

### Local Application Program Information by TOP Code

College: CERRITOS COLLEGE

Agreement No.: 17-C01-006

Program Title: Adult Education

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

In Norwalk, CA alone, the percentage of high school graduates is only 27% and unemployment rate is 7%. With capital the Adult Education Department's support program of job development and technical career skills, it can outreach and recruit this demographic population to prepare with specialized information and enroll in one of many Cerritos College technical career areas. Moreover, an extension of advancement to the current successful services formerly in place for continuing students already enrolled at Cerritos College, that include career guidance and follow-up interviews to improve retention issues and job placement. Cerritos College can continue to reinforce the regional workforce but also, train new workers for the technical career job market with up to date job skills to be competent and practical. Among Core Indicators 1, 2, 3, 4, and 5a College performance is below negotiated level, along limited English proficiency, single parents, displaced homemakers, and students with disabilities. Improvements in the enrollment, retention, and success of English language learners, single parents, displaced homemakers, and students with disabilities is crucial, given the demographics of the regional workforce. Credential, certificate, and degree program completions are poor for these student groups due to lack of assessment, guidance, and education planning but, substantially the announcing of the services and programs offered at Cerritos College can be enriched to promote to these vulnerable student groups. There is inadequate support for counseling, educational and career guidance, and orientation to vocational programs for Limited language proficient students, single parents, displaced homemaker students and students with disabilities. These groups previously mentioned, lack one-on-one support for job and career guidance. In addition, there is insufficient outreach for the mentioned student groups through appropriate mediums and venues.

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

Improve outreach efforts to recruit larger pool of students and enhance educational and technical career support services for English language learners, single parents, displaced homemakers and students with disabilities approaching the workforce for the first time and/or coming back after unemployment in CTE programs is necessary, and by upgrading the services and instructional programs offered by the Adult Education Department, we will target core indicator 1 for technical skill attainment where the importance of necessary job skills is emphasized, due to high demand and competition in the current job market. Moreover, skills will be taught on one-on-one appointments and informational workshops on career profiles and job search skills. Core indicator 2 and 3 where the Adult Education office can provide resources and guidance for program preparation, completion, and retention to even transferring to higher education through academic counseling and the integration of "College Preparation Week". College Prep Week integrates academic direction, financial aid workshops, and transferring preparation. Also, core indicator 4 which is employment, The Adult Education Department's goal is to guide students towards the job market and instill the skills on how to job search and prepare for the job application process. The Adult Education Department has strengthen its "Occupational Preparation" class which focuses on computer software and job skills through computer usage, the class has extended its impact by offering in Spanish and Arabic language courses of occupational preparation and with funding, these courses can be offered to more demographics and gather more computer equipment. Career guidance can improve overall core indicators by assessing the students abilities and interest while elaborating a career plan either short or long term in addition, continue aiding students in acquiring jobs through the Adult Education office such as; workshops, appointments, industry partnerships, and resources. The Adult Education's support program in conjunction with instructional programs at Cerritos College will enhance the success opportunities for students. In order to increase attainment and completion of certificates and AA degrees, counseling and educational planning will be provided for CTE programs. Increased persistence and retention in CTE programs is expected by improving foundational skills in language development, basic math and English, vocational skills, educational planning and career exploration and job skills attainment like resume and cover letter building, and interview preparation, career workshops, encourage job fairs participation. Students will receive counseling and job development services to assist with their educational planning and job search.

Below are the nine §135(b) Requirements for Uses of Funds. Programs receiving these funds must meet these requirements. Indicate with a check mark those requirement(s) that will be strengthened through the activities funded across CTE programs.

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| 1. | Strengthening the academic, and career and technical skills of students participating in CTE programs through the integration of academics with CTE programs. [§135(b)(1)]   |
| 2. | Link CTE at the secondary and the postsecondary levels, including by offering elements of not less than one program of study described in §122(c)(1)(A). [§135(b)(2)]  |
| 3. | Provide students with strong experience in and understanding of all aspects of an industry, which may include work-based learning experiences. [§135(b)(3)]  |
| 4. | Develop, improve, or expand the use of technology in CTE, which may include training to use technology, providing students with the skills needed to enter technology fields, and encouraging schools to collaborate with technology industries to offer internships and mentoring programs. [§135(b)(4)]  |
| 5. | Provide in-service and pre-service professional development programs to faculty, administrators, and career guidance and academic counselors involved in integrated CTE programs, on topics including effective integration of academics and CTE, effective teaching skills based on research, effective practices to improve parental and community involvement, effective use of scientifically based research and data to improve instruction. Professional development should also ensure that faculty and personnel stay current with all aspects of an industry; involve internship programs that provide relevant business experience; and train faculty in the effective use and application of technology. [§135(b)(5)] |
| 6. | Develop and implement evaluations of the CTE programs carried out with Perkins IV funds, including an assessment of how the needs of special populations are being met. [§135(b)(6)]   |
| 7. | Initiate, improve, expand and modernize quality CTE programs, including relevant technology. [§135(b)(7)]  |
| 8. | Provide services and activities that are of sufficient size, scope and quality to be effective. [§135(b)(8)]   |
| 9. | Provide activities to prepare special populations, including single parents and displaced homemakers enrolled in CTE programs, for high-skill, high-wage or high-demand occupations that will lead to self-sufficiency. [§135(b)(9)]   |

10. Permissive Uses Per Section 135(c)(check activities to be funded with CTE funds)

- 1. Involve parents, businesses, and labor organizations, in the design, implementation and evaluation of CTE programs. [§135(c)(1)]
- 2. Provide career guidance and academic counseling for students participating in CTE programs, that improves graduation rates and provides information on postsecondary and career options, and provides assistance for postsecondary students and adults, [§135(c)(2)]
- 3. Local education and business partnerships, including work-related experiences for students, adjunct faculty arrangements for qualified industry professionals and industry experience for teachers and faculty. [§135(c)(3)]
- 4. Provide programs for special populations. [§135(c)(4)]
- 5. Assisting career and technical student organizations. [§135(c)(5)]
- 6. Mentoring and support services. [§135(c)(6)]
- 7. Leasing, purchasing, upgrading or adapting equipment, including instructional aides and publications (including support for library resources) designed to strengthen and support academic and technical skill achievement. [§135(c)(7)]

- 8. Teacher preparation programs that address the integration of academic and CTE and that assist individuals who are interested in becoming CTE faculty, including individuals with experience in business and industry. [§135(c)(8)]
- 9. Developing and expanding postsecondary program offerings at times and in formats that are accessible for all students, including through the use of distance education. [§135(c)(9)]
- 10. Developing initiatives that facilitate the transition of sub-baccalaureate CTE students into baccalaureate degree programs, including articulation agreements, dual enrollment programs, academic and financial aid counseling and other initiatives to overcome barriers and encourage enrollment and completion. [§135(c)(10)]
- 11. Providing activities to support entrepreneurship education and training. [§135(c)(11)]
- 12. Improving or developing new CTE courses, including the development of programs of study for consideration by the state and courses that prepare individuals academically and technically for high-skill, high-wage or high-demand occupations and dual or concurrent enrollment opportunities. [§135(c)(12)]
- 13. Developing and supporting small, personalized career-themed learning communities. [§135(c)(13)]
- 14. Providing support for family and consumer sciences programs. [§135(c)(14)]
- 15. Providing CTE programs for adults and school dropouts to complete secondary education or dropouts to complete secondary education or upgrade technical skills. [§135(c)(15)]
- 16. Providing assistance to individuals who have participated in services and activities under this Act in continuing their education or training or finding an appropriate job. [§135(c)(16)]
- 17. Supporting training and activities (such as mentoring and outreach) in nontraditional fields. [§135(c)(17)]
- 18. Providing support for training programs in automotive technologies. [§135(c)(18)]
- 19. Pooling a portion of such funds with a portion of funds available to other recipients for innovative initiatives. [§135(c)(19)]
- 20. Supporting other CTE activities consistent with the purposes of the Act. [§135(c)(20)]

**NOTE: If you indicate CTE funds are being used for the specified activities below, then there must be funding for the activity(ies) indicated in the line item budget for the across CTE programs budgeted.**

**Check all types of activities to be funded with CTE Funds:**

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