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

Claim for Funds

District: KERN CCD
Agreement No.: 15-C01-023

<table>
<thead>
<tr>
<th></th>
<th>Funds Allocated</th>
<th>Funds Claimed on YTD Report</th>
<th>*Funds Unclaimed</th>
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<tbody>
<tr>
<td>IC Total Expenditures</td>
<td>$857,972</td>
<td>$798,385</td>
<td>$59,587</td>
</tr>
<tr>
<td>CTE Transitions Expenditures</td>
<td>$104,832</td>
<td>$104,832</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, 2016 to and including August 31, 2016. All performance under this allocation agreement were completed by June 30, 2016, 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
District Superintendent/President
2100 Chester Avenue, Bakersfield, CA -933014099 2100 Chester Avenue, Bakersfield, CA -933014099

Date 08/15/2016

Address
## Final Expenditure report by District

**District:** KERN CCD  
**Allocation:** $857,972  
**Agreement No.:** 15-C01-023  
**Final YTD Expenditure:** $798,385  
**Unspent Funds:** $59,587

### Object of Expenditure

<table>
<thead>
<tr>
<th>Object of Expenditure</th>
<th>IC Year-to-Date Expenditure 2015-2016 Final Report</th>
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<tbody>
<tr>
<td></td>
<td>(A)</td>
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<tr>
<td>1000 Instructional Salaries</td>
<td>$1,650</td>
</tr>
<tr>
<td>2000 Noninstructional Salaries</td>
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<tr>
<td>3000 Employee Benefits</td>
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<tr>
<td>4000 Supplies and Materials</td>
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<tr>
<td>5000 Other Operating Exp. &amp; Svs.</td>
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<td>6000 Capital Outlay</td>
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<tr>
<td>7000 Other Outgo</td>
<td>$0</td>
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<tr>
<td>Total Expenditures</td>
<td>$43,386</td>
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**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%)

### CTE Transitions Year-to-Date Expenditure 2015-2016 Final Report

| Object of Expenditure     |  |
|---------------------------|  |
| 1000 Instructional Salaries | $0 |
| 2000 Noninstructional Salaries | $0 |
| 3000 Employee Benefits    | $0 |
| 4000 Supplies and Materials | $24,895 |
| 5000 Other Operating Exp. & Svs. | $74,945 |
| 6000 Capital Outlay       | $0 |
| 7000 Other Outgo          | $0 |
| Administrative            | $4,992 |
| CTE Transitions Total Expenditures | $104,832 |

### 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>
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<tbody>
<tr>
<td>IC Total Expenditure</td>
<td>$798,385</td>
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<tr>
<td>CTE Transitions Total Expenditure</td>
<td>$104,832</td>
<td>$104,832</td>
<td>$0</td>
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</table>
## California Community Colleges
### Workforce Policy Alignment Unit

**FORM: CTE-5**

### Carl D. Perkins Career and Technical Education Act of 2006

### FY 2015-2016

**DISTRICT CONTACT INFORMATION FORM**

**District:** KERN CCD  
**Agreement No.:** 15-C01-023  
**Address:** 2100 Chester Avenue  
**City:** Bakersfield  
**State:** CA  
**ZIP:** 93301 - 4099

#### District Contact/Project Director
- **Name:** John Means  
  - **Title:** Associate Chancellor  
  - **Phone:** 661 - 336-5036 ext.  
  - **Fax:** 661 - 336-5009  
  - **Email:** jmeans@kccd.edu

#### District Superintendent/President
- **Name:** Sandra Serrano  
  - **Title:** Chancellor  
  - **Phone:** 661 - 336-5104 ext.  
  - **Fax:** 661 - 336-5025  
  - **Email:** sserrano@kccd.edu

#### District Business Officer
- **Name:** Tom Burke  
  - **Title:** Chief Financial Officer  
  - **Phone:** 661 - 336-5117 ext.  
  - **Fax:** 661 - 336-5025  
  - **Email:** tburke@kccd.edu

#### College Responsible Administrator, if applicable (Dean of Career Education Practices)
- **Name:** Cindy Collier  
  - **Title:** Admin_Title  
  - **Phone:** 661 - 395-4283 ext.  
  - **Fax:** 661 - 395-4522  
  - **Email:** ccollier@bakersfieldcollege.edu

- **College:** BAKERSFIELD

#### College Responsible Administrator, if applicable (Dean of Career Education Practices)
- **Name:** Michael Kane  
  - **Title:** Admin_Title  
  - **Phone:** 760 - 384-6258 ext.  
  - **Fax:** 760 - 375-4776  
  - **Email:** mike.kane@cerrocoso.edu

- **College:** CERRO COSO

#### College Responsible Administrator, if applicable (Dean of Career Education Practices)
- **Name:** Sam Aunai  
  - **Title:** Admin_Title  
  - **Phone:** 559 - 791-2308 ext.  
  - **Fax:** 559 - 791-2408  
  - **Email:** sam.aunai@portervillecollege.edu

- **College:** PORTERVILLE
LIST OF TOP CODES AND TITLES FUNDED IN 2015-2016
INCLUDE FUNDING FOR ACROSS CTE PROGRAMS

District/College: KERN DISTRICT
Agreement No.: 15-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>
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<td>$ 11,922</td>
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</table>

<table>
<thead>
<tr>
<th>Budget</th>
<th>Actual Direct</th>
<th>Actual Admin</th>
<th>Actual Total</th>
</tr>
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<tr>
<td>IC Total Expenditure</td>
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<tr>
<td>CTE Transitions Total Expenditure</td>
<td>$135,357</td>
<td>$99,839</td>
<td>$4,993</td>
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</table>
Final Report Program Information CTE Transitions Programs

District/College: KERN CCD/KERN DISTRICT
Program Title: (1) Secondary and Postsecondary Transition
Agreement No.: 15-C01-023
TOP Code: CTE Trans 01

Briefly summarize the planned activities associated with the selected objective.

Obj 1. Activity 1: Professional Development - Provide 3 workshops for college administrators, counselors, faculty and key staff. Each workshop will cover the college benefits of Career Choices, articulation/credit by exam and Dual enrollment. Obj 1. Activity 2: Outreach and Career Exploration - Provide 3 training programs for high school administrators, counselors and teachers in each college's feeder system on Career Choices, articulation/credit by exam and Dual enrollment procedures and benefits. Obj 1. Activity 3: Articulation - Organize 15 faculty-teacher meetings to update existing articulation/credit by exam agreements and create new ones.

What are the anticipated Measurable Performance Outcomes of these activities?


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.

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).

   Focusing on the important first steps of any pathway, we concentrated on a freshman transition program (Career Choices) and successful in training over 100 teachers, counselors, and administrators in the program. 85% of our high schools are using the program. The majority of those students will receive college credit through articulation credit by exam or dual enrollment. This was accomplished by collaboration with colleges and secondary partners.
## Final Report Program Information CTE Transitions Programs

<table>
<thead>
<tr>
<th>District/College: KERN CCD/KERN DISTRICT</th>
<th>Agreement No.: 15-C01-023</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Title: (2) CCC CTE Student Success</td>
<td>TOP Code: CTE Trans 02</td>
</tr>
</tbody>
</table>

**Briefly summarize the planned activities associated with the selected objective.**

**Obj 2. Activity 1. Pathways:** Work with secondary and post-secondary partners towards the goal of individual pathways (Programs of Study) for every student. **Obj 2. Activity 2. Dual Enrollment:** Work with Kern CCD District management to develop cohesive processes and procedures for our colleges and high schools. Provide for textbook availability through a lending library for economically disadvantaged students.

**What are the anticipated Measurable Performance Outcomes of these activities?**

Obj 2. Activity 1 & Obj 2. Activity 2; 4000 credits awarded for articulated / credit by exam classes successfully completed by students and 600 college credit awards for dual enrollment classes successfully completed by students.

**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).**

   Conflicting definitions and understanding of pathways has been a barrier to progress to achieve programs of study for each secondary student. We have achieved some common understanding among schools and colleges, but the autonomy of local leadership can be a barrier when individuals or groups are not willing to change or test new ideas. Not all of our numerical goals were achieved but we have laid the groundwork for them to be achieved in the 16-17.

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

   Our District has finalized dual enrollment procedures that have opened the door for thousands of students to earn college credit in high school. We were able to provide textbooks for classes in history, math, physics and economics classes to schools with high numbers of economically disadvantaged students.
**Final Report Program Information CTE Transitions Programs**

<table>
<thead>
<tr>
<th>District/College: KERN CCD/KERN DISTRICT</th>
<th>Agreement No.: 15-C01-023</th>
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</thead>
<tbody>
<tr>
<td>Program Title: (3) Student Transition to World of Work</td>
<td>TOP Code: CTE Trans 03</td>
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</table>

**Briefly summarize the planned activities associated with the selected objective.**

Obj 3. Activity 1. Support Career Pathways expansion from high school through postsecondary training with personalized Programs of Study. Regional meeting at the beginning of the school year with guest speaker. Obj 3. Activity 2. Encourage resume building through workshops on ways to develop summer internship opportunities, volunteer opportunities and work experience.

**What are the anticipated Measurable Performance Outcomes of these activities?**

Obj 3. Activity 1 will result in (1) expanded utilization of Career Pathways at the high school and postsecondary level integrated with personalized Programs of Study; (2) a regional meeting at the beginning of the school year will feature a guest speaker to inspire students and professionals; Obj 3. Activity 2 will result in (1) an increased number of students who attend and derive benefit from workshops on resume building; and (2) an increased number of faculty who attend and derive benefit from workshops on the development of summer internships, volunteer and work experience opportunities.

**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

2. Describe any barriers encountered and lessons learned (Narratives limited to 1000 characters).
   - We were unable to hold a regional meeting due to scheduling problems, however we were able to accomplish the same by working with individual schools and teachers throughout the year.

3. Describe accomplishments/best practices derived from the project (Narratives limited to 1000 characters).
   - The successful implementation of the Career Choices curriculum in 85% of our secondary schools gave all freshmen and most upper class students training in resume building. In addition we were successful in helping our teachers develop a variety of work experience opportunities for students.
## LIST OF TOP CODES AND TITLES FUNDED IN 2015-2016

INCLUDE FUNDING FOR-across CTE PROGRAMS

**District/College:** BAKERSFIELD COLLEGE  
**Agreement No.:** 15-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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### Budget Summary

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<td>CTE Transitions Total Expenditure</td>
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### Local Application Amendment Request Form

District/College: BAKERSFIELD COLLEGE  
Agreement No.: 15-C01-023

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<tr>
<td>095300 - 01 Drafting Technology</td>
</tr>
<tr>
<td>130600 - 01 Nutrition, Foods, and Culinary Arts</td>
</tr>
</tbody>
</table>

<table>
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<tr>
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<tbody>
<tr>
<td>100500 - 01 Commercial Music</td>
</tr>
</tbody>
</table>

Describe the selection process that resulted in the requested revision. (Narrative limited to 4000 characters, or approximately one page of text)

The Commercial Music Program was approved in May of 2016. Commercial Music will link with skills students develop in basic music courses offered in the Performing Arts Department. History of Rock and Roll and Music Appreciation link student understandings of humanistic perspectives on the arts to technical knowledge and skills developed in courses such as Music Business and Intro to Music Technology.

Describe the resources and data analysis that resulted in the proposed change in the targeted TOP Codes. (Narrative limited to 4000 characters, or approximately one page of text)

The commercial music program at Bakersfield College addresses a gap in instruction in music technology and recording in the Kern County region as a whole. Each course has been designed and approved to C-ID standards promoting well-rounded experience for students in each realm offered in Commercial Music program. Work-based learning experiences will be offered in the coming semesters as work-study/internships arise. Connections to local studios, live sound companies, and venues have been made and will work as feeders for successful students. No other college in the system offer these courses. 9 annual job openings connected to SOC codes: 251121, 274011, 272041.
Final Report Program Information Across CTE Programs

District/College: KERN CCD/BAKERSFIELD COLLEGE
Program Title: Across Programs
Agreement No.: 15-C01-023
TOP Code: Across

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

There continues to be a need to provide professional development for CTE faculty and staff to increase access to and knowledge of current trends and innovations in their field, in an effort to directly impact instructional planning and delivery and indirectly impact student success. Additionally, in an effort to improve access to CTE programs, an increased focus will be placed on advising current CTE students and partnering with local high schools to develop pathways.

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

Full-time advising staff continue to be a part of the improvement efforts within the college. The staff will continue to provide career guidance, degree/certificate, and internship and work experience requirements to CTE students. There will be a continued focus on outreach to high school students and community groups to increase seamless pathways into CTE programs. There will be continued efforts to partner with local business and industry to develop partnerships/work sites to increase student internship opportunities, increasing their potential for employment after graduation. Marketing and recruitment of nontraditional and special POPS students will continue to be a focus, accomplished via open houses, and high school and community group presentations.

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

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).

CTE Advisors, Job Development Specialist, Program Manager and Dean attended multiple staff development opportunities covering the following topics: college best practices, special populations, core indicators, workforce development, internships, and regional collaboration and student success.

Final Report of Expenditure by Across Program: $448,876

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

The core indicators suggest that focus should be shifted to increasing job placement.

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

There will be an increased focus on ensuring that students are aware of the available jobs in the local area. Partnerships will continue to be developed with local business and industry to increase the opportunities for student internships for hands-on experience. Faculty will continue to attend professional developments to maintain knowledge of current trends and innovations, incorporating them into instructional delivery, indirectly increasing students’ likelihood for employability after graduation.

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 barriers and/or lessons learned in Section 2.

If the response in Section 1 is No 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).

More appropriate staff development opportunities need to be sought by faculty so funds allocated are utilized.

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

Four faculty members attended the California Agriculture Teacher's Association conference. The purpose of the conference/organization is to promote and improve the teaching of agriculture in California and to foster the welfare of those engaged in the work. Four faculty members also attended the "Redesigning America's Community Colleges: A Guided Pathways Approach" conference. The conference explored new ways to approach student success.

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>
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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>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
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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>
<td>☐</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>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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</tbody>
</table>

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 | Agreement No.: 15-C01-023 |
| Program Title: Animal Science | TOP Code: 010200 |

Final Report of Expenditure by TOP Code: $1,445

- 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/BAKERSFIELD COLLEGE
Program Title: Plant Science
Agreement No.: 15-C01-023
TOP Code: 010300

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

The core indicators suggest that strategies need to be developed to improve persistence and transfer within the program.

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

Students will be encouraged to speak to CTE advisors to gain more insight into the available support systems for CTE majors and the necessary steps to transfer to other institutions. Transfer workshops will be held. Faculty will continue to attend professional developments to maintain knowledge of current trends and innovations, incorporating them into instructional delivery, indirectly increasing students’ likelihood for persistence and transferability.

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).
   - Additional staff development opportunities had scheduling conflicts.

3. Describe accomplishments/best practices derived from the project (Narratives limited to 1000 characters).
   - Faculty attended the World Ag Expo to learn new industry trends and connect with employers in the field. Faculty also attended the California Landscape Contractors Association. CLCA's mission is to serve and protect the interests of its members, promote professionalism, and advance public awareness of the landscape industry. The California Landscape Contractors Association members will be recognized by the public as the best qualified professionals of the landscape industry.

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: $964

☐ 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/BAKERSFIELD COLLEGE
Program Title: Horticulture
Agreement No.: 15-C01-023
TOP Code: 010900

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

The core indicators suggest that focus should be shifted to increasing completion.

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

There will be an increased focus on ensuring that students are aware of the available jobs in the local area. Students will be encouraged to speak to CTE advisors to gain more insight into the available support systems for CTE majors. Faculty will continue to attend professional developments to maintain knowledge of current trends and innovations, incorporating them into instructional delivery, indirectly increasing students’ likelihood for persistence and transferability.

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 effectiveness 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).

   Additional staff development opportunities had scheduling conflicts.

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

   Faculty members attended the California Agriculture Teacher’s Association conference. The purpose of the conference/organization is to promote and improve the teaching of agriculture in California and to foster the welfare of those engaged in the work. Faculty members also attended the "Redesigning America’s Community Colleges: A Guided Pathways Approach" conference. The conference explored new ways to approach student success. Conferences also attended were California Landscape Contractors Association, Irrigation Association, and the Tree Foundation of Kern.

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 Program Information by TOP Code: $1,393

- 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/BAKERSFIELD COLLEGE  
Program Title: Business and Commerce, General  
Agreement No.: 15-C01-023  
TOP Code: 050100

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).

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

One faculty member attended the "Teachers of Accounting at Two Year Colleges" conference in Denver Colorado. The conference presented important technical accounting information, as well as teaching and curriculum approaches. Faculty incorporated the knowledge from this conference in the delivery and outcomes measurement and improvement in accounting courses.

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)]

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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: $1,295

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/BAKERSFIELD COLLEGE  
**Program Title:** Information Technology, General  
**Agreement No.:** 15-C01-023  
**TOP Code:** 070100

### Final Report Summary:

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

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).**

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>
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<th>UNMET</th>
<th>NOW MET</th>
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</table>

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: Electronics and Electric Technology  
Agreement No.: 15-C01-023  
TOP Code: 093400

### 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 ☐

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).

Final Report Summary:

- Faculty attended the AutoCAD/Auto Desk Training, since the area of career and technical education is an ever-evolving field. New technology, applications, and techniques for implementation are being developed on a continuing basis. AU is the event where the best educators and professionals in the world gather to learn, teach, and network. Faculty chair also attended an executive committee meeting for the Academic Senate for California Community Colleges.

### Requirement for Uses of Funds

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</table>

### Other (specify):

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

- MET
- UNMET
- NOW MET

Final Report of Expenditure by TOP Code: $2,017

- 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/BAKERSFIELD COLLEGE  Agreement No.: 15-C01-023
Program Title: Automotive Technology  TOP Code: 094800

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

The core indicators suggest that focus should be shifted to increasing nontraditional student participation and completion and employment.

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

As the automotive industry is in constant evolution, it is essential to maintain continual training for instructors to provide the most up to date, relative training to our students. Marketing and recruitment efforts will be increased to increase nontraditional students’ awareness of the opportunities in our industry and the availability of specialized training from Bakersfield College. Efforts will also be made to more effectively utilize student accomplishment to market the 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).

Staff development funds were partially utilized while many training opportunities had scheduling conflicts.

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

Two faculty members also attended the “Redesigning America’s Community Colleges: A Guided Pathways Approach” conference. The conference explored new ways to approach student success. Faculty also attended the California Automotive Teachers (CAT) conference that promotes the best interests of automotive instruction throughout the state of California. CARQUEST training modules were also purchased for faculty to keep up with industry standards. Equipment upgrades were also made so equipment used for training meets industry standards.

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: $3,597

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

The core indicators suggest that focus should be shifted to increasing nontraditional student participation and completion and skill attainment.

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

Marketing and recruitment efforts will be increased to improve nontraditional students’ awareness of the opportunities in our industry and the availability of specialized training from Bakersfield College. Efforts will also be made to more effectively utilize student accomplishment to market the program. Faculty will continue to attend professional developments to maintain knowledge of current trends and innovations.

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).

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: $0
Final Report Program Information by TOP Code

District/College: KERN CCD/BAKERSFIELD COLLEGE  
Program Title: Manufacturing and Industrial Technology  
Agreement No.: 15-C01-023  
TOP Code: 095600

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

Course enrollment data indicates that non-traditional student participation and completion rates still need to be improved.

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

Marketing and recruitment efforts will be increased to improve nontraditional students’ awareness of the opportunities in our industry and the availability of specialized training from Bakersfield College. Efforts will also be made to more effectively utilize student accomplishment to market the program. Faculty will continue to attend professional developments to maintain knowledge of current trends and innovations.

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  

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

Staff development opportunities planned conflicted with faculty schedules.

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

Training with the Paton Group was held on campus for welding faculty. Training offered innovative and current industry standards in welding and manufacturing and industrial technology.

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: $1,000

- 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)
The commercial music program at Bakersfield College addresses a gap in instruction in music technology and recording in the Kern County region as a whole. No other college in the system offers these courses. Funds were utilized to purchase necessary gear to teach courses in commercial music. The gear includes mixing consoles, computers, microphones, and other necessary recording infrastructure for Commercial Music courses being offered in the Fall of 2016.

Final Report Summary:

1. State the program improvement issue(s) and/or planned objectives and describe how they were addressed.

The commercial music program at Bakersfield College addresses a gap in instruction in music technology and recording in the Kern County region as a whole. No other college in the system offers these courses. Funds were utilized to purchase necessary gear to teach courses in commercial music. The gear includes mixing consoles, computers, microphones, and other necessary recording infrastructure for Commercial Music courses being offered in the Fall of 2016.

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

Commercial Music is a newly approved program and the main barrier is start up costs so the courses can best benefit student learning. We are seeking to acquire the necessary audio technology infrastructure to prepare students for encounters with the same technology they will find in entry-level positions related to audio and music industries.

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):

Professional development for faculty, admin, career guidance/academic counselors is taken into account throughout the program. Counselors are aware of and promoting the program to student interested in pursuing commercial music. Dr. Ottum is active in popular music education and technology, regularly attending conferences to keep abreast of current changes. Most recently he has received a grant to attend the Assoc. For Popular Music Education conference May 14, 2016. The technology infrastructure that is being placed on order will provide up-to-date experience for students of commercial music. Courses will offer training with technology in order to succeed in any audio-related context with the basic skills necessary. Courses are designed to hold at least 30 enrollment size. Activities promote a vast array of genres, production techniques, and approaches the industry in order to ensure maximum reach and success. Launching the Commercial Music Fair in Spring 2017 will empower students to organize an event, make connections for future employment, and acquire skills necessary for access to high-skill, wage, demand occupations. Self-sufficiency underscores the entire program through multiple independent projects.
Briefly describe the program improvement issue(s) concerning this TOP code.

The core indicators suggest that focus should be shifted to increasing skill attainment, persistence and transfer, and employment.

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

Students will be encouraged to speak to CTE advisors to gain more insight into the available support systems for CTE majors and the necessary steps to transfer to other institutions. There will be additional focused placed on providing career guidance and academic counseling for CTE students. Faculty will continue to attend professional developments to maintain knowledge of current trends and innovations.

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

Student computers were updated in the Media Arts computer lab. Computers will be used for the newly approved media arts program.

Description of Specific Future Activity(ies) intended to address the remaining unmet requirement(s) (Narratives limited to 4000 characters):

Final Report of Expenditure by TOP Code: $26,635
Final Report Program Information by TOP Code

District/College: KERN CCD/BAKERSFIELD COLLEGE
Program Title: Radiologic Technology

Agreement No.: 15-C01-023
TOP Code: 122500

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

The core indicators suggest that focus should be shifted to increasing persistence and transfer.

Briefly describe how the issue(s) will be addressed.
Professional development is necessary for faculty to remain current in the medical industry technologies (digital imagining, computed tomography, etc.). Both regular and nontraditional learners will benefit from new student engagement activities that will implement industry standards. This will enable students to transition between the classroom and clinical environment and improve student success and persistence. The workshops will be taught to coordinate with the core lecture radiography courses taught in the first year.

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).
Faculty members attended two staff development opportunities but could not attend others because of scheduling conflicts.

3. Describe accomplishments/best practices derived from the project (Narratives limited to 1000 characters).
Two faculty members also attended the "Redesigning America's Community Colleges: A Guided Pathways Approach" conference. The conference explored new ways to approach student success. Two faculty members also attended the Association of Collegiate Educators in Radiologic Technology (ACERT) conference. ACERT is Dedicated to Improving the Quality of Education among Collegiate Radiologic Technology Programs. Software was also purchased from the American Registry of Radiologic Technologists (ASRT) to enhance the way the program teaches students to provide care for diverse populations.

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: $1,398

- 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)
Briefly describe the program improvement issue(s) concerning this TOP code.
Course enrollment data indicates that persistence and completion need to receive additional focus.
Briefly describe how the issue(s) will be addressed.
The department will be installing a new nursing simulator this year, which will increase student access to the latest trends. Additionally, efforts will be increased to provide early success strategies to students. Faculty will continue to attend professional developments to maintain knowledge of current trends and innovations.

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 ☐

2. Describe any barriers encountered and lessons learned (Narratives limited to 1000 characters).
   - Faculty members attended staff development opportunities but were unable to utilize all funds because of scheduling conflicts.

3. Describe accomplishments/best practices derived from the project (Narratives limited to 1000 characters).
   - Two faculty members attended the "Redesigning America's Community Colleges: A Guided Pathways Approach" conference. The conference explored new ways to approach student success.

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 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):

Final Report of Expenditure by TOP Code: $2,588
Final Report Program Information by TOP Code

District/College: KERN CCD/BAKERSFIELD COLLEGE
Program Title: Child Development/Early Care and Education
Agreement No.: 15-C01-023
TOP Code: 130500

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

The core indicators suggest that focus should be shifted to increasing nontraditional student participation and completion and employment.

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

Marketing and recruitment efforts will be increased to improve nontraditional students' awareness of the opportunities in our industry and the availability of specialized training from Bakersfield College. Efforts will also be made to more effectively utilize student accomplishment to market the program. Faculty will continue to attend professional developments to maintain knowledge of current trends and innovations.

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 ☐

2. Describe any barriers encountered and lessons learned (Narratives limited to 1000 characters).
   Multiple staff development opportunities had scheduling conflicts.

3. Describe accomplishments/best practices derived from the project (Narratives limited to 1000 characters).
   Faculty attended the California Association for the Education of Young Children is dedicated to advancing excellence throughout the early care and education profession. CAEYC envisions a respected professional workforce providing developmentally appropriate and culturally sensitive, high-quality, early care and education for all young children achieved through research, education, professional development and advocacy. Faculty member attended and presented at the National Association of Young Children (NAEYC) conference. The NAEYC accreditation is the gold standard for early childhood programs across the country. Families of young children who attend NAEYC-accredited programs can be confident that they deliver the highest quality early care and education.

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>
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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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<tr>
<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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</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: $2,029

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

The core indicators suggest that focus should be shifted to increasing employment of graduates.

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

Students will be encouraged to speak to CTE advisors to gain more insight into the available support systems for CTE majors and the necessary steps to transfer to other institutions. There will be additional focused placed on providing career guidance and academic counseling for CTE students. Faculty will continue to attend professional developments to maintain knowledge of current trends and innovations.

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).

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: $0
# LIST OF TOP CODES AND TITLES FUNDED IN 2015-2016

INCLUDE FUNDING FOR ACROSS CTE PROGRAMS

<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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Final Report Program Information Across CTE Programs

District/College: KERN CCD/CERRO COSO COMMUNITY COLLEGE  Agreement No.: 15-C01-023
Program Title: Across 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 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. Career pathways were finalized in the past year to assist in skill attainment persistence and completion of program. As curriculum is revised, courses are reviewed for the necessary advisory and pre-requisites to improve success.

Briefly describe how the issue(s) will be addressed.
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 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. Career pathways were finalized in the past year to assist in skill attainment persistence and completion of program. As curriculum is revised, courses are reviewed for the necessary advisory and pre-requisites to improve success. The position of Job Developer has been reposted for employment in the Fall 2015 semester.

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).
   Staffing issues limited our ability to increase the level of CTE focused student services to the level we had hoped to attain.

3. Describe accomplishments/best practices derived from the project (Narratives limited to 1000 characters).
   We hired a 60% job developer to assist with outreach, internship and employment opportunities and have seen an increase in internship. Program pathways have been completed. We have increased the number of CTE dual enrollment courses and secondary partnerships over the last year.

Final Report of Expenditure by Across Program: $77,411

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

Core indicators are below state levels in skill attainment, completion, persistence, employment and non-traditional completion. The non-traditional participation completion rates dropped significantly due to the tribal community losing their CTE grant. This was the primary funding source for many of the Business Office Technology students. Career pathways were finalized in the past year to assist in skill attainment persistence and completion of program. 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.

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

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 of the options in the entire sequences of courses. This strategy will be focused on nontraditional participation and completion. Input from advisory meetings inform 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 Summary:

1. Was the program improvement issue(s) addressed and/or planned objectives met (Narratives limited to 1000 characters)?
   The college did not contract with the RP study group, however that will occur in 2016-17 as part of a statewide effort through the chancellor’s office. The program has had success in expanding internship opportunities with local businesses. We continue to struggle with a lack of strong industry in our service area. Program pathway work has been completed and this should assist in addressing completion and persistence issues. The program is currently working on a new marketing plan as a part of a comprehensive CTE marketing effort that will be undertaken in 2016-17.

2. Describe any barriers encountered and lessons learned (Narratives limited to 1000 characters).
   Better utilization of our local business advisory board has led to an increase in internship opportunities for students. The program was able to expand dual enrollment offerings. Faculty attended trainings related to online teaching in preparation for a college change over to Canvas. Faculty were active in statewide business teaching association the California Business Educators Association.

3. Describe accomplishments/best practices derived from the project (Narratives limited to 1000 characters).
   Improved sequencing of courses. This strategy will be focused on nontraditional participation and completion. Input from advisory meetings inform 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.

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

5. Describe specific future activity(ies) intended to address the remaining unmet requirement(s) (Narratives limited to 4000 characters):
   - We will be working across our CTE programs to strengthen CTE specific student services through dedicated CTE counseling and outreach. 8. In the next year we will be developing and implementing and integrated marketing plan in conjunction with the other CTE programs. 9. In the upcoming year we will developing outreach to local tribal groups and increasing our contact with services like CalJobs to reach special populations more effectively.

Final Report of Expenditure by TOP Code: $3,951

- 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>Curriculum Development</th>
<th>Consultants or Other Contracted Services</th>
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</thead>
<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/CERRO COSO COMMUNITY COLLEGE Agreement No.: 15-C01-023
Program Title: Business Office Technology TOP Code: 051400

Briefly describe the program improvement issue(s) concerning this TOP code.
Core indicators are below state levels in skill attainment, completion, persistence, and employment. While these levels fall below the targeted areas, many are very close to the target. Career pathways were finalized in the past year to assist in skill attainment, persistence and completion of program. 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.

Briefly describe how the issue(s) will be addressed.
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 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 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 college did not participate in the RP study but will be participating as part of a statewide initiative in 2016-17. Our marketing efforts will be significantly increased in the upcoming year as part in conjunction with an across CTE program effort. Our rural location and small population size have made marketing efforts difficult.

3. Describe accomplishments/best practices derived from the project (Narratives limited to 1000 characters).
Working through our advisory board we have been able to increase internship opportunities for students. Faculty have attended trainings to assist in our campuses rollover to Canvas. Faculty have been working with faculty in the English department to create ways to increase the writing ability of the BSOT students. We continue to increase our dual enrollment offerings.

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):
5. Faculty professional development related to keeping current with industry standards have been successful. We continue to work to develop a better connection with students services. In the upcoming year there will be a CTE-wide effort to improve our student services through the development of personnel in student services dedicated to assisting CTE students. 9. We are continuing to work through our outreach department and with programs like CalJobs to reach out to students from special populations. It is hoped that the development of more focused CTE student services will help improve our special populations enrollments and success.

Final Report of Expenditure by TOP Code: $1,262
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Final Report Program Information by TOP Code

District/College: KERN CCD/CERRO COSO COMMUNITY COLLEGE
Program Title: Web Design
Agreement No.: 15-C01-023
TOP Code: 061430

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 barriers and/or lessons learned in Section 2.
If the response in Section 1 is No, describe the accomplishment and/or effectiveness 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).

College did not contract with the RP study group but will in the next year as part of a system wide effort through the Chancellor's Office. With the exception of employment core indicators are at or above state levels. Our largest barrier is the size of the population in our service area and successfully marketing our program but this should improve in the next year due to a coordinated CTE-wide marketing effort.

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

Degree and certificates were modified and new courses were created in order to new developments in the industry. Program pathways were updated and revised and integrated into pathways that include articulations with secondary schools and universities. Classrooms were upgraded to support new software to keep the program current with industry standards.

4. Requirement for Uses of Funds

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

The program will be working in conjunction with other Cerro Coso CTE programs in the next year to more effectively reach out to special populations through the development of enhanced outreach and student services support directly focused on our CTE programs.

Final Report of Expenditure by TOP Code: $728

- 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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<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: CIS  
Agreement No.: 15-C01-023  
TOP Code: 070200

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

Core indicators are below state levels in skill attainment, persistence, and employment. While these levels fall below the targeted areas, many are very close to the target. Career pathways were finalized in the past year to assist in skill attainment persistence and completion of program. 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.

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

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 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 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 college did not contract with the RP study group but will this year as part of a statewide effort through the Chancellor’s Office. We continue to work to penetrate the complex business environment associated with our local naval air base.

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

   Progress has been made in developing student internships. The program has worked with math faculty to incorporate the use of technology in instructional concepts to strengthen the academic skills of CIS students. Work continues in developing articulated and dual enrollment courses with local secondary schools in addition to career pathway development. Good work was done this year in getting feedback from our advisory board related to the strengths and weaknesses of our program which will allow us to work to enhance and strengthen the program in the upcoming year.

Requirement for Uses of Funds

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

6. During the upcoming year the program will be working along with our other CTE programs to strengthen our outreach to special populations through a coordinated student services effort.

Final Report of Expenditure by TOP Code: $1,120

- 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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Final Report Program Information by TOP Code

District/College: KERN CCD/CERRO COSO COMMUNITY COLLEGE  Agreement No.: 15-C01-023
Program Title: Industrial Arts  TOP Code: 095600

Briefly describe the program improvement issue(s) concerning this TOP code.
Core indicators are below state levels in persistence, employment, non-traditional participation and non-traditional completion. While these levels fall below the targeted areas, many are very close to the target. Career pathways were finalized in the past year to assist in skill attainment persistence and completion of program. 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.

Briefly describe how the issue(s) will be addressed.
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 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 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 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 college did not contract with the RP study group but will this year as part of a statewide effort through the Chancellor's Office. The program faces some difficulty in reporting as students often are hired under non-traditional job titles, the program will work in the upcoming year to improve data collection and integration into state metrics.

3. Describe accomplishments/best practices derived from the project (Narratives limited to 1000 characters).
Dual enrollment classes were established with Mojave High School and will commence in the upcoming fall semester. The program assisted the Kern River Adult School with the planning and development of their new welding lab and is in the process of articulating courses. Faculty participated in professional development related to the CTE Data Unlock and Canvas teaching system rollover.

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):
4. The program continues to work with its advisory board to develop apprenticeship and internship opportunities. 6. Program will be working with other CTE programs in an across programs effort to more effectively reach out to special populations via CTE focused student service efforts in the upcoming year.

Final Report of Expenditure by TOP Code: $1,007

☐ 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
<table>
<thead>
<tr>
<th>Program Marketing and Outreach</th>
<th>Other(specify)</th>
</tr>
</thead>
</table>


### Final Report Program Information by TOP Code

**District/College:** KERN CCD/CERRO COSO COMMUNITY COLLEGE  
**Program Title:** Medical Assisting  
**Agreement No.:** 15-C01-023  
**TOP Code:** 120800

<table>
<thead>
<tr>
<th>Requirement for Uses of Funds</th>
<th>MET</th>
<th>UNMET</th>
<th>NOW</th>
<th>MET</th>
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</thead>
<tbody>
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</table>

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

5. & 9. The program still needs to improve its outreach and support to special populations and will be working in the upcoming year with other CTE programs to create CTE focused student services activities to assist with this.

**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).

**Program Marketing and Outreach**

- Faculty participated in online education training and also in the online course rollover to Canvas. All campus site locations now have dedicated skill lab areas for students.

- Dual enrollment offerings were expanded and over the next year we will have 3 high school partners for our MA programs, including one instructor who is a graduate of our program.

- Faculty participated in online education training and also in the online course rollover to Canvas. All campus site locations now have dedicated skill lab areas for students.

**Core Indicators:**

- Core indicators are below state levels in completion, persistence, employment and non-traditional participation. Career pathways were finalized in the past year to assist in skill attainment persistence and completion of program. 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.

**Faculty Participation:**

- Faculty will obtain professional development to retain skills currency and grow with the field.

**Program Clinical Placement and Employment:**

- 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 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.

**PROCESS MODELS, CURRICULUM, AND INSTRUCTION**

- The college did not contract with the RP study group but will in the upcoming academic year as part of a statewide effort through the Chancellor's Office.

- The program still needs to improve its outreach and support to special populations and will be working in the upcoming year with other CTE programs to create CTE focused student services activities to assist with this.

**Final Report of Expenditure by TOP Code: $1,244**

- Professional Dev. (including stipends) ☒  
- Instructional Equipment 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/CERRO COSO COMMUNITY COLLEGE  Agreement No.: 15-C01-023
Program Title: LVN  TOP Code: 123020

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

Core indicators are below state levels in employment and non-traditional participation and non-traditional completion. While these area low, they have been improving over the years. Non-traditional participation and completion in the LVN program has an additional challenge as the students are selected via lottery. The lottery process is currently being reviewed and changes made be made that may impact this area. Marketing and recruiting to males in Nursing has been done over the past few years and we have seen more males apply for the program.

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

The lottery process is currently being reviewed and changes made be made that may impact non-traditional participation. 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 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 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).

   The college did not contract with the RP study group but will in the upcoming academic year as part of a statewide effort through the Chancellor’s Office. Staffing continues to be an issue, as always in the nursing field, but particularly here in such a rural area. This increases the workload on existing faculty which slows down new initiatives.

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

   A new program director came on board. The program selection process has been updated. New orientation and application materials have been finalized. Marketing materials are in development and will begin being utilized in the fall semester. Participation at all campus site locations has been successfully implemented.

**Requirement for Uses of Funds**

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</table>

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

2. Although allied health programs continue to increase at local high schools, nursing presents special challenges in this area. We will work to develop better career pathway connections throughout our service area in the upcoming year. 4. As part of the implementation of new technology in the nursing program we will be purchasing a sim-doll that will be implemented into nursing classes in the upcoming year.
<table>
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Final Report Program Information by TOP Code

District/College: KERN CCD/CERRO COSO COMMUNITY COLLEGE  
Program Title: EMT  
Agreement No.: 15-C01-023  
TOP Code: 125000

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

Technology has been erroneously coded as TOP Code 1251 (Paramedic). The TOP Code should be 1250 (Emergency Medical Technology) and will be changed 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.

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

The college will participate in the RF 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 of the options in the entire sequences of courses. This strategy will be focused on nontraditional participation and completion. Input from advisory meetings inform 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 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 effectiveness 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 college did not contract with the RP study group but will in the upcoming academic year as part of a statewide effort through the Chancellor's Office. We continue to face barriers with coding and with data reflecting our local situation. Many of our completers are employed in industry with job titles that don't reflect the TOP code of EMT as they are employed in fields like mine safety. We will continue to work to find ways to collect and implement data into the statewide system that accurately reflect our program's status. Staffing also continues to be difficult as there is a limited amount of qualified instructors in our service area.

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

New marketing materials were created and a marketing plan is being implemented. The program is now being offered at all of our site locations on a rotational basis. Advisory boards have provided excellent feedback over the last year about the strengths and weaknesses of the program. Faculty participated in online training as well as in training related to the Canvas rollover.

4. 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)]

5. 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)]

6. 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)]

7. 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)]

8. 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)]

9. 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)]

10. 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)]

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

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

13. 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 program will be participating with other CTE programs over the next year to develop CTE focused student services that should help with our outreach efforts and support for special population students.

Final Report of Expenditure by TOP Code: $2,941

☐ 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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Final Report Program Information by TOP Code

District/College: KERN CCD/CERRO COSO COMMUNITY COLLEGE  Agreement No.: 15-C01-023
Program Title: Child Development  TOP Code: 130500

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

Core indicators are below state levels in completion, persistence, employment, non-traditional participation and non-traditional completion. Career pathways were finalized in the past year to assist in skill attainment persistence and completion of program. As curriculum is revised, courses are reviewed for the necessary advisory and pre-requisites to improve success.

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

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 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 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 college did not contract with the RP study group but will in the upcoming academic year as part of a statewide effort through the Chancellor's Office. Because students get career advancement based upon obtaining state permits they often don't claim their college level certificates. This has been improving but we will continue to work with the students so that certificate attainment more accurately reflects student achievement.

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

The program has begun infusing the use of iPads to increase student engagement and skill development. Certificate completion has continued to rise. Faculty participated in online teaching training as well as training related to the Canvas rollover. Faculty have assisted in community outreach and assisting through participation in informational public presentations throughout our service area to assist our students and other working childhood development professionals to complete state permits. Program faculty participate in local outreach activities and events.

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):

The program continues to work toward developing secondary school partnerships.

Final Report of Expenditure by TOP Code: $7,401

- Professional Dev. (including stipends)
- Instructional Equipment Purchase/Replacement
- Instructional Materials Purchase/Replacement (including software)
- Project Administration
- Facility rental/lease (off-campus location)
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The program created a marketing plan that will be implemented in the coming year. Faculty participated in professional development related to online teaching and the upcoming Canvas rollover.

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

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 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 Summary:
1. Was the program improvement issue(s) addressed and/or planned objectives met (Narratives limited to 1000 characters)?
   - Select: Yes, No, Partially
2. Describe any barriers encountered and lessons learned (Narratives limited to 1000 characters).
   - The college did not contract with the RP study group but will in the upcoming academic year as part of a statewide effort through the Chancellor’s Office. The primary full-time faculty member in this program was in her first of employment at the college so development of efforts outside the classroom were focused on the marketing and advisory board development.
3. Describe accomplishments/best practices derived from the project (Narratives limited to 1000 characters).

Final Report of Expenditure by TOP Code

- Professional Dev. (including stipends)
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Final Report Program Information by TOP Code

District/College: KERN CCD/CERRO COSO COMMUNITY COLLEGE  
Program Title: Human Services  
Agreement No.: 15-C01-023  
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. ([\text{s135(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 ([\text{s122(c)(1)(A)}]). ([\text{s135(b)(2)}])</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. ([\text{s135(b)(3)}])</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. ([\text{s135(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. ([\text{s135(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. ([\text{s135(b)(6)}])</td>
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<td>7. Initiate, improve, expand and modernize quality CTE programs, including relevant technology. ([\text{s135(b)(7)}])</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. ([\text{s135(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):

1. We will continue to explore pathway opportunities with secondary schools in our service area. 4 & 7. We will investigate how to further enhance our program through technology in the next year. 5. The program will be working with other CTE programs in the upcoming year to develop effective CTE focused student services.

Final Report of Expenditure by TOP Code: $207
Final Report Program Information by TOP Code

District/College: KERN CCD/CERRO COSO COMMUNITY COLLEGE
Program Title: Police Academy
Agreement No.: 15-C01-023
TOP Code: 210550

Briefly describe the program improvement issue(s) concerning this TOP code.
Core indicators are below state levels in completion, persistence, non-traditional participation and non-traditional completion. Completion is a problem as there is a mix between an accelerated (police academy) and the transfer Administration of Justice program. In the next year, we will be creating a certificate to award student who are completing the academy in either the intensive or modular format. In addition, the modular academies were not previously offered in a regular pattern and thus persistence suffered. In the past year, we have done long term scheduling to provide the modular in a regular consistent pattern. Career pathways were finalized in the past year to assist in skill attainment persistence and completion of program. As curriculum is revised, courses are reviewed for the necessary advisory and pre-requisites to improve success.

Briefly describe how the issue(s) will be addressed.
In the next year, we will be creating a certificate to award student who are completing the intensive academy or the modular academies to resolve the completion issue. In the past year, we have done long term scheduling to provide the modular in a regular consistent pattern which should assist in the persistence indicator. 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 of the options in the entire sequences of courses.

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 college did not contract with the RP study group but will in the upcoming academic year as part of a statewide effort through the Chancellor's Office. A constant barrier in this program is the constantly shifting regulations due to the necessary interaction between several agencies that govern law enforcement training, as well as the ever changing nature of the field.

3. Describe accomplishments/best practices derived from the project (Narratives limited to 1000 characters).
Re-certified the existing peace officer modular academy to meet changing regulations. Made some upgrades to required equipment for the academies. Created a pre-academy course to assist students for the rigorous academic and physical requirements of the academy. Attended statewide Public Safety meeting put on by the Chancellor's Office as well as appropriate Law Enforcement meetings for multiple agencies.

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):
2. The nature of the program makes this difficult but the program continues to look for ways to reach out to secondary students. 9. Program will be participating in an CTE-wide effort to develop and implement CTE focused student services.

Final Report of Expenditure by TOP Code: $3,123

- Professional Dev. (including stipends)
- Instructional Equipment Purchase/Replacement
- 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)</td>
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<tr>
<td>TOP Codes (*2-, 4-, and 6-digit)</td>
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</tr>
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<td>--------------------------------</td>
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<tr>
<td>Across - 01</td>
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<td>Administration</td>
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<table>
<thead>
<tr>
<th>Budget</th>
<th>Actual Direct</th>
<th>Actual Admin</th>
<th>Actual Total</th>
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<td>IC Total Expenditure</td>
<td>$ 147,690</td>
<td>$ 141,382</td>
<td>$ 4,971</td>
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<td>CTE Transitions Total Expenditure</td>
<td>$0</td>
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Final Report Program Information Across CTE Programs

District/College: KERN CCD/PORTERVILLE COLLEGE
Program Title: Across Programs

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

The college did not meet state targets in core indicators 2, 3, and 4. These outcomes indicate that the college needs to focus on completion, retention, nontraditional recruitment and job placement. Utilizing data from institutional research, the Job, Entrepreneur Center will target the special populations and non-traditional students utilizing outreach, workshops, and internships. This will require the integration of services provided by student services, academic and CTE faculty, and working with high school pathways.

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

Developing outreach programs as well as curriculum that imbeds basic skills and addresses ESL issues in the various programs. This also requires staff development opportunities as well as workshops developed to address the needs of the college's special populations and economic disadvantaged students. Better coordination with staff to capture those students needing services on the college campus as well as those students transitioning from the high schools.

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).
   Due to outreach efforts and student contacts with the Job, Career, Entrepreneur Center, our completion rates have increased including certificates in multiple CTE programs. Availability of staff continues to be an issue, however we have advisors contacting the high schools and working with our college students within the CTE programs on a weekly basis. Our efforts in career pathways and working with the local high schools has increased productivity. These efforts will continue through 16-17 academic year.

3. Describe accomplishments/best practices derived from the project (Narratives limited to 1000 characters).
   Our program awards (certificates and degrees) have increased over the previous year. Transfer degree awards in CTE programs have increased as well. We have seen an increase in both success and retention in almost all of the CTE programs. The efforts in career pathway programs with the local high schools has resulted in increased interest in the colleges CTE programs. The Dual enrollment courses have doubled in the last year.

Final Report of Expenditure by Across Program: $141,382

- 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)