District: KERN CCD

### Claim for Funds

<table>
<thead>
<tr>
<th>Funds Allocated</th>
<th>Funds Claimed on YTD Report</th>
<th>*Funds Unclaimed</th>
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</thead>
<tbody>
<tr>
<td>IC Total Expenditures</td>
<td>$896,970</td>
<td>$865,205</td>
</tr>
<tr>
<td>CTE Transitions Expenditures</td>
<td>$131,244</td>
<td>$131,244</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, 2017 to and including August 31, 2017. All performance under this allocation agreement were completed by June 30, 2017, 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.

Thomas J. Burke
District Superintendent/President
2100 Chester Avenue, Bakersfield, CA 933014099 2100 Chester Avenue, Bakersfield, CA 933014099

Chancellor
Title
Address
Date
08/31/2017
**Final Expenditure report by District**

**District:** KERN CCD  
**Allocation:** $896,970  
**Agreement No.:** 16-C01-023  
**Final YTD Expenditure:** $865,205  
**Unspent Funds:** $31,765

<table>
<thead>
<tr>
<th>Object of Expenditure</th>
<th>(A)</th>
<th>(B)</th>
<th>(C)</th>
<th>(D)</th>
<th>(E)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1000 Instructional Salaries</td>
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<td>$0</td>
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<td>$0</td>
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<td>$139,229</td>
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<tr>
<td>7000 Other Outgo</td>
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<td>$0</td>
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<td>$22,279</td>
<td>$865,205</td>
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</table>

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

**CTE Transitions Year-to-Date Expenditure 2016-2017 Final Report**

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<th>Object of Expenditure</th>
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<th>$36,810</th>
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<td>$0</td>
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<tr>
<td>2000 Noninstructional Salaries</td>
<td>$0</td>
<td></td>
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</tr>
<tr>
<td>3000 Employee Benefits</td>
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<td>5000 Other Operating Exp. &amp; Svs.</td>
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<tr>
<td>6000 Capital Outlay</td>
<td>$0</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>7000 Other Outgo</td>
<td>$0</td>
<td></td>
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<td></td>
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<tr>
<td>Administrative</td>
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<tr>
<td><strong>CTE Transitions Total Expenditures</strong></td>
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**Expenditure Report Comparison**

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<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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<td>IC Total Expenditure</td>
<td>$865,205</td>
<td>$865,205</td>
<td>$0</td>
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<tr>
<td>CTE Transitions Total Expenditure</td>
<td>$131,244</td>
<td>$131,244</td>
<td>$0</td>
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**District: KERN CCD**  
Agreement No.: 16-C01-023  
Address: 2100 Chester Avenue  
City: Bakersfield  
State: CA  ZIP: 93301 - 4099

<table>
<thead>
<tr>
<th><strong>District Contact/Project Director</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Name:</strong> John Means</td>
<td><strong>Title:</strong> Vice Chancellor</td>
</tr>
<tr>
<td><strong>Phone:</strong> 661 - 336-5036 ext.</td>
<td></td>
</tr>
<tr>
<td><strong>Fax:</strong> 661 - 336-5009</td>
<td><strong>Email:</strong> <a href="mailto:jmeans@kccd.edu">jmeans@kccd.edu</a></td>
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</table>

<table>
<thead>
<tr>
<th><strong>District Superintendent/President</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Name:</strong> Thomas J. Burke</td>
<td><strong>Title:</strong> Chancellor</td>
</tr>
<tr>
<td><strong>Phone:</strong> 661 - 336-5104 ext.</td>
<td></td>
</tr>
<tr>
<td><strong>Fax:</strong> 661 - 336-5025</td>
<td><strong>Email:</strong> <a href="mailto:tburke@kccd.edu">tburke@kccd.edu</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>District Business Officer</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Name:</strong> Deborah Martin</td>
<td><strong>Title:</strong> Interim Chief Financial Officer</td>
</tr>
<tr>
<td><strong>Phone:</strong> 661 - 336-5124 ext.</td>
<td></td>
</tr>
<tr>
<td><strong>Fax:</strong> 661 - 336-5025</td>
<td><strong>Email:</strong> <a href="mailto:debmarti@kccd.edu">debmarti@kccd.edu</a></td>
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</table>

<table>
<thead>
<tr>
<th><strong>College Responsible Administrator, if applicable (Dean of Career Education Practices)</strong></th>
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<tbody>
<tr>
<td><strong>Name:</strong> Cindy Collier</td>
<td><strong>Title:</strong> Admin Title</td>
</tr>
<tr>
<td><strong>College:</strong> BAKERSFIELD</td>
<td><strong>Email:</strong> <a href="mailto:ccollier@bakersfieldcollege.edu">ccollier@bakersfieldcollege.edu</a></td>
</tr>
<tr>
<td><strong>Phone:</strong> 661 - 395-4283 ext.</td>
<td></td>
</tr>
<tr>
<td><strong>Fax:</strong> 661 - 395-4522</td>
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<table>
<thead>
<tr>
<th><strong>College Responsible Administrator, if applicable (Dean of Career Education Practices)</strong></th>
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<tr>
<td><strong>Name:</strong> Michael Kane</td>
<td><strong>Title:</strong> Admin Title</td>
</tr>
<tr>
<td><strong>College:</strong> CERRO COSO</td>
<td><strong>Email:</strong> <a href="mailto:mike.kane@cerrocoso.edu">mike.kane@cerrocoso.edu</a></td>
</tr>
<tr>
<td><strong>Phone:</strong> 760 - 384-6258 ext.</td>
<td></td>
</tr>
<tr>
<td><strong>Fax:</strong> 760 - 375-4776</td>
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</table>

<table>
<thead>
<tr>
<th><strong>College Responsible Administrator, if applicable (Dean of Career Education Practices)</strong></th>
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</thead>
<tbody>
<tr>
<td><strong>Name:</strong> Sam Aunai</td>
<td><strong>Title:</strong> Admin Title</td>
</tr>
<tr>
<td><strong>College:</strong> PORTERVILLE</td>
<td><strong>Email:</strong> <a href="mailto:sam.aunai@portervillecollege.edu">sam.aunai@portervillecollege.edu</a></td>
</tr>
<tr>
<td><strong>Phone:</strong> 559 - 791-2308 ext.</td>
<td></td>
</tr>
<tr>
<td><strong>Fax:</strong> 559 - 791-2408</td>
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</tbody>
</table>
LIST OF TOP CODES AND TITLES FUNDED IN 2016-2017
INCLUDE FUNDING FOR ACROSS CTE PROGRAMS

District/College: KERN DISTRICT  
Agreement No.: 16-C01-023

<table>
<thead>
<tr>
<th>TOP Codes (*2-, 4-, and 6-digit)</th>
<th>TOP Code Title</th>
<th>Program Title</th>
<th>Amendment Status (N/D/A)</th>
<th>Local App Summary Amount by TOP Code (Combined Direct and Admin)</th>
<th>Final Direct Expenditure</th>
<th>Final Admin Expenditure</th>
<th>Combined Final Total Expenditure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Across - 15</td>
<td>Across Programs</td>
<td>CCCCY Carryover</td>
<td>No Change</td>
<td>$12,074</td>
<td>$12,074</td>
<td>$0</td>
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<tr>
<td>Admin - 01</td>
<td>Administration</td>
<td>Administration</td>
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<tr>
<td>CTE Trans 01-01</td>
<td>CTE Transitions</td>
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<td>CTE Trans 02-01</td>
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<table>
<thead>
<tr>
<th></th>
<th>Budget</th>
<th>Actual Direct</th>
<th>Actual Admin</th>
<th>Actual Total</th>
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<td>$12,074</td>
<td>$20,056</td>
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<td>$131,244</td>
<td>$129,084</td>
<td>$2,160</td>
<td>$131,244</td>
</tr>
</tbody>
</table>
Final Report Program Information Across CTE Programs

District/College: KERN CCD/KERN DISTRICT  Agreement No.: 16-C01-023
Program Title: CCCC Carryover  TOP Code: Across

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

The Chancellor’s Office of the California Community Colleges Workforce and Economic Development Division has placed a carryover amount for Title I-C Basic grant funding as a placeholder to the District (based on the District’s certified CTE disadvantaged student count).

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

Once this application is fully executed the District allocation recipient will submit a budget change (in first quarter – July 1-September 30, 2016) within the Title I-C online Year-to-Date quarterly system stating what will be purchased with the additional allocation at which time the monitor will review and approve the expenditures.

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 an oversight, the CCCCO carryover funds were not budgeted and expended as contemplated.

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

   Not applicable. See answer to #2, above.

Final Report of Expenditure by Across Program: $12,074

- Professional Dev. (including stipends)
- Instructional Equipment Purchase/Replacement
- Instructional Materials Purchase/Replacement (including software)
- Project Administration
- Facility rental/lease (off-campus location)
- Programs/Services for Special Populations
- Curriculum Development
- Consultants or Other Contracted Services
- Program Marketing and Outreach
- Other(specify): Not applicable
Final Report Program Information CTE Transitions Programs

District/College: KERN CCD/KERN DISTRICT  
Program Title: (1) Secondary and Postsecondary Transition  
Agreement No.: 16-C01-023  
TOP Code: CTE Trans 01

Briefly summarize the planned activities associated with the selected objective.

Activity 1 Professional Development – Provide 3 workshops (one at each college) for administrators, CTE faculty and counselors to discuss the benefits of dual enrollment, freshman transition programs and best practices that produce desired outcomes. Activity 2 Outreach and Career Exploration – Develop and deliver school staff presentations to inform secondary school staff of the purpose and benefits of freshman transition programs and dual enrollment. Activity 3 Articulation – Provide as needed teacher training in CATEMA and manage the articulation process using CATEMA to insure that agreements are maintained and credits awarded.

What are the anticipated Measurable Performance Outcomes of these activities?

Activity 1: Three workshops that will advance the understanding in college staff of the benefits of CTE preparation of secondary students to insure successful transition to postsecondary education and training. Activity 2: Development and delivery of six pilot presentations to selected secondary schools refining the process for expansion of dual enrollment in future years. Activity 3: Continuation of the existing articulation program. Expanding articulated course offerings where dual enrollment is not possible and maintaining the CATEMA system.

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).

The project director has continued to engage with secondary and post-secondary staff to address concerns, and share best practices from published research and the experience of experts in the field.

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

Activity 1) Project staff held meetings with college and high school administrators, CTE faculty and counselors that discussed the benefits of dual enrollment, freshman transition programs, and best practices. Activity 2) Project staff conducted meetings and made presentations to secondary school staff regarding the purpose and benefits of freshman transition programs and dual enrollment. Activity 3) Project director provided individual and group CATEMA system trainings as needed within the KCCD service area. Outcomes: As a result of this work, the existing articulation program has continued, and in most cases expanded the available course offerings, particularly where dual enrollment is not possible; the CATEMA system has been maintained, and the understanding of both college and secondary administrators, faculty, teachers, and staff advanced regarding the preparation needed to ensure a successful postsecondary education and training transition.
Final Report Program Information CTE Transitions Programs

District/College: KERN CCD/KERN DISTRICT
Program Title: (2) CCC CTE Student Success

Activity 1 – Continue to add the freshman transition program Get Focused-Stay Focused to new schools and maintain the growth of the later grade modules to give as many as possible a 10-year education and career plan. Activity 2. Provide professional development to English and social studies teachers so they can blend the module curriculum into their course work. Activity 3. Provide assistance dual enrollment programs to acquire college text books that can be used as a lending library for disadvantaged students

What are the anticipated Measurable Performance Outcomes of these activities?

Activity 1: Career Choices as a dual enrollment option in 90% of our 72 secondary feeder schools. Activity 2: Implementation of the sophomore, junior and senior year modules in 50% of our 72 secondary schools. Activity 3: Purchase of text books needed to provide all students the tools they need to succeed in dual enrollment classes.

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).

The project director has continued to engage with secondary and post-secondary staff to address concerns, and share best practices from published research and the experience of freshman transition program experts.

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

Activity 1) Get Focused Stay Focused GFSF continues to be in high demand. Six additional high schools implemented GFSF this year. Innovative approaches included providing curriculum to seniors in fall or spring, and to juniors over the summer term. Activity 2) The project director recruited English and Social Studies high school teachers who were implementing GFSF sophomore, junior and senior modules to attend professional development events. Activity 3) Six high schools were assisted in acquiring DE college text books used as a lending library for disadvantaged students. Outcomes: Consequent to the project director’s work, GFSF was expanded to six additional high schools within the service area.
### Final Report Program Information CTE Transitions Programs

**District/College:** KERN CCD/KERN DISTRICT  
**Agreement No.:** 16-C01-023  
**Program Title:** (3) Student Transition to World of Work  
**TOP Code:** CTE Trans 03

<table>
<thead>
<tr>
<th>Activity 1</th>
<th>Provide professional training through self-study to teachers and counselors to enable them to assist students in the development of personal education and training plans.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activity 2</td>
<td>Support the resume building and job interview skills programs that are part of the freshman transition program.</td>
</tr>
</tbody>
</table>

**Final Report Summary:**

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

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

   Select Yes ☑ No ☐ Partially ☐

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

   The project director has continued to engage with secondary teachers and counselors to support students’ educational planning, post-secondary training program, resume, and interview skills, all of which supports students’ transition to employment and the world of work.

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

   Activity 1) The project director supported high school teachers and counselors through individual training and self-study to ensure that they could assist students in the development of personal education and training plans. Activity 2) The project director supported HS Career Choices / Get Focused Stay Focused teachers to implement local volunteer recruitment strategies to support the resume building and job interview skills programs that are part of the freshman transition program. Outcomes: As a result of the project director’s work, students participating in Get Focused Stay Focused freshman transition and sophomore through senior modules are prepared to complete college education plans and/or skills-based training programs that lead to employment, have acquired skills needed to transition to employment and the world of work.
## LIST OF TOP CODES AND TITLES FUNDED IN 2016-2017

INCLUDE FUNDING FOR ACROSS CTE PROGRAMS

### District/College: BAKERSFIELD COLLEGE  
Agreement No.: 16-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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<tbody>
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<td>1230.00 - 01</td>
<td>Nursing</td>
<td>Nursing</td>
<td>No Change</td>
<td>$6,000</td>
<td>$3,678</td>
<td>$0</td>
<td>$3,678</td>
</tr>
<tr>
<td>1305.00 - 01</td>
<td>Child Development/Early Care and Educati</td>
<td>Child Development</td>
<td>No Change</td>
<td>$6,000</td>
<td>$6,535</td>
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<tr>
<td>1306.00 - 01</td>
<td>Nutrition, Foods, and Culinary Arts</td>
<td>Nutrition</td>
<td>No Change</td>
<td>$6,000</td>
<td>$3</td>
<td>$0</td>
<td>$3</td>
</tr>
<tr>
<td>Across - 01</td>
<td>Across Programs</td>
<td></td>
<td>No Change</td>
<td>$476,860</td>
<td>$439,945</td>
<td>$15,105</td>
<td>$455,050</td>
</tr>
</tbody>
</table>

### Budget Actual Direct Actual Admin Actual Total
| TC Total Expenditure | $585,860 | $347,742 | $15,105 | $562,847 |
| CTE Transitions Total Expenditure | $0 | $0 | $0 | $0 |
Local Application Amendment Request Form

District/College: BAKERSFIELD COLLEGE

Agreement No.: 16-C01-023

Added Following TOP Code(s)

<table>
<thead>
<tr>
<th>TOP Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>010200 - 01</td>
<td>Animal Science</td>
</tr>
<tr>
<td>050500 - 01</td>
<td>Business Administration</td>
</tr>
<tr>
<td>060200 - 01</td>
<td>Journalism</td>
</tr>
</tbody>
</table>

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

The college uses an annual process of program review that allows each program to evaluate its effectiveness and resources. Then based on individual program requests, the CTE committee consisting of all faculty chairs prioritizes the request. The above programs were identified as a high priority.

Describle 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 program review process requires faculty to evaluate the adequacy of instructional materials, student competency and success attainment based on the result of the analysis the above program were selected to receive funding to improve their program.
Final Report Program Information Across CTE Programs

District/College: KERN CCD/BAKERSFIELD COLLEGE Program Title: Across Programs Agreement No.: 16-C01-023 TOP Code: Across

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

BC will address the key Across Program identified needs in the NPI – currently BC exceeds 22 of the 34 targets, with 4 NR, but will continue to improve the NPI benchmarks. In specific program areas where NPI performance was below the target, those areas will be addressed. Professional Development: Training may be provided in the use of instructional technology; to address the varied learning styles; to establish strategies to improve results in meeting the Performance Indicators; to stay current with their fields of expertise, etc. Managers may be provided training to be prepared to use the purpose and proper use of CTE funding. Funding will be made available for these types of professional development. Equipment/Technology: All CTE programs strive to stay current with equipment/technology used in industry. Funding will be utilized for this purpose. Career Guidance: A decline in the opportunity for CTE related career exploratory experiences for secondary students has resulted in an uninformed populous. Efforts will be made to develop more CTE career pathway articulations with local high schools. Funds will be used to provide instructional aids specifically for CTE students for their CTE coursework. Assistance to improve student success and overall employability skills will be provided. An increase in articulation of CTE courses with local high school partners will occur. Efforts will be expanded to increase the number of CTE students that actually gain college credit for articulated courses. Work to develop a process for immediate college credit for students completing articulated courses will continue. The college will continue to improve methods to attain and utilize the Local Planning Team input for use in developing future CTE plans. Support will be provided to CTE program areas by CTE office staff including budgetary assistance, CTE student survey administration, arranging for professional in-service activities, and more.

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

Many of our programs require close contact with students, so we will focus in the next year with high touch student services, which is in alignment with the College’s work on career pathways. Programs and services designed to support the education of CTE students will continue to be strengthened by on-going staff development and program improvement. Programs will be assessed annually for their effectiveness in meeting CTE student needs. Meeting Negotiated Performance Indicator Benchmarks. Career guidance–CTE students will be provided career guidance courses to explore career choices, education, and training opportunities. Academic Assessments and interest inventories may be completed to assist in developing educational plans. CTE students will develop Ed Plans with the assistance of CTE academic advisors. Professional Development–CTE managers will attend CTE conferences and professional development opportunities to improve managerial skills and understanding of the CTE funding process. CTE instructors in need of training in the effective use of instructional technology to address varied learning styles of CTE students may be funded. Additionally instructors and staff will be provided the opportunity to attend subject matter professional development. Equipment/Technology: Enable CTE programs to stay current with equipment/technology used in industry funds will be made available. Articulation–Efforts will be made to increase the number of CTE courses that are articulated with local high school partners. The number of students receiving 2 + 2 or dual credit for courses taken while in high school will increase. There will be efforts to increase the number of 2+2 and 2+2+2 Career Pathways with local High School programs. Program Support–Support will be provided to program areas by CTE office staff including budgetary assistance, CTE student survey administration, in-service assistance and more.

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).

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. These trainings have expanding outreach and marketing efforts across all CTE programs. Recruitment events were coordinated, to host a vast array of employers targeting, electronics, welding, ag mechanics, and ag business students. Job Developers coordinated the Health Career Connection Fair targeting all nursing and allied health program students to expanded employment opportunities upon completion of the program. CTE staff coordinated pre orientations to inform students of program options, college resources and supportive services. Additionally, open houses were hosted for the Automotive, Nursing and Allied Health, and Child Development and Culinary departments, allowing high school students to visit skills laboratories, meet with program faculty, staff and currently enrolled students. Work Experience courses were added to expand offerings for career related internships. Expansions were made in articulation agreements and an increase in internships site agreements. Furthermore independent appointments were scheduled for students that required educational or career guidance, student educational plans, resume or interview skills, and career readiness information or general supportive services including financial aid.

Final Report of Expenditure by Across Program: $455,050

☑️ 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) ☐

California Community Colleges Workforce Policy Alignment Unit FORM: Sec III-A
Final Report Summary:

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

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. Instructional supplies will be purchased in the amount of $5000 to maintain program costs.

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 CATA- 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. The information from the conference was used to provide faculty and advisor members in-service trainings. $5000 was spent at Rosedale Farrier Supply for fencing material to maintain program farm lab.

Requirement for Uses of Funds

<table>
<thead>
<tr>
<th>Requirement</th>
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<th>UNMET</th>
<th>NOW MET</th>
</tr>
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<td>3. Provide students with strong experience in and understanding of all aspects of an industry, which may include work-based learning experiences. [§135(b)(3)]</td>
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<td>4. Develop, improve, or expand the use of technology in CTE, which may include training to use technology, providing students with the skills needed to enter technology fields, and encouraging schools to collaborate with technology industries to offer internships and mentoring programs. [§135(b)(4)]</td>
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<td>5. Provide in-service and pre-service professional development programs to faculty, administrators, and career guidance and academic counselors involved in integrated CTE programs, on topics including effective integration of academics and CTE, effective teaching skills based on research, effective practices to improve parental and community involvement, effective use of scientifically based research and data to improve instruction. Professional development should also ensure that faculty and personnel stay current with all aspects of an industry; involve internship programs that provide relevant business experience; and train faculty in the effective use and application of technology. [§135(b)(5)]</td>
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<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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Describe specific future activity(ies) intended to address the remaining unmet requirement(s) (Narratives limited to 4000 characters):

Final Report of Expenditure by TOP Code: $5,365

- 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.: 16-C01-023
Program Title: Horticulture  TOP Code: 010910

<table>
<thead>
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<th>NOW MET</th>
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</thead>
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<td>☐️</td>
<td>☐️</td>
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<td>☑️</td>
<td>☐️</td>
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<td>3. Provide students with strong experience in and understanding of all aspects of an industry, which may include work-based learning experiences. [[§135(b)(3)]]</td>
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<td>☐️</td>
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<td>☑️</td>
<td>☐️</td>
<td>☐️</td>
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<td>☑️</td>
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<td>☑️</td>
<td>☐️</td>
<td>☐️</td>
</tr>
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<td>☑️</td>
<td>☐️</td>
<td>☐️</td>
</tr>
</tbody>
</table>

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

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

<table>
<thead>
<tr>
<th>TOP Code: 010910</th>
</tr>
</thead>
</table>

Final Report of Expenditure by TOP Code: $4,252

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

District/College: KERN CCD/BAKERSFIELD COLLEGE
Program Title: Agriculture Business

Agreement No.: 16-C01-023
TOP Code: 011200

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

Great focus will be placed on Core 1 Skill Attainment and Core 4 Employment as 4-5 of the special population areas are falling before the performance rate.

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

Efforts will continue to evaluate the feasibility of maintaining specific courses and programs. There will be additional, focused placed on providing career guidance and academic counseling for CTE students, and developing and fostering the development of additional dual enrollments and articulations. Faculty and Advisors will collaborate to effectively refer students in the special populations not meeting performance to support services on campus. Instructional supplies in the amount of $1000 will be purchased to maintain the program costs. Faculty will have $5000 allocated to attend professional development 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 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 CATA- California Agriculture Teachers Association Planning Meeting, where curriculum was discussed to be shared across multiple Ag programs within the region and evaluation of current industry trends. To expand on student employment opportunities, the CTE Job Development Specialist hosted a recruitment workshop for Bolthouse Farms specifically targeting Agriculture students. Bolthouse advertised and recruited for internship and employment opportunities within their company. Additional efforts were made by the CTE advisor to make a presence by visiting the ag classrooms and scheduling individual appointments to provide supportive services for students targeting special 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, improve, 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: $1,497
Final Report Program Information by TOP Code

District/College: KERN CCD/BAKERSFIELD COLLEGE  Agreement No.: 16-C01-023
Program Title: Business Administration  TOP Code: 050500

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

   The core indicators suggest that focus should be shifted to increasing completion and job placement. Efforts will continue to evaluate the feasibility to maintain specific courses and programs. There will be additional focused placed on providing career guidance and academic counseling for CTE students, and developing and fostering the development of additional dual enrollments and articulations. 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.

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 Florida. 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

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

Final Report of Expenditure by TOP Code: $1,500

- [x] 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: Journalism  
Agreement No.: 16-C01-023  
TOP Code: 060200

Final Report Summary:

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

The core indicators suggest that focus should be shifted to increasing skill attainment, persistence and transfer, and employment. 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 focus placed on providing career guidance and academic counseling for CTE students and internship opportunities for employment exploration. Equipment will be purchased to support program costs.

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).

Equipment was purchased for the Journalism program to support ongoing efforts as part of the campus newspaper, providing students industry related experience and skills that can be carried over into employment. Internships were also offered to students providing an experiential learning experience.

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<td>9. Provide activities to prepare special populations, including single parents and displaced homemakers enrolled in CTE programs, for high-skill, high-wage or high-demand occupations that will lead to self-sufficiency. [§135(b)(9)]</td>
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Describe specific future activity(ies) intended to address the remaining unmet requirement(s) (Narratives limited to 4000 characters):

Final Report of Expenditure by TOP Code: $850

- 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.: 16-C01-023  TOP Code: 093400
Program Title: Electronics

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

The core indicator report suggests that concentration should be placed on Core 1 Skill Attainment targeting males, the economically disadvantaged, single parents and students with disabilities. Performance rates for Core 4 Employment need to be addressed with all of the special population groups.

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

In addition to supporting and participating in across-programs efforts for recruitment of non-traditional and special population students our program will provide targeted recruitment material to a significant portion of the students in middle and high schools in our district; partner with high schools to develop feeder programs in Electronics and support efforts for STEM and high school academics. Faculty with work with special populations to make sure referrals to campus support programs have been made. $40,000 in equipment upgrades will be made to raise our skill attainment rates as well as allow our students to learn on the best equipment possible so they have higher employability rates after completion. We will continue to work with the CTE Department to develop internships for our student and work with industry so our students know current jobs available on the market.

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).

Requirements 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: $42,348

[Checkboxes for expenditure categories]

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

District/College: KERN CCD/BAKERSFIELD COLLEGE
Program Title: Automotive
Agreement No.: 16-C01-023
TOP Code: 094800

Briefly describe the program improvement issue(s) concerning this TOP code.
Program improvement needs to be made across all 5 cores. Core 1 skill attainment needs to focus its efforts on students with disabilities. Core 2-5 are under the performance rate in over half of the categories of special populations. Areas of main focus will be completion, persistence, employment, participation and completion.

Briefly describe the issue(s) will be addressed.
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. Instructional supplies in the amount of $1000 will be purchased to maintain the program costs. Faculty will have $5000 allocated to attend professional development that will focus on special populations and industry standards as well as $5000 for equipment upgrades to raise skill attainment. Marketing and recruitment efforts will be increased to raise nontraditional students’ awareness of the opportunities in our industry and the availability of specialized training from Bakersfield College as well as employability upon successful completion. Efforts will also be made to more effectively utilize student accomplishment to market the program. Instructors will work with on-site services that support the special populations and offer referrals to promote student success.

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).
Through the use of these funds, the Automotive Instructors attended the California Automotive Teachers Conference where they received the most current training on current industry practices and received information on up-coming technology. They also were able to create and continue industry network relationships that will be utilized to source needed industry support for the Automotive program. This support includes intellectual information as well as tangible, physical support such as tool and equipment donations along with vehicle donations. The training also exposed the instructors to clubs and organizations within the industry to focus on our non-traditional students, females in the automotive industry. Supplies and equipment were purchased to improve classroom instruction, enhancing the industry related experience students receive. Rack and shelving were purchased to house supplies and parts for the Race Car that is being built as part of program advertising to entice non-traditional students. Marketing and outreach efforts were coordinated by the CTE advisor and Job Developer in collaboration with Automotive Staff. An Auto Open House targeting high school and college bound students was hosted to advertise the newest changes to the Automotive curriculum, stackable credentials and certificates that can be earned and employment opportunities upon completion of the program. Advertising was directed towards non-traditional students and expanded to an audience outside those who are currently enrolled in automotive programs. The annual advisory meeting resulted in the expansion of internship placement sites and the placement of 14 program students with Automotive employers throughout Kern County. Internships resulted in 12 job offers.

3. Describe accomplishments/best practices derived from the project (Narratives limited to 1000 characters).
Through the use of these funds, Automotive Instructors attended the California Automotive Teachers Conference where they received the most current training on current industry practices and received information on up-coming technology. They also were able to create and continue industry network relationships that will be utilized to source needed industry support for the Automotive program. This support includes intellectual information as well as tangible, physical support such as tool and equipment donations along with vehicle donations. The training also exposed the instructors to clubs and organizations within the industry to focus on our non-traditional students, females in the automotive industry. Supplies and equipment were purchased to improve classroom instruction, enhancing the industry related experience students receive. Rack and shelving were purchased to house supplies and parts for the Race Car that is being built as part of program advertising to entice non-traditional students. Marketing and outreach efforts were coordinated by the CTE advisor and Job Developer in collaboration with Automotive Staff. An Auto Open House targeting high school and college bound students was hosted to advertise the newest changes to the Automotive curriculum, stackable credentials and certificates that can be earned and employment opportunities upon completion of the program. Advertising was directed towards non-traditional students and expanded to an audience outside those who are currently enrolled in automotive programs. The annual advisory meeting resulted in the expansion of internship placement sites and the placement of 14 program students with Automotive employers throughout Kern County. Internships resulted in 12 job offers.

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)]
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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)]
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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: $20,595

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

**District/College:** KERN CCD/BAKERSFIELD COLLEGE  
**Program Title:** Commercial Music  
**Agreement No.:** 16-C01-023  
**TOP Code:** 100500

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

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 students interested in pursuing commercial music. Dr. Ottum is active in popular music education and technology, regularly attending trainings abroad 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 students. Activities promote a vast array of genres, production techniques, and approach the industry in order to ensure maximum reach and success. Continued campus-wide showcases will empower current students to share classroom experiences and trainings, providing encouragement to others to explore the commercial music program. Faculty and the CTE Job Developer will continue to make industry connections for future employment, through work based learning opportunities and internships to attain high-skill, high-wage, and demand occupations.

**Final Report Program Information by TOP Code**

**District/College:** KERN CCD/BAKERSFIELD COLLEGE  
**Program Title:** Commercial Music  
**Agreement No.:** 16-C01-023  
**TOP Code:** 100500

<table>
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<tr>
<th>Professional Dev. (including stipends)</th>
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</table>
Briefly describe the program improvement issue(s) concerning this TOP code.

Core 1 Skill Attainment and Core 4 Employment will be the major focus as the performance rates are less than the goal in 4-5 special populations’ categories. Work is still needed in Core 2 Completions with the economically disadvantaged, Core 3 Persistence with male students and Core 5 Participation and Completion with males and students with limited English proficiency.

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

Students will be encouraged to speak to faculty and CTE advisors to gain more insight into the available support systems on campus. Advisors will also work with students on 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. Instructional supplies in the amount of $1000 will be purchased to maintain the program costs. Faculty will have $5000 allocated to attend professional development to maintain knowledge of current trends and innovations and work with industry partners to stay current on job openings in the area to raise employability. $5000 is also allocated to support the new Media Arts program with equipment needed to sustain the program and raise skill attainment for our 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).

Faculty participated in an annual staff development training that brought together local high school visual arts teachers for a discussion of the Bakersfield College Digital Arts program and current visual art topic addressing the skills attainment gap. The purpose of the Panorama Conference, which is conducted by the faculty in the Art Department, is to strengthen collaboration/relationships with our high school colleagues, and improve a favorable attitude regarding the program. Outcomes of this event lead to increased student referrals from teachers, assessment indicated an improvement in core indicator data and dual enrollment offerings leading to the graphic arts pathway.

Requirement for Uses of Funds

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

Final Report of Expenditure by TOP Code: $797

- 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: Radiologic Technology

Agreement No.: 16-C01-023
TOP Code: 122500

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

BC’s Radiologic Technology program are current meeting all core indicators with the exception of Core 3 Persistence. Focus will be targeted on the four special population categories that are falling below performance goals.

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

Instructional supplies in the amount of $1000 will be purchased to maintain the program costs. Faculty will have $5000 allocated to attend professional development that is necessary for faculty to remain current in the medical industry technologies (digital imaging, 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. Career Connection Fairs are also scheduled to pair students with industry partners to grasp all of the allied health related fields that are available in the area as well as work with industry partners to secure internships and employment after 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 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).

Two faculty members 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 enhancing the way the program teaches students to provide care for diverse populations in addition to maintaining program accreditation.

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: $1,219

☑ 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.: 16-C01-023
Program Title: Nursing  TOP Code: 123000

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

Focus will be made on Core 1 Skill Attainment as the performance rate is below the goal in all categories of special populations and Core 3 Persistence as four areas of special populations are performing under the goal.

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

The department installed a new nursing simulator during the 2015-16 academic year, which will increase student access to the latest trends in the Allied Health field. Additionally, efforts will be increased to provide persistence and early success strategies to students. Instructional supplies in the amount of $1000 will be purchased to maintain the program costs. Faculty will have $5000 allocated to attend professional development to maintain knowledge of current trends and innovations as well as meet with industry partners to raise employability rates for the students. Career Connection fairs are scheduled to tie students to industry partners and all of the careers in the allied health field they have to offer.

Final Report Summary:

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

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

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

Final Report of Expenditure by TOP Code: $3,678

- 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.: 16-C01-023  TOP Code: 130500

BRIEFLY DESCRIBE THE PROGRAM IMPROVEMENT ISSUE(S) CONCERNING THIS TOP CODE.

The core indicators recommend that focus should be shifted on Core 1 Skill Attainment, Core 4 Employment, Core 5 a and b for Participation and Completion. Each of the four core indicators performance rates are low in 70-95% of the special population categories.

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 as well as employability in the industry upon successful completion. Efforts will also be made to more effectively utilize student accomplishment to market the program. Instructional supplies in the amount of $1000 will be purchased to maintain the program costs. Faculty will have $5000 allocated to attend professional development to maintain knowledge of current trends and innovations in Child Development as well as best practices nationwide.

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).

Faculty participated in professional development trainings by attending the CAEYC-CA Association for the Education of Young Children’s Annual Conference. This conference addressed multiple areas that cover current industry standards and licensing requirements in addition to new ideas, collaboration, theory and research for faculty to improve classroom instruction. Outreach efforts were conducted to introduce first-time students to the opportunities within Child Development. Open Houses were hosted in collaboration with the Culinary Arts department to engage students with the department faculty, program students and presentations to advertise college services including; counseling, Career Development, Academic Development, EOPS, professional organizations and the Child Care Training Consortium. This event targeted non-traditional students and had over 100 participants in attendance. Additionally funding was spent on instructional materials needed to maintain program costs.

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)]

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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)]

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Describe specific future activity(ies) intended to address the remaining unmet requirement(s) (Narratives limited to 1000 characters):

Final Report of Expenditure by TOP Code: $6,535
Final Report Program Information by TOP Code

District/College: KERN CCD/BAKERSFIELD COLLEGE  Agreement No.: 16-C01-023
Program Title: Nutrition  TOP Code: 130600

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

- Professional Dev. (including stipends)
- Instructional Equipment Purchase/Replacement
- Facility rental/lease (off-campus location)
- Curriculum Development
- Program Marketing and Outreach
- Instructional Materials Purchase/Replacement
- Project Administration
- Programs/Services for Special Populations
- Consultants or Other Contracted Services
- Other (specify):
### LIST OF TOP CODES AND TITLES FUNDED IN 2016-2017

**INCLUDE FUNDING FOR ACROSS CTE PROGRAMS**

**District/College:** CERRO COSO COMMUNITY COLLEGE  
**Agreement No.:** 16-C01-023

<table>
<thead>
<tr>
<th>TOP Codes (*2-,4-, and 6-digit)</th>
<th>TOP Code Title</th>
<th>Program Title</th>
<th>Amendment Status (N/D/A)</th>
<th>Local App Summary Amount by TOP Code (Combined Direct and Admin)</th>
<th>Final Direct Expenditure</th>
<th>Final Admin Expenditure</th>
<th>Combined Final Total Expenditure</th>
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</thead>
<tbody>
<tr>
<td>0501.00 - 01</td>
<td>Business and Commerce, General</td>
<td>Business and Commerce, General</td>
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<td>$2,620</td>
<td>$0</td>
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<tr>
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<td>$1,670</td>
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<td>Website Design and Development</td>
<td>Website Design and Development</td>
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<td>0702.00 - 01</td>
<td>Computer Information Systems</td>
<td>Computer Information Systems</td>
<td>No Change</td>
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<td>$3,065</td>
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<td>$3,065</td>
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<tr>
<td>0956.00 - 01</td>
<td>Manufacturing and Industrial Technology</td>
<td>Industrial Arts</td>
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<td>$638</td>
<td>$0</td>
<td>$638</td>
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<td>1208.00 - 01</td>
<td>Medical Assisting</td>
<td>Medical Assisting</td>
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<td>$4,100</td>
<td>$208</td>
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<tr>
<td>1230.20 - 01</td>
<td>Licensed Vocational Nursing</td>
<td>LVN</td>
<td>No Change</td>
<td>$2,100</td>
<td>$8,496</td>
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<td>1250.00 - 01</td>
<td>Emergency Medical Services</td>
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<td>No Change</td>
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<tr>
<td>1305.00 - 01</td>
<td>Child Development/Early Care and Education</td>
<td>Child Development</td>
<td>No Change</td>
<td>$4,100</td>
<td>$387</td>
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<tr>
<td>1402.00 - 01</td>
<td>Paralegal</td>
<td>Paralegal</td>
<td>No Change</td>
<td>$2,100</td>
<td>$1,582</td>
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<tr>
<td>2104.00 - 01</td>
<td>Human Services</td>
<td>Human Services</td>
<td>No Change</td>
<td>$2,100</td>
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<td>2105.50 - 01</td>
<td>Police Academy</td>
<td>Police Academy</td>
<td>No Change</td>
<td>$2,100</td>
<td>$13,756</td>
<td>$0</td>
<td>$13,756</td>
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<tr>
<td>Across - 01</td>
<td>Across Programs</td>
<td>Across CTE Program</td>
<td>No Change</td>
<td>$101,682</td>
<td>$94,818</td>
<td>$0</td>
<td>$98,674</td>
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</table>

**Budget** | **Actual Direct** | **Actual Admin** | **Actual Total** |
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<tr>
<td>IC Total Expenditure</td>
<td>$132,882</td>
<td>$129,254</td>
<td>$3,856</td>
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<tr>
<td>CTE Transitions Total Expenditure</td>
<td>$0</td>
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</tbody>
</table>
Briefly describe the across CTE program improvement issue(s) that require funding.

Many of the programs have been deficient in student success (skill attainment), completion and non-traditional participation. Some have had trouble with persistence and job placement. Many strategies have been implemented in the past few years to improve these areas with mixed results. This past year, we continued the use of technology (iPads) for skill attainment and it appears to have an excellent impact. We will continue to use these in more programs moving forward. Job placement has been a struggle across all programs over the past year as well. The CTE department is completely redesigning our marketing pieces (pamphlets, program specific brochures, etc.)

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

Outreach to K12 for nontraditional participation in programs will be done. We already have dual enrollment ready to start in the Fall with Tehachapi High School. In addition review of curriculum and alignment of career pathways will be used to assist traditional and nontraditional students enter into a career. College personnel will work with faculty to identify students that may be close to completion and assist them in the paperwork to get their degree/certificates. Use of interactive and tablet (iPad) technology will be expanded and used to increase skill development and reduce remediation. Our Job Development specialist position was vacant for most of last year. That position was filled. The Job Development Specialist is targeting employment efforts and we expect to see results in the next year. He has successfully set up internships with companies in town and is partnering with more businesses now to offer our students internships, externships or work-study programs. The Job Developer holds workshops on how to interview for jobs, resume writing classes, becoming a professional and many other classes to help our students succeed after (and during) college. Advisory Committees have been expanded this year and will work more closely with capstone classes to do placements in internships and employment. Faculty will be coaching students in introductory classes to inform them on the options in the entire sequences of courses. This strategy will be focused on nontraditional participation and completion.

Final Report Summary:

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

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

   Select Yes ☐ No ☐ Partially ☐

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

   We face a consistent barrier of having a large (18,000 sq.mile) and diverse service area that serves both remote desert communities, commuter towns and resort towns. We are addressing our non-traditional participation numbers with new professional development and have plans to do non-trad outreach workshops for some of our programs.

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

   One of the ways in which we have been working to address the diverse needs has been to expand our dual enrollment offerings through high schools in our service area. We have classes in business, office technology, web design, medical assisting and industrial arts. Our offering are set to see a 100% in the 2017-18 academic year. We have also seen a significant increase in our incarcerated student education program for the institution which is also serving some of our most underserved populations at the institution.

Final Report of Expenditure by Across Program: $98,674
## Final Report Program Information by TOP Code

<table>
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<th>Agreement No.: 16-C01-023</th>
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<tbody>
<tr>
<td>Program Title: Business and Commerce, General</td>
<td>TOP Code: 050100</td>
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Describe specific future activity(ies) intended to address the remaining unmet requirement(s) (Narratives limited to 4000 characters):  

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

District/College: KERN CCD/CERRO COSO COMMUNITY COLLEGE  Agreement No.: 16-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, employment and nontraditional participation again this year. The program has been revised to be streamlined and have a definitive entry and exit point. It has only been one year since this has been done, so the results are not yet showing. Outreach to nontraditional participative populations needs to be stepped up to encourage males in the BOT field. Our Job Development specialist position was vacant last year for part of the year and is now filled. The Job Development is targeting employment efforts.

Briefly describe how the issue(s) will be addressed.
Our Job Development specialist position was vacant last year for part of the year and is now filled. The Job Development is targeting employment efforts and we expect to see results in the next year. Advisory Committees have been expanded this year and will work more closely with capstone classes to do placements in internships and employment. Faculty will be coaching students in introductory classes to inform them of the options in the entire sequences of courses. This strategy will be focused on nontraditional participation and completion. Additional outreach to nontraditional groups (males in BOT area) continues to be a focus for the program.

Final Report Summary:
1. Was the program improvement issue(s) addressed and/or planned objectives met (Narratives limited to 1000 characters)?
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   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).
   Core indicators for both skill attainment and employment have come up above negotiated levels. Program streamlining and better utilization of our career center have had positive impacts. Core indicators for non-traditional populations still lag. This is particular prevalent for African American students. We have started working on specific professional development to address this issue starting with a workshop held in the spring on African American student success strategies utilizing existing campus resources and staff.
3. Describe accomplishments/best practices derived from the project (Narratives limited to 1000 characters).
   Program streamlining led to greater students success and the program both embedded and made a greater effort to direct students to the resources related to finding and getting jobs.

Requirement for Uses of Funds

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

Final Report of Expenditure by TOP Code: $1,670

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

District/College: KERN CCD/CERRO COSO COMMUNITY COLLEGE  Agreement No.: 16-C01-023
Program Title: Website Design and Development  TOP Code: 061430

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: $1,071

- 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 (barely), employment and nontraditional completion. Outreach to nontraditional participative populations needs to be stepped up to encourage females in the CIS field. Skill attainment is barely below the target and efforts to improve will continue. Our Job Development specialist position was vacant last year for a portion of time and will be filled this next year and will target employment efforts. Most of the strategies that were employed in the past year reflected improvement in the Core Indicators with the exception of Job Placement. Our Job Development Specialist was hired at the beginning of the year and began to work with students after developing processes to work with students and employers in placement. New internship programs were developed with employers to improve placements for CIS. Additionally, the Job Development Specialist worked with faculty in Advisory Committee members and formed initial partnerships that are expected to improve placements.

Briefly describe how the issue(s) will be addressed.
Advisory Committees have been expanded this year and will work more closely with capstone classes to do placements in internships and employment. Faculty will be coaching students in introductory classes to inform them on the options in the entire sequences of courses. This strategy will be focused on nontraditional participation and completion. Our Job Development specialist position was vacant last year and has been filled. The Job Development Specialist is utilizing advisory committee meetings target employment efforts. The Job Development Specialist is attending Advisory Committee meetings and forming partnerships with the community employers. Additionally, employers and the Job Development Specialist are coming into entry-level courses to promote pathways, internships and jobs upon completion of CIS certificate and/or A.S. degree. Online sections watched industry expert videos to explore different career pathways. Special internship programs have been developed over the past year to fill industry jobs in Information Technology. The CIS degree was aligned with the state model and approved by the Advisory Committee. A new certificate (Information Technology Plus) was created to serve the needs of IT workers locally.

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).
Over the last year we streamlined the computer science related offerings and brought on two new and highly sought after program offerings. These changes are starting to be reflected in increasing success across the core indicators.

Briefly describe how the issue(s) will be addressed.
Advisory Committees have been expanded this year and will work more closely with capstone classes to do placements in internships and employment. Faculty will be coaching students in introductory classes to inform them on the options in the entire sequences of courses. This strategy will be focused on nontraditional participation and completion. Our Job Development specialist position was vacant last year and has been filled. The Job Development Specialist is utilizing advisory committee meetings target employment efforts. The Job Development Specialist is attending Advisory Committee meetings and forming partnerships with the community employers. Additionally, employers and the Job Development Specialist are coming into entry-level courses to promote pathways, internships and jobs upon completion of CIS certificate and/or A.S. degree. Online sections watched industry expert videos to explore different career pathways. Special internship programs have been developed over the past year to fill industry jobs in Information Technology. The CIS degree was aligned with the state model and approved by the Advisory Committee. A new certificate (Information Technology Plus) was created to serve the needs of IT workers locally.

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).
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<table>
<thead>
<tr>
<th>Program Marketing and Outreach</th>
<th>Other(specify)</th>
</tr>
</thead>
<tbody>
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<td>☑</td>
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</table>
Briefly describe the program improvement issue(s) concerning this TOP code.
The core indicators show the program is deficient in completions, persistence and transfer, a very small margin in employment, non-traditional participation and non-traditional completion. Currently, students share and rotate access to equipment which is critical for skill attainment and needs to be improved. The Job Development Specialist position was unfilled for over 8 months. There has since been a full time Job Development Specialist hired. Students will work with the job developer through workshops, and personal interaction.

<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>
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<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>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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<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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<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):
The only unmet requirement relates to equipment, we have leveraged funds through the state to address this issue. However, significant delays in our building renovation have delayed implementation of this work. Once the renovation is completed this will be remedied.
<table>
<thead>
<tr>
<th>Program Marketing and Outreach</th>
<th>Other(specify)</th>
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</thead>
<tbody>
<tr>
<td>✓</td>
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</tbody>
</table>
Final Report Program Information by TOP Code

District/College: KERN CCD/CERRO COSO COMMUNITY COLLEGE  Agreement No.: 16-C01-023
Program Title: Medical Assisting  TOP Code: 120800

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

The Medical Assistant program is a newer program that is being expanded to outlying areas. The problems include outreach to outlying campuses including campuses KRV, Tehachapi, ESCC. Student retention, engagement, and completion are some of the problems. Certificate completion may be due to lack of facility access for externships and distance to clinical skills lab. Distance to facilities and skill labs is particularly a problem for under served populations with socioeconomic issues such as single parents, men, and Native American populations.

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

The problems presented above will be addressed through community outreach. Advertising and marketing will be addressed through brochures and outreach to high schools. College events such as Open House and/or Career Days serve as another method of outreach to local communities. The problem of access to local facilities will be addressed at the advisory board meetings in all college areas each semester. The MA program will use hybrid (online and in classroom) methods of learning to help students have better access to the program and decrease cost of student travel. The program is being offered in one high school for dual enrollment. The plan is to expand the program into other communities through the high school setting with dual enrollment. In addition, the Allied Health Program is developing the MA program to include Medical Coding, which would further make students marketable. The program would be online including the externship.

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 only core indicator that is still below level is for non-traditional participation. Our Medical Assisting faculty have and will be participating in the professional development on non-traditional participation and success. We initiated this program in the spring starting with a workshop focused on African American participation and success.

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

Our Medical Assisting program is benefiting from heavy dual enrollment participation. We have two high schools participating currently and will be expanding to another three high schools in the fall semester that will more than double the number of students.

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)(9)]

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: $208

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

☐ Instructional Equipment Purchase/Replacement ☐ Project Administration

☐ Facility rental/lease (off-campus location) ☐ Programs/Services for Special Populations

☐ Curriculum Development ☐ Consultants or Other Contracted Services

☐ Program Marketing and Outreach ☐ Other(specify)
Final Report Program Information by TOP Code

District/College: KERN CCD/CERRO COSO COMMUNITY COLLEGE  
Program Title: LVN  
Agreement No.: 16-C01-023  
TOP Code: 123020

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

The Vocational Nursing (VN) program has expanded outreach to nontraditional populations such as single parents and men in rural communities. There has been an increase of both populations in the program but this continues to be a problem. The problems include outreach to outlying campuses including campuses IWV, KRV, and ESCC. Distance to the college and to the health facilities provides problems for under-served populations with socioeconomic issues such as single parents, men, and Native American populations.

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

The problems presented above will be addressed through community outreach. Advertising and marketing will be addressed through brochures and outreach to high schools. College events such as Open House and/or Career Days serve as another method of outreach to local communities. The problem of access to local facilities will be addressed at the advisory board meetings in all college areas each semester. The VN program will use hybrid (online and in classroom) with ITV methods of learning to help students have better access to the program and decrease cost of student travel. The addition of course work in Kern Valley allows disadvantages students to attend courses in their rural area. To improve students’ success we will include site managers/subject experts for each added outlying campus with the intention of building stand-alone programs in those rural communities. There is the potential to add a VN program to the Tehachapi campus. To further increase students’ employability and serve the needs of the rural community, the Allied Health Department is looking to develop an ADN registered nursing program or partner with a university that has a LVN to BSN 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. 
   Select  
   - Yes  
   - No  
   - Partially

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

   Our nursing program continues to struggle to attract non-traditional students into the program. We will be working this year to leverage state funds to provide greater resources to our CTE student support efforts including a dedicated CTE counselor. 

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

   The Vocational Nursing (VN) program has expanded outreach to nontraditional populations such as single parents and men in rural communities. There has been an increase of both populations in the program but this continues to be a problem. The problems include outreach to outlying campuses including campuses IWV, KRV, and ESCC. Distance to the college and to the health facilities provides problems for under-served populations with socioeconomic issues such as single parents, men, and Native American populations.

4. Requirement for Uses of Funds

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

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

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

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

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

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

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

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

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

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

Final Report of Expenditure by TOP Code: $8,496

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

District/College: KERN CCD/CERRO COSO COMMUNITY COLLEGE
Program Title: EMT

TOP Code 1250 is noted to be deficient in skill attainment and employment per data provided. Unfortunately the data does not include completers that gain employment in fields requiring the training but with classifications that are different. For example, security officer data does not include EMT completers nor does fire service, safety officers, or law enforcement officers.

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

TOP Code 1250 has completed a program review this year and identified that employment information data and completion data are not accurate to correctly identify deficiencies related to employment. Department follow up with students is being conducted to identify how many and in what industries students are utilizing the EMT training. Attainment of skills are being addressed through practical skill training adjustment made in the classroom and the incorporation of scenario based teaching and testing.

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

Our employment recording issues have been corrected and the increase in reporting reflects this. Skill attainment is still an area the program struggles with. We are in the process of hiring and institutional researcher at the college and developing a research program, we will be utilizing this resource to try and identify our specific issues related to this program.

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)]

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Describe specific future activity(ies) intended to address the remaining unmet requirement(s) (Narratives limited to 4000 characters):
Final Report Program Information by TOP Code

District/College: KERN CCD/CERRO COSO COMMUNITY COLLEGE
Program Title: Child Development
Agreement No.: 16-C01-023
TOP Code: 130500

Briefly describe the program improvement issue(s) concerning this TOP code.
Core indicators are below state levels in completions, persistence, employment, and nontraditional participation and completions. The program has moved to an almost completely online program with one-on-ground class continuing to be offered at a remote site. Students within the service area have not made a successful transition to the online environment and faculty need professional development in teaching in the online environment.

Briefly describe how the issue(s) will be addressed.
On-ground support for online child development students will be provided by having faculty complete hours in the computer lab to support students taking online child development classes at Bishop, Mammoth, and Lake Isabella. Faculty will also participate in early engagement activities at the sites to support the development of relationships with online students living in the communities. Childhood Development will partner with the Spanish department to offer ITV courses that support the literacy development of Spanish speaking students who currently do not have access to Childhood Development courses. Professional development opportunities will be supported for faculty as they transition to Canvas and learn to use the new tools available for online instruction as well as for students to be familiarized with changes effecting the field (CLASS, DRDPtech, ECRS, etc. training).

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).

We are currently analyzing the schedule and timing of our offerings to see if a more compressed format would be beneficial to students.

Requirement for Uses of Funds

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<thead>
<tr>
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<th>MET</th>
<th>UNMET</th>
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<td>3. Provide students with strong experience in and understanding of all aspects of an industry, which may include work-based learning experiences. ([§135(b)(3)])</td>
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<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>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):


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

District/College: KERN CCD/CERRO COSO COMMUNITY COLLEGE  
Program Title: Paralegal  
Agreement No.: 16-C01-023  
TOP Code: 140200  

Briefly describe the program improvement issue(s) concerning this TOP code.
Core indicators are below state levels in employment and nontraditional participation. This past year we hired a full time faculty member in Paralegal, which is increasing the connections with the legal community, expanding the Advisory Committee and will increase job placements. Our Job Development specialist position was vacant last year for part of the year and is now filled. The Job Development Specialist is targeting employment efforts and will be working with the full time faculty member. Outreach to nontraditional participative populations.

Briefly describe how the issue(s) will be addressed.
Our new full time Paralegal faculty member will continue to expand connections in the legal community, expand her advisory committee and work with the Job Developer on placements for graduates. 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. Additional outreach to nontraditional groups continues to be a focus for 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).
   Employment numbers have increased and now are above negotiated state levels. This seems to be an effect of increasing completers in the program. Although improving core indicators for non-traditional participation are still below level. These will be addressed both through our increased CTE student support services that will be implemented in the current year via leveraged state funds. Paralegal faculty are also participating in professional development related to non-traditional participation and success. I believe that the previous program direct mistakenly checked unmet instead of met across the requirements.

3. Describe accomplishments/best practices derived from the project (Narratives limited to 1000 characters).
   Recent program success seems primarily related to the program maturing. We brought in a new full-time faculty member two years ago and she has retooled and refined the program offerings and we are just now seeing the number of graduates and employment numbers increasing as a result of these changes.

Requirement for Uses of Funds

<table>
<thead>
<tr>
<th>Requirement for Uses of Funds</th>
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<th>UNMET</th>
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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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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: $1,582

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

District/College: KERN CCD/CERRO COSO COMMUNITY COLLEGE  Agreement No.: 16-C01-023
Program Title: Human Services  TOP Code: 210400

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

The Human Services program show to be deficient in persistence and transfer, and employment. The difficulties with this program is to continue to have student engagement, retention, and completion when there are multiple sites (Kern Valley, Ridgecrest, Bishop and Mammoth). Another challenge is in outreach via advertising and marketing to underrepresented populations such as Native American, African American, and men.

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

New marketing strategies and creative forms of outreach continue to grow. This will always be evolving as we learn what marketing is effective to our equity gaps. Human services will continue to work with employers and the Job Development Specialist to place students in work study programs and internships. Students are also encouraged to utilize the Job Developer's workshops on resume writing, mock interviews, etc. Participation in college events such as Career Day and Open House will help the program become more visible to students and the community. Continued use of Advisory Board meetings will help employers and faculty know the trends and needs of Cerro Coso's service area.

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 main lesson that we have learned is that our current marketing strategy to attract non-traditional students is not working. We have revamped our marketing materials and will be trying a broader outreach program in the coming year.

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

New marketing strategies and creative forms of outreach continue to grow. This will always be evolving as we learn what marketing is effective to our equity gaps. Human services will continue to work with employers and the Job Development Specialist to place students in work study programs and internships. Students are also encouraged to utilize the Job Developer's workshops on resume writing, mock interviews, etc. Participation in college events such as Career Day and Open House will help the program become more visible to students and the community. Continued use of Advisory Board meetings will help employers and faculty know the trends and needs of Cerro Coso's service area.

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

Final Report of Expenditure by TOP Code: $380

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

District/College: KERN CCD/CERRO COSO COMMUNITY COLLEGE  
Program Title: Police Academy  
Agreement No.: 16-C01-023  
TOP Code: 210550  

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

The program is deficient in Persistence and Employment, with non-traditional students making up the largest deficit. Having current technological training equipment will strengthen the program and build understanding with students. Up-to-date equipment is crucial for instruction. Modular academies, while they are significant in size, do not have a state approved certificates and so have not counted.

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

Faculty will move forward to develop program certificates both for the modular and policy academies. Our Job Development specialist will target employment efforts. Advisory Committees have been expanded this year which should assist in employment and placement. College personnel will continue work with faculty to identify program students that may be close to completion and assist them in the paperwork to get their degree/certificates. Students that are close to completing will be notified to assist in the persistence. Current technology being purchased.

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 Effectively 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).

   Part of the issues with the data related to the Police Academy has been it's small numbers and infrequent offerings, as well as the ability for the college to over the final level of training. As such students could not previously complete their credentials. We have rectified these issues with the our current offerings and are in process of being evaluated for the purpose of being certified to offer the highest level certification.

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

   Our biggest revelation has come in terms of finally determining a schedule for offering program across our various sites in a rotation that is both consistent enough to serve local hiring needs as well as allowing enough time for demand to rise to appropriate level to maintain needed class sizes.

Requirement for Uses of Funds

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

Final Report of Expenditure by TOP Code: $13,756
LIST OF TOP CODES AND TITLES FUNDED IN 2016-2017
INCLUDE FUNDING FOR ACROSS CTE PROGRAMS

District/College: PORTERVILLE COLLEGE
Agreement No.: 16-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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<tr>
<td>Across - 01</td>
<td>Across Programs</td>
<td>Across CTE</td>
<td>No Change</td>
<td>$ 144,032</td>
<td>$ 133,800</td>
<td>$ 3,318</td>
<td>$ 137,118</td>
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<tr>
<th></th>
<th>Budget</th>
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<th>Actual Admin</th>
<th>Actual Total</th>
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<tr>
<td>CTE Transitions Total Expenditure</td>
<td>$0</td>
<td>$0</td>
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</table>
Porterville College meets and/or exceeds 24 of 34 its state negotiated core indicator targets. The college hopes to continue to improve upon its performance. Our efforts will need to focus on completion, retention, and nontraditional recruitment. Students enrolled in one the career technical education (CTE) programs will receive comprehensive student support services from education advisor and/or counselor with specialized information gathered from faculty in the appropriate discipline.

Porterville College saw some significant programmatic/instructional changes and improvements during the FY 16-17. New curriculum and programs were developed and approved. We were able to complete what we set out to accomplish. While we did not specifically hold program specific orientations, programmatic information were provided via workshop presentations provided by staff on specific CTE majors/programs. Faculty/staff have attended workshops, conferences, meetings to learn and gather information on best practices for retention, completion, industry standards, career preparation, etc.

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).
   1. Career Technical Education Advising: Provision of education advising across career technical education programs (CTE Ed Advisor) on related assistance specific to enrollment, registration, program requirements, and program completion.
   2. Career Services: Through the college's Job Entrepreneurship Career (JEC) Center, we have been able to provide job/career assistance such as resume writing, mock interviews, internships, workshops, etc.
   3. Presentations in CTE classes: Across the college's collective efforts to support students in CTE related to education advising, career services, etc. Additionally, staff provided education advising to students enrolled in dual enrollment classes in the high school who were in career pathways e.g. agriculture, business, etc.

   The college will 1) gather region-wide effective strategies/practices on improving retention, completion and nontraditional recruitment in CTE programs (business, information systems, child development, administration of justice programs, etc.), 2) continue to work on improving its data collection methods, 3) increase effort to work with local employers to provide students with internships and practical hands-on workplace learning, and 4) targeted education advising for students, 5) career advising and job placement services. Course requirements for CTE programs and related certificates will be communicated to prospective students at events at the high schools/community and on campus. The college will plan to host program specific orientation sessions to inform interested students about program specific requirements and potential career options. Student individual appointments with the education advisor for CTE will made throughout the year and target those students who are 1-5 classes away from completion. Workshops will be conducted throughout the year about program requirements, transfer, and career opportunities. Participation and support in related advisory councils, communication of curriculum changes related to CTE, and participation in secondary events will be part the college’s collective efforts.

Final Report of Expenditure by Across Program: $137,118

- 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)