Communications Department 1140 West Mission Road San Marcos, CA 92069 USA

ESTIMATE #	DATE	
2752	03/24/2021	

PLEASE DETACH TOP PORTION AND RETURN WITH YOUR PAYMENT.

ACTIVITY	QTY	RATE	AMOUNT
LP-3C-3F-8P Label Printing Machine 3 Color, 3 Flash Cure, 8 Pallet Included: 8 Pallets 4" x 8" 3 9"x14" 200 mesh screens 3 4" squeegees 3 4" flood bars 1 full set of light bulbs (6 300W, 3 500W) 4 leveling legs	1	16,500.00	16,500.00T
Crating Shipping crate for LP machines	1	300.00	300.00T
Shipping Shipping to San Marcos from San Diego Broker http://aspesite.com/terms-and-conditions/ http://aspesite.com/our_manuals/ 2 year warranty on parts	1	180.00	180.00

SUBTOTAL 16,980.00

TAX (7.75%) 1,302.00

TOTAL **USD 18,282.00**

Accepted By

Accepted Date

Orders over \$49 Ship Free to US and Canada

Log in or Create an account

Cart: 0

Search



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Home > Frontpage > Shapeoko Pro CNC Router



Shapeoko Pro CNC Router

\$ 2,800.00

Starting at \$236/mo with [affirm](#). [Learn more](#)

Product is expected to ship within 15 business days of order date.

Size

XXL Size

Router and Dustboot

No Router - Sweepy 65mm V2

Quantity

1

Add-Ons:

- ☒ [Shapeoko Endmill Starter Pack +\\$175](#)
- ☒ [Carbide Compact Router +\\$80](#)

Sold Out

Notify Me When Available

Introducing Shapeoko Pro



Shapeoko Pro is the long-awaited big brother to the [Shapeoko 3](#). It's got everything you've come to love from Shapeoko, plus:

- 15mm Linear rails on every axis
- 15mm Belts
- Inductive homing switches
- New electronics
- Integrated t-slot table
- Fully-supported Y extrusions
- Integrated [BitSetter](#)
- Leadscrew-driven Z-axis
- Precision-machined aluminum end plates
- New, more rigid 65mm router mount
- [Sweepy 65mm V2](#) dust boot

You'll be able to push the Shapeoko Pro harder for a big increase in productivity.

NOTE: Photos above are from a pre-production machine. The final product will be cosmetically different.

What's included:

- Shapeoko Pro
- Carbide Motion control software
- Carbide Create 2D CAD/CAM software
- Assembly tools
- #201 .25" Flat Endmill
- Qty 12, M6 T-Nuts

What's you need to provide:

Trim router: Either our [Carbide Compact Router](#) or a compatible Makita model.

Specifications (XL Pro):

- Cutting Area: 33"(X) x 17.5"(Y) x 4"(Z)
- Footprint: 50" (X), 24.65" (Y), 19" (Z)
- Weight: 145 lbs

Specifications (XXL Pro):

- Cutting Area: 33"(X) x 33"(Y) x 4"(Z)
- Footprint: 50" (X), 42" (Y), 19" (Z)
- Weight: 175 lbs

Computer Requirements:

- OS X 10.14 or higher
- Windows 8, 8.1, 10

Spindles:

Shapeoko Pro uses a trim router as a spindle. We recommend our [Carbide Compact Router](#), but any router with a 65mm diameter, like the Makita RT0701C, will work.

The Carbide Compact Router is designed for 110V operation, so if you're in a country with 220V power, you should grab a Makita RT0700C locally.

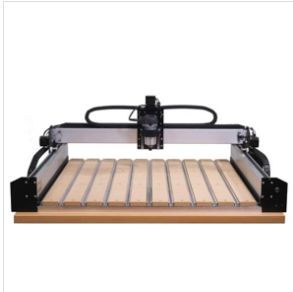
Related products



Nomad 3 - Desktop CNC Mill
\$ 2,800.00



Shapeoko CNC Router
from \$ 1,320.00



Shapeoko 4 CNC Router
\$ 1,800.00 Sold Out

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Home > Rotary Printing Attachment For LEF-300

4.9 / 5

3 REVIEWS

Rotary Printing Attachment For LEF-300

by Roland

\$5,514.00

SKU RPA-LEF300

Click to expand

Frequently Bought Together

Total price: \$5,825.98

Add selected to cart

- ☒ This item: Rotary Printing Attachment For LEF-300 \$5,514.00
- ☒ 45*/.25 Offset Premium Blade, 5 ea. - Standard Materials \$149.99
- ☒ Roland ECO-SOL MAX 2 Light Cyan Ink Cartridge - 440 ml \$161.99

Rewards

Related Products



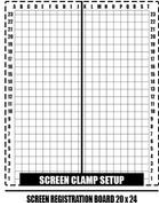
\$75.00
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No reviews for this product

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SHIPPING



REVIEW & PAYMENTS

ESTIMATED TOTAL

\$2,344.67

VIEW CART



Tax Exempt Information (Optional)

APPLY GIFT CARD



PAYMENT METHOD:

CREDIT CARD

APPROVED OPEN ACCOUNT

CALL IN

☒ My billing and shipping address are the same

Mark Bealo
Palomar College
Graphic Communications, 1140 West Mission Road
San Marcos, California 92069
United States
7607441150

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Credit Card Number *

Expiration Date *

Month	Year
-------	------

Card Verification Number *

PLACE ORDER

CLOSE

Order Summary

[Edit Cart](#)

ESTIMATED TOTAL \$2,344.67

Cart Subtotal	\$2,150.00
Shipping	\$20.99
Please allow up to 2 weeks for economy delivery. - Economy Shipping	
Estimated Tax	\$173.68

Order Total

\$2,344.67

4 Items in Cart

**Festool CT 36 E HEPA Dust Extractor (574935)****\$800.00**

Item#: 65519

This item is not eligible for discounts

Qty: 1

[View Details](#) ▾**Festool CXS Li Cordless Drill Set with Right-Angle Chuck (564535)****\$315.00**

Item#: 66429

This item is not eligible for discounts

Qty: 1

[View Details](#) ▾**Festool RO 150 FEQ 6" Rotex Sander (575074)****\$630.00**

Can the Post Office deliver to this address?: Yes

Ship To



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Palomar College

Graphic Communications, 1140 West Mission Road

San Marcos, California 92069

United States

7607441150

Shipping Method



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MY CART

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Save the Tax with the B&H Payboo Card*
on all orders shipped to 92069

Current Total \$16,887.59
Payboo Card Savings **-\$1,214.65**
Cost After Savings \$15,672.94

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☐ NYC SuperStore Pickup [See Details](#)

UNITED STATES

Zip Code 92069



MICRODOLLY Camera Dolly & Track Kit

B&H #MI9011 • MFR #9011

Free Standard Shipping

This item is noncancelable and nonreturnable.

Special Order

Expected availability: 2-4 weeks

1

\$2,795.00

Save for Later

Remove

Item Total:

\$2,795.00

SAVING BUNDLE [EDIT BUNDLE](#)

Remove



Sigma 150-600mm f/5-6.3 DG OS HSM Sports Lens for Canon EF

B&H #SI1506005SC • Mfr #740-101

Includes free item(s): Value: \$59.00

Free 2-Day Shipping

In Stock

Ready to Ship

1

~~\$1,999.00~~
\$1,849.00

Accessories

Savings

Available

Allstate Protection Plan:

3-Year Pro Plan \$109.99

4-Year Pro Plan \$142.99

[MORE INFORMATION](#)

Subtotal: \$15,672.94

Shipping FREE

Est. Tax ⓘ 1,214.65

Total \$16,887.59

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or

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Your Cart ID # 315 771 161 88



Sigma USB Dock for Canon EF-Mount Lenses

 Accessories

In Stock
Ready to Ship

1

~~\$59.00~~
\$0.00

Instant Savings: **\$150.00**
Bundle Savings: **\$59.00**
Bundle Total: \$1,849.00



Sirui 35mm f/1.8 Anamorphic 1.33x Lens (MFT Mount)

B&H #SISR35M • MFR #SR35-M
Free 2-Day Shipping

 Accessories

Allstate **Protection Plan:**

2-Year - Drops & Spills \$99.99
3-Year - Drops & Spills \$133.99

[MORE INFORMATION](#)

Back-Ordered
Ship Time: Not available

1

\$799.00

 Save for Later

 Remove

Item Total: \$799.00



Tokina 50-135mm T2.9 Mark II Cinema ATX Lens (Canon EF Mount)

B&H #TO5035MKIIEF • MFR #TC-535MKIIEF
Free 2-Day Shipping

 Accessories

Allstate **Protection Plan:**

2-Year - Drops & Spills \$439.99
3-Year - Drops & Spills \$569.99

[MORE INFORMATION](#)

In Stock
Ready to Ship

1

\$3,499.00

 Save for Later

 Remove

Item Total:

\$3,499.00



ProGrade Digital 256GB UHS-II
SDXC Memory Card (2-Pack)

B&H #PR256GBV90C2 • MFR #PGSD256GBCK2BH
Free 2-Day Shipping

In Stock
Ready to Ship

2

\$449.99

Accessories

Save for Later Remove

Item Total:

\$899.98



Panasonic DMW-SFU1 Lumix V-Log
L Function Firmware Upgrade Kit

B&H #PADMWSFU1VLO • MFR #DMW-SFU1-
VLOG
Free 2-Day Shipping
This item is nonreturnable.

In Stock
Ready to Ship

2

\$97.00

Save for Later Remove

Item Total:

\$194.00



Panasonic DMW-XLR1 XLR
Microphone Adapter

B&H #PADMWXLR1 • MFR #DMW-XLR1
Free 2-Day Shipping

In Stock
Ready to Ship

2

\$397.99

Accessories

Save for Later Remove

Item Total:

\$795.98



Panasonic Lumix DC-GH5
Mirrorless Micro Four Thirds
Digital Camera (Body Only)

B&H #PADCGH5 • MFR #DC-GH5KBODY
Free 2-Day Shipping

In Stock
Ready to Ship

2

~~\$1,597.00~~
\$1,297.99

Accessories Available

Savings

Allstate **Protection Plan:**
[MORE INFORMATION](#)

3-Year Pro Plan \$109.99

4-Year Pro Plan \$142.99

🕒 Save for Later

🗑️

 Remove

Instant Savings:

\$600.00

Item Total:

\$2,595.98



RED DIGITAL CINEMA DSMC2 Side Handle

B&H #REDSMC2SH • MFR #720-0050

Free 2-Day Shipping

In Stock

Ready to Ship

1

\$950.00

📦 Accessories

🕒 Save for Later

🗑️

 Remove

Item Total:

\$950.00



Blackmagic Design ATEM Mini Extreme ISO

B&H #BLATEMMEI • MFR #SWATEMMINICEXTISO

Free 2-Day Shipping

In Stock

Ready to Ship

1

\$1,295.00

📦 Accessories

Allstate Protection Plan:

2-Year Protection Plan \$79.99

3-Year Protection Plan \$129.99

MORE INFORMATION

🕒 Save for Later

🗑️

 Remove

Item Total:

\$1,295.00

Epson Moverio BT-35E Smart Glasses has been removed from your cart

🕒

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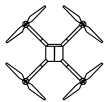
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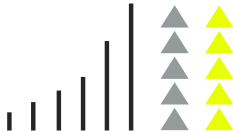
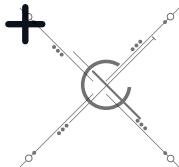
New York, NY 10001

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ASTRO

COMPACT INDUSTRIAL PLATFORM

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PAYLOAD

35 MIN
FLIGHT TIME

1.5 KG
PAYLOAD

17 MIN
FLIGHT TIME

RESERVE NOW

RESERVE NOW

THE STRONG SILENT TYPE

Astro helps you do your best work.

Freefly's latest commercial drone platform with RTK, 60 megapixel Sony camera, LTE cloud connectivity, mission computer and more. Astro is backed by the team at Freefly with 100,000+ successful commercial drone flights.

SEE ASTRO IN ACTION



There is fast, and Freely Fast

Freely loves to go fast, and we love to make our tools a joy to use. Astro is fast and fun.

**FROM CASE TO
FLYING IN 1:27**



World's toughest drones

Our drones carry the most expensive sensors in the world and we test accordingly. Check out the testing process at Freefly.



10 HOURS

Structural Tests

Chassis loading, hinge structural, prop adapter, blade imbalance, handle structural, landing gear load

10 HOURS

ental Tests

ngress, Dust Ingress,
Cold test, Hot Test

30 HOURS

Material Tests

Carbon yield test,
Aluminum fatigue
tests, Plastic high /
low temp test,
plastic
deformation test

50 HOURS

Electrical Tests

Skynode Test, IMU
test, LTE Modem
test, Short Circuit
Test, Overvoltage
Test, Over current
Test, RF test

500 HOURS

Flying Tests

Software validation
test, 500 hour flight
test, rate mode test,
high speed test, full

power test, dingbat
test, aggressive
manuevers test

30 HOURS

Control Tests

RTK test, FRX Pro
test, Herelink test,
Futaba test,
Crossfire test,
PMDDL test

75 HOURS

Payload Tests

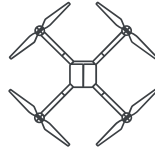
FLIR test, Worksell
Wiris Test, A7R4
test, Nextvision
Colibri test, Lidar
test, Package
delivery test

30 HOURS

Software Tests

Software validation
test, app test,
ground station test,
ecosystem tests

75+ TOTAL TESTS
WERE
COMPLETED
DURING THE
DEVELOPMENT
OF ASTRO.



185 HOURS OF
FLIGHT
AND SIMUL
FLIGHT TESTS
BEFORE LA

MADE IN THE USA

**Designed, built, flown,
crashed, fixed, tested,
assembled, supported**



in Woodinville, WA

ASTRO SOLVES YOUR PROBLEMS

CINEMA

INSPECTION

Thermal or RGB with zoom
Actionable imaging

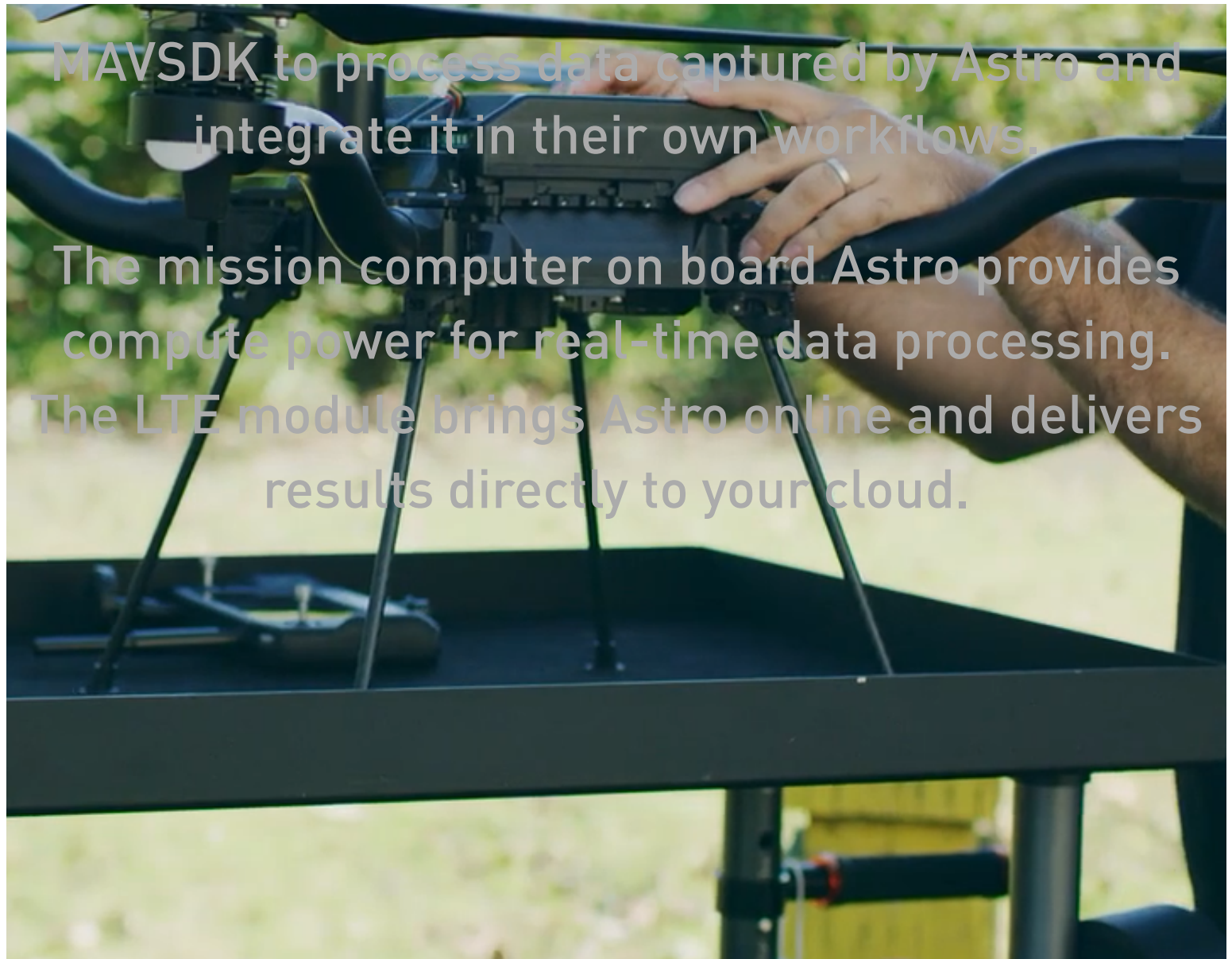
FIRST
RESPONDER

Skynode, Mission Control, & Cloud Suite

A customized version of Skynode powers each Astro. Skynode gives you LTE connectivity, an onboard linux mission computer, and seamless connectivity to Auterion Mission Control and Cloud Suite.

The Auterion ecosystem provides a robust, secure, and scalable drone planning, flight, and compliance





MAVSDK to process data captured by Astro and integrate it in their own workflows.

The mission computer on board Astro provides compute power for real-time data processing. The LTE module brings Astro online and delivers results directly to your cloud.



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REPAIR / SUPPORT

Freely Loves Saying Yes

We built Freely to ensure our customers succeed, and we've learned a simple 'yes' leads to incredible adventures.

REQUEST A CUSTOMIZATION, TRAINING OR A DEMO



TRAINING

At your HQ or ours, we'll teach you best practices and how we operate to ensure the best chance at success.

SUPPORT TEAM

Realtime and expert help from our US-based support team.

ENGINEERING TEAM

From custom integrations to advice on adapting your payload to an Astro, our Engineering team is available and eager to help.

SPARE PARTS

We stock all important spare parts to keep you up and running. Customers can order directly from our webstore 24 hours a day and in-stock parts will ship same or next business day.

PREDICTIVE MAINTENANCE & REAL TIME AIRCRAFT MONITORING

With the optional industrial package, users can have Freely support and Auterion's predictive maintenance suite monitoring your Astro live and alerting you to any potential issues before they become real problems. Replace parts as needed, not as planned.

DOCUMENTATION

We pay attention to what our customers are asking and make it all available for users on our website. No "email for more info" or "our rep will contact you for details". We value efficiency and transparency.

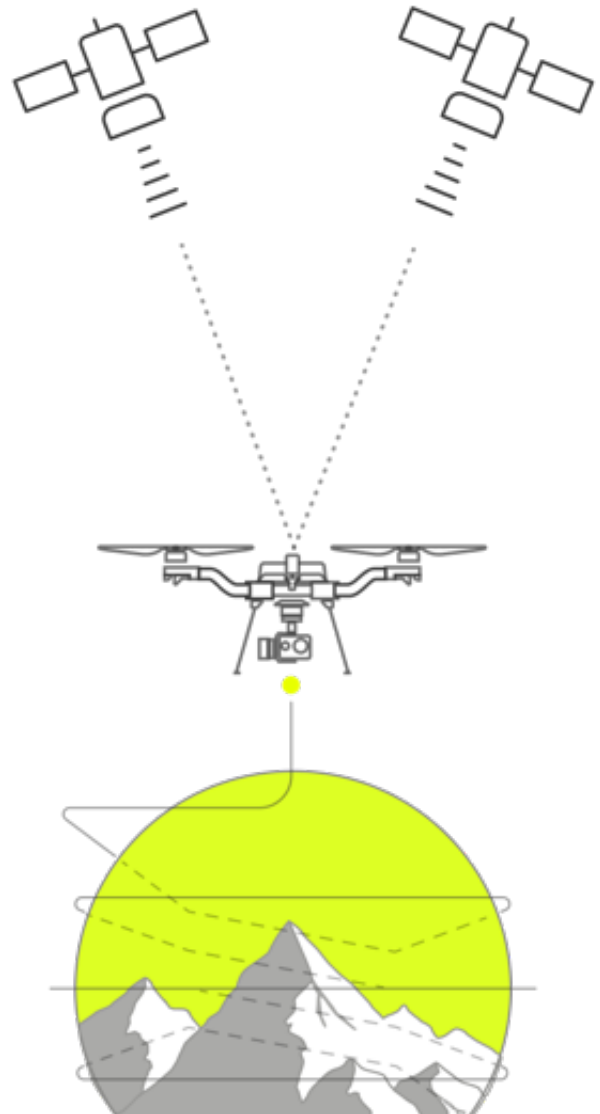
PARTNERS

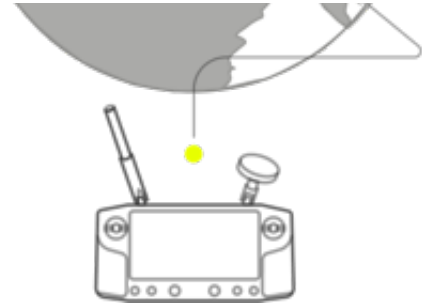
We partner with top companies to offer more valuable and integrated packages.

CENTIMETER LEVEL ACCURACY

Freely RTK

Astro is equipped with our multi-band RTK system with centimeter level precision. Using the latest GNSS module from u-blox (F9P) our RTK will give you rock solid height and position hold.





SUPER LIGHT BATTERIES

Long flight times + intelligent monitoring

Astro batteries come in two sizes and feature the latest 2170

ASTRO batteries come in two sizes and feature the latest 21700 round cell lithium ion batteries. These cells combine high energy density with incredible cycle life. Freely guarantees at least 500 cycles on our SL series batteries.

The SL series batteries feature an OLED screen that reports key data to the user and communicate with Astro via our open CAN battery protocol so you can track battery health and usage fleetwide.

“Sony
is
excited
about

Auterion-
Freely

team’s
usage

of
our
new
SDK

to
integrate

the
Alpha

7R
IV

full-
frame

camera

Lorenz Meier

Auterion Co-founder & CEO

Neal Manowitz

Sony Electronics

Ben Marchionna

VP of Global Operations - Skyspecs

camera
into
their
new
enterprise

INTEGRATED GIMBAL.

Precise Control, Easy Integration



Freely designed an ultra lightweight 3-axis gimbal to go with Astro that is open architecture so we can adapt to new payloads. The gimbal features a payload quick release so you can quickly switch cameras and a gimbal quick release so you can quickly remove from Astro.



Wiris Pro



Sony A7R4



Flir Duo Pro R



Custom Payload

GROUND & PILOT SCHOOL

Training

The team at Freely can teach you all our best tricks for maximizing productivity with drones. We offer customized training packages that will help operators get the job done reliably. Full

details coming soon!

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Partners

Auterion

SONY



THE RIGHT KIT FOR THE JOB

Packages

	Integrator Kit Just the basics. Build out Astro from the ground up.	Base Kit Everything you need to get up and flying fast.	High Res Mapping Kit Everything in the Base Ki plus mapping camera and case.
Astro	•	•	•
Controller		•	•
Battery & Charger		•	•
Hard Case			•
Payload			Sony a7R IV
	\$7,995	\$9,995	\$14,995

ASTRO

RESERVE BEFORE LAUNCH

RESERVE NOW

ASTRO WILL SHIP ON A FIRST COME BASIS

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- Case Studies
- Every Axis Blog
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Vesper
UAV +
Vision GCS
Bundle
(2.4 GHz) \$7,700.00

Discount code

[Apply](#)

Subtotal	\$7,700.00
Shipping	\$240.00
Taxes	\$558.25

Total USD **\$8,498.25**



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College



B&H item #

QTY

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MY CART



In Stock
Ready to Ship

1

\$1,281.84

B&H #DJCPBX001301 • MFR #CP.BX.00000013.01

Free Shipping



Allstate **Protection Plan:**

2-Year - Drops & Spills \$199.99

3-Year - Drops & Spills \$269.99

MORE INFORMATION



Item Total:

\$1,281.84

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UNITED STATES

Zip Code **92069** Eligible for FREE shipping

Subtotal: \$1,281.84

Shipping **FREE**

Est. Tax 	\$99.34
--	---------

Total **\$1,381.18**

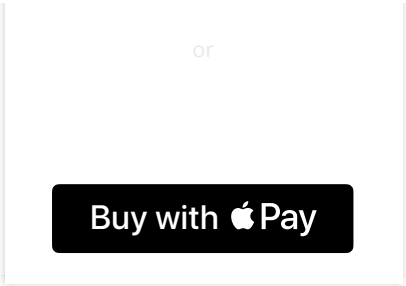
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MY CART

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Remove All

Email

Print



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on all orders shipped to 92069

Current Total

\$968.67

Payboo Card Savings

-\$69.67

Cost After Savings

\$899.00

Learn More



Epson Moverio BT-35E Smart Glasses
B&H #EPMBT35E • MFR #V11H935020
Free 2-Day Shipping

More on the Way

Expected availability: 2-4 weeks

1

\$899.00

 Accessories

Allstate **Protection Plan:**
2-Year - Drops & Spills \$109.99
3-Year - Drops & Spills \$149.99
[MORE INFORMATION](#)

 Save for Later

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Item Total:

\$899.00

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UNITED STATES

Zip Code 92069 

Subtotal:

\$899.00

Shipping

FREE

Est. Tax ⓘ

\$69.67

Total

\$968.67

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CAREER EDUCATION FY2022 RESOURCE ALLOCATION FORM

DIVISION- Arts, Media, Business Administration

DEPARTMENT- Media Studies / Cinema

PROGRAM/TOP CODE-0604.20 - Television (including combined TV/Film/Video)

FACULTY- Lisa Cecere, John McMurria, Candace Rose

DID YOU RECEIVE SWP OR PERKINS FUNDING IN FY21? No

DATE ADVISORY COMMITTEE IS SCHEDULED. MEETING MUST BE HELD BY 04/30/2021.

ADVISORY COMMITTEE SUMMARY IF ALREADY HELD:

Advisory Committee Meeting is scheduled April 14, 2021.

PLEASE LIST ANY ITEMS ALREADY REQUESTED ON PRP: None.

DISCUSS PROGRAM OF STUDY IN TERMS OF MULTIPLE ENTRY AND EXIT POINTS, ALIGNMENT WITH ALL ASPECTS OF AN INDUSTRY OR CAREER CLUSTER, AND ALIGNED WITH REGIONAL EMPLOYMENT NEEDS:

The Cinema Program of Palomar College follows the mission of Guided Pathways, state Pathway standards, and adheres to the California Standards for Career Ready Practice to align with the varied areas of the film and television industries and regional employment needs.

Through course and program mapping, the Cinema Program ensures the success of our AA degree and certificate, with offerings that focus on specialized areas of production that emphasize specific skills. Current and future certificates, planned for 2021-2022, include sequential courses, where skills build on one another. Movement from one course to the next provides an efficient and clear path to ensure student success and retention. Certificates are created, assessed and scheduled to adhere to state standards, address academic knowledge and technical skills, progress in specificity and include multiple entry and exit points. Currently in the planning stages, certificates will align with the following state Pathway standards:

C1.0 Demonstrate knowledge of industry safety standards and practices in all areas of technical production.

C2.0 Understand the technical support functions and artistic competencies in film, video, and live production.

C3.0 Analyze and differentiate the function of the various members of a production team.

C4.0 Demonstrate key skills and an understanding of the complexities of production planning.

Studying film, understanding the meanings it conveys and influence it has on its audience is the responsibility of the filmmaker. The techniques and skills applied that lead to a final product, are critical to achieving this goal. The skills learned and acquired from the preproduction through to the production phase empowers the students with knowledge and abilities to transition to career training, success in the workforce and 4-year postsecondary education. The Cinema Program, in all of its course offerings, adheres to the California Standards for Career Ready Practice:

- 1) Apply appropriate technical skills and academic knowledge.
- 2) Communicate clearly, effectively, and with reason.
- 3) Develop an education and career plan aligned with personal goals.
- 4) Apply technology to enhance productivity.
- 5) Utilize critical thinking to make sense of problems and persevere in solving them.
- 6) Practice personal health and understand financial literacy.
- 7) Act as a responsible citizen in the workplace and the community.
- 8) Model integrity, ethical leadership, and effective management.
- 9) Work productively in teams while integrating cultural and global competence.
- 10) Demonstrate creativity and innovation.
- 11) Employ valid and reliable research strategies.
- 12) Understand the environmental, social, and economic impacts of decisions.

All of the above applies to jobs in media, be they in smaller production companies, larger corporate firms, networks and studios or independent and feature film crews where specialized crew positions work together as a production team.

In addition, all of the California Standards for Career Ready Practice go beyond media industry jobs and degree programs in film, television and Media Studies to apply in countless other areas of career development and academic scholarship.

DISCUSS ANY ARTICULATION AGREEMENTS YOUR PROGRAM HAS WITH AREA HIGH SCHOOLS, AND HOW YOU MAY EXPAND THOSE OPPORTUNITIES.

Through our cross-listed classes with Digital Broadcast Arts, we articulate with area high schools including Fallbrook, Oceanside Unified, Poway, Rancho Bernardo, San Marcos, Temecula and Vista.

These courses provide visibility of our program and lead students to continue their studies in our programs. We regularly invite high school students to tour our production facilities and provide campus tours.

DISCUSS LABOR MARKET INFORMATION AND NOTE SOURCE:

Employment projections* in the film, television and related media industries continue to rise, from 2019 projected through to 2029, on a national level and state level. Over 62,000 job openings are projected for California, with the largest amounts among the producers and directors, audio and video equipment technicians, film and video editors and camera operators. The higher skilled positions bring higher hourly and annual wages. Camera operators' salaries for motion pictures, television and related media, for example, range from \$31,280 to \$143,470 in California. These positions nationally represent a 14% increase in the U.S. with over 33,800 jobs available by 2029. Among producers and directors, the increase is more impressive, with 175,500 jobs nationally by 2029 and 36,600 in California.

Looking closer to home and throughout Southern California, there is projected growth over a 10-year period of the following: 6.9 % for camera operators with estimated job openings of 7,410, 10.3% for editors with estimated job openings of 15,910 and 14% for producers and directors with an estimated 29,500 job openings. It is no surprise that opportunities from Orange County to Los Angeles are more plentiful. The Centers of Excellence ** have identified that over 47,000 production and the media arts-related jobs will become available in Los Angeles and Orange Counties by 2023, with annual openings of over 4400, citing “new job growth and replacement need.” By 2023 a total are projected of 45,602 jobs, with producers and directors jobs at 25,831, film and video editors at 13,866 and camera operators at 5,905.

The more skills one knows the more in demand they become and the higher the wage. Knowledge of production equipment runs from basic to advanced, with more functions included as the equipment rises from consumer to broadcast. And those applicants who can provide employers with innovative ways for a company to incorporate media, using budgets both small and large, are in demand.

Advisory board input from faculty, industry professionals and artists noted the advantage of students being skilled on a variety of equipment as well as specializing. Smaller production houses and companies who incorporate media production have, for quite some time, led one person to create the media, from writing to shooting to editing. Yet medium to large production houses, television stations, cable companies, businesses and film studios work with teams, with equipment that requires higher quality and advanced knowledge to provide a more polished product. The importance of a polished “look”, including sound, extends to any media product, whether it be a YouTube video, an independent film or major television series or movie.

Job prospects in San Diego are available through an assortment of small production companies to larger businesses, schools that utilize video and audio for social media, live events, remote and studio productions. Hotels, corporations, realtors, churches, schools, universities have posted job openings in the past month. Network affiliates and independent stations have current openings for producers, photographers (video), anchors, editors and engineers.

* Data provided by: <https://www.careeronestop.org/>

** Data provided by: <http://www.coecccc.net/>

DESCRIBE EFFORTS TO ENSURE SPECIAL NEEDS STUDENTS LEARN ABOUT YOUR COURSE OFFERINGS ARE PART OF A CTE PROGRAM OF STUDY:

Faculty are now addressing subpopulations in our planning documents to recognize the special needs of specific groups. Veterans are an important student population of Palomar College and our program looks at ways of meeting their needs and advancing them into careers in media. Serena Reid, part-time faculty in our DBA program, served in the Marine Corps as a camera operator and videographer. Veteran students seek her out to learn of her experiences, as a teacher they can relate to and for her knowledge of opportunities in the armed forces. Our college has an active Veterans Center that supports all veterans and their dependents currently enrolled. It provides tutoring, counseling, and resources for financial assistance.

The advantages of learning technical skills involved with operating cameras, lighting equipment and audio production is that it transcends language barriers. Students who grapple with the theoretical study of film find it is made clearer by knowing the tools that help to create it. Also, demonstration provides visual comprehension when words cannot.

Students with disabilities are provided services through the Disability Resource Center and we collaborate with them to assist students in transfer readiness or job preparation. Equipment is adapted to allow students with noticeable physical disabilities so that they can be an integral part of a production crew.

Industry professionals and artists that reflect the diversity of our program connect with our students in class meetings, speakers' series and departmental events. They bring films that expose students to people, events and cultures outside of their own. Before the Coronavirus forced classes online, Zeinabu Davis, a prominent black, female filmmaker, screened on campus her award-winning documentary, *Spirits of Rebellion*, as part of the Equity Film Series. A Q & A (question-and-answer) session followed where students considered, "what is a Black film?" Professor Davis' continued work in documentary filmmaking and her teaching at the University of California, San Diego, proved an important tie to both the industry and academia. For our upcoming Media Days in April of 2021, we will be focusing on the work of BIPOC artists, inviting speakers who show students of diversity how their voices matter, how the work they produce can reflect their lives, and reveal opportunities across the film, television and electronic mediums.

Our program embrace equity throughout our curriculum, from the films we screen in our film studies courses to the programs we encourage students to produce that reflect their own identities. Campus resources such as Palomar's Pride Center and Umoja are just two among many that assist us with these goals.

Through professional development, faculty regularly attend trade shows, conferences and film festivals to stay current in their fields and for networking. We encourage students to attend these important events, giving them access to artists and professionals who can provide internships or jobs.

DISCUSS WORK BASED LEARNING INTEGRATION OF PROGRAM:

Local internships are available for students in many areas of production. Digital Broadcast Arts, the program we have close alliances with and many cross-listed courses, has an internship program with years of experience. Student can find opportunities throughout San Diego and even within Palomar College. Palomar College Television is the most accessible internship, where students further the skills they learn in our classes by working in the PCTV studio and control room. We pay attention to the professional equipment they purchase, being sure we prepare our students to be able to move easily into its facilities. Additional internships with businesses, cable companies, stations provide work-based learning that incorporates technical training with career skills that apply to all professions. These internships can be paid or unpaid.

Palomar's Cooperative Education Department also provides work experience opportunities. Their three classes provided each semester, CE 100: Work Experience-Occupational, CE 110: Work Experience-General and CE 150-Internship, serve students by making tying education goals and coursework to actual working conditions. Beyond the operation of equipment, this program trains students to recognize the importance of skills acquired through all phases of the production process.

Work-based opportunities are provided by students networking with industry professionals who visit our campus as classroom speakers, at open houses and in panels and seminars that are part of our department's annual 2-day event, Media Days. These connections are critical to students beginning their careers in media, either through internships or entry-level jobs.

Federal work study provides students with opportunities to assist departments and programs, acquiring general workplace skills. For those with some production experience, students can assist with production classes, using Cinema and DBAs production equipment to support students and faculty, expanding their skills as they do so.

HOW WILL YOUR PROGRAM PROVIDE CAREER EXPLORATION AND CAREER DEVELOPMENT COURSEWORK, ACTIVITIES OR SERVICES?

Faculty and staff of our department continue our own work in the fields of film and television, networking with industry artists and professionals, and improving our own skills in all phases of production. We incorporate these into our curriculum, ensuring they reflect and advance our Course Outlines of Record.

Close ties to cable, network and independent production companies provide important networking possibilities for students. Our Digital Broadcast Arts (DBA) program, closely aligned with our own, includes strong internship opportunities through our own Palomar College Television, local cable, network and independent companies locally and throughout Southern California.

Faculty work closely with the Career Center to follow their mission, to “encourage and empower students to realize their unlimited potential to attain fulfilling career” and provide “a supportive experience and empower students to learn, engage, and take action in clarifying their ongoing career mission, purpose, and goals.”

DOWNLOAD AND DISCUSS CORE INDICATORS AND HOW YOU WILL ADDRESS ANY DEFICIENCIES: [California Community Colleges Chancellor's Office - CTE \(Perkins IV\)](http://californiacommunitycolleges.org/chancellor/CTE/PerkinsIV) (cccco.edu)

The Core Indicator Report results show our numbers being well above the negotiated levels of the state and district for Core Indicators 1 through 5b. Subpopulations' performance success shows how attention to our curriculum serves our students with disabilities, those economically disadvantaged as well as those of limited English proficiency. The college performance is highest in the areas of technical skill attainment, degree, certificate and transfer-ready completion, persistence and transfer.

To continue the performance success of the subpopulations noted above, we will pay special attention to those resources and areas of our curriculum that can be adjusted and improved to meet their needs. Other campus departments and services assist us with our goals, e.g., the Disability Resource Center, Counseling, English Writing Center, Teaching and Learning Center, TRIO, and Food and Nutrition Center.

BRIEFLY DESCRIBE PROGRAM IMPROVEMENT ISSUES, INCLUDE SPECIFIC EXAMPLES, AND DESCRIBE HOW THE ISSUES WILL BE ADDRESSED.

Curriculum of all courses are reviewed carefully to ensure skills from one class are enhanced and improved in sequential offerings. Articulation requirements including updates and changes are followed to ensure successful transfer to film and television programs at four-year universities. Our sequential classes in filmmaking (125 and 225) and editing (170 & 270) course outlines are reviewed and refined yearly for best transfer and career success.

We pay special attention to production equipment needs that reflect work being done in the industry. The Coronavirus pandemic, for example, brought new challenges that have led us to reflect on ways to produce programs as teams from remote locations. We continue to study and incorporate new developments being utilized in film and video production, including hardware and software.

DESCRIBE THE INVESTMENT(S) OF YOUR FUNDING REQUEST:

Each year that we are able to invest in state-of-the art equipment, we elevate our program to levels that improve students' chances for transfer into highly competitive film and television programs, paid internships and career opportunities. Production equipment that moves into the 4K realm from HD, is a necessity to provide students currency in the field. A new 4K camera will replace our current HD camera, well used and outdated.

We struggle each year to find funds to invite speakers who are working in the fields of video and film production. These experts add validity to our work, provide networking and job opportunities for the students, expose new students to the varied facets of our program and create relationships for us that inform our discipline. The investment these artists afford us are immeasurable.

DESCRIBE THE OBJECTIVE OF YOUR FUNDING REQUEST, AND HOW IT ADDRESSES NEEDS OF YOUR PROGRAM:

As noted above, we need to replace our 15-year-old outdated and much used Sony NEX camera with the now industry standard 4K equivalent. We can save costs by using the existing zoom and prime lenses we currently have and can be utilized with the new 4K camera.

- 1) Looking deep into our curriculum, we have recognized the production course outcomes that are also reflected in those of our program. Outcomes of teamwork, prioritizing workloads and demonstrating technical proficiency are key to success in completing any media project, working in the film, television and related media industries and preparing students for acceptance into 4-year college and university programs that include media production.
- 2) Production course outcomes of Cinema 125 and 225 prepare students to easily move into 4-year degree programs, providing them with basic skills to advanced skills. Skills and technical proficiency will be reflected in students' work. Image and sound quality are key aspects of a completed project to ensure student work shows evidence of technical skills and conceptual theories. A polished production shows universities and employers how students have grasped the techniques that the tools can achieve.

As we address changes in curriculum to further smart growth, students who have some video production experience, either from high schools or through working on their own, will be able to complete certificates and degrees sooner, following the principles of Guided Pathways.

In addition to the investment information noted above, by inviting artists across all phases of filmmaking, preproduction through postproduction, and whose work reflects diversity, we inform and improve our students, ourselves, the greater Palomar and local communities.

DESCRIBE THE ACTIVITIES NEEDED TO COMPLETE THE FUNDING REQUEST OBJECTIVES:

CTE funding will provide the resources to purchase necessary video equipment that will teach students the necessary skills to achieve course and program outcomes, be transfer-ready as they move on to 4-year postsecondary education and prepare them for employment in media industries. The camera requested updates our current one to the industry standard of 4K, making it viable for all applications. We currently have replaced 1 HD camera and hope, with this one, to have to only replace one more in the coming years. These cameras are also more rugged and therefore designed for students to work together in groups, replicating the industry's production methods and allowing for great enrollments in our production courses.

Future campus and online events department events including our Media Days, open houses, and speaker series will allow us to invite artists currently working in the industry.

CAREER EDUCATION FUNDING REQUEST: TOTAL COST, PLEASE INCLUDE TAXES AND SHIPPING

Funds for speakers: \$2000

Cost of 4K Video Camera: \$7200

PLEASE SEND APPLICATION, QUOTE(S), AND CORE INDICATOR REPORT BY FRIDAY, MARCH 26 TO kdonaghy1@palomar.edu.

College Core Indicator Information by 6-Digit TOP (2020-2021)

Perkins IV, Title I, Part C Local Application

Agreement # _____ District/College: **PALOMAR/PALOMAR****060420 - Television (including combined TV/Film/Video)****Instructions: Print out forms. Complete and sign bottom of last page.****Cohort Year CTE Enrollments: 216**

(includes CTE enrollments above introductory level only)

CTE Headcount: 165

(CTE students enrolled above introductory level only)

Core Indicator 1 Technical Skill Attainment			Negotiated Level		College Performance	Percent Above or Below Negotiated Level
	Count	Total	State	District		
1 CTE Cohort*	61	63	91.75	88.08	96.83	8.7
2 Non-Traditional	18	18	91.75	88.08	100.00	11.9
3 Displaced Homemaker			91.75	88.08	N/R	N/R
4 Economically Disadvantaged	32	34	91.75	88.08	94.12	6.0
5 Limited English Proficiency	1	1	91.75	88.08	100.00	N/A
6 Single Parent			91.75	88.08	N/R	N/R
7 Students with Disabilities	8	9	91.75	88.08	88.89	N/A
8 Migrant			91.75	88.08	N/R	N/R

Core Indicator 2 Completions - Credential, Certificate, Degree or Transfer Ready			Negotiated Level		College Performance	Percent Above or Below Negotiated Level
	Count	Total	State	District		
9 CTE Cohort*	27	29	89.00	85.82	93.10	7.3
10 Non-Traditional	9	9	89.00	85.82	100.00	N/A
11 Displaced Homemaker			89.00	85.82	N/R	N/R
12 Economically Disadvantaged	15	15	89.00	85.82	100.00	14.2
13 Limited English Proficiency			89.00	85.82	N/R	N/R
14 Single Parent			89.00	85.82	N/R	N/R
15 Students with Disabilities	2	2	89.00	85.82	100.00	N/A
16 Migrant			89.00	85.82	N/R	N/R

Core Indicator 3 Persistence and Transfer			Negotiated Level		College Performance	Percent Above or Below Negotiated Level
	Count	Total	State	District		
17 CTE Cohort*	59	63	91.00	89.25	93.65	4.4
18 Non-Traditional	17	18	91.00	89.25	94.44	5.2
19 Displaced Homemaker			91.00	89.25	N/R	N/R
20 Economically Disadvantaged	34	34	91.00	89.25	100.00	10.8
21 Limited English Proficiency	1	1	91.00	89.25	100.00	N/A
22 Single Parent			91.00	89.25	N/R	N/R
23 Students with Disabilities	9	9	91.00	89.25	100.00	N/A
24 Migrant			91.00	89.25	N/R	N/R

College Core Indicator Information by 6-Digit TOP (2020-2021)

Perkins IV, Title I, Part C Local Application

Core Indicator 4 Employment			Negotiated Level		College Performance	Percent Above or Below Negotiated Level
	Count	Total	State	District		
25 CTE Cohort*	DR	DR	73.23	73.23	DR	N/A
26 Non-Traditional	DR	DR	73.23	73.23	DR	N/A
27 Displaced Homemaker			73.23	73.23	N/R	N/R
28 Economically Disadvantaged	DR	DR	73.23	73.23	DR	N/A
29 Limited English Proficiency			73.23	73.23	N/R	N/R
30 Single Parent			73.23	73.23	N/R	N/R
31 Students with Disabilities			73.23	73.23	N/R	N/R
32 Migrant			73.23	73.23	N/R	N/R

Core Indicator 5a Nontraditional Participation			Negotiated Level		College Performance	Percent Above or Below Negotiated Level
	Count	Total	State	District		
33 CTE Cohort*	18	63	26.00	16.97	28.57	11.6
Non-Traditional	18	63	26.00	16.97	28.57	11.6
Displaced Homemaker			26.00	16.97	N/R	N/R
Economically Disadvantaged	9	34	26.00	16.97	26.47	9.5
Limited English Proficiency		1	26.00	16.97	0.00	N/A
Single Parent			26.00	16.97	N/R	N/R
Students with Disabilities	1	9	26.00	16.97	11.11	N/A
Migrant			26.00	16.97	N/R	N/R

Core Indicator 5b Nontraditional Completions			Negotiated Level		College Performance	Percent Above or Below Negotiated Level
	Count	Total	State	District		
34 CTE Cohort*	11	29	30.00	23.85	37.93	14.1
Non-Traditional	11	29	30.00	23.85	37.93	14.1
Displaced Homemaker			30.00	23.85	N/R	N/R
Economically Disadvantaged	5	16	30.00	23.85	31.25	7.4
Limited English Proficiency			30.00	23.85	N/R	N/R
Single Parent			30.00	23.85	N/R	N/R
Students with Disabilities	1	2	30.00	23.85	50.00	N/A
Migrant			30.00	23.85	N/R	N/R

*Note: Students meeting criteria for for this indicator with 12+ CTE units in a discipline (one course is above intro) in 3 years. See cohort specifications for full criteria.

The DR notation indicates privacy requirements - EDD requires that counts less than six not be displayed. N/A (Not Applicable) indicates denominators 10 or N/R (Not Reported) indicates categories where no participants were reported. These performance indicators include all vocational programs whether or not they are supported with Perkins Title IC Funds. For more detailed reports, see Core Indicators 'Summary' and 'Detail' Reports. Shaded areas are for your information and are not included as accountability measures.

By totaling each positive, negative, N/A, N/R outcome in the last column from items 1 - 34, I certify and acknowledge that performance in the 34 Core Indicator categories is as follows:

_____ of the 34 are at or above the District negotiated level(s);
 _____ of the 34 are below the District negotiated level(s);
 _____ of the 34 are list as (N/A, N/R)

Department Chair (or authorized Designee) : Wendy Nelson

CAREER EDUCATION FY2022 TEMPLATE RESOURCE ALLOCATION FORM

DIVISION Media Studies
DEPARTMENT Photographic Technology
PROGRAM/TOP CODE Applied Photography/ 1012
FACULTY Scott Klinger, Amy Caterina

DID YOU RECEIVE SWP OR PERKINS FUNDING IN FY21?

Yes

DATE ADVISORY COMMITTEE IS SCHEDULED. MEETING MUST BE HELD BY 04/30/2021.

ADVISORY COMMITTEE SUMMARY IF ALREADY HELD:

There was no advisory meeting held Spring 2021.

PLEASE LIST ANY ITEMS ALREADY REQUESTED ON PRP:

NA

DISCUSS PROGRAM OF STUDY IN TERMS OF MULTIPLE ENTRY AND EXIT POINTS, ALIGNMENT WITH ALL ASPECTS OF AN INDUSTRY OR CAREER CLUSTER, AND ALIGNED WITH REGIONAL EMPLOYMENT NEEDS:

Our Photography and Commercial Photography programs offer students a tiered professional skill building curriculum which allows students to enter with no knowledge and exit at any point with a gradually increasing skill set and professional level understanding of photography and the content creator industry. This intention with both programs is to give the student upon completion the skill set and deliverables to immediately enter the workforce at a moderately skilled to entry-level position in one of the dozens of potential positions in the field. The latest data from the Centers of Excellence in Photography in the San Diego region projects an increase of 52 net jobs or 3% from 2019-2024. Employers in San Diego county will need to hire 202 workers annually to fill new jobs and backfill jobs due to attrition caused by turnover and retirement.

If one includes the larger Southern California marketplace students are well positioned upon leaving our program to find employment in the largest multi-media market in the world.

DISCUSS ANY ARTICULATION AGREEMENTS YOUR PROGRAM HAS WITH AREA HIGH SCHOOLS, AND HOW YOU MAY EXPAND THOSE OPPORTUNITIES-

DISCUSS LABOR MARKET INFORMATION AND NOTE SOURCE:

1. Escondido High School)
2. Ivy High School (Fallbrook)

3. Del Norte in Poway
 4. Poway High School
 5. Westview High School (Poway)
 6. Mission Vista, Vista High School, and Rancho Buena Vista (Vista)
- [EDD Labor Market Information Division - Home Page \(ca.gov\)](#)
 - <https://www.onetonline.org/>
 - [COE - Home | Centers of Excellence \(coeccc.net\)](#)

To expand the articulation agreements with the high school we will combine to meet with the advisory committees to keep our programs current and create a pipeline with Palomar college.

The One to One Online Occupation lists Adobe Systems as one of their Hot Technologies with a Bright Outlook.

And The EDD Labor Market Information Division lists over a dozen photographic occupations including Audio and Video Equipment Technicians, Camera Operators, Models, Producers, and Prepress Technicians. The hourly mean wage is \$22.81 and Occupational Projections of Employment or Demand is almost 2,000 jobs for the 10 year projected period from 2016-2026. All of the data shows that the classes articulated with local high schools lead to in demand job for over 25% of the employers in the state of California.

According to the latest Centers of Excellence data for the San Diego and Imperial county region:

Between 2017 and 2022, Photographers are projected to increase by 213 jobs or 10 percent.

- Employers in San Diego County will need to hire 218 workers annually to fill new jobs and back fill jobs due to attrition such as retirement or turnover

- Between 2010 and 2017, there was an average of 128 online job postings per year for Photographers in San Diego County

- According to the California Community Colleges Chancellor's Office Management Information System (MIS) Data Mart, there are three Taxonomy of Programs (TOP) codes associated with this occupation: 050910: Advertising, 061400: Digital Media and 101200: Applied Photography.

- According to the TOP data, four colleges supply the region with awards for this occupation: Palomar College, MiraCosta College, San Diego City College and Southwestern College

- Comparing labor demand (annual openings) with labor supply suggests that there is a supply gap for this occupation in San Diego County, with 218 annual openings and 91 awards. Comparatively, there are 2,477 annual openings in California and 690 completions.

- Between January 1, 2015 and December 31, 2017, the top five employers in San Diego

County for this occupation were Mom365 Incorporated, Lifetouch, Tribune Company, NBC and KUSI.

- The typical on-the-job training for this profession is long-term on-the-job training. The typical entry-level education is a high school diploma or equivalent

DESCRIBE EFFORTS TO ENSURE SPECIAL NEEDS STUDENTS LEARN ABOUT YOUR COURSE OFFERINGS ARE PART OF A CTE PROGRAM OF STUDY:

Students who enroll in Career and Technical Education courses are eligible for the same services as those provided in any other classroom. The IEP team determines modifications to be made for these classes in the same way they are determined for other classes. Accommodations may include extended time, having material read, oral testing, abbreviated assignments, etc.

As described in the College & Career readiness & success Center at American Institutes for Research paper, "High-quality CTE addresses the goals of college and career readiness and provides learning options that are appealing for students who might otherwise be at risk of leaving high school. High-quality CTE programs and pathways ensure that coursework is simultaneously aligned to rigorous academic standards and postsecondary expectations and informed by and built to address the skills needed in specific career pathways. CTE pathways and programs use applied, contextual learning to help students see the relevance of what they are learning and its connection to career opportunities and life goals. These pathways and programs also can provide innovative options for supporting students with different learning styles."

<https://www.aypf.org/wp-content/uploads/2013/04/CCRS-CTE-Primer-2013.pdf>

DISCUSS WORK BASED LEARNING INTEGRATION OF PROGRAM:

Our PHOT160 class is a capstone class intended for completing students to provide work-based learning opportunities and build real world skills to enter the work-force. In 2019 the class successfully organized a professional off-campus gallery exhibition in partnership with the Escondido Arts Partnership Municipal Gallery. The students worked collaboratively to plan, fund, raise capital, curate, promote, install and present their exhibition in December. Off campus exhibitions will continue this fall and next spring 2021. The PHOT 209 portfolio class is a capstone class that exposes students to working artists, publishers, gallerists and writers and gives them the opportunity for portfolio reviews with professionals in the field.

Professional Certifications have become an important new indicator of job readiness and the certifications and degrees at Palomar College include Adobe Creative Cloud. These programs are a necessary part of the workflow and give students multiple ways to success and creativity.

HOW WILL YOUR PROGRAM PROVIDE CAREER EXPLORATION AND CAREER DEVELOPMENT COURSEWORK, ACTIVITIES OR SERVICES?

1. Work based learning activities that give the student an opportunity to apply theories and skills learned in the classroom to an actual job situation.
2. The photography program and media studies department development of strong internships program and relationships within the community.
3. Our capstone classes, Professional Practices and Portfolio, focus on soft skills, resume and portfolio building that is directly applicable to student entering the workforce or starting their own business.

DOWNLOAD AND DISCUSS CORE INDICATORS AND HOW YOU WILL ADDRESS ANY DEFICIENCIES: [California Community Colleges Chancellor's Office - CTE \(Perkins IV\) \(cccco.edu\)](http://californiacommunitycolleges.org/chancellor/perkins)

Our Core Indicators are above the State Goals in important areas such as Technical Skill Attainment, Completions – Credential, Certificate, Degree or Transfer Ready, Persistence and Transfer, Employment, Non-Traditional Participation and Non-Traditional Completions. We also had a 100% employment of females, non-traditional students and economically disadvantaged students!

We need to address the negative numbers for negative numbers Completions and Persistence and Transfer. We plan to do this by ensuring our students are completing our degrees and certificates. This will include specialized advising that follows them along their educational path. Also, we will focus on scheduling our classes so the most students have the opportunities to take the sections that are required for completion and graduation.

We will continue to work with the Disability Resource Center to provide the best accommodations for students with different learning styles. This includes working with the Peer Online Course Review committee to ensure our online course material is accessible.
https://misweb.cccco.edu/perkins/Core_Indicator_Reports/Forms_All.aspx

BRIEFLY DESCRIBE PROGRAM IMPROVEMENT ISSUES, INCLUDE SPECIFIC EXAMPLES, AND DESCRIBE HOW THE ISSUES WILL BE ADDRESSED.

Perkins's funding will allow us to add additional accessories to the camera bodies and lights purchased with last year's Perkins funds to begin teaching more advanced motion photography and video curriculum as demanded from the industry and suggested by the advisory council.

DESCRIBE THE INVESTMENT(S) OF YOUR FUNDING REQUEST:

LED - 3 Light Kit	\$2,550.00	1	\$191.25	\$2,741.25	3152.15
C-Stands		135	\$101.25	\$1,451.25	1668.65

DSLR - Variable Focal Length Lenses	1,125	8	\$675.00	\$9,675.00	11126.25
GlideCam	269	1	\$20.18	\$289.18	332.56
Leather Gloves	15	15	\$16.88	\$241.88	278.16

Our funding request includes lighting kits and c-stands to expand our commercial and portrait studio, lenses for our DSLR cameras, a GlideCam for camera stabilization, and leather gloves for using the equipment safely.

DESCRIBE THE OBJECTIVE OF YOUR FUNDING REQUEST, AND HOW IT ADDRESSES NEEDS OF YOUR PROGRAM:

Former discussions on the various curriculum pathways with our advisory committee and media studies department reinforces the significant offerings for the student. But as technology and the job market changes, we know that there is always a need for review. Perkins would allow us to keep the equipment in the photography program of the highest quality and most pertinent to the evolving photography job market.

DESCRIBE THE ACTIVITIES NEEDED TO COMPLETE THE FUNDING REQUEST OBJECTIVES:

With the equipment purchases made from the FY21 Perkins funding we were able to offer professional skills training classes in Portraiture and Commercial Photography and the cameras and lighting equipment allowed students to be able to check out and use current industry standard lights and cameras off-campus to create portfolio ready work. This improvement to our program in particular allowed low-income students to be able to gain experience on industry-standard equipment both at school and at home that they otherwise would not be able to have access to thus gaining a competitive advantage in seeking work upon graduation.

CAREER EDUCATION FUNDING REQUEST:

TOTAL COST, PLEASE INCLUDE TAXES AND SHIPPING

LED - 3 Light Kit	\$2,550.00	1	\$191.25	\$2,741.25	3152.15
C-Stands	135	10	\$101.25	\$1,451.25	1668.65
DSLR - Variable Focal Length Lenses	1,125	8	\$675.00	\$9,675.00	11126.25
GlideCam	269	1	\$20.18	\$289.18	332.56
Leather Gloves	15	15	\$16.88	\$241.88	278.16

PLEASE SEND APPLICATION, QUOTE(S), AND CORE INDICATOR REPORT BY FRIDAY, MARCH 19 TO kdonaghy1@palomar.edu.

CAREER EDUCATION FY2022 TEMPLATE
RESOURCE ALLOCATION FORM

DIVISION- **CTEE**

DEPARTMENT- **Trade and Industry**

PROGRAM/TOP CODE- **Water Technology**

FACULTY- **Jacob Shiba**

DID YOU RECEIVE SWP OR PERKINS FUNDING IN FY21? **Yes**

DATE ADVISORY COMMITTEE IS
SCHEDULED. MEETING MUST BE
HELD BY 04/30/2021.

4/27/2021

ADVISORY COMMITTEE SUMMARY IF ALREADY HELD:

Will be sent after meeting

PLEASE LIST ANY ITEMS ALREADY REQUESTED ON PRP:

Laptops

DISCUSS PROGRAM OF STUDY IN TERMS OF MULTIPLE ENTRY AND EXIT POINTS,
ALIGNMENT WITH ALL ASPECTS OF AN INDUSTRY OR CAREER CLUSTER, AND
ALIGNED WITH REGIONAL EMPLOYMENT NEEDS:

All local water and wastewater employers utilize similar valves, pumps, and motors throughout their entire distribution system. Learning how these parts work is essential to their maintenance and repair. Providing students with a hands-on experience with these components will give them a competitive edge when entering the water and wastewater industry, as well allowing current industry employees the opportunity to advance in their field. The San Diego County Water Authority Workforce Development Committee is composed of general managers from agencies all over San Diego County whose sole purpose is working collaboratively to help fill the current and coming workforce gaps. This committee has identified 7 mission critical jobs in the industry that are in high demand and difficult to find qualified workers. These positions pay very well and are an integral part of delivering safe drinking water and properly moving and treating wastewater. This program will encourage current water industry employees seeking to advance positions to enter Palomar's Water Technology Program, as well as provide current and future students an opportunity to learn an invaluable skill set that will make them more competitive applicants when seeking career opportunities.

DISCUSS ANY ARTICULATION AGREEMENTS YOUR PROGRAM HAS WITH AREA HIGH SCHOOLS, AND HOW YOU MAY EXPAND THOSE OPPORTUNITIES-

Water technology does not have any current agreements, however we are working with a local high school district and its water provider on a dual enrollment program. Bonsall High School and Fallbrook Public Utilities have agreed to partner with Palomar College to introduce a water technology course to local high school students that will allow for simultaneous high school and college credits. This program has been put on hold due to the pandemic, but planning will resume soon. This program will inform high school students about a career path in water technology and will allow for a smooth transition to Palomar College.

DISCUSS LABOR MARKET INFORMATION AND NOTE SOURCE:

[EDD Labor Market Information Division - Home Page \(ca.gov\)](https://www.edd.ca.gov/Labor_Market_Information/)

<https://www.onetonline.org/>

[COE - Home | Centers of Excellence \(coeccc.net\)](https://www.coeccc.net/)

As mentioned above, the SDCWA Workforce Development Committee is working collaboratively to help fill the current and coming workforce gaps. Formation of this committee and continued support from local agencies shows the need for skilled laborers in the local water industry. According to a survey conducted by Cuyamaca College in 2018, public water and wastewater agencies employ over 4,000 people in San Diego County. Currently there are over 1,000 employees eligible for retirement. Many of these positions are skilled positions such as plant operators. According to Onet, these jobs will decline by less than 1% over the next 10 years in California, however there is and will continue to be a huge wave of workers leaving the industry as they retire. According to the COE, 78 percent of students who complete programs related to Water and Wastewater Treatment Plant and System Operators programs earned a living wage in California, compared to 58 percent of students who complete Career Education programs in general. The COE also expects that from 2018 and 2023, Water and Wastewater Treatment Plant and System Operator jobs will increase by two percent.

DESCRIBE EFFORTS TO ENSURE SPECIAL NEEDS STUDENTS LEARN ABOUT YOUR COURSE OFFERINGS ARE PART OF A CTE PROGRAM OF STUDY:

Program outreach is a large part of what I do. This includes use of social media, creation of program flyers, etc. I also attend local career fairs and give career talks to promote the program to all high school students, including those with special needs.

DISCUSS WORK BASED LEARNING INTEGRATION OF PROGRAM:

Our entire program focuses on work based learning. All faculty that teach in our program have years of industry experience that guides their course instruction. Materials and content covered center around industry. Many courses contain hands on experiences with the same equipment that is currently being used in the industry. Courses also offer tours of local facilities both in-person and virtual.

HOW WILL YOUR PROGRAM PROVIDE CAREER EXPLORATION AND CAREER DEVELOPMENT COURSEWORK, ACTIVITIES OR SERVICES?

Our program is currently in the final stages of creating a brand new course, WTE 51- Career Pathways in Water Technology, that is focused on helping students determine their career path in the water industry and once determined, helping them to achieve it through creation of a career plan that entails how they meet the job qualifications, cover letter and resume writing, and even practicing interviews.

Many of our courses are currently being taken by those already in the water industry, but looking to move up in their current field or even change fields all together. Our courses allow for expanded knowledge and experience to those seeking movement in the water industry.

DOWNLOAD AND DISCUSS CORE INDICATORS AND HOW YOU WILL ADDRESS ANY DEFICIENCIES: [California Community Colleges Chancellor's Office - CTE \(Perkins IV\) \(calccco.edu\)](http://calccco.edu)

Core Indicator 1: Technical Skill Attainment

This is a very important indicator, as it is essential that students completing our program leave with the technical skills necessary for them to attain employment in the industry. All deficiencies for this core indicator (economically disadvantaged, limited English proficiency, and those with learning disabilities) can be addressed by increasing student awareness of the many free resources available to Palomar students, including the many opportunities for financial aid, our ESL department and its many resources, and the DRC along with its many resources.

Core Indicator 2: Completions - Credential, Certificate, Degree or Transfer Ready

Students who complete our program have shown that they acquired the necessary technical skills to help them succeed in the water industry so ensuring their completion is essential to their success. To assist with Single Parents, this again comes down to ensuring that they are aware of the many resources at Palomar, such as the child development center, free food bank, financial aid, etc. With these resources, single parents may get the help they need to increase participation and completions (Core indicator 5a and 5b).

Core Indicator 3: Persistence and Transfer appears to have all categories at or above the acceptable levels.

Those with Limited English Proficiency are the only group struggling in Core Indicator 4: Employment. This could again be addressed with our ESL department and the many services they provide including reading, writing, and speaking classes.

For Core Indicator 5b: Nontraditional Completion, our students with disabilities complete below the standard. This could again be addressed by referring them to the DRC that will provide them with their many options of assistance and additional resources available.

BRIEFLY DESCRIBE PROGRAM IMPROVEMENT ISSUES, INCLUDE SPECIFIC EXAMPLES, AND DESCRIBE HOW THE ISSUES WILL BE ADDRESSED.

One of the issues facing our program has been the cancelling of classes due to declining enrollment. For example, we had to cancel our introduction to wastewater class in Fall 2019 due to low enrollment. This course lays the foundation for those pursuing a career in wastewater and is a prerequisite for many advanced classes. There were students still enrolled in the course who are essentially set back an entire year, as they cannot take any of the advanced courses. To address this issue, outreach has been increased through attendance at career fairs, career presentations, etc. and program promotion will continue indefinitely.

DESCRIBE THE INVESTMENT(S) OF YOUR FUNDING REQUEST:

To increase hands on experiences with industry equipment, we would like to purchase the following:

- Valve Cutaways
- Valve Dissectibles
- Motor Dissectibles
- Display Stands

The cutaways will allow students to see how certain equipment functions from the inside out, allowing them to see and touch for themselves. The Dissectibles will allow students to take a part and rebuild these pieces of equipment, an invaluable experience for those seeking hands on training.

DESCRIBE THE OBJECTIVE OF YOUR FUNDING REQUEST, AND HOW IT ADDRESSES NEEDS OF YOUR PROGRAM:

The goal of all of the following is to increase the hands-on experience for students. They learn about many different types of equipment in the classroom, and we want to be able to provide a hands-on experience to further enhance student learning. This increased hands on experience will not only create a more positive student experience, but will make our students more competitive as they seek employment and advancement in the water industry. Increasing the hands-on components also improves our program overall, which could result in increased program interest and enrollment.

DESCRIBE THE ACTIVITIES NEEDED TO COMPLETE THE FUNDING REQUEST OBJECTIVES:

The purchased equipment will be utilized in multiple classes throughout the year. This equipment is already being discussed in a theoretical manner, but will now be taught in a hands on manner. Some displays will be permanently mounted and others will be on mobile displays.

CAREER EDUCATION FUNDING REQUEST:

**TOTAL COST, PLEASE INCLUDE
TAXES AND SHIPPING**

Total Cost- \$37,149.28

**PLEASE SEND APPLICATION, QUOTE(S), AND CORE INDICATOR REPORT BY FRIDAY,
MARCH 19 TO kdonaghy1@palomar.edu.**

DAC		
Part #	Cost	Desc.
278-100D	\$3,190.00	Downsized Pump Cutaway Set
278-127	\$1,671.00	Vertical Submersible Centrifugal Well Pump cutaway
75-128D	\$3,909.00	Vertical Centrifugal Pump Dissectible
902F	\$1,617.00	Electromechanical Workstation
902V	\$1,352.00	Mobile Display Stand
273-140	\$860.00	Water Pressure Regulator Cutaway
251K	\$1,703.00	Gate Valve Dissectible
270D	\$5,871.00	Valve Cutaway Assortment
250-000	\$4,768.00	Valve Packing Training System
275-PAC	\$8,228.00	Pump Maintenance
Sub Total	\$33,169.00	
Tax	\$2,985.21	
Shipping	\$995.07	
Total	\$37,149.28	

Palomar College - Jacob Shiba
Quotation for DAC Worldwide Training Equipment

March 29, 2021

Qty	Item	Description	Unit Cost	Total
1	278-100D	Downsized Pump Cutaway Set Recommended 903F Extended Electromechanical Workstation. Includes (1) External Gear Pump, (1) Progressing Cavity Pump, (1) Centrifugal Pump.	\$3,190.00	\$3,190.00
1	278-127	Vertical Submersible Centrifugal Well Pump Cutaway Recommended 902F Electromechanical Workstation.	\$1,671.00	\$1,671.00
1	275-128D	Vertical Centrifugal Pump Dissectible Required 275-125 Dissectible Submersible Vertical Turbine Pump. Recommended 902F Electromechanical Bench.	\$3,909.00	\$3,909.00
1	902F	Electromechanical Workstation Accommodates multiple products. Includes 2 Shelves, Leg Levelers.	\$1,617.00	\$1,617.00
1	902V	Mobile Display Stand Accommodates multiple products. Includes T-Slot Rail Set and (4) Casters with Locks.	\$1,352.00	\$1,352.00
1	273-140	Water Pressure Regulator Cutaway Recommended 902V Mobile Display Stand.	\$860.00	\$860.00
1	251K	Gate Valve, 2" - 2½ " Dissectible Recommended 902V Mobile Display Stand.	\$1,703.00	\$1,703.00

Palomar College - Jacob Shiba
Quotation for DAC Worldwide Training Equipment

March 29, 2021

Qty	Item	Description	Unit Cost	Total
1	270D	Downsized Valve Cutaway Assortment - 8 Smaller Valves Recommended 902V Mobile Display Stand. Includes 251D Downsized Gate Valve Cutaway, 252D Downsized Globe Valve Cutaway, 253D Downsized Ball Valve Cutaway, 254D Downsized Butterfly Valve Cutaway, 255D Downsized Diaphragm Control Valve Cutaway, Downsized 257D Downsized Swing Check Valve Cutaway, 259D Downsized Plug Valve Cutaway, 260D Downsized Safety Relief Valve Cutaway.	\$5,871.00	\$5,871.00
1	250-PAC	Valve Packing Training System Plus Recommended 902F Electromechanical Bench. Includes 250 Valve Packing Training System, 250-001 Additional Packing Set, 250-002 Bulk Braided Packing, 250-010 "One Piece" Gland, 250-011 Standard Split Spacer for Standard Packing.	\$4,768.00	\$4,768.00
1	275-PAC	Pump Maintenance Training System Plus Recommended 902F Electromechanical Workstation. Includes 275 Pump Maintenance Training System, 275-001 Tool Kit, 275-004 Type 1 Mechanical "Non Pusher" Seal, 275-005 Type 8 Mechanical "Pusher" Seal.	\$8,228.00	\$8,228.00

Sub Total	\$33,169.00
San Diego County Sales Tax @ 7.75%	\$2,570.60
Estimated Freight	\$995.07
Delivered Cost	\$36,734.67

NEW ADDRESS - PLEASE UPDATE YOUR RECORDS

Make Purchase Orders out to:

Klein Educational Systems, Inc.

2851 Spafford Street Davis, CA 95618 Toll Free: 800-698-3249

Fax Purchase orders to: 888-503-3108 or email to debra@kleineducational.com

Prices Valid for 60 Days Terms Net 30 Days Estimated Delivery 95-100 Days ARO