California Community Colleges
Workforce Policy Alignment Unit
FORM: Sec I-C

FY 2016-2017
Carl D. Perkins Career and
Technical Education Act of 2006

LIST OF TOP CODES AND TITLES FUNDED IN 2016-2017
INCLUDE FUNDING FOR ACROSS CTE PROGRAMS

District/College: CERRO COSO COMMUNITY COLLEGE

Agreement No.: 16-C01-023

TOP Codes (*2-,4-, and 6-digit)	TOP Code Title	Program Title	Amendment Status (N/D/A)	Local App Summary Amount by TOP Code (Combined Direct and Admin)	Final Direct Expenditure	Final Admin Expenditure	Combined Final Total Expenditure
0501.00 - 01	Business and Commerce, General	Business and Commerce, General	No Change	$ 2,100	$ 2,620	$ 0	$ 2,620
0514.00 - 01	Office Technology/Office Computer Applic	Business Office Technology	No Change	$ 2,100	$ 1,670	$ 0	$ 1,670
0614.30 - 01	Website Design and Development	Website Design and Development	No Change	$ 2,100	$ 1,071	$ 0	$ 1,071
0702.00 - 01	Computer Information Systems	Computer Information Systems	No Change	$ 2,100	$ 3,065	$ 0	$ 3,065
0956.00 - 01	Manufacturing and Industrial Technology	Industrial Arts	No Change	$ 4,100	$ 638	$ 0	$ 638
1208.00 - 01	Medical Assisting	Medical Assisting	No Change	$ 4,100	$ 208	$ 0	$ 208
1230.20 - 01	Licensed Vocational Nursing	LVN	No Change	$ 2,100	$ 8,496	$ 0	$ 8,496
1250.00 - 01	Emergency Medical Services	EMT	No Change	$ 2,100	$ 563	$ 0	$ 563
1305.00 - 01	Child Development/Early Care and Educati	Child Development	No Change	$ 4,100	$ 387	$ 0	$ 387
1402.00 - 01	Paralegal	Paralegal	No Change	$ 2,100	$ 1,582	$ 0	$ 1,582
2104.00 - 01	Human Services	Human Services	No Change	$ 2,100	$ 380	$ 0	$ 380
2105.50 - 01	Police Academy	Police Academy	No Change	$ 2,100	$ 13,756	$ 0	$ 13,756
Across - 01	Across Programs	Across CTE Program	No Change	$ 101,682	$ 94,818	$ 3,856	$ 98,674

	Budget	Actual Direct	Actual Admin	Actual Total
IC Total Expenditure	$ 132,882	$ 129,254	$ 3,856	$ 133,110
CTE Transitions Total Expenditure	$0	$0	$0	$0

California Community Colleges
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Final Report Program Information Across CTE Programs

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

Program Title: Across CTE Program   TOP Code: Across

Briefly describe the across CTE program improvement issue(s) that require funding.
Many of the programs have been deficient in student success (skill attainment), completion and non-traditional participation. Some have had trouble with persistence and job placement. Many strategies have been implemented in the past few years to improve these areas with mixed results. This past year, we continued the use of technology (iPads) for skill attainment and it appears to have an excellent impact. We will continue to use these in more programs moving forward. Job placement has been a struggle across all programs over the past year as well. The CTE department is completely redesigning our marketing pieces (pamphlets, program specific brochures, etc.)
Briefly describe how the issue(s) will be addressed.
Outreach to K12 for nontraditional participation in programs will be done. We already have dual enrollment ready to start in the Fall with Tehachapi High School. In addition review of curriculum and alignment of career pathways will be used to assist traditional and nontraditional students enter into a career. College personnel will work with faculty to identify students that may be close to completion and assist them in the paperwork to get their degree/certificates. Use of interactive and tablet (iPad) technology will be expanded and used to increase skill development and reduce remediation. Our Job Development specialist position was vacant for most of last year. That position was filled. The Job Development Specialist is targeting employment efforts and we expect to see results in the next year. He has successfully set up internships with companies in town and is partnering with more businesses now to offer our students internships, externships or work-study programs.The Job Developer holds workshops on how to interview for jobs, resume writing classes, becoming a professional and many other classes to help our students succeed after (and during) college. Advisory Committees have been expanded this year and will work more closely with capstone classes to do placements in internships and employment. Faculty will be coaching students in introductory classes to inform them on the options in the entire sequences of courses. This strategy will be focused on nontraditional participation and completion.
Final Report Summary:
1. Was the program improvement issues(s) addressed and/or planned objectives met (Narratives limited to 1000 characters)?
If the response in Section 1 is **No** or **Partially** describe the barriers and/or lessons learned in Section 2.
If the response in Section 1 is **Yes** or **Partially** describe the accomplishment and/or effectives practices derived from the project in Section 3
Select ☑ Yes ◯ No ◯ Partially
2. Describe any barriers encountered and lessons learned (Narratives limited to 1000 characters).
We face a consistent barrier of having a large (18,000 sq.mile) and diverse service area that serves both remote desert communities, commuter towns and resort towns. We are addressing our non-traditional participation numbers with new professional development and have plans to do non-trad outreach workshops for some of our programs.
3. Describe accomplishments/best practices derived from the project (Narratives limited to 1000 characters).
One of the ways in which we have been working to address the diverse needs has been to expand our dual enrollment offerings through high schools in our service area. We have classes in business, office technology, web design, medical assisting and industrial arts. Our offering are set to see a 100% in the 2017-18 academic year. We have also seen a significant increase in our incarcerated student education program for the institution which is also serving some of our most underserved populations at the institution.
Final Report of Expenditure by Across Program: $98,674

☑ 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) [＿＿＿＿＿＿＿]

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Final Report Program Information by TOP Code

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

Program Title: Business and Commerce, General   TOP Code: 050100

Briefly describe the program improvement issue(s) concerning this TOP code.
Core indicators are below state levels in skill attainment, and employment. Career pathways were revisited in the past year to assist in skill attainment. Emphasis to sequencing course selection will assist in skill attainment as students will have skills to move through program. Faculty will be coaching students in introductory classes to inform them on the options in the entire sequences of courses. As curriculum is revised, courses are reviewed for the necessary advisory and per-requisites to improve success.

Briefly describe how the issue(s) will be addressed.
Advisory Committees have been expanded this year and will work more closely with capstone classes to do placements in internships and employment. Faculty will be coaching students in introductory classes to inform them on the options in the entire sequences of courses. This strategy will be focused on nontraditional participation and completion. Additional attention will be directed to skill attainment through professional development opportunities. The Job Development Specialist will be holding workshops (Resume Writing for example) and coaching students on how to interview successfully.

Final Report Summary:

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

Select ☐ Yes   ◯ No   ◯ Partially

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

This is the first year of the new sequencing and capstone course. We see anecdotal evidence of improved skill attainment but program is still under level. Employment numbers have begun to increase. We will continue our work with our job specialist to push out workshops and student assistance. In order to create greater contact and student support we will be leveraging funding in the coming year to improve student support services for CTE students

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

Over the last year we have had greater success in getting students to utilize the resources available through our career center to help them develop skills in job searching, resume writing and interviewing. We see a weakness in providing internship opportunities for students, as such we will be leveraging state funds in the upcoming year to strengthen our college internship program.

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

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

Final Report of Expenditure by TOP Code: $2,620

☑ 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) [_____]

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Final Report Program Information by TOP Code

District/College: KERN CCD/CERRO COSO COMMUNITY COLLEGE

Agreement No.: 16-C01-023

Program Title: Business Office Technology

TOP Code: 051400

Briefly describe the program improvement issue(s) concerning this TOP code.
Core indicators are below state levels in skill attainment, employment and nontraditional participation again this year. The program has been revised to be streamlined and have a definitive entry and exit point. It has only been one year sine this has been done, so the results are not yet showing. Outreach to nontraditional participative populations needs to be stepped up to encourage males in the BOT field. Our Job Development specialist position was vacant last year for part of the year and is now filled. The Job Development is targeting employment efforts.
Briefly describe how the issue(s) will be addressed.
Our Job Development specialist position was vacant last year for part of the year and is now filled. The Job Development is targeting employment efforts and we expect to see results in the next year. Advisory Committees have been expanded this year and will work more closely with capstone classes to do placements in internships and employment. Faculty will be coaching students in introductory classes to inform them on the options in the entire sequences of courses. This strategy will be focused on nontraditional participation and completion. Additional outreach to nontraditional groups (males in BOT area) continues to be a focus for the program.
Final Report Summary:
1. Was the program improvement issues(s) addressed and/or planned objectives met (Narratives limited to 1000 characters)? If the response in Section 1 is **No** or **Partially** describe the barriers and/or lessons learned in Section 2. If the response in Section 1 is **Yes** or **Partially** describe the accomplishment and/or effectives practices derived from the project in Section 3
Select ☐ Yes ◯ No ◯ Partially
2. Describe any barriers encountered and lessons learned (Narratives limited to 1000 characters).
Core indicators for both skill attainment and employment have come up above negotiated levels. Program streamlining and better utilization of our career center have had positive impacts. Core indicators for non-traditional populations still lags. This is particular prevalent for African American students. We have started working on specific professional development to address this issue starting with a workshop held in the spring on African American student success strategies utilizing existing campus resources and staff.
3. Describe accomplishments/best practices derived from the project (Narratives limited to 1000 characters).
Program streamlining led to greater students success and the program both embedded and made a greater effort to direct students to the resources related to finding and getting jobs.

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

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

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

☑ Professional Dev. (including stipends)	☐ Instructional Materials Purchase/Replacement (including software)
☐ Instructional Equipment Purchase/Replacement	☐ Project Administration
☐ Facility rental/lease (off-campus location)	☐ Programs/Services for Special Populations
☐ Curriculum Development	☐ Consultants or Other Contracted Services
☑ Program Marketing and Outreach	☐ Other(specify) [_____]

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Final Report Program Information by TOP Code

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

Program Title: Website Design and Development TOP Code: 061430

Briefly describe the program improvement issue(s) concerning this TOP code.
Core indicators 3 and 4 are below the state-negotiated levels. These outcomes indicate that this program needs to focus on persistence and employment. The program has been one of high units, and an inordinate number of students do not persist to the end. Or, they finish the program but do not apply for graduation because the skill attainment is more important than the degree or certificate. A substantial number of people in the web industry are self-employed, and the data does not capture this reality.

Briefly describe how the issue(s) will be addressed.
A "mini-certificate" of 18 units is going live in Fall 2016, which should capture more completions. New marketing is being developed to help with outreach.

Final Report Summary:

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

Select ☐ Yes ○ No ○ Partially

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

The primary issue that was facing this program was a change that decimated the marketing available for the program. The change has been addressed and persistence and transfer numbers are increasing but still slightly below state levels. We believe enrollments will continue to grow and alleviate these issue.

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

New curriculum has been created and is being implemented. We have determined that curricular changes made two years ago eliminated too many options for students, so we have made curricular adjustments whose impacts will be evident in the next year.

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

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

Final Report of Expenditure by TOP Code: $1,071

✔ Professional Dev. (including stipends)	☐ Instructional Materials Purchase/Replacement (including software)
☐ Instructional Equipment Purchase/Replacement	☐ Project Administration
☐ Facility rental/lease (off-campus location)	☐ Programs/Services for Special Populations
☐ Curriculum Development	☐ Consultants or Other Contracted Services
✔ Program Marketing and Outreach	☐ Other(specify) [_____]

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Final Report Program Information by TOP Code

District/College: KERN CCD/CERRO COSO COMMUNITY COLLEGE

Agreement No.: 16-C01-023

Program Title: Computer Information Systems

TOP Code: 070200

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

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

Final Report Summary:

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

Select ✔ Yes   ◯ No   ◯ Partially

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

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

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

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

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

Final Report of Expenditure by TOP Code: $3,065

✔ 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) [   ] |

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Final Report Program Information by TOP Code

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

Program Title: Industrial Arts   TOP Code: 095600

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

Briefly describe how the issue(s) will be addressed.
There is no mechanism in place to track job placement after graduation that has been successful. Additionally many students are working while they attend school and some receive benefits at their jobs for completing. We will continue to look for a medium that better captures these students progress and completion. A new Oxy lab and equipment is being implemented this year to allow more growth in welding. Additional equipment will be purchased to provide hands-on learning experiences for more students. This will increase the skill attainment of students as they will have additional stations to develop skills. The Industrial Technology program will continue get assistance from the Job Developer to identify students that are in the Industrial Arts pathways to determine where they are in the program and make personal contact to schedule appointments with students and encourage them to persist in the completion of their program. New outreach and marketing plans are being developed to appeal to our equity gaps. Dual enrollment will start this year in Tehachapi.

Final Report Summary:

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

Select ☐ Yes   ◯ No   ◯ Partially

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

There are a number of issues related to the program not achieving the negotiated core indicator levels. While there may be some deficiencies in these areas we do not believe they are as significant as they appear. We have an issue with getting appropriate hiring data due to the fact that many students are hired under job titles that don't map back from the SOC codes to the program TOP codes. We also have been hindered by ongoing construction delays in our main instructional building that have a particular impact on this program. We also see a high level of students jobbing out before they complete their program. We have an issue with non-traditional participation. We have begun targeted professional development to address the non-trad population issue, we're working with the state to try and find an effective way to keep our job data and a combination of program expansion into dual enrollment and address the job out issue with employers should improve indicators in the next year.

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

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

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

The only unmet requirement relates to equipment, we have leveraged funds through the state to address this issue. However, significant delays in our building renovation have delayed implementation of this work. Once the renovation is completed this will be remedied.

Final Report of Expenditure by TOP Code: $638

☑ 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) |

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Final Report Program Information by TOP Code

District/College: KERN CCD/CERRO COSO COMMUNITY COLLEGE

Agreement No.: 16-C01-023

Program Title: Medical Assisting

TOP Code: 120800

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

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

Final Report Summary:

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

Select ☐ Yes   ◯ No   ◯ Partially

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

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

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

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

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

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

Final Report of Expenditure by TOP Code: $208

☑ Professional Dev. (including stipends)	☐ Instructional Materials Purchase/Replacement (including software)
☐ Instructional Equipment Purchase/Replacement	☐ Project Administration
☐ Facility rental/lease (off-campus location)	☐ Programs/Services for Special Populations
☐ Curriculum Development	☐ Consultants or Other Contracted Services
☑ Program Marketing and Outreach	☐ Other(specify) [＿＿＿＿＿＿]

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Final Report Program Information by TOP Code

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

Program Title: LVN   TOP Code: 123020

Briefly describe the program improvement issue(s) concerning this TOP code.
The Vocational Nursing (VN) program has expanded outreach to nontraditional populations such as single parents and men in rural communities. There has been an increase of both populations in the program but this continues to be a problem. The problems include outreach to outlying campuses including campuses IWV, KRV, and ESCC. Distance to the college and to the health facilities provides problems for under-served populations with socioeconomic issues such as single parents, men, and Native American populations.
Briefly describe how the issue(s) will be addressed.
The problems presented above will be addressed through community outreach. Advertising and marketing will be addressed through brochures and outreach to high schools. College events such as Open House and/or Career Days serve as another method of outreach to local communities. The problem of access to local facilities will be addressed at the advisory board meetings in all college areas each semester. The VN program will use hybrid (online and in classroom) with iTV methods of learning to help students have better access to the program and decrease cost of student travel. The addition of course work in Kern Valley allows disadvantages students to attend courses in their rural area. To improve students' success we will include site managers/ subject experts for each added outlying campus with the intention of building stand-alone programs in those rural communities. There is the potential to add a VN program to the Tehachapi campus. To further increase students' employability and serve the needs of the rural community, the Allied Health Department is looking to develop an ADN registered nursing program or partner with a university that has a LVN to BSN program.

Final Report Summary:

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

Select ☐ Yes   ◯ No   ◯ Partially

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

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

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

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

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

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

☑ Professional Dev. (including stipends)	☐ Instructional Materials Purchase/Replacement (including software)
☐ Instructional Equipment Purchase/Replacement	☐ Project Administration
☐ Facility rental/lease (off-campus location)	☐ Programs/Services for Special Populations
☐ Curriculum Development	☐ Consultants or Other Contracted Services
☑ Program Marketing and Outreach	☐ Other(specify) [_____]

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Final Report Program Information by TOP Code

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

Program Title: EMT   TOP Code: 125000

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

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

Final Report Summary:

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

Select ☐ Yes ◯ No ◯ Partially

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

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

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

Coding changes were addressed to clean up our job data for the program.

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

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

Final Report of Expenditure by TOP Code: $563

☑ 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) [ ]

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Final Report Program Information by TOP Code

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

Program Title: Child Development   TOP Code: 130500

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

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

Final Report Summary:

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

Select ☐ Yes ◯ No ◯ Partially

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

Employment numbers have come up above negotiated core indicator levels. We are addressing our non-traditional student population through courses to incarcerated male students at local prisons. Although these students can't work in the field the classes provide significant personal benefits to these students. Completions persistence and transfer will likely always be a challenge for a program that primarily focuses on students who take a course at a time to improve their earnings but take many years to fully complete certificate and degree programs.

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

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

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

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

Final Report of Expenditure by TOP Code: $387

☑ 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) [ ]

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Final Report Program Information by TOP Code

District/College: KERN CCD/CERRO COSO COMMUNITY COLLEGE

Agreement No.: 16-C01-023

Program Title: Paralegal

TOP Code: 140200

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

Briefly describe how the issue(s) will be addressed.
Our new full time Paralegal faculty member will continue to expand connections in the legal community, expand her advisory committee and work with the Job Developer on placements for graduates. Faculty will be coaching students in introductory classes to inform them on the options in the entire sequences of courses. This strategy will be focused on nontraditional participation and completion. Additional outreach to nontraditional groups continues to be a focus for the program.

Final Report Summary:

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

Select [ ] Yes ( ) No ( ) Partially

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

Employment numbers have increased and now are above negotiated state levels. This seems to be an effect of increasing completers in the program. Although improving core indicators for non-traditional participation are still below level. These will be addressed both through our increased CTE student support services that will be implemented in the current year via leveraged state funds. Paralegal faculty are also participating in professional development related to non-traditional participation and success. I believe that the previous program direct mistakenly checked unmet instead of met across the requirements.

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

Recent program success seems primarily related to the program maturing. We brought in a new full-time faculty member two years ago and she has retooled and refined the program offerings and we are just now seeing the number of graduates and employment numbers increasing as a result of these changes.

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

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

Final Report of Expenditure by TOP Code: $1,582

✔ Professional Dev. (including stipends)	[ ] Instructional Materials Purchase/Replacement (including software)
[ ] Instructional Equipment Purchase/Replacement	[ ] Project Administration
[ ] Facility rental/lease (off-campus location)	[ ] Programs/Services for Special Populations
[ ] Curriculum Development	[ ] Consultants or Other Contracted Services
✔ Program Marketing and Outreach	[ ] Other(specify) [_____]

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Final Report Program Information by TOP Code

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

Program Title: Human Services   TOP Code: 210400

Briefly describe the program improvement issue(s) concerning this TOP code.
The Human Services program show to be deficient in persistence and transfer, and employment. The difficulties with this program is to continue to have student engagement, retention, and completion when there are multiple sites (Kern Valley, Ridgecrest, Bishop and Mammoth). Another challenge is in outreach via advertising and marketing to underrepresented populations such as Native American, African American, and men.
Briefly describe how the issue(s) will be addressed.
New marketing strategies and creative forms of outreach continue to grow. This will always be evolving as we learn what marketing is effective to our equity gaps. Human services will continue to work with employers and the Job Development Specialist to place students in work study programs and internships. Students are also encouraged to utilize the Job Developer's workshops on resume writing, mock interviews, etc. Participation in college events such as Career Day and Open House will help the program become more visible to students and the community. Continued use of Advisory Board meetings will help employers and faculty know the trends and needs of Cerro Coso's service area.
Final Report Summary:
1. Was the program improvement issues(s) addressed and/or planned objectives met (Narratives limited to 1000 characters)? If the response in Section 1 is **No** or **Partially** describe the barriers and/or lessons learned in Section 2. If the response in Section 1 is **Yes** or **Partially** describe the accomplishment and/or effectives practices derived from the project in Section 3
Select ☐ Yes ◯ No ◯ Partially
2. Describe any barriers encountered and lessons learned (Narratives limited to 1000 characters).
The main lesson that we have learned is that our current marketing strategy to attract non-traditional students is not working. We have revamped out marketing materials and will be trying a broader outreach program in the coming year.
3. Describe accomplishments/best practices derived from the project (Narratives limited to 1000 characters).

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

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

Final Report of Expenditure by TOP Code: $380

☑ Professional Dev. (including stipends)	☐ Instructional Materials Purchase/Replacement (including software)
☐ Instructional Equipment Purchase/Replacement	☐ Project Administration
☐ Facility rental/lease (off-campus location)	☐ Programs/Services for Special Populations
☐ Curriculum Development	☐ Consultants or Other Contracted Services
☑ Program Marketing and Outreach	☐ Other(specify) [　　　　　　　]

California Community Colleges
Workforce Policy Alignment Unit
FORM: Sec II-A

FY 2016-2017
Carl D. Perkins Career and
Technical Education Act of 2006

Final Report Program Information by TOP Code

District/College: KERN CCD/CERRO COSO COMMUNITY COLLEGE

Agreement No.: 16-C01-023

Program Title: Police Academy

TOP Code: 210550

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

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

Final Report Summary:

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

Select ☐ Yes ◯ No ◯ Partially

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

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

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

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

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

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

Final Report of Expenditure by TOP Code: $13,756

☑ 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) [＿＿＿＿＿]