

Kern Community College District  
 Assistant Chancellor, Educational Services  
 May 11, 2005  
 Revised January 17, 2006

**Kern Community College District  
 Final Allocation for VTEA Title I,  
 Part C Funds  
 2005-06**

	ECONO. DISAD. VOC. STUDENTS, 2003-2004		
COLLEGE	NUMBER (#)	PERCENT (%)	FUNDS BASED ON % OF ECO. DISADV. VOCATIONAL STUDENTS
Bakersfield	5,353	62.57%	\$533,330
Cerro Coso	1,139	13.32%	113,536
Porterville	2,063	24.11%	205,507
Totals	8,555	100.00%	\$852,373

Methodology Approved by Chancellor's Cabinet  
 June 20, 2000

Presented the Chancellor's Cabinet  
 May 10, 2005

Kern Community College District  
Associate Chancellor, Educational Services  
March 27, 2006

**Kern Community College District  
Tentative Allocation for VTEA Title I,  
Part C Funds  
2006-07**

	<b>ECONO. DISAD. VOC. STUDENTS, 2004-05</b>		
<b>COLLEGE</b>	<b>NUMBER (#)</b>	<b>PERCENT (%)</b>	<b>FUNDS BASED ON % OF ECO. DISADV. VOCATIONAL STUDENTS</b>
Bakersfield	5,903	61.81%	\$532,266
Cerro Coso	1,283	13.43%	115,650
Porterville	2,365	24.76%	213,217
Totals	9,551	100.00%	\$861,133

Methodology Approved by Chancellor's Cabinet  
June 20, 2000

Presented to Executive Council  
March 27, 2006

## LIST OF TOP CODES AND TITLES TO BE FUNDED IN 2005-2006

Agreement #: 05-C01-

District/College KCCCD/Porterville College

Place an 'X' in columns 3 and 4, to indicate that the appropriate forms pertaining to the identified TOP Code(s) are being retained at the district for audit purposes. Enter the total amount of funds planned for expenditure for individual TOP Codes in Column 5 .

1	2	3	4	5
Top Codes (*2-, 4-, and 6-digit)	TOP Code Title	Section I, Part F: College Core Indicator Information by TOP Code	Section II: Program Information by TOP Code	Section IV: Budget Summary by TOP Code
		<i>Submit with application for those TOP Codes not previously funded and retain Part F in audit file</i>	<i>Retain Section II in audit file</i>	<i>Enter Total from Section IV –B corresponding to TOP Code Funded – retain Part B in audit file</i>
0101.00	Agriculture	X	X	\$19919
0501.00	Business	X	X	\$19919
0701.00	Information Systems	X	X	\$46155
1203.20	Nursing, LVN	X	X	\$19919
1239.00	Psychiatric Technician	X	X	\$19919
1250.00	Emergency Medical Technician	X	X	\$19919
1305.10	Child Development	X	X	\$19919
2105.00	Administration of Justice	X	X	\$19919
2133.00	Fire Control Technology	X	X	\$19919
				<b>\$205,507</b>

\*Use of the 2-digit TOP Code means that all programs within the specified 2-digit TOP Code(s) are intended, and each of those programs will meet all 8 requirements of the Act by June 30, 2006.

**NOTE:** Use the most recently available College Core Indicator information Section I Part F.

**LIST OF TOP CODES AND TITLES TO BE FUNDED IN 2006-2007  
 INCLUDE FUNDING FOR ACROSS VOCATIONAL PROGRAMS**

Agreement #: **06-C01-023**

District/College **KCCCD / PORTERVILLE COLLEGE**

In Column 3 enter the total amount of funds planned for expenditure for individual TOP Codes.

1	2	3
Top Codes (*2-, 4-, and 6- digit)	TOP Code Title	Section IV: Budget Summary by TOP Code
010100	Agriculture	\$ 8,000
070100	Information Systems	\$ 10,000
095600	Industrial/Manufacturing Technology	\$ 7,000
120000	Health (RN, LVN, PSYT, EMTC)	\$ 40,000
210500	Administration of Justice	\$ 8,000
213300	Fire Technology	\$ 11,000
		\$
		\$
		\$
		\$
		\$
		\$
	Across Vocational Programs Budget Summary Total	\$ 129,217
	<b>GRAND TOTAL</b>	<b>\$ 213,217</b>

**\*Use of the 2-digit TOP Code means that all programs within the specified 2-digit TOP Code(s) are intended, and each of those programs will meet all 8 requirements of the Act by June 30, 2007.**

## 2005-2006 TOP CODE DETERMINATION PROCESS (NARRATIVE)

AGREEMENT #: 05-C01-023

District/College: KCCCD/Porterville College

**Specify the 2-, 4- and/or 6-digit TOP Code vocational and technical education programs to be improved. Describe the selection process that resulted in the TOP Codes identified for funding. Describe the resources and data analysis that resulted in the proposed TOP Codes. Describe how Labor market information and core indicator data were used as part of the selection process.**

***NOTE: Use of the 2-digit TOP Code means that all programs within the specified 2-digit TOP Code(s) are targeted, and those programs will meet all 8 requirements of the Act by June 30, 2006.***

*The selection process included collaborative meetings between representatives of each vocational program. Discussions regarding changes and growth in each vocational area guided examination of areas to be supported by VTEA funding. Job needs in the community, national predictors of growth in job areas and examination of our state core indicators were considered when trying to identify trends in business and industry. The group then reached consensus on which projects or programs would most benefit from the VTEA funds.*

## RESPONSES TO LOCAL PLAN REQUIREMENTS

AGREEMENT #: 06-C01-023

District/College: KCCCD/Porterville College

To meet federal monitoring criteria, the System Office, California Community Colleges, needs Perkins 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, 2006. For your convenience, the required elements from the Perkins Act are noted in the items below. As a reference, Section 134 and 135 citations of the Perkins Act are also provided.

Your local plan must include the following elements [134(1)].

In short paragraph form for each element below, describe – in a summary fashion -- 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-adjusted levels of performance established under section 113. Describe the data analysis, including labor market information and core indicator data, and resources that resulted in the proposed TOP Codes [(134 (2)). TOP Code determination was derived from CTE needs in our community through various advisory boards, evaluation of current secondary vocational programs, review of our current core indicator data and information provided by our institutional researcher.
- 2) Improve student academic and technical skills through the integration of core academics with vocational and technical education (CTE) programs to ensure that CTE students are taught at the same level and proficiency as all other students [134 (3) and 135 (1)]. Core academics are an integral part of our various CTE programs. Post-secondary math and English courses are prerequisites for many of our vocational programs. Yearly program review will be scheduled so assure academic and CTE educational proficiency.
- 3) Provide CTE students with strong experience in and understanding of all aspects of an industry [134 (3) and 135 (2)]. Continual evaluation of courses to ensure curriculum mirrors the current trends in community industry.
- 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 (3)]. CTE programs are tailored to meet individual industrial technological needs. Lab and field work will enable vocational students' hands-on training pertinent to their vocational fields.
- 5) Include parents, students, teachers, business and industry representatives, labor organizations and representatives of special populations to develop, implement, and evaluate CTE programs and how they will be informed and assisted in understanding Title 1C requirements [134 (4) and 135 (c1)]. This will be fulfilled by continual advisory board meetings with a diverse group of instructors, students and various community entities.

- 6) Provide services and activities that are of sufficient size, scope, and quality to bring about improvement in the quality of such programs [134 (5) and 135 (7)]. All programs will be reviewing their curricula and consulting with their advisory boards to refine their offerings to better meet the needs of students and the community.
- 7) Provide quality assurance that CTE programs are independently evaluated and continually expanded, improved and modernized [134 (6) and 135 (5 & 6)]. Regular meeting of VTEA/CTE program directors include updates on each program as well as projections of future projects or expansion.
- 8) Review CTE programs and identify and adopt strategies to overcome barriers for declining rates of access or success for special populations, ensure against their discrimination, and enable these students to meet state-adjusted levels of performance [134 (7 and 8)]. Various CTE programs will have a recruiter who will be able to increase the number of under-represented students in those programs. In addition, most programs have mini-labs with specialized software to assist students in strengthening their skills. Faculty will be available in coordination with the mini-labs to offer assistance beyond the classroom and office hours.
- 9) Promote preparation for nontraditional training and employment [134 (9)]. This will be done through program marketing and both secondary and community job fairs.
- 10) Provide comprehensive professional development for teachers, counselors, and administrators including in-service and pre-service training in effective teaching skills based on research. Provide effective practices to improve parental and community involvement to ensure that these personnel stay current with all aspects of an industry [134 (10) and 135 (4)]. CTE program directors and faculty will be encouraged to attend notable industry conferences as a means of increasing awareness of best practices and establishing networks to improve the quality of our programs. All CTE directors will retain CCCAOE membership.
- 11) Link secondary and postsecondary CTE programs including tech-prep program implementation [(135 (8)]. Porterville College is increasing its 2+2 articulations with local secondary education. In addition, plans are underway to offer some vocational courses on secondary campuses as well as facilitate bringing high school students to the college campus for classes. Meetings of both secondary and post-secondary CTE instructors and regular meetings between secondary and post-secondary counselors will be scheduled.