Career and Technical Education Act (Perkins Title I-C) - Final Report

Claim for Funds

District: KERN CCD

Agreement No.: 13-C01-023

<table>
<thead>
<tr>
<th>Funds Allocated</th>
<th>Funds Claimed on YTD Report</th>
<th>*Funds Unclaimed</th>
</tr>
</thead>
<tbody>
<tr>
<td>$841,419</td>
<td>$841,419</td>
<td>$0</td>
</tr>
</tbody>
</table>

*The amount shown as unclaimed is hereby released to the State for reallocation.

The allocation agreement consisted of the RFA Specification; the Recipient's completed online application; and the Allocation Agreement Legal Terms and Conditions (Articles I and II, Rev. 3/09), with all other required forms as set forth in the RFA Instructions. All of these items were incorporated into this allocation agreement by reference.

The term of this allocation agreement was from July 1, 2014 to and including August 31, 2014. All performance under this allocation agreement were completed by June 30, 2014, except for the submission of any Final Reporting as required by Article 1 of the Allocation Agreement.

The total amount claimed does not exceed the allocation specified above. Further these funds were not used to supplant state funds and were used to improve services targeted for CTE programs.

By submitting this final report, I hereby certify upon my own personal knowledge that all statements made in this final report are true and that the activities described in the final report and expenditures in this claim comply with the Perkins Title IC; Titles VI and VII, Civil Rights Act of 1964; Title IX, Education Amendments of 1972; Section 504 of the Rehabilitation Act of 1973; Title 5 California Code of Regulations and the California State Plan for Career Education Practices.

Sandra Serrano
Chancellor

District Superintendent/President
2100 Chester Avenue, Bakersfield, CA 93301-4099 2100 Chester Avenue, Bakersfield, CA 93301-4099

Address

Date 08/26/2014
## Final Expenditure report by District

District: Kern CCD  
Agreement No.: 13-C01-023  
Final Expenditure: $841,419  
Unspent Funds: $0

<table>
<thead>
<tr>
<th>Object of Expenditure</th>
<th>(A)</th>
<th>(B)</th>
<th>(C)</th>
<th>(D)</th>
<th>(E)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1000 Instructional Salaries</td>
<td>$2,500</td>
<td>$0</td>
<td>$4,500</td>
<td>$0</td>
<td>$19,294</td>
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<tr>
<td>2000 Noninstructional Salaries</td>
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<td>$46,992</td>
<td>$3,119</td>
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<td>3000 Employee Benefits</td>
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<td>$80,722</td>
<td>$15,730</td>
<td>$5,626</td>
<td>$102,403</td>
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<tr>
<td>4000 Supplies and Materials</td>
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<td>$998</td>
<td>$9,081</td>
<td>$3,943</td>
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<tr>
<td>5000 Other Operating Exp. &amp; Svs.</td>
<td>$31,328</td>
<td>$87,309</td>
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<td>$52,303</td>
<td>$8,649</td>
<td>$221,924</td>
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<td>6000 Capital Outlay</td>
<td>$329,209</td>
<td>$0</td>
<td>$5,051</td>
<td>$35,976</td>
<td>$0</td>
<td>$370,476</td>
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<tr>
<td>7000 Other Outgo</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td><strong>Total Expenditures</strong></td>
<td><strong>$222,067</strong></td>
<td><strong>$87,309</strong></td>
<td><strong>$331,330</strong></td>
<td><strong>$160,082</strong></td>
<td><strong>$0</strong></td>
<td><strong>$841,419</strong></td>
</tr>
</tbody>
</table>

**Legend:**
- (A) Curriculum Development/Instruction
- (B) Professional Development
- (C) Counseling/Direct Service to Students
- (D) Other: You must provide a description of programs/services funded in the space below
- (E) Administration (not exceed 5%)

## Expenditure Report Comparison

<table>
<thead>
<tr>
<th></th>
<th>Reported on Final Report System (Section I Part C Totals)</th>
<th>Reported on YTD System</th>
<th>Discrepancy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Expenditure</td>
<td>$841,419</td>
<td>$841,419</td>
<td>$0</td>
</tr>
</tbody>
</table>
## DISTRICT CONTACT INFORMATION FORM

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
<th>Title</th>
<th>Phone</th>
<th>Fax</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>District Superintendent/President</td>
<td>Sandra Serrano</td>
<td>Chancellor</td>
<td>661 - 336-5104 ext</td>
<td>661 - 336-5025</td>
<td><a href="mailto:sserrano@kccd.edu">sserrano@kccd.edu</a></td>
</tr>
<tr>
<td>District Business Officer</td>
<td>Tom Burke</td>
<td>Chief Financial Officer</td>
<td>661 - 336-5117 ext</td>
<td>661 - 336-5025</td>
<td><a href="mailto:tburke@kccd.edu">tburke@kccd.edu</a></td>
</tr>
<tr>
<td>College Responsible Administrator, if applicable (Dean of Career Education Practices)</td>
<td>Michael Self</td>
<td>Admin Title</td>
<td>661 - 395-4787 ext</td>
<td>661 - 395-4522</td>
<td><a href="mailto:michael.self@bakersfieldcollege.edu">michael.self@bakersfieldcollege.edu</a></td>
</tr>
<tr>
<td>College Responsible Administrator, if applicable (Dean of Career Education Practices)</td>
<td>Valerie Karnes</td>
<td>Admin Title</td>
<td>760 - 384-6261 ext</td>
<td>760 - 375-4776</td>
<td><a href="mailto:vkarnes@cerrocoso.edu">vkarnes@cerrocoso.edu</a></td>
</tr>
<tr>
<td>College Responsible Administrator, if applicable (Dean of Career Education Practices)</td>
<td>Bill Henry</td>
<td>Admin Title</td>
<td>559 - 791-2329 ext</td>
<td>559 - 791-2408</td>
<td><a href="mailto:bhenry@portervillecollege.edu">bhenry@portervillecollege.edu</a></td>
</tr>
</tbody>
</table>
## LIST OF TOP CODES AND TITLES FUNDED IN 2013-2014
**INCLUDE FUNDING FOR ACROSS CTE PROGRAMS**

**District/College:** KERN DISTRICT

**Agreement No.:** 13-C01-023

<table>
<thead>
<tr>
<th>TOP Codes (*2-, 4-, and 6-digit)</th>
<th>TOP Code Title</th>
<th>Program Title</th>
<th>Amendment Status (N/D/A)</th>
<th>Local App Summary Amount by TOP Code (Combined Direct and Admin)</th>
<th>Final Direct Expenditure</th>
<th>Final Admin Expenditure</th>
<th>Combined Final Total Expenditure</th>
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</thead>
<tbody>
<tr>
<td>Admin - 01</td>
<td>Administration</td>
<td>No Change</td>
<td>$ 21,035</td>
<td>$ 0</td>
<td>$ 21,034</td>
<td>$ 21,034</td>
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<table>
<thead>
<tr>
<th></th>
<th>Budget</th>
<th>Actual Direct</th>
<th>Actual Admin</th>
<th>Actual Total</th>
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<tr>
<td>Total Expenditure</td>
<td>$21,035</td>
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<td>$21,034</td>
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</table>
Final Report Program Information by TOP Code

<table>
<thead>
<tr>
<th>Requirement for Uses of Funds</th>
<th>MET</th>
<th>UNMET</th>
<th>NOW MET</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Strengthening the academic, and career and technical skills of students participating in CTE programs through the integration of academics with CTE programs. [§135(b)(1)]</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Link CTE at the secondary and the postsecondary levels, including by offering elements of not less than one program of study described in §122(c)(1)(A). [§135(b)(2)]</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Provide students with strong experience in and understanding of all aspects of an industry, which may include work-based learning experiences. [§135(b)(3)]</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Develop, improve, or expand the use of technology in CTE, which may include training to use technology, providing students with the skills needed to enter technology fields, and encouraging schools to collaborate with technology industries to offer internships and mentoring programs. [§135(b)(4)]</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Provide in-service and pre-service professional development programs to faculty, administrators, and career guidance and academic counselors involved in integrated CTE programs, on topics including effective integration of academics and CTE, effective teaching skills based on research, effective practices to improve parental and community involvement, effective use of scientifically based research and data to improve instruction. Professional development should also ensure that faculty and personnel stay current with all aspects of an industry; involve internship programs that provide relevant business experience; and train faculty in the effective use and application of technology. [§135(b)(5)]</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Develop and implement evaluations of the CTE programs carried out with Perkins I-C funds, including an assessment of how the needs of special populations are being met. [§135(b)(6)]</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Initiate, improve, expand and modernize quality CTE programs, including relevant technology. [§135(b)(7)]</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Provide services and activities that are of sufficient size, scope and quality to be effective. [§135(b)(8)]</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Provide activities to prepare special populations, including single parents and displaced homemakers enrolled in CTE programs, for high-skill, high-wage or high-demand occupations that will lead to self-sufficiency. [§135(b)(9)]</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Describe specific future activity(ies) intended to address the remaining unmet requirement(s) (Narratives limited to 4000 characters):

Final Report of Expenditure by TOP Code: $21,034
## LIST OF TOP CODES AND TITLES FUNDED IN 2013-2014

### INCLUDE FUNDING FOR ACROSS CTE PROGRAMS

<table>
<thead>
<tr>
<th>District/College: BAKERSFIELD COLLEGE</th>
<th>Agreement No.: 13-C01-023</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>TOP Codes (*2-, 4-, and 6-digit)</th>
<th>TOP Code Title</th>
<th>Program Title</th>
<th>Amendment Status (N/D/A)</th>
<th>Summary Amount by TOP Code (Combined Direct and Admin)</th>
<th>Final Direct Expenditure</th>
<th>Final Admin Expenditure</th>
<th>Combined Final Total Expenditure</th>
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<tbody>
<tr>
<td>0102.00 - 01</td>
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<td>0103.00 - 01</td>
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<tr>
<td>0701.00 - 01</td>
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<td>0934.00 - 01</td>
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<tr>
<td>1030.00 - 01</td>
<td>Graphic Art and Design</td>
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<td>1225.00 - 01</td>
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### Budget Summary

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<th>Actual Direct</th>
<th>Actual Admin</th>
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<tr>
<td>Total Expenditure</td>
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<td>$12,593</td>
<td>$554,672</td>
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</table>
District/College: KERN CCD/BAKERSFIELD COLLEGE
Program Title: CTE Related Activity
Agreement No.: 13-C01-023
TOP Code: Across

Briefly describe the across CTE program improvement issue(s) that require funding.

There is limited educational/career advising to support student success. We have no Outreach staffing to provide linkages to high school and community and recruitment of special POPS. There is a need to provide professional development to CTE faculty, support the business linkages to our CTE programs, develop student internships, and support CTE student success activities.

Briefly describe how the issue(s) will be addressed.

Part-time staffs were hired to provide career guidance, degree/certificate, and internship and work experience requirements to day and evening CTE students. Outreach to high school students and community groups will be done - CTE presentations will be done in English and Spanish. We will also work with Businesses in our services area to develop partnerships/work sites for our student to do internships and obtain hands-on experience to improve their employability in their program-of-study. Marketing and recruitment of nontraditional and special POPS students will be done via open house and CTE high school and community group presentations.

Final Report Summary:

1. Was the program improvement issues(s) addressed and/or planned objectives met (Narratives limited to 1000 characters)?
   If the response in Section 1 is No or Partially describe the barriers and/or lessons learned in Section 2.
   If the response in Section 1 is Yes or Partially describe the accomplishment and/or effective practices derived from the project in Section 3
   Select Yes ☐ No ☐ Partially ☐

2. Describe any barriers encountered and lessons learned (Narratives limited to 1000 characters).

   CTE Related Activity program focused on improvement of Core Indicators but most specifically on improving special POPS. The plan was to use PD, curriculum development, programs & services for special POPS, and tech software to explore ways to facilitate deeper engagement among all students. By investing in support staff that could provide advising, outreach, and other support systems, the plan was to provide a deeper connection with feeder schools and their special POPS. Through Curriculum Dev, the objective was to build an across-programs vision that would engage students at a deeper level, engage the right students, and ultimately, to increase the skill attainment, participation, persistence, and completion. Finally, since data drives decision making, the purchase of software fees was planned. The barriers to achievement include the delay in hiring a Program Manager to oversee the broader implementation. Lessons learned include the fact that faculty desire grant support.

3. Describe accomplishments/best practices derived from the project (Narratives limited to 1000 characters).

   The CTE support team along with the faculty successfully participated in several conferences and meetings designed to strengthen CTE programs across the campus. Several members attended the Early & Middle Colleges & Dual Enrollment Programs Conference offering breakout sessions in counseling and best practices. Additionally, several advisors and faculty attended local workshops designed to strengthen our relationships with local businesses and our ability to develop internships. Specifically, team members attended the Bakersfield: The Next 5 Years conference put on by the Chamber. A number of other conferences were attended in groups, all of which were designed to provide collaborative program growth. Hiring the CTE Program Manager mid-spring was an added enhancement to the 4 member classified team that works across programs. Finally, recognizing the value of data, several software program agreements were renewed in order to facilitate the use of data to drive instruction.

Final Report of Expenditure by Across Program: $464,993

- Professional Dev. (including stipends)
- Instructional Materials Purchase/Replacement (including software)
- Instructional Equipment Purchase/Replacement
- Project Administration
- Facility rental/lease (off-campus location)
- Programs/Services for Special Populations
- Curriculum Development
- Consultants or Other Contracted Services
- Program Marketing and Outreach
- Other(specify) Data Software fees
Final Report Program Information by TOP Code

District/College: KERN CCD/BAKERSFIELD COLLEGE  
Program Title: Animal Science

Agreement No.: 13-C01-023  
TOP Code: 010200

Briefly describe the program improvement issue(s) concerning this TOP code.
The outcome indicate that this program needs to focus on nontraditional recruitment.

Briefly describe how the issue(s) will be addressed.
We will focus on marketing and outreach activities form elementary to high school with the development of the Agriculture Career Pathway. We will make students aware of the jobs in middle and upper management positions in this field. We will also increase interaction between educators from lower level schools by creating a community education class for AG in the classroom. This will include lesson plans, information and activities that will be received by the faculty at the school to learn how to teach their students about agriculture, we continue to meet with Business Industry partners to develop student internships for hands-on experiences. Faculty will attend conferences to obtain additional information to expand the internship program.

Final Report Summary:
1. Was the program improvement issue(s) addressed and/or planned objectives met (Narratives limited to 1000 characters)?
If the response in Section 1 is No or Partially describe the barriers and/or lessons learned in Section 2.
If the response in Section 1 is Yes or Partially describe the accomplishment and/or effective practices derived from the project in Section 3

Select  Yes  No  Partially

2. Describe any barriers encountered and lessons learned (Narratives limited to 1000 characters).
The Animal Science program used conference money to address the improvement issue of nontraditional student recruitment. The department sought ideas through external conferences that could enhance recruiting strategies for these students. Strategies learned were intended to inspire more effective outreach. Also, conferences were identified to seek out concepts to strengthen instruction in a way that might hold added appeal to nontraditional student. Barriers included the unanticipated resignation of a faculty member and the hiring of a new faculty; creating an unanticipated time-demand for mentoring. Lessons learned this year included: 1) Faculty members needed to review program goals prior to conferences so that they consistently seek strands that support programmatic goals, 2) Following all conferences, faculty members need to consistently report on key findings, linkage to program objectives, and implementation strategies, and 3) Identify instructional materials targeting nontraditional populations are being met. [§135(b)(6)]

3. Describe accomplishments/best practices derived from the project (Narratives limited to 1000 characters).
The Animal Science program had several notable accomplishments linked to the VTEA goals and plans. Among these accomplishments were: 1) effective outreach resulting in increased enrollment and student completion rates, 2) implementation of the Ag Career Pathways through Paramount Academy, and 3) a robust Ag Advisory committee. All of these experiences can be linked back to the conference and travel funded through VTEA as well as the VTEA-Funded across-programs outreach projects. In June of 2013, Professor and Department-Chair Elect, Billy Barnes attended the California Agricultural Teacher’s Association annual conference. During the conference, Professor Barnes attended breakout sessions specifically targeting the Kern County region as well as the Animal Science Industry; each of these sessions was attended with the objective to identify recruiting opportunities for nontraditional students as well as ways to enhance instructional delivery methods on campus. Billy attended sessi

We will focus on marketing and outreach activities form elementary to high school with the development of the Agriculture Career Pathway. We will make students aware of the jobs in middle and upper management positions in this field. We will also increase interaction between educators from lower level schools by creating a community education class for AG in the classroom. This will include lesson plans, information and activities that will be received by the faculty at the school to learn how to teach their students about agriculture, we continue to meet with Business Industry partners to develop student internships for hands-on experiences. Faculty will attend conferences to obtain additional information to expand the internship program.

Final Report of Expenditure by TOP Code: $654

- Professional Dev. (including stipends)
- Instructional Equipment Purchase/Replacement
- Instructional Materials Purchase/Replacement (including software)
- Project Administration
- Programs/Services for Special Populations
- Facility rental/lease (off-campus location)
<table>
<thead>
<tr>
<th>Curriculum Development</th>
<th>Consultants or Other Contracted Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Marketing and Outreach</td>
<td>Other(specify)</td>
</tr>
</tbody>
</table>
Final Report Program Information by TOP Code

District/College: KERN CCD/BAKERSFIELD COLLEGE  Agreement No.: 13-C01-023
Program Title: Plant Science  TOP Code: 010300

Briefly describe the program improvement issue(s) concerning this TOP code.

Nontraditional participation and completions are below the state performance level. A stigma exists that stereotypes agriculture as a low paying industry especially in special POP students.

Briefly describe how the issue(s) will be addressed.

We will focus on marketing and outreach activities form elementary to high school with the development of the Agriculture Career Pathway. We will make students aware of the jobs in middle and upper management positions in this field. We will also increase interactivity between educators from lower level schools by creating a community education class for AG in the classroom. This will include lesson plans, information and activities that will being teachers to the campus to learn how to teach their students about agriculture, we continue to meet with Business Industry partners to develop student internships for hands-on experiences. Faculty will attend conferences to obtain additional information to expand the internship program.

Final Report Summary:

1. Was the program improvement issue(s) addressed and/or planned objectives met (Narratives limited to 1000 characters)?
   - Yes
   - No
   - Partially

2. Describe any barriers encountered and lessons learned (Narratives limited to 1000 characters).
   The Plant Science program used conference and curriculum money to address the improvement issue of nontraditional student recruitment and to explore ways to address the cultural stigma surrounding Ag careers in the Hispanic community. Specifically, attendees looked for at innovative ways to recruit, retain, and inspire students, most particularly nontraditional and Hispanic students. Also, travel was used to seek out new concepts to strengthen instruction and more actively engage students in the learning process. Barriers to the plan implementation included adequate space and lower than anticipated enrollment. Lessons learned this year include: 1) Faculty members needed to review program goals prior to conferences so that they consistently seek strands that support programmatic goals, and 2) Following all conferences, faculty members need to consistently report on key findings, linkage to program objectives, and implementation strategies.

3. Describe accomplishments/best practices derived from the project (Narratives limited to 1000 characters).
   The entire Plant Science team participated in conference experiences in an effort to bring new information regarding outreach to non-traditional students, eradicating cultural stigmas, developing Ag Career Pathway programs, and engaging secondary students in post-secondary conversations regarding the development of programs to meet the community needs. In March, three members chaperoned a trip for Plant Science leadership students to the Huntington Botanical Gardens to explore new-traditional leadership opportunities in that environment. Three members participated in the CATA Fall Regional Meeting where they networked with Plan Science Educators and industry leaders who open opportunities for internships and additional partnerships. Two members participated in the Cal Poly Advisory Committee Meeting to again build internship pathways and other industry partnerships. One professor attended the Mid-Winter Ag & Water Summit where the focus was on curriculum, student leadership, and water

Requirement for Uses of Funds

1. Strengthening the academic, and career and technical skills of students participating in CTE programs through the integration of academics with CTE programs. [§135(b)(1)]
   - MET
   - UNMET
   - NOW MET

2. Link CTE at the secondary and the postsecondary levels, including by offering elements of not less than one program of study described in §122(c)(1)(A). [§135(b)(2)]
   - MET
   - UNMET
   - NOW MET

3. Provide students with strong experience in, and understanding of, all aspects of an industry, which may include work-based learning experiences. [§135(b)(3)]
   - MET
   - UNMET
   - NOW MET

4. Develop, improve, or expand the use of technology in CTE, which may include training to use technology, providing students with the skills needed to enter technology fields, and encouraging schools to collaborate with technology industries to offer internships and mentoring programs. [§135(b)(4)]
   - MET
   - UNMET
   - NOW MET

5. Provide in-service and pre-service professional development programs to faculty, administrators, and career guidance and academic counselors involved in integrated CTE programs, on topics including effective integration of academics and CTE, effective teaching skills based on research, effective practices to improve parental and community involvement, effective use of scientifically based research and data to improve instruction. Professional development should also ensure that faculty and personnel stay current with all aspects of an industry; involve internship programs that provide relevant business experience; and train faculty in the effective use and application of technology. [§135(b)(5)]
   - MET
   - UNMET
   - NOW MET

6. Develop and implement evaluation of the CTE programs carried out with Perkins I-C funds, including an assessment of how the needs of special populations are being met. [§135(b)(6)]
   - MET
   - UNMET
   - NOW MET

7. Initiate, improve, expand and modernize quality CTE programs, including relevant technology. [§135(b)(7)]
   - MET
   - UNMET
   - NOW MET

8. Provide services and activities that are of sufficient size, scope and quality to be effective. [§135(b)(8)]
   - MET
   - UNMET
   - NOW MET

9. Provide activities to prepare special populations, including single parents and displaced homemakers enrolled in CTE programs, for high-skill, high-wage or high-demand occupations that will lead to self-sufficiency. [§135(b)(9)]
   - MET
   - UNMET
   - NOW MET

Describe specific future activity(ies) intended to address the remaining unmet requirement(s) (Narratives limited to 4000 characters):

Final Report of Expenditure by TOP Code: $2,903

- Professional Dev. (including stipends)
- Instructional Materials Purchase/Replacement (including software)
- Instructional Equipment Purchase/Replacement
- Project Administration
- Facility rental/lease (off-campus location)
- Programs/Services for Special Populations
<table>
<thead>
<tr>
<th>Service</th>
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<td>Curriculum Development</td>
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<tr>
<td>Consultants or Other Contracted Services</td>
<td></td>
</tr>
<tr>
<td>Program Marketing and Outreach</td>
<td>Other (specify)</td>
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</tbody>
</table>

This table lists services and their descriptions. The options include Curriculum Development, Consultants or Other Contracted Services, and Program Marketing and Outreach. The entry for Program Marketing and Outreach includes a space for other specific services.
Final Report Program Information by TOP Code

District/College: KERN CCD/BAKERSFIELD COLLEGE
Program Title: Horticulture

1. Strengthening the academic, and career and technical skills of students participating in CTE programs through the integration of academics with CTE programs. [§135(b)(1)]

2. Link CTE at the secondary and the postsecondary levels, including by offering elements of not less than one program of study described in §122(c)(1)(A). [§135(b)(2)]

3. Provide students with strong experience in and understanding of all aspects of an industry, which may include work-based learning experiences. [§135(b)(3)]

4. Develop, improve, or expand the use of technology in CTE, which may include training to use technology, providing students with the skills needed to enter technology fields, and encouraging schools to collaborate with technology industries to offer internships and mentoring programs. [§135(b)(4)]

5. Provide in-service and pre-service professional development programs to faculty, administrators, and career guidance and academic counselors involved in integrated CTE programs, on topics including effective integration of academics and CTE, effective teaching skills based on research, effective practices to improve parental and community involvement, effective use of scientifically based research and data to improve instruction. Professional development should also ensure that faculty and personnel stay current with all aspects of an industry; involve internship programs that provide relevant business experience; and train faculty in the effective use and application of technology. [§135(b)(5)]

6. Develop and implement evaluations of the CTE programs carried out with Perkins I-C funds, including an assessment of how the needs of special populations are being met. [§135(b)(6)]

7. Initiate, improve, expand and modernize quality CTE programs, including relevant technology. [§135(b)(7)]

8. Provide services and activities that are of sufficient size, scope and quality to be effective. [§135(b)(8)]

9. Provide activities to prepare special populations, including single parents and displaced homemakers enrolled in CTE programs, for high-skill, high-wage or high-demand occupations that will lead to self-sufficiency. [§135(b)(9)]

Describe specific future activity(ies) intended to address the remaining unmet requirement(s) (Narratives limited to 4000 characters):

Final Report of Expenditure by TOP Code: $1,382

- Professional Dev. (including stipends)
- Instructional Equipment Purchase/Replacement
- Facility rental/lease (off-campus location)
- Instructional Materials Purchase/Replacement (including software)
- Project Administration
- Programs/Services for Special Populations

Final Report Summary:

1. Was the program improvement issue(s) addressed and/or planned objectives met (Narratives limited to 1000 characters)?
   - [ ] Yes
   - [ ] No
   - [ ] Partially

If the response in Section 1 is Yes or Partially describe the accomplishments and/or effective practices derived from the project in Section 3.

2. Describe any barriers encountered and lessons learned (Narratives limited to 1000 characters).

The Horticulture program used conference money to address the improvement issue of nontraditional student participation and completion. Funds were also used to address cultural stigmas associated with agriculture profession. The department sought ideas through conferences that could enhance recruiting strategies for these students as well as identifying ways to address cultural issues related to Ag professions. Conferences were used as a resource for developing Career Pathway ideas and growing internships, building local K-20 & industry networks, and developing more effective outreach for nontraditional student. Barriers included the unanticipated resignation of a faculty member and limited space for program growth. Lessons learned included: 1)Faculty members needed to review program goals prior to conferences so that they consistently seek strands that support programmatic goals, and 2)faculty need to report back after conference attendance.

3. Describe any barriers encountered and lessons learned (Narratives limited to 1000 characters).

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## Final Report Program Information by TOP Code

<table>
<thead>
<tr>
<th>District/College</th>
<th>Agreement No.:</th>
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<th>TOP Code:</th>
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<tbody>
<tr>
<td>KERN CCD/BAKERSFIELD COLLEGE</td>
<td>13-C01-023</td>
<td>Business and Commerce, General</td>
<td>050100</td>
</tr>
</tbody>
</table>

### Final Report Summary:

1. **Was the program improvement issue(s) addressed and/or planned objectives met** (Narratives limited to 1000 characters)?

   - If the response in Section 1 is **No** or **Partially** describe the barriers and/or lessons learned in Section 2.
   - If the response in Section 1 is **Yes** or **Partially** describe the accomplishment and/or effective practices derived from the project in Section 3.

2. **Describe any barriers encountered and lessons learned** (Narratives limited to 1000 characters).

   - The Business & Commerce goals focused on completion rates among all programs. Program leadership used professional development to explore ways to provide career guidance and academic counseling for CTE students in a manner that might grow the program. Additionally, conferences were used to explore ways to develop and foster dual enrollment and articulated courses. Some improvement issues have been met including the discovery of ways to provide stronger guidance and academic counseling and developing and implementing dual enrollment courses. The barriers to success include the fact that students continue to experience difficulty in completing the coursework necessary for a transfer degree or certificate due, in part, by the failure rate for students who have already completed two math courses but cannot complete Finance 300 successfully.

3. **Describe accomplishments/best practices derived from the project** (Narratives limited to 1000 characters).

   - The Business and Commerce department attended several conferences in an effort to secure the information regarding increasing completion rates, including that of non-traditional students, counseling and advising support to students, and developing and fostering dual enrollment courses. Professor V Robinson attended the AACC 94th Annual Convention where she explored topics such as recruiting and retaining non-traditional students and advising sessions. Professor M Ivey attended the WAFC Spring Advisory Committee meeting in March; this event involved nearly 20 of the nation’s top business recruiters as well as 25 community college representatives. The Advisory Meeting provided a way in which the business program could compare our current course offerings, network with local colleges to learn from their experience and to explore methods used by other colleges for recruiting as well as dual enrollment programs.

### Requirement for Uses of Funds

<table>
<thead>
<tr>
<th>Requirement for Uses of Funds</th>
<th>MET</th>
<th>UNMET</th>
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### Describe specific future activity(ies) intended to address the remaining unmet requirement(s) (Narratives limited to 4000 characters):

- Professional Dev. (including stipends)
- Instructional Materials Purchase/Replacement (including software)
- Instructional Equipment Purchase/Replacement
- Project Administration
- Facility rental/lease (off-campus location)
- Programs/Services for Special Populations
- Curriculum Development
- Consultants or Other Contracted Services

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**Final Report of Expenditure by TOP Code:** $2,000
<table>
<thead>
<tr>
<th>Program Marketing and Outreach</th>
<th>Other (specify)</th>
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</table>

Final Report Program Information by TOP Code

District/College: KERN CCD/BAKERSFIELD COLLEGE
Program Title: Information Technology, General
Agreement No.: 13-C01-023
TOP Code: 070100

<table>
<thead>
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- Professional Dev. (including stipends)
- Instructional Materials Purchase/Replacement (including software)
- Instructional Equipment Purchase/Replacement
- Project Administration
- Facility rental/lease (off-campus location)
- Programs/Services for Special Populations
- Consultants or Other Contracted Services
- Curriculum Development
- Program Marketing and Outreach
- Other(specify)
Final Report Program Information by TOP Code

District/College: KERN CCD/BAKERSFIELD COLLEGE
Program Title: Electronics and Electric Technology
Agreement No.: 13-C01-023
TOP Code: 093400

1. Was the program improvement issue(s) addressed and/or planned objectives met (Narratives limited to 1000 characters)?
   - Description of the issue(s) and accomplishment to meet the issue(s).

2. Describe any barriers encountered and lessons learned (Narratives limited to 1000 characters).
   - Description of the barriers and lessons learned.

3. Describe accomplishments/best practices derived from the project (Narratives limited to 1000 characters).
   - Description of the accomplishments and best practices.

4. Requirement for Uses of Funds
   - MET
   - UNMET
   - NOW MET
   - Description of the requirements and if met.

5. Final Report of Expenditure by TOP Code: $6,326
   - Professional Dev. (including stipends)
   - Instructional Equipment Purchase/Replacement (including software)
   - Instructional Materials Purchase/Replacement (including software)
   - Project Administration
   - Programs/Services for Special Populations
   - Consultants or Other Contracted Services
   - Other (specify)
Final Report Program Information by TOP Code

District/College: KERN CCD/BAKERSFIELD COLLEGE  
Program Title: Automotive Technology  
Agreement No.: 13-C01-023  
TOP Code: 094800

Briefly describe the program improvement issue(s) concerning this TOP code.

Skill Attainment, Completion, Persistence and non-traditional are below the state level. Recruitment, Marketing and Activity Supplies and Provide professional development/Instructor training for faculty.

Briefly describe how the issue(s) will be addressed.

Our industry is one of constantly changing technology with many new break throughs in systems such as Hybrid and Alternative Fuels. This requires continual training for instructors to provide the most up to date, relative training to prepare our students to enter the automotive industry. We will make non-traditional students aware of the opportunities in our industry and the availability of specialized training from Bakersfield College. Recognize the accomplishments of our students to promote and encourage current and future students’ persistence and completion through recruiting events at area schools and community events.

Final Report Summary:

1. Was the program improvement issue(s) addressed and/or planned objectives met (Narratives limited to 1000 characters)?
   If the response in Section 1 is No or Partially describe the barriers and/or lessons learned in Section 2.
   If the response in Section 1 is Yes or Partially describe the accomplishment and/or effective practices derived from the project in Section 3

   Select Yes No Partially

2. Describe any barriers encountered and lessons learned (Narratives limited to 1000 characters).

   The Automotive Technology program addressed skill attainment, completion, persistence, and the recruitment of nontraditional student through curriculum development and professional development. Conferences were used as a means for gathering information related to each of the program issues needing improvement. Additionally, new curriculum was identified and planned for in courses in a manner that was designed to meet the improvement goals. Instructional materials are current with the complexity of the industry is a challenge to a small faculty team; a significant time-commitment is necessary for individual instructors do to the department size. Lessons learned this year included: 1) outreach opportunities may still need to be enhanced to reach non-traditional female students, and 2) further streamlining of programs is necessary to increase persistence and completion goals, and 3) growing internships may lead to greater engagement which would address the skill attainment.

3. Describe accomplishments/best practices derived from the project (Narratives limited to 1000 characters).

   The Automotive Technology program used curriculum and development and professional development to successfully address some, but not all, of their goals. Attendance at the North American Council of Automotive Teachers conference provided a plethora of information related to the department members and the academic advisors who recruit for this program. Additionally, this 5 day conference provided a multitude of new ideas and resources to increase skill attainment, particularly as it relates to Hybrid and Alternative Fuel autos. Instructional supplies were purchased to support the implementation of innovative curriculum ideas.

Requirement for Uses of Funds

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Describe specific future activity(ies) intended to address the remaining unmet requirement(s) (Narratives limited to 4000 characters):

Final Report of Expenditure by TOP Code: $4,199

- Professional Dev. (including stipends)
- Instructional Materials Purchase/Replacement (including software)
- Instructional Equipment Purchase/Replacement
- Project Administration
- Facility rental/lease (off-campus location)
- Programs/Services for Special Populations
- Consultants or Other Contracted Services
- Curriculum Development
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<tbody>
<tr>
<td>Program Marketing and Outreach</td>
<td>Other(specify)</td>
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</tbody>
</table>
Final Report Program Information by TOP Code

District/College: KERN CCD/BAKERSFIELD COLLEGE  
Program Title: Drafting Technology  
Agreement No.: 13-C01-023  
TOP Code: 095300

1. Was the program improvement issue(s) addressed and/or planned objectives met (Narratives limited to 1000 characters)?

If the response in Section 1 is No or Partially describe the barriers and/or lessons learned in Section 2.
If the response in Section 1 is Yes or Partially describe the accomplishment and/or effective practices derived from the project in Section 3

Select Yes ❑ No ❑ Partially ❑

2. Describe any barriers encountered and lessons learned (Narratives limited to 1000 characters).

The Drafting Technology department planned to address persistence, participation, and completion through curriculum development. Although Faculty supported outreach efforts funded through Cross Program VTEA money in an effort to recruit special population and nontraditional students, the Drafting Technology data continues to show no growth in this area. Although VTEA funds supported the purchase of classroom materials related to the curriculum development that has been ongoing in the department, the department was unable to improve their Core Indicators in the area they had identified. Lessons learned through this experience include: 1) Professional Development may provide innovative curriculum and instruction ideas that would improve CORE Indicator performance in the area of Persistence, participation, and Completion, and 2) Closer alignment with the Cross Program Advising team may improve Persistence and Completion.

3. Describe accomplishments/best practices derived from the project (Narratives limited to 1000 characters).

Core Indicators 3 and 5a and 5b are below the state-negotiated levels. These outcomes indicate that this program needs to focus Persistence and Transfer and Nontraditional recruitment. The faculty will support and partner in the efforts to improve the core indicators in recruitment of special population and nontraditional students. Student data and other programs’ best practices will be reviewed to implement improvement plans in persistence.

Final Report Summary:

1. Strengthening the academic, and career and technical skills of students participating in CTE programs through the integration of academics with CTE programs. [§135(b)(1)]

2. Link CTE at the secondary and the postsecondary levels, including by offering elements of not less than one program of study described in §122(c)(1)(A). [§135(b)(2)]

3. Provide students with strong experience in and understanding of all aspects of an industry, which may include work-based learning experiences. [§135(b)(3)]

4. Develop, improve, or expand the use of technology in CTE, which may include training to use technology, providing students with the skills needed to enter technology fields, and encouraging schools to collaborate with technology industries to offer internships and mentoring programs. [§135(b)(4)]

5. Provide in-service and pre-service professional development programs to faculty, administrators, and career guidance and academic counselors involved in integrated CTE programs, on topics including effective integration of academics and CTE, effective teaching skills based on research, effective practices to improve parental and community involvement, effective use of scientifically based research and data to improve instruction. Professional development should also ensure that faculty and personnel stay current with all aspects of an industry; involve internship programs that provide relevant business experience; and train faculty in the effective use and application of technology. [§135(b)(5)]

6. Develop and implement evaluations of the CTE programs carried out with Perkins I-C funds, including an assessment of how the needs of special populations are being met. [§135(b)(6)]

7. Initiate, improve, expand and modernize quality CTE programs, including relevant technology. [§135(b)(7)]

8. Provide services and activities that are of sufficient size, scope and quality to be effective. [§135(b)(8)]

9. Provide activities to prepare special populations, including single parents and displaced homemakers enrolled in CTE programs, for high-skill, high-wage or high-demand occupations that will lead to self-sufficiency. [§135(b)(9)]

Describe specific future activity(ies) intended to address the remaining unmet requirement(s) (Narratives limited to 4000 characters):

Final Report of Expenditure by TOP Code: $1,480

- Professional Dev. (including stipends)
- Instructional Materials Purchase/Replacement (including software)
- Instructional Equipment Purchase/Replacement
- Project Administration
- Facility rental/lease (off-campus location)
- Programs/Services for Special Populations
- Consultants or Other Contracted Services
- Curriculum Development
- Other(specify)
Final Report Program Information by TOP Code

District/College: KERN CCD/BAKERSFIELD COLLEGE  Agreement No.: 13-C01-023
Program Title: Manufacturing and Industrial Technology  TOP Code: 095600

Briefly describe the program improvement issue(s) concerning this TOP code.

Technical skill attainment, completions and persistence are below the state performance level. New equipment is needed to improve and expand the manufacturing program.

Briefly describe how the issue(s) will be addressed.

This will also assist students who lack the necessary background knowledge of basic machinery as well as students with learning disabilities to gain more hands-on time with the equipment enabling them to practice and learn at their own pace and encouraging them to continue with the entire program. This should improve the core indicators that are below the performance level.

Final Report Summary:

1. Was the program improvement issue(s) addressed and/or planned objectives met (Narratives limited to 1000 characters)?
   If the response in Section 1 is No or Partially describe the barriers and/or lessons learned in Section 2.
   If the response in Section 1 is Yes or Partially describe the accomplishment and/or effective practices derived from the project in Section 3

   Select  Yes  No  Partially

2. Describe any barriers encountered and lessons learned (Narratives limited to 1000 characters).

   The Manufacturing and Industrial Tech program used curriculum development and professional development to address skill attainment, completion, and persistence issues. Specifically, the plan included investigating ways to improve foundational knowledge of basic machinery with students who enter the program lacking experience. Additionally, the program focused on the needs of students with learning disabilities by seeking out innovative ways to provide hands-on experience as well as ways to self-pace the learning. Although skill attainment indicators show a regression, completion and persistence are up slightly. Barriers to the goals included a lack of time within the department to fully plan for the infusion of the curriculum into the instructional design of the course: a 1-member faculty team does not provide opportunity to share the responsibilities. Lessons learned: the need for more planning time when implementing changes & need to seek ideas from outside sources.

3. Describe accomplishments/best practices derived from the project (Narratives limited to 1000 characters).

   The Manufacturing department participated in professional development with the intent of seeking innovative ideas for increasing skill attainment, participation, and completion. The Annual California Industrial and Technology Education Association conference provided opportunities to glean ideas from other K-20 CE teachers, attend workshops on pedagogical practices. Information from this workshop was shared with members of the Engineering and Industrial Tech team in order to creatively identify instructional practices that might enhance the Manufacturing program’s Core Indicators. Instructional materials were purchased to support the curriculum, leading to skill attainment. Through efforts by the department, skill attainment has fallen slightly but participation and completion have increased slightly.

4. Requirement for Uses of Funds

   1. Strengthening the academic, and career and technical skills of students participating in CTE programs through the integration of academics with CTE programs. [§135(b)(1)]

   2. Link CTE at the secondary and the postsecondary levels, including by offering elements of not less than one program of study described in §122(c)(1)(A). [§135(b)(2)]

   3. Provide students with strong experience in and understanding of all aspects of an industry, which may include work-based learning experiences. [§135(b)(3)]

   4. Develop, improve, or expand the use of technology in CTE, which may include training to use technology, providing students with the skills needed to enter technology fields, and encouraging schools to collaborate with technology industries to offer internships and mentoring programs. [§135(b)(4)]

   5. Provide in-service and pre-service professional development programs to faculty, administrators, and career guidance and academic counselors involved in integrated CTE programs, on topics including effective integration of academics and CTE, effective teaching skills based on research, effective practices to improve parental and community involvement, effective use of scientifically based research and data to improve instruction. Professional development should also ensure that faculty and personnel stay current with all aspects of an industry; involve internship programs that provide relevant business experience; and train faculty in the effective use and application of technology. [§135(b)(5)]

   6. Develop and implement evaluations of the CTE programs carried out with Perkins I-C funds, including an assessment of how the needs of special populations are being met. [§135(b)(6)]

   7. Initiate, improve, expand and modernize quality CTE programs, including relevant technology. [§135(b)(7)]

   8. Provide services and activities that are of sufficient size, scope and quality to be effective. [§135(b)(8)]

   9. Provide activities to prepare special populations, including single parents and displaced homemakers enrolled in CTE programs, for high-skill, high-wage or high-demand occupations that will lead to self-sufficiency. [§135(b)(9)]

   Describe specific future activity(ies) intended to address the remaining unmet requirement(s) (Narratives limited to 4000 characters):

   Final Report of Expenditure by TOP Code: $7,482

   - Professional Dev. (including stipends)
   - Instructional Materials Purchase/Replacement (including software)
   - Instructional Equipment Purchase/Replacement
   - Project Administration
   - Facility rental/lease (off-campus location)
   - Programs/Services for Special Populations
   - Consultants or Other Contracted Services

   - Curriculum Development
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<tr>
<td>Program Marketing and Outreach</td>
<td>Other(specify)</td>
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Final Report Program Information by TOP Code

District/College: KERN CCD/BAKERSFIELD COLLEGE  
Program Title: Graphic Art and Design  
Agreement No.: 13-C01-023  
TOP Code: 103000

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<thead>
<tr>
<th>Description</th>
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<tbody>
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<td>6. Develop and implement evaluations of the CTE programs carried out with Perkins I-C funds, including an assessment of how the needs of special populations are being met.</td>
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Describe specific future activity(ies) intended to address the remaining unmet requirement(s) (Narratives limited to 4000 characters):

- Special populations skill attainment is the gap that the program needs to improve. 
- By bringing the secondary educators to campus, we will assist them in preparing their students to bridge the skill attainment gap.

Final Report Summary:
- The Graphic Art and Design program successfully used professional and curriculum development and Advisory Board participation to improve some of their core indicators. All faculty had an opportunity to participate in at least one professional development experience. Topics covered were directly linked to identifying skills necessary for student success; through these experiences, faculty were better able to identify the specific skills needed for entering students. Through professional development, faculty were able to make modest but incremental adjustments in their program to provide for foundational skills. Additionally, through the active participation of feeder schools in the Advisory Board meetings, faculty were able to host a 2-way conversation regarding the how feeder schools could better prepare students for community college work. In the end, Core indicators show improvement in Persistence, Participation, and Completion, all of which indirectly suggest skills are improving.

Program Title: Graphic Art and Design  
District/College: KERN CCD/BAKERSFIELD COLLEGE  
Agreement No.: 13-C01-023  
TOP Code: 103000

Final Report of Expenditure by TOP Code: $3,174

- Professional Dev. (including stipends)
- Instructional Materials Purchase/Replacement (including software)
- Instructional Equipment Purchase/Replacement
- Facility rental/lease (off-campus location)
- Curriculum Development
- Program Marketing and Outreach
- Project Administration
- Program/Services for Special Populations
- Consultants or Other Contracted Services
- Other (specify) Advisory Board
Describe specific future activity(ies) intended to address the remaining unmet requirement(s) (Narratives limited to 4000 characters):

- High-demand occupations that will lead to self-sufficiency. [§135(b)(9)]
- Activities to prepare special populations, including single parents and displaced homemakers enrolled in CTE programs, for high-skill, high-wage occupations. [§135(b)(8)]
- Initiate, improve, expand, and modernize quality CTE programs, including relevant technology. [§135(b)(7)]
- Develop and implement evaluations of the CTE programs carried out with Perkins I-C funds, including an assessment of how the needs of special populations are being met. [§135(b)(6)]
- Provide in-service and pre-service professional development programs to faculty, administrators, and career guidance and academic counselors involved in integrated CTE programs, on topics including effective integration of academics and CTE, effective teaching skills based on research, effective practices to improve parental and community involvement, effective use of scientifically based research and data to improve instruction. Professional development should also ensure that faculty and personnel stay current with all aspects of an industry; involve internship programs that provide relevant business experience; and train faculty in the effective use and application of technology. [§135(b)(5)]
- Develop, improve, or expand the use of technology in CTE, which may include training to use technology, providing students with the skills needed to enter technology fields, and encouraging schools to collaborate with technology industries to offer internships and mentoring programs. [§135(b)(4)]
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- Initiate, improve, expand, and modernize quality CTE programs, including relevant technology. [§135(b)(7)]
- Provide services and activities that are of sufficient size, scope and quality to be effective. [§135(b)(8)]
- Provide activities to prepare special populations, including single parents and displaced homemakers enrolled in CTE programs, for high-skill, high-wage or high-demand occupations that will lead to self-sufficiency. [§135(b)(9)]

Describe specific future activity(ies) intended to address the remaining unmet requirement(s) (Narratives limited to 4000 characters):

Final Report Summary:

1. Was the program improvement issue(s) addressed and/or planned objectives met (Narratives limited to 1000 characters)?
   - Yes
   - No
   - Partially

2. Describe any barriers encountered and lessons learned (Narratives limited to 1000 characters).

3. Describe accomplishments/best practices derived from the project (Narratives limited to 1000 characters).

The Radiologic Tech program focused developing a plan to focus their efforts on the persistence rate for their students. Using professional development funds, the faculty attended conferences and student success workshops. The intent was to find ways to engage all learners in activities that would provide practical experience and help students transition to the workforce. CDE data indicate that the persistence rate for the Rad Tech program has improved from 68.57% to 73.53%. The department anticipates that as new data becomes available, they can anticipate this number to grow. Student workshops in test taking skills, increasing memory capacity, and note taking strategies were contributing factors in student success; the concept for these workshops was developed through conference and workshop attendance and networking.

Final Report Program Information by TOP Code

District/College: KERN CCD/BAKERSFIELD COLLEGE
Program Title: Radiologic Technology
Agreement No.: 13-C01-023
TOP Code: 122500

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<thead>
<tr>
<th>Requirement for Uses of Funds</th>
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Describe specific future activity(ies) intended to address the remaining unmet requirement(s) (Narratives limited to 4000 characters):
Final Report Program Information by TOP Code

District/College: KERN CCD/BAKERSFIELD COLLEGE
Program Title: Nursing
Agreement No.: 13-C01-023
TOP Code: 123000

Briefly describe the program improvement issue(s) concerning this TOP code.

To improve the persistence and completion of nursing students. Nursing students often are not prepared for the rigor and demands of the program. This lack of preparation (time management, math skills, and study strategies to name a few) can lead to a student withdrawing from the program during their first semester. Our week Zero activities will focus on special population groups such as nontraditional learners with the goal of improving retention. The Nursing programs are offering boot camps in the weeks prior to the start of the Fall 2013 semester. The boot camps will include workshop activities that will focus on the improvement of mathematical computations, time management, study skills and other student success strategies.

Briefly describe how the issue(s) will be addressed.

In an effort to address the gap, the Nursing Program faculty believes that by providing early success strategies to the students, they will be able to reinforce the concepts throughout the semester, thereby improving success and retention. The workshops will benefit the nontraditional students by enhancing the skills necessary to be successful in a Nursing Program. Specific activities will include the development of a detailed calendar based on the course of study for the semester and completion of a learning style assessment. Other student success strategies will be emphasized including time management, stress management and study skills.

Final Report Summary:
1. Was the program improvement issue(s) addressed and/or planned objectives met (Narratives limited to 1000 characters)?
If the response in Section 1 is Yes or Partially describe the accomplishment and/or effective practices derived from the project in Section 3
Select Yes ☐ No ☐ Partially ☐

2. Describe any barriers encountered and lessons learned (Narratives limited to 1000 characters).
Persistence and completion where the targeted focus of the Nursing program during 2013-14. Additionally the department sought to address retention issues. Finally, the common strand running through each goal was to increase skill attainment with nontraditional and special populations. The team used conference as a way of seeking out information that could be used to expand the newly established basic skills Week Zero camp for nontraditional students needing math, note taking, and time management skills. Additionally, Advisory Board meetings were well promoted among all faculty members as a way to promote job placement. The primary barrier to success within the department has been a turnover in faculty. Lessons learned this year include the need to carve out time to fully employed by new faculty into the practices and needs of the BC community.

3. Describe accomplishments/best practices derived from the project (Narratives limited to 1000 characters).
The nursing team sent several faculty members to conferences such as the California Vocational Nurse Educators Conference in an effort to garner ideas to grow basic skill attainment. Although current CTE data indicates a minor regression in skill attainment, data from the most recent NCLX exam indicates that our passing rate on the national exam has increased from 93% to 97%; this increase on a national exam suggests that we are making gains in basic as well as advance knowledge. Additionally, conferences as well as curriculum plans and purchases were targeted at finding hands-on experience to meet the needs of nontraditional and special populations. Although data indicates that we have lost some ground in this area, we are currently in the process of implementing a flipped classroom model that holds promise with these students. Finally, local research suggests that 90-95% of our grads are employed with in another success marker.

Requirement for Uses of Funds

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2. Link CTE at the secondary and the postsecondary levels, including by offering elements of not less than one program of study described in §122(c)(1)(A), [§135(b)(2)]

3. Provide students with strong experience in and understanding of all aspects of an industry, which may include work-based learning experiences. [§135(b)(3)]

4. Develop, improve, or expand the use of technology in CTE, which may include training to use technology, providing students with the skills needed to enter technology fields, and encouraging schools to collaborate with technology industries to offer internships and mentoring programs. [§135(b)(4)]

5. Provide in-service and pre-service professional development programs to faculty, administrators, and career guidance and academic counselors involved in integrated CTE programs, on topics including effective integration of academics and CTE, effective teaching skills based on research, effective practices to improve parental and community involvement, effective use of scientifically based research and data to improve instruction. Professional development should also ensure that faculty and personnel stay current with all aspects of an industry; involve internship programs that provide relevant business experience; and train faculty in the effective use and application of technology. [§135(b)(5)]

6. Develop and implement evaluations of the CTE programs carried out with Perkins I-C funds, including an assessment of how the needs of special populations are being met. [§135(b)(6)]

7. Initiate, improve, expand and modernize quality CTE programs, including relevant technology. [§135(b)(7)]

8. Provide services and activities that are of sufficient size, scope and quality to be effective. [§135(b)(8)]

9. Provide activities to prepare special populations, including single parents and displaced homemakers enrolled in CTE programs, for high-skill, high-wage or high-demand occupations that will lead to self-sufficiency. [§135(b)(9)]

Describe specific future activity(ies) intended to address the remaining unmet requirement(s) (Narratives limited to 4000 characters):

Final Report of Expenditure by TOP Code: $13,544

☐ Professional Dev. (including stipends) ☐ Instructional Materials Purchase/Replacement (including software)

☐ Instructional Equipment Purchase/Replacement ☐ Project Administration

☐ Facility rental/lease (off-campus location) ☐ Programs/Services for Special Populations
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<td>Other(specify) Advisory Board - Food</td>
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</table>
Final Report Program Information by TOP Code

District/College: KERN CCD/BAKERSFIELD COLLEGE
Program Title: Child Development
Agreement No.: 13-C01-023
TOP Code: 130500

Final Report Summary:

1. Was the program improvement issue(s) addressed and/or planned objectives met (Narratives limited to 1000 characters)?
   If the response in Section 1 is Yes or Partially describe the accomplishments and/or effectiveness practices derived from the project in Section 3

2. Describe any barriers encountered and lessons learned (Narratives limited to 1000 characters).

3. Describe accomplishments/best practices derived from the project (Narratives limited to 1000 characters).

A number of faculty from the Child Development team attended the annual CA Association for Education of Young Children conference. Capitalizing on the fact the entire team was in attendance, the group was able to collaboratively explore and discuss breakout sessions together through the experience. The conference included a track for college faculty, equity and diversity, and parent/family relationships and support. In addition to this conference, one faculty attended the Program for Infant and Toddler Care Graduate Conference. This conference provided opportunity to participate in breakout sessions with key California academic leaders and WestEd staff. The Child Development team focused significant energy on their Open House opportunity for BC students interested in Child Development. To promote the program, flyers were printed with a mindfulness of reaching nontraditional students; all photos on the flyers displayed males positively engaged with young children in a school setting.

Describe specific future activity(ies) intended to address the remaining unmet requirement(s) (Narratives limited to 4000 characters):

- Professional Dev. (including stipends)
- Instructional Materials Purchase/Replacement (including software)
- Instructional Equipment Purchase/Replacement
- Project Administration
- Facility rental/lease (off-campus location)
- Programs/Services for Special Populations
- Curriculum Development
- Consultants or Other Contracted Services
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Final Report Program Information by TOP Code

District/College: KERN CCD/BAKERSFIELD COLLEGE
Program Title: Nutrition, Foods, and Culinary Arts
Agreement No.: 13-C01-023
TOC Code: 130600

Briefly describe the program improvement issue(s) concerning this TOP code.

Bakersfield College has the only Culinary Arts Program in the District and serves students in the service area of four colleges-Cerro Coso, Porterville, Taft and BC. We have articulations agreements with secondary schools in Ridgecrest, Taft and in Bakersfield. High schools teachers are invited to the college campus restaurant to see the students in action. The annual Culinary Arts Expo addresses Core Indicators # 5A NT. Non-traditional and special population students are exposed to the professional career of Culinary Arts/Food Services. In the KCCD report of highest ranked occupations-report from Economic Modeling Specialist; Food Service managers(Top Code 13700) and First Line Supervisors-Managers of food preparation and serving workers (Top Code 13700) are among the top 20 positions with the largest occupations and the fastest growing occupations.

Briefly describe how the issue(s) will be addressed.
The Culinary Arts Program and the FASE Department invite all Kern County and Bakersfield High Schools with Food and Culinary programs to attend a one-day seminar which introduces non-traditional and special population to a career in Culinary Arts.

Final Report Summary:
1. Was the program improvement issue(s) addressed and/or planned objectives met (Narratives limited to 1000 characters)?
If the response in Section 1 is Yes or Partially describe the accomplishment and/or effective practices derived from the project in Section 3.
Select Yes ☐ No ☐ Partially ☐

2. Describe any barriers encountered and lessons learned (Narratives limited to 1000 characters).

The Nutrition, Foods, and Culinary Arts program focused their attention on improving all core indicators as related to nontraditional students. Curriculum was developed to increase hands-on experiences of nontraditional students, increasing their engagement in the program. Additionally, printing projects were designed to attract nontraditional students. Core indicators show that skill attainment, completion, persistence, employment all increased with nontraditional students. Although the participation dropped slightly (from 34.18 to 32.81), the indicator was still strong. Overall, the there was strong improvement in several areas. Barriers to achievement include the fact that a strong faculty member was on special assignment during the year and a lack of time for outside conferences to glean new ideas was also problematic. Lessons learned included the need to select conferences that target nontraditional students and creating deeper relationships through advisory boards.

3. Describe accomplishments/best practices derived from the project (Narratives limited to 1000 characters).

The Nutrition, Foods, and Culinary Arts program successfully met their objectives to increase participation by marketing and interfacing with local high school feeders. Through the development of printed materials that were used to support the outreach, the One Day Culinary Open House was a success. The Open House was successfully promoted via word of mouth and one-to-one conversations with high school feeders with little to no additional marketing materials purchased. The materials that were purchased were simply used to support the delivery of the event once students were on campus. In addition to the Open House, the department focused on the purchase of curriculum materials designed to grow and enhance the instruction they provide, particularly to nontraditional students. Food replicas, examples of fat, and food portion ware have all added to the cognitive understand of all students, including nontraditional.

Requirement for Uses of Funds

1. Strengthening the academic, and career and technical skills of students participating in CTE programs through the integration of academics with CTE programs. ([§135(b)(1)])

2. Link CTE at the secondary and the postsecondary levels, including by offering elements of not less than one program of study described in §122(c)(1)(A). ([§135(b)(2)])

3. Provide students with strong experience in and understanding of all aspects of an industry, which may include work-based learning experiences. ([§135(b)(3)])

4. Develop, improve, or expand the use of technology in CTE, which may include training to use technology, providing students with the skills needed to enter technology fields, and encouraging schools to collaborate with technology industries to offer internships and mentoring programs. ([§135(b)(4)])

5. Provide in-service and pre-service professional development programs to faculty, administrators, and career guidance and academic counselors involved in integrated CTE programs, on topics including effective integration of academics and CTE, effective teaching skills based on research, effective practices to improve parental and community involvement, effective use of scientifically based research and data to improve instruction. Professional development should also ensure that faculty and personnel stay current with all aspects of an industry; involve internship programs that provide relevant business experience; and train faculty in the effective use and application of technology. ([§135(b)(5)])

6. Develop and implement evaluations of the CTE programs carried out with Perkins I-C funds, including an assessment of how the needs of special populations are being met. ([§135(b)(6)])

7. Initiate, improve, expand and modernize quality CTE programs, including relevant technology. ([§135(b)(7)])

8. Provide services and activities that are of sufficient size, scope and quality to be effective. ([§135(b)(8)])

9. Provide activities to prepare special populations, including single parents and displaced homemakers enrolled in CTE programs, for high-skill, high-wage or high-demand occupations that will lead to self-sufficiency. ([§135(b)(9)])

Describe specific future activity(ies) intended to address the remaining unmet requirement(s) (Narratives limited to 4000 characters):

Final Report of Expenditure by TOP Code: $5,368
<table>
<thead>
<tr>
<th>Curriculum Development</th>
<th>Consultants or Other Contracted Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Marketing and Outreach</td>
<td>Other(specify) Printing</td>
</tr>
</tbody>
</table>
Final Report Program Information by TOP Code

District/College: KERN CCD/BAKERSFIELD COLLEGE
Program Title: Administration
Agreement No.: 13-C01-023
TOP Code: admin

Final Report Summary:
1. State the program improvement issues(s) and/or planned objectives and describe how they were addressed.
2. Describe any barriers encountered and lessons learned (Narratives limited to 1000 characters).
3. Describe accomplishments/best practices derived from the project (Narratives limited to 1000 characters).

Requirement for Uses of Funds

1. Strengthening the academic, and career and technical skills of students participating in CTE programs through the integration of academics with CTE programs. [§135(b)(1)]
2. Link CTE at the secondary and the postsecondary levels, including by offering elements of not less than one program of study described in §122(c)(1)(A). [§135(b)(2)]
3. Provide students with strong experience in and understanding of all aspects of an industry, which may include work-based learning experiences. [§135(b)(3)]
4. Develop, improve, or expand the use of technology in CTE, which may include training to use technology, providing students with the skills needed to enter technology fields, and encouraging schools to collaborate with technology industries to offer internships and mentoring programs. [§135(b)(4)]
5. Provide in-service and pre-service professional development programs to faculty, administrators, and career guidance and academic counselors involved in integrated CTE programs, on topics including effective integration of academics and CTE, effective teaching skills based on research, effective practices to improve parental and community involvement, effective use of scientifically based research and data to improve instruction. Professional development should also ensure that faculty and personnel stay current with all aspects of an industry; involve internship programs that provide relevant business experience; and train faculty in the effective use and application of technology. [§135(b)(5)]
6. Develop and implement evaluations of the CTE programs carried out with Perkins I-C funds, including an assessment of how the needs of special populations are being met. [§135(b)(6)]
7. Initiate, improve, expand and modernize quality CTE programs, including relevant technology. [§135(b)(7)]
8. Provide services and activities that are of sufficient size, scope and quality to be effective. [§135(b)(8)]
9. Provide activities to prepare special populations, including single parents and displaced homemakers enrolled in CTE programs, for high-skill, high-wage or high-demand occupations that will lead to self-sufficiency. [§135(b)(9)]

Describe specific future activity(ies) intended to address the remaining unmet requirement(s) (Narratives limited to 4000 characters):

Final Report of Expenditure by TOP Code: $12,593
### LIST OF TOP CODES AND TITLES FUNDED IN 2013-2014

**INCLUDE FUNDING FOR ACROSS CTE PROGRAMS**

**District/College:** CERRO COSO COMMUNITY COLLEGE

**Agreement No.:** 13-C01-023

<table>
<thead>
<tr>
<th>TOP Codes (*2-,4-, and 6-digit)</th>
<th>TOP Code Title</th>
<th>Program Title</th>
<th>Amendment Status (N/D/A)</th>
<th>Local App Summary Amount by TOP Code (Combined Direct and Admin)</th>
<th>Final Direct Expenditure</th>
<th>Final Admin Expenditure</th>
<th>Combined Final Total Expenditure</th>
</tr>
</thead>
<tbody>
<tr>
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<td>Business and Commerce, General</td>
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<tr>
<td>0956.00 - 01</td>
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<tr>
<td>1208.00 - 01</td>
<td>Medical Assisting</td>
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<td>1230.20 - 01</td>
<td>Licensed Vocational Nursing</td>
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<tr>
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<td>Emergency Medical Services</td>
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<td>2104.00 - 01</td>
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<tr>
<td>2105.50 - 01</td>
<td>Police Academy</td>
<td>Administration of Justice, Police Academy</td>
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<td>$1,130 $3,354</td>
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<tr>
<td>Across - 01</td>
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<tr>
<td>Admin - 01</td>
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<td>No Change</td>
<td>$3,115</td>
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<table>
<thead>
<tr>
<th></th>
<th>Budget</th>
<th>Actual Direct</th>
<th>Actual Admin</th>
<th>Actual Total</th>
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<tr>
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<td>$88,725</td>
<td>$2,323</td>
<td>$91,048</td>
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</table>
**Final Report Program Information Across CTE Programs**

**District/College:** KERN CCD/ CERRO COSO COMMUNITY COLLEGE  
**Agreement No.:** 13-C01-023  
**Program Title:** Across CTE Program  
**TOP Code:** Across

**Briefly describe the across CTE program improvement issue(s) that require funding.**

Many of the programs have been deficient in student success (skill attainment), completion and non-traditional participation. Some have had trouble with persistence and job placement. Many strategies have been implemented in the past few years to improve these areas with mixed results. This past year, we continued the use of technology (iPads) for skill attainment and it appears to have an excellent impact, so we are continuing. Many of our areas require close contact with students, so we will focus in the next year with high touch student services.

**Briefly describe how the issue(s) will be addressed.**

Outreach to K12 for nontraditional participation in programs will be done. In addition review of curriculum and alignment of career pathways will be used to assist traditional and nontraditional students in enter career field. College personnel will work with faculty to identify program students that may be close to completion and assist them in the paperwork to get their degree/certificates. Students that are close to completing will be notified to assist in the persistence. Monitoring will be done and intervention in completion and employment placement. Use of interactive and tablet (iPad) technology will be expanded and used to increase skill development and reduce remediation.

**Final Report Summary:**

1. Was the program improvement issues(s) addressed and/or planned objectives met (Narratives limited to 1000 characters)?
   - If the response in Section 1 is No or Partially describe the barriers and/or lessons learned in Section 2.
   - If the response in Section 1 is Yes or Partially describe the accomplishment and/or effective practices derived from the project in Section 3

<table>
<thead>
<tr>
<th>Select</th>
<th>Yes</th>
<th>No</th>
<th>Partially</th>
</tr>
</thead>
</table>

2. Describe any barriers encountered and lessons learned (Narratives limited to 1000 characters).

   One of the barriers that we continue to encounter is the inability to track our completers into employment. We will be participating next year with Santa Rosa Junior College District in the Employment RP group to explore this further. The completion increase is attributed to our manual audits and interventions with students.

3. Describe accomplishments/best practices derived from the project (Narratives limited to 1000 characters).

   Manual audits of student records to find students close or at completion, and then follow up contacts has yielded well for the Business program. While this is work intensive, we are launching DegreeWorks in addition to the manual audits to continue to capture and notify students close to completion. In addition, next year we will be intervening three times during the semester to assist in educating students on the completion process.

**Final Report of Expenditure by Across Program:** $65,816

- Professional Dev. (including stipends)
- Instructional Equipment Purchase/Replacement
- Instructional Materials Purchase/Replacement (including software)
- Project Administration
- Facility rental/lease (off-campus location)
- Programs/Services for Special Populations
- Curriculum Development
- Consultants or Other Contracted Services
- Program Marketing and Outreach
- Other(specify):
The Job Development specialist position was filled in Fall 2013 to assist in improving job placements. Additional attention will be directed to the skill attainment, persistence and completion. Skill attainment is barely below the target and efforts to improve will continue. Our Job Development specialist position was vacant last year and will be filled this next year and will target employment efforts.

Our Job Development specialist position was vacant last year and will be filled this next year and will target employment efforts. Advisory Committees have been expanded this year and will work more closely with capstone classes to do placements in internships and employment. Faculty will be coaching students in introductory classes to inform them on the options in the entire sequences of courses. This strategy will be focused on nontraditional participation and completion.

Manual audits of student records to find students close or at completion, and then follow up contacts has yielded well for the Business program. While this is work intensive, we are launching DegreeWorks in addition to the manual audits to continue to capture and notify students close to completion. In addition, next year we will be intervening three times during the semester to assist in educating students on the completion process.
<table>
<thead>
<tr>
<th>Program Marketing and Outreach</th>
<th>Other(specify)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>
District/College: KERN CCD/CERRO COSO COMMUNITY COLLEGE
Program Title: Business Office Technology
Agreement No.: 13-C01-023
TOP Code: 051400

Final Report Program Information by TOP Code

<table>
<thead>
<tr>
<th>Requirement for Uses of Funds</th>
<th>MET</th>
<th>UNMET</th>
<th>NOW</th>
<th>MET</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Strengthening the academic, and career and technical skills of students participating in CTE programs through the integration of academics with CTE programs.</td>
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</tr>
<tr>
<td>2. Link CTE at the secondary and the postsecondary levels, including by offering elements of not less than one program of study described in §122(c)(1)(A)</td>
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<tr>
<td>3. Provide students with strong experience in and understanding of all aspects of an industry, which may include work-based learning experiences.</td>
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<tr>
<td>4. Develop, improve, or expand the use of technology in CTE, which may include training to use technology, providing students with the skills needed to enter technology fields, and encouraging schools to collaborate with technology industries to offer internships and mentoring programs.</td>
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</tr>
<tr>
<td>5. Provide in-service and pre-service professional development programs to faculty, administrators, and career guidance and academic counselors involved in integrated CTE programs, on topics including effective integration of academics and CTE, effective teaching skills based on research, effective practices to improve parental and community involvement, effective use of scientifically based research and data to improve instruction. Professional development should also ensure that faculty and personnel stay current with all aspects of an industry; involve internship programs that provide relevant business experience; and train faculty in the effective use and application of technology.</td>
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<tr>
<td>6. Develop and implement evaluations of the CTE programs carried out with Perkins I-C funds, including an assessment of how the needs of special populations are being met.</td>
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</tr>
<tr>
<td>7. Initiate, improve, expand and modernize quality CTE programs, including relevant technology.</td>
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</tr>
<tr>
<td>8. Provide services and activities that are of sufficient size, scope and quality to be effective.</td>
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<td></td>
<td></td>
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</tr>
<tr>
<td>9. Provide activities to prepare special populations, including single parents and displaced homemakers enrolled in CTE programs, for high-skill, high-wage or high-demand occupations that will lead to self-sufficiency.</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

Describe specific future activity(ies) intended to address the remaining unmet requirement(s) (Narratives limited to 4000 characters):

Emphasis to sequencing course selection will assist in skill attainment as students will have skills to move through program. As curriculum is revised, courses are reviewed for the necessary advisory and pre-requisites to improve success. The Job Development specialist position was filled in Fall 2013 to assist in improving job placements. In the next year, the college will participate in the RP study group through Santa Rosa Junior College to track graduating students to evaluate job placements. In addition, the class to Career project will advise students regarding the career pathways to assist in course sequence and enrollment into the proper classes for completion. Further expansion of Advisory Committees will facilitate placements in internships and employment. Faculty will be coaching students in introductory classes to inform them on the options in the entire sequences of courses. This strategy will be focused on nontraditional participation and completion.

Final Report of Expenditure by TOP Code: $4,730

- Professional Dev. (including stipends)
- Instructional Materials Purchase/Replacement (including software)
- Instructional Equipment Purchase/Replacement
- Project Administration
- Facility rental/lease (off-campus location)
- Programs/Services for Special Populations
- Consultants or Other Contracted Services
- Curriculum Development
<table>
<thead>
<tr>
<th>Program Marketing and Outreach</th>
<th>Other(specify)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Final Report Program Information by TOP Code

**District/College:** KERN CCD/CERRO COSO COMMUNITY COLLEGE  
**Program Title:** Web Design  
**Agreement No.:** 13-C01-023  
**TOP Code:** 061430

<table>
<thead>
<tr>
<th>Requirement for Uses of Funds</th>
<th>MET</th>
<th>UNMET</th>
<th>NOW</th>
<th>MET</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Strengthening the academic, and career and technical skills of students participating in CTE programs through the integration of academics with CTE programs. (<a href="1">§135(b)(1)</a>)</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>2. Link CTE at the secondary and the postsecondary levels, including by offering elements of not less than one program of study described in §122(c)(1)(A). (<a href="2">§135(b)(2)</a>)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Provide students with strong experience in and understanding of all aspects of an industry, which may include work-based learning experiences. (<a href="3">§135(b)(3)</a>)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Develop, improve, or expand the use of technology in CTE, which may include training to use technology, providing students with the skills needed to enter technology fields, and encouraging schools to collaborate with technology industries to offer internships and mentoring programs. (<a href="4">§135(b)(4)</a>)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Provide in-service and pre-service professional development programs to faculty, administrators, and career guidance and academic counselors involved in integrated CTE programs, on topics including effective integration of academics and CTE, effective teaching skills based on research, effective practices to improve parental and community involvement, effective use of scientifically based research and data to improve instruction. Professional development should also ensure that faculty and personnel stay current with all aspects of an industry; involve internship programs that provide relevant business experience; and train faculty in the effective use and application of technology. (<a href="5">§135(b)(5)</a>)</td>
<td></td>
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</tr>
<tr>
<td>6. Develop and implement evaluations of the CTE programs carried out with Perkins I-C funds, including an assessment of how the needs of special populations are being met. (<a href="6">§135(b)(6)</a>)</td>
<td></td>
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</tr>
<tr>
<td>7. Initiate, improve, expand and modernize quality CTE programs, including relevant technology. (<a href="7">§135(b)(7)</a>)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Provide services and activities that are of sufficient size, scope and quality to be effective. (<a href="8">§135(b)(8)</a>)</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Provide activities to prepare special populations, including single parents and displaced homemakers enrolled in CTE programs, for high-skill, high-wage or high-demand occupations that will lead to self-sufficiency. (<a href="9">§135(b)(9)</a>)</td>
<td></td>
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</tbody>
</table>

**Describe specific future activity(ies) intended to address the remaining unmet requirement(s) (Narratives limited to 4000 characters):**

The Job Development specialist position was filled in Fall 2013 to assist in improving job placements. In the next year, the college will participate in the RP study group through Santa Rosa Junior College to track graduating students to evaluate job placements. In addition, the Class to Career project will advise students regarding the career pathways to assist in course sequence and enrollment into the proper classes for completion. Further expansion of Advisory Committees will facilitate placements in internships and employment. Faculty will be coaching students in introductory classes to inform them on the options in the entire sequences of courses. This strategy will be focused on nontraditional participation and completion. Input from advisory meetings inform and drive curriculum currency. Web site and print brochures will be used to market to general and special populations. Faculty will obtain professional development to retain skills currency and grow with the field.

**Final Report of Expenditure by TOP Code:** $543

- Professional Dev. (including stipends)  
- Instructional Materials Purchase/Replacement (including software)  
- Instructional Equipment Purchase/Replacement  
- Project Administration  
- Facility rental/lease (off-campus location)  
- Programs/Services for Special Populations  
- Consultants or Other Contracted Services  
- Curriculum Development
<table>
<thead>
<tr>
<th></th>
<th>Other(specify)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Marketing and Outreach</td>
<td></td>
</tr>
</tbody>
</table>
Final Report Program Information by TOP Code

District/College: KERN CCD/CERRO COSO COMMUNITY COLLEGE  Agreement No.: 13-C01-023
Program Title: Computer Information Systems  TOP Code: 070200

Briefly describe the program improvement issue(s) concerning this TOP code.

Core indicator are below state levels in skill attainment (barely), employment and non-traditional completion. Outreach to nontraditional participative populations needs to be stepped up to encourage females in the CIS field. Skill attainment is barely below the target and efforts to improve will continue. Our Job Development specialist position was vacant last year and will be filled this next year and will target employment efforts.

Briefly describe how the issue(s) will be addressed.

Our Job Development specialist position was vacant last year and will be filled this next year and will target employment efforts. Advisory Committees have been expanded this year and will work more closely with capstone classes to do placements in internships and employment. Faculty will be coaching students in introductory classes to inform them on the options in the entire sequences of courses. This strategy will be focused on nontraditional participation and completion.

Final Report Summary:

1. Was the program improvement issue(s) addressed and/or planned objectives met (Narratives limited to 1000 characters)?
   The response in Section 1 is Yes or Partially describe the accomplishment and/or effectiveness practices derived from the project in Section 3

2. Describe any barriers encountered and lessons learned (Narratives limited to 1000 characters).
   One of the barriers that we continue to encounter is the inability to track our completers into employment. We will be participating next year with Santa Rosa Junior College District in the Employment RP group to explore this further. The completion increase is attributed to our manual audits and interventions with students.
   Manual audits of student records to find students close or at completion, and then follow up contacts has yielded well for the Business program. While this is work intensive, we are launching DegreeWorks in addition to the manual audits to continue to capture and notify students close to completion. In addition, next year we will be intervening three times during the semester to assist in educating students on the completion process.

3. Describe accomplishments/best practices derived from the project (Narratives limited to 1000 characters).

   Requirement for Uses of Funds

<table>
<thead>
<tr>
<th>Requirement</th>
<th>MET</th>
<th>UNMET</th>
<th>NOW MET</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Strengthening the academic, and career and technical skills of students participating in CTE programs through the integration of academics with CTE programs. [§135(b)(1)]</td>
<td>☐</td>
<td>☐</td>
<td>☑</td>
</tr>
<tr>
<td>2. Link CTE at the secondary and postsecondary levels, including by offering elements of not less than one program of study described in §122(c)(1)(A). [§135(b)(2)]</td>
<td>☐</td>
<td>☐</td>
<td>☑</td>
</tr>
<tr>
<td>3. Provide students with strong experience in and understanding of all aspects of an industry, which may include work-based learning experiences. [§135(b)(3)]</td>
<td>☐</td>
<td>☐</td>
<td>☑</td>
</tr>
<tr>
<td>4. Develop, improve, or expand the use of technology in CTE, which may include training to use technology, providing students with the skills needed to enter technology fields, and encouraging schools to collaborate with technology industries to offer internships and mentoring programs. [§135(b)(4)]</td>
<td>☐</td>
<td>☐</td>
<td>☑</td>
</tr>
<tr>
<td>5. Provide in-service and pre-service professional development programs to faculty, administrators, and career guidance and academic counselors involved in integrated CTE programs, on topics including effective integration of academics and CTE, effective teaching skills based on research, effective practices to improve parental and community involvement, effective use of scientifically based research and data to improve instruction. Professional development should also ensure that faculty and personnel stay current with all aspects of an industry; involve internship programs that provide relevant business experience; and train faculty in the effective use and application of technology. [§135(b)(5)]</td>
<td>☐</td>
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</tr>
<tr>
<td>6. Develop and implement evaluations of the CTE programs carried out with Perkins I-C funds, including an assessment of how the needs of special populations are being met. [§135(b)(6)]</td>
<td>☐</td>
<td>☐</td>
<td>☑</td>
</tr>
<tr>
<td>7. Initiate, improve, expand and modernize quality CTE programs, including relevant technology. [§135(b)(7)]</td>
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<td>☐</td>
<td>☑</td>
</tr>
<tr>
<td>8. Provide services and activities that are of sufficient size, scope and quality to be effective. [§135(b)(8)]</td>
<td>☐</td>
<td>☐</td>
<td>☑</td>
</tr>
<tr>
<td>9. Provide activities to prepare special populations, including single parents and displaced homemakers enrolled in CTE programs, for high-skill, high-wage or high-demand occupations that will lead to self-sufficiency. [§135(b)(9)]</td>
<td>☐</td>
<td>☐</td>
<td>☑</td>
</tr>
</tbody>
</table>

Describe specific future activity(ies) intended to address the remaining unmet requirement(s) (Narratives limited to 4000 characters):

The Job Development specialist position was filled in Fall 2013 to assist in improving job placements. In the next year, the college will participate in the RP study group through Santa Rosa Junior College to track graduating students to evaluate job placements. In addition, the Class to Career project will advise students regarding the career pathways to assist in course sequence and enrollment into the proper classes for completion. Further expansion of Advisory Committees will facilitate placements in internships and employment. Faculty will be coaching students in introductory classes to inform them on the options in the entire sequences of courses. This strategy will be focused on nontraditional participation and completion.

Final Report of Expenditure by TOP Code: $2,368

- Professional Dev. (including stipends)
- Instructional Materials Purchase/Replacement (including software)
- Instructional Equipment Purchase/Replacement
- Project Administration
- Facility rental/lease (off-campus location)
- Programs/Services for Special Populations
- Consultants or Other Contracted Services
- Curriculum Development
| Program Marketing and Outreach | Other specify |
Final Report Program Information by TOP Code

District/College: KERN CCD/CERRO COSO COMMUNITY COLLEGE  Agreement No.: 13-C01-023
Program Title: Industrial Technology  TOP Code: 095600

Briefly describe the program improvement issue(s) concerning this TOP code.
The core indicators indicate that the program is deficient in completion, persistence, employment and non-traditional participation. In the years up to 2010, the program was not working with defined cohorts as they are now. These areas have been targeted and are reflecting improvement in the current year. The plan last year was implemented and the deficiencies identified have improved. We will continue with this approach.

Briefly describe how the issue(s) will be addressed.
The Industrial Technology program will continue get assistance from the Job Developer and Ed Advisor to identify students that are in the Welding, Energy and Trades pathways to determine where they are in the program and make personal contact appointments with students and encourage them to persist in the completion of their program. There has been an increase in female students in these areas, but additional work will be done to encourage females and nontraditional students to enter into Industrial Technology. Outreach to high school student populations will be done as well.

Final Report Summary:
1. Was the program improvement issues(s) addressed and/or planned objectives met (Narratives limited to 1000 characters)?
   If the response in Section 1 is No or Partially describe the barriers and/or lessons learned in Section 2.
   If the response in Section 1 is Yes or Partially describe the accomplishment and/or effective practices derived from the project in Section 3
   Select Yes ☐ No ☐ Partially ☐
2. Describe any barriers encountered and lessons learned (Narratives limited to 1000 characters).
   One of the barriers that we continue to encounter is the inability to track our completers into employment. We will be participating next year with Santa Rosa Junior College District in the Employment RP group to explore this further. The completion increase is attributed to our manual audits and interventions with students.
3. Describe accomplishments/best practices derived from the project (Narratives limited to 1000 characters).
   Manual audits of student records to find students close or at completion, and then follow up contacts has yielded well for the Business program. While this is work intensive, we are launching DegreeWorks in addition to the manual audits to continue to capture and notify students close to completion. In addition, next year we will be intervening three times during the semester to assist in educating students on the completion process.

Requirement for Uses of Funds

1. Strengthening the academic, and career and technical skills of students participating in CTE programs through the integration of academics with CTE programs. [§135(b)(1)] ☐ MET ☐ UNMET ☐ NOW MET
2. Link CTE at the secondary and the postsecondary levels, including by offering elements of not less than one program of study described in §122(c)(1)(A). [§135(b)(2)] ☐ MET ☐ UNMET ☐ NOW MET
3. Provide students with strong experience in and understanding of all aspects of an industry, which may include work-based learning experiences. [§135(b)(3)] ☐ MET ☐ UNMET ☐ NOW MET
4. Develop, improve, or expand the use of technology in CTE, which may include training to use technology, providing students with the skills needed to enter technology fields, and encouraging schools to collaborate with technology industries to offer internships and mentoring programs. [§135(b)(4)] ☐ MET ☐ UNMET ☐ NOW MET
5. Provide in-service and pre-service professional development programs to faculty, administrators, and career guidance and academic counselors involved in integrated CTE programs, on topics including effective integration of academics and CTE, effective teaching skills based on research, effective practices to improve parental and community involvement, effective use of scientifically based research and data to improve instruction. Professional development should also ensure that faculty and personnel stay current with all aspects of an industry; involve internship programs that provide projective development experience; and train faculty in the effective use and application of technology. [§135(b)(5)] ☐ MET ☐ UNMET ☐ NOW MET
6. Develop and implement evaluations of the CTE programs carried out with Perkins I-C funds, including an assessment of how the needs of special populations are being met. [§135(b)(6)] ☐ MET ☐ UNMET ☐ NOW MET
7. Initiate, improve, expand and modernize quality CTE programs, including relevant technology. [§135(b)(7)] ☐ MET ☐ UNMET ☐ NOW MET
8. Provide services and activities that are of sufficient size, scope and quality to be effective. [§135(b)(8)] ☐ MET ☐ UNMET ☐ NOW MET
9. Provide activities to prepare special populations, including single parents and displaced homemakers enrolled in CTE programs, for high-skill, high-wage or high-demand occupations that will lead to self-sufficiency. [§135(b)(9)] ☐ MET ☐ UNMET ☐ NOW MET

Describe specific future activity(ies) intended to address the remaining unmet requirement(s) (Narratives limited to 4000 characters):
The Job Development specialist position was filled in Fall 2013 to assist in improving job placements. In the next year, the college will participate in the RP study group through Santa Rosa Junior College to track graduating students to evaluate job placements. In addition, the Class to Career project will advise students regarding the career pathways to assist in course sequence and enrollment into the proper classes for completion. Further expansion of Advisory Committees will facilitate placements in internships and employment. Faculty will be coaching students in introductory classes to inform them on the options in the entire sequences of courses. This strategy will be focused on nontraditional participation and completion.

Final Report of Expenditure by TOP Code: $196

☐ Professional Dev. (including stipends)  ☐ Instructional Materials Purchase/Replacement (including software)
☐ Instructional Equipment Purchase/Replacement  ☐ Project Administration
☐ Facility rental/lease (off-campus location)  ☐ Programs/Services for Special Populations
☐ Curriculum Development  ☐ Consultants or Other Contracted Services
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<tr>
<th>Program Marketing and Outreach</th>
<th>Other(specific)</th>
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Final Report Program Information by TOP Code

District/College: KERN CCD/CERRO COSO COMMUNITY COLLEGE  Agreement No.: 13-C01-023
Program Title: Medical Assisting  TOP Code: 120800

Briefly describe the program improvement issue(s) concerning this TOP code.
Core indicator are below state levels in all areas. This program was a local certificate only and had no state approval. The program has been developed, vetted and approved at the state level.
Briefly describe how the issue(s) will be addressed.
The program is new and a program plan has been developed. The college will implement strategies across programs to improve all core indicators in this new program. It has been developed in a modular format with embedded remediation and tutoring. Counseling and Job Development will provide services for job placement. Outreach and marketing of this new program will done.

Final Report Summary:
1. Was the program improvement issue(s) addressed and/or planned objectives met (Narratives limited to 1000 characters)?
   If the response in Section 1 is Yes or Partially describe the accomplishments and/or effective practices derived from the project in Section 3
   Select  Yes  ☐  No  ☐  Partially  ☐
2. Describe any barriers encountered and lessons learned (Narratives limited to 1000 characters).
   This program has been newly redesigned and the students reflected in the cohorts do not yet show the new program. One of the barriers that we continue to encounter is the inability to track our completers into employment. We will be participating next year with Santa Rosa Junior College District in the Employment RP group to explore this further. The completion increase is attributed to our manual audits and interventions with students.
3. Describe accomplishments/best practices derived from the project (Narratives limited to 1000 characters).
   Manual audits of student records to find students close or at completion, and then follow-up contacts has yielded well for the Business program. While this is work intensive, we are launching DegreeWorks in addition to the manual audits to continue to capture and notify students close to completion. In addition, next year we will be intervening three times during the semester to assist in educating students on the completion process.

Requirement for Uses of Funds

1. Strengthening the academic, and career and technical skills of students participating in CTE programs through the integration of academics with CTE programs. [§135(b)(1)]

2. Link CTE at the secondary and the postsecondary levels, including by offering elements of not less than one program of study described in §122(c)(1)(A). [§135(b)(2)]

3. Provide students with strong experience in and understanding of all aspects of an industry, which may include work-based learning experiences. [§135(b)(3)]

4. Develop, improve, or expand the use of technology in CTE, which may include training to use technology, providing students with the skills needed to enter technology fields, and encouraging schools to collaborate with technology industries to offer internships and mentoring programs. [§135(b)(4)]

5. Provide in-service and pre-service professional development programs to faculty, administrators, and career guidance and academic counselors involved in integrated CTE programs, on topics including effective integration of academics and CTE, effective teaching skills based on research, effective practices to improve parental and community involvement, effective use of scientifically based research and data to improve instruction. Professional development should also ensure that faculty and personnel stay current with all aspects of an industry; involve internship programs that provide relevant business experience; and train faculty in the effective use and application of technology. [§135(b)(5)]

6. Develop and implement evaluations of the CTE programs carried out with Perkins I-C funds, including an assessment of how the needs of special populations are being met. [§135(b)(6)]

7. Initiate, improve, expand and modernize quality CTE programs, including relevant technology. [§135(b)(7)]

8. Provide services and activities that are of sufficient size, scope and quality to be effective. [§135(b)(8)]

9. Provide activities to prepare special populations, including single parents and displaced homemakers enrolled in CTE programs, for high-skill, high-wage or high-demand occupations that will lead to self-sufficiency. [§135(b)(9)]

Describe specific future activity(ies) intended to address the remaining unmet requirement(s) (Narratives limited to 4000 characters):
The Job Development specialist position was filled in Fall 2013 to assist in improving job placements. In the next year, the college will participate in the RP study group through Santa Rosa Junior College to track graduating students to evaluate job placements. In addition, the Class to Career project will advise students regarding the career pathways to assist in course sequence and enrollment into the proper classes for completion. Further expansion of Advisory Committees will facilitate placements in internships and employment. Faculty will be coaching students in introductory classes to inform them on the options in the entire sequence of courses. This strategy will be focused on nontraditional participation and completion.

Final Report of Expenditure by TOP Code: $661

- Professional Dev. (including stipends)
- Instructional Equipment Purchase/Replacement
- Instructional Materials Purchase/Replacement (including software)
- Project Administration
- Facility rental/lease (off-campus location)
- Programs/Services for Special Populations
- Consultants or Other Contracted Services
- Curriculum Development
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<th>Program Marketing and Outreach</th>
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## Final Report Program Information by TOP Code

**District/College:** KERN CCD/CERRO COSO COMMUNITY COLLEGE  
**Program Title:** Vocational Nursing  
**Agreement No.:** 13-C01-023  
**TOP Code:** 123020

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### Final Report Summary:

1. **Was the program improvement issue(s) addressed and/or planned objectives met (Narratives limited to 1000 characters)?**

   - Yes
   - No
   - Partially

2. **Describe any barriers encountered and lessons learned (Narratives limited to 1000 characters).**

   - One of the barriers that we continue to encounter is the inability to track our completers into employment. We will be participating next year with Santa Rosa Junior College District in the Employment RP group to explore this further. The completion increase is attributed to our manual audits and interventions with students.

3. **Describe accomplishments/best practices derived from the project (Narratives limited to 1000 characters).**

   - Manual audits of student records to find students close or at completion, and then follow up contacts has yielded well for the Business program. While this is work intensive, we are launching DegreeWorks in addition to the manual audits to continue to capture and notify students close to completion. In addition, next year we will be intervening three times during the semester to assist in educating students on the completion process.

### Requirement for Uses of Funds

1. Strengthening the academic, and career and technical skills of students participating in CTE programs through the integration of academics with CTE programs. ([§135(b)(1)])

2. Link CTE at the secondary and the postsecondary levels, including by offering elements of not less than one program of study described in §122(c)(1)(A). ([§135(b)(2)])

3. Provide students with strong experience in and understanding of all aspects of an industry, which may include work-based learning experiences. ([§135(b)(3)])

4. Develop, improve, or expand the use of technology in CTE, which may include training to use technology, providing students with the skills needed to enter technology fields, and encouraging schools to collaborate with technology industries to offer internships and mentoring programs. ([§135(b)(4)])

5. Provide in-service and pre-service professional development programs to faculty, administrators, and career guidance and academic counselors involved in integrated CTE programs, on topics including effective integration of academics and CTE, effective teaching skills based on research, effective practices to improve parental and community involvement, effective use of scientifically based research and data to improve instruction. Professional development should also ensure that faculty and personnel stay current with all aspects of an industry; involve internship programs that provide relevant business experience; and train faculty in the effective use and application of technology. ([§135(b)(5)])

6. Develop and implement evaluations of the CTE programs carried out with Perkins I-C funds, including an assessment of how the needs of special populations are being met. ([§135(b)(6)])

7. Initiate, improve, expand and modernize quality CTE programs, including relevant technology. ([§135(b)(7)])

8. Provide services and activities that are of sufficient size, scope and quality to be effective. ([§135(b)(8)])

9. Provide activities to prepare special populations, including single parents and displaced homemakers enrolled in CTE programs, for high-skill, high-wage or high-demand occupations that will lead to self-sufficiency. ([§135(b)(9)])

### Describe specific future activity(ies) intended to address the remaining unmet requirement(s) (Narratives limited to 4000 characters):

The lottery process is currently being reviewed and changes made be made that may impact non-traditional participation. The Job Development specialist position was filled in Fall 2013 to assist in improving job placements. In the next year, the college will participate in the RP study group through Santa Rosa Junior College to track graduating students to evaluate job placements. In addition, the Class to Career project will advise students regarding the career pathways to assist in course sequence and enrollment into the proper classes for completion. Further expansion of Advisory Committees will facilitate placements in internships and employment. Faculty will be coaching students in introductory classes to inform them on the options in the entire sequences of courses. This strategy will be focused on nontraditional participation and completion.

**Final Report of Expenditure by TOP Code: $2,947**
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Final Report Program Information by TOP Code

District/College: KERN CCD/CERRO COSO COMMUNITY COLLEGE  Agreement No.: 13-C01-023
Program Title: Emergency Medical Services  TOP Code: 125000

Briefly describe the program improvement issue(s) concerning this TOP code.
EMS Program did not meet the core indicators in the area of completion as the implementation of the plan last year and the use of technology improved skill attainment, persistence and non-traditional participation. Program has a local certificate and we are identifying completers manually for our local low level (7 units) Job Skills Certificate.

Briefly describe how the issue(s) will be addressed.
The EMS program will get assistance from the Job Developer and Ed Advisor to identify students that are in the EMS and other program pathways to determine where they are in the program and make personal contact appointments with students and encourage them to persist in the completion of their program. Outreach to nontraditional students will be done through the high school outreach events, career fairs, and community events. Videos and interaction with faculty on pursuing an EMT career will be marketed.

Final Report Summary:
1. Was the program improvement issue(s) addressed and/or planned objectives met (Narratives limited to 1000 characters)?

   Select  Yes  No  Partially

   If the response in Section 1 is Yes or Partially describe the barriers and/or lessons learned in Section 2.

   Emergency Medical Technology has been erroneously coded as TOP Code 1251 (Paramedic). The TOP Code should be 1250 (Emergency Medical Technology) and we tried to change in the new application. In responding to 1251 (Paramedic), we assume that the core indicators are reflecting our EMT program; however, all the courses are coded with TOP Code 1250. The core indicators are below state levels in completion, persistence and employment. This program consists of two courses that are completed within the same semester, so persistence from one semester to another is not relevant.

   Previously, completion rates for this program were not tracked as they were a local certificate. This has been corrected and is showing improvement at the college level. The Job Development specialist position was filled in Fall 2013 to assist in improving job placements.

2. Describe any barriers encountered and lessons learned (Narratives limited to 1000 characters).

   Manual audits of student records to find students close or at completion, and then follow up contacts has yielded well for the Business program. While this is work intensive, we are launching DegreeWorks in addition to the manual audits to continue to capture and notify students close to completion. In addition, next year we will be intervening three times during the semester to assist in educating students on the completion process.

Requirement for Uses of Funds

1. Strengthening the academic, and career and technical skills of students participating in CTE programs through the integration of academics with CTE programs. [§135(b)(1)]

2. Link CTE at the secondary and the postsecondary levels, including by offering elements of not less than one program of study described in §122(c)(1)(A). [§135(b)(2)]

3. Provide students with strong experience in and understanding of all aspects of an industry, which may include work-based learning experiences. [§135(b)(3)]

4. Develop, improve, or expand the use of technology in CTE, which may include training to use technology, providing students with the skills needed to enter technology fields, and encouraging schools to collaborate with technology industries to offer internships and mentoring programs. [§135(b)(4)]

5. Provide in-service and pre-service professional development programs to faculty, administrators, and career guidance and academic counselors involved in integrated CTE programs, on topics including effective integration of academics and CTE, effective teaching skills based on research, effective practices to improve parental and community involvement, effective use of scientifically based research and data to improve instruction. Professional development should also ensure that faculty and personnel stay current with all aspects of an industry; involve internship programs that provide relevant business experience; and train faculty in the effective use and application of technology. [§135(b)(5)]

6. Develop and implement evaluations of the CTE programs carried out with Perkins I-C funds, including an assessment of the needs of special populations that are being met. [§135(b)(6)]

7. Initiate, improve, expand and modernize quality CTE programs, including relevant technology. [§135(b)(7)]

8. Provide services and activities that are of sufficient size, scope and quality to be effective. [§135(b)(8)]

9. Provide activities to prepare special populations, including single parents and displaced homemakers enrolled in CTE programs, for high-skill, high-wage or high-demand occupations that will lead to self-sufficiency. [§135(b)(9)]

Describe specific future activity(ies) intended to address the remaining unmet requirement(s) (Narratives limited to 4000 characters):

The Job Development specialist position was filled in Fall 2013 to assist in improving job placements. In the next year, the college will participate in the RP study group through Santa Rosa Junior College to track graduating students to evaluate job placements. In addition, the Class to Career project will advise students regarding the career pathways to assist in course sequence and enrollment into the proper classes for completion. Further expansion of Advisory Committees will facilitate placements in internships and employment. Faculty will be coaching students in introductory classes to inform them on the options in the entire sequences of courses. This strategy will be focused on nontraditional participation and completion.

Final Report of Expenditure by TOP Code: $1,485

- Professional Dev. (including stipends)
- Instructional Equipment Purchase/Replacement
- Facility rental/lease (off-campus location)
- Curriculum Development
- Instructional Materials Purchase/Replacement (including software)
- Project Administration
- Programs/Services for Special Populations
- Consultants or Other Contracted Services
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<tr>
<th>Program Marketing and Outreach</th>
<th>Other(specify)</th>
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Final Report Program Information by TOP Code

District/College: KERN CCD/CERRO COSO COMMUNITY COLLEGE
Program Title: Child Development
Agreement No.: 13-C01-023
TOP Code: 130500

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<th>Requirement for Uses of Funds</th>
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<td>1. Strengthening the academic, career and technical skills of students participating in CTE programs. ([§135(b)(1)]</td>
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<tr>
<td>2. Link CTE at the secondary and the postsecondary levels, including by offering elements of not less than one program of study described in §122(c)(1)(A). ([§135(b)(2)]</td>
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<td>3. Provide students with strong experience in and understanding of all aspects of an industry, which may include work-based learning experiences. ([§135(b)(3)]</td>
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<tr>
<td>4. Develop, improve, or expand the use of technology in CTE, which may include training to use technology, providing students with the skills needed to enter technology fields, and encouraging schools to collaborate with technology industries to offer internships and mentoring programs. ([§135(b)(4)]</td>
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<td>5. Provide in-service and pre-service professional development programs to faculty, administrators, and career guidance and academic counselors involved in integrated CTE programs, on topics including effective integration of academics and CTE, effective teaching skills based on research, effective practices to improve parental and community involvement, effective use of scientifically based research and data to improve instruction. Professional development should also ensure that faculty and personnel stay current with all aspects of an industry; involve internship programs that provide relevant business experience; and train faculty in the effective use and application of technology. ([§135(b)(5)]</td>
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<td>6. Develop and implement evaluations of the CTE programs carried out with Perkins I-C funds, including an assessment of how the needs of special populations are being met. ([§135(b)(6)]</td>
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<td>7. Initiate, improve, expand and modernize quality CTE programs, including relevant technology. ([§135(b)(7)]</td>
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<td>8. Provide services and activities that are of sufficient size, scope and quality to be effective. ([§135(b)(8)]</td>
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<td>9. Provide activities to prepare special populations, including single parents and displaced homemakers enrolled in CTE programs, for high-skill, high-wage or high-demand occupations that will lead to self-sufficiency. ([§135(b)(9)]</td>
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Describe specific future activity(ies) intended to address the remaining unmet requirement(s) (Narratives limited to 4000 characters):

The Child Development department will host a Faculty Summit where full time and adjunct faculty in Child Development will receive training and refine implementation expectations for SLO assessment and Student Success issues (Attainment, Persistence, Completion and Employment), among other topics. Best practices presentations and discussions will include uniform online template and resource links for child development online classes. Two thirds of the Child Development sections are taught online and a consistent platform will assist students navigating and learning online. Additionally, students on-ground will benefit as their resources and materials are also housed online. The Job Development specialist position was filled in Fall 2013 to assist in improving job placements. In the next year, the college will participate in the RP study group through Santa Rosa Junior College to track graduating students to evaluate job placements. In addition, the Class to Career project will advise students regarding the career pathways to assist in course sequence and enrollment into the proper classes for completion. Faculty will be coaching students in introductory classes to inform them on the options in the entire sequences of courses.

Final Report of Expenditure by TOP Code: $4,985

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<tr>
<td>1. Strengthening the academic, and career and technical skills of students participating in CTE programs through the integration of academics with CTE programs.</td>
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<tr>
<td>2. Link CTE at the secondary and the postsecondary levels, including by offering elements of not less than one program of study described in §122(c)(1)(A).</td>
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<tr>
<td>3. Provide students with strong experience in and understanding of all aspects of an industry, which may include work-based learning experiences.</td>
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<tr>
<td>4. Develop, improve, or expand the use of technology in CTE, which may include training to use technology, providing students with the skills needed to enter technology fields, and encouraging schools to collaborate with technology industries to offer internships and mentoring programs.</td>
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<td>5. Provide in-service and pre-service professional development programs to faculty, administrators, and career guidance and academic counselors involved in integrated CTE programs, on topics including effective integration of academics and CTE, effective teaching skills based on research, effective practices to improve parental and community involvement, effective use of scientifically based research and data to improve instruction.</td>
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Describe specific future activity(ies) intended to address the remaining unmet requirement(s) (Narratives limited to 1000 characters): The Job Development specialist position was filled in Fall 2013 to assist in improving job placements. In the next year, the college will participate in the RP study group through Santa Rosa Junior College District in the Employment RP group to explore this further.

One of the barriers that we continue to encounter is the inability to track our completers into employment. We will be participating next year with Santa Rosa Junior College District in the Employment RP group to explore this further.

Manual audits of student records to find students close or at completion, and then follow up contacts has yielded well for the Business program. While this is work intensive, we are launching DegreeWorks in addition to the manual audits to continue to capture and notify students close to completion. In addition, next year we will be intervenning three times during the semester to assist in educating students on the completion process.

Final Report Program Information by TOP Code

District/College: KERN CCD/CERRO COSO COMMUNITY COLLEGE
Program Title: Paralegal
Agreement No.: 13-C01-023
TOP Code: 140200

Briefly describe the program improvement issue(s) concerning this TOP code.
Core indicator are below state levels in employment Our Job Development specialist position was vacant last year and will be filled this next year and will target employment efforts.
Briefly describe how the issue(s) will be addressed.
Our Job Development specialist position was vacant last year and will be filled this next year and will target employment efforts. Advisory Committees have been expanded this year to increase employment.

Final Report Summary:
1. Was the program improvement issues(s) addressed and/or planned objectives met (Narratives limited to 1000 characters)?
If the response in Section 1 is No or Partially describe the barriers and/or lessons learned in Section 2.
If the response in Section 1 is Yes or Partially describe the accomplishment and/or effective practices derived from the project in Section 3

Select Yes ☐ No ☐ Partially ☐

2. Describe any barriers encountered and lessons learned (Narratives limited to 1000 characters).
One of the barriers that we continue to encounter is the inability to track our completers into employment. We will be participating next year with Santa Rosa Junior College District in the Employment RP group to explore this further.

3. Describe accomplishments/best practices derived from the project (Narratives limited to 1000 characters).
Manual audits of student records to find students close or at completion, and then follow up contacts has yielded well for the Business program. While this is work intensive, we are launching DegreeWorks in addition to the manual audits to continue to capture and notify students close to completion. In addition, next year we will be intervenning three times during the semester to assist in educating students on the completion process.

Final Report of Expenditure by TOP Code: $186

- Professional Dev. (including stipends)
- Instructional Materials Purchase/Replacement (including software)
- Instructional Equipment Purchase/Replacement
- Project Administration
- Facility rental/lease (off-campus location)
- Programs/Services for Special Populations
- Curriculum Development
- Consultants or Other Contracted Services
- Program Marketing and Outreach
- Other(specify)
Final Report Program Information by TOP Code

District/College: KERN CCD/CERRO COSO COMMUNITY COLLEGE  Agreement No.: 13-C01-023
Program Title: Human Services  TOP Code: 210400

<table>
<thead>
<tr>
<th>Requirement for Uses of Funds</th>
<th>MET</th>
<th>UNMET</th>
<th>NOW MET</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Strengthening the academic, and career and technical skills of students participating in CTE programs through the integration of academics with CTE programs. [(§135(b)(1))]</td>
<td>☐</td>
<td>☑</td>
<td>☐</td>
</tr>
<tr>
<td>2. Link CTE at the secondary and the postsecondary levels, including by offering elements of not less than one program of study described in §122(c)(1)(A). [(§135(b)(2))]</td>
<td>☐</td>
<td>☑</td>
<td>☐</td>
</tr>
<tr>
<td>3. Provide students with strong experience in and understanding of all aspects of an industry, which may include work-based learning experiences. [(§135(b)(3))]</td>
<td>☐</td>
<td>☑</td>
<td>☐</td>
</tr>
<tr>
<td>4. Develop, improve, or expand the use of technology in CTE, which may include training to use technology, providing students with the skills needed to enter technology fields, and encouraging schools to collaborate with technology industries to offer internships and mentoring programs. [(§135(b)(4))]</td>
<td>☐</td>
<td>☑</td>
<td>☐</td>
</tr>
<tr>
<td>5. Provide in-service and pre-service professional development programs to faculty, administrators, and career guidance and academic counselors involved in integrated CTE programs, on topics including effective integration of academics and CTE, effective teaching skills based on research, effective practices to improve parental and community involvement, effective use of scientifically based research and data to improve instruction. Professional development should also ensure that faculty and personnel stay current with all aspects of an industry; involve internship programs that provide relevant business experience; and train faculty in the effective use and application of technology. [(§135(b)(5))]</td>
<td>☐</td>
<td>☑</td>
<td>☐</td>
</tr>
<tr>
<td>6. Develop and implement evaluations of the CTE programs carried out with Perkins I-C funds, including an assessment of how the needs of special populations are being met. [(§135(b)(6))]</td>
<td>☐</td>
<td>☑</td>
<td>☐</td>
</tr>
<tr>
<td>7. Initiate, improve, expand and modernize quality CTE programs, including relevant technology. [(§135(b)(7))]</td>
<td>☐</td>
<td>☑</td>
<td>☐</td>
</tr>
<tr>
<td>8. Provide services and activities that are of sufficient size, scope and quality to be effective. [(§135(b)(8))]</td>
<td>☐</td>
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<td>☐</td>
</tr>
<tr>
<td>9. Provide activities to prepare special populations, including single parents and displaced homemakers enrolled in CTE programs, for high-skill, high-wage or high-demand occupations that will lead to self-sufficiency. [(§135(b)(9))]</td>
<td>☐</td>
<td>☑</td>
<td>☐</td>
</tr>
</tbody>
</table>

Describe specific future activity(ies) intended to address the remaining unmet requirement(s) (Narratives limited to 4000 characters):

The Job Development specialist position was filled in Fall 2013 to assist in improving job placements. In the next year, the college will participate in the RP study group through Santa Rosa Junior College to track graduating students to evaluate job placements. In addition, the Class to Career project will advise students regarding the career pathways to assist in course sequence and enrollment into the proper classes for completion. Further expansion of Advisory Committees will facilitate placements in internships and employment. Faculty will be coaching students in introductory classes to inform them on the options in the entire sequence of courses. This strategy will be focused on nontraditional participation and completion. Input from advisory meetings inform and drive curriculum currency. Web site and print brochures will be used to market to general and special populations. Faculty will obtain professional development to retain skills currency and grow with the field.

Final Report of Expenditure by TOP Code: $1,198
<table>
<thead>
<tr>
<th>Program Marketing and Outreach</th>
<th>Other(specify)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Facility rental/lease (off-campus location)

Instructional Materials Purchase/Replacement (including software)

Professional Dev. (including stipends)

Programs/Services for Special Populations

Project Administration

Curriculum Development

Consultants or Other Contracted Services
<table>
<thead>
<tr>
<th>Program Marketing and Outreach</th>
<th>Other(specific)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Final Report Program Information by TOP Code

**District/College:** KERN CCD/CERRO COSO COMMUNITY COLLEGE  
**Agreement No.:** 13-C01-023  
**Program Title:** Administration  
**TOP Code:** admin

### Final Report Summary:
1. State the program improvement issue(s) and/or planned objectives and describe how they were addressed.
2. Describe any barriers encountered and lessons learned (Narratives limited to 1000 characters).
3. Describe accomplishments/best practices derived from the project (Narratives limited to 1000 characters).

### Requirement for Uses of Funds

<table>
<thead>
<tr>
<th>Requirement for Uses of Funds</th>
<th>MET</th>
<th>UNMET</th>
<th>NOW MET</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Strengthening the academic, and career and technical skills of students participating in CTE programs through the integration of academics with CTE programs. [§135(b)(1)]</td>
<td>✔️</td>
<td>❌</td>
<td>❌</td>
</tr>
<tr>
<td>2. Link CTE at the secondary and the postsecondary levels, including by offering elements of not less than one program of study described in §122(c)(1)(A). [§135(b)(2)]</td>
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<td>❌</td>
<td>❌</td>
</tr>
<tr>
<td>3. Provide students with strong experience in and understanding of all aspects of an industry, which may include work-based learning experiences. [§135(b)(3)]</td>
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<td>❌</td>
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<td>4. Develop, improve, or expand the use of technology in CTE, which may include training to use technology, providing students with the skills needed to enter technology fields, and encouraging schools to collaborate with technology industries to offer internships and mentoring programs. [§135(b)(4)]</td>
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<td>❌</td>
<td>❌</td>
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<tr>
<td>5. Provide in-service and pre-service professional development programs to faculty, administrators, and career guidance and academic counselors involved in integrated CTE programs, on topics including effective integration of academics and CTE, effective teaching skills based on research, effective practices to improve parental and community involvement, effective use of scientifically based research and data to improve instruction. Professional development should also ensure that faculty and personnel stay current with all aspects of an industry; involve internship programs that provide relevant business experience; and train faculty in the effective use and application of technology. [§135(b)(5)]</td>
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<tr>
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<td>✔️</td>
<td>❌</td>
<td>❌</td>
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<tr>
<td>7. Initiate, improve, expand and modernize quality CTE programs, including relevant technology. [§135(b)(7)]</td>
<td>✔️</td>
<td>❌</td>
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<td>✔️</td>
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Describe specific future activity(ies) intended to address the remaining unmet requirement(s) (Narratives limited to 4000 characters):

### Final Report of Expenditure by TOP Code: $2,323

<table>
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<tr>
<th>Description</th>
<th>Amount</th>
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<tbody>
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<td>Professional Dev. (including stipends)</td>
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</tr>
<tr>
<td>Instructional Materials Purchase/Replacement (including software)</td>
<td>☐</td>
</tr>
<tr>
<td>Instructional Equipment Purchase/Replacement</td>
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</tr>
<tr>
<td>Project Administration</td>
<td>☐</td>
</tr>
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<td>Facility rental/lease (off-campus location)</td>
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<tr>
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</tr>
<tr>
<td>Curriculum Development</td>
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<tr>
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<tr>
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<td>☐</td>
</tr>
<tr>
<td>Other(specify)</td>
<td>☐</td>
</tr>
<tr>
<td>TOP Codes (*2-,4-, and 6-digit)</td>
<td>TOP Code Title</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>----------------</td>
</tr>
<tr>
<td>Across - 01</td>
<td>Across Programs</td>
</tr>
<tr>
<td>Admin - 01</td>
<td>Administration</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th></th>
<th>Budget</th>
<th>Actual Direct</th>
<th>Actual Admin</th>
<th>Actual Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Expenditure</td>
<td>$157,803</td>
<td>$189,981</td>
<td>$4,684</td>
<td>$194,665</td>
</tr>
</tbody>
</table>
Final Report Program Information Across CTE Programs

District/College: KERN CCD/PORTERVILLE COLLEGE
Program Title: CTE Program Manager
Agreement No.: 13-C01-023
TOP Code: Across

Briefly describe the across CTE program improvement issue(s) that require funding.
Core indicator reports show improvement is needed in skill attainment, participation and completion. The CTE program Manager was created to address these issues and has shown to be successful in completing these indicator rates. The college would like to complete an additional year of this program. Funds are also allotted for staff development activities.

Briefly describe how the issue(s) will be addressed.
The program manager will have face to face contact with all CTE declared students as well as design activities for those students that are undeclared or undecided. Additionally, declared students will receive additional assistance with student ed plans and have periodic contact to assure they are staying on track. In the first year, significant success has been shown. Direct collaboration with the high school pathways is one of this positions responsibilities.

Final Report Summary:
1. Was the program improvement issues(s) addressed and/or planned objectives met (Narratives limited to 1000 characters)?
If the response in Section 1 is No or Partially describe the barriers and/or lessons learned in Section 2.
If the response in Section 1 is Yes or Partially describe the accomplishment and/or effective practices derived from the project in Section 3

Select Yes ☐ No ☐ Partially ☐

2. Describe any barriers encountered and lessons learned (Narratives limited to 1000 characters).

3. Describe accomplishments/best practices derived from the project (Narratives limited to 1000 characters).

The Program Manager, working through the Job Entrepreneur Center, worked with 619 students individually and 1900 students through various workshops and activities reaching out to special populations and economically disadvantaged students. Staff development and outreach activities provided staff the opportunity to update skills and reach out to students at the college as well as the high school pathway programs. During this period, program completers as well as program interest and enrollment increased. Program Manager blended activities with student populations in EOPS and CalWorks to expose additional populations to CTE programs. Funds were used to provide instructional materials for pathway students enrolled in college courses. Staff, full and part-time were provided development opportunities in 8 CTE program areas which included curriculum development for expanding current programs and new program development. Curriculum development resulted in the approval of new cert programs.

Final Report of Expenditure by Across Program: $189,981

- Professional Dev. (including stipends)
- Instructional Materials Purchase/Replacement (including software)
- Instructional Equipment Purchase/Replacement
- Project Administration
- Facility rental/lease (off-campus location)
- Programs/Services for Special Populations
- Curriculum Development
- Consultants or Other Contracted Services
- Program Marketing and Outreach
- Other(specify)
Final Report Program Information by TOP Code

District/College: KERN CCD/PORTERVILLE COLLEGE
Program Title: Administration
Agreement No.: 13-C01-023
TOP Code: admin

Final Report Summary:
1. State the program improvement issues(s) and/or planned objectives and describe how they were addressed.
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Describe specific future activity(ies) intended to address the remaining unmet requirement(s) (Narratives limited to 4000 characters):

Final Report of Expenditure by TOP Code: $4,684

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- Instructional Materials Purchase/Replacement (including software)
- Instructional Equipment Purchase/Replacement
- Project Administration
- Facility rental/lease (off-campus location)
- Programs/Services for Special Populations
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