California Community Colleges
Career Education Education (CTE)
Certification of the CTE Online Allocation Agreement

District: KERN CCD
Agreement No.: 17-C01-023
Amount Encumbered: Amount Encumbered: $1,049,946

COLLEGE/DISTRICT CERTIFICATION
The allocation agreement shall consist of the RFA Specification; this Allocation Agreement face sheet; 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 are incorporated into this allocation agreement by reference.

The online application is complete once it is submitted online at https://misweb02.cccco.edu/ctegrantplan/prod/logon.cfm and approved by the Chancellor's Office.

The total amount payable for this allocation shall not exceed the amount specified above as "Amount Encumbered." Further these funds are not used to supplant state funds and they are used to improve services targeted for CTE programs.

The term of this allocation agreement shall be from July 1, 2017 to and including August 31, 2018. All performance under this allocation agreement shall be completed by June 30, 2018, except for the submission of any Final Reporting that may be required by Article 1 of the Allocation Agreement. I hereby certify upon my own personal knowledge that budgeted funds are available for the period and purpose of the expenditure stated above.

I hereby certify that the District's Career and Technical Education Allocation Application complies with the provisions of the Carl D. Perkins Career and Technical Education Act of 2006 as presented herein and all supporting documents.

Thomas J. Burke
District Chief Executive Officer

Chancellor

Title

2100 Chester Avenue, Bakersfield, CA 93301

Address

11/19/2017

Date
# DISTRICT CONTACT INFORMATION FORM

<table>
<thead>
<tr>
<th><strong>District:</strong> KERN CCD</th>
<th><strong>Agreement No.:</strong> 17-C01-023</th>
</tr>
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<tbody>
<tr>
<td><strong>Address:</strong> 2100 Chester Avenue</td>
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<tr>
<td><strong>City:</strong> Bakersfield</td>
<td><strong>State:</strong> CA  <strong>ZIP:</strong> 93301 - 4099</td>
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</table>

## District Contact/Project Director

- **Name:** John Means  
  **Title:** Vice Chancellor  
  **Phone:** 661 - 336-5036 ext.  
  **Fax:** 661 - 336-5009  
  **Email:** jmeans@kccd.edu

## District Superintendent/President

- **Name:** Thomas J. Burke  
  **Title:** Chancellor  
  **Phone:** 661 - 336-5104 ext.  
  **Fax:** 661 - 336-5025  
  **Email:** tburke@kccd.edu

## District Business Officer

- **Name:** Deborah Martin  
  **Title:** Interim Chief Financial Officer  
  **Phone:** 661 - 336-5124 ext.  
  **Fax:** 661 - 336-5025  
  **Email:** debmarti@kccd.edu

## CTE Transitions Project Director

- **Name:** John Means  
  **Title:** Vice Chancellor  
  **Phone:** 661 - 336-5036 ext.  
  **Fax:** 661 - 336-5009  
  **Email:** jmeans@kccd.edu

## College Responsible Administrator, if applicable (Dean of Career Education Education)

- **Name:** Cindy Collier  
  **Title:** Dean, Career & Technical Education  
  **Phone:** 661 - 395-4283 ext.  
  **College:** BAKERSFIELD  
  **Fax:** 661 - 395-4522  
  **Email:** ccollier@bakersfieldcollege.edu

## College Responsible Administrator, if applicable (Dean of Career Education Education)

- **Name:** Michael Kane  
  **Title:** Dean, Career & Technical Education  
  **Phone:** 760 - 384-6258 ext.  
  **College:** CERRO COSO  
  **Fax:** 760 - 375-4776  
  **Email:** mike.kane@cerrocoso.edu

---

College Responsible Administrator, if applicable (Dean of Career Education Education)
Name: Sam Aunai  
Title: Dean of Instruction  
Phone: 559 - 791-2308 ext.  
Fax: 559 - 791-2408  
College: PORTERVILLE  
Email: sam.aunai@portervillecollege.edu
District Aggregate Core Indicator Information
(2017-2018)

District/College: KERN DISTRICT

Agreement No.: 17-C01-023

Please review the District Aggregate form at: https://misweb.cccco.edu/perkins/Core_Indicator_Reports/Forms_All.aspx before completing the following questions.

By totaling each positive, negative or N/R (or N/A) outcome in the last column of the District Aggregate Core Indicator report I certify and acknowledge that performance in the 34 Core Indicator categories is as follows:

9 of the 34 are at or above the State negotiated level(s);
21 of the 34 are below the State negotiated level(s);
4 of the 34 are listed as (N/R or N/A)

District Contact/Project Director: John Means
List of TOP Codes and Titles to be Funded
Including Across CTE Programs and CTE Transitions

District/College: KERN DISTRICT
Agreement No.: 17-C01-023

<table>
<thead>
<tr>
<th>TOP Codes (*2-, 4-, 6-digit)</th>
<th>TOP Code Title</th>
<th>Program Title</th>
<th>Section IV: Budget Summary by TOP Code</th>
<th>Section IV: Budget Summary by TOP Code **Admin</th>
<th>Section IV: Budget Summary by TOP Code Combined Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Direct</td>
<td>**Admin</td>
<td>Combined Budget</td>
</tr>
</tbody>
</table>

*Note: Use of the 2-digit TOP Code means that all programs within the specified 2-digit TOP Code(s) is intended, and each of those programs will meet all 9 requirements by the end of the Act or each year until reauthorization.

**Amount is shown only if district permits Administration costs at the program level.

Across CTE Programs - Assigned in Order of Entry

<table>
<thead>
<tr>
<th>Across CTE Programs</th>
<th>Program Title / CTE Related Activity</th>
<th>Across CTE Programs Section IV: Budget Summary Direct</th>
<th>Across CTE Programs Section IV: Budget Summary **Admin</th>
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CTE Transitions - Assigned in Order of Entry

<table>
<thead>
<tr>
<th>CTE Transitions Programs</th>
<th>Program Title / CTE Related Activity</th>
<th>CTE Transitions Section IV: Budget Summary Direct</th>
<th>CTE Transitions Section IV: Budget Summary **Admin</th>
<th>CTE Transitions Section IV: Budget Summary Combined Budget</th>
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<tbody>
<tr>
<td></td>
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<td>Direct</td>
<td>**Admin</td>
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</table>

Total CTE Transitions Budget

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<th>CTE Transitions</th>
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Admin-01 Administration Across Programs

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Total budget for all categories

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<td>$ 146,804</td>
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Application Budget Summary Administration

Complete the planned budget to fund the activities described in Section III.

<table>
<thead>
<tr>
<th>Line No.</th>
<th>Acct. No.</th>
<th>Object of Expenditure</th>
<th>Direct Program Expenditure</th>
<th>Administrative Expenditure (if allowed at the program level)</th>
<th>Total</th>
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</table>

*Enter amount only if the district permits Administration costs at the program level. District total administration expenditure can not exceed 5% of district total expenditure.

Note: Final Report of expenditures for 2017-2018 will be reported according to the following categories:

(A) Curriculum Development/Instruction
(B) Professional Development
(C) Counseling/Direct Service to Students
(D) Other: You must provide a description of programs/services funded
(E) Administration (not to exceed 5% of total district expenditures)
Local Application Program Information by TOP Code

College: KERN DISTRICT
Program Title: (1) Secondary and Postsecondary Transition

Under this objective, examples of activities include:

**Professional Development**
Only CTE Transitions Project Director may attend the statewide Educating for Careers Conference. Other than this conference, no funding for individual professional development is allowed.

Joint training may be funded for secondary or postsecondary counselors, teachers and faculty directly related to CTE Transitions activities.

Conduct (2) workshops “faculty Symposium” for faculty and counselors to include awareness information on curriculum alignment, programs of study, articulation agreements, credit by exams, and concurrent enrollment and transfer opportunities.

**Outreach and Career Exploration**
Outreach/Career Exploration is allowable so far as it facilitates the transition from secondary to postsecondary CTE programs, the expenditures are allowable and the costs are reasonable.

Provide targeted and specific support to High Schools with course-level articulation agreements, i.e., CTE content for secondary instructors, students, counselors, administration, and parents through CTE faculty and staff visits.

**Articulation**
New articulation agreements may be created or existing ones renewed. Before forming new articulation agreements first check the Statewide Career Pathways (SCP) site for an official template and use it as a starting point. If you cannot find a SCP Articulation Agreement template that matches your proposed program, follow the standard SCP Articulation Agreement template format. [http://www.statewidepathways.org/showtemplates.php](http://www.statewidepathways.org/showtemplates.php)

Host faculty-to-teacher meetings to plan and create articulation agreements with the healthcare academy and construction courses of study in the local high school district. Articulation meetings must be reasonable in number.

Note: CTE Transitions funds cannot be used to support the services of tutors and interpreters etc. However this activity is permitted with Title I-C funds.

1. Briefly summarize the planned activities associated with the selected objective. (Please limit the narrative to 4000 characters)
   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.

2. Who will be responsible for overseeing the planned activities? (Please limit the narrative to 4000 characters)
   John Means, Vice Chancellor of the Kern CCD and the Southern and Eastern Sierra CTE Collaborative will oversee the work of the Program Director in planning, coordinating and implementing the planned activities.

3. What are the anticipated Measurable Performance Outcomes of these activities? (Please limit the narrative to 4000 characters)
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.
Application Budget Summary by TOP Code

Complete the planned budget to fund the activities described in Section III.

District/College: KERN DISTRICT  
Agreement No.: 17-C01-023

Program Title: (1) Secondary and Postsecondary Transition  
CTE Transitions Objective: (1) Secondary and Postsecondary Transition

<table>
<thead>
<tr>
<th>Line No.</th>
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<th>Object of Expenditure</th>
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<th>Administrative Expenditure* (not to exceed 5% of total district expenditures)</th>
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<td>Other Operating Expenses &amp; Services</td>
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*District Total Administration Expenditure Cannot Exceed 5% of the District's Combined Total of Title IC & CTE Transitions Direct Expenditures

Note: Final Report of expenditures for 2017-2018 will be reported according to the following categories:

(A) Curriculum Development/Instruction  
(B) Professional Development  
(C) Counseling/Direct Service to Students  
(D) Other: You must provide a description of programs/services funded  
(E) Administration (not to exceed 5% of total district expenditures)
Local Application Program Information by TOP Code

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

Under this objective, examples of activities include:

**Credit by Exam**
- Facilitate credit by examination for high school students by assisting them through the process.
- Where appropriate proctoring arrangements will be made for credit by exam at the local high school site.
- Support for "credit by examination" mechanisms; testing; registrars

**Concurrent Enrollment** (but no direct instructional costs)
- Facilitate and pursue dual/concurrent enrollment applications and admission procedures for partner high schools
- Support for textbook loans for economically disadvantaged CTE students
- Continue to work with registrars, Admissions and Records, to streamline the dual enrollment process.

1. Briefly summarize the planned activities associated with the selected objective. (Please limit the narrative to 4000 characters)

   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. $60,000 in 6000 budget category Capital Outlay will purchase textbooks.

2. Who will be responsible for overseeing the planned activities? (Please limit the narrative to 4000 characters)

   John Means, Vice Chancellor of the Kern CCD and the Southern and Eastern Sierra CTE Collaborative will oversee the work of the Program Director in planning, coordinating and implementing the planned activities.

3. What are the anticipated Measurable Performance Outcomes of these activities? (Please limit the narrative to 4000 characters)

   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 textbooks needed to provide all students the tools they need to succeed in dual enrollment classes.
Complete the planned budget to fund the activities described in Section III.

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

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(D) Other: You must provide a description of programs/services funded
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Local Application Program Information by TOP Code

College: KERN DISTRICT

Program Title: (3) Student Transition to World of Work

Agreement No.: 17-C01-023

CTE Transitions Objective: (3) Student Transition to World of Work

Under this objective, examples of activities include:

• Support for Work-based Learning and Career Pathway Expansion
• Work with assigned faculty to update work-experience handbook (with emphasis on student resources and materials).
• Promote the benefits of work experience while enrolled (building resume while earning education credential).
• Support for coordination of internship/placement and continue to recruit industry partners to develop internship opportunities.
• Collaborate with the campus career center to host a job fair to connect employers with skilled students in sector-specific programs of study.

1. Briefly summarize the planned activities associated with the selected objective. (Please limit the narrative to 4000 characters)
   Activity 1 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. Activity 2. Support the resume building and job interview skills programs that are part of the freshman transition program.

2. Who will be responsible for overseeing the planned activities? (Please limit the narrative to 4000 characters)
   John Means, Vice Chancellor of the Kern CCD and the Southern and Eastern Sierra CTE Collaborative will oversee the work the work of the Program Director in planning, coordinating and implementing the planned activities.

3. What are the anticipated Measurable Performance Outcomes of these activities? (Please limit the narrative to 4000 characters)
   Activity 1. All secondary teachers and counselors will be able to assist students to complete college education plans and/or skills based training programs that will lead to employment. Activity 2. Each student will have the skills to create and maintain a resume using their on-line 10-year plan and have had practical experience through mock interviews that will build confidence in seeking employment.
Complete the planned budget to fund the activities described in Section III.

**District/College:** KERN DISTRICT  
**Agreement No.:** 17-C01-023  
**Program Title:** (3) Student Transition to World of Work  
**CTE Transitions Objective:** (3) Student Transition to World of Work

<table>
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<tr>
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District Contact/Project Director: John Means
# List of TOP Codes and Titles to be Funded
## Including Across CTE Programs and CTE Transitions

**District/College:** BAKERSFIELD COLLEGE

**Agreement No.:** 17-C01-023

<table>
<thead>
<tr>
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<th>Program Title</th>
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</tr>
<tr>
<td>0614.00-01</td>
<td>Digital Media</td>
<td>Digital Media</td>
<td>$ 29,500</td>
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<tr>
<td>0934.00-01</td>
<td>Electronics and Electric Technology</td>
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<td>Commercial Music</td>
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<tr>
<td>1030.00-01</td>
<td>Graphic Art and Design</td>
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<td>$ 11,000</td>
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<tr>
<td>1225.00-01</td>
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<td>$ 7,000</td>
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<tr>
<td>1305.00-01</td>
<td>Child Development/Early Care and Education</td>
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<td>$ 12,000</td>
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<td>$ 12,000</td>
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<tr>
<td>1306.00-01</td>
<td>Nutrition, Foods, and Culinary Arts</td>
<td>Culinary Arts</td>
<td>$ 15,000</td>
<td>$ 0</td>
<td>$ 15,000</td>
</tr>
</tbody>
</table>

**Total TOP Code Expenditures by College**

<table>
<thead>
<tr>
<th><strong>Across CTE Programs</strong></th>
<th><strong>Across CTE Programs</strong></th>
<th><strong>Program Title / CTE Related Activity</strong></th>
<th><strong>Across CTE Programs Section IV: Budget Summary Direct</strong></th>
<th>**Across CTE Programs Section IV: Budget Summary **Admin</th>
<th><strong>Across CTE Programs Section IV: Budget Summary Combined Budget</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Across-01</td>
<td>Across CTE Programs</td>
<td></td>
<td>$ 420,595</td>
<td>$ 15,214</td>
<td>$ 435,809</td>
</tr>
</tbody>
</table>

*Note: Use of the 2-digit TOP Code means that all programs within the specified 2-digit TOP Code(s) is intended, and each of these programs will meet all 9 requirements by the end of the Act or each year until reauthorization.

**Amount is shown only if district permits Administration costs at the program level.*
<table>
<thead>
<tr>
<th>CTE Transitions Programs</th>
<th>Program Title / CTE Related Activity</th>
<th>CTE Transitions Section IV: Budget Summary Direct</th>
<th>CTE Transitions Section IV: Budget Summary **Admin</th>
<th>CTE Transitions Section IV: Budget Summary Combined Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Total budget for all categories</th>
<th>Direct</th>
<th>Admin</th>
<th>Combined Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>$ 605,095</td>
<td>$ 15,214</td>
<td>$ 620,309</td>
</tr>
</tbody>
</table>
Local Application Program Information by TOP Code

College: BAKERSFIELD COLLEGE

Program Title: Across Programs

Agreement No.: 17-C01-023

Briefly describe the across CTE program improvement issue(s) that require funding. (Limited to 2,000 characters, or approximately ½ page of text.)

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 understand 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 aides 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.

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

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.

Below are the nine §135(b) Requirements for Uses of Funds. Programs receiving these funds must meet these requirements. Indicate with a check mark those requirement(s) that will be strengthened through the activities funded across CTE programs.

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 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 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 IV 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)]

10. Permissive Uses Per Section 135(c)(check activities to be funded with CTE funds)

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

2. Provide career guidance and academic counseling for students participating in CTE programs, that improves graduation rates and provides information on postsecondary and career options, and provides assistance for postsecondary students and adults. [§135(c)(2)]

3. Local education and business partnerships, including work-related experiences for students, adjunct faculty arrangements for qualified industry professionals and industry experience for teachers and faculty. [§135(c)(3)]

4. Provide programs for special populations. [§135(c)(4)]

5. Assist and technical student organizations. [§135(c)(5)]

6. Mentoring and support services. [§135(c)(6)]

7. Leasing, purchasing, upgrading or adapting equipment, including instructional sites and publications (including support for library resources) designed to strengthen and support academic and technical skill achievement. [§135(c)(7)]

8. Teacher preparation programs that address the integration of academic and CTE and that assist individuals who are interested in becoming CTE faculty, including individuals with experience in business and industry. [§135(c)(8)]

9. Developing, and expanding postsecondary programs offerings at times and in formats that are accessible for all students, including those with disabilities. [§135(c)(9)]

10. Developing initiatives that facilitate the transition of sub-baccalaureate CTE students into baccalaureate degree granting institutions. [§135(c)(10)]
10. Developing initiatives that facilitate the transition of sub-baccalaureate CTE students into baccalaureate degree programs, including articulation agreements, dual enrollment programs, academic and financial aid counseling and other initiatives to overcome barriers and encourage enrollment and completion. [§135(c)(10)]

11. Providing activities to support entrepreneurship education and training. [§135(c)(11)]

12. Improving or developing new CTE courses, including the development of programs of study for consideration by the state and courses that prepare individuals academically and technically for high-skill, high-wage or high-demand occupations and dual or concurrent enrollment opportunities. [§135(c)(12)]

13. Developing and supporting small, personalized career-themed learning communities. [§135(c)(13)]

14. Providing support for family and consumer sciences programs. [§135(c)(14)]

15. Providing CTE programs for adults and school dropouts to complete secondary education or dropouts to complete secondary education or upgrade technical skills. [§135(c)(15)]

16. Providing assistance to individuals who have participated in services and activities under this Act in continuing their education or training or finding an appropriate job. [§135(c)(16)]

17. Supporting training and activities (such as mentoring and outreach) in nontraditional fields. [§135(c)(17)]

18. Providing support for training programs in automotive technologies. [§135(c)(18)]

19. Pooling a portion of such funds with a portion of funds available to other recipients for innovative initiatives. [§135(c)(19)]

20. Supporting other CTE activities consistent with the purposes of the Act. [§135(c)(20)]

NOTE: If you indicate CTE funds are being used for the specified activities below, then there must be funding for the activity(ies) indicated in the line item budget for the across CTE programs budgeted.

Check all types of activities to be funded with CTE Funds:

- ✔ 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)
## Application Budget Summary Across CTE Programs

Complete the planned budget to fund the activities described in Section III.

**District/College:** BAKERSFIELD COLLEGE  
**Agreement No.:** 17-C01-023  
**Program Title:** Across Programs

<table>
<thead>
<tr>
<th>Line No.</th>
<th>Acct. No.</th>
<th>Object of Expenditure</th>
<th>Direct Program Expenditure</th>
<th>Administrative Expenditure* (not to exceed 5% of total district expenditures)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1000</td>
<td>Instructional Salaries</td>
<td>15,000</td>
<td>0</td>
<td>15,000</td>
</tr>
<tr>
<td>2</td>
<td>2000</td>
<td>Non-Inst. Salaries</td>
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</tr>
<tr>
<td>4</td>
<td>4000</td>
<td>Supplies &amp; Materials</td>
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<td>2,109</td>
</tr>
<tr>
<td>5</td>
<td>5000</td>
<td>Other Operating Expenses &amp; Services</td>
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<tr>
<td>6</td>
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<td>Capital Outlay</td>
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<tr>
<td>7</td>
<td>7000</td>
<td>Other Outgo</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Total Expenditure</strong></td>
<td><strong>420,595</strong></td>
<td><strong>15,214</strong></td>
<td><strong>435,809</strong></td>
</tr>
</tbody>
</table>

*District Total Administration Expenditure Cannot Exceed 5% of the District's Combined Total of Title IC & CTE Transitions Direct Expenditures

**Note:** Final Report of expenditures for 2017-2018 will be reported according to the following categories:

(A) Curriculum Development/Instruction  
(B) Professional Development  
(C) Counseling/Direct Service to Students  
(D) Other: You must provide a description of programs/services funded  
(E) Administration (not to exceed 5% of total district expenditures)
District/College: BAKERSFIELD COLLEGE  
Agreement No.: 17-C01-023  
Program Title: Animal Science  
TOP Code: 010200

Please review the College Aggregate form at: [https://misweb.cccco.edu/perkins/Core_Indicator_Reports/Forms_All.aspx](https://misweb.cccco.edu/perkins/Core_Indicator_Reports/Forms_All.aspx) before completing this form.

**If no data is available proceed to Part II.**

**Part I:** Review core indicator report by TOP Code and total each positive, negative, N/R or N/A outcome in the last column of the College Core Indicator report. I certify and acknowledge that performance in the 34 Core Indicator categories is as follows:

9 of the 34 are at or above the State negotiated level(s);
4 of the 34 are below the State negotiated level(s);
21 of the 34 are listed as (N/R or N/A)

**Part II:** If no core indicator information is available for the TOP Code of the program you want to improve with CTE funds, specify the reason there is no data by checking the appropriate box(es).

- [ ] The program is new,
- [ ] The program is offered in noncredit only,
- [ ] The program is small and SAM C courses are not offered every year,
- [ ] The program recently had a TOP Code change*,
- [ ] The courses and/or the certificate were miscoded*,
- [ ] Miscoded programs were corrected, but we are still waiting for reports to be updated, or
- [ ] The program is interdisciplinary [core courses are outside the TOP code of the program or will only have completers (certificates and degrees)].

**NOTE:** *CODING ERRORS SHOULD BE CORRECTED BY NEXT YEAR.*

District Contact/Project Director: John Means

**Reminder:** The College must retain in audit files a paper copy of Section I Part F titled "College Core Indicator Information by TOP" signed by the Department Chair (or authorized Designee) for each funded TOP Code.
Local Application Program Information by TOP Code

College: BAKERSFIELD COLLEGE
Program Title: Animal Science
TOP Code: 010200

Briefly describe program improvement issue(s) concerning this TOP code and include specific examples. (Limited to 2,000 characters, or approximately ½ page of text.)

There is a need for improvement in Animal Science (010200) in all core indicators as they are reporting N/A and N/R in 23 of the 34 areas. All other numbers are above the state negotiated level. Work needs to be done with all special populations so we are not showing 23 areas not applicable or not reported.

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

New equipment is needed to adequately run the Animal Science, Beef Production, Anatomy, and Livestock evaluation courses. This equipment will ready students to meet industry standards and become more employable. Staff development is also needed for faculty so they collaborate with the region and learn new innovative techniques in animal science and agriculture.

>-Below are the nine §135(b) Requirements for Uses of Funds. Programs receiving these funds must meet these requirements. Indicate with a check mark those requirements that the program currently meets (met). Any remaining unmet requirement(s) must be addressed with completed or ongoing activities by June 30 for reporting in the final report. Note: All nine required uses of funds must be met by the end of the Act or each year until reauthorization. Funds may also be used for the permissive activities specified in number 10.

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

**FOR THOSE REQUIREMENT(S) LISTED ABOVE AS "UNMET:"
Describe specific activity(ies) intended to address the unmet requirement(s) (Limited to 2,000 characters, or approximately ½ page of text.)

10. Permissive Uses Per Section 135(c) (check activities to be funded with CTE funds)

   - ✔ 1. Involve parents, businesses, and labor organizations, in the design, implementation and evaluation of CTE programs. [§135(c)(1)]
   - ✔ 2. Provide career guidance and academic counseling for students participating in CTE programs, that improves graduation rates and provides information on postsecondary and career options, and provides assistance for postsecondary students and adults, [§135(c)(2)]
   - ✔ 3. Local education and business partnerships, including work-related experiences for students, adjunct faculty arrangements for qualified industry professionals and industry experience for teachers and faculty. [§135(c)(3)]
   - ✔ 4. Provide programs for special populations. [§135(c)(4)]

   - □ 5. Assisting career and technical student organizations. [§135(c)(5)]

   - ✔ 6. Mentoring and support services. [§135(c)(6)]

   - ✔ 7. Leasing, purchasing, upgrading or adapting equipment, including instructional aides and publications (including support for library resources) designed to strengthen and support academic and technical skill achievement. [§135(c)(7)]

   - □ 8. Teacher preparation programs that address the integration of academic and CTE and that assist individuals who are interested in becoming CTE faculty, including individuals with experience in business and industry. [§135(c)(8)]

   - □ 9. Developing and expanding postsecondary program offerings at times and in formats that are accessible for all students, including through the use of distance education. [§135(c)(9)]

   - □ 10. Developing initiatives that facilitate the transition of sub-baccalaureate CTE students into baccalaureate degree programs, including articulation agreements, dual enrollment programs, academic and financial aid counseling and other initiatives to overcome barriers and encourage enrollment and completion. [§135(c)(10)]

   - ✔ 11. Providing activities to support entrepreneurship education and training. [§135(c)(11)]

   - □ 12. Improving or developing new CTE courses, including the development of programs of study for consideration by the state and courses that prepare individuals academically and technically for high-skill, high-wage or high-demand occupations and dual or concurrent enrollment opportunities. [§135(c)(12)]

   - □ 13. Developing and supporting small, personalized career-themed learning communities. [§135(c)(13)]

   - □ 14. Providing support for family and consumer sciences programs. [§135(c)(14)]
15. Providing CTE programs for adults and school dropouts to complete secondary education or dropouts to complete secondary education or upgrade technical skills. [§135(c)(15)]

16. Providing assistance to individuals who have participated in services and activities under this Act in continuing their education or training or finding an appropriate job. [§135(c)(16)]

17. Supporting training and activities (such as mentoring and outreach) in nontraditional fields. [§135(c)(17)]

18. Providing support for training programs in automotive technologies. [§135(c)(18)]

19. Pooling a portion of such funds with a portion of funds available to other recipients for innovative initiatives. [§135(c)(19)]

20. Supporting other CTE activities consistent with the purposes of the Act. [§135(c)(20)]

NOTE: If you indicate CTE funds are being used for the specified activities below, then there must be funding for the activity(ies) indicated in the line item budget for that TOP Code program(s) funded.

Check all types of activities to be funded with CTE Funds:

- [✓] 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)

Check one: UNMET REQUIREMENTS WILL BE ADDRESSED:

- [ ] Entirely with CTE Funds
- [ ] Entirely with Other Funding Sources
- [ ] Using Both CTE and Other Funding Sources
### Application Budget Summary by TOP Code

COMPLETE BUDGET SUMMARY FORMS IDENTIFYING PERKINS TITLE I-C CATEGORICAL EXPENDITURE TOTALS BY TOP CODE.

**College:** BAKERSFIELD COLLEGE  
**Program Title:** Animal Science  
**Agreement No.:** 17-C01-023  
**TOP Code:** 010200

<table>
<thead>
<tr>
<th>Line No.</th>
<th>Acct. No.</th>
<th>Object of Expenditure</th>
<th>Direct Program Expenditure</th>
<th>Administrative Expenditure* (not to exceed 5% of total district expenditures)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1000</td>
<td>Instructional Salaries</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2</td>
<td>2000</td>
<td>Non-Inst. Salaries</td>
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<td>0</td>
<td>0</td>
</tr>
<tr>
<td>3</td>
<td>3000</td>
<td>Employee Benefits</td>
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</tr>
<tr>
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<td>Supplies &amp; Materials</td>
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<td>0</td>
<td>0</td>
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<td>5</td>
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<td>Other Operating Expenses &amp; Services</td>
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</tr>
<tr>
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<td>6000</td>
<td>Capital Outlay</td>
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<tr>
<td>7</td>
<td>7000</td>
<td>Other Outgo</td>
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<td>0</td>
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</tr>
<tr>
<td></td>
<td></td>
<td><strong>Total Expenditure</strong></td>
<td><strong>11,000</strong></td>
<td><strong>0</strong></td>
<td><strong>11,000</strong></td>
</tr>
</tbody>
</table>

*District Total Administration Expenditure Cannot Exceed 5% of the District's Combined Total of Title IC & CTE Transitions Direct Expenditures

Note: Final Report of expenditures for 2017-2018 will be reported according to the following categories:

(A) Curriculum Development/Instruction  
(B) Professional Development  
(C) Counseling/Direct Service to Students  
(D) Other: You must provide a description of programs/services funded  
(E) Administration (not to exceed 5% of total district expenditures)
College Aggregate Core Indicator Information by TOP
(2017-2018)

District/College: BAKERSFIELD COLLEGE
Program Title: Plant Science
Agreement No.: 17-C01-023
TOP Code: 010300

Please review the College Aggregate form at: https://misweb.cccco.edu/perkins/Core_Indicator_Reports/Forms_All.aspx before completing this form.

If no data is available proceed to Part II.

Part I: Review core indicator report by TOP Code and total each positive, negative, N/R or N/A outcome in the last column of the College Core Indicator report. I certify and acknowledge that performance in the 34 Core Indicator categories is as follows:

8 of the 34 are at or above the State negotiated level(s);
2 of the 34 are below the State negotiated level(s);
24 of the 34 are listed as (N/R or N/A)

Part II: If no core indicator information is available for the TOP Code of the program you want to improve with CTE funds, specify the reason there is no data by checking the appropriate box(es).

☐ The program is new,
☐ The program is offered in noncredit only,
☐ The program is small and SAM C courses are not offered every year,
☐ The program recently had a TOP Code change*,
☐ The courses and/or the certificate were miscoded*,
☐ Miscoded programs were corrected, but we are still waiting for reports to be updated, or
☐ The program is interdisciplinary [core courses are outside the TOP code of the program or will only have completers (certificates and degrees)].

NOTE: * CODING ERRORS SHOULD BE CORRECTED BY NEXT YEAR.

District Contact/Project Director: John Means

Reminder: The College must retain in audit files a paper copy of Section I Part F titled "College Core Indicator Information by TOP" signed by the Department Chair (or authorized Designee) for each funded TOP Code.
Local Application Program Information by TOP Code

College: BAKERSFIELD COLLEGE  
Program Title: Plant Science  
TOP Code: 010300

Briefly describe program improvement issue(s) concerning this TOP code and include specific examples. (Limited to 2,000 characters, or approximately ½ page of text.)

There is a need for improvement in Plant Science (010300) in Core Indicator 1 Technical Skill Attainment as there are a few special populations that fall under the state negotiated levels. 34 of the 34 area are currently reporting not applicable or not reported. All core indicators need work in the areas showing N/A and N/R.

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

There is a great need for replacement of instructional teaching supplies and equipment so the program is running at its full capacity. Equipment and instructional supplies are needed so students can properly check soil samples and learn skills that are required and needed in the industry. Staff development is also being requesting so faculty can be trained and gain knowledge of current and ever changing industry needs.

>Below are the nine §135(b) Requirements for Uses of Funds. Programs receiving these funds must meet these requirements. Indicate with a check mark those requirements that the program currently meets (met). Any remaining unmet requirement(s) must be addressed with completed or ongoing activities by June 30 for reporting in the final report. Note: All nine required uses of funds must be met by the end of the Act or each year until reauthorization. Funds may also be used for the permissive activities specified in number 10.

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

**FOR THOSE REQUIREMENT(S) LISTED ABOVE AS "UNMET:"

Describe specific activity(ies) intended to address the unmet requirement(s) (Limited to 2,000 characters, or approximately ½ page of text.)

10. Permissive Uses Per Section 135(c)(check activities to be funded with CTE funds)

- [✓] Involve parents, businesses, and labor organizations, in the design, implementation and evaluation of CTE programs. [§135(c)(1)]
- [✓] Provide career guidance and academic counseling for students participating in CTE programs, that improves graduation rates and provides information on postsecondary and career options, and provides assistance for postsecondary students and adults, [§135(c)(2)]
- [✓] Local education and business partnerships, including work-related experiences for students, adjunct faculty arrangements for qualified industry professionals and industry experience for teachers and faculty. [§135(c)(3)]
- [✓] Provide programs for special populations. [§135(c)(4)]
- [ ] Assisting career and technical student organizations. [§135(c)(5)]
- [✓] Mentoring and support services. [§135(c)(6)]
- [✓] Leasing, purchasing, upgrading or adapting equipment, including instructional aides and publications (including support for library resources) designed to strengthen and support academic and technical skill achievement. [§135(c)(7)]
- [ ] Teacher preparation programs that address the integration of academic and CTE and that assist individuals who are interested in becoming CTE faculty, including individuals with experience in business and industry. [§135(c)(8)]
- [ ] Developing and expanding postsecondary program offerings at times and in formats that are accessible for all students, including through the use of distance education. [§135(c)(9)]
- [ ] Developing initiatives that facilitate the transition of sub-baccalaureate CTE students into baccalaureate degree programs, including articulation agreements, dual enrollment programs, academic and financial aid counseling and other initiatives to overcome barriers and encourage enrollment and completion. [§135(c)(10)]
- [✓] Providing activities to support entrepreneurship education and training. [§135(c)(11)]
- [ ] Improving or developing new CTE courses, including the development of programs of study for consideration by the state and courses that prepare individuals academically and technically for high-skill, high-wage or high-demand occupations and dual or concurrent enrollment opportunities. [§135(c)(12)]
- [ ] Developing and supporting small, personalized career-themed learning communities. [§135(c)(13)]
14. Providing support for family and consumer sciences programs. [§135(c)(14)]

15. Providing CTE programs for adults and school dropouts to complete secondary education or dropouts to complete secondary education or upgrade technical skills. [§135(c)(15)]

16. Providing assistance to individuals who have participated in services and activities under this Act in continuing their education or training or finding an appropriate job. [§135(c)(16)]

17. Supporting training and activities (such as mentoring and outreach) in nontraditional fields. [§135(c)(17)]

18. Providing support for training programs in automotive technologies. [§135(c)(18)]

19. Pooling a portion of such funds with a portion of funds available to other recipients for innovative initiatives. [§135(c)(19)]

20. Supporting other CTE activities consistent with the purposes of the Act. [§135(c)(20)]

NOTE: If you indicate CTE funds are being used for the specified activities below, then there must be funding for the activity(ies) indicated in the line item budget for that TOP Code program(s) funded.

Check all types of activities to be funded with CTE Funds:
- 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)

Check one: UNMET REQUIREMENTS WILL BE ADDRESSED:
- Entirely with CTE Funds
- Entirely with Other Funding Sources
- Using Both CTE and Other Funding Sources
### Application Budget Summary by TOP Code

COMPLETE BUDGET SUMMARY FORMS IDENTIFYING PERKINS TITLE I-C CATEGORICAL EXPENDITURE TOTALS BY TOP CODE.

**College:** BAKERSFIELD COLLEGE  
**Agreement No.:** 17-C01-023  
**Program Title:** Plant Science  
**TOP Code:** 010300

<table>
<thead>
<tr>
<th>Line No.</th>
<th>Acct. No.</th>
<th>Object of Expenditure</th>
<th>Direct Program Expenditure</th>
<th>Administrative Expenditure* (not to exceed 5% of total district expenditures)</th>
<th>Total</th>
</tr>
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<td>0</td>
<td>0</td>
<td>0</td>
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<tr>
<td>2</td>
<td>2000</td>
<td>Non-Inst. Salaries</td>
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<td>0</td>
<td>0</td>
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<tr>
<td>3</td>
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<td>Employee Benefits</td>
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<td>0</td>
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<td>4</td>
<td>4000</td>
<td>Supplies &amp; Materials</td>
<td>5,000</td>
<td>0</td>
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<td>7000</td>
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*District Total Administration Expenditure Cannot Exceed 5% of the District's Combined Total of Title IC & CTE Transitions Direct Expenditures

**Note:** Final Report of expenditures for 2017-2018 will be reported according to the following categories:

(A) Curriculum Development/Instruction  
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College Aggregate Core Indicator Information by TOP
(2017-2018)

District/College: BAKERSFIELD COLLEGE
Program Title: Horticulture

Agreement No.: 17-C01-023
TOP Code: 010900

Please review the College Aggregate form at: https://misweb.cccco.edu/perkins/Core_Indicator_Reports/Forms_All.aspx before completing this form.

If no data is available proceed to Part II.

Part I: Review core indicator report by TOP Code and total each positive, negative, N/R or N/A outcome in the last column of the College Core Indicator report. I certify and acknowledge that performance in the 34 Core Indicator categories is as follows:

- 6 of the 34 are at or above the State negotiated level(s);
- 4 of the 34 are below the State negotiated level(s);
- 24 of the 34 are listed as (N/R or N/A)

Part II: If no core indicator information is available for the TOP Code of the program you want to improve with CTE funds, specify the reason there is no data by checking the appropriate box(es).

☐ The program is new,
☐ The program is offered in noncredit only,
☐ The program is small and SAM C courses are not offered every year,
☐ The program recently had a TOP Code change*,
☐ The courses and/or the certificate were miscoded*,
☐ Miscoded programs were corrected, but we are still waiting for reports to be updated, or
☐ The program is interdisciplinary [core courses are outside the TOP code of the program or will only have completers (certificates and degrees)].

NOTE: * CODING ERRORS SHOULD BE CORRECTED BY NEXT YEAR.

District Contact/Project Director: John Means

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Local Application Program Information by TOP Code

College: BAKERSFIELD COLLEGE
Program Title: Horticulture
Agreement No.: 17-C01-023
TOP Code: 010900

Briefly describe program improvement issue(s) concerning this TOP code and include specific examples. (Limited to 2,000 characters, or approximately ½ page of text.)

There is need for improvement in Core Indicator 3 Persistence and Transfer and Core Indicator 5b Nontraditional completions in all areas that are under the state negotiated level. There is also need in all areas reporting N/A or N/R in all five core indicators. Recruiting and outreach needs to be done that focuses on special populations so we are reporting numbers in those areas.

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

Professional development is being requested for faculty to attend conferences and collaborative meetings to stay current with industry trends and standards. Some instructional equipment and tools will also be replaced. Students are in need for instructional landscape tools and greenhouse equipment.

>Below are the nine §135(b) Requirements for Uses of Funds. Programs receiving these funds must meet these requirements. Indicate with a check mark those requirements that the program currently meets (met). Any remaining unmet requirement(s) must be addressed with completed or ongoing activities by June 30 for reporting in the final report. Note: All nine required uses of funds must be met by the end of the Act or each year until reauthorization. Funds may also be used for the permissive activities specified in number 10.

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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>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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**FOR THOSE REQUIREMENT(S) LISTED ABOVE AS "UNMET:"
Describe specific activity(ies) intended to address the unmet requirement(s) (Limited to 2,000 characters, or approximately ½ page of text.)

10. Permissive Uses Per Section 135(c)(check activities to be funded with CTE funds)

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

   ✔  2. Provide career guidance and academic counseling for students participating in CTE programs, that improves graduation rates and provides information on postsecondary and career options, and provides assistance for postsecondary students and adults, [§135(c)(2)]

   ✔  3. Local education and business partnerships, including work-related experiences for students, adjunct faculty arrangements for qualified industry professionals and industry experience for teachers and faculty. [§135(c)(3)]

   ✔  4. Provide programs for special populations. [§135(c)(4)]

   ✔  5. Assisting career and technical student organizations. [§135(c)(5)]

   ✔  6. Mentoring and support services. [§135(c)(6)]

   ✔  7. Leasing, purchasing, upgrading or adapting equipment, including instructional aides and publications (including support for library resources) designed to strengthen and support academic and technical skill achievement. [§135(c)(7)]

   ✔  8. Teacher preparation programs that address the integration of academic and CTE and that assist individuals who are interested in becoming CTE faculty, including individuals with experience in business and industry. [§135(c)(8)]

   ✔  9. Developing and expanding postsecondary program offerings at times and in formats that are accessible for all students, including through the use of distance education. [§135(c)(9)]

   ✔  10. Developing initiatives that facilitate the transition of sub-baccalaureate CTE students into baccalaureate degree programs, including articulation agreements, dual enrollment programs, academic and financial aid counseling and other initiatives to overcome barriers and encourage enrollment and completion. [§135(c)(10)]

   ✔  11. Providing activities to support entrepreneurship education and training. [§135(c)(11)]

   ✔  12. Improving or developing new CTE courses, including the development of programs of study for consideration by the state and courses that prepare individuals academically and technically for high-skill, high-wage or high-demand occupations and dual or concurrent enrollment opportunities. [§135(c)(12)]

   ✔  13. Developing and supporting small, personalized career-themed learning communities. [§135(c)(13)]
14. Providing support for family and consumer sciences programs. [§135(c)(14)]

15. Providing CTE programs for adults and school dropouts to complete secondary education or dropouts to complete secondary education or upgrade technical skills. [§135(c)(15)]

16. Providing assistance to individuals who have participated in services and activities under this Act in continuing their education or training or finding an appropriate job. [§135(c)(16)]

17. Supporting training and activities (such as mentoring and outreach) in nontraditional fields. [§135(c)(17)]

18. Providing support for training programs in automotive technologies. [§135(c)(18)]

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NOTE: If you indicate CTE funds are being used for the specified activities below, then there must be funding for the activity(ies) indicated in the line item budget for that TOP Code program(s) funded.

Check all types of activities to be funded with CTE Funds:

- Professional Dev. (including stipends)
- Instructional Materials Purchase/Replacement (including software)
- Instructional Equipment Purchase/Replacement
- Project Administration
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- Programs/Services for Special Populations
- Curriculum Development
- Consultants or Other Contracted Services
- Program Marketing and Outreach
- Other(specify)

Check one: UNMET REQUIREMENTS WILL BE ADDRESSED:

- Entirely with CTE Funds
- Entirely with Other Funding Sources
- Using Both CTE and Other Funding Sources
# Application Budget Summary by TOP Code

COMPLETE BUDGET SUMMARY FORMS IDENTIFYING PERKINS TITLE I-C CATEGORICAL EXPENDITURE TOTALS BY TOP CODE.

College: BAKERSFIELD COLLEGE
Program Title: Horticulture
Agreement No.: 17-C01-023
TOP Code: 010900

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<th>Administrative Expenditure* (not to exceed 5% of total district expenditures)</th>
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<td>Instructional Salaries</td>
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<td>0</td>
<td>0</td>
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<tr>
<td>2</td>
<td>2000</td>
<td>Non-Inst. Salaries</td>
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<td>0</td>
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<tr>
<td>4</td>
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<td>Supplies &amp; Materials</td>
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<td>5</td>
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<td>Other Operating Expenses &amp; Services</td>
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<tr>
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<td>6000</td>
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<td>0</td>
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</tr>
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<td>7000</td>
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Note: Final Report of expenditures for 2017-2018 will be reported according to the following categories:

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College Aggregate Core Indicator Information by TOP
(2017-2018)

District/College: BAKERSFIELD COLLEGE  Agreement No.: 17-C01-023
Program Title: Agriculture Business  TOP Code: 011200

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- 29 of the 34 are listed as (N/R or N/A)

Part II: If no core indicator information is available for the TOP Code of the program you want to improve with CTE funds, specify the reason there is no data by checking the appropriate box(es).

☐ The program is new,
☐ The program is offered in noncredit only,
☐ The program is small and SAM C courses are not offered every year,
☐ The program recently had a TOP Code change*,
☐ The courses and/or the certificate were miscoded*,
☐ Miscoded programs were corrected, but we are still waiting for reports to be updated, or
☐ The program is interdisciplinary [core courses are outside the TOP code of the program or will only have completers (certificates and degrees)].

NOTE: * CODING ERRORS SHOULD BE CORRECTED BY NEXT YEAR.

District Contact/Project Director: John Means

Reminder: The College must retain in audit files a paper copy of Section I Part F titled "College Core Indicator Information by TOP" signed by the Department Chair (or authorized Designee) for each funded TOP Code.
Local Application Program Information by TOP Code

College: BAKERSFIELD COLLEGE
Program Title: Agriculture Business
Agreement No.: 17-C01-023
TOP Code: 011200

Briefly describe program improvement issue(s) concerning this TOP code and include specific examples. (Limited to 2,000 characters, or approximately ½ page of text.)

There is a need for improvement in Agriculture Business, Sales and Service in Core Indicator 3 - Persistence and Transfer. A few of the areas are falling below the state negotiated levels. There is a need for necessary change across all core indicators as 29 of the 34 areas are showing N/A and N/R.

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

There is a need for outreach for this program across all the special populations as many of the numbers are not reporting because of low enrollment. We will develop a strategic marketing and outreach plan to reach those special populations. Staff development funds are also being requested so faculty can stay current with the ever growing industry trends and needs in the county and across California.

Below are the nine §135(b) Requirements for Uses of Funds. Programs receiving these funds must meet these requirements. Indicate with a check mark those requirements that the program currently meets (met). Any remaining unmet requirement(s) must be addressed with completed or ongoing activities by June 30 for reporting in the final report. Note: All nine required uses of funds must be met by the end of the Act or each year until reauthorization. Funds may also be used for the permissive activities specified in number 10.

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

Indicate with a check mark which requirements have been met, below.
6. Develop and implement evaluations of the CTE programs carried out with Perkins IV 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)]

FOR THOSE REQUIREMENT(S) LISTED ABOVE AS "UNMET:
Describe specific activity(ies) intended to address the unmet requirement(s) (Limited to 2,000 characters, or approximately ½ page of text.)

10. Permissive Uses Per Section 135(c)(check activities to be funded with CTE funds)

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

   2. Provide career guidance and academic counseling for students participating in CTE programs, that improves graduation rates and provides information on postsecondary and career options, and provides assistance for postsecondary students and adults, [§135(c)(2)]

   3. Local education and business partnerships, including work-related experiences for students, adjunct faculty arrangements for qualified industry professionals and industry experience for teachers and faculty. [§135(c)(3)]

   4. Provide programs for special populations. [§135(c)(4)]

   5. Assisting career and technical student organizations. [§135(c)(5)]

   6. Mentoring and support services. [§135(c)(6)]

   7. Leasing, purchasing, upgrading or adapting equipment, including instructional aides and publications (including support for library resources) designed to strengthen and support academic and technical skill achievement. [§135(c)(7)]

   8. Teacher preparation programs that address the integration of academic and CTE and that assist individuals who are interested in becoming CTE faculty, including individuals with experience in business and industry. [§135(c)(8)]

   9. Developing and expanding postsecondary program offerings at times and in formats that are accessible for all students, including through the use of distance education. [§135(c)(9)]

  10. Developing initiatives that facilitate the transition of sub-baccalaureate CTE students into baccalaureate degree programs, including articulation agreements, dual enrollment programs, academic and financial aid counseling and other initiatives to overcome barriers and encourage enrollment and completion. [§135(c)(10)]

  11. Providing activities to support entrepreneurship education and training. [§135(c)(11)]

  12. Improving or developing new CTE courses, including the development of programs of study for consideration by the state and courses that prepare individuals academically and technically for high-skill, high-wage or high-demand occupations and dual or concurrent enrollment opportunities. [§135(c)(12)]

  13. Developing and supporting small, personalized career-themed learning communities. [§135(c)(13)]
14. Providing support for family and consumer sciences programs. [§135(c)(14)]

15. Providing CTE programs for adults and school dropouts to complete secondary education or dropouts to complete secondary education or upgrade technical skills. [§135(c)(15)]

16. Providing assistance to individuals who have participated in services and activities under this Act in continuing their education or training or finding an appropriate job. [§135(c)(16)]

17. Supporting training and activities (such as mentoring and outreach) in nontraditional fields. [§135(c)(17)]

18. Providing support for training programs in automotive technologies. [§135(c)(18)]

19. Pooling a portion of such funds with a portion of funds available to other recipients for innovative initiatives. [§135(c)(19)]

20. Supporting other CTE activities consistent with the purposes of the Act. [§135(c)(20)]

NOTE: If you indicate CTE funds are being used for the specified activities below, then there must be funding for the activity(ies) indicated in the line item budget for that TOP Code program(s) funded.

Check all types of activities to be funded with CTE Funds:

- 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)

Check one: UNMET REQUIREMENTS WILL BE ADDRESSED:

- Entirely with CTE Funds
- Entirely with Other Funding Sources
- Using Both CTE and Other Funding Sources
### Application Budget Summary by TOP Code

COMPLETE BUDGET SUMMARY FORMS IDENTIFYING PERKINS TITLE I-C CATEGORICAL EXPENDITURE TOTALS BY TOP CODE.

**College:** BAKERSFIELD COLLEGE  
**Program Title:** Agriculture Business  
**Agreement No.:** 17-C01-023  
**TOP Code:** 011200

<table>
<thead>
<tr>
<th>Line No.</th>
<th>Acct. No.</th>
<th>Object of Expenditure</th>
<th>Direct Program Expenditure</th>
<th>Administrative Expenditure* (not to exceed 5% of total district expenditures)</th>
<th>Total</th>
</tr>
</thead>
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<tr>
<td>1</td>
<td>1000</td>
<td>Instructional Salaries</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2</td>
<td>2000</td>
<td>Non-Inst. Salaries</td>
<td>0</td>
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<td>0</td>
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<tr>
<td>3</td>
<td>3000</td>
<td>Employee Benefits</td>
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<td>4</td>
<td>4000</td>
<td>Supplies &amp; Materials</td>
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<td>0</td>
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<tr>
<td>5</td>
<td>5000</td>
<td>Other Operating Expenses &amp; Services</td>
<td>6,000</td>
<td>0</td>
<td>6,000</td>
</tr>
<tr>
<td>6</td>
<td>6000</td>
<td>Capital Outlay</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>7</td>
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<td>Other Outgo</td>
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<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Total Expenditure</strong></td>
<td><strong>6,000</strong></td>
<td><strong>0</strong></td>
<td><strong>6,000</strong></td>
</tr>
</tbody>
</table>

*District Total Administration Expenditure Cannot Exceed 5% of the District's Combined Total of Title IC & CTE Transitions Direct Expenditures

**Note:** Final Report of expenditures for 2017-2018 will be reported according to the following categories:

(A) Curriculum Development/Instruction
(B) Professional Development
(C) Counseling/Direct Service to Students
(D) Other: You must provide a description of programs/services funded
(E) Administration (not to exceed 5% of total district expenditures)
California Community Colleges  
Career Education Practices Unit  
Rev. 4-15-14  
FORM: Sec I-F

College Aggregate Core Indicator Information by TOP  
(2017-2018)

District/College: BAKERSFIELD COLLEGE  
Agreement No.: 17-C01-023  
Program Title: Digital Media  
TOP Code: 061400

Please review the College Aggregate form at: https://misweb.cccco.edu/perkins/Core_Indicator_Reports/Forms_All.aspx before completing this form.

If no data is available proceed to Part II.

Part I: Review core indicator report by TOP Code and total each positive, negative, N/R or N/A outcome in the last column of the College Core Indicator report. I certify and acknowledge that performance in the 34 Core Indicator categories is as follows:

0 of the 34 are at or above the State negotiated level(s);
0 of the 34 are below the State negotiated level(s);
0 of the 34 are listed as (N/R or N/A)

Part II: If no core indicator information is available for the TOP Code of the program you want to improve with CTE funds, specify the reason there is no data by checking the appropriate box(es).

☐ The program is new,
☐ The program is offered in noncredit only,
☐ The program is small and SAM C courses are not offered every year,
☐ The program recently had a TOP Code change*,
☐ The courses and/or the certificate were miscoded*,
☐ Miscoded programs were corrected, but we are still waiting for reports to be updated, or
☐ The program is interdisciplinary [core courses are outside the TOP code of the program or will only have completers (certificates and degrees)].

NOTE: * CODING ERRORS SHOULD BE CORRECTED BY NEXT YEAR.

District Contact/Project Director: John Means

Reminder: The College must retain in audit files a paper copy of Section I Part F titled "College Core Indicator Information by TOP" signed by the Department Chair (or authorized Designee) for each funded TOP Code.
Local Application Program Information by TOP Code

College: BAKERSFIELD COLLEGE  
Program Title: Digital Media  
Agreement No.: 17-C01-023  
TOP Code: 061400

Briefly describe program improvement issue(s) concerning this TOP code and include specific examples. (Limited to 2,000 characters, or approximately ½ page of text.)

Digital Media (Media Arts) is a fairly new program and was just approved in July of 2016 and started offering courses Fall 2016. Currently there is no data on the core indicator report so the faculty is working on all special populations and core indicators at this time.

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

This is a new program that started in Fall of 2016. As additional classes are offered, new equipment is needed. Program does not have the proper equipment to meet the SLOs for the animation classes and would purchase this new equipment during the 17-18 year. Providing new equipment for two new studios would allow BC students to develop marketable and foundational skills in animation that would transfer to art schools, universities, and employment in entertainment and marketing agencies. With the equipment upgrades and animation software that will be purchased the students would have the opportunity to add a foundational piece to their animation and media arts portfolios. Staff development is also being funded so faculty can remain current in industry standards.

>Below are the nine §135(b) Requirements for Uses of Funds. Programs receiving these funds must meet these requirements. Indicate with a check mark those requirements that the program currently meets (met). Any remaining unmet requirement(s) must be addressed with completed or ongoing activities by June 30 for reporting in the final report. Note: All nine required uses of funds must be met by the end of the Act or each year until reauthorization. Funds may also be used for the permissive activities specified in number 10.

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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)]

FOR THOSE REQUIREMENT(S) LISTED ABOVE AS "UNMET:
Describe specific activity(ies) intended to address the unmet requirement(s) (Limited to 2,000 characters, or approximately ½ page of text.)

7. Initiate, improve, expand and modernize quality CTE programs, including relevant technology.

Since this is a new program that was just approved in the 15-16 year there is a great need to expand and modernize technology in the classroom now that the program continues to grow. Funds allocated this year will provide new technology that meets industry standards so our students can learn on the newest technologies out there.

10. Permissive Uses Per Section 135(c)(check activities to be funded with CTE funds)

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

2. Provide career guidance and academic counseling for students participating in CTE programs, that improves graduation rates and provides information on postsecondary and career options, and provides assistance for postsecondary students and adults. [§135(c)(2)]

3. Local education and business partnerships, including work-related experiences for students, adjunct faculty arrangements for qualified industry professionals and industry experience for teachers and faculty. [§135(c)(3)]

4. Provide programs for special populations. [§135(c)(4)]

5. Assisting career and technical student organizations. [§135(c)(5)]

6. Mentoring and support services. [§135(c)(6)]

7. Leasing, purchasing, upgrading or adapting equipment, including instructional aides and publications (including support for library resources) designed to strengthen and support academic and technical skill achievement. [§135(c)(7)]

8. Teacher preparation programs that address the integration of academic and CTE and that assist individuals who are interested in becoming CTE faculty, including individuals with experience in business and industry. [§135(c)(8)]

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18. Providing support for training programs in automotive technologies. [§135(c)(18)]

19. Pooling a portion of such funds with a portion of funds available to other recipients for innovative initiatives. [§135(c)(19)]

20. Supporting other CTE activities consistent with the purposes of the Act. [§135(c)(20)]

NOTE: If you indicate CTE funds are being used for the specified activities below, then there must be funding for the activity(ies) indicated in the line item budget for that TOP Code program(s) funded.

Check all types of activities to be funded with CTE Funds:

- 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)

Check one: UNMET REQUIREMENTS WILL BE ADDRESSED:

- Entirely with CTE Funds
- Entirely with Other Funding Sources
- Using Both CTE and Other Funding Sources
## Application Budget Summary by TOP Code

COMPLETE BUDGET SUMMARY FORMS IDENTIFYING PERKINS TITLE I-C CATEGORICAL EXPENDITURE TOTALS BY TOP CODE.

College: BAKERSFIELD COLLEGE  
Program Title: Digital Media

<table>
<thead>
<tr>
<th>Line No.</th>
<th>Acct. No.</th>
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<th>Direct Program Expenditure</th>
<th>Administrative Expenditure* (not to exceed 5% of total district expenditures)</th>
<th>Total</th>
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<tbody>
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<td>1000</td>
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<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2</td>
<td>2000</td>
<td>Non-Inst. Salaries</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>3</td>
<td>3000</td>
<td>Employee Benefits</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>4</td>
<td>4000</td>
<td>Supplies &amp; Materials</td>
<td>6,500</td>
<td>0</td>
<td>6,500</td>
</tr>
<tr>
<td>5</td>
<td>5000</td>
<td>Other Operating Expenses &amp; Services</td>
<td>3,000</td>
<td>0</td>
<td>3,000</td>
</tr>
<tr>
<td>6</td>
<td>6000</td>
<td>Capital Outlay</td>
<td>20,000</td>
<td>0</td>
<td>20,000</td>
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<tr>
<td>7</td>
<td>7000</td>
<td>Other Outgo</td>
<td>0</td>
<td>0</td>
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<tr>
<td></td>
<td></td>
<td>Total Expenditure</td>
<td>29,500</td>
<td>0</td>
<td>29,500</td>
</tr>
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*District Total Administration Expenditure Cannot Exceed 5% of the District's Combined Total of Title IC & CTE Transitions Direct Expenditures

Note: Final Report of expenditures for 2017-2018 will be reported according to the following categories:

(A) Curriculum Development/Instruction  
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California Community Colleges
Career Education Practices Unit
Rev. 4-15-14
FORM: Sec I-F

College Aggregate Core Indicator Information by TOP
(2017-2018)

District/College: BAKERSFIELD COLLEGE
Program Title: Electronics

Please review the College Aggregate form at: https://misweb.cccco.edu/perkins/Core_Indicator_Reports/Forms_All.aspx before completing this form.

If no data is available proceed to Part II.

Part I: Review core indicator report by TOP Code and total each positive, negative, N/R or N/A outcome in the last column of the College Core Indicator report. I certify and acknowledge that performance in the 34 Core Indicator categories is as follows:

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Part II: If no core indicator information is available for the TOP Code of the program you want to improve with CTE funds, specify the reason there is no data by checking the appropriate box(es).

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NOTE: * CODING ERRORS SHOULD BE CORRECTED BY NEXT YEAR.

District Contact/Project Director: John Means

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Local Application Program Information by TOP Code

College: BAKERSFIELD COLLEGE  
Program Title: Electronics  
TOP Code: 093400  
Agreement No.: 17-C01-023

Briefly describe program improvement issue(s) concerning this TOP code and include specific examples. (Limited to 2,000 characters, or approximately ½ page of text.)

There is a need in the Electronics and Electric Technology (093400) in Core Indicator 4-Employment and 5a-Nontraditional Participation as a few of the areas are under the state negotiated levels or showing not applicable or not reported. All other core indicators are above the state negotiated level but all have a need to bring up special populations reporting N/A or N/R.

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

Electronics is requesting equipment purchases so our students can learn on the most modern equipment available. By doing so they will become marketable for employment after completion of the program. We will also be doing outreach and recruitment for non traditional students and special populations.

Below are the nine §135(b) Requirements for Uses of Funds. Programs receiving these funds must meet these requirements. Indicate with a check mark those requirements that the program currently meets (met). Any remaining unmet requirement(s) must be addressed with completed or ongoing activities by June 30 for reporting in the final report. Note: All nine required uses of funds must be met by the end of the Act or each year until reauthorization. Funds may also be used for the permissive activities specified in number 10.

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<td>✓</td>
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</tr>
<tr>
<td>Requirement</td>
<td>Description</td>
<td></td>
</tr>
<tr>
<td>-------------</td>
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</tr>
<tr>
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<td>Initiate, improve, expand and modernize quality CTE programs, including relevant technology. [§135(b)(7)]</td>
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<td>8.</td>
<td>Provide services and activities that are of sufficient size, scope and quality to be effective. [§135(b)(8)]</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>Provide activities to prepare special populations, including single parents and displaced homemakers enrolled in CTE programs, for high-skill, high-wage or high-demand occupations that will lead to self-sufficiency. [§135(b)(9)]</td>
<td></td>
</tr>
</tbody>
</table>

**FOR THOSE REQUIREMENT(S) LISTED ABOVE AS "UNMET:"
Describe specific activity(ies) intended to address the unmet requirement(s) (Limited to 2,000 characters, or approximately ½ page of text.)

10. Permissive Uses Per Section 135(c) (check activities to be funded with CTE funds)

- [✓] 1. Involve parents, businesses, and labor organizations, in the design, implementation and evaluation of CTE programs. [§135(c)(1)]
- [✓] 2. Provide career guidance and academic counseling for students participating in CTE programs, that improves graduation rates and provides information on postsecondary and career options, and provides assistance for postsecondary students and adults, [§135(c)(2)]
- [ ] 3. Local education and business partnerships, including work-related experiences for students, adjunct faculty arrangements for qualified industry professionals and industry experience for teachers and faculty. [§135(c)(3)]
- [✓] 4. Provide programs for special populations. [§135(c)(4)]
- [ ] 5. Assisting career and technical student organizations. [§135(c)(5)]
- [✓] 6. Mentoring and support services. [§135(c)(6)]
- [✓] 7. Leasing, purchasing, upgrading or adapting equipment, including instructional aides and publications (including support for library resources) designed to strengthen and support academic and technical skill achievement. [§135(c)(7)]
- [ ] 8. Teacher preparation programs that address the integration of academic and CTE and that assist individuals who are interested in becoming CTE faculty, including individuals with experience in business and industry. [§135(c)(8)]
- [ ] 9. Developing and expanding postsecondary program offerings at times and in formats that are accessible for all students, including through the use of distance education. [§135(c)(9)]
- [ ] 10. Developing initiatives that facilitate the transition of sub-baccalaureate CTE students into baccalaureate degree programs, including articulation agreements, dual enrollment programs, academic and financial aid counseling and other initiatives to overcome barriers and encourage enrollment and completion. [§135(c)(10)]
- [ ] 11. Providing activities to support entrepreneurship education and training. [§135(c)(11)]
- [✓] 12. Improving or developing new CTE courses, including the development of programs of study for consideration by the state and courses that prepare individuals academically and technically for high-skill, high-wage or high-demand occupations and dual or concurrent enrollment opportunities. [§135(c)(12)]
- [ ] 13. Developing and supporting small, personalized career-themed learning communities. [§135(c)(13)]
- [ ] 14. Providing support for family and consumer sciences programs. [§135(c)(14)]
15. Providing CTE programs for adults and school dropouts to complete secondary education or dropouts to complete secondary education or upgrade technical skills. [§135(c)(15)]

16. Providing assistance to individuals who have participated in services and activities under this Act in continuing their education or training or finding an appropriate job. [§135(c)(16)]

17. Supporting training and activities (such as mentoring and outreach) in nontraditional fields. [§135(c)(17)]

18. Providing support for training programs in automotive technologies. [§135(c)(18)]

19. Pooling a portion of such funds with a portion of funds available to other recipients for innovative initiatives. [§135(c)(19)]

20. Supporting other CTE activities consistent with the purposes of the Act. [§135(c)(20)]

NOTE: If you indicate CTE funds are being used for the specified activities below, then there must be funding for the activity(ies) indicated in the line item budget for that TOP Code program(s) funded.

Check all types of activities to be funded with CTE Funds:

- 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)

Check one: UNMET REQUIREMENTS WILL BE ADDRESSED:

- Entirely with CTE Funds
- Entirely with Other Funding Sources
- Using Both CTE and Other Funding Sources
## Application Budget Summary by TOP Code

COMPLETE BUDGET SUMMARY FORMS IDENTIFYING PERKINS TITLE I-C CATEGORICAL EXPENDITURE TOTALS BY TOP CODE.

College: BAKERSFIELD COLLEGE  
Program Title: Electronics  
Agreement No.: 17-C01-023  
TOP Code: 093400

<table>
<thead>
<tr>
<th>Line No.</th>
<th>Acct. No.</th>
<th>Object of Expenditure</th>
<th>Direct Program Expenditure</th>
<th>Administrative Expenditure* (not to exceed 5% of total district expenditures)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1000</td>
<td>Instructional Salaries</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2</td>
<td>2000</td>
<td>Non-Inst. Salaries</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>3</td>
<td>3000</td>
<td>Employee Benefits</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>4</td>
<td>4000</td>
<td>Supplies &amp; Materials</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>5</td>
<td>5000</td>
<td>Other Operating Expenses &amp; Services</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>6</td>
<td>6000</td>
<td>Capital Outlay</td>
<td>29,000</td>
<td>0</td>
<td>29,000</td>
</tr>
<tr>
<td>7</td>
<td>7000</td>
<td>Other Outgo</td>
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</tr>
<tr>
<td></td>
<td></td>
<td><strong>Total Expenditure</strong></td>
<td><strong>29,000</strong></td>
<td><strong>0</strong></td>
<td><strong>29,000</strong></td>
</tr>
</tbody>
</table>

*District Total Administration Expenditure Cannot Exceed 5% of the District's Combined Total of Title IC & CTE Transitions Direct Expenditures

Note: Final Report of expenditures for 2017-2018 will be reported according to the following categories:

(A) Curriculum Development/Instruction  
(B) Professional Development  
(C) Counseling/Direct Service to Students  
(D) Other: You must provide a description of programs/services funded  
(E) Administration (not to exceed 5% of total district expenditures)
District/College: BAKERSFIELD COLLEGE  
Agreement No.: 17-C01-023  
Program Title: Automotive Technology  
TOP Code: 094800

Please review the College Aggregate form at: https://misweb.cccco.edu/perkins/Core_Indicator_Reports/Forms_All.aspx before completing this form.

If no data is available proceed to Part II.

Part I: Review core indicator report by TOP Code and total each positive, negative, N/R or N/A outcome in the last column of the College Core Indicator report. I certify and acknowledge that performance in the 34 Core Indicator categories is as follows:

2 of the 34 are at or above the State negotiated level(s);
9 of the 34 are below the State negotiated level(s);
23 of the 34 are listed as (N/R or N/A)

Part II: If no core indicator information is available for the TOP Code of the program you want to improve with CTE funds, specify the reason there is no data by checking the appropriate box(es).

☐ The program is new,
☐ The program is offered in noncredit only,
☐ The program is small and SAM C courses are not offered every year,
☐ The program recently had a TOP Code change*,
☐ The courses and/or the certificate were miscoded*,
☐ Miscoded programs were corrected, but we are still waiting for reports to be updated, or
☐ The program is interdisciplinary [core courses are outside the TOP code of the program or will only have completers (certificates and degrees)].

NOTE: * CODING ERRORS SHOULD BE CORRECTED BY NEXT YEAR.

District Contact/Project Director: John Means

Reminder: The College must retain in audit files a paper copy of Section I Part F titled "College Core Indicator Information by TOP" signed by the Department Chair (or authorized Designee) for each funded TOP Code.
Local Application Program Information by TOP Code

College: BAKERSFIELD COLLEGE  
Program Title: Automotive Technology  
TOP Code: 094800  
Agreement No.: 17-C01-023

Briefly describe program improvement issue(s) concerning this TOP code and include specific examples. (Limited to 2,000 characters, or approximately ½ page of text.)

There is a need in the Automotive Program (094800) for Core Indicators 1-Technical Skill Attainment, Core Indicator 2-Completions, Core Indicator 3-Persistence and Transfer, Core Indicator 5a-Non-traditional Participation, and 5b-Non-traditional Completions. Improvements need to be made across all special populations in the above areas. Automotive is meeting state negotiated levels in most of the special populations but will continue to work on bringing these numbers up by working with Job Placement as well as offering internships and work experience.

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

To continue to be up to date with the industry standards and new innovations, the automotive faculty are requesting staff development opportunities and training to meet the ever changing needs. Automotive also plans to do marketing, outreach and recruitment for the special populations and more specifically women in automotive.

>Below are the nine §135(b) Requirements for Uses of Funds. Programs receiving these funds must meet these requirements. Indicate with a check mark those requirements that the program currently meets (met). Any remaining unmet requirement(s) must be addressed with completed or ongoing activities by June 30 for reporting in the final report. Note: All nine required uses of funds must be met by the end of the Act or each year until reauthorization. Funds may also be used for the permissive activities specified in number 10.

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

FOR THOSE REQUIREMENT(S) LISTED ABOVE AS "UNMET:
Describe specific activity(ies) intended to address the unmet requirement(s) (Limited to 2,000 characters, or approximately ½ page of text.)

10. Permissive Uses Per Section 135(c)(check activities to be funded with CTE funds)
    
    ✅ 1. Involve parents, businesses, and labor organizations, in the design, implementation and evaluation of CTE programs. [§135(c)(1)]
    
    ✅ 2. Provide career guidance and academic counseling for students participating in CTE programs, that improves graduation rates and provides information on postsecondary and career options, and provides assistance for postsecondary students and adults, [§135(c)(2)]
    
    ✅ 3. Local education and business partnerships, including work-related experiences for students, adjunct faculty arrangements for qualified industry professionals and industry experience for teachers and faculty. [§135(c)(3)]
    
    ✅ 4. Provide programs for special populations. [§135(c)(4)]
    
    ✅ 5. Assisting career and technical student organizations. [§135(c)(5)]
    
    ✅ 6. Mentoring and support services. [§135(c)(6)]
    
    ✅ 7. Leasing, purchasing, upgrading or adapting equipment, including instructional aides and publications (including support for library resources) designed to strengthen and support academic and technical skill achievement. [§135(c)(7)]
    
    ✅ 8. Teacher preparation programs that address the integration of academic and CTE and that assist individuals who are interested in becoming CTE faculty, including individuals with experience in business and industry. [§135(c)(8)]
    
    ✅ 9. Developing and expanding postsecondary program offerings at times and in formats that are accessible for all students, including through the use of distance education. [§135(c)(9)]
    
    ✅ 10. Developing initiatives that facilitate the transition of sub-baccalaureate CTE students into baccalaureate degree programs, including articulation agreements, dual enrollment programs, academic and financial aid counseling and other initiatives to overcome barriers and encourage enrollment and completion. [§135(c)(10)]
    
    ✅ 11. Providing activities to support entrepreneurship education and training. [§135(c)(11)]
    
    ✅ 12. Improving or developing new CTE courses, including the development of programs of study for consideration by the state and courses that prepare individuals academically and technically for high-skill, high-wage or high-demand occupations and dual or concurrent enrollment opportunities. [§135(c)(12)]
    
    ✅ 13. Developing and supporting small, personalized career-themed learning communities. [§135(c)(13)]
14. Providing support for family and consumer sciences programs. [§135(c)(14)]

15. Providing CTE programs for adults and school dropouts to complete secondary education or dropouts to complete secondary education or upgrade technical skills. [§135(c)(15)]

16. Providing assistance to individuals who have participated in services and activities under this Act in continuing their education or training or finding an appropriate job. [§135(c)(16)]

17. Supporting training and activities (such as mentoring and outreach) in nontraditional fields. [§135(c)(17)]

18. Providing support for training programs in automotive technologies. [§135(c)(18)]

19. Pooling a portion of such funds with a portion of funds available to other recipients for innovative initiatives. [§135(c)(19)]

20. Supporting other CTE activities consistent with the purposes of the Act. [§135(c)(20)]

NOTE: If you indicate CTE funds are being used for the specified activities below, then there must be funding for the activity(ies) indicated in the line item budget for that TOP Code program(s) funded.

Check all types of activities to be funded with CTE Funds:

✔ 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) 

Check one: UNMET REQUIREMENTS WILL BE ADDRESSED:

☐ Entirely with CTE Funds

☐ Entirely with Other Funding Sources

☐ Using Both CTE and Other Funding Sources
Application Budget Summary by TOP Code

COMPLETE BUDGET SUMMARY FORMS IDENTIFYING PERKINS TITLE I-C CATEGORICAL EXPENDITURE TOTALS BY TOP CODE.

College: BAKERSFIELD COLLEGE  Agreement No.: 17-C01-023
Program Title: Automotive Technology  TOP Code: 094800

<table>
<thead>
<tr>
<th>Line No.</th>
<th>Acct. No.</th>
<th>Object of Expenditure</th>
<th>Direct Program Expenditure</th>
<th>Administrative Expenditure* (not to exceed 5% of total district expenditures)</th>
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<tr>
<td>1</td>
<td>1000</td>
<td>Instructional Salaries</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2</td>
<td>2000</td>
<td>Non-Inst. Salaries</td>
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<tr>
<td>3</td>
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<td>0</td>
</tr>
<tr>
<td>4</td>
<td>4000</td>
<td>Supplies &amp; Materials</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>5</td>
<td>5000</td>
<td>Other Operating Expenses &amp; Services</td>
<td>15,000</td>
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<td>15,000</td>
</tr>
<tr>
<td>6</td>
<td>6000</td>
<td>Capital Outlay</td>
<td>0</td>
<td>0</td>
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<tr>
<td>7</td>
<td>7000</td>
<td>Other Outgo</td>
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<tr>
<td></td>
<td></td>
<td>Total Expenditure</td>
<td>15,000</td>
<td>0</td>
<td>15,000</td>
</tr>
</tbody>
</table>

*District Total Administration Expenditure Cannot Exceed 5% of the District's Combined Total of Title IC & CTE Transitions Direct Expenditures

Note: Final Report of expenditures for 2017-2018 will be reported according to the following categories:

(A) Curriculum Development/Instruction
(B) Professional Development
(C) Counseling/Direct Service to Students
(D) Other: You must provide a description of programs/services funded
(E) Administration (not to exceed 5% of total district expenditures)
District/College: BAKERSFIELD COLLEGE
Program Title: Drafting Technology
Agreement No.: 17-C01-023
TOP Code: 095300

Please review the College Aggregate form at: https://misweb.cccco.edu/perkins/Core_Indicator_Reports/Forms_All.aspx before completing this form.

If no data is available proceed to Part II.

**Part I:** Review core indicator report by TOP Code and total each positive, negative, N/R or N/A outcome in the last column of the College Core Indicator report. I certify and acknowledge that performance in the 34 Core Indicator categories is as follows:

- 7 of the 34 are at or above the State negotiated level(s);
- 5 of the 34 are below the State negotiated level(s);
- 22 of the 34 are listed as (N/R or N/A)

**Part II:** If no core indicator information is available for the TOP Code of the program you want to improve with CTE funds, specify the reason there is no data by checking the appropriate box(es).

- The program is new,
- The program is offered in noncredit only,
- The program is small and SAM C courses are not offered every year,
- The program recently had a TOP Code change*,
- The courses and/or the certificate were miscoded*,
- Miscoded programs were corrected, but we are still waiting for reports to be updated, or
- The program is interdisciplinary [core courses are outside the TOP code of the program or will only have completers (certificates and degrees)].

**NOTE:** *CODING ERRORS SHOULD BE CORRECTED BY NEXT YEAR.*

District Contact/Project Director: John Means

**Reminder:** The College must retain in audit files a paper copy of Section I Part F titled "College Core Indicator Information by TOP" signed by the Department Chair (or authorized Designee) for each funded TOP Code.
Local Application Program Information by TOP Code

College: BAKERSFIELD COLLEGE
Program Title: Drafting Technology
Agreement No.: 17-C01-023
TOP Code: 095300

Briefly describe program improvement issue(s) concerning this TOP code and include specific examples. (Limited to 2,000 characters, or approximately ½ page of text.)

There is a need in the Drafting Technology (095300) for improvements in Core Indicators 1-Technical Skill Attainment, Core Indicator 4-Employment, and Core Indicator 5a Nontraditional Participation. There are some areas that are not meeting the state negotiated levels and some reporting N/A and N/R across all other special populations. All other core indicators are meeting state negotiated levels but have various special populations showing N/A or N/R so faculty and CTE staff will continue to bring those numbers up.

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

Staff development opportunities and faculty training are being requesting to stay up to date with meeting the needs of industry and obtaining additional certifications and training on new trends. Outreach and recruitment will also be done for special populations.

Below are the nine §135(b) Requirements for Uses of Funds. Programs receiving these funds must meet these requirements. Indicate with a check mark those requirements that the program currently meets (met). Any remaining unmet requirement(s) must be addressed with completed or ongoing activities by June 30 for reporting in the final report. Note: All nine required uses of funds must be met by the end of the Act or each year until reauthorization. Funds may also be used for the permissive activities specified in number 10.

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<th>MET</th>
<th>UNMET</th>
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<tbody>
<tr>
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<td>✔️</td>
<td>❌</td>
</tr>
<tr>
<td>2. Link CTE at the secondary and the postsecondary levels, including by offering elements of not less than one program of study described in §122(c)(1)(A). [§135(b)(2)]</td>
<td>✔️</td>
<td>❌</td>
</tr>
<tr>
<td>3. Provide students with strong experience in and understanding of all aspects of an industry, which may include work-based learning experiences. [§135(b)(3)]</td>
<td>✔️</td>
<td>❌</td>
</tr>
<tr>
<td>4. Develop, improve, or expand the use of technology in CTE, which may include training to use technology, providing students with the skills needed to enter technology fields, and encouraging schools to collaborate with technology industries to offer internships and mentoring programs. [§135(b)(4)]</td>
<td>✔️</td>
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</tr>
<tr>
<td>5. Provide in-service and pre-service professional development programs to faculty, administrators, and career guidance and academic counselors involved in integrated CTE programs, on topics including effective integration of academics and CTE, effective teaching skills based on research, effective practices to improve parental and community involvement, effective use of scientifically based research and data to improve instruction. Professional development should also ensure that faculty and personnel stay current with all aspects of an industry; involve internship programs that provide relevant business experience; and train faculty in the effective use and application of technology. [§135(b)(5)]</td>
<td>✔️</td>
<td>❌</td>
</tr>
</tbody>
</table>
6. Develop and implement evaluations of the CTE programs carried out with Perkins IV 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)]

FOR THOSE REQUIREMENT(S) LISTED ABOVE AS "UNMET:
Describe specific activity(ies) intended to address the unmet requirement(s) (Limited to 2,000 characters, or approximately ½ page of text.)

10. Permissive Uses Per Section 135(c)(check activities to be funded with CTE funds)

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

   ✔ 2. Provide career guidance and academic counseling for students participating in CTE programs, that improves graduation rates and provides information on postsecondary and career options, and provides assistance for postsecondary students and adults, [§135(c)(2)]

   ☐ 3. Local education and business partnerships, including work-related experiences for students, adjunct faculty arrangements for qualified industry professionals and industry experience for teachers and faculty. [§135(c)(3)]

   ✔ 4. Provide programs for special populations. [§135(c)(4)]

   ☐ 5. Assisting career and technical student organizations. [§135(c)(5)]

   ✔ 6. Mentoring and support services. [§135(c)(6)]

   ☐ 7. Leasing, purchasing, upgrading or adapting equipment, including instructional aides and publications (including support for library resources) designed to strengthen and support academic and technical skill achievement. [§135(c)(7)]

   ☐ 8. Teacher preparation programs that address the integration of academic and CTE and that assist individuals who are interested in becoming CTE faculty, including individuals with experience in business and industry. [§135(c)(8)]

   ☐ 9. Developing and expanding postsecondary program offerings at times and in formats that are accessible for all students, including through the use of distance education. [§135(c)(9)]

   ☐ 10. Developing initiatives that facilitate the transition of sub-baccalaureate CTE students into baccalaureate degree programs, including articulation agreements, dual enrollment programs, academic and financial aid counseling and other initiatives to overcome barriers and encourage enrollment and completion. [§135(c)(10)]

   ✔ 11. Providing activities to support entrepreneurship education and training. [§135(c)(11)]

   ✔ 12. Improving or developing new CTE courses, including the development of programs of study for consideration by the state and courses that prepare individuals academically and technically for high-skill, high-wage or high-demand occupations and dual or concurrent enrollment opportunities. [§135(c)(12)]

   ☐ 13. Developing and supporting small, personalized career-themed learning communities. [§135(c)(13)]
14. Providing support for family and consumer sciences programs. [§135(c)(14)]

15. Providing CTE programs for adults and school dropouts to complete secondary education or dropouts to complete secondary education or upgrade technical skills. [§135(c)(15)]

16. Providing assistance to individuals who have participated in services and activities under this Act in continuing their education or training or finding an appropriate job. [§135(c)(16)]

17. Supporting training and activities (such as mentoring and outreach) in nontraditional fields. [§135(c)(17)]

18. Providing support for training programs in automotive technologies. [§135(c)(18)]

19. Pooling a portion of such funds with a portion of funds available to other recipients for innovative initiatives. [§135(c)(19)]

20. Supporting other CTE activities consistent with the purposes of the Act. [§135(c)(20)]

NOTE: If you indicate CTE funds are being used for the specified activities below, then there must be funding for the activity(ies) indicated in the line item budget for that TOP Code program(s) funded.

Check all types of activities to be funded with CTE Funds:

- 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)

Check one: UNMET REQUIREMENTS WILL BE ADDRESSED:

- Entirely with CTE Funds
- Entirely with Other Funding Sources
- Using Both CTE and Other Funding Sources
**Application Budget Summary by TOP Code**

COMPLETE BUDGET SUMMARY FORMS IDENTIFYING PERKINS TITLE I-C CATEGORICAL EXPENDITURE TOTALS BY TOP CODE.

College: BAKERSFIELD COLLEGE  
Program Title: Drafting Technology

<table>
<thead>
<tr>
<th>Line No.</th>
<th>Acct. No.</th>
<th>Object of Expenditure</th>
<th>Direct Program Expenditure</th>
<th>Administrative Expenditure* (not to exceed 5% of total district expenditures)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1000</td>
<td>Instructional Salaries</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2</td>
<td>2000</td>
<td>Non-Inst. Salaries</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>3</td>
<td>3000</td>
<td>Employee Benefits</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>4</td>
<td>4000</td>
<td>Supplies &amp; Materials</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<tr>
<td>5</td>
<td>5000</td>
<td>Other Operating Expenses &amp; Services</td>
<td>8,000</td>
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</tr>
<tr>
<td>6</td>
<td>6000</td>
<td>Capital Outlay</td>
<td>0</td>
<td>0</td>
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<td>7</td>
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<td>Other Outgo</td>
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<td></td>
<td></td>
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<td>8,000</td>
<td>0</td>
<td>8,000</td>
</tr>
</tbody>
</table>

*District Total Administration Expenditure Cannot Exceed 5% of the District's Combined Total of Title IC & CTE Transitions Direct Expenditures

**Note:** Final Report of expenditures for 2017-2018 will be reported according to the following categories:

(A) Curriculum Development/Instruction  
(B) Professional Development  
(C) Counseling/Direct Service to Students  
(D) Other: You must provide a description of programs/services funded  
(E) Administration (not to exceed 5% of total district expenditures)
California Community Colleges
Career Education Practices Unit
Rev. 4-15-14
FORM: Sec I-F

College Aggregate Core Indicator Information by TOP
(2017-2018)

District/College: BAKERSFIELD COLLEGE  Agreement No.: 17-C01-023
Program Title: Commercial Music  TOP Code: 100500

Please review the College Aggregate form at: https://misweb.cccco.edu/perkins/Core_Indicator_Reports/Forms_All.aspx before completing this form.

If no data is available proceed to Part II.

Part I: Review core indicator report by TOP Code and total each positive, negative, N/R or N/A outcome in the last column of the College Core Indicator report. I certify and acknowledge that performance in the 34 Core Indicator categories is as follows:

0 of the 34 are at or above the State negotiated level(s);
0 of the 34 are below the State negotiated level(s);
0 of the 34 are listed as (N/R or N/A)

Part II: If no core indicator information is available for the TOP Code of the program you want to improve with CTE funds, specify the reason there is no data by checking the appropriate box(es).

☑ The program is new,
☐ The program is offered in noncredit only,
☐ The program is small and SAM C courses are not offered every year,
☐ The program recently had a TOP Code change*,
☐ The courses and/or the certificate were miscoded*,
☐ Miscoded programs were corrected, but we are still waiting for reports to be updated, or
☐ The program is interdisciplinary [core courses are outside the TOP code of the program or will only have completers (certificates and degrees)].

NOTE: * CODING ERRORS SHOULD BE CORRECTED BY NEXT YEAR.

District Contact/Project Director: John Means

Reminder: The College must retain in audit files a paper copy of Section I Part F titled "College Core Indicator Information by TOP" signed by the Department Chair (or authorized Designee) for each funded TOP Code.
Local Application Program Information by TOP Code

College: BAKERSFIELD COLLEGE
Program Title: Commercial Music
Agreement No.: 17-C01-023
TOP Code: 100500

Briefly describe program improvement issue(s) concerning this TOP code and include specific examples. (Limited to 2,000 characters, or approximately ½ page of text.)

Commercial Music was approved as a new program and started the 2016-17 academic year. There is no core indicator information available yet but the focus is on enrollment for special populations and completion.

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

Issues above will be addressed by marketing the program, developing internship opportunities with industry partners and continuous collaboration with the advisory board.

> Below are the nine §135(b) Requirements for Uses of Funds. Programs receiving these funds must meet these requirements. Indicate with a check mark those requirements that the program currently meets (met). Any remaining unmet requirement(s) must be addressed with completed or ongoing activities by June 30 for reporting in the final report. Note: All nine required uses of funds must be met by the end of the Act or each year until reauthorization. Funds may also be used for the permissive activities specified in number 10.

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

Indicate with a check mark which requirements have been met, below.
### 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)]

**FOR THOSE REQUIREMENT(S) LISTED ABOVE AS "UNMET:
Describe specific activity(ies) intended to address the unmet requirement(s) (Limited to 2,000 characters, or approximately ½ page of text.)**

10. Permissive Uses Per Section 135(c) (check activities to be funded with CTE funds)

- ✔ 1. Involve parents, businesses, and labor organizations, in the design, implementation and evaluation of CTE programs. [§135(c)(1)]
- ✔ 2. Provide career guidance and academic counseling for students participating in CTE programs, that improves graduation rates and provides information on postsecondary and career options, and provides assistance for postsecondary students and adults, [§135(c)(2)]
- ✔ 3. Local education and business partnerships, including work-related experiences for students, adjunct faculty arrangements for qualified industry professionals and industry experience for teachers and faculty. [§135(c)(3)]
- ✔ 4. Provide programs for special populations. [§135(c)(4)]
- ✔ 5. Assisting career and technical student organizations. [§135(c)(5)]
- ✔ 6. Mentoring and support services. [§135(c)(6)]
- ✔ 7. Leasing, purchasing, upgrading or adapting equipment, including instructional aides and publications (including support for library resources) designed to strengthen and support academic and technical skill achievement. [§135(c)(7)]
- ✔ 8. Teacher preparation programs that address the integration of academic and CTE and that assist individuals who are interested in becoming CTE faculty, including individuals with experience in business and industry. [§135(c)(8)]
- ✔ 9. Developing and expanding postsecondary program offerings at times and in formats that are accessible for all students, including through the use of distance education. [§135(c)(9)]
- ✔ 10. Developing initiatives that facilitate the transition of sub-baccalaureate CTE students into baccalaureate degree programs, including articulation agreements, dual enrollment programs, academic and financial aid counseling and other initiatives to overcome barriers and encourage enrollment and completion. [§135(c)(10)]
- ✔ 11. Providing activities to support entrepreneurship education and training. [§135(c)(11)]
- ✔ 12. Improving or developing new CTE courses, including the development of programs of study for consideration by the state and courses that prepare individuals academically and technically for high-skill, high-wage or high-demand occupations and dual or concurrent enrollment opportunities. [§135(c)(12)]
- ✔ 13. Developing and supporting small, personalized career-themed learning communities. [§135(c)(13)]
- ✔ 14. Providing support for family and consumer sciences programs. [§135(c)(14)]
15. Providing CTE programs for adults and school dropouts to complete secondary education or dropouts to complete secondary education or upgrade technical skills. [§135(c)(15)]

16. Providing assistance to individuals who have participated in services and activities under this Act in continuing their education or training or finding an appropriate job. [§135(c)(16)]

17. Supporting training and activities (such as mentoring and outreach) in nontraditional fields. [§135(c)(17)]

18. Providing support for training programs in automotive technologies. [§135(c)(18)]

19. Pooling a portion of such funds with a portion of funds available to other recipients for innovative initiatives. [§135(c)(19)]

20. Supporting other CTE activities consistent with the purposes of the Act. [§135(c)(20)]

NOTE: If you indicate CTE funds are being used for the specified activities below, then there must be funding for the activity(ies) indicated in the line item budget for that TOP Code program(s) funded.

Check all types of activities to be funded with CTE Funds:

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

Check one: UNMET REQUIREMENTS WILL BE ADDRESSED:

- ❑ Entirely with CTE Funds
- ❑ Entirely with Other Funding Sources
- ❑ Using Both CTE and Other Funding Sources
## Application Budget Summary by TOP Code

**COMPLETE BUDGET SUMMARY FORMS IDENTIFYING PERKINS TITLE I-C CATEGORICAL EXPENDITURE TOTALS BY TOP CODE.**

**College:** BAKERSFIELD COLLEGE  
**Program Title:** Commercial Music  
**Agreement No.:** 17-C01-023  
**TOP Code:** 100500

<table>
<thead>
<tr>
<th>Line No.</th>
<th>Acct. No.</th>
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<th>Administrative Expenditure* (not to exceed 5% of total district expenditures)</th>
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<td>0</td>
<td>0</td>
</tr>
<tr>
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<td>2000</td>
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<td>0</td>
<td>0</td>
<td>0</td>
</tr>
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<tr>
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</tr>
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<tr>
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<td>6000</td>
<td>Capital Outlay</td>
<td>10,000</td>
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<tr>
<td></td>
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<td><strong>Total Expenditure</strong></td>
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<td><strong>0</strong></td>
<td><strong>15,000</strong></td>
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*District Total Administration Expenditure Cannot Exceed 5% of the District's Combined Total of Title IC & CTE Transitions Direct Expenditures

**Note:** Final Report of expenditures for 2017-2018 will be reported according to the following categories:

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(C) Counseling/Direct Service to Students  
(D) Other: You must provide a description of programs/services funded  
(E) Administration (not to exceed 5% of total district expenditures)
District/College: BAKERSFIELD COLLEGE  
Program Title: Graphic Arts  
Agreement No.: 17-C01-023  
TOP Code: 103000

Please review the College Aggregate form at: https://misweb.cccco.edu/perkins/Core_Indicator_Reports/Forms_All.aspx before completing this form.

If no data is available proceed to Part II.

Part I: Review core indicator report by TOP Code and total each positive, negative, N/R or N/A outcome in the last column of the College Core Indicator report. I certify and acknowledge that performance in the 34 Core Indicator categories is as follows:

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22 of the 34 are listed as (N/R or N/A)

Part II: If no core indicator information is available for the TOP Code of the program you want to improve with CTE funds, specify the reason there is no data by checking the appropriate box(es).

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NOTE: * CODING ERRORS SHOULD BE CORRECTED BY NEXT YEAR.

District Contact/Project Director: John Means

Reminder: The College must retain in audit files a paper copy of Section I Part F titled "College Core Indicator Information by TOP" signed by the Department Chair (or authorized Designee) for each funded TOP Code.
Local Application Program Information by TOP Code

College: BAKERSFIELD COLLEGE
Program Title: Graphic Arts
Agreement No.: 17-C01-023
TOP Code: 103000

Briefly describe program improvement issue(s) concerning this TOP code and include specific examples. (Limited to 2,000 characters, or approximately ½ page of text.)

There is a need in the Graphics Arts program (103000) for improvements to all Core Indicators in the areas of displaced homemakers, limited English proficiency, single parents, students with disabilities, and migrant students. Enrollment in all of those areas need to be increased in the coming year so we have data in those areas. Core Indicator 3 Persistence and Transfer is the only core indicator Graphic Arts that is below the state negotiated level.

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

Special population in persistence and transfer needs improvement. To improve this core indicator as well as all other faculty needs to be trained to remain consistent in meeting industry needs, thus will be funded staff development to attend conferences. New marketing materials are needed for this program so they will be funded and geared towards special populations. The department is also in need of a 3D Printer. Industry is now using 3D printing for concepting and prototyping projects. By having this printer BC students would be adding a very important marketing skill to their portfolio.

->Below are the nine §135(b) Requirements for Uses of Funds. Programs receiving these funds must meet these requirements. Indicate with a check mark those requirements that the program currently meets (met). Any remaining unmet requirement(s) must be addressed with completed or ongoing activities by June 30 for reporting in the final report. Note: All nine required uses of funds must be met by the end of the Act or each year until reauthorization. Funds may also be used for the permissive activities specified in number 10.

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<td>✔️</td>
<td></td>
</tr>
</tbody>
</table>

Indicate with a check mark which requirements have been met, below.
6. Develop and implement evaluations of the CTE programs carried out with Perkins IV 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)]

FOR THOSE REQUIREMENT(S) LISTED ABOVE AS "UNMET:
Describe specific activity(ies) intended to address the unmet requirement(s) (Limited to 2,000 characters, or approximately ½ page of text.)

10. Permissive Uses Per Section 135(c)(check activities to be funded with CTE funds)

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

   ✓ 2. Provide career guidance and academic counseling for students participating in CTE programs, that improves graduation rates and provides information on postsecondary and career options, and provides assistance for postsecondary students and adults, [§135(c)(2)]

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   ✓ 5. Assisting career and technical student organizations. [§135(c)(5)]

   ✓ 6. Mentoring and support services. [§135(c)(6)]

   ✓ 7. Leasing, purchasing, upgrading or adapting equipment, including instructional aides and publications (including support for library resources) designed to strengthen and support academic and technical skill achievement. [§135(c)(7)]

   ✓ 8. Teacher preparation programs that address the integration of academic and CTE and that assist individuals who are interested in becoming CTE faculty, including individuals with experience in business and industry. [§135(c)(8)]

   ✓ 9. Developing and expanding postsecondary program offerings at times and in formats that are accessible for all students, including through the use of distance education. [§135(c)(9)]

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   ✓ 11. Providing activities to support entrepreneurship education and training. [§135(c)(11)]

   ✓ 12. Improving or developing new CTE courses, including the development of programs of study for consideration by the state and courses that prepare individuals academically and technically for high-skill, high-wage or high-demand occupations and dual or concurrent enrollment opportunities. [§135(c)(12)]

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16. Providing assistance to individuals who have participated in services and activities under this Act in continuing their education or training or finding an appropriate job. [§135(c)(16)]

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19. Pooling a portion of such funds with a portion of funds available to other recipients for innovative initiatives. [§135(c)(19)]

20. Supporting other CTE activities consistent with the purposes of the Act. [§135(c)(20)]

NOTE: If you indicate CTE funds are being used for the specified activities below, then there must be funding for the activity(ies) indicated in the line item budget for that TOP Code program(s) funded.

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- Professional Dev. (including stipends)
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- Consultants or Other Contracted Services
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- Other(specify)

Check one: UNMET REQUIREMENTS WILL BE ADDRESSED:

- Entirely with CTE Funds
- Entirely with Other Funding Sources
- Using Both CTE and Other Funding Sources
**Application Budget Summary by TOP Code**

**COMPLETE BUDGET SUMMARY FORMS IDENTIFYING PERKINS TITLE I-C CATEGORICAL EXPENDITURE TOTALS BY TOP CODE.**

College: BAKERSFIELD COLLEGE  
Program Title: Graphic Arts  
Agreement No.: 17-C01-023  
TOP Code: 103000

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<th>Line No.</th>
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<td>0</td>
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</table>

*District Total Administration Expenditure Cannot Exceed 5% of the District's Combined Total of Title IC & CTE Transitions Direct Expenditures*

**Note:** Final Report of expenditures for 2017-2018 will be reported according to the following categories:

(A) Curriculum Development/Instruction  
(B) Professional Development  
(C) Counseling/Direct Service to Students  
(D) Other: You must provide a description of programs/services funded  
(E) Administration (not to exceed 5% of total district expenditures)
District/College: BAKERSFIELD COLLEGE          Agreement No.: 17-C01-023
Program Title: Radiologic Technology          TOP Code: 122500

Please review the College Aggregate form at: https://misweb.cccco.edu/perkins/Core_Indicator_Reports/Forms_All.aspx before completing this form.

If no data is available proceed to Part II.

**Part I:** Review core indicator report by TOP Code and total each positive, negative, N/R or N/A outcome in the last column of the College Core Indicator report. I certify and acknowledge that performance in the 34 Core Indicator categories is as follows:

- 8 of the 34 are at or above the State negotiated level(s);
- 3 of the 34 are below the State negotiated level(s);
- 23 of the 34 are listed as (N/R or N/A)

**Part II:** If no core indicator information is available for the TOP Code of the program you want to improve with CTE funds, specify the reason there is no data by checking the appropriate box(es).

- [ ] The program is new,
- [ ] The program is offered in noncredit only,
- [ ] The program is small and SAM C courses are not offered every year,
- [ ] The program recently had a TOP Code change*,
- [ ] The courses and/or the certificate were miscoded*,
- [ ] Miscoded programs were corrected, but we are still waiting for reports to be updated, or
- [ ] The program is interdisciplinary [core courses are outside the TOP code of the program or will only have completers (certificates and degrees)].

**NOTE:** *CODING ERRORS SHOULD BE CORRECTED BY NEXT YEAR.*

District Contact/Project Director: John Means

**Reminder:** The College must retain in audit files a paper copy of Section I Part F titled "College Core Indicator Information by TOP" signed by the Department Chair (or authorized Designee) for each funded TOP Code.
Local Application Program Information by TOP Code

College: BAKERSFIELD COLLEGE
Program Title: Radiologic Technology
Agreement No.: 17-C01-023
TOP Code: 122500

Briefly describe program improvement issue(s) concerning this TOP code and include specific examples. (Limited to 2,000 characters, or approximately ½ page of text.)

There is a need in the Radiologic Technician Program (122500) for improvements to Core Indicator 3 – persistence and transfer: mainly for, and the economically disadvantaged.

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

To improve student's success rates in persistence, transfer, and employment, Faculty will address what support services are available and how to obtain them on campus. Faculty will receive professional development on the recruitment and persistence of nontraditional students.

>Below are the nine §135(b) Requirements for Uses of Funds. Programs receiving these funds must meet these requirements. Indicate with a check mark those requirements that the program currently meets (met). Any remaining unmet requirement(s) must be addressed with completed or ongoing activities by June 30 for reporting in the final report. Note: All nine required uses of funds must be met by the end of the Act or each year until reauthorization. Funds may also be used for the permissive activities specified in number 10.

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

FOR THOSE REQUIREMENT(S) LISTED ABOVE AS "UNMET:
Describe specific activity(ies) intended to address the unmet requirement(s) (Limited to 2,000 characters, or approximately ½ page of text.)

10. Permissive Uses Per Section 135(c)(check activities to be funded with CTE funds)

- [✓] 1. Involve parents, businesses, and labor organizations, in the design, implementation and evaluation of CTE programs. [§135(c)(1)]
- [✓] 2. Provide career guidance and academic counseling for students participating in CTE programs, that improves graduation rates and provides information on postsecondary and career options, and provides assistance for postsecondary students and adults. [§135(c)(2)]
- [✓] 3. Local education and business partnerships, including work-related experiences for students, adjunct faculty arrangements for qualified industry professionals and industry experience for teachers and faculty. [§135(c)(3)]
- [✓] 4. Provide programs for special populations. [§135(c)(4)]
- [☐] 5. Assisting career and technical student organizations. [§135(c)(5)]
- [✓] 6. Mentoring and support services. [§135(c)(6)]
- [☐] 7. Leasing, purchasing, upgrading or adapting equipment, including instructional aides and publications (including support for library resources) designed to strengthen and support academic and technical skill achievement. [§135(c)(7)]
- [☐] 8. Teacher preparation programs that address the integration of academic and CTE and that assist individuals who are interested in becoming CTE faculty, including individuals with experience in business and industry. [§135(c)(8)]
- [☐] 9. Developing and expanding postsecondary program offerings at times and in formats that are accessible for all students, including through the use of distance education. [§135(c)(9)]
- [☐] 10. Developing initiatives that facilitate the transition of sub-baccalaureate CTE students into baccalaureate degree programs, including articulation agreements, dual enrollment programs, academic and financial aid counseling and other initiatives to overcome barriers and encourage enrollment and completion. [§135(c)(10)]
- [☐] 11. Providing activities to support entrepreneurship education and training. [§135(c)(11)]
- [☐] 12. Improving or developing new CTE courses, including the development of programs of study for consideration by the state and courses that prepare individuals academically and technically for high-skill, high-wage or high-demand occupations and dual or concurrent enrollment opportunities. [§135(c)(12)]
- [☐] 13. Developing and supporting small, personalized career-themed learning communities. [§135(c)(13)]
- [☐] 14. Providing support for family and consumer sciences programs. [§135(c)(14)]
15. Providing CTE programs for adults and school dropouts to complete secondary education or dropouts to complete secondary education or upgrade technical skills. [§135(c)(15)]

16. Providing assistance to individuals who have participated in services and activities under this Act in continuing their education or training or finding an appropriate job. [§135(c)(16)]

17. Supporting training and activities (such as mentoring and outreach) in nontraditional fields. [§135(c)(17)]

18. Providing support for training programs in automotive technologies. [§135(c)(18)]

19. Pooling a portion of such funds with a portion of funds available to other recipients for innovative initiatives. [§135(c)(19)]

20. Supporting other CTE activities consistent with the purposes of the Act. [§135(c)(20)]

NOTE: If you indicate CTE funds are being used for the specified activities below, then there must be funding for the activity(ies) indicated in the line item budget for that TOP Code program(s) funded.

Check all types of activities to be funded with CTE Funds:

- [x] Professional Dev. (including stipends)
- [ ] 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) ____________________

Check one: UNMET REQUIREMENTS WILL BE ADDRESSED:

- [ ] Entirely with CTE Funds
- [ ] Entirely with Other Funding Sources
- [ ] Using Both CTE and Other Funding Sources
Application Budget Summary by TOP Code

COMPLETE BUDGET SUMMARY FORMS IDENTIFYING PERKINS TITLE I-C CATEGORICAL EXPENDITURE TOTALS BY TOP CODE.

<table>
<thead>
<tr>
<th>Line No.</th>
<th>Acct. No.</th>
<th>Object of Expenditure</th>
<th>Direct Program Expenditure</th>
<th>Administrative Expenditure* (not to exceed 5% of total district expenditures)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1000</td>
<td>Instructional Salaries</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2</td>
<td>2000</td>
<td>Non-Inst. Salaries</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>3</td>
<td>3000</td>
<td>Employee Benefits</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>4</td>
<td>4000</td>
<td>Supplies &amp; Materials</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>5</td>
<td>5000</td>
<td>Other Operating Expenses &amp; Services</td>
<td>5,000</td>
<td>0</td>
<td>5,000</td>
</tr>
<tr>
<td>6</td>
<td>6000</td>
<td>Capital Outlay</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>7</td>
<td>7000</td>
<td>Other Outgo</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

**Total Expenditure** 5,000

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**Note:** Final Report of expenditures for 2017-2018 will be reported according to the following categories:

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California Community Colleges
Career Education Practices Unit
Rev. 4-15-14
FORM: Sec I-F

Carl D. Perkins Career and Technical Education Act of 2006

College Aggregate Core Indicator Information by TOP
(2017-2018)

District/College: BAKERSFIELD COLLEGE
Agreement No.: 17-C01-023
Program Title: Nursing
TOP Code: 123000

Please review the College Aggregate form at: https://misweb.cccco.edu/perkins/Core_Indicator_Reports/Forms_All.aspx before completing this form.

If no data is available proceed to Part II.

Part I: Review core indicator report by TOP Code and total each positive, negative, N/R or N/A outcome in the last column of the College Core Indicator report. I certify and acknowledge that performance in the 34 Core Indicator categories is as follows:

13 of the 34 are at or above the State negotiated level(s);
12 of the 34 are below the State negotiated level(s);
9 of the 34 are listed as (N/R or N/A)

Part II: If no core indicator information is available for the TOP Code of the program you want to improve with CTE funds, specify the reason there is no data by checking the appropriate box(es).

☐ The program is new,
☐ The program is offered in noncredit only,
☐ The program is small and SAM C courses are not offered every year,
☐ The program recently had a TOP Code change*,
☐ The courses and/or the certificate were miscoded*,
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District Contact/Project Director: John Means

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Local Application Program Information by TOP Code

College: BAKERSFIELD COLLEGE
Program Title: Nursing
Agreement No.: 17-C01-023
TOP Code: 123000

Briefly describe program improvement issue(s) concerning this TOP code and include specific examples. (Limited to 2,000 characters, or approximately ½ page of text.)

There is a need in the Nursing Programs (1230) for improvements to Core Indicator 1 - Technical Skill Attainment for non-traditional, economically disadvantaged, limited English proficiency, single parents and students with disabilities. Core Indicator 3 – persistence and transfer for nontraditional and single parents; and Core Indicator 4 – Employment, which is below the State negotiated rate for students with disabilities. Core Indicator 5a and 5b need improvement in all areas.

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

To improve student’s success rates in technical skill attainment, persistence, transfer, and employment, non-traditional participation and completions the program will: Develop student internship and work experience opportunities with local businesses and with mentorships. Faculty will address what support services are available and how to obtain them on campus. Faculty will receive professional development on the recruitment and persistence of nontraditional students.

Below are the nine §135(b) Requirements for Uses of Funds. Programs receiving these funds must meet these requirements. Indicate with a check mark those requirements that the program currently meets (met). Any remaining unmet requirement(s) must be addressed with completed or ongoing activities by June 30 for reporting in the final report. Note: All nine required uses of funds must be met by the end of the Act or each year until reauthorization. Funds may also be used for the permissive activities specified in number 10.

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6. Develop and implement evaluations of the CTE programs carried out with Perkins IV 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)]

FOR THOSE REQUIREMENT(S) LISTED ABOVE AS "UNMET:
Describe specific activity(ies) intended to address the unmet requirement(s) (Limited to 2,000 characters, or approximately ½ page of text.)

10. Permissive Uses Per Section 135(c)(check activities to be funded with CTE funds)

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

    2. Provide career guidance and academic counseling for students participating in CTE programs, that improves graduation rates and provides information on postsecondary and career options, and provides assistance for postsecondary students and adults, [§135(c)(2)]

    3. Local education and business partnerships, including work-related experiences for students, adjunct faculty arrangements for qualified industry professionals and industry experience for teachers and faculty. [§135(c)(3)]

    4. Provide programs for special populations. [§135(c)(4)]

    5. Assisting career and technical student organizations. [§135(c)(5)]

    6. Mentoring and support services. [§135(c)(6)]

    7. Leasing, purchasing, upgrading or adapting equipment, including instructional aides and publications (including support for library resources) designed to strengthen and support academic and technical skill achievement. [§135(c)(7)]

    8. Teacher preparation programs that address the integration of academic and CTE and that assist individuals who are interested in becoming CTE faculty, including individuals with experience in business and industry. [§135(c)(8)]

    9. Developing and expanding postsecondary program offerings at times and in formats that are accessible for all students, including through the use of distance education. [§135(c)(9)]

   10. Developing initiatives that facilitate the transition of sub-baccalaureate CTE students into baccalaureate degree programs, including articulation agreements, dual enrollment programs, academic and financial aid counseling and other initiatives to overcome barriers and encourage enrollment and completion. [§135(c)(10)]

    11. Providing activities to support entrepreneurship education and training. [§135(c)(11)]

    12. Improving or developing new CTE courses, including the development of programs of study for consideration by the state and courses that prepare individuals academically and technically for high-skill, high-wage or high-demand occupations and dual or concurrent enrollment opportunities. [§135(c)(12)]

    13. Developing and supporting small, personalized career-themed learning communities. [§135(c)(13)]
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19. Pooling a portion of such funds with a portion of funds available to other recipients for innovative initiatives. [§135(c)(19)]

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NOTE: If you indicate CTE funds are being used for the specified activities below, then there must be funding for the activity(ies) indicated in the line item budget for that TOP Code program(s) funded.

Check all types of activities to be funded with CTE Funds:

- Professional Dev. (including stipends)
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- 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)

Check one: UNMET REQUIREMENTS WILL BE ADDRESSED:

- Entirely with CTE Funds
- Entirely with Other Funding Sources
- Using Both CTE and Other Funding Sources
**Application Budget Summary by TOP Code**

**COMPLETE BUDGET SUMMARY FORMS IDENTIFYING PERKINS TITLE I-C CATEGORICAL EXPENDITURE TOTALS BY TOP CODE.**

<table>
<thead>
<tr>
<th>Line No.</th>
<th>Acct. No.</th>
<th>Object of Expenditure</th>
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<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2</td>
<td>2000</td>
<td>Non-Inst. Salaries</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>3</td>
<td>3000</td>
<td>Employee Benefits</td>
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<td>0</td>
<td>0</td>
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<tr>
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<td>4000</td>
<td>Supplies &amp; Materials</td>
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<td>2,000</td>
</tr>
<tr>
<td>5</td>
<td>5000</td>
<td>Other Operating Expenses &amp; Services</td>
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<td>0</td>
<td>5,000</td>
</tr>
<tr>
<td>6</td>
<td>6000</td>
<td>Capital Outlay</td>
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<td>0</td>
<td>0</td>
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<tr>
<td>7</td>
<td>7000</td>
<td>Other Outgo</td>
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<td><strong>Total Expenditure</strong></td>
<td><strong>7,000</strong></td>
<td><strong>0</strong></td>
<td><strong>7,000</strong></td>
</tr>
</tbody>
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(D) Other: You must provide a description of programs/services funded
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California Community Colleges
Career Education Practices Unit
Rev. 4-15-14
FORM: Sec I-F

College Aggregate Core Indicator Information by TOP
(2017-2018)

District/College: BAKERSFIELD COLLEGE
Agreement No.: 17-C01-023
Program Title: Child Development
TOP Code: 130500

Please review the College Aggregate form at: https://misweb.cccco.edu/perkins/Core_Indicator_Reports/Forms_All.aspx before completing this form.

If no data is available proceed to Part II.

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District Contact/Project Director: John Means

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Local Application Program Information by TOP Code

College: BAKERSFIELD COLLEGE  
Agreement No.: 17-C01-023  
Program Title: Child Development  
TOP Code: 130500

Briefly describe program improvement issue(s) concerning this TOP code and include specific examples. (Limited to 2,000 characters, or approximately ½ page of text.)

There is a need in the Child Development/Early Care and Education Program (130500) for improvements to Core Indicator 1 – Technical Skill Attainment and Core Indicator 3 – persistence and transfer: mainly for non-traditional, limited English proficiency, single parents, students with disabilities and migrant students; Core Indicator 4 – Employment, which is below the State negotiated rate for students with disabilities. Members of the Child Development/Early Care and Education Program Advisory Board, who expressed that the industry is in short supply of mid-level workers who possess the necessary or required skills to step into high in-demand and higher wage management positions. The Child Development/Early Care and Education Program Board has suggested that the program certificates be evaluated and modified to meet the current needs of the business community and concurrent training sessions conducted for all Child Development/ECE faculty focusing on course content, quality, and SLO attainment.

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

To improve student’s success rates in technical skill attainment, persistence, transfer, and employment, non-traditional participation and completions the program will: Develop student internship and work experience opportunities with local businesses and with mentorships. Faculty will address what support services are available and how to obtain them on campus. Faculty will receive professional development on the recruitment and persistence of nontraditional students.

Below are the nine §135(b) Requirements for Uses of Funds. Programs receiving these funds must meet these requirements. Indicate with a check mark those requirements that the program currently meets (met). Any remaining unmet requirement(s) must be addressed with completed or ongoing activities by June 30 for reporting in the final report. Note: All nine required uses of funds must be met by the end of the Act or each year until reauthorization. Funds may also be used for the permissive activities specified in number 10.

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

FOR THOSE REQUIREMENT(S) LISTED ABOVE AS "UNMET:
Describe specific activity(ies) intended to address the unmet requirement(s) (Limited to 2,000 characters, or approximately ½ page of text.)

10. Permissive Uses Per Section 135(c)(check activities to be funded with CTE funds)

- ✔ 1. Involve parents, businesses, and labor organizations, in the design, implementation and evaluation of CTE programs. [§135(c)(1)]
- ✔ 2. Provide career guidance and academic counseling for students participating in CTE programs, that improves graduation rates and provides information on postsecondary and career options, and provides assistance for postsecondary students and adults, [§135(c)(2)]
- ✔ 3. Local education and business partnerships, including work-related experiences for students, adjunct faculty arrangements for qualified industry professionals and industry experience for teachers and faculty. [§135(c)(3)]
- ✔ 4. Provide programs for special populations. [§135(c)(4)]
-   5. Assisting career and technical student organizations. [§135(c)(5)]
- ✔ 6. Mentoring and support services. [§135(c)(6)]
- ✔ 7. Leasing, purchasing, upgrading or adapting equipment, including instructional aides and publications (including support for library resources) designed to strengthen and support academic and technical skill achievement. [§135(c)(7)]
- ✔ 8. Teacher preparation programs that address the integration of academic and CTE and that assist individuals who are interested in becoming CTE faculty, including individuals with experience in business and industry. [§135(c)(8)]
-   9. Developing and expanding postsecondary program offerings at times and in formats that are accessible for all students, including through the use of distance education. [§135(c)(9)]
-   10. Developing initiatives that facilitate the transition of sub-baccalaureate CTE students into baccalaureate degree programs, including articulation agreements, dual enrollment programs, academic and financial aid counseling and other initiatives to overcome barriers and encourage enrollment and completion. [§135(c)(10)]
11. Providing activities to support entrepreneurship education and training. [§135(c)(11)]

12. Improving or developing new CTE courses, including the development of programs of study for consideration by the state and courses that prepare individuals academically and technically for high-skill, high-wage or high-demand occupations and dual or concurrent enrollment opportunities. [§135(c)(12)]

13. Developing and supporting small, personalized career-themed learning communities. [§135(c)(13)]

14. Providing support for family and consumer sciences programs. [§135(c)(14)]

15. Providing CTE programs for adults and school dropouts to complete secondary education or dropouts to complete secondary education or upgrade technical skills. [§135(c)(15)]

16. Providing assistance to individuals who have participated in services and activities under this Act in continuing their education or training or finding an appropriate job. [§135(c)(16)]

17. Supporting training and activities (such as mentoring and outreach) in nontraditional fields. [§135(c)(17)]

18. Providing support for training programs in automotive technologies. [§135(c)(18)]

19. Pooling a portion of such funds with a portion of funds available to other recipients for innovative initiatives. [§135(c)(19)]

20. Supporting other CTE activities consistent with the purposes of the Act. [§135(c)(20)]

NOTE: If you indicate CTE funds are being used for the specified activities below, then there must be funding for the activity(ies) indicated in the line item budget for that TOP Code program(s) funded.

Check all types of activities to be funded with CTE Funds:

- [✓] 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)

Check one: UNMET REQUIREMENTS WILL BE ADDRESSED:

- [ ] Entirely with CTE Funds
- [ ] Entirely with Other Funding Sources
- [ ] Using Both CTE and Other Funding Sources
**Application Budget Summary by TOP Code**

**COMPLETE BUDGET SUMMARY FORMS IDENTIFYING PERKINS TITLE I-C CATEGORICAL EXPENDITURE TOTALS BY TOP CODE.**

**College:** BAKERSFIELD COLLEGE  
**Agreement No.: 17-C01-023**  
**TOP Code:** 130500

<table>
<thead>
<tr>
<th>Line No.</th>
<th>Acct. No.</th>
<th>Object of Expenditure</th>
<th>Direct Program Expenditure</th>
<th>Administrative Expenditure* (not to exceed 5% of total district expenditures)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1000</td>
<td>Instructional Salaries</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2</td>
<td>2000</td>
<td>Non-Inst. Salaries</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>3</td>
<td>3000</td>
<td>Employee Benefits</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<tr>
<td>4</td>
<td>4000</td>
<td>Supplies &amp; Materials</td>
<td>5,000</td>
<td>0</td>
<td>5,000</td>
</tr>
<tr>
<td>5</td>
<td>5000</td>
<td>Other Operating Expenses &amp; Services</td>
<td>7,000</td>
<td>0</td>
<td>7,000</td>
</tr>
<tr>
<td>6</td>
<td>6000</td>
<td>Capital Outlay</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>7</td>
<td>7000</td>
<td>Other Outgo</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Total Expenditure</strong></td>
<td><strong>12,000</strong></td>
<td>0</td>
<td><strong>12,000</strong></td>
</tr>
</tbody>
</table>

*District Total Administration Expenditure Cannot Exceed 5% of the District's Combined Total of Title IC & CTE Transitions Direct Expenditures

**Note:** Final Report of expenditures for 2017-2018 will be reported according to the following categories:

(A) Curriculum Development/Instruction  
(B) Professional Development  
(C) Counseling/Direct Service to Students  
(D) Other: You must provide a description of programs/services funded  
(E) Administration (not to exceed 5% of total district expenditures)
California Community Colleges
Career Education Practices Unit
Rev. 4-15-14
FORM: Sec I-F

FY 2017-2018
Carl D. Perkins Career and
Technical Education Act of 2006

College Aggregate Core Indicator Information by TOP
(2017-2018)

District/College: BAKERSFIELD COLLEGE
Agreement No.: 17-C01-023
Program Title: Culinary Arts
TOP Code: 130600

Please review the College Aggregate form at: https://misweb.cccco.edu/perkins/Core_Indicator_Reports/Forms_All.aspx before completing this form.

If no data is available proceed to Part II.

Part I: Review core indicator report by TOP Code and total each positive, negative, N/R or N/A outcome in the last column of the College Core Indicator report. I certify and acknowledge that performance in the 34 Core Indicator categories is as follows:

13 of the 34 are at or above the State negotiated level(s);
11 of the 34 are below the State negotiated level(s);
10 of the 34 are listed as (N/R or N/A)

Part II: If no core indicator information is available for the TOP Code of the program you want to improve with CTE funds, specify the reason there is no data by checking the appropriate box(es).

☐ The program is new,
☐ The program is offered in noncredit only,
☐ The program is small and SAM C courses are not offered every year,
☐ The program recently had a TOP Code change*,
☐ The courses and/or the certificate were miscoded*,
☐ Miscoded programs were corrected, but we are still waiting for reports to be updated, or
☐ The program is interdisciplinary [core courses are outside the TOP code of the program or will only have completers (certificates and degrees)].

NOTE: * CODING ERRORS SHOULD BE CORRECTED BY NEXT YEAR.

District Contact/Project Director: John Means

Reminder: The College must retain in audit files a paper copy of Section I Part F titled "College Core Indicator Information by TOP" signed by the Department Chair (or authorized Designee) for each funded TOP Code.
Local Application Program Information by TOP Code

College: BAKERSFIELD COLLEGE  
Program Title: Culinary Arts  
TOP Code: 130600

Briefly describe program improvement issue(s) concerning this TOP code and include specific examples. (Limited to 2,000 characters, or approximately ½ page of text.)

There is a need in the Culinary Arts Program (130600) for improvements to Core Indicator 2 – Completions and Core Indicator 3 – persistence and transfer: mainly for displaced homemakers, limited English proficiency, single parents, students with disabilities and migrant students; Core Indicator 4 – Employment, which is below the State negotiated rate for displaced homemakers, single parents, students with disabilities and migrant students. Members of the Culinary Arts Advisory Board, who expressed that the culinary industry is in short supply of mid-level workers who possess the necessary or required skills to step into high in-demand and higher wage management positions. The Culinary Advisory Board has suggested that the Culinary program certificates be evaluated and modified to meet the current needs of the business community and concurrent training sessions conducted for all Culinary faculty focusing on course content, quality, and SLO attainment.

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

To improve students success rates in persistence, transfer, and employment the program will: Develop student internship and work experience opportunities with local businesses and with mentorships. Faculty will address what support services are available and how to obtain them on campus. Faculty will receive professional development on the recruitment and persistence of nontraditional students.

Below are the nine §135(b) Requirements for Uses of Funds. Programs receiving these funds must meet these requirements. Indicate with a check mark those requirements that the program currently meets (met). Any remaining unmet requirement(s) must be addressed with completed or ongoing activities by June 30 for reporting in the final report. Note: All nine required uses of funds must be met by the end of the Act or each year until reauthorization. Funds may also be used for the permissive activities specified in number 10.

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<td>☐</td>
</tr>
<tr>
<td>2. Link CTE at the secondary and the postsecondary levels, including by offering elements of not less than one program of study described in §122(c)(1)(A). [§135(b)(2)]</td>
<td>✅</td>
<td>☐</td>
</tr>
<tr>
<td>3. Provide students with strong experience in and understanding of all aspects of an industry, which may include work-based learning experiences. [§135(b)(3)]</td>
<td>✅</td>
<td>☐</td>
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<tr>
<td>4. Develop, improve, or expand the use of technology in CTE, which may include training to use technology, providing students with the skills needed to enter technology fields, and encouraging schools to collaborate with technology industries to offer internships and mentoring programs. [§135(b)(4)]</td>
<td>✅</td>
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<td>✅</td>
<td>☐</td>
</tr>
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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)]

| Requirement | Description | Compliance
<table>
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<th></th>
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<tr>
<td>6.</td>
<td>Develop and implement evaluations of the CTE programs carried out with Perkins IV funds, including an assessment of how the needs of special populations are being met. [§135(b)(6)]</td>
<td>✔️</td>
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<td>7.</td>
<td>Initiate, improve, expand and modernize quality CTE programs, including relevant technology. [§135(b)(7)]</td>
<td>✔️</td>
</tr>
<tr>
<td>8.</td>
<td>Provide services and activities that are of sufficient size, scope and quality to be effective. [§135(b)(8)]</td>
<td>✔️</td>
</tr>
<tr>
<td>9.</td>
<td>Provide activities to prepare special populations, including single parents and displaced homemakers enrolled in CTE programs, for high-skilled, high-wage or high-demand occupations that will lead to self-sufficiency. [§135(b)(9)]</td>
<td>✔️</td>
</tr>
</tbody>
</table>

FOR THOSE REQUIREMENT(S) LISTED ABOVE AS "UNMET:
Describe specific activity(ies) intended to address the unmet requirement(s) (Limited to 2,000 characters, or approximately ½ page of text.)

10. Permissive Uses Per Section 135(c)(check activities to be funded with CTE funds)

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

✔️ 2. Provide career guidance and academic counseling for students participating in CTE programs, that improves graduation rates and provides information on postsecondary and career options, and provides assistance for postsecondary students and adults. [§135(c)(2)]

✔️ 3. Local education and business partnerships, including work-related experiences for students, adjunct faculty arrangements for qualified industry professionals and industry experience for teachers and faculty. [§135(c)(3)]

✔️ 4. Provide programs for special populations. [§135(c)(4)]

☐ 5. Assisting career and technical student organizations. [§135(c)(5)]

✔️ 6. Mentoring and support services. [§135(c)(6)]

✔️ 7. Leasing, purchasing, upgrading or adapting equipment, including instructional aides and publications (including support for library resources) designed to strengthen and support academic and technical skill achievement. [§135(c)(7)]

☐ 8. Teacher preparation programs that address the integration of academic and CTE and that assist individuals who are interested in becoming CTE faculty, including individuals with experience in business and industry. [§135(c)(8)]

☐ 9. Developing and expanding postsecondary program offerings at times and in formats that are accessible for all students, including through the use of distance education. [§135(c)(9)]

✔️ 10. Developing initiatives that facilitate the transition of sub-baccalaureate CTE students into baccalaureate degree programs, including articulation agreements, dual enrollment programs, academic and financial aid counseling and other initiatives to overcome barriers and encourage enrollment and completion. [§135(c)(10)]

✔️ 11. Providing activities to support entrepreneurship education and training. [§135(c)(11)]

☐ 12. Improving or developing new CTE courses, including the development of programs of study for consideration by the state and courses that prepare individuals academically and technically for high-skilled, high-wage or high-demand occupations and dual or concurrent enrollment opportunities. [§135(c)(12)]
13. Developing and supporting small, personalized career-themed learning communities. [§135(c)(13)]

14. Providing support for family and consumer sciences programs. [§135(c)(14)]

15. Providing CTE programs for adults and school dropouts to complete secondary education or dropouts to complete secondary education or upgrade technical skills. [§135(c)(15)]

16. Providing assistance to individuals who have participated in services and activities under this Act in continuing their education or training or finding an appropriate job. [§135(c)(16)]

17. Supporting training and activities (such as mentoring and outreach) in nontraditional fields. [§135(c)(17)]

18. Providing support for training programs in automotive technologies. [§135(c)(18)]

19. Pooling a portion of such funds with a portion of funds available to other recipients for innovative initiatives. [§135(c)(19)]

20. Supporting other CTE activities consistent with the purposes of the Act. [§135(c)(20)]

NOTE: If you indicate CTE funds are being used for the specified activities below, then there must be funding for the activity(ies) indicated in the line item budget for that TOP Code program(s) funded.

Check all types of activities to be funded with CTE Funds:

- 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)

Check one: UNMET REQUIREMENTS WILL BE ADDRESSED:

- Entirely with CTE Funds
- Entirely with Other Funding Sources
- Using Both CTE and Other Funding Sources
### Application Budget Summary by TOP Code

COMPLETE BUDGET SUMMARY FORMS IDENTIFYING PERKINS TITLE I-C CATEGORICAL EXPENDITURE TOTALS BY TOP CODE.

**College:** BAKERSFIELD COLLEGE  
**Program Title:** Culinary Arts  
**Agreement No.:** 17-C01-023  
**TOP Code:** 130600

<table>
<thead>
<tr>
<th>Line No.</th>
<th>Acct. No.</th>
<th>Object of Expenditure</th>
<th>Direct Program Expenditure</th>
<th>Administrative Expenditure* (not to exceed 5% of total district expenditures)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1000</td>
<td>Instructional Salaries</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2</td>
<td>2000</td>
<td>Non-Inst. Salaries</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>3</td>
<td>3000</td>
<td>Employee Benefits</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>4</td>
<td>4000</td>
<td>Supplies &amp; Materials</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>5</td>
<td>5000</td>
<td>Other Operating Expenses &amp; Services</td>
<td>5,000</td>
<td>0</td>
<td>5,000</td>
</tr>
<tr>
<td>6</td>
<td>6000</td>
<td>Capital Outlay</td>
<td>10,000</td>
<td>0</td>
<td>10,000</td>
</tr>
<tr>
<td>7</td>
<td>7000</td>
<td>Other Outgo</td>
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<td></td>
<td></td>
<td>Total Expenditure</td>
<td>15,000</td>
<td>0</td>
<td>15,000</td>
</tr>
</tbody>
</table>

*District Total Administration Expenditure Cannot Exceed 5% of the District's Combined Total of Title IC & CTE Transitions Direct Expenditures

**Note:** Final Report of expenditures for 2017-2018 will be reported according to the following categories:

(A) Curriculum Development/Instruction  
(B) Professional Development  
(C) Counseling/Direct Service to Students  
(D) Other: You must provide a description of programs/services funded  
(E) Administration (not to exceed 5% of total district expenditures)
College Aggregate Core Indicator Information
(2017-2018)

District/College: CERRO COSO COMMUNITY COLLEGE  Agreement No.: 17-C01-023

Please review the College Aggregate form at: https://misweb.cccco.edu/perkins/Core_Indicator_Reports/Forms_All.aspx before completing the following questions.

By totaling each positive, negative or N/R (or N/A) outcome in the last column of the College Aggregate Core Indicator report I certify and acknowledge that performance in the 34 Core Indicator categories is as follows:

15  of the 34 are at or above the State negotiated level(s);
9   of the 34 are below the State negotiated level(s);
10  of the 34 are listed as (N/R or N/A)

District Contact/Project Director: John Means
### List of TOP Codes and Titles to be Funded
Including Across CTE Programs and CTE Transitions

**District/College:** CERRO COSO COMMUNITY COLLEGE  
**Agreement No.:** 17-C01-023

| TOP Codes | TOP Code Title | Program Title | Section IV: Budget Summary by TOP Code  
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>0708.10-01</td>
<td>Computer Networking</td>
<td>Cyber Security</td>
<td>Direct: $1,200, Admin: $0, Combined: $1,200</td>
</tr>
<tr>
<td>0956.00-01</td>
<td>Manufacturing and Industrial Technology</td>
<td>Industrial Arts Program Improvement</td>
<td>Direct: $10,700, Admin: $0, Combined: $10,700</td>
</tr>
<tr>
<td>2105.50-01</td>
<td>Police Academy</td>
<td>Police Academy Enhancement</td>
<td>Direct: $2,200, Admin: $0, Combined: $2,200</td>
</tr>
</tbody>
</table>

**Total TOP Code Expenditures by College:** Direct: $14,100, Admin: $0, Combined: $14,100

*Note: Use of the 2-digit TOP Code means that all programs within the specified 2-digit TOP Code (s) is intended, and each of those programs will meet all 9 requirements by the end of the Act or each year until reauthorization.

**Amount is shown only if district permits Administration costs at the program level.

<table>
<thead>
<tr>
<th>Across CTE Programs</th>
<th>Across CTE Programs</th>
<th>Program Title / CTE Related Activity</th>
<th>Across CTE Programs Section IV: Budget Summary Direct</th>
<th>Across CTE Programs Section IV: Budget Summary Admin</th>
<th>Across CTE Programs Section IV: Budget Summary Combined Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>Across-02</td>
<td>Across CTE Programs</td>
<td>Across Program Spending</td>
<td>$113,024</td>
<td>$3,196</td>
<td>$116,220</td>
</tr>
</tbody>
</table>

**Total Across CTE Program Expenditures by College:** Direct: $113,024, Admin: $3,196, Combined: $116,220

<table>
<thead>
<tr>
<th>CTE Transitions Programs</th>
<th>CTE Transitions Programs</th>
<th>Program Title / CTE Related Activity</th>
<th>CTE Transitions Programs Section IV: Budget Summary Direct</th>
<th>CTE Transitions Programs Section IV: Budget Summary Admin</th>
<th>CTE Transitions Programs Section IV: Budget Summary Combined Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summary Total Budget by TOP Code and Across CTE Programs</td>
<td></td>
<td></td>
<td>Direct: $127,124, Admin: $3,196, Combined: $130,320</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**CTE Transitions - Assigned in Order of Entry**

<table>
<thead>
<tr>
<th>CTE Transitions Programs</th>
<th>CTE Transitions Programs</th>
<th>Program Title / CTE Related Activity</th>
<th>CTE Transitions Programs Section IV: Budget Summary Direct</th>
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<th>CTE Transitions Programs Section IV: Budget Summary Combined Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total budget for all categories</td>
<td>Direct</td>
<td>Admin</td>
<td>Combined Budget</td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------------------------------</td>
<td>--------</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>$127,124</td>
<td>$3,196</td>
<td>$130,320</td>
<td></td>
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</tbody>
</table>
Local Application Program Information by TOP Code

College: CERRO COSO COMMUNITY COLLEGE
Program Title: Acroos Program Spending

Briefly describe the across CTE program improvement issue(s) that require funding. (Limited to 2,000 characters, or approximately ½ page of text.)

1. Our Business and Office Training programs are under negotiated CI levels for a number of areas including tech attainment and persistence.
2. We have a number of programs who are low in non-traditional population participation, several of these are perennial national issues, i.e. gender in childhood development, industrial arts and the allied health fields.
3. Given all of our service areas most of our programs struggle to attract students of color particularly African American students who also have our lowest level of success and persistence.
4. Our program pathway development, particularly with our local secondary institutions through dual enrollment, has started well but needs greater coordination, oversight and planning.
5. As always faculty in technical fields need professional development to maintain currency in their field.

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

1. For all of our programs we will be leveraging Strong Workforce Program funds in conjunction with our Perkins funding to develop a CTE Student Success team composed of the the Dean, job development specialist, Access and Outreach staff, faculty, counseling, internship manager and local social services agency. This team will work to develop and implement targeted and focused support specifically for Cerro Coso CTE students. This group will increase outreach, counseling, early alert, internship and job search resources and services.
2. We are addressing our non-traditional population issues in a number of ways: for Childhood Development we are teaching classes for incarcerated populations which are solely male classes. We will be doing CTE Outreach Days with some workshops focused specifically on non-traditional populations.
3. We have started and will be continuing to provide resources and training opportunities for faculty and staff to gain a better understanding of African American student issues.
4. As discussed in item 1 we will be providing more focused student support in the upcoming year but we will also be leveraging funds to bring on a Dual Enrollment Program Manager to provide more staff resources. We are also continuing to expand our offerings and develop degree and certificate pathways.
5. We will be using funds from a variety of sources to support professional development.

Below are the nine §135(b) Requirements for Uses of Funds. Programs receiving these funds must meet these requirements. Indicate with a check mark those requirement(s) that will be strengthened through the activities funded across CTE programs.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>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>
</tr>
<tr>
<td>2.</td>
<td>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>
</tr>
<tr>
<td>3.</td>
<td>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>
</tr>
</tbody>
</table>
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 IV 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)]

10. Permissive Uses Per Section 135(c) (check activities to be funded with CTE funds)

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

   ✓ 2. Provide career guidance and academic counseling for students participating in CTE programs, that improves graduation rates and provides information on postsecondary and career options, and provides assistance for postsecondary students and adults. [§135(c)(2)]

   □ 3. Local education and business partnerships, including work-related experiences for students, adjunct faculty arrangements for qualified industry professionals and industry experience for teachers and faculty. [§135(c)(3)]

   ✓ 4. Provide programs for special populations. [§135(c)(4)]

   □ 5. Assisting career and technical student organizations. [§135(c)(5)]

   ✓ 6. Mentoring and support services. [§135(c)(6)]

   □ 7. Leasing, purchasing, upgrading or adapting equipment, including instructional aides and publications (including support for library resources) designed to strengthen and support academic and technical skill achievement. [§135(c)(7)]

   □ 8. Teacher preparation programs that address the integration of academic and CTE and that assist individuals who are interested in becoming CTE faculty, including individuals with experience in business and industry. [§135(c)(8)]

   ✓ 9. Developing and expanding postsecondary program offerings at times and in formats that are accessible for all students, including through the use of distance education. [§135(c)(9)]

   ✓ 10. Developing initiatives that facilitate the transition of sub-baccalaureate CTE students into baccalaureate degree programs, including articulation agreements, dual enrollment programs, academic and financial aid counseling and other initiatives to overcome barriers and encourage enrollment and completion. [§135(c)(10)]

   □ 11. Providing activities to support entrepreneurship education and training. [§135(c)(11)]
12. Improving or developing new CTE courses, including the development of programs of study for consideration by the state and courses that prepare individuals academically and technically for high-skill, high-wage or high-demand occupations and dual or concurrent enrollment opportunities. [§135(c)(12)]

13. Developing and supporting small, personalized career-themed learning communities. [§135(c)(13)]

14. Providing support for family and consumer sciences programs. [§135(c)(14)]

15. Providing CTE programs for adults and school dropouts to complete secondary education or dropouts to complete secondary education or upgrade technical skills. [§135(c)(15)]

16. Providing assistance to individuals who have participated in services and activities under this Act in continuing their education or training or finding an appropriate job. [§135(c)(16)]

17. Supporting training and activities (such as mentoring and outreach) in nontraditional fields. [§135(c)(17)]

18. Providing support for training programs in automotive technologies. [§135(c)(18)]

19. Pooling a portion of such funds with a portion of funds available to other recipients for innovative initiatives. [§135(c)(19)]

20. Supporting other CTE activities consistent with the purposes of the Act. [§135(c)(20)]

NOTE: If you indicate CTE funds are being used for the specified activities below, then there must be funding for the activity(ies) indicated in the line item budget for the across CTE programs budgeted.

Check all types of activities to be funded with CTE Funds:

- 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)
Application Budget Summary Across CTE Programs

Complete the planned budget to fund the activities described in Section III.

District/College: CERRO COSO COMMUNITY COLLEGE
Agreement No.: 17-C01-023
Program Title: Across Program Spending

<table>
<thead>
<tr>
<th>Line No.</th>
<th>Acct. No.</th>
<th>Object of Expenditure</th>
<th>Direct Program Expenditure</th>
<th>Administrative Expenditure* (not to exceed 5% of total district expenditures)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1000</td>
<td>Instructional Salaries</td>
<td>0</td>
<td>2,420</td>
<td>2,420</td>
</tr>
<tr>
<td>2</td>
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<td>Non-Inst. Salaries</td>
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<td>Other Operating Expenses &amp; Services</td>
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<tr>
<td>6</td>
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<td>Capital Outlay</td>
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<tr>
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<td>0</td>
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<tr>
<td></td>
<td></td>
<td><strong>Total Expenditure</strong></td>
<td><strong>113,024</strong></td>
<td><strong>3,196</strong></td>
<td><strong>116,220</strong></td>
</tr>
</tbody>
</table>

*District Total Administration Expenditure Cannot Exceed 5% of the District's Combined Total of Title IC & CTE Transitions Direct Expenditures

Note: Final Report of expenditures for 2017-2018 will be reported according to the following categories:

(A) Curriculum Development/Instruction
(B) Professional Development
(C) Counseling/Direct Service to Students
(D) Other: You must provide a description of programs/services funded
(E) Administration (not to exceed 5% of total district expenditures)
College Aggregate Core Indicator Information by TOP
(2017-2018)

District/College: CERRO COSO COMMUNITY COLLEGE Agreement No.: 17-C01-023
Program Title: Cyber Security TOP Code: 070810

Please review the College Aggregate form at: https://misweb.cccco.edu/perkins/Core_Indicator_Reports/Forms_All.aspx before completing this form.

If no data is available proceed to Part II.

**Part I:** Review core indicator report by TOP Code and total each positive, negative, N/R or N/A outcome in the last column of the College Core Indicator report. I certify and acknowledge that performance in the 34 Core Indicator categories is as follows:

- 0 of the 34 are at or above the State negotiated level(s);
- 0 of the 34 are below the State negotiated level(s);
- 0 of the 34 are listed as (N/R or N/A)

**Part II:** If no core indicator information is available for the TOP Code of the program you want to improve with CTE funds, specify the reason there is no data by checking the appropriate box(es).

- [ ] The program is new,
- [ ] The program is offered in noncredit only,
- [ ] The program is small and SAM C courses are not offered every year,
- [ ] The program recently had a TOP Code change*,
- [ ] The courses and/or the certificate were miscoded*,
- [ ] Miscoded programs were corrected, but we are still waiting for reports to be updated, or
- [ ] The program is interdisciplinary [core courses are outside the TOP code of the program or will only have completers (certificates and degrees)].

**NOTE:** * CODING ERRORS SHOULD BE CORRECTED BY NEXT YEAR.

District Contact/Project Director: John Means

**Reminder:** The College must retain in audit files a paper copy of Section I Part F titled ”College Core Indicator Information by TOP" signed by the Department Chair (or authorized Designee) for each funded TOP Code.
Local Application Program Information by TOP Code

College: CERRO COSO COMMUNITY COLLEGE
Program Title: Cyber Security
Agreement No.: 17-C01-023
TOP Code: 070810

Briefly describe program improvement issue(s) concerning this TOP code and include specific examples. (Limited to 2,000 characters, or approximately ½ page of text.)

We will be starting our Computer Networking (Cyber Security) program in this academic year.

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

We will be utilizing Perkins funds to support advisory board work and professional development. We will be leveraging these funds with our Strong Workforce Program funds to provide funds for additional training, system access and equipment.

Below are the nine §135(b) Requirements for Uses of Funds. Programs receiving these funds must meet these requirements. Indicate with a check mark those requirements that the program currently meets (met). Any remaining unmet requirement(s) must be addressed with completed or ongoing activities by June 30 for reporting in the final report. Note: All nine required uses of funds must be met by the end of the Act or each year until reauthorization. Funds may also be used for the permissive activities specified in number 10.

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

FOR THOSE REQUIREMENT(S) LISTED ABOVE AS "UNMET:
Describe specific activity(ies) intended to address the unmet requirement(s) (Limited to 2,000 characters, or approximately ½ page of text.)

We are in the process of establishing the program and we are and will continue to be providing equipment, professional development, advisory board expansion and virtual computing system access for the program. We are doing this through a combination of Perkins and Strong Workforce Program funds.

10. Permissive Uses Per Section 135(c)(check activities to be funded with CTE funds)

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

[ ] 2. Provide career guidance and academic counseling for students participating in CTE programs, that improves graduation rates and provides information on postsecondary and career options, and provides assistance for postsecondary students and adults. [§135(c)(2)]

[ ] 3. Local education and business partnerships, including work-related experiences for students, adjunct faculty arrangements for qualified industry professionals and industry experience for teachers and faculty. [§135(c)(3)]

[ ] 4. Provide programs for special populations. [§135(c)(4)]

[ ] 5. Assisting career and technical student organizations. [§135(c)(5)]

[ ] 6. Mentoring and support services. [§135(c)(6)]

[ ] 7. Leasing, purchasing, upgrading or adapting equipment, including instructional aides and publications (including support for library resources) designed to strengthen and support academic and technical skill achievement. [§135(c)(7)]

[ ] 8. Teacher preparation programs that address the integration of academic and CTE and that assist individuals who are interested in becoming CTE faculty, including individuals with experience in business and industry. [§135(c)(8)]

[ ] 9. Developing and expanding postsecondary program offerings at times and in formats that are accessible for all students, including through the use of distance education. [§135(c)(9)]

[ ] 10. Developing initiatives that facilitate the transition of sub-baccalaureate CTE students into baccalaureate degree programs, including articulation agreements, dual enrollment programs, academic and financial aid counseling and other initiatives to overcome barriers and encourage enrollment and completion. [§135(c)(10)]

[ ] 11. Providing activities to support entrepreneurship education and training. [§135(c)(11)]

[ ] 12. Improving or developing new CTE courses, including the development of programs of study for consideration by the state and courses that prepare individuals academically and technically for high-skill, high-wage or high-demand occupations and dual or concurrent enrollment opportunities. [§135(c)(12)]

[ ] 13. Developing and supporting small, personalized career-themed learning communities. [§135(c)(13)]

[ ] 14. Providing support for family and consumer sciences programs. [§135(c)(14)]
15. Providing CTE programs for adults and school dropouts to complete secondary education or dropouts to complete secondary education or upgrade technical skills. [§135(c)(15)]

16. Providing assistance to individuals who have participated in services and activities under this Act in continuing their education or training or finding an appropriate job. [§135(c)(16)]

17. Supporting training and activities (such as mentoring and outreach) in nontraditional fields. [§135(c)(17)]

18. Providing support for training programs in automotive technologies. [§135(c)(18)]

19. Pooling a portion of such funds with a portion of funds available to other recipients for innovative initiatives. [§135(c)(19)]

20. Supporting other CTE activities consistent with the purposes of the Act. [§135(c)(20)]

NOTE: If you indicate CTE funds are being used for the specified activities below, then there must be funding for the activity(ies) indicated in the line item budget for that TOP Code program(s) funded.

Check all types of activities to be funded with CTE Funds:

- [ ] 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) ____________________________

Check one: UNMET REQUIREMENTS WILL BE ADDRESSED:

- [ ] Entirely with CTE Funds
- [ ] Entirely with Other Funding Sources
- [x] Using Both CTE and Other Funding Sources
Applicant: CERRO COSO COMMUNITY COLLEGE

Program Title: Cyber Security

<table>
<thead>
<tr>
<th>Line No.</th>
<th>Acct. No.</th>
<th>Object of Expenditure</th>
<th>Direct Program Expenditure</th>
<th>Administrative Expenditure* (not to exceed 5% of total district expenditures)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1000</td>
<td>Instructional Salaries</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2</td>
<td>2000</td>
<td>Non-Inst. Salaries</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>3</td>
<td>3000</td>
<td>Employee Benefits</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>4</td>
<td>4000</td>
<td>Supplies &amp; Materials</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<tr>
<td>5</td>
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<td>Other Operating Expenses &amp; Services</td>
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</tr>
<tr>
<td>6</td>
<td>6000</td>
<td>Capital Outlay</td>
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</tr>
<tr>
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<td></td>
<td></td>
<td>Total Expenditure</td>
<td>1,200</td>
<td>0</td>
<td>1,200</td>
</tr>
</tbody>
</table>

*District Total Administration Expenditure Cannot Exceed 5% of the District's Combined Total of Title IC & CTE Transitions Direct Expenditures

Note: Final Report of expenditures for 2017-2018 will be reported according to the following categories:

(A) Curriculum Development/Instruction
(B) Professional Development
(C) Counseling/Direct Service to Students
(D) Other: You must provide a description of programs/services funded
(E) Administration (not to exceed 5% of total district expenditures)
College Aggregate Core Indicator Information by TOP
(2017-2018)

District/College: CERRO COSO COMMUNITY COLLEGE Agreement No.: 17-C01-023
Program Title: Industrial Arts Program Improvement TOP Code: 095600

Please review the College Aggregate form at: https://misweb.cccco.edu/perkins/Core_Indicator_Reports/Forms_All.aspx before completing this form.

If no data is available proceed to Part II.

Part I: Review core indicator report by TOP Code and total each positive, negative, N/R or N/A outcome in the last column of the College Core Indicator report. I certify and acknowledge that performance in the 34 Core Indicator categories is as follows:

2 of the 34 are at or above the State negotiated level(s);
11 of the 34 are below the State negotiated level(s);
21 of the 34 are listed as (N/R or N/A)

Part II: If no core indicator information is available for the TOP Code of the program you want to improve with CTE funds, specify the reason there is no data by checking the appropriate box(es).

☐ The program is new,
☐ The program is offered in noncredit only,
☐ The program is small and SAM C courses are not offered every year,
☐ The program recently had a TOP Code change*,
☐ The courses and/or the certificate were miscoded*,
☐ Miscoded programs were corrected, but we are still waiting for reports to be updated, or
☐ The program is interdisciplinary [core courses are outside the TOP code of the program or will only have completers (certificates and degrees)].

NOTE: * CODING ERRORS SHOULD BE CORRECTED BY NEXT YEAR.

District Contact/Project Director: John Means

Reminder: The College must retain in audit files a paper copy of Section I Part F titled "College Core Indicator Information by TOP" signed by the Department Chair (or authorized Designee) for each funded TOP Code.
Local Application Program Information by TOP Code

College: CERRO COSO COMMUNITY COLLEGE
Program Title: Industrial Arts Program Improvement
Agreement No.: 17-C01-023
TOP Code: 095600

Briefly describe program improvement issue(s) concerning this TOP code and include specific examples. (Limited to 2,000 characters, or approximately ½ page of text.)

Core indicators for completions, persistence and transfer are all below negotiated levels. Part of this issue is related to the inability to effectively complete program goals due to the need for additional equipment. The program also faces the same challenge many trades programs face in having very few women participating in the program.

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

We will be utilizing a combination of Perkins and Strong Workforce Program funds to purchase the needed equipment discussed above.

We will also be utilizing Strong Workforce Program funds in the next year to hire personnel to allow us to provide greater outreach and students support as well as to support activities to target underrepresented populations, in this case women.

Below are the nine §135(b) Requirements for Uses of Funds. Programs receiving these funds must meet these requirements. Indicate with a check mark those requirements that the program currently meets (met). Any remaining unmet requirement(s) must be addressed with completed or ongoing activities by June 30 for reporting in the final report. Note: All nine required uses of funds must be met by the end of the Act or each year until reauthorization. Funds may also be used for the permissive activities specified in number 10.

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

FOR THOSE REQUIREMENT(S) LISTED ABOVE AS "UNMET:
Describe specific activity(ies) intended to address the unmet requirement(s) (Limited to 2,000 characters, or approximately ½ page of text.)

We will be adding new equipment into our Industrial Arts Lab to allow us to offer courses that will assist in increasing our completion and persistence numbers.

10. Permissive Uses Per Section 135(c)(check activities to be funded with CTE funds)

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

   ✔ 2. Provide career guidance and academic counseling for students participating in CTE programs, that improves graduation rates and provides information on postsecondary and career options, and provides assistance for postsecondary students and adults, [§135(c)(2)]

   ✔ 3. Local education and business partnerships, including work-related experiences for students, adjunct faculty arrangements for qualified industry professionals and industry experience for teachers and faculty. [§135(c)(3)]

   ✔ 4. Provide programs for special populations. [§135(c)(4)]

   ✔ 5. Assisting career and technical student organizations. [§135(c)(5)]

   ✔ 6. Mentoring and support services. [§135(c)(6)]

   ✔ 7. Leasing, purchasing, upgrading or adapting equipment, including instructional aides and publications (including support for library resources) designed to strengthen and support academic and technical skill achievement. [§135(c)(7)]

   ✔ 8. Teacher preparation programs that address the integration of academic and CTE and that assist individuals who are interested in becoming CTE faculty, including individuals with experience in business and industry. [§135(c)(8)]

   ✔ 9. Developing and expanding postsecondary program offerings at times and in formats that are accessible for all students, including through the use of distance education. [§135(c)(9)]

   ✔ 10. Developing initiatives that facilitate the transition of sub-baccalaureate CTE students into baccalaureate degree programs, including articulation agreements, dual enrollment programs, academic and financial aid counseling and other initiatives to overcome barriers and encourage enrollment and completion. [§135(c)(10)]

   ✔ 11. Providing activities to support entrepreneurship education and training. [§135(c)(11)]

   ✔ 12. Improving or developing new CTE courses, including the development of programs of study for consideration by the state and courses that prepare individuals academically and technically for high-skill, high-wage or high-demand occupations and dual or concurrent enrollment opportunities. [§135(c)(12)]
13. Developing and supporting small, personalized career-themed learning communities. [§135(c)(13)]

14. Providing support for family and consumer sciences programs. [§135(c)(14)]

15. Providing CTE programs for adults and school dropouts to complete secondary education or dropouts to complete secondary education or upgrade technical skills. [§135(c)(15)]

16. Providing assistance to individuals who have participated in services and activities under this Act in continuing their education or training or finding an appropriate job. [§135(c)(16)]

17. Supporting training and activities (such as mentoring and outreach) in nontraditional fields. [§135(c)(17)]

18. Providing support for training programs in automotive technologies. [§135(c)(18)]

19. Pooling a portion of such funds with a portion of funds available to other recipients for innovative initiatives. [§135(c)(19)]

20. Supporting other CTE activities consistent with the purposes of the Act. [§135(c)(20)]

NOTE: If you indicate CTE funds are being used for the specified activities below, then there must be funding for the activity(ies) indicated in the line item budget for that TOP Code program(s) funded.

Check all types of activities to be funded with CTE Funds:

- 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)

Check one: UNMET REQUIREMENTS WILL BE ADDRESSED:

- Entirely with CTE Funds
- Entirely with Other Funding Sources
- Using Both CTE and Other Funding Sources
## Application Budget Summary by TOP Code

COMPLETE BUDGET SUMMARY FORMS IDENTIFYING PERKINS TITLE I-C CATEGORICAL EXPENDITURE TOTALS BY TOP CODE.

College: CERRO COSO COMMUNITY COLLEGE
Program Title: Industrial Arts Program Improvement
Agreement No.: 17-C01-023
TOP Code: 095600

<table>
<thead>
<tr>
<th>Line No.</th>
<th>Acct. No.</th>
<th>Object of Expenditure</th>
<th>Direct Program Expenditure</th>
<th>Administrative Expenditure* (not to exceed 5% of total district expenditures)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1000</td>
<td>Instructional Salaries</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2</td>
<td>2000</td>
<td>Non-Inst. Salaries</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>3</td>
<td>3000</td>
<td>Employee Benefits</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>4</td>
<td>4000</td>
<td>Supplies &amp; Materials</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>5</td>
<td>5000</td>
<td>Other Operating Expenses &amp; Services</td>
<td>1,200</td>
<td>0</td>
<td>1,200</td>
</tr>
<tr>
<td>6</td>
<td>6000</td>
<td>Capital Outlay</td>
<td>9,500</td>
<td>0</td>
<td>9,500</td>
</tr>
<tr>
<td>7</td>
<td>7000</td>
<td>Other Outgo</td>
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<td></td>
<td></td>
<td>Total Expenditure</td>
<td>10,700</td>
<td>0</td>
<td>10,700</td>
</tr>
</tbody>
</table>

*District Total Administration Expenditure Cannot Exceed 5% of the District's Combined Total of Title IC & CTE Transitions Direct Expenditures

**Note:** Final Report of expenditures for 2017-2018 will be reported according to the following categories:

(A) Curriculum Development/Instruction  
(B) Professional Development  
(C) Counseling/Direct Service to Students  
(D) Other: You must provide a description of programs/services funded  
(E) Administration (not to exceed 5% of total district expenditures)
District/College: CERRO COSO COMMUNITY COLLEGE  Agreement No.: 17-C01-023
Program Title: Police Academy Enhancement  TOP Code: 210550

Please review the College Aggregate form at: https://misweb.cccco.edu/perkins/Core_Indicator_Reports/Forms_All.aspx before completing this form.

If no data is available proceed to Part II.

Part I: Review core indicator report by TOP Code and total each positive, negative, N/R or N/A outcome in the last column of the College Core Indicator report. I certify and acknowledge that performance in the 34 Core Indicator categories is as follows:

8 of the 34 are at or above the State negotiated level(s);  
6 of the 34 are below the State negotiated level(s);  
20 of the 34 are listed as (N/R or N/A)

Part II: If no core indicator information is available for the TOP Code of the program you want to improve with CTE funds, specify the reason there is no data by checking the appropriate box(es).

☐ The program is new,
☐ The program is offered in noncredit only,
☐ The program is small and SAM C courses are not offered every year,
☐ The program recently had a TOP Code change*,
☐ The courses and/or the certificate were miscoded*,
☐ Miscoded programs were corrected, but we are still waiting for reports to be updated, or
☐ The program is interdisciplinary [core courses are outside the TOP code of the program or will only have completers (certificates and degrees)].

NOTE: * CODING ERRORS SHOULD BE CORRECTED BY NEXT YEAR.

District Contact/Project Director: John Means

Reminder: The College must retain in audit files a paper copy of Section I Part F titled "College Core Indicator Information by TOP" signed by the Department Chair (or authorized Designee) for each funded TOP Code.
Local Application Program Information by TOP Code

College: CERRO COSO COMMUNITY COLLEGE
Program Title: Police Academy Enhancement
Agreement No.: 17-C01-023
TOP Code: 210550

Briefly describe program improvement issue(s) concerning this TOP code and include specific examples. (Limited to 2,000 characters, or approximately ½ page of text.)

There are two primary areas where we are hoping to improve this program. The first is to increase our numbers related to persistence and transfer. The second is to enhance some of the technology needed to improve our police academy training.

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

We have already instituted an orientation pre-academy that we will believe will address the majority of the issues around persistence and completion. Also, as discussed in the Across Programs Project we will be leveraging Strong Workforce Funds to provide greater levels of student success support for all CTE students.

We plan to buy some additional equipment to enhance our Emergency Vehicle Operations Course training.

>Below are the nine §135(b) Requirements for Uses of Funds. Programs receiving these funds must meet these requirements. Indicate with a check mark those requirements that the program currently meets (met). Any remaining unmet requirement(s) must be addressed with completed or ongoing activities by June 30 for reporting in the final report. Note: All nine required uses of funds must be met by the end of the Act or each year until reauthorization. Funds may also be used for the permissive activities specified in number 10.

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

FOR THOSE REQUIREMENT(S) LISTED ABOVE AS "UNMET:
Describe specific activity(ies) intended to address the unmet requirement(s) (Limited to 2,000 characters, or approximately ½ page of text.)

We will be addressing the technology issue with equipment needed to bring our EVOC training up to industry standards via the use of both Perkins and Strong Workforce Program funds.

10. Permissive Uses Per Section 135(c)(check activities to be funded with CTE funds)

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

✓ 2. Provide career guidance and academic counseling for students participating in CTE programs, that improves graduation rates and provides information on postsecondary and career options, and provides assistance for postsecondary students and adults, [§135(c)(2)]

✓ 3. Local education and business partnerships, including work-related experiences for students, adjunct faculty arrangements for qualified industry professionals and industry experience for teachers and faculty. [§135(c)(3)]

✓ 4. Provide programs for special populations. [§135(c)(4)]

✓ 5. Assisting career and technical student organizations. [§135(c)(5)]

✓ 6. Mentoring and support services. [§135(c)(6)]

✓ 7. Leasing, purchasing, upgrading or adapting equipment, including instructional aides and publications (including support for library resources) designed to strengthen and support academic and technical skill achievement. [§135(c)(7)]

✓ 8. Teacher preparation programs that address the integration of academic and CTE and that assist individuals who are interested in becoming CTE faculty, including individuals with experience in business and industry. [§135(c)(8)]

✓ 9. Developing and expanding postsecondary program offerings at times and in formats that are accessible for all students, including through the use of distance education. [§135(c)(9)]

✓ 10. Developing initiatives that facilitate the transition of sub-baccalaureate CTE students into baccalaureate degree programs, including articulation agreements, dual enrollment programs, academic and financial aid counseling and other initiatives to overcome barriers and encourage enrollment and completion. [§135(c)(10)]

✓ 11. Providing activities to support entrepreneurship education and training. [§135(c)(11)]

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15. Providing CTE programs for adults and school dropouts to complete secondary education or dropouts to complete secondary education or upgrade technical skills. [§135(c)(15)]

16. Providing assistance to individuals who have participated in services and activities under this Act in continuing their education or training or finding an appropriate job. [§135(c)(16)]

17. Supporting training and activities (such as mentoring and outreach) in nontraditional fields. [§135(c)(17)]

18. Providing support for training programs in automotive technologies. [§135(c)(18)]

19. Pooling a portion of such funds with a portion of funds available to other recipients for innovative initiatives. [§135(c)(19)]

20. Supporting other CTE activities consistent with the purposes of the Act. [§135(c)(20)]

NOTE: If you indicate CTE funds are being used for the specified activities below, then there must be funding for the activity(ies) indicated in the line item budget for that TOP Code program(s) funded.

Check all types of activities to be funded with CTE Funds:

- 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)

Check one: UNMET REQUIREMENTS WILL BE ADDRESSED:

- Entirely with CTE Funds
- Entirely with Other Funding Sources
- Using Both CTE and Other Funding Sources
## Application Budget Summary by TOP Code

COMPLETE BUDGET SUMMARY FORMS IDENTIFYING PERKINS TITLE I-C CATEGORICAL EXPENDITURE TOTALS BY TOP CODE.

College: CERRO COSO COMMUNITY COLLEGE  
Program Title: Police Academy Enhancement  
Agreement No.: 17-C01-023  
TOP Code: 210550

<table>
<thead>
<tr>
<th>Line No.</th>
<th>Acct. No.</th>
<th>Object of Expenditure</th>
<th>Direct Program Expenditure</th>
<th>Administrative Expenditure* (not to exceed 5% of total district expenditures)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1000</td>
<td>Instructional Salaries</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2</td>
<td>2000</td>
<td>Non-Inst. Salaries</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>3</td>
<td>3000</td>
<td>Employee Benefits</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>4</td>
<td>4000</td>
<td>Supplies &amp; Materials</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>5</td>
<td>5000</td>
<td>Other Operating Expenses &amp; Services</td>
<td>1,200</td>
<td>0</td>
<td>1,200</td>
</tr>
<tr>
<td>6</td>
<td>6000</td>
<td>Capital Outlay</td>
<td>1,000</td>
<td>0</td>
<td>1,000</td>
</tr>
<tr>
<td>7</td>
<td>7000</td>
<td>Other Outgo</td>
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<td></td>
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<td>Total Expenditure</td>
<td>2,200</td>
<td>0</td>
<td>2,200</td>
</tr>
</tbody>
</table>

*District Total Administration Expenditure Cannot Exceed 5% of the District's Combined Total of Title IC & CTE Transitions Direct Expenditures

**Note:** Final Report of expenditures for 2017-2018 will be reported according to the following categories:

(A) Curriculum Development/Instruction  
(B) Professional Development  
(C) Counseling/Direct Service to Students  
(D) Other: You must provide a description of programs/services funded  
(E) Administration (not to exceed 5% of total district expenditures)
College Aggregate Core Indicator Information
(2017-2018)

District/College: PORTERVILLE COLLEGE
Agreement No.: 17-C01-023

Please review the College Aggregate form at: https://misweb.cccco.edu/perkins/Core_Indicator_Reports/Forms_All.aspx before completing the following questions.

By totaling each positive, negative or N/R (or N/A) outcome in the last column of the College Aggregate Core Indicator report I certify and acknowledge that performance in the 34 Core Indicator categories is as follows:

22 of the 34 are at or above the State negotiated level(s);
6 of the 34 are below the State negotiated level(s);
6 of the 34 are listed as (N/R or N/A)

District Contact/Project Director: John Means
List of TOP Codes and Titles to be Funded
Including Across CTE Programs and CTE Transitions

<table>
<thead>
<tr>
<th>District/College: PORTERVILLE COLLEGE</th>
<th>Agreement No.: 17-C01-023</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>TOP Codes (*2-,4-, and 6-digit)</th>
<th>TOP Code Title</th>
<th>Program Title</th>
<th>Section IV: Budget Summary by TOP Code Direct</th>
<th>Section IV: Budget Summary by TOP Code **Admin</th>
<th>Section IV: Budget Summary by TOP Code Combined Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Note:</strong> Use of the 2-digit TOP Code means that all programs within the specified 2-digit TOP Code (s) is intended, and each of those programs will meet all 9 requirements by the end of the Act or each year until reauthorization.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>**Amount is shown only if district permits Administration costs at the program level.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Across CTE Programs - Assigned in Order of Entry</th>
<th>Across CTE Programs</th>
<th>Program Title / CTE Related Activity</th>
<th>Across CTE Programs Section IV: Budget Summary Direct</th>
<th>Across CTE Programs Section IV: Budget Summary **Admin</th>
<th>Across CTE Programs Section IV: Budget Summary Combined Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>Across-01</td>
<td>Across CTE Programs</td>
<td>Across Programs</td>
<td>$ 148,895</td>
<td>$ 3,618</td>
<td>$ 152,513</td>
</tr>
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</table>

**Total Across CTE Program Expenditures by College**

<table>
<thead>
<tr>
<th>Summary Total Budget by TOP Code and Across CTE Programs</th>
<th>Direct</th>
<th>Admin</th>
<th>Combined</th>
</tr>
</thead>
<tbody>
<tr>
<td>$ 148,895</td>
<td>$ 3,618</td>
<td>$ 152,513</td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CTE Transitions - Assigned in Order of Entry</th>
<th>CTE Transitions Programs</th>
<th>Program Title / CTE Related Activity</th>
<th>CTE Transitions Section IV: Budget Summary Direct</th>
<th>CTE Transitions Section IV: Budget Summary **Admin</th>
<th>CTE Transitions Section IV: Budget Summary Combined Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total budget for all categories</td>
<td>Direct</td>
<td>Admin</td>
<td>Combined Budget</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>$ 148,895</td>
<td>$ 3,618</td>
<td>$ 152,513</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Local Application Program Information by TOP Code

College: PORTERVILLE COLLEGE
Program Title: Across Programs

Agreement No.: 17-C01-023

Briefly describe the across CTE program improvement issue(s) that require funding. (Limited to 2,000 characters, or approximately ½ page of text.)

Porterville College meets and/or exceeds 22 of 34 its state negotiated core indicator targets. The areas that need special emphasis are single parents and limited English speaker students. Therefore, Porterville College will provide some targeted activities to address these two student population areas in technical skill attainment, completion, transfer, employment, and special population core indicators.

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

Students enrolled in career technical education (CTE) programs will receive comprehensive student support services that include education advising from the CTE education advisor and career support services (e.g. resume, job placement, etc) from the program technician. Porterville College will also provide targeted CTE program services to include but not limited to: a) open house/program orientations, b) workshops in Spanish, c) employer networking and job placement, d) internship support, e) pitch competition.

Below are the nine §135(b) Requirements for Uses of Funds. Programs receiving these funds must meet these requirements. Indicate with a check mark those requirement(s) that will be strengthened through the activities funded across CTE programs.

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 IV 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)]

10. Permissive Uses Per Section 135(c) (check activities to be funded with CTE funds)

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

☐ 2. Provide career guidance and academic counseling for students participating in CTE programs, that improves graduation rates and provides information on postsecondary and career options, and provides assistance for postsecondary students and adults. [§135(c)(2)]

☐ 3. Local education and business partnerships, including work-related experiences for students, adjunct faculty arrangements for qualified industry professionals and industry experience for teachers and faculty. [§135(c)(3)]

☐ 4. Provide programs for special populations. [§135(c)(4)]

☐ 5. Assisting career and technical student organizations. [§135(c)(5)]

☐ 6. Mentoring and support services. [§135(c)(6)]

☐ 7. Leasing, purchasing, upgrading or adapting equipment, including instructional aides and publications (including support for library resources) designed to strengthen and support academic and technical skill achievement. [§135(c)(7)]

☐ 8. Teacher preparation programs that address the integration of academic and CTE and that assist individuals who are interested in becoming CTE faculty, including individuals with experience in business and industry. [§135(c)(8)]

☐ 9. Developing and expanding postsecondary program offerings at times and in formats that are accessible for all students, including through the use of distance education. [§135(c)(9)]

☐ 10. Developing initiatives that facilitate the transition of sub-baccalaureate CTE students into baccalaureate degree programs, including articulation agreements, dual enrollment programs, academic and financial aid counseling and other initiatives to overcome barriers and encourage enrollment and completion. [§135(c)(10)]

☐ 11. Providing activities to support entrepreneurship education and training. [§135(c)(11)]

☐ 12. Improving or developing new CTE courses, including the development of programs of study for consideration by the state and courses that prepare individuals academically and technically for high-skill, high-wage or high-demand occupations and dual or concurrent enrollment opportunities. [§135(c)(12)]

☐ 13. Developing and supporting small, personalized career-themed learning communities. [§135(c)(13)]

☐ 14. Providing support for family and consumer sciences programs. [§135(c)(14)]

☐ 15. Providing CTE programs for adults and school dropouts to complete secondary education or dropouts to complete secondary education or upgrade technical skills. [§135(c)(15)]

☐ 16. Providing assistance to individuals who have participated in services and activities under this Act in continuing their education or training or finding an appropriate job. [§135(c)(16)]

☐ 17. Supporting training and activities (such as mentoring and outreach) in nontraditional fields. [§135(c)(17)]

☐ 18. Providing support for training programs in automotive technologies. [§135(c)(18)]
19. Pooling a portion of such funds with a portion of funds available to other recipients for innovative initiatives. [§135(c)(19)]

20. Supporting other CTE activities consistent with the purposes of the Act. [§135(c)(20)]

NOTE: If you indicate CTE funds are being used for the specified activities below, then there must be funding for the activity(ies) indicated in the line item budget for the across CTE programs budgeted.

Check all types of activities to be funded with CTE Funds:

- Professional Dev. (including stipends)
- Instructional Equipment Purchase/Replacement
- Facility rental/lease (off-campus location)
- Curriculum Development
- Program Marketing and Outreach
- Instructional Materials Purchase/Replacement (including software)
- Project Administration
- Programs/Services for Special Populations
- Consultants or Other Contracted Services
- Other(specify)
Application Budget Summary Across CTE Programs

Complete the planned budget to fund the activities described in Section III.

District/College: PORTERVILLE COLLEGE
Program Title: Across Programs
Agreement No.: 17-C01-023

<table>
<thead>
<tr>
<th>Line No.</th>
<th>Acct. No.</th>
<th>Object of Expenditure</th>
<th>Direct Program Expenditure</th>
<th>Administrative Expenditure* (not to exceed 5% of total district expenditures)</th>
<th>Total</th>
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*District Total Administration Expenditure Cannot Exceed 5% of the District's Combined Total of Title IC & CTE Transitions Direct Expenditures

Note: Final Report of expenditures for 2017-2018 will be reported according to the following categories:

(A) Curriculum Development/Instruction
(B) Professional Development
(C) Counseling/Direct Service to Students
(D) Other: You must provide a description of programs/services funded
(E) Administration (not to exceed 5% of total district expenditures)
LOCAL PLANNING TEAM INVOLVEMENT

District: KERN CCD Agreement No.: 17-C01-023

Perkins IV § 134(b)(5) requires that a group of individuals, comprised of business, industry, labor organizations, special populations, faculty*, guidance and academic counselors, administrators, representatives of CTE Transitions consortia, parents, students, and others be involved in the development, implementation, and evaluation of CTE programs assisted with Title I, Part C funds. (*The majority of faculty should be representatives of CTE.)

1. Describe the Local Planning Team’s involvement in the planning process, including the CTE Transitions funding. (Limited to 8,000 characters, or approximately two pages of text.) For example narrative responses.

Bakersfield College begins its CTE process in the previous academic year with submission of VTEA Proposals for each program. Proposals are reviewed by CTE Dean and Program Manager for all CTE programs to see if they meet regulations for spending. Throughout the academic year input is received from meetings with secondary partners, local business partners (advisory boards) and regional industry and peer level institutions through the Central Regional Consortium. During the spring semester a Perkins planning meeting is held with the CTE faculty to determine funding priority and plans for the following year are voted on. This information is then forwarded to the District Office for inclusion in the districtwide Perkins application.

Cerro Coso Community College begins its CTE process in the previous academic year with submission of Academic Unit Plans for each program. Program plans are integrated into an overall section plan for all CTE programs at the dean level. Throughout the academic year input is received from meetings with secondary partners, local business partners (advisory boards) and regional industry and peer level institutions through the Central Regional Consortium. Early each spring a Perkins planning meeting is held with the CTE faculty to determine funding priority and plans for the following year. This information is then forwarded to the District Office for inclusion in the districtwide Perkins application.

Porterville College has a planning process begins in the fall semester and continues throughout the academic year. Porterville College engages a variety of constituents in the planning of its CTE efforts. Faculty input is sought about strategic directions and plans (short-term and long-term) in CTE programs. Additionally, industry recommendations and input is sought through our participatory and joint advisory committees with the K-12 school district, individual employer engagements, and discussions. Furthermore, Porterville College also receives input from area high schools on matters pertaining to curriculum, transitions from secondary to post-secondary, student needs, and programmatic directions. During the Spring 2017 semester, the college held an employer convening to discuss the college’s strategic direction in education. From this meeting, several ideas were put forward by the businesses and employers as potential future career technical education programs to be explored and offered at the college that would benefit the community, businesses, employers, and students.

2. Describe: (Limited to 8,000 characters, or approximately two pages of text.) For example narrative responses.

Bakersfield College - Bakersfield College not only solicits participation from CTE faculty, but also from academic faculty Department Chairs, Basic Skills Department Chair, Disabled Student Programs and Services, Counseling, Student Services Departments, high school teachers and transfer institutions. Bakersfield College utilizes an on-going process to review curriculum and make appropriate changes to increase our students’ successful transition to the workplace or transfer. At the college level, our student Services Department Chairs and Directors attend the monthly Occupational Education meetings. At these meetings, discussions are held concerning the impact that counseling, tutoring, career development, job placement, financial services, basic skills, and DSPS can have on student success. Updates on core indicator progress are regularly presented at these meetings to ensure that everyone is consistently aware of the performance requirements for our CTE
programs. The Articulation Coordinator meets with ROP’s and secondary schools to discuss articulation and course sequencing. In order to support the articulation process, we resumed using the Career and Technology Education Management Application (CATEMA) system. CATEMA is a system that is easily accessible, able to validate data, provide summary reports and, ensure accurate and secure award of units to eligible secondary school students participating in Articulation. Business and industry partners participate via the business advisory boards; the community provides input via community councils or directly to the CTE department chairs and business industry economic development. CTE Program review is required every two years however; the CTE Program Advisory Boards provide continuous evaluation.

Cerro Coso Community College engages it's partners in a variety of ways. Partners are informed of college activities through partner meetings, advisory board meetings and a newsletter that goes out each semester. The newsletter is shared both internally and externally. Information is also communicated through faculty both in classroom and counseling faculty regarding, changes, updates and new program opportunities for students.

Porterville College engages its partners from within the college and outside representatives to review and determine ways to further improve CTE programs. Porterville College faculty work across the disciplines, academic and CTE, including student services and the high school and business partners to develop strategies to meet student needs. The advisory groups for each program are combined with the high school and business partners so needs are addressed for both the college and high schools at the same time, working towards improving the transition to the college.
RESPONSES TO LOCAL PLAN REQUIREMENTS

District:  KERN CCD  
Agreement No.: 17-C01-023

To meet federal monitoring criteria, the System Office, California Community Colleges, needs Perkins IV (the Act) recipients to meet all threshold requirements for funding. The System Office's date of approval of these criteria establishes the date for which you may incur expenditures for subsequent reimbursement. In no case may you be reimbursed for expenditures incurred before the start of the performance period, July 1, 2017. For your convenience, the required elements from the Act are noted in the items below. As a reference, § 134 and § 135 citations of the Act are provided.

Your local plan must include the following elements [§ 134(1)].

In short paragraph form for each element below, describe how your district, as recipient of funding, will address each of the following elements. (You may include your responses for each college within your district).

1. **Meet state and local adjusted levels of performance established under § 113. Describe the selection process that resulted in the TOP Codes identified for funding. Describe the data analysis, including labor market information and core indicator data, and resources that resulted in the proposed TOP Codes [§ 134(b)(2)].** (Limited to 8,000 characters or approximately two pages of text.)

   Bakersfield College - Bakersfield College reviewed the Perkins requirements with the Career and Technical Education Council members, provided program Core Indicator information, reviewed the required and permissive uses VTEA funds, and held discussions on eligible and ineligible costs, with examples. Faculty reviewed program data for areas that fell below the performance target. Each VTEA program proposal required faculty to review their Core Indicators and indicate how they were going to address performances that were below the negotiated state level. Student Services requests need to meet the eligible cost and their proposals’ need to support CTE programs.

   Cerro Coso Community College evaluates the effectiveness of its programs annually through the established processes of program reviews and annual updates. A component of the program reviews/annual updates includes the analysis of programmatic data and labor market information. The core indicator and other state reports are used by the college to review the performance indicators and evaluate the programs. Strategies are developed that address any deficiencies identified.

   Porterville College works to integrate academics and work based learning in CTE programs. Some CTE areas include communication as part of the programs. Furthermore, there is an integration of practical on-the-job mathematical principles woven in with the technical curriculum requirements in some programs. Additionally, several CTE courses have student mentors/tutors who provide reading, writing, and mathematical support to individuals needing assistance. The incorporation of programs of study is an ongoing part of the process in partnerships with high schools in the community to provide career pathways.

2. **Improve student academic and technical skills through the integration of core academics with career and technical education (CTE) programs to ensure that CTE students are taught at the same level and proficiency as all other students. The program must include at least one career and technical program of study [§ 134(b)(3) and § 135(b)(1)].** (Limited to 8,000 characters or approximately two pages of text.)

   Bakersfield College - At Bakersfield College, integration of academics, career and technical education instruction and the utilization of work based/work site learning occur in all the career technical education courses. CTE faculty addresses workplace communication, math and reading skills in their technical content. Some faculty continue to integrate problem solving into their introductory courses, while others have assigned writing and presentation assignments. The college continues to use an Early Warning System, whereby a faculty member identifies students that are having academic problems and refers them to Counseling for support services: tutoring, remediation courses, EOPS tutoring/mentoring or DSPS supportive services. The Academic Development Department has also implemented Critical Academic Skills Workshops. These non-credit workshops are repeated throughout the semester, without the need for registration. Faculty can refer students to these workshops for help in test-taking, all areas of writing sentence structure, research paper writing, math, etc.

   Cerro Coso Community College faculty and administration work to integrate academics, job skills and work based learning...
into CTE programs. CTE programs are addressing the integration of core academics – writing, reading, math, and communications, and job skills with technical content. For example, some CTE areas include communication or trade skills math as part of the programs. Furthermore, in areas such as industrial arts, there is a deliberate integration of applied mathematical principles woven into the technical curriculum requirements. While Business and BSOT courses integrate communication and presentation skills into their program courses.

Porterville College works to integrate academics and work based learning in CTE programs. Some CTE areas include communication as part of the programs. Furthermore, there is an integration of practical on-the-job mathematical principles woven into the technical curriculum requirements in some programs. Additionally, several CTE courses have student mentors/tutors who provide reading, writing, and mathematical support to individuals needing assistance. The incorporation of programs of study is an ongoing part of the process in partnerships with high schools in the community to provide career pathways.

3. **Provide CTE students with strong experience in and understanding of all aspects of an industry** [§ 134(b)(3) and § 135(b)(3)]. (Limited to 8,000 characters or approximately two pages of text.)

Bakersfield College - Bakersfield College CTE faculty continually works to provide students with training and experiences that match industry standards in their field. This is accomplished by having equipment and technology that is up-to-date, hiring faculty with industry background, or providing professional development to faculty so they can remain current on the latest trends in their field. Real life industry classroom projects are assigned and CTE advisory boards provide program evaluations to verify students are employment-ready on completion of the training. Health Sciences students participate in clinical hours that provide hands-on experiences. Human Services, Agriculture and Culinary students participate in required internships or work experiences. Child Development students engage in activities at an on-campus center and Agriculture students gain experience while participating in an on-campus farm lab. Industrial Technology students utilize internships to gain experience. Other CTE students use student clubs such as Women in Diverse Occupation (WIDO), which focuses on Engineering & Industrial Technology careers and internships to learn all aspects of their industry. Bakersfield College CTE has developed partnerships with over 100 local businesses, to develop student internship sites, so that more students are able to obtain hands-on experiences and understand all aspects of their industry. The current goal is to maintain current internship sites while increasing student placement by 30%.

Cerro Coso Community College CTE programs consistently work to provide students with a variety of experiences to develop a broad understanding of industries/employers. These experiences include internships, classroom based projects, clinical/work-based scenarios, hands-on practical experiences using equipment/materials as used in industry, guest speakers, and other professional extra-curricular activities. Additionally, Instructors from industry are continually recruited in order to provide workplace application to the learning process.

Porterville College CTE programs consistently work to provide students with a variety of experiences to develop a broad understanding of industries/employers. These experiences include internships, classroom based projects, clinical/work-based scenarios, hands-on practical experiences using equipment/materials as used in industry, industry guest presenters, and other professional extra-curricular activities. Instructors from industry are continually recruited in order to provide workplace application to the learning process. Moreover, faculty attend conferences and staff development workshops to better understand industry needs and current standards in order to bring these ideas into the classroom.

4. **Develop, improve, or expand the use of technology in CTE programs which may include training of personnel in state-of-the-art technology including distance learning; providing students with the skills necessary to enter high tech and telecommunications fields; or working with high tech industries to offer voluntary internships and mentoring programs** [§ 135(b)(4)]. (Limited to 8,000 characters or approximately two pages of text.)

Bakersfield College - Bakersfield College CTE programs utilize their business advisory boards and business industry partners to evaluate their programs, and recommend additional equipment and technology to better meet industry standards. Faculty attends conferences to stay abreast of current technology in their field. CTE programs request funding to upgrade equipment, technology and obtain professional development/training. Fire technology continues to offer as Associate degree via on-line courses. The automotive program is staying abreast of new state requirements that affect the equipment needed for instructional purposes. Perkins funding is made available for program currency-including conferences, industry professional speakers, and faculty training.

Cerro Coso Community College CTE programs work closely with industry/community partners and advisories to stay informed of industry changes and employer expectations. Programs assess their need for development, upgrade and expansion. When programs identify technology needs, they are given a priority in the planning process when the technology is tied directly to student success. These needs may include industry-related equipment, software, technology, and supplies or
professional development. CTE programs may request equipment, software, and supplies to maintain program currency and/or to expand program content according to needs. Furthermore, instructors are provided staff development opportunities to keep abreast of industry technology trends or training to development needed skills in their field.

Porterville College programs assess their need for development, upgrade and expansion with feedback and input from industry. When programs identify technology needs, they are given a priority in the planning process when the technology is tied directly to student success. These needs may include industry-related equipment, software, technology, and supplies. CTE programs may request equipment, software, and supplies to maintain program currency and/or to expand program content according to needs. Furthermore, instructors are provided staff development opportunities to keep abreast of industry technology standards and expectations.

5. Provide services and activities that are of sufficient size, scope, and quality to bring about improvement in the quality of such programs [§134(b)(6) and §135(b)(8)]. (Limited to 8,000 characters or approximately two pages of text.)

Bakersfield - Bakersfield College CTE programs go through a program review every two years; however, changes/updates do occur between evaluation periods as new technology or industry changes necessitates curriculum changes. Each CTE program has an Advisory Board Committee comprised of business, industry, high school teachers, and students that provide continuous evaluation to ensure that our CTE program are meeting the requirements of our students and workforce needs. Bakersfield College CTE faculties are involved in professional development/training to stay current in their field and provide career development activities to high school students and the community groups.

Cerro Coso Community College CTE programs go through a program review every two years and are updated annually. Furthermore, each CTE program has an advisory board of business, industry, high school personnel, and administrators that provide continuous evaluation to ensure that our CTE programs are meeting the requirements of our students and workforce needs. Programs meet as a group monthly to review the overall goals and needs of the CTE programs, produce annual plans for their programs and meet one-on-one with the CTE Dean each year to go over individual program planning. The planning process acts to prioritize needs across a range of services including; program completion (degree/certificate), job placement/internships, career guidance and advising, student support services, secondary-post secondary transitions, and professional development to enable sufficient scope and quality our programs.

Porterville College CTE programs go through discipline specific program review every other year aside from the regular college program review process. Porterville College hold joint advisory committees with the high schools that include business, industry, high school personnel, and administrators that provide continuous evaluation to ensure that our CTE programs are meeting the requirements of our students and workforce needs. As part of the Education Master Plan process, each CTE program identified desired deliverables and plans for the future. In all these programs reviews, program goals, and plans, information regarding labor market, program completion, challenges, and opportunities were identified. Therefore, the plans and activities described support these services (program completion (degree/certificate), job placement/internships, career guidance, student support services, secondary-post secondary transitions, and professional development to enable sufficient scope and quality our programs.

6. Provide quality assurance that CTE programs are evaluated and continually expanded, improved, and modernized [§134(b)(7) and §135(b)(6-7)]. (Limited to 8,000 characters or approximately two pages of text.)

Bakersfield College - As previously stated, Bakersfield College CTE programs go through a two-year program review and continuous Advisory Board Committee review. Periodically, we will also do student and business surveys to make sure we are meeting the needs of our community. Additionally, many of our programs have accreditation requirements and some require faculty training for current certification. These evaluations keep our CTE programs current with industry standards and ensure that we are meeting the needs of our community. Institutional accreditation and program state certifications are also a means of assuring we are continuing evaluating our programs.

Cerro Coso - The evaluation process as prescribed through comprehensive program reviews, two year CTE reviews, annual unit planning and review and the assessment of student learning outcomes (SLO) act as a vehicle for identifying services and activities that will address program quality. Data from multiple sources are used in these process to assure that programs are meeting desired outcomes. Furthermore, feedback and input from industry and community partners serve as another mechanism for program improvement and enhancement.

Porterville College - evaluation process as prescribed through comprehensive program reviews, CTE discipline specific reviews, and the assessment of student learning outcomes (SLO) act as vehicles for identifying services and activities that will address program quality. Feedback and input from industry and community partners serve as another mechanism for program
7. **Describe how the District will review CTE programs; identify and adopt strategies to overcome barriers that lower access or success for special populations; provide programs that enable special populations to meet local performance levels; and provide activities to prepare special populations, including single parents and displaced homemakers, for high-skill, high-wage, or high-demand occupations that lead to self sufficiency; and ensures against their discrimination** ([§134(b)(8-9) and §135(9)]).  (Limited to 8,000 characters or approximately two pages of text.)

Bakersfield College - Bakersfield College CTE programs conduct an annual review of their Core Indicators and implements various strategies to improve their performances targets. We continually work on strategies or activities that can be applied across multiple programs. Students success outcome are reported out at our monthly meeting for possible implementation by other programs. Through the use of funds for Across Program Bakersfield College CTE hosts on campus Open House events for target population with industry professional speakers. Also, visits are conducted with secondary school CTE classes for recruitment of nontraditional student into Bakersfield College CTE programs after graduation. Bilingual Educational Advisors will continue to conduct CTE program presentations for special community groups. CTE Educational Advisors will continue to assist CTE students with career development, certificate, degree or transfer requirements, job and internship referral and referrals to student services-tutoring, counseling, DSPS, financial services, etc. We have representatives from Student Services departments that attend our monthly Occupational Education meetings and they provide input on improving strategies to overcome student barriers. The Academic Development Department expanded their tutoring offerings and implemented some short-term workshops to help students be more successful in their courses.

Cerro Coso - Programs that require outside accreditation fulfill requirements pertaining to such process. Where accreditation is required, those assessment processes are supported by the college but are not funded through Perkins. These accreditation/certification processes combined with existing college required assessments support continued program evaluation focused on expansion, improvement, and modernization. Furthermore, the college continually seeks input from industry and community partners to identify and implement activities to prepare students for high wage or high demand occupations. Moreover, regular and on-going communication with high schools to identify gaps and implement activities to be conducted to reduce and/or eliminate barriers for high school graduates entering college. Additionally, the college offers several courses (including CTE) in the evenings and weekends to allow special populations and non-traditional students to enroll in classes.

Porterville College - Programs that require outside accreditation fulfill requirements pertaining to such process. Where accreditation is required, those assessment processes are supported by the college but are not funded through Perkins. These accreditation/certification processes combined with existing college required assessments support continued program evaluation focused on expansion, improvement, and modernization. Furthermore, the college continually seeks input from industry and community partners to identify and implement activities to prepare students for high wage and/or high demand occupations. Moreover, regular and on-going communication with high schools to identify gaps and implement activities to be conducted to reduce and/or eliminate barriers for high school graduates entering college. Additionally, the college offers several courses (including CTE) in the evenings and weekends to allow special populations and non-traditional students to enroll in classes.

8. **Promote preparation for nontraditional training and employment** ([§134(b)(10)]).  (Limited to 8,000 characters or approximately ½ page of text.)  (Limited to 8,000 characters or approximately two pages of text.)

Bakersfield College - Bakersfield College Marketing and Public Information Director review our marketing strategies and materials to promote to nontraditional students and special populations. Each program reviews their Core Indicator data to implement recruitment strategies. CTE faculties are involved in outreach activities and provide career pathways information in their field. The CTE Outreach Educational Advisor has been doing program presentations to middle schools, high school and community groups. High School juniors and seniors are invited to the college to experience a college-day in their chosen career pathway. Hands-on projects, where possible, are provided to the students. Nontraditional students are used as program presenters which has been successful. Employment options, salary ranges, necessary skills set and academic information is provided to the students. Job shadowing, field trips and internships assist students to prepare for their chosen career pathway. At Cerro Coso Community College, all students have access to array of student support services and resources. These include: counseling and advising; disability services, Cal-Works and Extended Opportunity and Services (EOPS); state and federal grants; support programs through the foundation including textbook funding support. Additionally the college collaborates with our local One-Stop to provide students with housing and other resources. The college has also just received a College Promise grant that will provide significant support to students who qualify for that funding. All of these student support services have dedicated counselors who provide students with needed academic/education counseling. Additionally, Cerro Coso Community College has a career center that provides students with career advising, internship coordination, job placement services, etc. for all is students. The college also has a significant outreach program in our service area through local college fairs, community events, on campus promotions like CTE Day and extensive outreach via dual enrollment programs with high schools within or service area.
Porterville College - All students have access to counseling and advising through student services. The college has a disability resource center that provides directed support for students with disabilities who need support. Furthermore, through the college’s veterans center, veterans can receive directed support services. Additionally, through Cal-Works and Extended Opportunity Services (EOP), students from economically disadvantaged backgrounds may qualify for additional services including support with books, materials, etc. for their classes. Moreover, the career center provides students with career advising, internship coordination, job placement services, etc. for all is students with information about wide range of jobs and career options. The college offers evening classes and in some cases weekend courses to meet the needs of students including non-traditional students.

9. Describe how comprehensive professional development, including initial teacher preparation, for CTE, academic, guidance and administrative personnel will be provided that promotes the integration of coherent and rigorous content aligned with challenging academic standards, curriculum development, and relevant CTE [§135(b)(4) and §135(b)(5)]. (Limited to 8,000 characters or approximately two pages of text.)

Bakersfield College - Bakersfield College encourages faculty to include requests for professional development in their VTEA proposals. In addition to this, we also set aside Perkins funds to support counselors, administrators and other CTE faculty to attend conference/workshops/training in their field of study. Faculty takes full advantage of these funds and counselors rotate their conference attendance. Faculty currency in their discipline is critical to the success of the program and their students. We want to make sure we are preparing students for the workforce and they are employment-ready. Funding is also available to address professional development needs in multiple programs-i.e. bringing in a presenter to address CTE faculty needs Across Programs. Bakersfield College also conducts Professional Development workshops that are available to CTE faculty. At Cerro Coso Community College, faculty and staff are afforded the opportunity to attend and participate in conferences, workshops, training, and related professional development activities to learn more about industry standards, pedagogy, academic standards, career pathways, and student success. Joint discussions and learning events between high school and college faculty are encouraged and has become part of the college’s professional development efforts. Cross-discipline faculty are becoming aware of career pathways and dual/concurrent enrollment initiatives and activities as part of our efforts to align curriculum.

Porterville College - Faculty and staff have the opportunity to attend and participate in conferences, workshops, training, and related professional development activities to learn more about industry standards, pedagogy, academic standards, career pathways, technology, and student success. Faculty are aware of career pathways and dual/concurrent enrollment initiatives and activities as part of our efforts to ensure transition from high school to college.

10. Link secondary and postsecondary CTE programs, including offering relevant elements of not less than one career and technical program of study [§135(b)(2).] (Limited to 8,000 characters or approximately two pages of text.)

Bakersfield College - Bakersfield College reaches out to all the high schools, adult schools and ROPs in our service area. CTE faculty actively participates in developing Articulation Agreements providing high school students’ college credit for articulated coursework. These students are able to continue their education at a community college in a course sequence without duplication of coursework. Bakersfield College has completed course sequencing with three ROPs in our surrounding area and is working with the secondary schools on development of program-of-studies in CTE programs. Career Pathway outreach materials will be updated with the new changes in program information. A new outreach activity that CTE faculty participated in, where the various program Open Houses where high school students are invited to the college to explore a specific career pathway, such as Drafting/CAD, Engineering and Industrial Technology and Culinary Arts. The students are provided with hands-on projects where possible, given employment and salary information and are able to talk to business partners and obtain college program requirements. Other outreach activities are College Night at the various local high schools, Digital Arts Conference for high school teachers, Counselor Conference for high school and college counselors and CTE program presentations for special community groups. CTE faculty also participates in Career Fairs, high school presentations and community program presentations.

Cerro Coso - CTE programs work closely with secondary partners. The college is engaged in several efforts and activities to link secondary and post-secondary programs. The college holds regular discussions with high school administrators and faculty. CTE program faculty participate in developing and implementing articulation agreements giving high school students credit for articulated coursework. The college has seen a significant increase in our dual enrollment offerings over the last two years. This has included an increase in outreach and counseling/matriculation support services provided to students in these schools. At two schools, students can take the majority of courses to receive their certificate in Administrative Medical Assisting prior to high school graduation.

Porterville College - CTE programs work closely with secondary partners. The college is engaged in several efforts and
activities to link secondary and post-secondary programs. The college holds regular discussions with high school administrators and faculty. There are formal monthly meetings with high schools to discuss and coordinate dual enrollment efforts. CTE program faculty participate in developing and implementing articulation agreements giving high school students credit for articulated coursework. Furthermore, the college offers dual/concurrent enrollment courses on the high school campuses through career pathways. Additionally, the college has education advisors on high school campus at least once per week to work with students and provide pre-academic advising. For advisory committees, the college and high schools have joint advisories that meet once per month.

11. Describe how career guidance and academic counseling will be provided to CTE students, including linkages to future education and training opportunities [§134(b)(11)]. (Limited to 8,000 characters or approximately two pages of text.)

Bakersfield College - Bakersfield College CTE has hired four full time CTE Educational Advisors, and three Job Development Specialists. These Advisors and Job Development Specialists will provide career guidance and academic counseling to CTE students in addition to the services provided by our counseling and educational advising staff at Bakersfield College. Prepare students for internship and follow-up on employment obtainment after internship. Our DSPS and EOPS programs also have counselors and advisors in their departments; currently Bakersfield College CTE Advisors have been providing advising service to evening student until 5:30 p.m. students services that include: career development, degree/certificate, internship and, employment services. The college has a Transfer Center which provides transfer requirements and has representatives form transfer institutions visit the college to register and provide transfer information to our students. We also have California State University, Bakersfield representative in our counseling office to provide assistance to any students transferring to a CSU.

Cerro Coso - Academic counseling is available to all students including students in our dual and concurrent high school classes. The college provides career advising, job search, internship coordination, and job placement services. Additionally, the college hosts an annual career fair each fall semester. This career fair brings many employers and industry partners to provide students and community members with details about job openings and career options. The college will be adding a full-time internship coordinator in the 2017-18 academic year. Labor market and occupational outlook details are also available to faculty and students. Presentations and workshops are provided to students about career options throughout the year.

Porterville College - Academic counseling is available to all students. The college provides career advising, job search, internship coordination, and job placement services. The college hosts an annual career fair each spring semester. This career fair brings many employers and industry partners to provide students and community members with details about job openings and career options. The college an online job placement portal that allows employers to post open positions and search for student resumes. The college continues to post open positions through its Jobs Entrepreneur Career (JEC) Center. Labor market and occupational outlook details are also available to faculty and students. Presentations and workshops are provided to students about career options throughout the year.

12. Describe efforts to improve recruitment and retention of CTE faculty and career guidance and academic counselors, including individuals in underrepresented groups, and the transition to teaching from business and industry [§134(b)(12)]. (Limited to 8,000 characters or approximately two pages of text.)

Bakersfield College - Bakersfield College faculty and counseling positions are open to the public. To improve recruitment in underrepresented groups, we also advertise in media that target specific groups or geographical areas. Educational and Businesses email distribution list are also utilized to get the word out about open positions. The Chamber of Commerce, our CTE business advisory board members and other business media is used to attract partners from the business industry sectors. A faculty mentor is assigned to each new faculty to help them navigate the college as they go through orientation process, meeting monthly for a full semester.

Cerro Coso - The college will continue to publish faculty and counseling job announcements in both mainstream and in other media expected to reach potential faculty who are members of groups underrepresented in community college instruction. Advisory committees will also be noticed for faculty recruitment and the college is developing partnerships with our local military institutions to broaden our adjunct pool. CTE faculty and division chairs will support new faculty members transitioning from business and industry. New faculty will be made aware of training opportunities. Funds and release time will be provided for selected professional development training for faculty.

Porterville College will continue to publish faculty and counseling job announcements in both mainstream and in other media expected to reach potential faculty who are members of groups underrepresented in community college instruction. CTE faculty and division chairs will support new faculty members transitioning from business and industry. New faculty will be
made aware of training opportunities. Funds and release time will be provided for selected professional development training for faculty.
California Community Colleges
Career Education Practices Unit
Rev. 3-15-15
FORM: Sec IV-A

Application Budget Summary by District

District: KERN CCD
Agreement No.: 17-C01-023
Allocation: $925,170
Planned Title IC Expenditure: $925,170
CTE Transitions Allocation: $124,776
Planned CTE Transitions Expenditure: $124,776

Title IC Application Budget Summary

<table>
<thead>
<tr>
<th>Line No.</th>
<th>Acct. No.</th>
<th>Object of Expenditure</th>
<th>Direct Program Expenditure</th>
<th>Administrative Expenditure (if allowed at the program level)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1000</td>
<td>Instructional Salaries</td>
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<td>$18,920</td>
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<td>2</td>
<td>2000</td>
<td>Non-Inst. Salaries</td>
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<td>$301,868</td>
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<tr>
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<td>$161,701</td>
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<td>Other Outgo</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total Expenditure</td>
<td></td>
<td></td>
<td>$925,170</td>
</tr>
</tbody>
</table>

*District total Title IC administration expenditure can not exceed 5% of district total Title IC expenditure.

Note: Final Report of expenditures for 2017-2018 will be reported according to the following categories:

(A) Curriculum Development/Instruction
(B) Professional Development
(C) Counseling/Direct Service to Students
(D) Other: You must provide a description of programs/services funded
(E) Administration (not to exceed 5% of total district expenditures)

CTE Transitions Application Budget Summary

<table>
<thead>
<tr>
<th>Line No.</th>
<th>Acct. No.</th>
<th>Object of Expenditure</th>
<th>Direct Program Expenditure</th>
<th>Administrative Expenditure (if allowed at the program level)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
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<td>Instructional Salaries</td>
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<td>$0</td>
</tr>
<tr>
<td>2</td>
<td>2000</td>
<td>Non-Inst. Salaries</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>3</td>
<td>3000</td>
<td>Employee Benefits</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>4</td>
<td>4000</td>
<td>Supplies &amp; Materials</td>
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</tr>
<tr>
<td>5</td>
<td>5000</td>
<td>Capital Outlay</td>
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<td>$0</td>
<td>$0</td>
</tr>
<tr>
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<td>7000</td>
<td>Total Expenditure</td>
<td>$124,776</td>
<td>$0</td>
<td>$124,776</td>
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</table>

**District total CTE Transitions administration expenditure cannot exceed 5% of district total CTE Transitions expenditure.**
STATEMENTS OF ASSURANCE

DISTRICT PLAN/APPLICATION FOR
CAREER AND TECHNICAL EDUCATION

District: KERN CCD Agreement No.: 17-C01-023

General Assurances

(1) No Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV or Act) funds will be used to acquire equipment/software in any instance in which the acquisition will result in a direct financial benefit to any organization representing the interests of the district, its employees, or affiliates. [§122(c)(12)]

(2) No Perkins IV funds shall be used to mandate that any individual will be required to participate in a CTE program, including a program that requires the attainment of a federally funded skill level, standard or certificate of mastery. [§314]

(3) Perkins IV funds shall supplement, and shall not supplant, nonfederal funds expended to carry out CTE activities and tech-prep grants. [§311(a)]

(4) All the funds made available under Perkins IV shall be used in accordance with the requirements of the Act. [§6]

(5) Sufficient demographic information and reports will be provided to the Chancellor's Office to permit it to carry out the administration and reporting activities required by Perkins IV and the 2008-2012 California State Plan for CTE.

(6) Perkins IV §134(b)(5) requires that a group of individuals, comprised of Business, Industry, Labor Organizations, Special Populations, Academic Faculty and CTE Faculty*, Career Guidance and Academic Counselors, Students, Others, be involved in the development, implementation, and evaluation of CTE programs assisted with Title I, Part C funds.

(7) Every career and technical training program offered by a community college district shall be reviewed every two years by the governing board to ensure it meets documented labor market demand, does not represent unnecessary duplication, and is effective as measured by the employment and completion success of its students [§78015 of the California Education Code].

* The majority of faculty should be representatives of CTE. (NOTE: If you are unable to recruit a representative of any of the required groups, you must attach to this form a plan how this requirement will be addressed.)

Specific Assurances

Section 135(b) of the 2006 Perkins IV Act identifies nine required characteristics of programs in which the funds are to be used. To comply with these requirements for local uses of funds, the district assures that the program(s) to be assisted with Perkins IV funds will-

(1) strengthen the academic and career and technical skills of students participating in CTE programs, by strengthening the academic and CTE components of such programs through the integration of academics with CTE programs through a coherent sequence of courses, such as career and technical programs of study described in §122(c)(1)(A), to ensure learning in the core academic subjects and career and technical subjects; [§134(b)(1)]

(2) link CTE at the secondary level and CTE at the postsecondary level, including by offering the relevant elements of not less than one career and technical program of study described in §122(c)(1)(A); [§134(b)(2)]

(3) provide students with strong experience in and understanding of all aspects of an industry, which may include work-based learning experiences; [§134(b)(3)]
(4) develop, improve, or expand the use of technology in CTE, which may include-

a) training of CTE teachers, faculty, and administrators to use technology, which may include distance learning;

b) providing CTE students with the academic and career and technical skills (including the mathematics and science knowledge that provides a strong basis for such skills) that lead to entry into the technology fields; or

c) encouraging schools to collaborate with technology industries to offer voluntary internships and mentoring programs, including programs that improve the mathematics and science knowledge of students; [§134(b)(4)]

(5) provide professional development programs that are consistent with §122 to secondary and postsecondary teachers, faculty, administrators, and career guidance and academic counselors who are involved in integrated CTE programs, including-

a) in-service and preservice training on-
   (i) effective integration and use of challenging academic and CTE provided jointly with academic teachers to the extent practicable;
   (ii) effective teaching skills based on research that includes promising practices;
   (iii) effective practices to improve parental and community involvement; and
   (iv) effective use of scientifically based research and data to improve instruction;

b) support of education programs for teachers of CTE in public schools and other public school personnel who are involved in the direct delivery of educational services to CTE students, to ensure that such teachers and personnel stay current with all aspects of an industry;

c) internship programs that provide relevant business experience; and

d) programs designed to train teachers specifically in the effective use and application of technology to improve instruction; [§134(b)(5)]

(6) develop and implement evaluations of the CTE programs carried out with funds under this title, including an assessment of how the needs of special populations are being met; [§134(b)(6)]

(7) initiate, improve, expand, and modernize quality CTE programs, including relevant technology; [§134(b)(7)]

(8) provide services and activities that are of sufficient size, scope, and quality to be effective; [§134(b)(8)] and

(9) provide activities to prepare special populations, including single parents and displaced homemakers who are enrolled in CTE programs, for high skill, high wage, or high demand occupations that will lead to self-sufficiency [§134(b)(9)].

Federally Mandated Objectives
The Title IC, Section 132 allocated funds will be utilized to: (1) Improve the academic skills of students enrolled in CTE programs; (2) strengthen the connection between secondary and post-secondary programs; (3) prepare students for occupations in demand that pay family-supporting wages; and (4) invest in effective, high-quality local programs.

CERTIFICATION

☑️ I hereby certify that the District's Career Education Education Plan/Application complies with the provisions of the Carl D. Perkins Career and Technical Education Act of 2006 as presented in these assurance statements and the Instructions, Terms and Conditions of the 2008-2009 Local Plan for Title I, Part C Funds.

District Superintendent/President: Thomas J. Burke
CERTIFICATIONS REGARDING LOBBYING; DEBARMENT, SUSPENSION AND OTHER RESPONSIBILITY MATTERS; AND DRUG-FREE WORKPLACE REQUIREMENTS

District: KERN CCD  
Agreement No.: 17-C01-023

Applicants should refer to the regulations cited below to determine the certification to which they are required to attest. Applicants should also review the instructions for certification included in the regulations before completing this form. Signature of this form provides for compliance with certification requirements under 34 CFR Part 82, "New Restrictions on Lobbying," and 34 CFR Part 85, "Government-wide Debarment and Suspension (Nonprocurement) and Government-wide Requirements for Drug-Free Workplace (Grants)." The certifications shall be treated as a material representation of fact upon which reliance will be placed when the Department of Education determines to award the covered transaction, allocation, or cooperative agreement.

1. LOBBYING

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 CFR Part 82, for persons entering into a grant or cooperative agreement over $100,000, as defined at 34 CFR Part 82, Sections 82.105 and 82.110, the applicant certifies that: (a) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement; (b) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions; (c) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

2. DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS

As required by Executive Order 12549, Debarment and Suspension, and implemented at 34 CFR Part 85, for prospective participants in primary covered transactions, as defined at 34 CFR Part 85, Sections 85.105 and 85.110--

A. The applicant certifies that it and its principals:

(a) Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency;

(b) Have not within a three-year period preceding this application been convicted of or had a civil judgement rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State, or local) transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;

(c) Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (Federal, State, or local) with commission of any of the offenses enumerated in paragraph (2)(b) of this certification; and

(d) Have not within a three-year period preceding this application had one or more public transaction (Federal, State, or local) terminated for cause or default; and

B. Where the applicant is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application.
3. DRUG-FREE WORKPLACE (GRANTEES OTHER THAN INDIVIDUALS)

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610 -

A. The applicant certifies that it will or will continue to provide a drug-free workplace by:

(a) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition;

(b) Establishing an on-going drug-free awareness program to inform employees about:

1. The dangers of drug abuse in the workplace;

2. The grantee's policy of maintaining a drug-free workplace;

3. Any available drug counseling, rehabilitation, and employee assistance programs; and

4. The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;

(c) Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a);

(d) Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will:

1. Abide by the terms of the statement; and

2. Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction;

(e) Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to: Director, Grants Policy and Oversight Staff, U.S. Department of Education, 400 Maryland Avenue, S.W. (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected grant;

(f) Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted:

1. Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or

2. Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency;

B. The grantee may insert in the space provided below the site(s) for the performance of work done in connection with the specific grant:

Place of Performance (Street address, city, county, state, zip code)
Place 1: 
Place 2: 

Check if there are workplaces on file that are not identified here.
DRUG-FREE WORKPLACE (GRANTEES WHO ARE INDIVIDUALS)

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610-

A. As a condition of the grant, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity with the grant; and

B. If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, I will report the conviction, in writing, within 10 calendar days of the conviction, to: Director, Grants Policy and Oversight Staff, Department of Education, 400 Maryland Avenue, S.W. (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected grant.

☑️ As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

District Superintendent/President: Thomas J. Burke
DISTRIBUTION NEGOTIATION OF LEVELS OF PERFORMANCE

District: KERN CCD  
Agreement No.: 17-C01-023

Perkins IV Section 113(b)(4) requires that each eligible recipient shall agree to accept the State adjusted levels of performance established as local adjusted levels of performance, or negotiate with the State to reach agreement on new local adjusted levels of performance, for each of the core indicators of performance. Complete each section below by either selecting "Yes" thus accepting the State target, or select "No" to initiate the negotiation process and the new agreed upon target.

<table>
<thead>
<tr>
<th>Indicator</th>
<th>State Target</th>
<th>Yes</th>
<th>No</th>
<th>Agreed upon Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Technical Skill Attainment</td>
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<td>✔️</td>
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<tr>
<td>2. Completions</td>
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</tr>
<tr>
<td>3. Persistence &amp; Transfer</td>
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<td>4. Placement</td>
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<td>72.00</td>
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<tr>
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<tr>
<td>5b. Equity: Non-Traditional Completion</td>
<td>29.00 %</td>
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<td>✔️</td>
<td>23.56</td>
</tr>
</tbody>
</table>
DISTRICT PERFORMANCE DETERMINATION

District: KERN CCD
Agreement No.: 17-C01-023

Under Section 113(b)4 of Perkins IV, local agencies must either accept the State's established performance target or negotiate a local performance target with the State for each of the core indicators. The agreed-upon performance targets below were incorporated into the previous local application. Failure to meet at least 90 percent of any established performance target triggers the requirement to develop and implement an improvement plan as specified in Section 123(b).

Districts not meeting at least 90 percent of any target are required to submit a Perkins application that includes:

1. An additional section describing the planned strategies and activities to be employed during the upcoming year to address performance gaps. This Focused Improvement section will be part of the annual Perkins application until performance is within 90% of the negotiated targets.
2. Programs funded must address individual program performance gaps. Improvements must include strategies that address program performance gaps.

Districts and consortia not meeting 90% of a target are encouraged to complete a diagnostic study to determine root causes and proposed solutions to large performance gaps.

<table>
<thead>
<tr>
<th>Indicator</th>
<th>State Target</th>
<th>Agreed Target</th>
<th>90% of Agreed upon Target</th>
<th>Actual Performance</th>
<th>Met 90% of Target</th>
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</thead>
<tbody>
<tr>
<td>1. Technical Skill Attainment</td>
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<td>4. Placement</td>
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<td>21.19 %</td>
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</table>

All indicators were at or above 90% of the "Agreed upon Target".

[ ] Check here to indicate you have completed this form.