Career Technical Education Department
ASP for Academic Year 2025-2026
November 2024

Description Of Section

Connection to College Mission

The Career Technical Education (CTE) section is the instructional body providing Career Technical Education and Workforce Development opportunities for Cerro Coso Community College. The college offers Career Technical Education local and industry recognized certificates as well as associate degrees for transfer and local associate degree programs. More recently, CTE also includes a series of noncredit courses to address short term vocational training for incumbent workers or those looking to upskill their career readiness.

Career Technical Education programs are reviewed and validated every two years to meet workforce needs in their service area. Programs are offered either in a traditional (in-person) venue, virtually through synchronous Zoom, or via online coursework. Several of the programs are offered entirely online to provide educational opportunities for students who may not have the opportunity or ability to attend classes at the college's physical sites. CTE programs support the college mission of serving workforce needs within the college service area. There are six CTE departments at Cerro Coso Community College: Allied Health; Business and Paralegal Studies; Information Technology and Digital Media Arts; Child Development; Industrial Arts; and Public Safety/Administration of Justice.

Review And Planning

Performance and Equity Gaps Still to be Addressed

CTE Overall

The CTE department has seen significant growth over the last five years, and in particular, within the last two years. There has been a steady increase in performance metrics across the department. CTE has created new programs to address employment and job training needs, as well as revised and strengthened existing programs to meet student needs. The departments are motivated and inspired to continue this trajectory in support of the communities we serve.

	2019-20	2020-21	2021-22	2022-23	2023-24
Course Count	136	143	155	174	187
Section Count	511	423	459	534	554
First Day Enrollment	13,584	11,840	10,488	11,532	13,017
Census Day Enrollment	11,578	10,795	8,888	10,353	11,003
Students Per Section	21.4	21.6	18.0	18.7	21.8

First Day Waitlist Count	274	84	92	121	347
FTES	1,110	1,083	1,014	1,199	1,353
FTEF	83.29	86.30	89.84	102.51	104.13

In relation to collegewide data, CTE programs overall have outperformed the college in:

- Overall success rates (CW: 80%/CTE: 81%)
- CC Bishop completion rates (CW: 94%/CTE: 98%); success rates (CW: 84%/CTE: 92%)
- CC East Kern success rates (CW: 94%/CTE: 97%)
- Male success rates (CW: 80%/CTE: 82%)
- Female success rates (CW: 80%/CTE: 81%)
- Nonreported gender success rates (CW: 81%/CTE: 82%); completion rates (CW: 90%/CTE: 91%)
- Hispanic/Latino success rates (CW: 80%/CTE: 83%); completion rates (CW: 92%/CTE: 93%)
- Economically Disadvantaged success rates (CW: 74%/CTE: 76%); completion rates (CW: 89%/CTE: 90%)
- Non-economically Disadvantaged success rates (CW: 83%/CTE: 84%)

CTE has prioritized outreach, marketing, and dual enrollment in underserved areas in East Kern where a campus site is not yet present (California City/Mojave/Boron/Desert). Due to this effort, we have seen tremendous growth in CTE enrollment in this area.

Cal City Area	Spring '22	Spring '23	Spring '24	% change
Enrollment	171	229	427	+86.5%
Headcount	94	104	190	+82.7%

Significant **gaps** were found in the following success and completion rates:

- CC Bishop Hybrid success rates (CW: 85%/CTE: 70%)
- American Indian success rates (CW: 67%/CTE:61%)
- Nonreported ethnicities success rates (CW: 71%/CTE: 62%)

CTE Metrics - Employment Indicator

CTE success is measured through various performance indicators that are reported annually as part of funding. One of those indicators measures how successful students are in becoming employed after a training program. Cerro Coso has been underperforming in this area compared to district and state standards.

- Cerro Coso Employment success rate in 2023-24: 69.3% (BC: 85.8%/PC: 80.1%)

Our college is seeing the effect of not having an operational Career Center on campus to provide these essential employment services for students.

As summarized from the individual unit plans

Allied Health: Low enrollment of males in nursing and medical assisting related courses/programs that are typical to state and national trends.

Business & Paralegal Studies: The Business Administration program has seen a decline in headcount (-22.9%), enrollment (-21.45%), and FTES (-16.71%). In addition, there are several equity gaps in headcount, completion, and success, as compared to college wide. The Paralegal program has seen a decline in headcount (-11.7%), enrollment (-12.7%), and FTES (-12.4%).

Child Development: When comparing to college wide data, the few identified gaps are a 5% Gap- Not Significant, the N is too small, or performance is much better than college wide. The department continues to focus on increasing success rates for lower performing populations.

Industrial Arts: The African American success rate (48%) is substantially lower than that of the college (67%).

The success rate at the East Kern Campus (83%) is lower than the overall campus success rates (94%).

Information Technology & Digital Media Arts: The Business Office Technology program had significant gaps in the success among the following groups: both non-economically disadvantaged and economically disadvantaged students, first generation students, financial aid students, and both DSPS and non-DSPS students. The Digital Media Arts program has a gap among African American completion and success compared to college averages. Completion declined compared to last year, but success improved. The Information Technology program overall saw student equity groups complete at higher rates but are still close to the college-wide averages.

Public Services: The equity categories are in alignment with college-wide data. The consistent college wide gaps for under-represented minorities, specifically African American males, is an area of focus for the next academic year.

Last Year's Initiatives

Expand Career Center Services

The college still remains **without** a functioning Career Center or personnel to successfully complete this initiative.

With limited resources, the faculty and staff have been able to increase community awareness, employer engagement, and student enrollment in CTE programs.

Create New CTE Program Pathways

CTE has completed, or is close to completion, in just about all initiatives in this plan.

- Develop Baccalaureate degree program within CTE [**COMPLETE**-*Awaiting State approval to offer BS Cyber Security Technology]*
- Develop noncredit courses for short term/vocational workforce development [**COMPLETE**-*multiple programs were created or converted to noncredit]*
- Develop Computer Office Applications certificate program [**COMPLETE**]
- Establish Associate Degree of Nursing program [**In-Progress**-*awaiting criteria to be satisfied by Board of Registered Nursing. This initiative will continue for another year due to agency regulations]*
- Establish Wildland Fire Technology/Forestry program [**COMPLETE**-*the courses have completed CIC while the program is being submitted in fall 2024]*
- Establish Truck Driving certification program [**COMPLETE**-*awaiting State approval as CDCDP noncredit program]*
- Establish Forklift Safety certificate program [**COMPLETE**]
- Explore specializations in esthetics and radiology for the Medical Assisting program [**COMPLETE**-*dermatology specialization course for medical assisting was created, radiology was researched and decided not to pursue at this time]*

Strengthen CTE Programs

CTE has completed, or is close to completion, in just about all initiatives in this plan.

- Continuation of faculty coordinator for the Addiction Counseling Studies program [**COMPLETE]**
- Restructure the Business Office Technology program [**COMPLETE**- *program was revamped into IT, BSOT will be discontinued in spring 2025.]*
- Continued participation in the Early Childhood Education Child Development Permit Pilot under the PDG-R Grant [**COMPLETE]**
- Expand Tehachapi campus facilities to include spaces that are student-ready for medical assisting, EMT, ACAD and emerging CTE programs **[In Progress** - *CTE has advocated for appropriate space needs in the new Tehachapi campus buildout]*
- Expand enrollment with increased sections of ACAD courses, including multiple site locations [**COMPLETE** - *additional MOUs have been added with outside agencies to provide ACAD courses]*

- Improve course success rates [**COMPLETE**-*success rates for CTE overall rose to 81% in 2023-24, from 78% in 2022-23 and exceeds the Collegewide Success rate*]

CTE OVERALL	2019-20	2020-21	2021-22	2022-23	2023-24
Success Rate	82%	82%	78%	78%	81%

Initiatives for Next Academic Year

Strengthen Career Pathways to Employment (continued)

Is this part of a multiyear initiative?

Yes

Specific Action Steps to be Taken:

- **Hire the staffing needed to support a robust career services center at the college** (*This initiative will not be effective without personnel support for implementation*)
- Develop internship opportunities across multiple CTE departments
- Engage advisory boards, local employers, and community members in job training for students
- Participate in Career Fairs, Career Exploration events, and outreach to increase awareness of CTE program/career pathways available
- Develop pre-apprenticeships
- Develop career readiness workshops for students
- Create a "Career Closet" with charitable contributions for appropriate job attire to support students in need
- Maintain the college's Job Speaker platform to post current positions and internships available; track student employment to meet reporting standards
- Advise students towards career strengths and interests

Early Observational Data, or "Lead" Measure(s):

- Recruit for staffing of a management and/or classified position to run the Career Services Center
- Employers will actively participate in job postings on the college Job Speaker platform
- Employers/Students will engage in meaningful paid/unpaid internships during their course of study
- Increased number of pre-apprenticeship opportunities
- Funding will be explored to supplement paid work experience opportunities and support students in training
- Increased participation with Employer Training Resource to support students engaged in work experience
- Students will receive job training skills, and support through the application process (resume building, cover letters, interview prep, mock interviews, career counseling, etc)
- Increased student participation and recruitment through the college Job Speaker platform

Does the department request help developing these instruments?

Yes

Institutional Performance Data, or "Lag" Measure(s):

- Career Services Center will be staffed with a manager and/or classified position (at minimum) to effectively meet student needs
- Students will connect with jobs related to their field of study
- Students will find employment after program completion
- Students will earn a living wage after program completion
- Students will gain valuable work experience to strengthen career readiness and employability
- Student enrollment in CTE programs will increase (due to increased marketability with direct employment outcomes)

Person Responsible:

Dean, Career Center Personnel, Faculty Chairs, Faculty Leads, Faculty, Employer Engagement/Advisory Boards

Unit gap or institutional goals addressed:

It addresses a Strategic Plan goal or objective (reminder to the right), It addresses a gap in student equity, It addresses a 2- or 5- year program review strategy, It addresses a Student Equity and Achievement Plan goal, It addresses a Guided Pathways practice, Other. Explain below

It addresses the employment metric for CTE funding (Perkins/SWP), Vision Aligned Reporting, and the Student-Centered Funding Formula.

Enhance Workforce Programs Tailored to Local Industry Needs (continued)

Is this part of a multiyear initiative?

Yes

Specific Action Steps to be Taken:

As a continued CTE initiative, the departments will create, develop, and refine programs to respond to workforce needs. This would include strengthening support for existing programs and identifying additional needs for new programs.

This initiative includes research and/or development of the following programs:

- Baccalaureate application in Addiction Studies
- Spanish-speaking cohorts for Medical Assisting, Business, and CHDV Teacher Certificate programs
- Licensed Midwifery Certificate program
- Foundations in Business and Accounting Certificate program
- Revising Business Office Technology courses to noncredit or small certificate program
- Sustainable Outdoor Recreation Leadership Certificate program
- Forestry Certificate program
- Expanding POST training courses; Becoming a POST certified Modular I training facility
- Seeking American Bar Association (ABA) approval for paralegal studies
- Gaining OSHA 10 certification training approval
- Seeking funding for Airframe and Powerplant Maintenance Technician program equipment and space
- Collaboration with NAWCWD in creation of a Tech Bridge location off-campus for creative workspace and new program development

This initiative includes support for strengthening existing program outcomes by:

- **Reviving Career Center services at the college**
- Increasing dual enrollment pathways in local high schools
- Classroom space for in-person pathways at Tehachapi campus
- Expanding available pathways at ESCC campuses
- Increasing pathways in prison education program
- Bringing more programs through the OEI process
- Increasing availability for courses taught in Spanish
- Increasing access to OER resources for students
- Identifying more opportunities for CTE community events
- Continuing support for professional expert personnel to maintain community CTE efforts (**institutionalizing critical positions**)
- Continuing assigned Director/Coordinator load for specific programs (Addiction Studies, EMT, LVN, RN, ACAD)
- Identifying funding sources for digital access and subscription-based services for supplemental course instruction (eliminate cost to student)

Early Observational Data, or "Lead" Measure(s):

- Faculty identified to champion new programs
- Advisory meetings held to develop and revise curriculum and seek input on potential new programs' viability
- Adequate facility spaces will be explored for new programs
- Training/professional development for faculty to update certifications

Does the department request help developing these instruments?

Yes

Institutional Performance Data, or "Lag" Measure(s):

- Increased number of CTE programs available
- Increased noncredit options for Career Development and College Preparation (CDCP)
- Improved quality of existing programs and ongoing support to maintain stability
- Improved outcomes from success and retention to completion and direct employment through the pathways

Person Responsible:

Dean, Career Center personnel, Faculty Chairs, Faculty Leads, Faculty, Employer Engagement/Advisory Boards

Unit gap or institutional goals addressed:

It addresses a Strategic Plan goal or objective (reminder to the right), It addresses a gap in student equity, It addresses a gap in outcomes assessment, It addresses a 2- or 5- year program review strategy, It addresses an Educational Master Plan direction, It addresses a Student Equity and Achievement Plan goal, It addresses a Guided Pathways practice, Other. Explain below

It addresses the funding metrics for CTE (Perkins/SWP), Vision Aligned Reporting, and the Student-Centered Funding Formula.

Resource Needs

Facilities

Office Space and Storage:

- Ongoing office space for new employees (faculty, management, and classified) at IWV
- Ongoing space for classroom instructional materials, in which the equipment needs to be near or in a dedicated classroom
- Storage options for CTE promotional materials and non-instructional supplies that are accessed on a frequent basis

CTE Vehicles:

- Ongoing collaborative support with M&O and CTE to schedule servicing and maintenance on fleet vehicles

Includes approved requests from the individual unit plans

Allied Health:

- **Support for a new Allied Health facility:** This space will house classrooms, skills labs, study rooms, staff offices, and general facilities, ensuring that all programs have the adequate space necessary for effective instruction and student engagement. The current facilities are nearing capacity, which limits our ability to offer comprehensive training and support to students.
- **Climate-Controlled Environment**: a climate-controlled building or modular space is required to store bulk supplies for student packs and essential skills lab equipment.
- Facilities requests for the **Tehachapi campus** buildout include dedicated classroom space for CMA/EMT courses which include plumbing (for sinks), and adequate storage.

Child Development:

- **Support for replacement of Child Development Center Facility equipment and classroom materials**, as it represents a "lab" environment for student learning. Some equipment and materials in the program are well over twenty years old and are showing extreme wear and need to be replaced.
- **Replacement furniture for faculty office** based on an ergonomic review that provided the justification for a new desk

that is compatible with the space.

Industrial Arts:

- **Outlet Covers:** placed over the outlets inside the welding booths in room 147 to keep grinding sparks out of the outlets

- **Remove remaining auto lift and solar house** in the backyard of the welding lab. The department would like to look into an outside welding area to simulate work in the field.

- **Remove exhaust unit** from the North wall of WW147. This will make room for new equipment.

- **Install 220V receptacles** near demo stations in WW147 and in room WW198 on West wall.

- **Install curtain** around virtual welders.

- **Repaint classrooms and office**

- **Consider options for AC/Heater:** Often times its 85-90 degrees in the warm months or freezing cold in the winter months in the office. Portable swamp coolers are extremely loud and not as effective.

- **Consider options for more efficient rodent control:** rodent droppings consistently found on desk, office equipment, and frequently used areas. Requires daily sanitizing and cleaning.

Public Services:

The requests below were included in the Tehachapi facility master plan requests and address space issues to adequately run CTE programs at the site location.

- Dedicated space at Tehachapi campus to effectively run a POST academy, to include:
    - Minimum 600 sqft of **storage space for equipment**
    - Secured parking area for academy vehicles (3 patrol vehicles and 2 trailers)
    - Arrest Control space 10sqft per student, minimum of 2,000 sqft, ideal 3500sqft
    - Work Sample Test Battery obstacle course, approximately .25 mi long and a 1.25 mi running track or space
    - 1500ft x 1500ft driving area without obstacles (i.e. parking curbs, basketball hoops, etc.)
    - Electronic sign usage during academy training with vehicles, approximately 10 days during the academy
    - 1 workout room, approximately 2,000 sqft
    - 3 dedicated offices able to be secured to store academy files and private meeting space with students due to sensitive background issues, approximately 600 sqft total
    - Shooting range access in the Tehachapi area
    - Locker/changing room for students
    - Break room/fridge area (students spend 24 hours a week minimum at the academy with weekend days exceeding 10 hours)
    - Open or modular classroom approximately 2,000 sqft

Information Technology

CTE requests support for digital access subscriptions to enhance learning, to include TestOut, Cengage, Simtics, LexisNexis, etc. This allows the college to reduce barriers, increase student success and allow courses to be low-zero cost.

CTE also requests support for additional basic office equipment (laptop, etc.) for newly hired staff and faculty as needed.

Includes approved request from the individual unit plans

Allied Health:

- Collaborating with IT on in-class computers and technology for Vocational Nursing, Medical Assisting, and EMT
- Support for simulation equipment and technology

Industrial Arts:

- Organize wiring on East wall of office

Marketing

As summarized from the individual unit plans

All Departments have indicated the need for more advertising, flyers, pamphlets, promotional materials to be given out at events and over a variety of media platforms. A need for increased presence at events across multiple sites, updated website pages, additional boosted advertisement of any new and developing programs.

CTE will continue to collaborate closely with the Marketing department on funding and additional support (professional expert for marketing) to assist with advertising, website updates, and events.

Professional Development

As summarized from the individual unit plans

All Departments - have indicated the need for continuous training, maintenance of certifications and skills, and conferences for professional development. *This can be supported through alternative funding.*

Other Needs

As summarized from the individual unit plans

Library/Bilingual Support

Multiple CTE departments regularly partner with the library. Specific needs for bilingual librarian support is growing with more departments considering a Spanish cohort. This includes:

- Zoom Workshops have been requested and well received by our CHDV students. Evening workshops meet the unique needs of the student population.
- Libguides / ancillary supports such as How To guides for doing research, citing in APA, etc (in Spanish)
- ebook support - reserve textbooks digitized
- Ongoing librarian support to maintain zero cost textbook courses (help with evaluating OER/course materials, create Libguides and course packs for faculty to embed into Canvas).
- Adjunct bi-lingual librarian to provide zoom workshops, APA, resource and research supports.
- Continued support building CHDV specific ebook resources, including Spanish resources
- Subscriptions to field specific journals, and video materials such as Journal of the Young Child and Edflicks

Career Center Support

All CTE programs rely on the Career Center to get students from education and training to direct employment in the field of study. To be successful, we need an operational Career Center staffed with personnel to assist students in job readiness training and employment services. The Career Center will also maintain cooperative relationships with industry partners across our service area. The last Job Specialist position was left vacant in November of 2022.

Employers in our service area have expressed interest in hiring our students and exploring internship opportunities. The continued Career Center vacancy is a major deficit in providing meaningful employment services to our CTE students and industry partners.

Admissions and Records Support

Child Development, the Police Academy, Business, and third-party contract requests are increasing the workload for Admissions and Records. The initiative to support Credit for Prior Learning is an additional workload that will need to be considered going into 2025-26. CTE requests support from a dedicated A/R technician to alleviate the burden on the department overall.

College-Wide Contracts Coordinator

CTE programs frequently need to create contracts for facilities, cooperative agreements, MOUs, clinical site affiliations, and

purchasing. There has been a tremendous strain on the departments to complete Contracts requirements and procedures in a timely manner to the detriment of our programs. Multiple partners have declined to continue to do business with the college due to the complicated Contracts process currently in place, with no staff person to facilitate the communication between vendors.

Staffing Requests Not Already Listed In Unit Plans

1000 Category - Certificated Positions

Allied Health

Location:

ESCC Bishop, ESCC Mammoth Lakes

Justification:

This section plan supports the requested positions:
Nursing - Faculty position

Additional rational (beyond unit plan): the ESCC campus has capacity with clinical sites to continue enrollment growth in nursing fields. Not having a full-time employee there to oversee the sites, develop employer partnerships, and keep a consistent program has been difficult to maintain with only adjunct faculty. Enrollment in nursing programs, and the anticipation of an RN program necessitates this need.

Information Technology/Cyber Security

Location:

Ridgecrest/IWV

Justification:

This section plan supports the requested positions:
Information Technology/Cyber Security for Baccalaureate program

*Pending approval to offer the BS program.

Child Development

Location:

CC Online

Justification:

This section plan supports the requested positions:
Bi-lingual Child Development/Early Childhood Education (Spanish/English)

Additional rational (beyond unit plan):: current Spanish courses are at capacity and in high demand. This program has seen tremendous growth across the State as we offer a unique online program that can't be found elsewhere.

Business

Location:

EKC Tehachapi

Justification:

This section plan supports the requested positions:

Business Administration - Faculty position

Additional rational (beyond unit plan): support for a full-time position located in EK/Tehachapi could support the Rising Scholars program, online courses, EK courses, and travel to IWV to support on-ground courses as needed. Centrally located in EK to support Rising Scholars and also the growing on-campus courses at the TEC would be most efficient.

Computer Applications Specialist

Location:

CC Online, Ridgecrest/IWV

Justification:

This section plan supports the requested positions:
Computer Applications Specialist - Faculty position to replace a retirement from the former Business Office Technology program

2000 Category - Classified Staff

CTE Coordinator

Location:

No Location Specified

Salary Grade:

Number of Months:

Number of Hours per Week:

Salary Amount:

Justification:

In general, across the individual unit plans, there is consensus on a need for a classified position to address the increased workload associated with admissions, contracts, career services, marketing/event management, and organizational program coordination.
1. The work is currently assigned to multiple staff as additional duties, but could benefit from having one point-of-contact for all CTE related matters.
2. The impact would be a continued increase and diversification of responsibilities on current classified staff. This position would alleviate the specificity of training and skills that others are currently taking on,
3. A temporary employee is not taking on this work, although there are multiple professional experts that could also be consolidated into this request.
4. The work is at capacity currently with the staff that has taken on the responsibility of extra duties.

Child Development - DA I (Bilingual/Spanish)

Location:

CC Online

Salary Grade:

Number of Months:

Number of Hours per Week:

Salary Amount:

Justification:

This section plan supports the request for this position.

In addition to the rational found in the unit plan, this request would help to institutionalize the use of professional experts that serve in this role currently. CTE currently has a part time professional expert that has demonstrated a critical need for this position. Going into the 2025-26 academic year, alternative funding will be extremely limited, and this position is crucial for the child development program's success.

Child Development - Teaching Assistant (Bi-lingual in Spanish/English)

Location:

Salary Grade:

Number of Months:

Number of Hours per Week:

Salary Amount:

Justification:

This section plan supports the request for this position.

In addition to the rational found in the unit plan, this request would help to institutionalize the use of temporary employees that serve in this role currently. CTE currently has a temporary teaching assistant that has demonstrated a critical need for this position. Going into the 2025-26 academic year, alternative funding will be extremely limited, and this position is crucial for the child development program's success.

Career Center Support (High-grade Classified or Management)

Location:

Ridgecrest/IWV

Salary Grade:

dependent on position

Number of Months:

12

Number of Hours per Week:

40

Salary Amount:

dependent on position

Justification:

Cerro Coso Community College's Career Center has been lacking key personnel to be able to sustain essential services and reach its full potential within the areas of Career Technical Education (CTE). The Career Center is responsible for a number of career readiness and job skills services. One of the most vital, being the intake and onboarding of student workers, which impacts the productivity of multiple administrative departments at the college. At this time, that duty has been supported by the classified staff in the Office of Instruction and cannot be sustained.

In addition to student workers, another avenue of employability for students is through employer job postings (currently integrated using Job Speaker platform), work-experience courses, apprenticeships, and internships (both paid and unpaid). The college currently doesn't have the capacity to expand on all of these areas under the current structure of the Career Center, which historically was run by one classified Job Development Specialist position.

After the retirement of our former Job Development Specialist, the Office of Instruction pursued recruitment of a replacement, under the same model. There were two failed recruitments for this position. As a standalone position previously, the Career Center struggled to provide the full scope of services in an efficient manner for students. It is recommended that we reevaluate the potential for this department and provide adequate support to sustain and grow the career services available to students and the community.

As part of the accountability for categorical grants, Perkins and Strong Workforce, the college needs to report on progress toward the following metrics:
• student employment rates (Perkins)
• percentage of students employed in their field of study (SWP)
• median annual earnings (SWP)
• students who attain a living wage after completion (SWP), and
• students employed in 2nd fiscal quarter after completion (SWP/Perkins)

Attainment of the regional living wage is also a metric within the Student Centered Funding Formula. Allocating the necessary support staff to the Career Center will enable us to assist students to reaching not only their educational goals, but also their career and workforce preparation goals.

The duties of the Career Center Support–COF proposed position include:
• Establish and maintain liaison with employers and community agencies to develop employment opportunities for students and promote career services offered by the college.

• Provide career and professional development services such as resume and cover letter review, mock interviews, and educating students on how to network and search for jobs; develop and conduct workshops and presentations pertaining to career and professional development.

• Provide technical and administrative support to the internship program, including reviewing applications and determining eligibility based upon specified eligibility requirements, organizing and conducting orientations, processing internship course enrollment, tracking and monitoring student intern time sheets, reviewing internship evaluations, liaising with student interns, faculty advisors, and employers; and developing, disseminating, collecting, and maintaining program documents.

• Administer the online career management system (CMS), including reviewing and approving job postings and creating, updating, and disseminating announcements.

• Provide information and respond to inquiries from students, employees, employers, and the public regarding career services and activities provided by the college.

• Collect, compile, organize, and maintain data pertaining to career services and prepare reports.

• Assist in the planning, coordination, and implementation of career services-related events and outreach activities.

• Develop, prepare, and disseminate promotional materials regarding the college's career services, events, and programs; monitor and update information pertaining to career services on the college website.

• Perform a variety of clerical duties including answering telephones, composing correspondence, forms, and memos, and establishing and maintaining records and files.

• Attend and participate in job fairs, workshops, conferences, meetings, and committees as assigned.

• Provide work direction and guidance to student workers as assigned.

• Work collaboratively and professionally with faculty, staff, students, and stakeholders from diverse academic, socioeconomic, cultural, disability, gender identity, and ethnic communities.

• Demonstrate cultural humility, sensitivity, and equity-mindedness in working with individuals from diverse communities; model inclusive behaviors; and achieve equity in assignment-related outcomes.

A Manager position-COF would coordinate and manage the following areas within Career Technical Education: internships, apprenticeships, work experience courses, student employment, CalJobs program management and contracts, contract education, career exploration events, employer education partnership MOUs, career readiness workshops and tools, Job Speaker account management, LinkedIn Learning account management, Career Center budget management, and workforce development related grants.

Currently the Dean of Career Technical Education supports the management of these programs. At this time, these programs are not able to be managed as effectively as possible due to the increased workload of CTE. CTE programs have increased in the number of courses, students, faculty, and scope of courses available across services areas and online. Categorical funding is partially contingent on showing progress in career outcomes of students and the college would benefit from a comprehensive structure focused on career-oriented services.

This position would be supported by a percentage of categorical grants and would be contingent on funding.

F				A	L	2024 Adopted Budget	2024 Actual Expenses	2025 Adopted Budget	2026 Request	Notes	Increase?	In planning document	If requesting increase of %5 or more		
Fund	Org Description	Account Description	Program Title	Activity	Location								Data?	Relevance?	Operational Efficiency?
GU001	Dean of Career Technical Education	Non-Inst Supplies & Materials	Instrnl Support/Academic Admin		CI	$ 250.00	$ 145.28	$ 250.00	$ 250.00						
GU001	Dean of Career Technical Education	Employee Travel DO	Instrnl Support/Academic Admin		CB/CT	$ -	$ 450.14		$ 800.00	There are more instances where travel is needed to support workforce events. Alternative funding will not be able to adequately support.	yes				
GU001	Dean of Career Technical Education	Food/Meetings	Instrnl Support/Academic Admin	CSUBVA	CI	$ -	$ 100.03		$ 300.00	Discontinued Activity code; would like to continue to support workforce development meetings with community partners and employers. This will no longer be supported by alternative funding.	no	Section	It is a requirement of career education programs to regularly conduct stakeholder meetings with workforce partners. It is customary to hold these as meetings alongside a meal or refreshments, to attract employer participation. This will no longer be adequately funded by alternative CTE grants.	Regularly scheduled meetings twice a year is required of career education programs, and is documented for any new program approvals.	It will increase the likelihood of employer and community participation.

Resouce Requests

Type of request	1 time or ongoing?	Requested amount	description/explanation	In planning document	Data?	Relevance?	Operational Efficiency?
Other	ongoing	$ 500.00	Program: Truck & Bus Driving - will require a physical exam and drug screening prior to enrollment into the C802 course for behind-the-wheel training. Similarly to ALDH programs, this is something we provide for students as part of the enrollment process to ensure their safety (and the safety of others) in particular courses.	AUP	This is a newly created program housed within Industrial Arts. The program is set to launch in spring 2024/fall 2025 and the second course in the series requires a physical exam and drug screening be completed as part of the enrollment requirements. There is a limited number of students that are able to particpate in this course, as the ratio of student to teacher must remain low to adequately train students behind-the-wheel.	This is necessary to enroll students into the courses. This documentation will need to remain on file withon the department in order to be compliant with the State of California Department of Motor Vehicles regulations to administering this course.	This will allow us to offer the program to students and increase enrollment potential.
Professional	1 time	$ 5,000.00	Support for CTE-specific training for certification maintenance. adjunct	Section			
Other	ongoing	$ 15,000.00	Professional Memberships (include NACEP/dual enrollment;	Section	Memberships maintain industry relevance, create		
Other	1 time	$ 20,000.00	Instructional supplies	Section	Historically was covered by Strong Workforce funds	This is just an estimate for any materials that	
Other	1 time	$ 15,000.00	SCAs for employer/internship development, dual enrollment mentorship,	Section	Typically provided through Strong Workforce funding		
Other	ongoing	$ 500.00	Forklift certification training completion cards - agency charged cost to	Section	This is a newly created noncredit course taught in	This is a requirement for the certification of the	This will increase student employability in the field and