

### System Contacts





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### Forms

#### Comprehensive Local Needs Assessment (CLNA)

Document Title	Type	Uploaded	Comment	Actions
 <a href="#">Core Indicator Form1PartE-D-District 2023-2024.pdf</a>	District Core Indicator Report	5/23/2024, 5:59:05 PM	N/A	
 <a href="#">KCCD-2024-26-CLNA-FINAL - signed.pdf</a>	District Comprehensive Local Needs Assessment	5/23/2024, 5:58:26 PM	Signed Core Indicator report is appended to CLNA	

✓ By checking the box, I hereby acknowledge that the district's Career and Technical Education, Comprehensive Local Needs Assessment complies with the provisions of the [Carl D. Perkins Career and Technical Education Act \(Perkins V\)](#).

### Responses (Sec I-D): Responses to Local Plan Requirements

#### CTE Course Offerings and Activities

1. Describe the following: \*

- a. How the results of the CLNA informed selection of the specific CTE programs and activities selected to be funded;
- b. A description of any new programs of study that will be developed and submitted to the Chancellor's Office for approval; and

c. How the funding will be used for students, including students who are members of special populations to learn about the college's CTE course offerings and whether each course is part of a CTE program of study.

#### **Bakersfield College**

BC continues to build on its programs of study. Just recently, programs such as Athletics (Coaching Certificate, AS in Ornamental Horticulture, Occupational Risk Management (AS)) just to name have been approved to accentuate the avenue for continued growth. Health Science, Automotive, OSRM, Ag Mech and other programs are looking to build on a developing and submitting new POS. CTE will work with faculty and Deans to share new opportunities to students within their classes and websites. CTE will share new courses with advising and counseling leads. New updates will be made via program mapper website and digital catalogs.

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#### **Cerro Coso College**

a. Cerro Coso will fund multiple career education pathways that are identified as high-skill, high-wage, and/or high-demand for our local region. The Comprehensive Local Needs Assessment informed the decision to enhance students' access, successful completion, and increased employability in the identified pathways. Some of the current programs could benefit from increased access to nontraditional student populations and early-college high school pathways that can be developed. Most all programs being funded could benefit from increased employer engagement and community outreach to strengthen the pathways to careers at the end of program completions.

b. Cerro Coso will increase options for noncredit programs to broaden the scope of entrance into identified CTE pathways and reach a variety of learners. The college will also look to develop programs that are in high-demand and high-skill for employer partners in the region. This may include aerospace and aviation, forestry and wildland fire, outdoor recreation, and other innovative programs to meet the needs of the service area.

c. The funding will be directed towards serving underprivileged, socio-economically disadvantaged, and rural communities within the college's service area in an effort to increase the student metrics on the core indicators report. Increased marketing, outreach, and advertising opportunities will be used to reach more diverse, nontraditional, and rural populations. There will be a direct focus on increasing the dual enrollment/early college program participation and providing more access to community engagement events to draw students into the CTE programs and also to increase employer engagement.

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#### **Porterville College**

a. Porterville College funded the following CTE programs; Industrial Manufacturing Technology, Administration of Justice, and Nursing, based upon the information developed through the CLNA.

b. The CLNA provided a thorough analysis of each program, guiding maintenance and expansion. No new programs will be introduced at this time. However, the Industrial Manufacturing Technology (Welding) Program will be adding two intermediate/advanced courses to be included into a newly offered Certificate of Achievement.

c. Funding will be utilized to review, revise, and expand its marketing and recruitment of students, including underrepresented and special populations students, to raise awareness of traditional and nontraditional CTE programs that lead to in-demand and well-paying job opportunities. Porterville College CTE programs will consult with the Office of Equity at Porterville College to assure programs and services are meeting equitable best practices for student and staff engagement. Porterville College will work with the scheduling coordinator to maximize the utilization of classrooms and spaces for CTE course offerings that meet the unique needs of our students (e.g. days and times courses are offered). In the Fall of 2024, we will be introducing an evening welding course to provide students flexibility in their schedule.

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#### **Partnerships with Local Workforce Development Agencies**

**2. Describe how the funding will be used in collaboration with local workforce development boards, WIOA one-stop delivery systems and other partners for the following activities: \***

a. Career exploration and career development coursework, activities or services.

b. Career information on employment opportunities that incorporate the most up to-date information on high-skill, high-wage, or in-demand occupations, as determined by the CLNA.

c. An organized system of career guidance and academic counseling to students before enrolling and while participating in a CTE program.

#### **Bakersfield College**

BC CTE will continue to stay diligent in collaborating with key stakeholders. BC CTE director and key staff meet with many business industry leaders to determine the right fit and path for our students to obtain the skills that meet the workforce needs. Faculty and CTE work closely to establish courses that reflect workforce exploration and development that offers our students insight as to what skills, whether they are soft or

hard skills to gain and maintain gainful employment. BC CTE Job Development Specialists are diligent in working with CTE programs to provide presentations or workshops to their students in enhancing job resumes, interview skills, positive work ethic knowledge and information that brings forth an accentuated presence of student success and hire-ability. BC CTE advisors help with finding the right path towards student enrollment, persistence and completion. Advisors help with student plans and meets with faculty to discuss need courses for completion, and marketing to let students know of new course patterns and certification/transfer opportunities.

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#### **Cerro Coso College**

- a. Cerro Coso Community College partners with the Adult Education Consortium, local workforce development boards, and the Americas Job Center (Employer Training Resource), as well as high schools and local nonprofit organizations to provide resources and support to access CTE pathway programs. Employers Training Resource (ETR) has the ability to support students with additional services to access education and career resources. Cerro Coso has a strong partnership with our local ETR. Funding will be used to support career exploration events, equipment (interactive simulations), and activities.
  - b. Cerro Coso will continue to utilize the Center of Excellence to provide up-to-date information on labor market data during new program exploration, program review, and noncredit program development. The partnership with Americas Job Spot and large employer industries will inform employment needs within the service area. Cerro Coso also utilizes an career search and placement platform with Job Speaker. This service allows students and employers to search and post for positions.
  - c. Cerro Coso Community College has a series of points in which a student is provided career guidance and support at varying stages of the CTE pathway. This is modeled much after our Guided Pathways Pillars framework. The pillars are Clarify the Path, Enter the Path, Stay on the Path, Ensure Learning. Students have the opportunity to work with educational advisors and counselors on career exploration and guidance to identify areas of strengths and interest. They receive academic support through the counseling department, in collaboration with area department chairs, to map the CTE pathway of courses out for them. While enrolled in the CTE courses, many of the departments include career readiness and job placement as part of the learning activities within the course to ensure students are prepared to enter into career post-completion. The faculty are constantly meeting with employers and industry for advisory boards as well as employer engagement events that allow students to meet and interact with potential employers for future job prospects.
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#### **Porterville College**

- a. Porterville College collaborates with multiple workforce development institutions, including the Tulare WIB, WIOA, Jobspeaker to connect students with the workforce. In partnership with these organizations, funding will be primarily utilized to continue supplying CTE programs with modern industry-level instructional resources.
  - b. PC is in regular discussions with workforce development boards to acquire up to-date information on high-skill, high-wage, or in-demand occupations, determined by the CLNA. A variety of sources provide a comprehensive collection of data to steer PC's CTE programs.
  - c. Porterville College has a full-time academic counselor dedicated to CTE. Additionally, PC has a full-time specialist on staff who focuses on careers and internships.
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### **Support for Students from Special Population Groups**

#### **3. Describe how the funding will be used to support students from special population groups by: \***

- a. Providing activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations that will lead to self-sufficiency;
- b. Prepare CTE participants for non-traditional fields;
- c. Provide equal access for special populations to CTE courses, programs and programs of study; and
- d. Ensure students who are members of special populations will not be discriminated against on the basis of their status as members of special populations.

#### **Bakersfield College**

BC will utilize it funds directed at special populations students/groups is to continue to create, plan organize, collaborate and implement program specific campaigns such as career, job recruitment events here at the BC campus. We will continue to work with departments and its faculty to plan such events that can best fit and support students of populations. Business leaders will be invited to be present on campus to talk with students about potential job opportunities at their respective businesses. Students from non-traditional fields will be notified and encouraged to join in presentations and events to in-reach with prospective employers that will assist in gaining the vital information needed to obtain gainful employment. BC will insure individuals from special populations are granted opportunities for equitable access to events and afforded opportunities equal to student of privilege in being at the forefront of events and the chance to be in the presence of showing they have the skill and work ethic to succeed.

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### Cerro Coso College

- a. Students learn about Cerro Coso's programs of study through various methods of advertising. Cerro Coso will implement targeted marketing and outreach to advertise new and existing programs at each of our site locations. For our incarcerated student population, marketing materials have been provided for those that are in preparation of parole to introduce them to the variety of CTE programs available to them upon release. This reaches a special population that otherwise would not have known what was available to them. Targeted marketing to each of our college sites will advertise the CTE programs available, as it varies by location. Special focus on our dual enrollment and high school partners will encourage students to transition into college programs both during and after their high school education. Events vary from high school college fairs to ACCESS fairs for special populations and counseling workshops for veterans and other identified groups.
- b. Cerro Coso's faculty is diverse in representing participants for nontraditional fields. We have male instructors in historically female fields (child development and nursing, for instance) and have female instructors in historically male fields (information technology and cyber security, for instance). This allows students to view themselves in nontraditional fields, representing and encouraging them to reach their goals regardless of demographics.
- c. Cerro Coso provides access to rural and special population groups by offering both in-person, hybrid, and online courses for CTE pathways. This enables even those in remote and rural areas to be able access education. The college also offers a variety of scholarships and financial aid opportunities for students. The faculty are working towards zero textbook costs in many of the CTE programs, even developing their own open education resources when there is no affordable alternative available. Cerro Coso will also use the funding to support supplemental software, classroom learning tools, and library reserve support textbooks that students can have equal access to instructional materials for learning.
- d. Many of Cerro Coso's faculty are participating in equity-based communities of practice. For instance, some of the faculty were selected to participate in the statewide Open for Antiracism Program (OFAR) for 2023-24. Participating faculty work together to share applications of antiracist pedagogy and use of Open Educational Resources. Using research data, the group identifies ways to reduce barriers to education for minority groups. Cerro Coso's faculty have actively participated. There is also an educational institute for equity collaborative group that met during the 2023-24 school year to address equity gaps in program pathways. These efforts assist students from special population groups to ensure equitable access to high quality education.

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### Porterville College

- a. Porterville College provides students with several resources to better prepare special populations for high skill, high-wage, or in-demand industry sectors or occupation that will lead to self-sufficiency. Examples include Jump Start (a summer internship opportunity in 3 different industry sectors), leadership conferences, and ASB clubs.
- b. Porterville College will be offering CTE students' opportunities to explore non-traditional fields such as Hospitality/Culinary, Electric Vehicle Technology, and a Human Resource Management Certificate.
- c. PC provides equal access for special populations through a variety of means, including a well-staffed Student Services department at the college and dedicated CTE academic counselor. These personnel collaborate with the student, before, during, and after taking CTE courses to ensure their success in the programs and access to furthering their education and/or moving directly into the workforce.
- d. Porterville College ensures no student will be discriminated against by adhering to KCCD policies. Additionally, the Director of Equity consistently monitors programs and provides updates to multiple committees to create real-time changes, when necessary.

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### Work-based Learning Opportunities

4. Describe how the funding will be used to provide work-based learning opportunities to students participating in CTE programs and how the college/district will work with representatives from employers to develop or expand work-based learning opportunities. \*

#### Bakersfield College

BC will utilize its funding in assisting in providing WBL opportunities to students in building a district and BC campus CTE colloquium and invite area business leaders and join CTE program faculty to share needs to continue to build and establish avenues to train, hire and promote lived experience for our students. The colloquium will serve as a chance where BC deans, faculty and business leaders can meet to discuss possible updating curriculum that serves the special population in their respective programs providing and meeting the needs of this population. BC believes that this focus can and will serve as stepping stone towards meeting the negotiated levels under Core Indicator 4 (Employment) as well as discussion points in the area respective areas of our core indicators. Sharing LMI data with business leaders can be a point of discussion during colloquium and advisory board meetings which can assist in building program success and WBL opportunities.

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### **Cerro Coso College**

Cerro Coso Community College has active CTE advisory boards that play an integral role in providing opportunities for student engagement in work-based learning opportunities. Faculty have also incorporated fieldwork and work-based learning in the curriculum mapping process. Many CTE programs have a capstone course, or externship component, that allows students to gain experience on the job. Cerro Coso intends to create stronger partnerships with employers to increase student access to work-based learning opportunities and internships which increases their successful employability post-completion.

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### **Porterville College**

This funding will be primarily utilized to continue supplying instructional resources in the classroom, based upon input from employers. Additionally (not funded with Perkins), other work-based learning opportunities are provided to students, including internships (paid and non-paid), WBL groups (such as Campus Cadets), and potential apprenticeships in the future. These opportunities are provided as they are established with industry partners/employers, and well as our WBL team at KCCD.

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## **Dual or Concurrent Enrollment**

5. Describe how students participating in CTE programs will be provided with the opportunity to gain postsecondary credit while still attending high school, such as through dual or concurrent enrollment programs or early college high school. \*

### **Bakersfield College**

BC has worked vigorously in establishing a well-respected dual enrollment and early college program. The many stakeholders at the area high schools and their respective district office have been diligent in building key dual classes that has allowed students to partake in the opportunity to get ahead on their students' educational plan. Many students are leaving high school with 9 units more college credits and in some cases more so than not with more. Some area schools or academies are graduating students with both a high school diploma and an associate's degree simply based on the dual credit courses provided to them, the students. BC will continue to evaluate and seek how CTE, Early College Dept. and area high schools can build a bigger and better path for our area high school students. We are doing this now but continued conversation needs to be in place for continued growth and innovation.

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### **Cerro Coso College**

Most all of Cerro Coso's CTE pathways are available as concurrent enrollment and there are only two departments remaining that have yet to establish dual enrollment in one of the service area high schools. These departments are actively seeking the opportunity to bring their pathways into the high schools. Cerro Coso has established partnerships with local high schools to begin offering college courses at the high school facility, after the school day. While technically not considered dual enrollment, by using the high school's facilities after-hours, it allows students to have access to the courses rather than having to travel or go elsewhere to continue their education. The college is expanding its partnerships and use of facilities throughout the community to bring college closer to the community of students, versus waiting for the students to find the campus. Funds will be leveraged to provide access to classroom materials at the expanding service area sites to meet the needs of our high school and adult education students.

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### **Porterville College**

When available, CTE students are provided with both dual-enrollment and concurrent enrollment opportunities. Continued efforts are being made to expand the course offerings, and well as better alignments with academic pathways. Overall, dual-enrollment students make up nearly 25% of PC's enrollment.

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## **Professional Development**

6. Describe how the funding will be used to provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals, including individuals from groups underrepresented in the teaching profession. \*

Note\*: Colleges/districts can pool resources with other colleges/districts to support the implementation of programs of study through the professional development activities described above.

#### **Bakersfield College**

Under each allotment of Perkins V funds. Programs are invited to request funds that can and will provide for opportunities to use funds to attend conferences, trainings and best practice workshops. Funds will be approved to allow faculty, program staff and CTE staff to learn from experts at both federal, state and local levels to enhance knowledge, skills and practices that and could meet expectations not only from respective levels but also those at CCC, district and institutional areas. Any trainings provided to faculty will benefit in curriculum building and marketing to special populations and ways in focusing on groups underrepresented. Funds can assist in recruiting new instructors/faculty in the area of CTE.

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#### **Cerro Coso College**

Cerro Coso will continue to participate in statewide, regional, and local professional development opportunities that train, nurture, and develop opportunities to further career growth in CTE fields. This also includes collaborative opportunities to work with K-12, industry, employers, and higher-education institutions to support development of robust career education pathways and events. Funding will also be used to allow specific CTE programs to receive relevant training to remain current and up-to-date in their fields to meet industry standards. To maintain high-quality and relevant teaching methods, faculty need to be supported in lifelong learning of their subject-matter expertise as it relates to academic career pathways.

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#### **Porterville College**

At Porterville College, Perkins funding provides professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals, including individuals from groups underrepresented in the teaching profession. Personnel are provided with a variety of opportunities in professional development, based on their individual or departmental needs. Examples include local industry/educational events, state and national CTE conferences, and staff site events.

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### **Core Indicator Achievement**

7. Describe how the funding will be used to plan and carry out activities that support the implementation of CTE programs and programs of study and that result in increasing student achievement for the core indicators of performance. \*

#### **Bakersfield College**

BC and the majority of its CTE identified programs have met or exceeded many of the negotiated levels set by the state and district. In our CLNA we have addressed meeting with area deans, faculty chairs and others to address their vision, needs and supportive factors in how we can support specific activities to increase student achievement and negotiated level under their respective core indicators. Topics of discussion: 1) (re)evaluating programs of study to determine where adjustments to curriculum can better serve students especially those from special populations, students with disabilities and foster youth, 2) Work with departments such as DSPS, EOPS, Adult Ed and student outreach to provide support services for our CTE students that need accentuated or more focused support for achievement and completion, 3) Create and plan a one day event (colloquium) to bring in all the stakeholders together to discuss as a whole expectations via core indicators, plan to carry out activities and support from CTE at BC and district level.

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#### **Cerro Coso College**

The metrics that Cerro Coso needs to focus most on are the core indicators for Employment and Nontraditional Participation. Cerro Coso's overall performance strengths from the Aggregate Core Indicator reports for 2023-24 and 2024-25 were: Postsecondary Retention & Placement (Core Indicator #1) and Earned Postsecondary Credential (Core Indicator #2). Cerro Coso's overall performance gaps in the Aggregate Core Indicator reports for 2023-24 and 2024-25 were: Non-traditional Program Enrollment (Core Indicator #3) and Employment (Core Indicator #4). Overall, the number of CTE students in each cohort has decreased over time. There is a need to increase the attractiveness of the college's CTE program pathways and create a stronger link directly to career as an educational outcome. In combination with the faculty focus groups that are addressing equity issues and eliminating barriers to student success, the college will also increase support for enrollment, decreasing student costs to make courses more accessible, and support faculty training for high-quality instructional methods.

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#### **Porterville College**