

## Section II Part B

(Revised 1-25-12)

### Perkins Career and Technical Education Act (Title IC) – Local Application Program Information by TOP Code

College/District \_\_\_\_\_ Cerro Coso/KCCD \_\_\_\_\_ Agreement #: XX-C01-XX

**Retain in District Audit Files**

TOP CODE(s) [2, 4 or 6 digit]      210550      Program Title      ADMJ

#### Section 135(b) Requirements

Column A	Column B	Column C	Column D	Column E
Enter applicable number in appropriate column below.				
<p>Check the corresponding Section II Part A form for the Met/Unmet “Requirements for Use of Funds.”</p> <p>Note: Each TOP Code identified for funding must meet each of the nine requirements by the end of the Act or each year until reauthorization.</p>	<p><b>Describe activities to be conducted to address Perkins Section 135(b) requirements listed in Column A.</b></p> <ol style="list-style-type: none"> <li>1. Under the appropriate requirement, describe activities to be funded by Perkins Title IC to improve or expand the identified 4- or 6-digit TOP Code career and technical education programs.</li> <li>2. For each Section 135(b) requirement listed in Column A, number each activity separately (i.e., 1.1, 1.2, etc.).</li> <li>3. If an activity meets more than one requirement, reference the number of the activity stated previously (i.e., same as 1.2).</li> </ol>	<p><b>Core Indicator addressed by the activity listed.</b></p> <p>1 = Tech. Skill Attainment                  2 = Credential/Certificate/Degree                  3 = Student Persistence or Transfer                  4 = Student Placement                  5 = Nontrad. Participation                  6 = Nontrad. Completion</p>	<p><b>Designate source of funds to be used by assigning a number as shown below:</b></p> <p>1 = Perkins IC                  2 = Other funds                  3 = Both                  4 = No funds needed</p>	<p><b>Status of Activity:</b></p> <p>1 = Planned                  2 = Started                  3 = Continuing                  4 = Completed</p>
Section 135(b) Requirements	Activities	Core Indicators	Source of funds	Status
<p>1. Strengthening the academic and career and technical skills of students participating in CTE programs through the integration of academics with CTE programs.</p>	<p>Develop new degree tracts that will include Homeland Security and Emergency Management. These new programs of study will comply with current standards accepted by Federal Emergency Management Agency (FEMA) and the Department of Homeland Security (DHS).</p>	1-2	1	1
	<p>Re-certify existing peace officer modular academy to meet changes in curriculum established at the state level. This is an on-going need due to the changes made at the state level.</p>	1	1	2
<p>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).</p>	<p>Participate in articulation and career pathway buildings meetings with service area high schools. Participate in articulation meetings at IWV, ESCC and California City.</p>	1-6	1	1

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3. Provide students with strong experience in and understanding of all aspects of an industry, which may include work-based learning experiences.	To improve the functionality of the program several pieces of current technological training equipment is needed to be purchase to offer up-to-date instruction.	2	1	1

TOP CODE(s) [4 or 6 digit] \_\_\_\_\_

Program Title \_\_\_\_\_

**Section 135(b) Requirements**

Column A	Column B	Column C	Column D	Column E
Section 135(b) Requirements	Activities	Core Indicators	Source of funds	Status
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.	Addition of equipment used to test hands-on psychomotor skills for the academy program.	1	1	1

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Column A	Column B	Column C	Column D	Column E
Section 135(b) Requirements	Activities	Core Indicators	Source of funds	Status
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.	Instructors need to maintain their currency in all aspects of these industry standards and thereby need to attend updated training conferences to fulfill this need.	1	1	1
6. Develop and implement evaluations of the CTE programs carried out with Perkins funds, including an assessment of how the needs of special populations are being met.	Work with community advisory committee members in identifying program strengths and weakness. Advisory Committees will help steer the direction of program growth.	1-6	1	2
	Ongoing assessments and period evaluations are to be conducted annually.	1-6	1	1
7. Initiate, improve, expand and modernize quality CTE programs, including relevant technology.	Develop and make improvements to the firearms training range to include targeting system, safety stations, lightings standards, and necessary safety equipment for students. This would include the offering of firearms courses tailored toward the civilian population.	1	1	2

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Column A	Column B	Column C	Column D	Column E
Section 135(b) Requirements	Activities	Core Indicators	Source of funds	Status
8. Provide services and activities that are of sufficient size, scope and quality to be effective.	Develop coursework sufficient to satisfy a workable lab for students struggling with completion of a peace officer training academy.	1	1	2
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.	To research and develop a training course geared at the population of students seeking potential careers in law enforcement. This particular activity would include development of a pre-academy style course designed to give students skills needed to successfully complete the peace officer academy.	1	1	3

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**Section 135(c) Permissive Uses: Each permissive use of funds does not need to be addressed.**

Column A	Column B	Column C	Column D	Column E
Section 135(c) Permissive Uses	Activities	Core Indicators	Source of funds	Status
10. Funds may be used to:				
(1) Involve parents, businesses, and labor organizations, in the design, implementation and evaluation of CTE programs.				
(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.				
(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.				
(4) Provide programs for special populations.				
(5) Assisting career and technical student organizations.				

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Column A	Column B	Column C	Column D	Column E
Section 135(c) Permissive Uses	Activities	Core Indicators	Source of funds	Status
(6) For mentoring and support services;				
(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.	Purchase 30 laptop computers that will be used for online testing in the academy program.	1	1	1
	Purchase lab equipment for use in the Forensic Crime Scene Investigation Course.	1-2	1	2
	Upgrade the existing leased shooting range with targeting system and safety equipment.	1	1	2
(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.				
(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.				

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Column A	Column B	Column C	Column D	Column E
Section 135(c) Permissive Uses	Activities	Core Indicators	Source of funds	Status
(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.				
(11) Providing activities to support entrepreneurship education and training.				
(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.	Purchase equipment and supplies to develop new degree tracts that will include Homeland Security and Emergency Management. These new programs of study will comply with current standards accepted by Federal Emergency Management Agency (FEMA) and the Department of Homeland Security (DHS).	1-2	1	1
(13) Developing and supporting small, personalized career-themed learning communities.				
(14) Providing support for family and consumer sciences programs.				

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Column A	Column B	Column C	Column D	Column E
Section 135(c) Permissive Uses	Activities	Core Indicators	Source of funds	Status
(15) Providing CTE programs for adults and school dropouts to complete secondary education or dropouts to complete secondary education or upgrade technical skills.				
(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.				
(17) Supporting training and activities (such as mentoring and outreach) in nontraditional fields.				
(18) Providing support for training programs in automotive technologies.				
(19) Pooling a portion of such funds with a portion of funds available to other recipients for innovative initiatives.				
(20) Supporting other CTE activities consistent with the purposes of the Act.				



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TOP CODE(s) [2, 4 or 6 digit] 0514.00 Program Title BSOT

#### Section 135(b) Requirements

Column A	Column B	Column C	Column D	Column E
<b>Enter applicable number in appropriate column below.</b>				
<p>Check the corresponding Section II Part A form for the Met/Unmet “Requirements for Use of Funds.”</p> <p>Note: Each TOP Code identified for funding must meet each of the nine requirements by the end of the Act or each year until reauthorization.</p>	<p><b>Describe activities to be conducted to address Perkins Section 135(b) requirements listed in Column A.</b></p> <ol style="list-style-type: none"> <li>1. Under the appropriate requirement, describe activities to be funded by Perkins Title IC to improve or expand the identified 4- or 6-digit TOP Code career and technical education programs.</li> <li>2. For each Section 135(b) requirement listed in Column A, number each activity separately (i.e., 1.1, 1.2, etc.).</li> <li>3. If an activity meets more than one requirement, reference the number of the activity stated previously (i.e., same as 1.2).</li> </ol>	<p><b>Core Indicator addressed by the activity listed.</b></p> <p>1 = Tech. Skill Attainment                  2 = Credential/Certificate/Degree                  3 = Student Persistence or Transfer                  4 = Student Placement                  5 = Nontrad. Participation                  6 = Nontrad. Completion</p>	<p><b>Designate source of funds to be used by assigning a number as shown below:</b></p> <p>1 = Perkins IC                  2 = Other funds                  3 = Both                  4 = No funds needed</p>	<p><b>Status of Activity:</b></p> <p>1 = Planned                  2 = Started                  3 = Continuing                  4 = Completed</p>
Section 135(b) Requirements	Activities	Core Indicators	Source of funds	Status
1. Strengthening the academic and career and technical skills of students participating in CTE programs through the integration of academics with CTE programs.	Map and develop a coherent sequence of courses for student success in the area of communication and mathematics. (Includes assessment of prerequisites and advisories along with materials for student and counseling.)	1,2,4	3	2
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).	Articulate relevant courses and establish career pathways for Business Office Technology programs.	1,2,4	3	2
3. Provide students with strong experience in and understanding of all aspects of an industry, which may include work-based learning experiences.	Develop work experience and internships opportunities relative to the program.  Integration of assignments that focus on workplace skills such as time management, working collaboratively, speaking in front of a group, and problem solving as graded portions of courses.	1,2,3,4	3	2

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Program Title \_\_\_\_\_

**Section 135(b) Requirements**

Column A	Column B	Column C	Column D	Column E
Section 135(b) Requirements	Activities	Core Indicators	Source of funds	Status
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.	Expand use of technology for online learning opportunities by purchasing additional equipment and software as needed.	1-4	3	1
	Train CTE faculty in the use of emerging technology and software. (Office 2010, Moodle, and others)	3	3	2
	Expand course offerings to include use of voice recognition software.	3	3	1
	Develop, improve and expand course offerings that lead to entry in business technology fields.	3	3	2
	Work with local agencies to provide students with opportunities to visit interact and observe actual industry activities.	3	3	1

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Column A	Column B	Column C	Column D	Column E
Section 135(b) Requirements	Activities	Core Indicators	Source of funds	Status
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.	Train staff, faculty and administration in the use of emerging technology and software. (Office 2010, Curricunet, CCCConfer, Moodle, for examples)	3	3	2
6. Develop and implement evaluations of the CTE programs carried out with Perkins funds, including an assessment of how the needs of special populations are being met.	Work with community advisory committees members in identifying program strengths and weakness.	1-6	1	2
	Ongoing assessments and period evaluations are to be conducted annually.	1-6	1	1
7. Initiate, improve, expand and modernize quality CTE programs, including relevant technology.	Obtain needed equipment and/or software to provide high level of instruction to meet business and information technology industry standards.	1-6	1	2
		1-6	1	1

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Column A	Column B	Column C	Column D	Column E
Section 135(b) Requirements	Activities	Core Indicators	Source of funds	Status
8. Provide services and activities that are of sufficient size, scope and quality to be effective.	Develop advising materials for Business Office Technology program.	1-6	3	1
	Work with counselors, learning assistance centers, and DSPS to provide instructional support for students.	1-6	3	2
	Update outreach materials to effectively market program community. Conduct outreach activities to increase awareness of access to programs.	1-6	3	2
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.	Conduct outreach activities to increase awareness of access to programs including tribal groups, at risk, economic disadvantaged and minority groups.	5,6	3	2

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Program Title \_\_\_\_\_

**Section 135(c) Permissive Uses: Each permissive use of funds does not need to be addressed.**

Column A	Column B	Column C	Column D	Column E
Section 135(c) Permissive Uses	Activities	Core Indicators	Source of funds	Status
10. Funds may be used to:  (1) Involve parents, businesses, and labor organizations, in the design, implementation and evaluation of CTE programs.	Hold Advisory Committee meetings for Business Office Technology.  Attend California Business Education Association conferences.	1-6	3	2
(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.				
(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.				
(4) Provide programs for special populations.				
(5) Assisting career and technical student organizations.				

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Section 135(c) Permissive Uses	Activities	Core Indicators	Source of funds	Status
(6) For mentoring and support services;				
(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.				
(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.				
(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.				

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Column A	Column B	Column C	Column D	Column E
Section 135(c) Permissive Uses	Activities	Core Indicators	Source of funds	Status
(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.				
(11) Providing activities to support entrepreneurship education and training.				
(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.				
(13) Developing and supporting small, personalized career-themed learning communities.				
(14) Providing support for family and consumer sciences programs.				

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Section 135(c) Permissive Uses	Activities	Core Indicators	Source of funds	Status
(15) Providing CTE programs for adults and school dropouts to complete secondary education or dropouts to complete secondary education or upgrade technical skills.				
(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.				
(17) Supporting training and activities (such as mentoring and outreach) in nontraditional fields.				
(18) Providing support for training programs in automotive technologies.				
(19) Pooling a portion of such funds with a portion of funds available to other recipients for innovative initiatives.				
(20) Supporting other CTE activities consistent with the purposes of the Act.				



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TOP CODE(s) [2, 4 or 6 digit] \_\_\_\_\_ 1305.00 \_\_\_\_\_

Program Title \_\_\_\_\_ Child Development \_\_\_\_\_

**Section 135(b) Requirements**

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<b>Enter applicable number in appropriate column below.</b>				
<p>Check the corresponding Section II Part A form for the Met/Unmet “Requirements for Use of Funds.”</p> <p>Note: Each TOP Code identified for funding must meet each of the nine requirements by the end of the Act or each year until reauthorization.</p>	<p><b>Describe activities to be conducted to address Perkins Section 135(b) requirements listed in Column A.</b></p> <ol style="list-style-type: none"> <li>1. Under the appropriate requirement, describe activities to be funded by Perkins Title IC to improve or expand the identified 4- or 6-digit TOP Code career and technical education programs.</li> <li>2. For each Section 135(b) requirement listed in Column A, number each activity separately (i.e., 1.1, 1.2, etc.).</li> <li>3. If an activity meets more than one requirement, reference the number of the activity stated previously (i.e., same as 1.2).</li> </ol>	<p><b>Core Indicator addressed by the activity listed.</b></p> <p>1 = Tech. Skill Attainment                  2 = Credential/Certificate/Degree                  3 = Student Persistence or Transfer                  4 = Student Placement                  5 = Nontrad. Participation                  6 = Nontrad. Completion</p>	<p><b>Designate source of funds to be used by assigning a number as shown below:</b></p> <p>1 = Perkins IC                  2 = Other funds                  3 = Both                  4 = No funds needed</p>	<p><b>Status of Activity:</b></p> <p>1 = Planned                  2 = Started                  3 = Continuing                  4 = Completed</p>
Section 135(b) Requirements	Activities	Core Indicators	Source of funds	Status
1. Strengthening the academic and career and technical skills of students participating in CTE programs through the integration of academics with CTE programs.	Update curriculum and align 24 units with California Community Colleges Early Childhood Education Teacher Preparation Program.	2,3,6	3	2
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).	Work with SSUSD to reestablish the Child Development ROP program.  Work with Mammoth Unified School District to establish a Child Development ROP Program	1-6  1-6	3  3	1  1
3. Provide students with strong experience in and understanding of all aspects of an industry, which may include work-based learning experiences.	Update curriculum and align 24 units with California Community Colleges Early Childhood Education Teacher Preparation Program.	2,3,6	3	2

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TOP CODE(s) [2, 4 or 6 digit] \_\_\_\_\_ 1305.00 \_\_\_\_\_

Program Title \_\_\_\_\_ Child Development \_\_\_\_\_

TOP CODE(s) [4 or 6 digit] \_\_\_\_\_

Program Title \_\_\_\_\_

**Section 135(b) Requirements**

Column A	Column B	Column C	Column D	Column E
Section 135(b) Requirements	Activities	Core Indicators	Source of funds	Status
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.	Child Development Faculty Retreat and support of individual faculty to attend conferences.	1,2,3,6	3	2
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.	Provide in service trainings regarding current Child Development practices including Student Learning Outcomes and Program Learning Outcome development and assessment via Child Development Faculty Retreat and support of individual faculty to attend conferences.	1-6	3	2
	Update curriculum and align 24 units with California Community Colleges Early Childhood Education Teacher Preparation Program.	2,3,6	3	2
	Support and co-sponsor in-service and pre-service professional development programs to Child Development professionals.	1,3,4,5	3	2

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Agreement #: XX-C01-XX

**Retain in District Audit Files**

TOP CODE(s) [2, 4 or 6 digit] 1305.00

Program Title Child Development

Column A	Column B	Column C	Column D	Column E
Section 135(b) Requirements	Activities	Core Indicators	Source of funds	Status
6. Develop and implement evaluations of the CTE programs carried out with Perkins funds, including an assessment of how the needs of special populations are being met.	Develop and implement evaluations of Child Development awards, certificates and degrees.	2,4,6	3	1
7. Initiate, improve, expand and modernize quality CTE programs, including relevant technology.	Update curriculum and align 24 units with California Community Colleges Early Childhood Education Teacher Preparation Program.	1,2,3,6	3	2
8. Provide services and activities that are of sufficient size, scope and quality to be effective.	Update curriculum and align 24 units with California Community Colleges Early Childhood Education Teacher Preparation Program.	2,3,6	3	2
	Child Development Faculty Retreat and support of individual faculty to attend conferences.	1,2,3,6	3	2
	Support and co-sponsor in-service and pre-service professional development programs to Child Development professionals.	1,3,4,5	3	2
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.	Update curriculum and align 24 units with California Community Colleges Early Childhood Education Teacher Preparation Program.	2,3,6	3	2
	Support and co-sponsor in-service and pre-service professional development programs to Child Development professionals.	1,3,4,5	3	2

**Section II Part B**

(Revised 1-25-12)

**Perkins Career and Technical Education Act (Title IC) – Local Application**

**Program Information by TOP Code**

College/District \_\_\_\_\_ KCCD/Cerro Coso \_\_\_\_\_

Agreement #: XX-C01-XX

**Retain in District Audit Files**

TOP CODE(s) [2, 4 or 6 digit] \_\_\_\_\_ 1305.00 \_\_\_\_\_

Program Title \_\_\_\_\_ Child Development \_\_\_\_\_

TOP CODE(s) [4 or 6 digit] \_\_\_\_\_

Program Title \_\_\_\_\_

**Section 135(c) Permissive Uses: Each permissive use of funds does not need to be addressed.**

Column A	Column B	Column C	Column D	Column E
Section 135(c) Permissive Uses	Activities	Core Indicators	Source of funds	Status
10. Funds may be used to:  (1) Involve parents, businesses, and labor organizations, in the design, implementation and evaluation of CTE programs.	Plan and coordinate Child Develop Advisory meetings including all sites.	2,4	3	2
(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.	Provide support for students applying for Child Develop permits.	1-6	4	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.				
(4) Provide programs for special populations.				
(5) Assisting career and technical student organizations.	Plan and coordinate Child Develop Advisory meetings including all sites.	2,4	3	2

**Section II Part B**

(Revised 1-25-12)

**Perkins Career and Technical Education Act (Title IC) – Local Application**

**Program Information by TOP Code**

College/District \_\_\_\_\_ KCCD/Cerro Coso \_\_\_\_\_

Agreement #: XX-C01-XX

**Retain in District Audit Files**

TOP CODE(s) [2, 4 or 6 digit] 1305.00

Program Title \_\_\_\_\_ Child Development \_\_\_\_\_

Column A	Column B	Column C	Column D	Column E
Section 135(c) Permissive Uses	Activities	Core Indicators	Source of funds	Status
(6) For mentoring and support services;				
(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.				
(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.				
(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.				

**Section II Part B**

(Revised 1-25-12)

**Perkins Career and Technical Education Act (Title IC) – Local Application**

**Program Information by TOP Code**

College/District \_\_\_\_\_ KCCD/Cerro Coso \_\_\_\_\_

Agreement #: XX-C01-XX

**Retain in District Audit Files**

TOP CODE(s) [2, 4 or 6 digit] 1305.00

Program Title \_\_\_\_\_ Child Development \_\_\_\_\_

Column A	Column B	Column C	Column D	Column E
Section 135(c) Permissive Uses	Activities	Core Indicators	Source of funds	Status
(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.				
(11) Providing activities to support entrepreneurship education and training.				
(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.				
(13) Developing and supporting small, personalized career-themed learning communities.				
(14) Providing support for family and consumer sciences programs.				

**Section II Part B**

(Revised 1-25-12)

**Perkins Career and Technical Education Act (Title IC) – Local Application**

**Program Information by TOP Code**

College/District \_\_\_\_\_ KCCD/Cerro Coso \_\_\_\_\_

Agreement #: XX-C01-XX

**Retain in District Audit Files**

TOP CODE(s) [2, 4 or 6 digit] 1305.00

Program Title \_\_\_\_\_ Child Development \_\_\_\_\_

Column A	Column B	Column C	Column D	Column E
Section 135(c) Permissive Uses	Activities	Core Indicators	Source of funds	Status
(15) Providing CTE programs for adults and school dropouts to complete secondary education or dropouts to complete secondary education or upgrade technical skills.				
(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.	Provide support for students applying for Child Develop permits.	1-6	4	2
(17) Supporting training and activities (such as mentoring and outreach) in nontraditional fields.	Provide support for students applying for Child Develop permits.	1-6	4	2
(18) Providing support for training programs in automotive technologies.				
(19) Pooling a portion of such funds with a portion of funds available to other recipients for innovative initiatives.				
(20) Supporting other CTE activities consistent with the purposes of the Act.				

## Section II Part B

(Revised 1-25-12)

### Perkins Career and Technical Education Act (Title IC) – Local Application

#### Program Information by TOP Code

College/District \_\_\_\_\_ KCCD/Cerro Coso \_\_\_\_\_ Agreement #: XX-C01-XX

**Retain in District Audit Files**

TOP CODE(s) [2, 4 or 6 digit] \_\_\_\_\_ 0614.00 \_\_\_\_\_

Program Title \_\_\_\_\_ DMA \_\_\_\_\_

**Section 135(b) Requirements**

Column A	Column B	Column C	Column D	Column E
<b>Enter applicable number in appropriate column below.</b>				
<p>Check the corresponding Section II Part A form for the Met/Unmet “Requirements for Use of Funds.”</p> <p>Note: Each TOP Code identified for funding must meet each of the nine requirements by the end of the Act or each year until reauthorization.</p>	<p><b>Describe activities to be conducted to address Perkins Section 135(b) requirements listed in Column A.</b></p> <ol style="list-style-type: none"> <li>1. Under the appropriate requirement, describe activities to be funded by Perkins Title IC to improve or expand the identified 4- or 6-digit TOP Code career and technical education programs.</li> <li>2. For each Section 135(b) requirement listed in Column A, number each activity separately (i.e., 1.1, 1.2, etc.).</li> <li>3. If an activity meets more than one requirement, reference the number of the activity stated previously (i.e., same as 1.2).</li> </ol>	<p><b>Core Indicator addressed by the activity listed.</b></p> <p>1 = Tech. Skill Attainment                  2 = Credential/Certificate/Degree                  3 = Student Persistence or Transfer                  4 = Student Placement                  5 = Nontrad. Participation                  6 = Nontrad. Completion</p>	<p><b>Designate source of funds to be used by assigning a number as shown below:</b></p> <p>1 = Perkins IC                  2 = Other funds                  3 = Both                  4 = No funds needed</p>	<p><b>Status of Activity:</b></p> <p>1 = Planned                  2 = Started                  3 = Continuing                  4 = Completed</p>
Section 135(b) Requirements	Activities	Core Indicators	Source of funds	Status
<p>1. Strengthening the academic and career and technical skills of students participating in CTE programs through the integration of academics with CTE programs.</p>	<p><b>1.1</b> Renumber the course inventory to improve sequencing and improve program outcomes.  <b>1.2</b> Degree and certificates modified and new courses created to integrate new developments in industry requirements.</p>	<p>2 4</p>	<p>4 4</p>	<p>4 2</p>
<p>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).</p>	<p><b>2.1</b> Establish 2+2+2 pathways and articulations with high schools and 4-year universities.</p>	<p>3</p>	<p>4</p>	<p>2</p>
<p>3. Provide students with strong experience in and understanding of all aspects of an industry, which may include work-based learning experiences.</p>	<p><b>3.1</b> Develop and promote collaborative and life long learning skills in all courses.</p>	<p>4</p>	<p>4</p>	<p>2</p>



**Section II Part B**

(Revised 1-25-12)

**Perkins Career and Technical Education Act (Title IC) – Local Application**

**Program Information by TOP Code**

College/District \_\_\_\_\_ KCCD/Cerro Coso \_\_\_\_\_

Agreement #: XX-C01-XX

**Retain in District Audit Files**

TOP CODE(s) [2, 4 or 6 digit] \_\_\_\_\_ 0614.00 \_\_\_\_\_

Program Title \_\_\_\_\_ DMA \_\_\_\_\_

TOP CODE(s) [4 or 6 digit] \_\_\_\_\_

Program Title \_\_\_\_\_

**Section 135(b) Requirements**

Column A	Column B	Column C	Column D	Column E
Section 135(b) Requirements	Activities	Core Indicators	Source of funds	Status
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.	<b>4.1</b> Develop instructional media to accommodate various learning styles.	3, 6	1	1
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.	<b>5.1</b> Department faculty will attend conferences, workshops and/or internships to maintain skills currency	1	1	1

**Section II Part B**

(Revised 1-25-12)

**Perkins Career and Technical Education Act (Title IC) – Local Application**

**Program Information by TOP Code**

College/District \_\_\_\_\_ KCCD/Cerro Coso \_\_\_\_\_ Agreement #: XX-C01-XX

**Retain in District Audit Files**

TOP CODE(s) [2, 4 or 6 digit] 0614.00 Program Title \_\_\_\_\_ DMA \_\_\_\_\_

Column A	Column B	Column C	Column D	Column E
Section 135(b) Requirements	Activities	Core Indicators	Source of funds	Status
6. Develop and implement evaluations of the CTE programs carried out with Perkins funds, including an assessment of how the needs of special populations are being met.	<b>6.1</b> Identify and implement strategies to increase retention and persistent among students.	3	4	2
	<b>6.2</b> Conduct learning outcome assessment and use data to make improvements.	3	1	1
7. Initiate, improve, expand and modernize quality CTE programs, including relevant technology.	<b>7.1</b> Upgrade classroom computer labs to support current software and interdisciplinary support.	1	1	1
8. Provide services and activities that are of sufficient size, scope and quality to be effective.	<b>8.1</b> Support lower enrollment potential at the remote sites through hybrid course delivery and partial load/stipend payment to faculty.	1,2, 3, 5, 6	1	3
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.	<b>9.1</b> Develop marketing strategies and media to attract special populations.	5, 6	1	1

**Section II Part B**

(Revised 1-25-12)

**Perkins Career and Technical Education Act (Title IC) – Local Application**

**Program Information by TOP Code**

College/District \_\_\_\_\_ KCCD/Cerro Coso \_\_\_\_\_

Agreement #: XX-C01-XX

**Retain in District Audit Files**

TOP CODE(s) [2, 4 or 6 digit] \_\_\_\_\_ 0614.00 \_\_\_\_\_

Program Title \_\_\_\_\_ DMA \_\_\_\_\_

TOP CODE(s) [4 or 6 digit] \_\_\_\_\_

Program Title \_\_\_\_\_

**Section 135(c) Permissive Uses: Each permissive use of funds does not need to be addressed.**

Column A	Column B	Column C	Column D	Column E
Section 135(c) Permissive Uses	Activities	Core Indicators	Source of funds	Status
10. Funds may be used to:	<b>10.1.1</b> Conduct advisory committee meetings <b>10.1.2</b> Assess learning outcomes	1, 4 1, 3	1 1	3 1
(1) Involve parents, businesses, and labor organizations, in the design, implementation and evaluation of CTE programs.				
(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.				
(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.				
(4) Provide programs for special populations.				
(5) Assisting career and technical student organizations.				

**Section II Part B**

(Revised 1-25-12)

**Perkins Career and Technical Education Act (Title IC) – Local Application**

**Program Information by TOP Code**

College/District \_\_\_\_\_ KCCD/Cerro Coso \_\_\_\_\_ Agreement #: XX-C01-XX

**Retain in District Audit Files**

TOP CODE(s) [2, 4 or 6 digit] 0614.00 Program Title \_\_\_\_\_ DMA \_\_\_\_\_

Column A	Column B	Column C	Column D	Column E
Section 135(c) Permissive Uses	Activities	Core Indicators	Source of funds	Status
(6) For mentoring and support services;				
(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.	<b>7.1</b> Purchase a smart phone for researching and testing mobile learning and instruction.	1	1	1
(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.				
(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.	<b>9.1</b> Deliver hybrid courses at the sites to make learning more accessible, while helping students develop online learning skills to become successful in fully online courses.	1,2, 3, 5, 6	1	3

**Section II Part B**

(Revised 1-25-12)

**Perkins Career and Technical Education Act (Title IC) – Local Application**

**Program Information by TOP Code**

College/District \_\_\_\_\_ KCCD/Cerro Coso \_\_\_\_\_ Agreement #: XX-C01-XX

**Retain in District Audit Files**

TOP CODE(s) [2, 4 or 6 digit] 0614.00 Program Title \_\_\_\_\_ DMA \_\_\_\_\_

Column A	Column B	Column C	Column D	Column E
Section 135(c) Permissive Uses	Activities	Core Indicators	Source of funds	Status
(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.	<b>10.1</b> Develop 2+2+2 articulations.	3	4	2
(11) Providing activities to support entrepreneurship education and training.				
(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.	<b>12.1</b> Send department faculty to relevant industry conferences and/or training to keep curriculum and instruction current in high skill/ high wage areas.	1	1	1
(13) Developing and supporting small, personalized career-themed learning communities.	<b>13.1</b> Redesign brochure web sites to include social content and develop an extra curricular learning community.	3, 5	1	1
(14) Providing support for family and consumer sciences programs.				

**Section II Part B**

(Revised 1-25-12)

**Perkins Career and Technical Education Act (Title IC) – Local Application**

**Program Information by TOP Code**

College/District \_\_\_\_\_ KCCD/Cerro Coso \_\_\_\_\_

Agreement #: XX-C01-XX

**Retain in District Audit Files**

TOP CODE(s) [2, 4 or 6 digit] 0614.00

Program Title \_\_\_\_\_ DMA \_\_\_\_\_

Column A	Column B	Column C	Column D	Column E
Section 135(c) Permissive Uses	Activities	Core Indicators	Source of funds	Status
(15) Providing CTE programs for adults and school dropouts to complete secondary education or dropouts to complete secondary education or upgrade technical skills.				
(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.				
(17) Supporting training and activities (such as mentoring and outreach) in nontraditional fields.				
(18) Providing support for training programs in automotive technologies.				
(19) Pooling a portion of such funds with a portion of funds available to other recipients for innovative initiatives.				
(20) Supporting other CTE activities consistent with the purposes of the Act.				

## Section II Part B

(Revised 1-25-12)

### Perkins Career and Technical Education Act (Title IC) – Local Application

#### Program Information by TOP Code

College/District \_\_\_\_\_ KCCD/Cerro Coso \_\_\_\_\_

Agreement #: XX-C01-XX

**Retain in District Audit Files**

TOP CODE(s) [2, 4 or 6 digit] \_\_\_\_\_ 1250.00 \_\_\_\_\_

Program Title \_\_\_\_\_ Emergency Medical Services \_\_\_\_\_

#### Section 135(b) Requirements

Column A	Column B	Column C	Column D	Column E
<b>Enter applicable number in appropriate column below.</b>				
<p>Check the corresponding Section II Part A form for the Met/Unmet “Requirements for Use of Funds.”</p> <p>Note: Each TOP Code identified for funding must meet each of the nine requirements by the end of the Act or each year until reauthorization.</p>	<p><b>Describe activities to be conducted to address Perkins Section 135(b) requirements listed in Column A.</b></p> <ol style="list-style-type: none"> <li>1. Under the appropriate requirement, describe activities to be funded by Perkins Title IC to improve or expand the identified 4- or 6-digit TOP Code career and technical education programs.</li> <li>2. For each Section 135(b) requirement listed in Column A, number each activity separately (i.e., 1.1, 1.2, etc.).</li> <li>3. If an activity meets more than one requirement, reference the number of the activity stated previously (i.e., same as 1.2).</li> </ol>	<p><b>Core Indicator addressed by the activity listed.</b></p> <p>1 = Tech. Skill Attainment                  2 = Credential/Certificate/Degree                  3 = Student Persistence or Transfer                  4 = Student Placement                  5 = Nontrad. Participation                  6 = Nontrad. Completion</p>	<p><b>Designate source of funds to be used by assigning a number as shown below:</b></p> <p>1 = Perkins IC                  2 = Other funds                  3 = Both                  4 = No funds needed</p>	<p><b>Status of Activity:</b></p> <p>1 = Planned                  2 = Started                  3 = Continuing                  4 = Completed</p>
Section 135(b) Requirements	Activities	Core Indicators	Source of funds	Status
1. Strengthening the academic and career and technical skills of students participating in CTE programs through the integration of academics with CTE programs.	Identify program sequence and required academic skills for vocational success at each point in sequence. Develop brochures, other printed materials, and posters.	1-6	3	1
	Work with counselors and program faculty to reinforce need for adequate preparation. Hold meetings and distribute materials.	2,3,4,5,6	3	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).	Participate in articulation and career pathway buildings meetings with service area high schools. Participate in articulation meetings at IWV, ESCC and California City.	1-6	1	1
3. Provide students with strong experience in and understanding of all aspects of an industry, which may include work-based learning experiences.	To improve the functionality of the program several pieces of current technological training equipment are needed to be purchase to offer up-to-date instruction.	2	1	1

**Section II Part B**

(Revised 1-25-12)

**Perkins Career and Technical Education Act (Title IC) – Local Application**

**Program Information by TOP Code**

College/District \_\_\_\_\_ KCCD/Cerro Coso \_\_\_\_\_

Agreement #: XX-C01-XX

**Retain in District Audit Files**

TOP CODE(s) [2, 4 or 6 digit] \_\_\_\_\_ 1250.00 \_\_\_\_\_

Program Title \_\_\_\_\_ Emergency Medical Services \_\_\_\_\_

**Section 135(b) Requirements**

Column A	Column B	Column C	Column D	Column E
Section 135(b) Requirements	Activities	Core Indicators	Source of funds	Status
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.	Addition of equipment used to test hands-on psychomotor skills for this program.	1	1	1
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.	Instructors need to maintain their currency in all aspects of these industry standards and thereby need to attend updated training conferences to fulfill this need.	1	1	1



**Section II Part B**

(Revised 1-25-12)

**Perkins Career and Technical Education Act (Title IC) – Local Application**

**Program Information by TOP Code**

College/District \_\_\_\_\_ KCCD/Cerro Coso \_\_\_\_\_

Agreement #: XX-C01-XX

**Retain in District Audit Files**

TOP CODE(s) [2, 4 or 6 digit] 1250.00

Program Title Emergency Medical Services

Column A	Column B	Column C	Column D	Column E
Section 135(b) Requirements	Activities	Core Indicators	Source of funds	Status
6. Develop and implement evaluations of the CTE programs carried out with Perkins funds, including an assessment of how the needs of special populations are being met.	Work with community advisory committee members in identifying program strengths and weakness. Advisory Committees will help steer the direction of program growth.	1-6	1	
	Ongoing assessments and period evaluations are to be conducted annually.	1-6	1	
7. Initiate, improve, expand and modernize quality CTE programs, including relevant technology.	Develop and make improvements to the clinical training through purchase of up-to-date equipment and technology.	1	1	2
8. Provide services and activities that are of sufficient size, scope and quality to be effective.				
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.				

**Section II Part B**

(Revised 1-25-12)

**Perkins Career and Technical Education Act (Title IC) – Local Application**

**Program Information by TOP Code**

College/District \_\_\_\_\_ KCCD/Cerro Coso \_\_\_\_\_

Agreement #: XX-C01-XX

**Retain in District Audit Files**

TOP CODE(s) [2, 4 or 6 digit] \_\_\_\_\_ 1250.00 \_\_\_\_\_

Program Title \_\_\_\_\_ Emergency Medical Services \_\_\_\_\_

**Section 135(c) Permissive Uses: Each permissive use of funds does not need to be addressed.**

Column A	Column B	Column C	Column D	Column E
Section 135(c) Permissive Uses	Activities	Core Indicators	Source of funds	Status
10. Funds may be used to:				
(1) Involve parents, businesses, and labor organizations, in the design, implementation and evaluation of CTE programs.				
(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.				
(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.				
(4) Provide programs for special populations.				
(5) Assisting career and technical student organizations.				
(6) For mentoring and support services;				

**Section II Part B**

(Revised 1-25-12)

**Perkins Career and Technical Education Act (Title IC) – Local Application**

**Program Information by TOP Code**

College/District \_\_\_\_\_ KCCD/Cerro Coso \_\_\_\_\_

Agreement #: XX-C01-XX

**Retain in District Audit Files**

TOP CODE(s) [2, 4 or 6 digit] 1250.00

Program Title Emergency Medical Services

Column A	Column B	Column C	Column D	Column E
Section 135(c) Permissive Uses	Activities	Core Indicators	Source of funds	Status
(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.				
(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.				
(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.				
(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.				

**Section II Part B**

(Revised 1-25-12)

**Perkins Career and Technical Education Act (Title IC) – Local Application**

**Program Information by TOP Code**

College/District \_\_\_\_\_ KCCD/Cerro Coso \_\_\_\_\_

Agreement #: XX-C01-XX

**Retain in District Audit Files**

TOP CODE(s) [2, 4 or 6 digit] 1250.00

Program Title Emergency Medical Services

Column A	Column B	Column C	Column D	Column E
Section 135(c) Permissive Uses	Activities	Core Indicators	Source of funds	Status
(11) Providing activities to support entrepreneurship education and training.				
(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.				
(13) Developing and supporting small, personalized career-themed learning communities.				
(14) Providing support for family and consumer sciences programs.				
(15) Providing CTE programs for adults and school dropouts to complete secondary education or dropouts to complete secondary education or upgrade technical skills.				

**Section II Part B**

(Revised 1-25-12)

**Perkins Career and Technical Education Act (Title IC) – Local Application**

**Program Information by TOP Code**

College/District \_\_\_\_\_ KCCD/Cerro Coso \_\_\_\_\_

Agreement #: XX-C01-XX

**Retain in District Audit Files**

TOP CODE(s) [2, 4 or 6 digit] 1250.00

Program Title Emergency Medical Services

Column A	Column B	Column C	Column D	Column E
Section 135(c) Permissive Uses	Activities	Core Indicators	Source of funds	Status
(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.				
(17) Supporting training and activities (such as mentoring and outreach) in nontraditional fields.				
(18) Providing support for training programs in automotive technologies.				
(19) Pooling a portion of such funds with a portion of funds available to other recipients for innovative initiatives.				
(20) Supporting other CTE activities consistent with the purposes of the Act.				

## Section II Part B

(Revised 1-25-12)

### Perkins Career and Technical Education Act (Title IC) – Local Application

#### Program Information by TOP Code

College/District \_\_\_\_\_ KCCD/Cerro Coso \_\_\_\_\_ Agreement #: XX-C01-XX

**Retain in District Audit Files**

TOP CODE(s) [2, 4 or 6 digit] \_\_\_\_\_ 2104.00 \_\_\_\_\_ Program Title \_\_\_\_\_ Human Services \_\_\_\_\_

#### Section 135(b) Requirements

Column A	Column B	Column C	Column D	Column E
<b>Enter applicable number in appropriate column below.</b>				
<p>Check the corresponding Section II Part A form for the Met/Unmet “Requirements for Use of Funds.”</p> <p>Note: Each TOP Code identified for funding must meet each of the nine requirements by the end of the Act or each year until reauthorization.</p>	<p><b>Describe activities to be conducted to address Perkins Section 135(b) requirements listed in Column A.</b></p> <ol style="list-style-type: none"> <li>1. Under the appropriate requirement, describe activities to be funded by Perkins Title IC to improve or expand the identified 4- or 6-digit TOP Code career and technical education programs.</li> <li>2. For each Section 135(b) requirement listed in Column A, number each activity separately (i.e., 1.1, 1.2, etc.).</li> <li>3. If an activity meets more than one requirement, reference the number of the activity stated previously (i.e., same as 1.2).</li> </ol>	<p><b>Core Indicator addressed by the activity listed.</b></p> <p>1 = Tech. Skill Attainment                  2 = Credential/Certificate/Degree                  3 = Student Persistence or Transfer                  4 = Student Placement                  5 = Nontrad. Participation                  6 = Nontrad. Completion</p>	<p><b>Designate source of funds to be used by assigning a number as shown below:</b></p> <p>1 = Perkins IC                  2 = Other funds                  3 = Both                  4 = No funds needed</p>	<p><b>Status of Activity:</b></p> <p>1 = Planned                  2 = Started                  3 = Continuing                  4 = Completed</p>
Section 135(b) Requirements	Activities	Core Indicators	Source of funds	Status
1. Strengthening the academic and career and technical skills of students participating in CTE programs through the integration of academics with CTE programs.	Identify program sequence and required academic skills for vocational success at each point in sequence	1-6	3	4
	Work with counselors and program faculty to reinforce need for adequate preparation.	2,3,4,5,6	3	3
	Provide skill building support in addition to coursework.	1-6	3	3
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).	Participate in articulation and career pathway buildings meetings with service area high schools.	1-6	1	3
3. Provide students with strong experience in and understanding of all aspects of an industry, which may include work-based learning experiences.	Develop work-based learning opportunities to prepare students with strong experience within the human services field	1-6	1	3

**Section II Part B**

(Revised 1-25-12)

**Perkins Career and Technical Education Act (Title IC) – Local Application**

**Program Information by TOP Code**

College/District \_\_\_\_\_ KCCD/Cerro Coso \_\_\_\_\_ Agreement #: XX-C01-XX

**Retain in District Audit Files**

TOP CODE(s) [2, 4 or 6 digit] 2104.00 Program Title Human Services

TOP CODE(s) [4 or 6 digit] \_\_\_\_\_ Program Title \_\_\_\_\_

**Section 135(b) Requirements**

Column A	Column B	Column C	Column D	Column E
Section 135(b) Requirements	Activities	Core Indicators	Source of funds	Status
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.	Develop work-based learning opportunities with strong experience within the human services field (Field work in human service agencies, internships and memtor programs)	1-6	1	3
	Work with industry partners to provide students with access to latest technology in human services.	1-6	1	3
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.	Attend industry workshops, conferences and seminars dealing with human service issues, emerging changes, needs and skills	1-6	3	3

## Section II Part B

(Revised 1-25-12)

### Perkins Career and Technical Education Act (Title IC) – Local Application

#### Program Information by TOP Code

College/District \_\_\_\_\_ KCCD/Cerro Coso \_\_\_\_\_ Agreement #: XX-C01-XX

**Retain in District Audit Files**

TOP CODE(s) [2, 4 or 6 digit] 2104.00 Program Title Human Services

Column A	Column B	Column C	Column D	Column E
Section 135(b) Requirements	Activities	Core Indicators	Source of funds	Status
6. Develop and implement evaluations of the CTE programs carried out with Perkins funds, including an assessment of how the needs of special populations are being met.	Work with community advisory committees members in identifying program strengths and weakness.	1-6	1	3
	Ongoing assessments and period evaluations to be conducted annually.	1-6	1	3
7. Initiate, improve, expand and modernize quality CTE programs, including relevant technology.	Obtain needed equipment and/or software to provide high level of instruction to meet business and information technology industry standards.	1-6	3	3
	Provide skill building support in addition to coursework.	1-6	1	1
8. Provide services and activities that are of sufficient size, scope and quality to be effective.	Develop advising materials for Business Office Technology program.	1-6	3	3
	Work with counselors, learning assistance centers, and DSPTS to provide instructional support for students.	1-6	3	3
	Update outreach materials to effectively market program community. Conduct outreach activities to increase awareness of access to programs.	1-6	3	3
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.	Conduct outreach activities to increase awareness of access to programs including tribal groups, at risk, economic disadvantaged and minority groups.	5,6	3	3



**Section II Part B**

(Revised 1-25-12)

**Perkins Career and Technical Education Act (Title IC) – Local Application**

**Program Information by TOP Code**

College/District \_\_\_\_\_ KCCD/Cerro Coso \_\_\_\_\_

Agreement #: XX-C01-XX

**Retain in District Audit Files**

TOP CODE(s) [2, 4 or 6 digit] \_\_\_\_\_ 2104.00 \_\_\_\_\_

Program Title \_\_\_\_\_ Human Services \_\_\_\_\_

TOP CODE(s) [4 or 6 digit] \_\_\_\_\_

Program Title \_\_\_\_\_

**Section 135(c) Permissive Uses: Each permissive use of funds does not need to be addressed.**

Column A	Column B	Column C	Column D	Column E
Section 135(c) Permissive Uses	Activities	Core Indicators	Source of funds	Status
10. Funds may be used to:	Hold Advisory Committee for CTE program	1-6	3	2
(1) Involve parents, businesses, and labor organizations, in the design, implementation and evaluation of CTE programs.				
(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.				
(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.				
(4) Provide programs for special populations.				
(5) Assisting career and technical student organizations.				

**Section II Part B**

(Revised 1-25-12)

**Perkins Career and Technical Education Act (Title IC) – Local Application**

**Program Information by TOP Code**

College/District \_\_\_\_\_ KCCD/Cerro Coso \_\_\_\_\_ Agreement #: XX-C01-XX

**Retain in District Audit Files**

TOP CODE(s) [2, 4 or 6 digit] 2104.00 Program Title Human Services

Column A	Column B	Column C	Column D	Column E
Section 135(c) Permissive Uses	Activities	Core Indicators	Source of funds	Status
(6) For mentoring and support services;				
(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.				
(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.				
(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.				

**Section II Part B**

(Revised 1-25-12)

**Perkins Career and Technical Education Act (Title IC) – Local Application**

**Program Information by TOP Code**

College/District \_\_\_\_\_ KCCD/Cerro Coso \_\_\_\_\_ Agreement #: XX-C01-XX

**Retain in District Audit Files**

TOP CODE(s) [2, 4 or 6 digit] 2104.00 Program Title Human Services

Column A	Column B	Column C	Column D	Column E
Section 135(c) Permissive Uses	Activities	Core Indicators	Source of funds	Status
(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.				
(11) Providing activities to support entrepreneurship education and training.				
(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.				
(13) Developing and supporting small, personalized career-themed learning communities.				
(14) Providing support for family and consumer sciences programs.				

**Section II Part B**

(Revised 1-25-12)

**Perkins Career and Technical Education Act (Title IC) – Local Application**

**Program Information by TOP Code**

College/District \_\_\_\_\_ KCCD/Cerro Coso \_\_\_\_\_ Agreement #: XX-C01-XX

**Retain in District Audit Files**

TOP CODE(s) [2, 4 or 6 digit] 2104.00 Program Title Human Services

Column A	Column B	Column C	Column D	Column E
Section 135(c) Permissive Uses	Activities	Core Indicators	Source of funds	Status
(15) Providing CTE programs for adults and school dropouts to complete secondary education or dropouts to complete secondary education or upgrade technical skills.				
(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.				
(17) Supporting training and activities (such as mentoring and outreach) in nontraditional fields.				
(18) Providing support for training programs in automotive technologies.				
(19) Pooling a portion of such funds with a portion of funds available to other recipients for innovative initiatives.				
(20) Supporting other CTE activities consistent with the purposes of the Act.				

## Section II Part B

(Revised 1-25-12)

### Perkins Career and Technical Education Act (Title IC) – Local Application

#### Program Information by TOP Code

College/District \_\_\_\_\_

Agreement #: XX-C01-XX

**Retain in District Audit Files**

TOP CODE(s) [2, 4 or 6 digit] \_\_\_\_\_

Program Title \_\_\_\_\_

#### Section 135(b) Requirements

Column A	Column B	Column C	Column D	Column E
<b>Enter applicable number in appropriate column below.</b>				
<p>Check the corresponding Section II Part A form for the Met/Unmet “Requirements for Use of Funds.”</p> <p>Note: Each TOP Code identified for funding must meet each of the nine requirements by the end of the Act or each year until reauthorization.</p>	<p><b>Describe activities to be conducted to address Perkins Section 135(b) requirements listed in Column A.</b></p> <ol style="list-style-type: none"> <li>1. Under the appropriate requirement, describe activities to be funded by Perkins Title IC to improve or expand the identified 4- or 6-digit TOP Code career and technical education programs.</li> <li>2. For each Section 135(b) requirement listed in Column A, number each activity separately (i.e., 1.1, 1.2, etc.).</li> <li>3. If an activity meets more than one requirement, reference the number of the activity stated previously (i.e., same as 1.2).</li> </ol>	<p><b>Core Indicator addressed by the activity listed.</b></p> <p>1 = Tech. Skill Attainment                  2 = Credential/Certificate/Degree                  3 = Student Persistence or Transfer                  4 = Student Placement                  5 = Nontrad. Participation                  6 = Nontrad. Completion</p>	<p><b>Designate source of funds to be used by assigning a number as shown below:</b></p> <p>1 = Perkins IC                  2 = Other funds                  3 = Both                  4 = No funds needed</p>	<p><b>Status of Activity:</b></p> <p>1 = Planned                  2 = Started                  3 = Continuing                  4 = Completed</p>
Section 135(b) Requirements	Activities	Core Indicators	Source of funds	Status
1. Strengthening the academic and career and technical skills of students participating in CTE programs through the integration of academics with CTE programs.	1.1 Evaluate Title V curriculum standards established to ascertain consistency and congruency between academic courses and occupational fields.	2 2,3,4	1	3
	1.2 Provide career ladder courses and programs	2,3,4	4	3
	1.3 Integrate previous learning (lower level courses) into higher level courses.	1,2,3,4	4	3
	1.4 Provide certificated courses integrating academic and technical programs.		4	3
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).	2.1 Broaden scope of Advisory Board involvement in developing of terminal student learning outcomes of curriculum	1,2,3	1	1
	2.2 Link healthcare courses with business and technical-based courses which will provide new avenues of careers for healthcare providers (see 7.3;9.4)	1,2,3,4	3	1
	2.3 Develop and expand courses offered through Virtual High School to secondary students in rural areas	2,3,4	3	3
	2.4 Articulate courses with the local high schools to create career pathways for students	2,3,4	1	3

## Section II Part B

(Revised 1-25-12)

### Perkins Career and Technical Education Act (Title IC) – Local Application

#### Program Information by TOP Code

College/District \_\_\_\_\_

Agreement #: XX-C01-XX

**Retain in District Audit Files**

TOP CODE(s) [2, 4 or 6 digit] \_\_\_\_\_

Program Title \_\_\_\_\_

Column A	Column B	Column C	Column D	Column E
Enter applicable number in appropriate column below.				
3. Provide students with strong experience in and understanding of all aspects of an industry, which may include work-based learning experiences.	3.1 Incorporate class/course field trips to local healthcare industries or facilities into the curricular objectives, e.g., visiting a local dialysis center.	2,3	3	3
	3.2 Include class/course field trips to distant healthcare industries or facilities, e.g. major blood bank, major university teaching hospital	2,3	3	1
	3.3 Obtain guest speakers from local healthcare facilities/industries to provide contemporary expertise in the employment fields	2,3,4	1	3
	3.4 Develop advisory boards that present sundry views of the facility/industry, e.g., to comprehend both the administrative and employee needs.	2,3,4	3	3
	3.5 Encourage Advisory Boards to offer supplemental information regarding current trends of an industry which can be incorporated into updated Title V outlines and course objectives.	2,3,4	4	3
	3.6 Expand Advisory Boards to include all CCCC campus sites.	2,3,4	4	4
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.	4.1 Establish and maintain computer learning labs dedicated to healthcare students at IWV, Bishop, Mammoth Campuses	1,2	3	3
	4.2 Work with Computer Information Systems/Technologies to establish mentoring and in-service education and updates for faculty and students.	1,2	4	3
	4.3 Prepare and maintain Health Career Skills Lab at all sites with equivocal equipment.	1,2,3	3	3
	4.4 Provide Health Career Skills Lab with updated equipment.	1,2,3	3	3
	4.5 Provide for faculty training in the areas of distance learning, simulation, and/or other technical areas(see 5.3)	2,4	3	1

## Section II Part B

(Revised 1-25-12)

### Perkins Career and Technical Education Act (Title IC) – Local Application

#### Program Information by TOP Code

College/District \_\_\_\_\_

Agreement #: XX-C01-XX

**Retain in District Audit Files**

TOP CODE(s) [2, 4 or 6 digit] _____	Program Title _____			
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.	5.1 Support faculty attendance at vocational educational conferences	4	3	1
	5.2 Include faculty, Advisory Board members, and counselors in correspondence and meetings related to student needs, employment opportunities, and career ladder growth in the healthcare fields.	3,4	4	3
	5.3 Provide for faculty training in the area of simulation and or other technical areas as needed (see 4.5)	4	3	1
6. Develop and implement evaluations of the CTE programs carried out with Perkins funds, including an assessment of how the needs of special populations are being met.	6.1 Prepare an assessment tool of needs related to the goals and learning outcomes of students in Skills Lab	1,2	4	3
	6.2 Develop an evaluation tool designed to ascertain the needs of the special population students for the Health Career Skills Lab	1,2,4	4	3
7. Initiate, improve, expand and modernize quality CTE programs, including relevant technology.	7.1 Expand healthcare programs on the Bishop and/or Mammoth Lakes and/or KRV campuses	2,3,4	3	3
	7.2 Expand healthcare courses online	2,3,4	3	3
	7.3 Develop healthcare programs to meet the needs of the individual communities(see 2.2;9.4)	2,3,4	3	3
	7.4 Provide quality tutoring services to those involved in the program	1,2,4	3	1
8. Provide services and activities that are of sufficient size, scope and quality to be effective.	8.1 Assess the needs of healthcare industries at the satellite campuses (see 2.2;7.3)	3,4	1	3
	8.2 Provide career ladder growth opportunities(see 1.2)	1,2,3,4	3	3

**Section II Part B**

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**Perkins Career and Technical Education Act (Title IC) – Local Application**

**Program Information by TOP Code**

College/District \_\_\_\_\_

Agreement #: XX-C01-XX

**Retain in District Audit Files**

TOP CODE(s) [2, 4 or 6 digit]	Program Title			
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.	9.1 Establish and maintain computer learning labs dedicated to healthcare students at IWV, Bishop, Mammoth campuses (see 4.1)	1,2	3	3
	9.2 Provide for faculty training in the areas of distance learning, simulation and or other technical areas (see 4.5)	2,4	3	1
	9.3 Develop an evaluation tool designed to ascertain the needs of the special population students for the Health Career Skills Lab (see 6.3)	1,2,4	4	3
	9.4 Develop healthcare programs to meet the needs of the individual communities (see 2.2;7.3)	2,3,4	3	3
	9.5 Provide quality tutoring services to those involved in the program (see 7.4)	1,2,4	3	1
	9.6 Encourage development of student cub/organizations and interactions with communities	2,3,4	4	3

**Section 135(c) Permissive Uses: Each permissive use of funds does not need to be addressed.**

Column A	Column B	Column C	Column D	Column E
Section 135(c) Permissive Uses	Activities	Core Indicators	Source of funds	Status
10. Funds may be used to:  (1) Involve parents, businesses, and labor organizations, in the design, implementation and evaluation of CTE programs.  (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.	1. Provide updated information on websites and brochures 2. Develop full time and adjunct faculty orientation handouts to update knowledge and experience in the technical aspects of teaching 3. Provide counseling support for students planning on continuing their education n the healthcare field	2,3,4  2,4  2,3,4	3  3  1	3  1  3



**Section II Part B**

(Revised 1-25-12)

**Perkins Career and Technical Education Act (Title IC) – Local Application**

**Program Information by TOP Code**

College/District \_\_\_\_\_

Agreement #: XX-C01-XX

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TOP CODE(s) [2, 4 or 6 digit] \_\_\_\_\_

Program Title \_\_\_\_\_

Column A	Column B	Column C	Column D	Column E
Section 135(c) Permissive Uses	Activities	Core Indicators	Source of funds	Status
(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.				
(4) Provide programs for special populations.				
(5) Assisting career and technical student organizations.				
(6) For mentoring and support services;				
(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.				
(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.				

**Section II Part B**

(Revised 1-25-12)

**Perkins Career and Technical Education Act (Title IC) – Local Application**

**Program Information by TOP Code**

College/District \_\_\_\_\_

Agreement #: XX-C01-XX

**Retain in District Audit Files**

TOP CODE(s) [2, 4 or 6 digit] \_\_\_\_\_

Program Title \_\_\_\_\_

Column A	Column B	Column C	Column D	Column E
Section 135(c) Permissive Uses	Activities	Core Indicators	Source of funds	Status
(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.				
(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.				
(11) Providing activities to support entrepreneurship education and training.				
(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.				

**Section II Part B**

(Revised 1-25-12)

**Perkins Career and Technical Education Act (Title IC) – Local Application**

**Program Information by TOP Code**

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Program Title \_\_\_\_\_

Column A	Column B	Column C	Column D	Column E
Section 135(c) Permissive Uses	Activities	Core Indicators	Source of funds	Status
(13) Developing and supporting small, personalized career-themed learning communities.				
(14) Providing support for family and consumer sciences programs.				
(15) Providing CTE programs for adults and school dropouts to complete secondary education or dropouts to complete secondary education or upgrade technical skills.				
(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.				
(17) Supporting training and activities (such as mentoring and outreach) in nontraditional fields.				
(18) Providing support for training programs in automotive technologies.				
(19) Pooling a portion of such funds with a portion of funds available to other recipients for innovative initiatives.				

**Section II Part B**

(Revised 1-25-12)

**Perkins Career and Technical Education Act (Title IC) – Local Application**

**Program Information by TOP Code**

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Program Title \_\_\_\_\_

Column A	Column B	Column C	Column D	Column E
<b>Section 135(c) Permissive Uses</b>	<b>Activities</b>	<b>Core Indicators</b>	<b>Source of funds</b>	<b>Status</b>
(20) Supporting other CTE activities consistent with the purposes of the Act.				

**Section III Part B**

(Revised 1-25-12)

**Perkins Career and Technical Education Act (Title IC) – Local Application  
Program Information Across Career Technical Education Programs**

College/District \_\_\_\_\_ KCCD/Cerro Coso \_\_\_\_\_

Agreement #: XX-C01-XX \_\_\_\_\_

**Retain in District Audit Files**

Program/Project Title: \_\_\_\_\_ Across Programs \_\_\_\_\_

Across CTE Programs # \_\_\_\_\_ **6010.00** \_\_\_\_\_

**Section 135(b) Requirements**

Column A	Column B	Column C	Column D
<b>Enter applicable number in appropriate column below.</b>			
<p>Review the planned activities by TOP Codes to be funded in the program year and the Perkins Requirement(s) that will be strengthened through Across CTE program activities.</p>	<p><b>Describe activities to be conducted to address Perkins Section 135(b) requirements listed in Column A.</b></p> <ol style="list-style-type: none"> <li>Under the appropriate requirement, describe activities to be funded by Perkins Title IC to improve or expand the career and technical education programs.</li> <li>For each Section 135(b) Requirement listed in Column A, number each activity separately (i.e., 1.1, 1.2, etc.).</li> <li>If an activity meets more than one requirement, reference the number of the activity stated previously (i.e., Same as 1.2).</li> </ol>	<p><b>Designate source of funds to be used by assigning a number as shown below:</b></p> <p>1 = Perkins IC 2 = Other funds 3 = Both 4 = No funds needed</p>	<p><b>Status of Activity:</b></p> <p>1 = Planned 2 = Started 3 = Continuing 4 = Completed</p>
<b>Section 135(b) Requirements</b>	<b>Activities</b>	<b>Source of funds</b>	<b>Status</b>
<p>1. Strengthening the academic and career and technical skills of students participating in CTE programs through the integration of academics with CTE programs.</p>	<p>Identify program sequence and required academic skills for vocational success at each point in sequence. Work with counselors and program faculty to reinforce need for adequate preparation.</p>	3	2
<p>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).</p>	<p>Work with secondary and postsecondary institutions to articulate courses to prevent duplication of coursework for students. Work with high schools to define career pathways in programs of study.</p>	3	2

**Section III Part B**

(Revised 1-25-12)

**Perkins Career and Technical Education Act (Title IC) – Local Application  
Program Information Across Career Technical Education Programs**

College/District \_\_\_\_\_ KCCD/Cerro Coso \_\_\_\_\_

Agreement #: XX-C01-XX \_\_\_\_\_

**Retain in District Audit Files**

Program/Project Title: \_\_\_\_\_ Across Programs \_\_\_\_\_

Across CTE Programs # \_\_\_\_\_ 6010.00 \_\_\_\_\_

Column A	Column B	Column C	Column D
<b>Enter applicable number in appropriate column below.</b>			
3. Provide students with strong experience in and understanding of all aspects of an industry, which may include work-based learning experiences.	Work in collaboration with business and industry to place students in internships, job shadowing and work experience opportunities. The Job Development Specialist will work with individual departments to coordinate efforts and job placements.	3	2

**Section 135(b) Requirements**

Column A	Column B	Column C	Column D
Section 135(b) Requirements	Activities	Source of funds	Status
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.	Work with industry partners to provide students with access to the latest technology;	3	2
	Job Placement Coordinator to work with industry partners to provide internships and mentorships to student in the use of technology in industry.	3	2
	Use new technologies in the delivery of instruction to improve retention, success and completion in identified CTE areas.	3	1

**Section III Part B**

(Revised 1-25-12)

**Perkins Career and Technical Education Act (Title IC) – Local Application  
Program Information Across Career Technical Education Programs**

College/District \_\_\_\_\_ KCCD/Cerro Coso \_\_\_\_\_

Agreement #: XX-C01-XX \_\_\_\_\_

**Retain in District Audit Files**

Program/Project Title: \_\_\_\_\_ Across Programs \_\_\_\_\_

Across CTE Programs # \_\_\_\_\_ **6010.00** \_\_\_\_\_

Column A	Column B	Column C	Column D
Section 135(b) Requirements	Activities	Source of funds	Status
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.	Send faculty/counselors/administrators to industry workshop and seminars dealing with emerging or changing needs and skills for CTE programs.  Train faculty on the effective use of technology in the classroom including tablets, presentation devices and computers.	3	2
6. Develop and implement evaluations of the CTE programs carried out with Perkins funds, including an assessment of how the needs of special populations are being met.	Work with community advisory committees members in identifying program strengths and weakness.	3	2
	Ongoing assessments and period evaluations are to be conducted annually.	3	2
7. Initiate, improve, expand and modernize quality CTE programs, including relevant technology.	Provide skill building support in addition to coursework.	3	1

**Section III Part B**

(Revised 1-25-12)

**Perkins Career and Technical Education Act (Title IC) – Local Application  
Program Information Across Career Technical Education Programs**

College/District \_\_\_\_\_ KCCD/Cerro Coso \_\_\_\_\_

Agreement #: XX-C01-XX \_\_\_\_\_

**Retain in District Audit Files**

Program/Project Title: \_\_\_\_\_ Across Programs \_\_\_\_\_

Across CTE Programs # \_\_\_\_\_ **6010.00** \_\_\_\_\_

Column A	Column B	Column C	Column D
Section 135(b) Requirements	Activities	Source of funds	Status
8. Provide services and activities that are of sufficient size, scope and quality to be effective.	Develop advising materials for CTE programs.	3	2
	Work with counselors, learning assistance centers, and DSPS to provide instructional support for students.	3	1
	Update outreach materials to effectively market program community. Conduct outreach activities to increase awareness of access to programs.	3	2
	Work with student support services to identify students who may have completed certificates and are close to completing degree programs to guide them through the final process of completion.		
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.	Conduct outreach activities to increase awareness of access to programs including tribal groups, at risk, economic disadvantaged and minority groups	3	3



**Section III Part B**

(Revised 1-25-12)

**Perkins Career and Technical Education Act (Title IC) – Local Application  
Program Information Across Career Technical Education Programs**

College/District \_\_\_\_\_ KCCD/Cerro Coso \_\_\_\_\_

Agreement #: XX-C01-XX \_\_\_\_\_

**Retain in District Audit Files**

Program/Project Title: \_\_\_\_\_ Across Programs \_\_\_\_\_

Across CTE Programs # \_\_\_\_\_ **6010.00** \_\_\_\_\_

**Section 135(c) Permissive Uses: Each permissive use of funds does not need to be addressed.**

Column A	Column B	Column C	Column D
Section 135(c) Permissive Uses	Activities	Source of funds	Status
10. Funds may be used to:  (1) Involve parents, businesses, and labor organizations, in the design, implementation and evaluation of CTE programs.	Hold Advisory Committee for CTE program	3	1
	Develop advising materials for CTE programs.	3	1
	Update outreach materials to effectively market program community. Conduct outreach activities to increase awareness of access to programs	3	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.			

**Section III Part B**

(Revised 1-25-12)

**Perkins Career and Technical Education Act (Title IC) – Local Application  
Program Information Across Career Technical Education Programs**

College/District \_\_\_\_\_ KCCCD/Cerro Coso \_\_\_\_\_

Agreement #: XX-C01-XX \_\_\_\_\_

**Retain in District Audit Files**

Program/Project Title: \_\_\_\_\_ Across Programs \_\_\_\_\_

Across CTE Programs # \_\_\_\_\_ **6010.00** \_\_\_\_\_

Column A	Column B	Column C	Column D
Section 135(c) Permissive Uses	Activities	Source of funds	Status
(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.			
(4) Provide programs for special populations.			
(5) Assisting career and technical student organizations.			
(6) For mentoring and support services;			
(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.			

**Section III Part B**

(Revised 1-25-12)

**Perkins Career and Technical Education Act (Title IC) – Local Application  
Program Information Across Career Technical Education Programs**

College/District \_\_\_\_\_ KCCCD/Cerro Coso \_\_\_\_\_

Agreement #: XX-C01-XX

**Retain in District Audit Files**

Program/Project Title: \_\_\_\_\_ Across Programs \_\_\_\_\_

Across CTE Programs # \_\_\_\_\_ **6010.00** \_\_\_\_\_

Column A	Column B	Column C	Column D
Section 135(c) Permissive Uses	Activities	Source of funds	Status
(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.			
(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.			
(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.			
(11) Providing activities to support entrepreneurship education and training.			

**Section III Part B**

(Revised 1-25-12)

**Perkins Career and Technical Education Act (Title IC) – Local Application  
Program Information Across Career Technical Education Programs**

College/District \_\_\_\_\_ KCCCD/Cerro Coso \_\_\_\_\_

Agreement #: XX-C01-XX \_\_\_\_\_

**Retain in District Audit Files**

Program/Project Title: \_\_\_\_\_ Across Programs \_\_\_\_\_

Across CTE Programs # \_\_\_\_\_ **6010.00** \_\_\_\_\_

Column A	Column B	Column C	Column D
Section 135(c) Permissive Uses	Activities	Source of funds	Status
(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.			
(13) Developing and supporting small, personalized career-themed learning communities.			
(14) Providing support for family and consumer sciences programs.			
(15) Providing CTE programs for adults and school dropouts to complete secondary education or dropouts to complete secondary education or upgrade technical skills.			

**Section III Part B**

(Revised 1-25-12)

**Perkins Career and Technical Education Act (Title IC) – Local Application  
Program Information Across Career Technical Education Programs**

College/District \_\_\_\_\_ KCCCD/Cerro Coso \_\_\_\_\_

Agreement #: XX-C01-XX \_\_\_\_\_

**Retain in District Audit Files**

Program/Project Title: \_\_\_\_\_ Across Programs \_\_\_\_\_

Across CTE Programs # \_\_\_\_\_ **6010.00** \_\_\_\_\_

Column A	Column B	Column C	Column D
Section 135(c) Permissive Uses	Activities	Source of funds	Status
(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.			
(17) Supporting training and activities (such as mentoring and outreach) in nontraditional fields.			
(18) Providing support for training programs in automotive technologies.			
(19) Pooling a portion of such funds with a portion of funds available to other recipients for innovative initiatives.			
(20) Supporting other CTE activities consistent with the purposes of the Act.			

## Section II Part B

(Revised 1-25-12)

### Perkins Career and Technical Education Act (Title IC) – Local Application

#### Program Information by TOP Code

College/District \_\_\_\_\_ KCCD/Cerro Coso \_\_\_\_\_

Agreement #: XX-C01-XX

**Retain in District Audit Files**

TOP CODE(s) [2, 4 or 6 digit] \_\_\_\_\_ 0956.00 \_\_\_\_\_

Program Title \_\_\_\_\_ Industrial Technology \_\_\_\_\_

#### Section 135(b) Requirements

Column A	Column B	Column C	Column D	Column E
<b>Enter applicable number in appropriate column below.</b>				
<p>Check the corresponding Section II Part A form for the Met/Unmet “Requirements for Use of Funds.”</p> <p>Note: Each TOP Code identified for funding must meet each of the nine requirements by the end of the Act or each year until reauthorization.</p>	<p><b>Describe activities to be conducted to address Perkins Section 135(b) requirements listed in Column A.</b></p> <ol style="list-style-type: none"> <li>Under the appropriate requirement, describe activities to be funded by Perkins Title IC to improve or expand the identified 4- or 6-digit TOP Code career and technical education programs.</li> <li>For each Section 135(b) requirement listed in Column A, number each activity separately (i.e., 1.1, 1.2, etc.).</li> <li>If an activity meets more than one requirement, reference the number of the activity stated previously (i.e., same as 1.2).</li> </ol>	<p><b>Core Indicator addressed by the activity listed.</b></p> <p>1 = Tech. Skill Attainment                  2 = Credential/Certificate/Degree                  3 = Student Persistence or Transfer                  4 = Student Placement                  5 = Nontrad. Participation                  6 = Nontrad. Completion</p>	<p><b>Designate source of funds to be used by assigning a number as shown below:</b></p> <p>1 = Perkins IC                  2 = Other funds                  3 = Both                  4 = No funds needed</p>	<p><b>Status of Activity:</b></p> <p>1 = Planned                  2 = Started                  3 = Continuing                  4 = Completed</p>
Section 135(b) Requirements	Activities	Core Indicators	Source of funds	Status
1. Strengthening the academic and career and technical skills of students participating in CTE programs through the integration of academics with CTE programs.	Identify program sequence and required academic skills for vocational success at each point in sequence. (brochures, other printed materials, posters) Work with counselors and program faculty to reinforce need for adequate preparation. (meetings, distribute materials) Provide skill building support in addition to coursework. (DVD, tutors)	1-6  2,3,4,5,6  1-6	3  3  1	1  2  2
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).	Participate in articulation and career pathway buildings meetings with service area high schools. (participate in Articulation meetings at IWV and ESCC)	1-6	1	2
3. Provide students with strong experience in and understanding of all aspects of an industry, which may include work-based learning experiences.	Develop work-based learning opportunities to prepare students with strong experience within the manufacturing and industrial technology field. (Work with Job Developer on work experience, internship)	1-6	1	2

**Section II Part B**

(Revised 1-25-12)

**Perkins Career and Technical Education Act (Title IC) – Local Application**

**Program Information by TOP Code**

College/District \_\_\_\_\_ KCCD/Cerro Coso \_\_\_\_\_

Agreement #: XX-C01-XX

**Retain in District Audit Files**

TOP CODE(s) [2, 4 or 6 digit] \_\_\_\_\_ 0956.00 \_\_\_\_\_

Program Title \_\_\_\_\_ Industrial Technology \_\_\_\_\_

**Section 135(b) Requirements**

Column A	Column B	Column C	Column D	Column E
Section 135(b) Requirements	Activities	Core Indicators	Source of funds	Status
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.	Develop work-based learning opportunities to prepare students with strong experience within the field. (Work with Job Developer on work experience, internship)	1-6	1	2
	Work with industry partners to provide students with access to latest technologies in (Advisory Meetings).	1-6	1	2
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.	Attend industry workshop and seminars dealing with emerging or changing needs and skills. (Attend conferences).	1-6	3	3

**Section II Part B**

(Revised 1-25-12)

**Perkins Career and Technical Education Act (Title IC) – Local Application**

**Program Information by TOP Code**

College/District \_\_\_\_\_ KCCD/Cerro Coso \_\_\_\_\_

Agreement #: XX-C01-XX

**Retain in District Audit Files**

TOP CODE(s) [2, 4 or 6 digit] 0956.00

Program Title Industrial Technology

Column A	Column B	Column C	Column D	Column E
Section 135(b) Requirements	Activities	Core Indicators	Source of funds	Status
6. Develop and implement evaluations of the CTE programs carried out with Perkins funds, including an assessment of how the needs of special populations are being met.	Work with community advisory committees members in identifying program strengths and weakness. (Advisory Committees)	1-6	1	3
	Ongoing assessments and period evaluations are to be conducted annually. (Annual evaluation – Core Indicators)	1-6	1	2
7. Initiate, improve, expand and modernize quality CTE programs, including relevant technology.	Obtain needed equipment and/or software to provide high level of instruction to meet human services industry standards.	1-6	1	2
	Provide skill building support in addition to coursework. (DVD, tutors)	1-6	1	2
8. Provide services and activities that are of sufficient size, scope and quality to be effective.	Develop advising materials for program. (brochures)	1-6	3	2
	Work with counselors, learning assistance centers, and DSPS to provide instructional support for students. (Tutoring, work with counselors).	1-6	3	1
	Update outreach materials to effectively market program community. Conduct outreach activities to increase awareness of access to programs. (Brochures)	1-6	3	2
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.	Conduct outreach activities to increase awareness of access to programs including tribal groups, at risk, economic disadvantaged and minority groups. (Outreach speeches, visitations)	5,6	3	1



**Section II Part B**

(Revised 1-25-12)

**Perkins Career and Technical Education Act (Title IC) – Local Application**

**Program Information by TOP Code**

College/District \_\_\_\_\_ KCCD/Cerro Coso \_\_\_\_\_

Agreement #: XX-C01-XX

**Retain in District Audit Files**

TOP CODE(s) [2, 4 or 6 digit] \_\_\_\_\_ 0956.00 \_\_\_\_\_

Program Title \_\_\_\_\_ Industrial Technology \_\_\_\_\_

**Section 135(c) Permissive Uses: Each permissive use of funds does not need to be addressed.**

Column A	Column B	Column C	Column D	Column E
Section 135(c) Permissive Uses	Activities	Core Indicators	Source of funds	Status
10. Funds may be used to:	Hold Advisory Committee for CTE program	1-6	3	1
(1) Involve parents, businesses, and labor organizations, in the design, implementation and evaluation of CTE programs.				
(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.				
(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.				
(4) Provide programs for special populations.				
(5) Assisting career and technical student organizations.				
(6) For mentoring and support services;				

**Section II Part B**

(Revised 1-25-12)

**Perkins Career and Technical Education Act (Title IC) – Local Application**

**Program Information by TOP Code**

College/District \_\_\_\_\_ KCCD/Cerro Coso \_\_\_\_\_

Agreement #: XX-C01-XX

**Retain in District Audit Files**

TOP CODE(s) [2, 4 or 6 digit] 0956.00

Program Title Industrial Technology

Column A	Column B	Column C	Column D	Column E
Section 135(c) Permissive Uses	Activities	Core Indicators	Source of funds	Status
(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.				
(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.				
(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.				
(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.				

**Section II Part B**

(Revised 1-25-12)

**Perkins Career and Technical Education Act (Title IC) – Local Application**

**Program Information by TOP Code**

College/District \_\_\_\_\_ KCCD/Cerro Coso \_\_\_\_\_

Agreement #: XX-C01-XX

**Retain in District Audit Files**

TOP CODE(s) [2, 4 or 6 digit] 0956.00

Program Title \_\_\_\_\_ Industrial Technology \_\_\_\_\_

Column A	Column B	Column C	Column D	Column E
Section 135(c) Permissive Uses	Activities	Core Indicators	Source of funds	Status
(11) Providing activities to support entrepreneurship education and training.				
(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.				
(13) Developing and supporting small, personalized career-themed learning communities.				
(14) Providing support for family and consumer sciences programs.				
(15) Providing CTE programs for adults and school dropouts to complete secondary education or dropouts to complete secondary education or upgrade technical skills.				

**Section II Part B**

(Revised 1-25-12)

**Perkins Career and Technical Education Act (Title IC) – Local Application**

**Program Information by TOP Code**

College/District \_\_\_\_\_ KCCD/Cerro Coso \_\_\_\_\_

Agreement #: XX-C01-XX

**Retain in District Audit Files**

TOP CODE(s) [2, 4 or 6 digit] 0956.00

Program Title \_\_\_\_\_ Industrial Technology \_\_\_\_\_

Column A	Column B	Column C	Column D	Column E
Section 135(c) Permissive Uses	Activities	Core Indicators	Source of funds	Status
(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.				
(17) Supporting training and activities (such as mentoring and outreach) in nontraditional fields.				
(18) Providing support for training programs in automotive technologies.				
(19) Pooling a portion of such funds with a portion of funds available to other recipients for innovative initiatives.				
(20) Supporting other CTE activities consistent with the purposes of the Act.				

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

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District: KERN CCD  
Agreement No.: 12-C01-023  
Amount Encumbered: Amount Encumbered: \$975,541

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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 <http://misweb.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, 2012 to and including August 31, 2013. All performance under this allocation agreement shall be completed by June 30, 2013, 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.

Sandra Serrano

\_\_\_\_\_  
District Chief Executive Officer

Chancellor

\_\_\_\_\_  
Title

2100 Chester Avenue , Bakersfield, CA 93301-4099

\_\_\_\_\_  
Address

05/14/2012

\_\_\_\_\_  
Date

DISTRICT CONTACT INFORMATION FORM

District: KERN CCD

Agreement No.: 12-C01-023

Address: 2100 Chester Avenue

City: Bakersfield

State: CA ZIP: 93301 - 4099

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District Contact/Project Director

Name: John Means

Title: Associate Chancellor

Phone: 661 - 336-5036 ext.

Fax: 661 - 336-5009

Email: jmeans@kccd.edu

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District Superintendent/President

Name: Sandra Serrano

Title: Chancellor

Phone: 661 - 336-5104 ext.

Fax: 661 - 336-5025

Email: sserrano@kccd.edu

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District Business Officer

Name: Tom Burke

Title: Chief Financial Officer

Phone: 661 - 336-5117 ext.

Fax: 661 - 336-5025

Email: tburke@kccd.edu

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

Name: Hamid Eydgahi

Title: Admin\_Title

Phone: 661 - 395-4921 ext.

Fax: 661 - 395-4687

College: BAKERSFIELD

Email: heydgahi@bakersfieldcollege.edu

---

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

Name: Valerie Karnes

Title: Admin\_Title

Phone: 760 - 384-6261 ext.

Fax: 760 - 375-4776

College: CERRO COSO

Email: vkarnes@cerrocoso.edu

---

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

Name: Bill Henry

Title: Admin\_Title

Phone: 559 - 791-2329 ext.

Fax: 559 - 791-2408

College: PORTERVILLE

Email: bhenry@portervillecollege.edu

District Aggregate Core Indicator Informaton  
(2012-2013)

District/College: KERN DISTRICT

Agreement No.: 12-C01-023

Please review the District Aggregate form at: <http://misweb.cccco.edu> 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:

- 18 of the 34 are at or above the State negotiated level(s);
- 12 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 IN 2012-2013  
 INCLUDE FUNDING FOR ACROSS CTE PROGRAMS**

District/College: KERN DISTRICT

Agreement No.: 12-C01-023

TOP Codes (*2-,4-, and 6-digit)	TOP Code Title	Program Title	Section IV: Budget Summary by TOP Code Direct	Section IV: Budget Summary by TOP Code **Admin	Section IV: Budget Summary by TOP Code Combined Budget
<p>*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.</p> <p>**Amount is shown only if district permits Administration costs at the program level.</p>					
Across CTE Programs - Assigned in Order of Entry	Across CTE Programs	Program Title / CTE Related Activity	Across CTE Programs Section IV: Budget Summary Direct	Across CTE Programs Section IV: Budget Summary **Admin	Across CTE Programs Section IV: Budget Summary Combined Budget
Admin-01	Administration	Administration		\$ 23,227	\$ 23,227
Total budget for all categories			Direct	Admin	Combined Budget
Total			\$ 0	\$ 23,227	\$ 23,227



**Application Budget Summary by TOP Code**

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

District/College: KERN DISTRICT  
 Program Title: Administration

Agreement No.: 12-C01-023

Line No.	Acct. No.	Object of Expenditure	Direct Program Expenditure	Administrative Expenditure (if allowed at the program level)	Total
1	1000	Instructional Salaries	0	23,227	23,227
2	2000	Non-Inst. Salaries	0	0	0
3	3000	Employee Benefits	0	0	0
4	4000	Supplies & Materials	0	0	0
5	5000	Other Operating Expenses & Services	0	0	0
6	6000	Capital Outlay	0	0	0
7	7000	Other Outgo	0	0	0
		Total Expenditure	0	23,227	23,227

\*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 2012-2013 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 Informaton  
(2012-2013)

District/College: BAKERSFIELD COLLEGE

Agreement No.: 12-C01-023

Please review the College Aggregate form at: <http://misweb.cccco.edu> 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:

- 16 of the 34 are at or above the State negotiated level(s);
- 14 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 IN 2012-2013  
 INCLUDE FUNDING FOR ACROSS CTE PROGRAMS**

District/College: BAKERSFIELD COLLEGE

Agreement No.: 12-C01-023

TOP Codes (*2-,4-, and 6-digit)	TOP Code Title	Program Title	Section IV: Budget Summary by TOP Code Direct	Section IV: Budget Summary by TOP Code **Admin	Section IV: Budget Summary by TOP Code Combined Budget
0948.00-01	Automotive Technology	Automotive Technology	\$ 25,000	\$ 0	\$ 25,000
1030.00-01	Graphic Art and Design	Digital Arts	\$ 5,300	\$ 0	\$ 5,300
1225.00-01	Radiologic Technology	Radiologic Technology	\$ 4,500	\$ 0	\$ 4,500
1305.00-01	Child Development/Early Care and Educati	Child Development	\$ 15,691	\$ 0	\$ 15,691
1306.00-01	Nutrition, Foods, and Culinary Arts	Nutrition, Foods, and Culinary Arts	\$ 5,000	\$ 0	\$ 5,000

\*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	Across CTE Programs	Program Title / CTE Related Activity	Across CTE Programs Section IV: Budget Summary Direct	Across CTE Programs Section IV: Budget Summary **Admin	Across CTE Programs Section IV: Budget Summary Combined Budget
Across-01	Across CTE Programs	Across Programs	\$ 566,328	\$ 0	\$ 566,328
Admin-01	Administration	Administration		\$ 15,629	\$ 15,629

Total budget for all categories	Direct	Admin	Combined Budget
Total	\$ 621,819	\$ 15,629	\$ 637,448

**Local Application Program Information by TOP Code**

College: BAKERSFIELD COLLEGE

Agreement No.: 12-C01-023

Program Title: Across Programs

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

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

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

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

**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. Permissible 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:**

- |  |   |
|--|---|
| <input checked="" type="checkbox"/> Professional Dev. (including stipends) | <input checked="" type="checkbox"/> Instructional Materials Purchase/Replacement (including software) |
| <input type="checkbox"/> Instructional Equipment Purchase/Replacement      | <input type="checkbox"/> Project Administration   |
| <input type="checkbox"/> Facility rental/lease (off-campus location)       | <input checked="" type="checkbox"/> Programs/Services for Special Populations                         |
| <input checked="" type="checkbox"/> Curriculum Development                 | <input type="checkbox"/> Consultants or Other Contracted Services                                     |
| <input checked="" type="checkbox"/> Program Marketing and Outreach         | <input type="checkbox"/> Other(specify)   |

**Application Budget Summary Across CTE Programs**

COMPLETE BUDGET SUMMARY FORMS IDENTIFYING PERKINS TITLE I-C CATEGORICAL EXPENDITURE  
 TOTALS BY ACROSS CTE PROGRAMS BY DISTRICT/COLLEGE.

District/College: BAKERSFIELD COLLEGE

Agreement No.: 12-C01-023

Program Title: Across Programs

Line No.	Acct. No.	Object of Expenditure	Direct Program Expenditure	Administrative Expenditure* (not to exceed 5% of total district expenditures)	Total
1	1000	Instructional Salaries	0	0	0
2	2000	Non-Inst. Salaries	226,348	0	226,348
3	3000	Employee Benefits	38,426	0	38,426
4	4000	Supplies & Materials	84,738	0	84,738
5	5000	Other Operating Expenses & Services	216,816	0	216,816
6	6000	Capital Outlay	0	0	0
7	7000	Other Outgo	0	0	0
		Total Expenditure	566,328	0	566,328

\*District total administration expenditure can not exceed 5% of district total expenditure.

Note: Final Report of expenditures for 2012-2013 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  
(2012-2013)

District/College: BAKERSFIELD COLLEGE

Agreement No.: 12-C01-023

Program Title: Automotive Technology

TOP Code: 094800

Please review the College Aggregate form at: <http://misweb.cccco.edu> 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:

3 of the 34 are at or above the State negotiated level(s);

9 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: Automotive Technology

Agreement No.: 12-C01-023  
 TOP Code: 094800

**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.)**

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

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

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

>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.		Indicate with a check mark which requirements have been met, below.	
Requirements for Uses of Funds		MET	UNMET
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)]	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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)]	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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)]	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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)]	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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)]	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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)]	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7.	Initiate, improve, expand and modernize quality CTE programs, including relevant technology. [§135(b)(7)]	<input checked="" type="checkbox"/>	<input type="checkbox"/>

8.	Provide services and activities that are of sufficient size, scope and quality to be effective. [§135(b)(8)]	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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)]	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**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.)**

Provide professional development and training to faculty to met #5

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:**

- |  |   |
|--|---|
| <input checked="" type="checkbox"/> Professional Dev. (including stipends) | <input checked="" type="checkbox"/> Instructional Materials Purchase/Replacement (including software) |
| <input type="checkbox"/> Instructional Equipment Purchase/Replacement      | <input type="checkbox"/> Project Administration   |
| <input type="checkbox"/> Facility rental/lease (off-campus location)       | <input checked="" type="checkbox"/> Programs/Services for Special Populations                         |
| <input checked="" type="checkbox"/> Curriculum Development                 | <input type="checkbox"/> Consultants or Other Contracted Services                                     |
| <input checked="" type="checkbox"/> Program Marketing and Outreach         | <input type="checkbox"/> 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: Automotive Technology

Agreement No.: 12-C01-023  
 TOP Code: 094800

Line No.	Acct. No.	Object of Expenditure	Direct Program Expenditure	Administrative Expenditure* (not to exceed 5% of total district expenditures)	Total
1	1000	Instructional Salaries	0	0	0
2	2000	Non-Inst. Salaries	0	0	0
3	3000	Employee Benefits	0	0	0
4	4000	Supplies & Materials	0	0	0
5	5000	Other Operating Expenses & Services	25,000	0	25,000
6	6000	Capital Outlay	0	0	0
7	7000	Other Outgo	0	0	0
		Total Expenditure	25,000	0	25,000

\*District total administration expenditure can not exceed 5% of district total expenditure.

Note: Final Report of expenditures for 2012-2013 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  
(2012-2013)

District/College: BAKERSFIELD COLLEGE  
Program Title: Digital Arts

Agreement No.: 12-C01-023  
TOP Code: 103000

Please review the College Aggregate form at: <http://misweb.cccco.edu> 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: Digital Arts

Agreement No.: 12-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.)**

Skill Attainment is below the state performance level. Connecting with the high school teachers is very important to prepare students for college level course work. Faculty need to stay current with industry.

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

Host a meeting between secondary and post-secondary teachers where skill attainment will be addressed. By bringing the secondary educators to campus, we will assist them in preparing their students to bridge the skill attainment gap. This also strengthen collaboration/relationships with out high school colleagues. Conference attendance will ensure that our professors stay current with the industry. And meeting with Advisory Committee

>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.		Indicate with a check mark which requirements have been met, below.	
Requirements for Uses of Funds		MET	UNMET
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)]	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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)]	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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)]	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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)]	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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)]	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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)]	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7.	Initiate, improve, expand and modernize quality CTE programs, including relevant technology. [§135(b)(7)]	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8.	Provide services and activities that are of sufficient size, scope and quality to be effective. [§135(b)(8)]	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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)]	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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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)]
- 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:**

- |  |  |
|--|--|
| <input checked="" type="checkbox"/> Professional Dev. (including stipends) | <input type="checkbox"/> Instructional Materials Purchase/Replacement (including software) |
| <input type="checkbox"/> Instructional Equipment Purchase/Replacement      | <input type="checkbox"/> Project Administration  |
| <input type="checkbox"/> Facility rental/lease (off-campus location)       | <input type="checkbox"/> Programs/Services for Special Populations                         |
| <input type="checkbox"/> Curriculum Development                            | <input type="checkbox"/> Consultants or Other Contracted Services                          |
| <input checked="" type="checkbox"/> Program Marketing and Outreach         | <input type="checkbox"/> 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 Arts

Agreement No.: 12-C01-023  
 TOP Code: 103000

Line No.	Acct. No.	Object of Expenditure	Direct Program Expenditure	Administrative Expenditure* (not to exceed 5% of total district expenditures)	Total
1	1000	Instructional Salaries	0	0	0
2	2000	Non-Inst. Salaries	0	0	0
3	3000	Employee Benefits	0	0	0
4	4000	Supplies & Materials	500	0	500
5	5000	Other Operating Expenses & Services	4,800	0	4,800
6	6000	Capital Outlay	0	0	0
7	7000	Other Outgo	0	0	0
		Total Expenditure	5,300	0	5,300

\*District total administration expenditure can not exceed 5% of district total expenditure.

Note: Final Report of expenditures for 2012-2013 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  
(2012-2013)

District/College: BAKERSFIELD COLLEGE

Agreement No.: 12-C01-023

Program Title: Radiologic Technology

TOP Code: 122500

Please review the College Aggregate form at: <http://misweb.cccco.edu> 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);
- 3 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: Radiologic Technology

Agreement No.: 12-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.)**

Persistence are below the state performance level. Have faculty attend staff development activities. Attendance of relevant regional conferences/workshops on medical imaging education and current x-ray technologies and student success workshops.

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

Professional development is necessary for faculty remain current in the medical industry technologie (digital imaging, computed tomography, etc). Both regular and nontraditional learners will benefit from new student engagement activites that will implement industry standards. This will enable students to transition between the classroom and clinical environment and imporve student success and persistence. the workshops will be taught to coordinate with the core lectre radiography courses taught in the first year.

>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.		Indicate with a check mark which requirements have been met, below.	
Requirements for Uses of Funds		MET	UNMET
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)]	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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)]	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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)]	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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)]	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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)]	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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)]	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7.	Initiate, improve, expand and modernize quality CTE programs, including relevant technology. [§135(b)(7)]	<input checked="" type="checkbox"/>	<input type="checkbox"/>

8.	Provide services and activities that are of sufficient size, scope and quality to be effective. [§135(b)(8)]	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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)]	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**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:**

- |  |  |
|--|--|
| <input checked="" type="checkbox"/> Professional Dev. (including stipends) | <input type="checkbox"/> Instructional Materials Purchase/Replacement (including software) |
| <input type="checkbox"/> Instructional Equipment Purchase/Replacement      | <input type="checkbox"/> Project Administration  |
| <input type="checkbox"/> Facility rental/lease (off-campus location)       | <input type="checkbox"/> Programs/Services for Special Populations                         |
| <input type="checkbox"/> Curriculum Development                            | <input type="checkbox"/> Consultants or Other Contracted Services                          |
| <input checked="" type="checkbox"/> Program Marketing and Outreach         | <input type="checkbox"/> 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: Radiologic Technology

Agreement No.: 12-C01-023  
 TOP Code: 122500

Line No.	Acct. No.	Object of Expenditure	Direct Program Expenditure	Administrative Expenditure* (not to exceed 5% of total district expenditures)	Total
1	1000	Instructional Salaries	0	0	0
2	2000	Non-Inst. Salaries	0	0	0
3	3000	Employee Benefits	0	0	0
4	4000	Supplies & Materials	0	0	0
5	5000	Other Operating Expenses & Services	4,500	0	4,500
6	6000	Capital Outlay	0	0	0
7	7000	Other Outgo	0	0	0
		Total Expenditure	4,500	0	4,500

\*District total administration expenditure can not exceed 5% of district total expenditure.

Note: Final Report of expenditures for 2012-2013 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  
(2012-2013)

District/College: BAKERSFIELD COLLEGE  
Program Title: Child Development

Agreement No.: 12-C01-023  
TOP Code: 130500

Please review the College Aggregate form at: <http://misweb.cccco.edu> 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: Child Development

Agreement No.: 12-C01-023  
 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.)**

Skill Attainment is below state performance level. Non-traditional completion is below state level.

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

The program will continue to provide an Academic Assistance Program (AAP) whereby faculty will identify early in the semester "at risk" students to be mentored/tutored and/or referred to the AAP program where individual assistance is provided to the student in his/her problem area. We will continue to work on recruitment of the non-traditional students to the program. The program will invite all students enrolled in Child Development to attend a two hour Open House to discuss their goals, responsibilities and how tos of college life. The program will invite first time incoming students to a "boot camp" 3 days prior to the start of the semester to be mentored and tutored in math, writing skills, and other program skills.

>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.		Indicate with a check mark which requirements have been met, below.	
Requirements for Uses of Funds		MET	UNMET
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)]	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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)]	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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)]	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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)]	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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)]	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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)]	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7.	Initiate, improve, expand and modernize quality CTE programs, including relevant technology. [§135(b)(7)]	<input checked="" type="checkbox"/>	<input type="checkbox"/>



8.	Provide services and activities that are of sufficient size, scope and quality to be effective. [§135(b)(8)]	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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)]	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**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:**

- |  |  |
|--|--|
| <input checked="" type="checkbox"/> Professional Dev. (including stipends) | <input type="checkbox"/> Instructional Materials Purchase/Replacement (including software) |
| <input type="checkbox"/> Instructional Equipment Purchase/Replacement      | <input type="checkbox"/> Project Administration  |
| <input type="checkbox"/> Facility rental/lease (off-campus location)       | <input checked="" type="checkbox"/> Programs/Services for Special Populations              |
| <input checked="" type="checkbox"/> Curriculum Development                 | <input type="checkbox"/> Consultants or Other Contracted Services                          |
| <input checked="" type="checkbox"/> Program Marketing and Outreach         | <input type="checkbox"/> 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: Child Development

Agreement No.: 12-C01-023  
 TOP Code: 130500

Line No.	Acct. No.	Object of Expenditure	Direct Program Expenditure	Administrative Expenditure* (not to exceed 5% of total district expenditures)	Total
1	1000	Instructional Salaries	5,500	0	5,500
2	2000	Non-Inst. Salaries	0	0	0
3	3000	Employee Benefits	691	0	691
4	4000	Supplies & Materials	0	0	0
5	5000	Other Operating Expenses & Services	9,500	0	9,500
6	6000	Capital Outlay	0	0	0
7	7000	Other Outgo	0	0	0
		Total Expenditure	15,691	0	15,691

\*District total administration expenditure can not exceed 5% of district total expenditure.

Note: Final Report of expenditures for 2012-2013 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  
(2012-2013)

District/College: BAKERSFIELD COLLEGE                      Agreement No.: 12-C01-023  
Program Title: Nutrition, Foods, and Culinary Arts                      TOP Code: 130600

Please review the College Aggregate form at: <http://misweb.cccco.edu> 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);
- 7 of the 34 are below the State negotiated level(s);
- 14 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

Agreement No.: 12-C01-023

Program Title: Nutrition, Foods, and 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.)**

Core indicator #2 completion. Core indicator #5 Non-traditional is below state level.

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

We will provide a one-day Culinary Arts Open House to high school students in our service area as Bakersfield College has the only Culinary Arts program in our district. High school teachers are invited to the college campus restaurant to see the students in action. Non-traditional and special population students are exposed to the professional career of Culinary Arts/Food Services. Invite students to attend a Open House prior to start of semester to discuss goals, responsibilities, and college how tos. Invite students to "Boot Camp" three days prior to start of semester to receive mentoring tutoring in math, writing skills, portfolio projects etc.

>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.		Indicate with a check mark which requirements have been met, below.	
Requirements for Uses of Funds		MET	UNMET
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)]	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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)]	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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)]	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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)]	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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)]	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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)]	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7.	Initiate, improve, expand and modernize quality CTE programs, including relevant technology. [§135(b)(7)]	<input checked="" type="checkbox"/>	<input type="checkbox"/>

8.	Provide services and activities that are of sufficient size, scope and quality to be effective. [§135(b)(8)]	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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)]	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**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:**

- |   |  |
|---|--|
| <input type="checkbox"/> Professional Dev. (including stipends)       | <input type="checkbox"/> Instructional Materials Purchase/Replacement (including software) |
| <input type="checkbox"/> Instructional Equipment Purchase/Replacement | <input type="checkbox"/> Project Administration  |
| <input type="checkbox"/> Facility rental/lease (off-campus location)  | <input checked="" type="checkbox"/> Programs/Services for Special Populations              |
| <input type="checkbox"/> Curriculum Development                       | <input type="checkbox"/> Consultants or Other Contracted Services                          |
| <input checked="" type="checkbox"/> Program Marketing and Outreach    | <input type="checkbox"/> 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.: 12-C01-023

Program Title: Nutrition, Foods, and Culinary Arts

TOP Code: 130600

Line No.	Acct. No.	Object of Expenditure	Direct Program Expenditure	Administrative Expenditure* (not to exceed 5% of total district expenditures)	Total
1	1000	Instructional Salaries	0	0	0
2	2000	Non-Inst. Salaries	0	0	0
3	3000	Employee Benefits	0	0	0
4	4000	Supplies & Materials	1,500	0	1,500
5	5000	Other Operating Expenses & Services	3,500	0	3,500
6	6000	Capital Outlay	0	0	0
7	7000	Other Outgo	0	0	0
		Total Expenditure	5,000	0	5,000

\*District total administration expenditure can not exceed 5% of district total expenditure.

Note: Final Report of expenditures for 2012-2013 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)



**Application Budget Summary by TOP Code**

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

District/College: BAKERSFIELD COLLEGE  
 Program Title: Administration

Agreement No.: 12-C01-023

Line No.	Acct. No.	Object of Expenditure	Direct Program Expenditure	Administrative Expenditure (if allowed at the program level)	Total
1	1000	Instructional Salaries	0	0	0
2	2000	Non-Inst. Salaries	0	6,825	6,825
3	3000	Employee Benefits	0	2,214	2,214
4	4000	Supplies & Materials	0	0	0
5	5000	Other Operating Expenses & Services	0	6,590	6,590
6	6000	Capital Outlay	0	0	0
7	7000	Other Outgo	0	0	0
		Total Expenditure	0	15,629	15,629

\*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 2012-2013 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 Informaton  
(2012-2013)

District/College: CERRO COSO COMMUNITY COLLEGE Agreement No.: 12-C01-023

Please review the College Aggregate form at: <http://misweb.cccco.edu> 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:

- 12 of the 34 are at or above the State negotiated level(s);
- 10 of the 34 are below the State negotiated level(s);
- 12 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 IN 2012-2013  
 INCLUDE FUNDING FOR ACROSS CTE PROGRAMS**

District/College: CERRO COSO COMMUNITY COLLEGE

Agreement No.: 12-C01-023

TOP Codes (*2-,4-, and 6-digit)	TOP Code Title	Program Title	Section IV: Budget Summary by TOP Code Direct	Section IV: Budget Summary by TOP Code **Admin	Section IV: Budget Summary by TOP Code Combined Budget
0514.00-01	Office Technology/Office Computer Applic	Business Office Technology	\$ 4,000	\$ 0	\$ 4,000
0614.00-01	Digital Media	Digital Media Arts	\$ 2,886	\$ 0	\$ 2,886
0956.00-01	Manufacturing and Industrial Technology	Industrial Technology	\$ 2,000	\$ 0	\$ 2,000
1230.20-01	Licensed Vocational Nursing	Licensed Vocational Nursing	\$ 6,000	\$ 0	\$ 6,000
1250.00-01	Emergency Medical Services	Emergency Medical Services	\$ 1,000	\$ 0	\$ 1,000
1305.00-01	Child Development/Early Care and Educati	Child Development/Early Care and Educati	\$ 7,000	\$ 0	\$ 7,000
2104.00-01	Human Services	Human Services	\$ 4,500	\$ 0	\$ 4,500
2105.50-01	Police Academy	Police Academy	\$ 1,000	\$ 0	\$ 1,000

\*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	Across CTE Programs	Program Title / CTE Related Activity	Across CTE Programs Section IV: Budget Summary Direct	Across CTE Programs Section IV: Budget Summary **Admin	Across CTE Programs Section IV: Budget Summary Combined Budget
Across-01	Across CTE Programs	Across CTE Program	\$ 97,105	\$ 0	\$ 97,105
Admin-01	Administration	Administration		\$ 3,154	\$ 3,154

Total budget for all categories			Direct	Admin	Combined Budget
Total			\$ 125,491	\$ 3,154	\$ 128,645

**Local Application Program Information by TOP Code**

College: CERRO COSO COMMUNITY COLLEGE

Agreement No.: 12-C01-023

Program Title: Across CTE Program

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

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 implemented the use of technology (iPads) for skill attainment and it appears to have an excellent impact, so we are continuing. Many of our areas require close contact with students, so we will focus in the next year with high touch student services.

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

Outreach to K12 for nontraditional participation in programs will be done. In addition review of curriculum and alignment of career pathways will be used to assist traditional and nontraditional students in enter career field. College personnel will work with faculty to identify program students that may be close to completion and assist them in the paperwork to get their degree/certificates. Students that are close to completing will be notified to assist in the persistence. Monitoring will be done.

**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.**

- |                          |   |
|--------------------------|---|
| <input type="checkbox"/> | 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)]   |
| <input type="checkbox"/> | 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)]  |
| <input type="checkbox"/> | 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)]  |
| <input type="checkbox"/> | 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)]  |
| <input type="checkbox"/> | 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)] |
| <input type="checkbox"/> | 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)]   |
| <input type="checkbox"/> | 7. Initiate, improve, expand and modernize quality CTE programs, including relevant technology. [§135(b)(7)]  |
| <input type="checkbox"/> | 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.

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:**

- |  |   |
|--|---|
| <input checked="" type="checkbox"/> Professional Dev. (including stipends)       | <input checked="" type="checkbox"/> Instructional Materials Purchase/Replacement (including software) |
| <input checked="" type="checkbox"/> Instructional Equipment Purchase/Replacement | <input type="checkbox"/> Project Administration   |
| <input type="checkbox"/> Facility rental/lease (off-campus location)             | <input type="checkbox"/> Programs/Services for Special Populations                                    |
| <input checked="" type="checkbox"/> Curriculum Development                       | <input type="checkbox"/> Consultants or Other Contracted Services                                     |
| <input checked="" type="checkbox"/> Program Marketing and Outreach               | <input type="checkbox"/> Other(specify)   |

**Application Budget Summary Across CTE Programs**

COMPLETE BUDGET SUMMARY FORMS IDENTIFYING PERKINS TITLE I-C CATEGORICAL EXPENDITURE  
 TOTALS BY ACROSS CTE PROGRAMS BY DISTRICT/COLLEGE.

District/College: CERRO COSO COMMUNITY COLLEGE Agreement No.: 12-C01-023

Program Title: Across CTE Program

Line No.	Acct. No.	Object of Expenditure	Direct Program Expenditure	Administrative Expenditure* (not to exceed 5% of total district expenditures)	Total
1	1000	Instructional Salaries	0	0	0
2	2000	Non-Inst. Salaries	49,923	0	49,923
3	3000	Employee Benefits	12,570	0	12,570
4	4000	Supplies & Materials	9,745	0	9,745
5	5000	Other Operating Expenses & Services	24,867	0	24,867
6	6000	Capital Outlay	0	0	0
7	7000	Other Outgo	0	0	0
		Total Expenditure	97,105	0	97,105

\*District total administration expenditure can not exceed 5% of district total expenditure.

Note: Final Report of expenditures for 2012-2013 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  
(2012-2013)

District/College: CERRO COSO COMMUNITY COLLEGE Agreement No.: 12-C01-023  
Program Title: Business Office Technology TOP Code: 051400

Please review the College Aggregate form at: <http://misweb.cccco.edu> 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:

- 3 of the 34 are at or above the State negotiated level(s);
- 3 of the 34 are below the State negotiated level(s);
- 28 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: Business Office Technology

Agreement No.: 12-C01-023  
 TOP Code: 051400

**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 indicator are below state levels in nontraditional participation, persistence and completion. There is no systematic method to identify student who are close to completing and/or have already earned certificates/degrees. Outreach to nontraditional participative populations needs to be stepped up to encourage males in the BOT field.

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

Outreach to high schools for nontraditional participation in programs will be done. In addition review of curriculum and alignment of career pathways will be used to assist traditional and nontraditional students in enter career field. College personnel will work with faculty to identify program students that may be close to completion and assist them in the paperwork to get their degree/certificates. Students that are close to completing will be notified to assist in the persistence. Monitoring will be done.

>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.		Indicate with a check mark which requirements have been met, below.	
Requirements for Uses of Funds		MET	UNMET
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)]	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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)]	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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)]	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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)]	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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)]	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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)]	<input type="checkbox"/>	<input checked="" type="checkbox"/>
7.	Initiate, improve, expand and modernize quality CTE programs, including relevant technology. [§135(b)(7)]	<input type="checkbox"/>	<input checked="" type="checkbox"/>

8.	Provide services and activities that are of sufficient size, scope and quality to be effective. [§135(b)(8)]	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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)]	<input type="checkbox"/>	<input checked="" type="checkbox"/>

**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.)**

Outreach to high schools for nontraditional participation in programs will be done. In addition review of curriculum and alignment of career pathways will be used to assist traditional and nontraditional students in enter career field. College personnel will work with faculty to identify program students that may be close to completion and assist them in the paperwork to get their degree/certificates. Students that are close to completing will be notified to assist in the persistence. Monitoring will be done.

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:**

- |  |   |
|--|---|
| <input checked="" type="checkbox"/> Professional Dev. (including stipends) | <input checked="" type="checkbox"/> Instructional Materials Purchase/Replacement (including software) |
| <input type="checkbox"/> Instructional Equipment Purchase/Replacement      | <input type="checkbox"/> Project Administration   |
| <input type="checkbox"/> Facility rental/lease (off-campus location)       | <input type="checkbox"/> Programs/Services for Special Populations                                    |
| <input checked="" type="checkbox"/> Curriculum Development                 | <input type="checkbox"/> Consultants or Other Contracted Services                                     |
| <input checked="" type="checkbox"/> Program Marketing and Outreach         | <input type="checkbox"/> 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: Business Office Technology

Agreement No.: 12-C01-023  
 TOP Code: 051400

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

\*District total administration expenditure can not exceed 5% of district total expenditure.

Note: Final Report of expenditures for 2012-2013 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  
(2012-2013)

District/College: CERRO COSO COMMUNITY COLLEGE Agreement No.: 12-C01-023  
Program Title: Digital Media Arts TOP Code: 061400

Please review the College Aggregate form at: <http://misweb.cccco.edu> 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);  
34 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: Digital Media Arts

Agreement No.: 12-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.)**

Student learning outcomes need to be assessed to evaluate learning effectiveness and support skills attainment, completion, persistence, and placement among traditional students and special populations. Curricula must keep pace with rapid advances in the industry. Varied learning styles need to be addressed for the attainment of complex concepts. Program needs web hosting solutions for curricular and extra-curricular learning support and job placement and search engine optimization for brochure web site. Gaps in student success online is significantly lower than onground classes.

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

Outreach to high schools for nontraditional participation in programs will be done. In addition review of curriculum and alignment of career pathways will be used to assist traditional and nontraditional students in enter career field. College personnel will work with faculty to identify program students that may be close to completion and assist them in the paperwork to get their degree/certificates. Students that are close to completing will be notified to assist in the persistence. Monitoring will be done.

>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.		Indicate with a check mark which requirements have been met, below.	
Requirements for Uses of Funds		MET	UNMET
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)]	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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)]	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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)]	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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)]	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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)]	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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)]	<input type="checkbox"/>	<input checked="" type="checkbox"/>

7.	Initiate, improve, expand and modernize quality CTE programs, including relevant technology. [§135(b)(7)]	<input type="checkbox"/>	<input checked="" type="checkbox"/>
8.	Provide services and activities that are of sufficient size, scope and quality to be effective. [§135(b)(8)]	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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)]	<input type="checkbox"/>	<input checked="" type="checkbox"/>

**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.)**

Outreach to high schools for nontraditional participation in programs will be done. In addition review of curriculum and alignment of career pathways will be used to assist traditional and nontraditional students in enter career field. College personnel will work with faculty to identify program students that may be close to completion and assist them in the paperwork to get their degree/certificates. Students that are close to completing will be notified to assist in the persistence. Monitoring will be done.

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:**

- |  |   |
|--|---|
| <input checked="" type="checkbox"/> Professional Dev. (including stipends) | <input checked="" type="checkbox"/> Instructional Materials Purchase/Replacement (including software) |
| <input type="checkbox"/> Instructional Equipment Purchase/Replacement      | <input type="checkbox"/> Project Administration   |
| <input type="checkbox"/> Facility rental/lease (off-campus location)       | <input type="checkbox"/> Programs/Services for Special Populations                                    |
| <input checked="" type="checkbox"/> Curriculum Development                 | <input type="checkbox"/> Consultants or Other Contracted Services                                     |
| <input checked="" type="checkbox"/> Program Marketing and Outreach         | <input type="checkbox"/> 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: Digital Media Arts

Agreement No.: 12-C01-023  
 TOP Code: 061400

Line No.	Acct. No.	Object of Expenditure	Direct Program Expenditure	Administrative Expenditure* (not to exceed 5% of total district expenditures)	Total
1	1000	Instructional Salaries	0	0	0
2	2000	Non-Inst. Salaries	0	0	0
3	3000	Employee Benefits	0	0	0
4	4000	Supplies & Materials	886	0	886
5	5000	Other Operating Expenses & Services	2,000	0	2,000
6	6000	Capital Outlay	0	0	0
7	7000	Other Outgo	0	0	0
		Total Expenditure	2,886	0	2,886

\*District total administration expenditure can not exceed 5% of district total expenditure.

Note: Final Report of expenditures for 2012-2013 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  
(2012-2013)

District/College: CERRO COSO COMMUNITY COLLEGE Agreement No.: 12-C01-023  
Program Title: Industrial Technology TOP Code: 095600

Please review the College Aggregate form at: <http://misweb.cccco.edu> 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:

- 1 of the 34 are at or above the State negotiated level(s);
- 3 of the 34 are below the State negotiated level(s);
- 30 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 Technology

Agreement No.: 12-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.)**

The core indicators indicate that the program is deficient in persistence and non-traditional participation and completion. In addition, curriculum needs to be modified in the Engineering Technology and Electronics Technology areas in order to align it with the K12 system to increase persistence and encourage non-traditional participation.

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

Outreach to high schools for nontraditional participation in programs will be done. In addition review of curriculum and alignment of career pathways will be used to assist traditional and nontraditional students in enter career field. Curriculum will be modified to modernize it. College personnel will work with faculty to identify program students that may be close to completion and assist them in the paperwork to get their degree/certificates. Students that are close to completing will be notified to assist in the persistence. Monitoring will be done.

>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.		Indicate with a check mark which requirements have been met, below.	
Requirements for Uses of Funds		MET	UNMET
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)]	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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)]	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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)]	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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)]	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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)]	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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)]	<input type="checkbox"/>	<input checked="" type="checkbox"/>
7.	Initiate, improve, expand and modernize quality CTE programs, including relevant technology. [§135(b)(7)]	<input type="checkbox"/>	<input checked="" type="checkbox"/>

8.	Provide services and activities that are of sufficient size, scope and quality to be effective. [§135(b)(8)]	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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)]	<input type="checkbox"/>	<input checked="" type="checkbox"/>

**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.)**

Outreach to high schools for nontraditional participation in programs will be done. In addition review of curriculum and alignment of career pathways will be used to assist traditional and nontraditional students in enter career field. Curriculum will be modified to modernize it. College personnel will work with faculty to identify program students that may be close to completion and assist them in the paperwork to get their degree/certificates. Students that are close to completing will be notified to assist in the persistence. Monitoring will be done.

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:**

- |  |   |
|--|---|
| <input checked="" type="checkbox"/> Professional Dev. (including stipends)       | <input checked="" type="checkbox"/> Instructional Materials Purchase/Replacement (including software) |
| <input checked="" type="checkbox"/> Instructional Equipment Purchase/Replacement | <input type="checkbox"/> Project Administration   |
| <input type="checkbox"/> Facility rental/lease (off-campus location)             | <input type="checkbox"/> Programs/Services for Special Populations                                    |
| <input checked="" type="checkbox"/> Curriculum Development                       | <input type="checkbox"/> Consultants or Other Contracted Services                                     |
| <input checked="" type="checkbox"/> Program Marketing and Outreach               | <input type="checkbox"/> 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 Technology

Agreement No.: 12-C01-023  
 TOP Code: 095600

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

\*District total administration expenditure can not exceed 5% of district total expenditure.

Note: Final Report of expenditures for 2012-2013 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  
(2012-2013)

District/College: CERRO COSO COMMUNITY COLLEGE Agreement No.: 12-C01-023  
Program Title: Licensed Vocational Nursing TOP Code: 123020

Please review the College Aggregate form at: <http://misweb.cccco.edu> 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);
- 6 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: Licensed Vocational Nursing

Agreement No.: 12-C01-023  
 TOP Code: 123020

**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 show problems in non-traditional participation. Outreach to non-traditional students needs to be expanded and support for their completion needs to be addressed.

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

Outreach to high schools for nontraditional participation in programs will be done. In addition review of curriculum and alignment of career pathways will be used to assist traditional and nontraditional students in enter career field. Use of additional technology will be employed to engage non-traditional participants to enroll.College personnel will work with faculty to identify program students that may be close to completion and assist them in the paperwork to get their degree/certificates. Students that are close to completing will be notified to assist in the persistence. Monitoring will be done.

>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.		Indicate with a check mark which requirements have been met, below.	
Requirements for Uses of Funds		MET	UNMET
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)]	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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)]	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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)]	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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)]	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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)]	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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)]	<input type="checkbox"/>	<input checked="" type="checkbox"/>
7.	Initiate, improve, expand and modernize quality CTE programs, including relevant technology. [§135(b)(7)]	<input type="checkbox"/>	<input checked="" type="checkbox"/>



8.	Provide services and activities that are of sufficient size, scope and quality to be effective. [§135(b)(8)]	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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)]	<input type="checkbox"/>	<input checked="" type="checkbox"/>

**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.)**

Outreach to high schools for nontraditional participation in programs will be done. In addition review of curriculum and alignment of career pathways will be used to assist traditional and nontraditional students in enter career field. College personnel will work with faculty to identify program students that may be close to completion and assist them in the paperwork to get their degree/certificates. Students that are close to completing will be notified to assist in the persistence. Monitoring will be done.

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:**

- |  |   |
|--|---|
| <input checked="" type="checkbox"/> Professional Dev. (including stipends)       | <input checked="" type="checkbox"/> Instructional Materials Purchase/Replacement (including software) |
| <input checked="" type="checkbox"/> Instructional Equipment Purchase/Replacement | <input type="checkbox"/> Project Administration   |
| <input type="checkbox"/> Facility rental/lease (off-campus location)             | <input checked="" type="checkbox"/> Programs/Services for Special Populations                         |
| <input type="checkbox"/> Curriculum Development                                  | <input type="checkbox"/> Consultants or Other Contracted Services                                     |
| <input checked="" type="checkbox"/> Program Marketing and Outreach               | <input type="checkbox"/> 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: Licensed Vocational Nursing

Agreement No.: 12-C01-023  
 TOP Code: 123020

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

\*District total administration expenditure can not exceed 5% of district total expenditure.

Note: Final Report of expenditures for 2012-2013 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  
(2012-2013)

District/College: CERRO COSO COMMUNITY COLLEGE Agreement No.: 12-C01-023  
Program Title: Emergency Medical Services TOP Code: 125000

Please review the College Aggregate form at: <http://misweb.cccco.edu> 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:

3 of the 34 are at or above the State negotiated level(s);  
11 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: Emergency Medical Services

Agreement No.: 12-C01-023  
 TOP Code: 125000

**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.)**

EMS Program did not meet the core indicators in the areas of skill attainment, completion and persistence. Use of state of the art technology was begun in 2012 in order to improve student skill attainment using video to identify and remediate students in learning and further engage them. Program has a local certificate only and faculty are preparing an application for a low level certificate to capture completers.

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

Outreach to high schools for nontraditional participation in programs will be done. In addition review of curriculum and alignment of career pathways will be used to assist traditional and nontraditional students in enter career field. College personnel will work with faculty to identify program students that may be close to completion and assist them in the paperwork to get their degree/certificates. Students that are close to completing will be notified to assist in the persistence. Monitoring will be done.

>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.		Indicate with a check mark which requirements have been met, below.	
Requirements for Uses of Funds		MET	UNMET
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)]	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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)]	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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)]	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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)]	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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)]	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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)]	<input type="checkbox"/>	<input checked="" type="checkbox"/>
7.	Initiate, improve, expand and modernize quality CTE programs, including relevant technology.	<input type="checkbox"/>	<input type="checkbox"/>

	§135(b)(7)]	<input type="checkbox"/>	<input checked="" type="checkbox"/>
8.	Provide services and activities that are of sufficient size, scope and quality to be effective. [§135(b)(8)]	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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)]	<input type="checkbox"/>	<input checked="" type="checkbox"/>

**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.)**

Outreach to high schools for nontraditional participation in programs will be done. In addition review of curriculum and alignment of career pathways will be used to assist traditional and nontraditional students in enter career field. College personnel will work with faculty to identify program students that may be close to completion and assist them in the paperwork to get their degree/certificates. Students that are close to completing will be notified to assist in the persistence. Monitoring will be done.

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:**

- |  |   |
|--|---|
| <input checked="" type="checkbox"/> Professional Dev. (including stipends) | <input checked="" type="checkbox"/> Instructional Materials Purchase/Replacement (including software) |
| <input type="checkbox"/> Instructional Equipment Purchase/Replacement      | <input type="checkbox"/> Project Administration   |
| <input type="checkbox"/> Facility rental/lease (off-campus location)       | <input type="checkbox"/> Programs/Services for Special Populations                                    |
| <input type="checkbox"/> Curriculum Development                            | <input type="checkbox"/> Consultants or Other Contracted Services                                     |
| <input checked="" type="checkbox"/> Program Marketing and Outreach         | <input type="checkbox"/> 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: Emergency Medical Services

Agreement No.: 12-C01-023  
 TOP Code: 125000

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

\*District total administration expenditure can not exceed 5% of district total expenditure.

Note: Final Report of expenditures for 2012-2013 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  
(2012-2013)

District/College: CERRO COSO COMMUNITY COLLEGE Agreement No.: 12-C01-023  
Program Title: Child Development/Early Care and Education TOP Code: 130500

Please review the College Aggregate form at: <http://misweb.cccco.edu> 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:

- 3 of the 34 are at or above the State negotiated level(s);
- 13 of the 34 are below the State negotiated level(s);
- 18 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: Child Development/Early Care and Educati

Agreement No.: 12-C01-023  
 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.)**

Core indicator are below state levels in skill attainment, completions, persistence and nontraditional participation. Program is moving instructional program to the Child Development Center for a better instructional experience for students, using technology (iPads) for filming and remediation on skill attainment, model adult classroom will include props and toys that reflect best practices of integrated opportunities to extend learning and are anti-biased, encouraging professional development, outreach to high schools.

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

Outreach to K12 for nontraditional participation in programs will be done. Review of curriculum and alignment of career pathways will be used to assist students in enter career field. College personnel will work with faculty to identify program students that may be close to completion and assist them in the paperwork to get their degree/certificates. Students that are close to completing will be notified to assist in the persistence. Monitoring will be done. Program is moving instructional program to the Child Development Center for a better instructional experience for students, using technology (iPads) for filming and remediation on skill attainment, model adult classroom will include props and toys that reflect best practices of integrated opportunities to extend learning and are anti-biased, encouraging professional development, outreach to high schools and using a job placement specialist.

>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.		Indicate with a check mark which requirements have been met, below.	
Requirements for Uses of Funds		MET	UNMET
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)]	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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)]	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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)]	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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)]	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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.	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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)]	<input type="checkbox"/>	<input checked="" type="checkbox"/>
7.	Initiate, improve, expand and modernize quality CTE programs, including relevant technology. [§135(b)(7)]	<input type="checkbox"/>	<input checked="" type="checkbox"/>
8.	Provide services and activities that are of sufficient size, scope and quality to be effective. [§135(b)(8)]	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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)]	<input type="checkbox"/>	<input checked="" type="checkbox"/>

**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.)**

Program is moving instructional program to the Child Development Center for a better instructional experience for students, using technology (iPads) for filming and remediation on skill attainment, model adult classroom will include props and toys that reflect best practices of integrated opportunities to extend learning and are anti-biased, encouraging professional development, outreach to high schools and using a job placement specialist. Outreach to K12 for nontraditional participation in programs will be done. Review of curriculum and alignment of career pathways will be used to assist students in enter career field. College personnel will work with faculty to identify program students that may be close to completion and assist them in the paperwork to get their degree/certificates. Students that are close to completing will be notified to assist in the persistence. Monitoring will be done.

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:**

- |  |   |
|--|---|
| <input checked="" type="checkbox"/> Professional Dev. (including stipends)       | <input checked="" type="checkbox"/> Instructional Materials Purchase/Replacement (including software) |
| <input checked="" type="checkbox"/> Instructional Equipment Purchase/Replacement | <input type="checkbox"/> Project Administration   |
| <input type="checkbox"/> Facility rental/lease (off-campus location)             | <input checked="" type="checkbox"/> Programs/Services for Special Populations                         |
| <input type="checkbox"/> Curriculum Development                                  | <input type="checkbox"/> Consultants or Other Contracted Services                                     |
| <input checked="" type="checkbox"/> Program Marketing and Outreach               | <input type="checkbox"/> 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: Child Development/Early Care and Educati

Agreement No.: 12-C01-023  
 TOP Code: 130500

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

\*District total administration expenditure can not exceed 5% of district total expenditure.

Note: Final Report of expenditures for 2012-2013 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  
(2012-2013)

District/College: CERRO COSO COMMUNITY COLLEGE Agreement No.: 12-C01-023  
Program Title: Human Services TOP Code: 210400

Please review the College Aggregate form at: <http://misweb.cccco.edu> 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:

- 4 of the 34 are at or above the State negotiated level(s);
- 6 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: CERRO COSO COMMUNITY COLLEGE  
 Program Title: Human Services

Agreement No.: 12-C01-023  
 TOP Code: 210400

**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.)**

The Human Services program core indicators reflects low levels in Skill Attainment and Persistence. Some of the primary classes are taught using interactive television technology and the persistence rate and skill attainment areas have been problematic.

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

Integration in the use of supplemental materials (CDs), expanding personal faculty access (faculty will travel several times to the sites to make connections with the students) and technology (IPads use of video) will be infused in the program to assist in skill remediation.

>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.		Indicate with a check mark which requirements have been met, below.	
Requirements for Uses of Funds		MET	UNMET
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)]	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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)]	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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)]	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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)]	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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)]	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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)]	<input type="checkbox"/>	<input checked="" type="checkbox"/>
7.	Initiate, improve, expand and modernize quality CTE programs, including relevant technology. [§135(b)(7)]	<input type="checkbox"/>	<input checked="" type="checkbox"/>
8.	Provide services and activities that are of sufficient size, scope and quality to be effective. [§135(b)(8)]	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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)]	<input type="checkbox"/>	<input checked="" type="checkbox"/>
---	--------------------------	-------------------------------------

**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.)**

Integration in the use of supplemental materials (CDs), expanding personal faculty access (faculty will travel several times to the sites to make connections with the students) and technology (IPads use of video) will be infused in the program to assist in skill remediation.

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:**

- |  |   |
|--|---|
| <input checked="" type="checkbox"/> Professional Dev. (including stipends) | <input checked="" type="checkbox"/> Instructional Materials Purchase/Replacement (including software) |
| <input type="checkbox"/> Instructional Equipment Purchase/Replacement      | <input type="checkbox"/> Project Administration   |
| <input type="checkbox"/> Facility rental/lease (off-campus location)       | <input type="checkbox"/> Programs/Services for Special Populations                                    |
| <input type="checkbox"/> Curriculum Development                            | <input type="checkbox"/> Consultants or Other Contracted Services                                     |
| <input checked="" type="checkbox"/> Program Marketing and Outreach         | <input type="checkbox"/> 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: Human Services

Agreement No.: 12-C01-023  
 TOP Code: 210400

Line No.	Acct. No.	Object of Expenditure	Direct Program Expenditure	Administrative Expenditure* (not to exceed 5% of total district expenditures)	Total
1	1000	Instructional Salaries	0	0	0
2	2000	Non-Inst. Salaries	0	0	0
3	3000	Employee Benefits	0	0	0
4	4000	Supplies & Materials	1,000	0	1,000
5	5000	Other Operating Expenses & Services	3,500	0	3,500
6	6000	Capital Outlay	0	0	0
7	7000	Other Outgo	0	0	0
		Total Expenditure	4,500	0	4,500

\*District total administration expenditure can not exceed 5% of district total expenditure.

Note: Final Report of expenditures for 2012-2013 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  
(2012-2013)

District/College: CERRO COSO COMMUNITY COLLEGE Agreement No.: 12-C01-023  
Program Title: Police Academy TOP Code: 210550

Please review the College Aggregate form at: <http://misweb.cccco.edu> 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:

- 1 of the 34 are at or above the State negotiated level(s);
- 3 of the 34 are below the State negotiated level(s);
- 30 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

Agreement No.: 12-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.)**

The program is deficient in Skill Attainment and Completion. Program was retrofitted last year with new instructional equipment, laptops for secured testing and these efforts will be continued to see if they result in improvement in success and completion.

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

Outreach to high schools for nontraditional participation in programs will be done. In addition review of curriculum and alignment of career pathways will be used to assist traditional and nontraditional students in enter career field. College personnel will work with faculty to identify program students that may be close to completion and assist them in the paperwork to get their degree/certificates. Students that are close to completing will be notified to assist in the persistence. Monitoring will be done.

>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.		Indicate with a check mark which requirements have been met, below.	
Requirements for Uses of Funds		MET	UNMET
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)]	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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)]	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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)]	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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)]	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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)]	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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)]	<input type="checkbox"/>	<input checked="" type="checkbox"/>
7.	Initiate, improve, expand and modernize quality CTE programs, including relevant technology. [§135(b)(7)]	<input type="checkbox"/>	<input checked="" type="checkbox"/>

8.	Provide services and activities that are of sufficient size, scope and quality to be effective. [§135(b)(8)]	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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)]	<input type="checkbox"/>	<input checked="" type="checkbox"/>

**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.)**

Outreach to high schools for nontraditional participation in programs will be done. In addition review of curriculum and alignment of career pathways will be used to assist traditional and nontraditional students in enter career field. College personnel will work with faculty to identify program students that may be close to completion and assist them in the paperwork to get their degree/certificates. Students that are close to completing will be notified to assist in the persistence. Monitoring will be done.

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:**

- |  |   |
|--|---|
| <input checked="" type="checkbox"/> Professional Dev. (including stipends) | <input checked="" type="checkbox"/> Instructional Materials Purchase/Replacement (including software) |
| <input type="checkbox"/> Instructional Equipment Purchase/Replacement      | <input type="checkbox"/> Project Administration   |
| <input type="checkbox"/> Facility rental/lease (off-campus location)       | <input type="checkbox"/> Programs/Services for Special Populations                                    |
| <input type="checkbox"/> Curriculum Development                            | <input type="checkbox"/> Consultants or Other Contracted Services                                     |
| <input checked="" type="checkbox"/> Program Marketing and Outreach         | <input type="checkbox"/> 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

Agreement No.: 12-C01-023  
 TOP Code: 210550

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

\*District total administration expenditure can not exceed 5% of district total expenditure.

Note: Final Report of expenditures for 2012-2013 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)

**Application Budget Summary by TOP Code**

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

District/College: CERRO COSO COMMUNITY COLLEGE

Agreement No.: 12-C01-023

Program Title: Administration

Line No.	Acct. No.	Object of Expenditure	Direct Program Expenditure	Administrative Expenditure (if allowed at the program level)	Total
1	1000	Instructional Salaries	0	2,555	2,555
2	2000	Non-Inst. Salaries	0	0	0
3	3000	Employee Benefits	0	599	599
4	4000	Supplies & Materials	0	0	0
5	5000	Other Operating Expenses & Services	0	0	0
6	6000	Capital Outlay	0	0	0
7	7000	Other Outgo	0	0	0
		Total Expenditure	0	3,154	3,154

\*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 2012-2013 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 Informaton  
(2012-2013)

District/College: PORTERVILLE COLLEGE

Agreement No.: 12-C01-023

Please review the College Aggregate form at: <http://misweb.cccco.edu> 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);
- 5 of the 34 are below the State negotiated level(s);
- 7 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 IN 2012-2013  
 INCLUDE FUNDING FOR ACROSS CTE PROGRAMS**

District/College: PORTERVILLE COLLEGE

Agreement No.: 12-C01-023

TOP Codes (*2-,4-, and 6-digit)	TOP Code Title	Program Title	Section IV: Budget Summary by TOP Code Direct	Section IV: Budget Summary by TOP Code **Admin	Section IV: Budget Summary by TOP Code Combined Budget
<p>*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.</p> <p>**Amount is shown only if district permits Administration costs at the program level.</p>					
Across CTE Programs - Assigned in Order of Entry	Across CTE Programs	Program Title / CTE Related Activity	Across CTE Programs Section IV: Budget Summary Direct	Across CTE Programs Section IV: Budget Summary **Admin	Across CTE Programs Section IV: Budget Summary Combined Budget
Across-01	Across CTE Programs	Across Programs	\$ 181,777	\$ 0	\$ 181,777
Admin-01	Administration			\$ 4,444	\$ 4,444
Total budget for all categories			Direct	Admin	Combined Budget
Total			\$ 181,777	\$ 4,444	\$ 186,221

**Local Application Program Information by TOP Code**

College: PORTERVILLE COLLEGE

Agreement No.: 12-C01-023

Program Title: Across Programs

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

Across CTE programs, Porterville College did not meet core indicator targets in several areas. Multiple supported programs lacked educational success as well as completers. Non-traditional gender students also continues to be an issue when meeting core targets.

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

Positions will be recruited to mentor, advise, recruit and track CTE students across the CTE programs. These positions will work directly with middle and high schools, as well as local business to identify CTE students and industry needs-opportunities. An emphasis will be placed on building and strengthening pathways with the local high school career academies. In addition, across the programs will support staff development in all CTE programs.

**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)]   |

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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)]

For supporting other CTE activities consistent with the purposes of the Act. [§ 122(9)(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:**

- |  |   |
|--|---|
| <input checked="" type="checkbox"/> Professional Dev. (including stipends) | <input checked="" type="checkbox"/> Instructional Materials Purchase/Replacement (including software) |
| <input type="checkbox"/> Instructional Equipment Purchase/Replacement      | <input checked="" type="checkbox"/> Project Administration  |
| <input type="checkbox"/> Facility rental/lease (off-campus location)       | <input checked="" type="checkbox"/> Programs/Services for Special Populations                         |
| <input type="checkbox"/> Curriculum Development                            | <input type="checkbox"/> Consultants or Other Contracted Services                                     |
| <input checked="" type="checkbox"/> Program Marketing and Outreach         | <input type="checkbox"/> Other(specify)   |

**Application Budget Summary Across CTE Programs**

COMPLETE BUDGET SUMMARY FORMS IDENTIFYING PERKINS TITLE I-C CATEGORICAL EXPENDITURE  
 TOTALS BY ACROSS CTE PROGRAMS BY DISTRICT/COLLEGE.

District/College: PORTERVILLE COLLEGE

Agreement No.: 12-C01-023

Program Title: Across Programs

Line No.	Acct. No.	Object of Expenditure	Direct Program Expenditure	Administrative Expenditure* (not to exceed 5% of total district expenditures)	Total
1	1000	Instructional Salaries	92,140	0	92,140
2	2000	Non-Inst. Salaries	0	0	0
3	3000	Employee Benefits	29,232	0	29,232
4	4000	Supplies & Materials	8,292	0	8,292
5	5000	Other Operating Expenses & Services	52,113	0	52,113
6	6000	Capital Outlay	0	0	0
7	7000	Other Outgo	0	0	0
		Total Expenditure	181,777	0	181,777

\*District total administration expenditure can not exceed 5% of district total expenditure.

Note: Final Report of expenditures for 2012-2013 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)

**Application Budget Summary by TOP Code**

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

District/College: PORTERVILLE COLLEGE  
 Program Title: Administration

Agreement No.: 12-C01-023

Line No.	Acct. No.	Object of Expenditure	Direct Program Expenditure	Administrative Expenditure (if allowed at the program level)	Total
1	1000	Instructional Salaries	0	3,029	3,029
2	2000	Non-Inst. Salaries	0	0	0
3	3000	Employee Benefits	0	1,415	1,415
4	4000	Supplies & Materials	0	0	0
5	5000	Other Operating Expenses & Services	0	0	0
6	6000	Capital Outlay	0	0	0
7	7000	Other Outgo	0	0	0
		Total Expenditure	0	4,444	4,444

\*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 2012-2013 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.: 12-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. (Limited to 8,000 characters, or approximately two pages of text.)**

The CTE Deans from the three colleges in the district continue to meet on a regular basis with the district Associate Chancellor of Economic and Workforce Development to develop a comprehensive VTEA plan. An in-depth analysis of Core Indicators was performed at each college. An ad hoc committee consisting of two CTE Deans, a campus based non-CTE faculty and a representative of the business community reviewed the college's VTEA proposals for 2012-2013 using the newly developed assessment rubric. Bakersfield College's Local Planning Team—comprise of academic department chairs, CTE faculty, three deans of Instruction, counseling department chair, and Director of DSPS met monthly during the fall and spring semesters. These monthly Occupational Education meetings bring CTE faculty, Basic Skills, representatives of special populations, and support services staff together to discuss student success. The committee members' suggestions were shared for program improvements especially those that could be implemented across programs to address multiple Core Indicators. Specific program success outcomes and best practices are shared to see if implementation can be done in other CTE programs. CTE Dean and faculty chairs met on a monthly basis to prioritize the College's plans in response to any deficiencies that may have existed in core indicator targets in support of CTE programs. The CTE programs receive input from their Business Advisory Board committee which met at least once each semester and from community businesses that recruit our students as perspective interns and employees. Business Advisory board members include Business Industry members, Bakersfield College CTE faculty, high school and ROP teachers, and students.

**2. Describe (a) how students, teachers, representatives of business and industry, labor organizations, representatives of special populations, and other interested individuals are involved in the development, implementation, and evaluation of CTE programs funded under this title, and (b) how such individuals and entities are informed about and assisted in understanding the requirements of this title, including CTE programs of study. (Limited to 8,000 characters, or approximately two pages of text.)**

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. It is an on-going process to review curriculum and make appropriate changes to make sure our students make a successful transition to the workplace or transfer. At the college level our Student Services Department Chairs and Directors attend our monthly Occupational Education meetings. At these meetings we discuss how counseling, tutoring, career development, job placement, financial services, basic skills, DSPS, plus other service areas can support our CTE students. Representatives from different areas are invited to come and present their services at our monthly meetings. This is also a good time to inform and update the attendees about CTE programs and Perkins requirements. Core Indicator information is presented so everyone understands what the performance requirements are for CTE programs and how student services areas can use their services to assist CTE students succeed. Several CTE programs have implements strategies to improve student success, i.e. (1) Program Orientations before school starts to make sure students understand the required course work and demands of the program; (2) financial, tutoring, and other student services in entry-level courses to help student retention (3) "Boot Camps" and Open Houses before the start of the semester to prepare students for college course work (4) Academic Assistance Program where a faculty is available three hours on Fridays—one hour student success workshop and two hours to help students in problem areas (5) Counseling Early Warning system and (6) Academic Development department offers two hour workshops targeting specific problem areas in reading, writing or math. The Tech Prep Coordinator meets with ROP's and secondary schools to discuss articulation and



course sequencing. The faculty are working on developing and documenting their program of study. As the rearticulating process initiates so will the implementation of the Career And Technology Education Management Application (CATEMA) system which will allow for making the system more easily accessible, able to validate data, provide summary reports, and assure accurate and secure award of units to eligible secondary school students participating in Tech Prep. 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 Business Advisory Boards does a continuous evaluation.

## RESPONSES TO LOCAL PLAN REQUIREMENTS

District: KERN CCD

Agreement No.: 12-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, 2012. 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 reviewed the Perkins requirements with the Occupational Education members, provided program Core Indicator information, reviewed the required and permissive uses of VTEA funds, had a discussion on the eligible and ineligible costs and provide examples. Faculty reviewed their program data that was below the performance target and started the process to analyze the data and strategize how they are going to address a performance that is below the state level. Discussions were held and it was agreed to put additional funding in Across Programs to hire an additional Human Resources personnel based on program needs so that the Advisors can address the Core Indicators that are below state performance level in multiple CTE programs, i.e. recruitment of non-traditional students, student internship placements, CTE educational advising, etc. CTE programs completed the new Perkins applications and they were rated based on the district's new assessment rubric, each VTEA program proposal required the 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 costs and their proposals' need to support CTE programs.

- 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 integration of academics, career and technical education instruction and utilization of work based/work site learning is occurring in all the career technical education courses. CTE faculty is addressing workplace communication, math, and reading skills in their technical content. Some faculty continue to use math problem solving to their introductory courses, and others have assigned writing and presentation assignments. The college continues to use an Early Warning System whereby a faculty 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 are workshops that are repeated throughout the semester—no registration, no units awarded. Faculty can refer students to these workshops for help in test-taking, all areas of writing sentence structure, research paper writing, math, etc. We have started the process in reviewing and documenting the program-of-study with the high schools and ROPs. This is an on-going part of the CTE programs services

- 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 CTE faculty continually work to provide students with training and strong experiences that matches

industry standards in their field. This is accomplished by having equipment and technology that matches industry, hiring faculty with industry background or provide professional development to faculty so they stay current in their field. Real life industry classroom projects are assigned and CTE advisory boards provide program evaluation to verify students are employment-ready on completion of the training. Nursing and RT students have clinical hours to provide the hands-on experience, Human Services, Agriculture programs and Culinary students have an internship/work experience program requirement. Child Development students have an on-campus center and the Agriculture students have an on-campus farm lab for hands-on experience. The Industrial Technology students use business presenters and internships to receive the overall experience of their industry and the other CTE students use student clubs such as Women in Diverse Occupation (WIDO) focusing on Engineering & Industrial Technology careers, business presenters, and internships to learn all aspects of their industry. Bakersfield College CTE has developed partnerships with over 85 local businesses to develop student internship sites so that more students are able to obtain hands-on experience and understand all aspects of their industry, this is over 50% increase of sites from last year. The new goal is to maintain current internship sites, but increase student internship placement by 35%. Bakersfield College CTE has expanded this program to the surrounding small rural towns in our service area.

- 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 CTE programs utilize their business advisory boards and business industry partners to evaluate the program and recommend current equipment and technology to meet industry standards. Faculty attend 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 an Associate degree via on-line courses. Electronics instructor received high tech training for an advanced electronics PCL course which was implemented in his class the following semester. The auto 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.

- 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 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 causes us to make curriculum changes. Each CTE program has an Advisory Board Committee comprised of business, industry, high school teachers, and students that provide a continuous evaluation review to make sure our CTE programs are meeting the requirements of our students and workforce needs. Bakersfield College CTE faculty are involved in professional development/training to stay current in their field and provide career development activities to high school students and community groups.

- 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.)**

As previously stated, Bakersfield College CTE programs go through a two-year program review and a 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. In addition, most of our programs, i.e. nursing, radiologic technology, culinary arts, CAD, auto, welding, child development, and others required accreditation or certification and some require faculty training for current certification. These evaluations keep our CTE programs current with industry standards and meeting the needs of our community including the employers. Institutional accreditation and program state certifications are also a means of assuring we are continuing evaluating our programs.

- 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 CTE programs do an annual review of their Core Indicators and implements various strategies to improve their performance targets. We continually work on strategies or activities that can be applied across multiple programs. Student success outcomes are reported out at our monthly meeting for possible implementation by other programs. Through the use of funds for Across Programs Bakersfield College CTE will host on campus Open House events for target population with industry professional speakers. Visit secondary school's CTE classes, such as welding, auto, CAD etc. for recruitment of non-traditional students into Bakersfield College CTE programs after graduation. Program presentation and host the Independent City Conference for local foster youths. Bilingual Educational Advisor 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. Sometimes it is as easy as a referral to a current program we already have. The Academic Development Department expanded their course offering, expanded tutoring and has implemented some short-term workshops to help students be more successful in their courses.

**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 Marketing and Public Information Director review our marketing strategies and materials to promote to the non-traditional students and special populations. Each program reviews their Core Indicator data to implement recruitment strategies. CTE faculty get involved in outreach activities and provide career pathways info 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. Non-traditional students are used as program presenters which has been successful. Employment options, salary ranges, and skills set and academic information are provided to the students. Job shadowing, field trips and internships help the students prepare for their chosen career pathway. Open house program presentations have been done for females in Engineering and Industrial Technology and it was successful. We will continue to repeat this event for this and other programs. And as stated earlier, visit secondary school's CTE classes, such as welding, auto, CAD etc. for recruitment of non-traditional students into Bakersfield College CTE programs after graduation.

**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 [§134(b)(4) and §135(b)(5)]. (Limited to 8,000 characters or approximately two pages of text.)**

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 take 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.

**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 reaches out to all the high schools, adult schools and ROPs in our service area. CTE faculty actively participate in developing Tech Prep 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 & 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 participate in Career Fairs, high school presentations and community program presentations.

**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 CTE has hired four part-time CTE Educational Advisors and proposing to hire an additional Human Resources personnel to meet the needs of the program. These Advisors 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 7pm. Student services that include: career development, degree/certificate, internship, and employment services. The college has a Transfer Center which provides transfer requirements and has representatives from transfer institutions visit the college to register and provide transfer information to our students. We also have a CSU Bakersfield representative in our counseling office to provide assistance to any students transferring to a CSU.

**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 faculty and counseling positions are open to the public. To improve recruitment in underrepresented groups in addition to the regular advertising we also advertise in a media that is targeting a specific group or in a geographical area. Educational and Businesses email distribution list, current faculty contacts and others are also utilized to get the word out on 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 policies as they go through an orientation process—meeting monthly for a full semester.

Application Budget Summary by District

District: KERN CCD

Agreement No.: 12-C01-023

Allocation: \$975,541

Planned Expenditure: \$975,541

		<b>Federal Funds (Enter dollar amount only - Rounded off to the nearest whole dollar)</b>			
Line No.	Acct. No.	Object of Expenditure	Direct Program Expenditure	Administration Expenditure* (not to exceed 5%)	Total
1	1000	Instructional Salaries	\$97,640	\$28,811	\$126,451
2	2000	Non-Inst. Salaries	\$276,271	\$6,825	\$283,096
3	3000	Employee Benefits	\$80,919	\$4,228	\$85,147
4	4000	Supplies & Materials	\$110,661	\$0	\$110,661
5	5000	Other Operating Expenses & Services	\$360,596	\$6,590	\$367,186
6	6000	Capital Outlay	\$3,000	\$0	\$3,000
7	7000	Other Outgo	\$0	\$0	\$0
		<b>Total Expenditure</b>	<b>\$929,087</b>	<b>\$46,454</b>	<b>\$975,541</b>

\*District total administration expenditure can not exceed 5% of district total expenditure.

Note: Final Report of expenditures for 2012-2013 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)

STATEMENTS OF ASSURANCE

DISTRICT PLAN/APPLICATION FOR  
CAREER AND TECHNICAL EDUCATION

District: KERN CCD

Agreement No.: 12-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 Technical 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: Sandra Serrano





CERTIFICATIONS REGARDING LOBBYING; DEBARMENT, SUSPENSION AND OTHER  
RESPONSIBILITY MATTERS; AND DRUG-FREE WORKPLACE REQUIREMENTS

District: KERN CCD

Agreement No.: 12-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.

5. 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;

(g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).

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: 1801 Panorama Drive, Bakersfield, CA 93305; 2100 Chester Avenue, Bakersfield, CA 93301

Place 2: 3000 College Heights Blvd., Ridgecrest, CA 93555; 100 E. College Avenue, Porterville, CA 93257

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: Sandra Serrano

DISTRICT NEGOTIATION OF LEVELS OF PERFORMANCE

District: KERN CCD

Agreement No.: 12-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.

Indicator	State Target	Accept State Target?		Agreed upon Target
		Yes	No	
1 . Technical Skill Attainment	88.83 %	<input checked="" type="checkbox"/>	<input type="checkbox"/>	88.83
2 . Completions	82.15 %	<input checked="" type="checkbox"/>	<input type="checkbox"/>	82.15
3 . Persistence & Transfer	85.80 %	<input checked="" type="checkbox"/>	<input type="checkbox"/>	85.80
4 . Placement	81.62 %	<input checked="" type="checkbox"/>	<input type="checkbox"/>	81.62
5a. Equity: Non-Traditional Participation	22.20 %	<input type="checkbox"/>	<input checked="" type="checkbox"/>	18.28
5b. Equity: Non-Traditional Completion	25.00 %	<input type="checkbox"/>	<input checked="" type="checkbox"/>	21.95

**DISTRICT PERFORMANCE DETERMINATION**

District: KERN CCD

Agreement No.: 12-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.

Indicator	State Target	Agreed Target		90% of Agreed upon Target	Actual Performance	Met 90% of Target
1 . Technical Skill Attainment	88.82 %	88.82 %	<input type="checkbox"/>	79.94 %	90.02 %	Y
2 . Completions	80.93 %	80.93 %	<input type="checkbox"/>	72.84 %	83.67 %	Y
3 . Persistence & Transfer	85.86 %	85.86 %	<input type="checkbox"/>	77.27 %	89.89 %	Y
4 . Placement	81.48 %	81.48 %	<input type="checkbox"/>	73.33 %	72.95 %	N
5a. Equity: Non-Traditional Participation	22.08 %	16.93 %	<input type="checkbox"/>	15.24 %	18.28 %	Y
5b. Equity: Non-Traditional Completion	25.00 %	21.58 %	<input type="checkbox"/>	19.42 %	21.95 %	Y

Focused Improvement section: One or more indicators did not meet 90% of the negotiated target. Please describe the planned strategies and activities to be employed during the upcoming year to address performance gaps in indicators where performance was below 90% of target. (Limit 3,500 characters)

Each of the colleges have just hired or are hiring a staff person that will focus on job placement for just CTE students. These staff will provide career exploration, internships, job fairs, and job placement activities.

Note: All funded programs must address performance gaps in the program area.

Check here to indicate you have completed this form..

