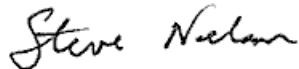


Owens Valley Career Development Center
Inyo-Mono Paiute-Shoshone Tribes
Bishop, California

Native American Career and Technical Education Program
US Department of Education
PR #V101A070009

Second Annual External Evaluation Report
2009

Prepared by

A handwritten signature in black ink that reads "Steve Nelson". The signature is written in a cursive style with a large, stylized "S" and "N".

Dr. Steve Nelson, Director of Planning
Education Northwest
101 SW Main / Suite 500
Portland, OR 97204

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I. Introduction

The purpose of this report is to summarize the progress and accomplishments of the Inyo-Mono Paiute-Shoshone Tribes, in partnership with Cerro Coso Community College and Bakersfield Community College in implementing the Native American Career and Technical Education Program during the 2009 calendar year. This is the second annual report prepared by an independent evaluator as required by the US Department of Education grant guidelines for the grant program, entitled the Owens Valley Career Development Center.

The report was guided by the performance standards established in the approved grant application and GPRA standards. For each goal, objective, and activity, an objective appraisal has been made as to the relative progress in achieving the intended aims of the grant. On November 2-4, 2009, a site visit was conducted to prepare this annual external evaluation report. The external evaluation report serves as an independent and objective basis upon which the grant performance report (ED524B) is prepared to gauge program progress in achieving its objectives and the federal GPRA indicators. The evaluation focuses on the activities and outcomes for the spring, summer, and fall semesters of 2009, commencing on January 20 and ending on December 11, so fall semester completion rates are estimates, based upon the best available evidence.

The Owens Valley Career Development Center has successfully operated career and technical education programs for many years. The OV CDC was awarded a five-year NACTEP grant commencing on January 1, 2008. Fundamental to the Program are partnerships with multiple colleges, employers, and student outreach mechanisms central to the Tribes' economic development plans and five-year strategic plan. The NACTEP grant focuses on enrolling a total of 98 students each year in six vocational clusters—construction trades, early childhood education, certified nursing assistant, business management/administration, computer information systems, and office technology/computer applications. These six clusters specifically focus on career development opportunities emerging in the greater Inyo-Mono communities. One additional component was eliminated due to low demand (administration of justice). The second annual goal of the program is to document the completion of 78 students (80%) and the third annual goal is the eventual placement of 54 completers (70%).

On the pages which follow, the report provides a summary of progress toward achieving program objectives and activities in the second year, a statistical accounting of participants, and an appraisal of the program's contribution to the GPRA standards. The report concludes with a summary of findings and recommendations.

II. Performance Evaluation

Status of Program Objectives 2009

Objective	Expectations	Design Standard	Status	Discussion
1. Recruit, screen, assess, and enroll unemployed and under-employed members of the Inyo-Mono service area of the Owens Valley Career Development Center	Minimum of 98 per year	Applicants meet eligibility criteria	Attained	<p>A total of 149 students have enrolled in the program in the spring, summer, and fall terms of the second year. Students were recruited from and served in the greater Mono-Inyo region—Benton, Bishop, Big Pine, Bridgeport, Fort Independence, Timbisha and Lone Pine through a combination of distance education courses offered remotely and seminar/laboratory classes offered in Bishop. These are remote locations for which distance education computer laboratories and service coordinators are necessary to meet a chronic need for adult career and vocational services. The two career counselors provide the recruitment, intake, assessment and enrollment of the students. Eligible students must have a high school diploma or equivalent and declare an intent to pursue a certificate or degree in one of the six career and technical education offerings.</p>

Objective	Expectations	Design Standard	Status	Discussion
2. Design and offer, in partnership with local colleges, state-and-industry recognized certificate programs in six vocational areas— construction trades, early childhood education, administration of justice, certified nursing assistant, business management, and office technology/computer applications	Approved program offerings delivered beginning Spring semester of 2008 based upon documented employment needs.	Delivery of approved programs by state accredited colleges supported by cooperative agreements with the institutions	Partially Attained	Cerro Coso Community College offered accredited coursework both online and in classroom settings in five of the six career clusters beginning in January 2008—early childhood education, office technology, computer information systems, certified nurses aide, and business management. Bakersfield Community College added a certified carpentry program in the fall of 2008. BCC terminated their agreement at the end of spring term due to state budget constraints. An alternative method for state accreditation and/or industry certification is needed to continue the carpentry component. These institutions worked with the NACTEP Program through written cooperative agreements. The programs are primarily focused on clusters of coursework leading to state- and industry-recognized certificates and associate of technical arts degrees, as well as short-term certificates in industry-specific areas. Currently, students are completing their coursework at an 83% rate of success. Specific certificate requirements, course offerings, enrollment and completion rates are presented in Section II, the statistical report.

Objective	Expectations	Design Standard	Status	Discussion
3. Enroll students in six vocational education areas:	Minimum 98 per year	Applicants enroll and meet attendance standards in courses	Attained	Within the six strands of the program 149 different students were enrolled in one or more vocational-technical education programs. These included:
a) Construction Trades				Bakersfield Community College Construction Trades 22
b) Administration of Justice				
c) Certified Nurses Aide				Cerro Coso Community College Computer Information Systems 3
d) Business Management				
e) Office Technology				Cerro Coso Community College Certified Nurses Aide 16
f) Early Childhood Education				Cerro Coso Community College Business Management 31
				Cerro Coso Community College Office Technology 41
				Cerro Coso Community College Early Childhood Education 36
				Total 149
				This enrollment exceeds expectations by 52 percent. Office Technology and Early Childhood Education continue to receive the greatest interest, followed by the Construction Trades and Allied Health professions. The Computer Information Systems strand has modest enrollment for a highly technical profession.

Objective	Expectations	Design Standard	Status	Discussion																								
4. Students will successfully complete coursework toward the fulfillment of career certificate requirements in six vocational education areas.	Minimum of 78 (80%) students will successfully complete coursework each year	Enrolled students successfully complete coursework leading to a career certificate	Partially Attained	<p>One hundred twenty three (83%) of the students completed coursework in partial fulfillment of the requirements for vocational certificates in the second year. Thirty two students (26%) received industry-recognized certificates.</p> <table border="1" data-bbox="1167 396 1898 776"> <thead> <tr> <th data-bbox="1178 435 1461 461">Program Area</th> <th data-bbox="1493 402 1650 461">#/% Course Completion</th> <th data-bbox="1682 402 1887 461">#/% Certificate Completion</th> </tr> </thead> <tbody> <tr> <td data-bbox="1178 467 1461 493">Construction</td> <td data-bbox="1493 467 1650 493">19 (86%)</td> <td data-bbox="1682 467 1887 493">2 (11%)</td> </tr> <tr> <td data-bbox="1178 500 1461 526">Allied Health-Related</td> <td data-bbox="1493 500 1650 526">15 (94%)</td> <td data-bbox="1682 500 1887 526">6 (40%)</td> </tr> <tr> <td data-bbox="1178 532 1461 597">Early Childhood Education</td> <td data-bbox="1493 532 1650 558">25 (69%)</td> <td data-bbox="1682 532 1887 558">22 (88%)</td> </tr> <tr> <td data-bbox="1178 604 1461 630">Business Management</td> <td data-bbox="1493 604 1650 630">28 (90%)</td> <td data-bbox="1682 604 1887 630">2 (7%)</td> </tr> <tr> <td data-bbox="1178 636 1461 662">Office Technology</td> <td data-bbox="1493 636 1650 662">34 (83%)</td> <td data-bbox="1682 636 1887 662">0</td> </tr> <tr> <td data-bbox="1178 669 1461 734">Computer Information Systems</td> <td data-bbox="1493 669 1650 695">2 (67%)</td> <td data-bbox="1682 669 1887 695">0</td> </tr> <tr> <td data-bbox="1178 740 1461 766">Total</td> <td data-bbox="1493 740 1650 766">123 (83%)</td> <td data-bbox="1682 740 1887 766">32 (26%)</td> </tr> </tbody> </table> <p data-bbox="1167 781 1898 1177">Note that the program is reaching its goal in both the number and percentage of students completing their coursework, but a smaller number have acquired sufficient credits to receive their certificates. Students are making satisfactory progress toward the successful completion of their coursework and certificates. Indeed, the NACTEP program supported a total of 514 student/courses during the year, a dramatic ramping up of active coursework for the year. Since many of these career strands are two year degrees, the completion rates should continue to rise in the coming years. The breakdown of course completions and certificate requirements is presented in Section II, statistical report.</p>	Program Area	#/% Course Completion	#/% Certificate Completion	Construction	19 (86%)	2 (11%)	Allied Health-Related	15 (94%)	6 (40%)	Early Childhood Education	25 (69%)	22 (88%)	Business Management	28 (90%)	2 (7%)	Office Technology	34 (83%)	0	Computer Information Systems	2 (67%)	0	Total	123 (83%)	32 (26%)
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Construction	19 (86%)	2 (11%)																										
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Objective	Expectations	Design Standard	Status	Discussion																													
5. Place certificated students in jobs and/or continuing education support: a) Continuing education b) Job or military placement	Minimum of 54 (70%) per year	Applicant meet certificates of achievement standards and either continue coursework in their vocational area or enter a baccalaureate degree program Outcomes associated with level of participation and classroom performance	Partially Attained	The vast majority of the students are enrolled in certification programs that require multiple semesters to complete. During the year a total of 32 individuals earned their accredited certificates in one of the six career strands, and four have earned associate degrees: <table border="1"> <thead> <tr> <th>Strand</th> <th>Certificate</th> <th>Number</th> </tr> </thead> <tbody> <tr> <td rowspan="5">Early Childhood</td> <td>Assistant Teacher</td> <td>9</td> </tr> <tr> <td>Associate Teacher</td> <td>9</td> </tr> <tr> <td>ECE Teacher</td> <td>3</td> </tr> <tr> <td>Site Supervisor</td> <td>1</td> </tr> <tr> <td>Program Director</td> <td>1</td> </tr> <tr> <td rowspan="2">Business</td> <td>Management</td> <td>2</td> </tr> <tr> <td>Administration</td> <td>2</td> </tr> <tr> <td rowspan="3">Allied Health</td> <td>CNA</td> <td>5</td> </tr> <tr> <td>Home Health Aid</td> <td>1</td> </tr> <tr> <td>LVN Ready</td> <td>1</td> </tr> <tr> <td>All</td> <td>Unduplicated</td> <td>32</td> </tr> </tbody> </table> <p>Of the 32 students completing their program, 31 (97%) were successfully placed. This includes 26 who are employed (81%) and 26 continuing their education.</p> <p>Note that the program easily met its placement rate goal for the year, but the actual number of students was below the anticipated level. This is in part due to the “bottle neck” in required coursework in the office technology strand, where particularly challenging required courses are available only once a year. Ten students could potentially have graduated this year except for these requirements.</p>	Strand	Certificate	Number	Early Childhood	Assistant Teacher	9	Associate Teacher	9	ECE Teacher	3	Site Supervisor	1	Program Director	1	Business	Management	2	Administration	2	Allied Health	CNA	5	Home Health Aid	1	LVN Ready	1	All	Unduplicated	32
Strand	Certificate	Number																															
Early Childhood	Assistant Teacher	9																															
	Associate Teacher	9																															
	ECE Teacher	3																															
	Site Supervisor	1																															
	Program Director	1																															
Business	Management	2																															
	Administration	2																															
Allied Health	CNA	5																															
	Home Health Aid	1																															
	LVN Ready	1																															
All	Unduplicated	32																															

III. Statistical Report

Table 1
Owens Valley Career Development Center NACTEP Program
2009 Vocational Course Enrollment and Completion by Career Strand

Early Childhood Education

Class	Course Name	Enrolled	Completed
CHDV C101	Child Development	8	3 (38%)
CHDV C105	Introduction to Infant Development	2	1 (50%)
CHDV C107	School Age Development	1	1 (100%)
CHDV C111	Principles of Child Guidance	11	6 (55%)
CHDV C115	Child, Family, and Community	8	7 (88%)
CHDV C121	Health, Safety, and Nutrition	1	1 (100%)
CHDV C125	Diversity in Education	5	3 (60%)
CHDV C143	Materials and Curriculum	2	1 (50%)
CHDV C145	Language and Literature	1	1 (100%)
CHDV C147	Assessment and Evaluation	1	0
CHDV C149	Play and Meaning	5	3 (60%)
CHDV C202	Principles and Practices in Child Development I	5	3 (60%)
CHDV C203	Principles and Practices in Child Development II	1	1 (100%)
CHDV C241	The Exceptional Child: Nature and Needs	2	2 (100%)
CHDV C251	Administration of Programs in Child Dev I	2	2 (100%)
CHDV C252	Administration of Programs in Child Dev II	1	1 (100%)
CHDV C281	Adult Supervision/Mentor Teaching	4	1 (25%)
Various	Foundations	14	5 (36%)
Industry-Specific	Continuing Education Credit Early Childhood Advocacy Symposium	19	13 (68%)
Industry-Specific	National Indian Education Conference	1	1 (100%)
Industry-Specific	Continuing Education Credit ECE Workshops		
	Course-Taking Duplicated Totals	94	56 (60%)
	Course-Taking Unduplicated Totals	36	25 (69%)
Assistant Teacher	6 Child Development Units of 101, 111, & 115		9
Associate Teacher	12 Child Development Units in prescribed areas		9
Early Childhood Education Teacher	24 Child Development Units in prescribed areas		3
Site Supervisor	AS Degree in Child Development		1
Program Director	State Teaching Credential or BA in Early Childhood Education plus 5 units of supervision/administration		1
	Total Unduplicated ECE Certificates		22 (88%)

Business Management

Class	Course Name	Enrolled	Completed
BSAD C100	Intro to Business	19	13 (68%)
BSAD C101	Financial Accounting	5	4 (80%)
BSAD C102	Managerial Accounting	3	1 (33%)
BSAD C110	Intro to Personal Finance	7	6 (86%)
BSAD C131	Business Law	7	6 (86%)
BSAD C141	Human Relations in Business	2	2 (100%)
BSAD C145	Business Communications	3	3 (100%)
BSAD C152	Managing Diversity in the Workplace	-	-
BSAD C155	Human Resource Management	-	-
BSAD C212	International Business	6	6 (100%)
BSAD C220	Principles of Project Management	1	1 (100%)
BSAD C222	Problem Solving and Computer Applications in Management	-	-
BSAD C251	Principles of Management and Organization	9	7 (78%)
CSCI C101	Intro to Computers	6	4 (67%)
Various	Foundations	22	18 (82%)
Industry Specific	Paralegal	3	3 (100%)
	DUPLICATED TOTALS	93	71 (79%)
	UNDUPLICATED COUNT	31	28 (90%)
Business Management Certificate	Successful Completion of 32 prescribed units		2
Business Administration Certificate	Successful Completion of 28 prescribed units		2
	Total Unduplicated Business Certificates		2

Computer Information Systems

Class	Course Name	Enrolled	Completed
BSAD C100	Introduction to Business	2	1 (50%)
CSCI C101	Introduction to Computer Information Systems	1	0
CSCI C136	Advanced Adobe Acrobat	-	-
CSCI C140	A+ Essential Skills for PC Repair	-	-
CSCI C141	A+ Standard Skills for IT Technicians	1	1 (100%)
CSCI C143	Network+ Fundamentals of Network Technologies	1	1 (100%)
CSCI C146	Security+ Fundamentals of Network Security	-	-
CSCI C161	Advanced Word	2	1 (50%)
CSCI C163	Advanced Excel	-	-
CSCI C165	Advanced Access	-	-
CSCI C181	Hypertext Markup Language (HTML)_	1	1 (100%)
CSCI C187	Introduction to MS Project	-	-
CSCI C195	Introduction to Robotic Programming	-	-
CSCI C241	Introduction to Telecommunications	-	-
CSCI C251	Introduction to Programming w/ Visual Basic	-	-
CSCI C252	Introduction to Computer Science	-	-
CSCI C265	C++ Programming Language I	-	-
CSCI C267	Java Programming	-	-
CSCI C270	Database Design and Management	1	1 (100%)
CSCI C280	Web Application Development Using PHP	-	-
CSCI C285	Extensible Markup Language (XML)	-	-
DMA C211	Web Scripting with Java Script	-	-
DMA C213	Web Development with PHP and MySQL	-	-
MATH C121	Elementary Probability and Statistics	1	1 (100%)
MATH C130	Finite Mathematics	-	-
MATH C131	Basic Functions and Calculus for Business	-	-
Various	Foundations	3	2 (67%)
	DUPLICATED TOTALS	13	9 (69%)
	UNDUPLICATED COUNT	3	2 (67%)
Computer Information Systems Certificate	25 units in prescribed courses		-
Computer Information Systems Programming Intermediate Certificate	25 units in prescribed courses		-
	Total Unduplicated CIS Certificates		-

Office Technologies

Class	Course Name	Enrolled	Completed
BSAD C070	Business Mathematics	6	6 (100%)
BSAD C072	Introduction to Accounting	1	0
BSAD C100	Introduction to Business	1	0
BSAD C132	Intermediate Keyboarding	7	5 (71%)
BSAD C133	Advanced Keyboarding	-	-
BSAD C145	Business Communications	1	1 (100%)
BSOT C154	Office Personnel Seminar	1	0
CSCI C070	Computer Literacy	19	15 (79%)
CSCI C121	Beginning Word	20	16 (80%)
CSCI C123	Beginning Excel	13	12 (92%)
CSCI C125	Beginning Access	17	14 (82%)
CSCI C127	MS PowerPoint	12	9 (75%)
CSCI C129	Beginning MS Outlook	1	0
CSCI C135	Beginning Adobe Acrobat	-	-
CSCI C151	Intermediate Word	3	3 (100%)
CSCI C153	Intermediate Excel	1	1 (100%)
CSCI C155	Intermediate Access	2	2 (100%)
CSCI C161	Advanced Word	1	1 (100%)
CSCI C163	Advanced Excel	-	-
CSCI C165	Advanced Access	-	-
CSCI C171	Introduction to the Internet	5	5 (100%)
CSCI C183	Web Development with MS Front Page	-	-
	Foundations	33	22 (67%)
	DUPLICATED TOTALS	144	112 (78%)
	UNDUPLICATED COUNT	41	34 (83%)
Business Office Assistant Certificate	19 units in prescribed courses of study		-
Business Office Technology Certificate	30 units in prescribed courses of study		-
Business Office Clerk Certificate	13 units in prescribed courses of study		-
	Total Unduplicated Office Certificates		-

Allied Health

Class	Course Name	Enrolled	Completed
BIOL C251	Human Anatomy	1	1 (100%)
BIOL C255	Human Physiology	2	1 (50%)
CSCI C070	Computer Literacy	8	8 (100%)
IC C075	Introduction to Library Research	6	5 (83%)
PSYC C101	General Psychology	5	4 (80%)
HCRS C055	Certified Nurses Aid	5	5 (100%)
HCRS C050	Medical Terminology	3	3 (100%)
	Foundations	13	7 (54%)
	DUPLICATED TOTALS	43	34 (79%)
	UNDUPLICATED COUNT	16	15 (94%)
LVN Ready	Successful Completion of 22 prescribed units for eligibility to LVN program		1
CNA/Home Health Aid	Successful completion of HCRS C055 and completion of state licensing requirements		6
	Allied Health Certificate Unduplicated Count		6

Construction Trades

Class	Course Name	Enrolled	Completed
Academy I	Construction Trades I	9	5 (56%)
Academy II	Construction Trades II	-	-
Academy III-A	Construction Trades III Part A	-	-
Academy III-B	Construction Trades III Part B	18	15 (83%)
	DUPLICATED TOTALS	27	20 (74%)
	UNDUPLICATED COUNT	22	19 (86%)
Construction Technology Certificate	Successful Completion of Academy I-III	N/A	2

Summary

2009 Grand Total All Strands	Unduplicated Enrollment	Course Completion Rate	Certificate Completion Rate	Placement Rate
Construction Trades	22	19 (86%)	2 (10%)	1 (50%)
Business Management	31	28 (90%)	2 (7%)	2 (100%)
Office Technology	41	34 (83%)	-	-
Computer Information Systems	3	2 (67%)	-	-
Allied Health	16	15 (94%)	6 (40%)	6 (100%)
Early Childhood Education	36	25 (69%)	22 (88%)	22 (100%)
Total (Unduplicated)	149	123 (83%)	32 (26%)	31 (97%)

Table 2
2009 Enrollment and Placement Rates
By Gender & Ethnicity

Total 2009 Enrollment	149
Percent Native American	89%
Percent Female	77%
Total 2009 Successful Course Completion	83%
Percent Continuing toward Certificates	91%
Total 2009 Successful Certificate Completion	26%
Percent Employed	81%
Percent Continuing Advanced Vo-Tech Track	81%
Percent Enlisted in Military Service	none
Total Percent Placed	97%
Referrals to Social or Other Related Services	27%

IV. GPRA Standards

Relevant GPRA Standard	Program Performance
Ci. Increase the number of adult career and technical education students who enroll in a postsecondary education or training program.	Enrollment in the second year increased to an unduplicated count of 149 students.
Cii. Increase the number of adult career and technical education students who attain career and technical education skill proficiencies aligned with industry-recognized standards.	A total of 123 students completed coursework in partial fulfillment of industry-recognized certificates in six career vocational areas. Overall, students are successfully progressing through this coursework at a rate of 83%.
Ciii. Increase the number of adult career and technical education students who receive industry-recognized credentials or certificates.	A total of 32 students completed courses of study that led to industry-recognized credentials or certificates. Further, four individuals received associate degrees in vocational fields.
Civ. Increase the number of adult career and technical education students who are placed in jobs, upgraded in a job, or retain employment.	Of the 32 students successfully fulfilling certificate requirements, 26 (81%) were placed in employment or advancement.

IV. Conclusions and Recommendations

In the second year of the NACTEP grant, the Owens Valley Career Development Center's Native American Career and Technical Education Program continued to offer a full range of vocational certification offerings. Cerro Coso Community College provided a combination of online distance learning and on-site laboratory class offerings toward five certificated areas during the spring, summer and fall semesters of 2009. In the second year the program expanded its services to the entire area spanning 230 miles from north to south of more than 13,000 square miles. Services are now offered in Benton, Big Pine, Bridgeport, Bishop, Fort Independence, Lone Pine, and Timbisha. Because of California revenue shortfalls, Bakersfield Community College will no longer certify the carpentry program, so alternatives are being explored for accreditation by either a technical college, community college, or industry trade organization for the coming year. Of the six career strands currently offered, the early childhood education, business and office technology are attracting high interest. However, because of course demands in office technology, graduates will not emerge until next year. In the first two years, the program has served a total of 173 adults from across this service area.

Nearly all (89%) of the 149 year-two participants were of Native American ancestry. Of these, 123 (83%) successfully completed one or more vocational courses during the year. Additionally, 32 students accomplished sufficient coursework to earn their industry-recognized certificates at a success rate of 26 percent. Nine in ten of the students who have not earned their certificate are being successfully retained and are continuing their education toward their respective vocational certificate. Since most of the career strands require multiple courses over multiple semesters in order to earn a certificate, certificate completion rates are expected to increase substantially in subsequent years.

Through a variety of skill-based courses and classes offered during the academic year, 83% of all students passed one or more of the courses attempted. This is no small feat, considering that the Owens Valley Career Development Center offered more than 118 distinct vocational and foundation courses during the 2009 academic year. This also means that 123 students made progress toward gainful employment, military service, or continuing education. Thirty two of these students have already received their certificates and four have earned associate degrees. Further, 26 are working after successfully receiving their vocational certificate and 26 are continuing their education toward more advanced certification. The remaining students (91%) are for the most part continuing in the NACTEP program. The OVCDC program has refined its student records and tracking system to more accurately and thoroughly accommodate the complex task of documenting the status of students' progress through completion of each individual course requirement toward certification and eventual job placement. The ACCESS database provides the platform for this sophisticated records management system, which worked very well in documenting second year accomplishments.

Long term objectives are being satisfactorily and appropriately addressed, which should result in all goals and GPRA standards being met by the Owens Valley Career Development Center Program over the life of the grant. Completion and placement rates are very high, although the number of graduates is just now beginning to ramp up. The program effectively coordinates its efforts with a variety of tribal, college, federal, and state services in the area in order to provide a more integrated approach to education and employment. The program also aggressively provides student outreach and service delivery to communities in this vast and remote region of the eastern Sierra Nevada.

The program is now staffed and well prepared to carry out the third year of the grant program. A job development specialist is being considered for the coming year to provide aggressive outreach in this troubled economy. No impediments to the successful continuation of program activities and services are apparent at this time. Attention should be focused on two areas—re-accrediting the construction technology strand and easing the bottleneck in gateway courses in the office technology strand.

This report was written in the middle of the fall term, so estimates were made as to fall completion and placement rates.