

**Local Application Program Information by TOP Code**

College: CERRITOS COLLEGE  
 Program Title: Child Development

Agreement No.: 17-C01-006  
 TOP Code: 130500

**Briefly describe program improvement issue(s) concerning this TOP code and include specific examples. (Limited to 2,000 characters, or approximately ½ page of text.)**

As in 2016 - 17 (7.9), Core Indicator 1, Technical Skill Attainment, although lower, continues to exceed negotiated targets, in 2017-2018 (5.6). The following core indicators, completions, nontraditional participation, and nontraditional completions all fall short of negotiated targets. Similar to last year, it is not possible to fully explain the data. College data collection tools have been revised; however, at the time this data was collected, it is questionable whether the tools used to collect the data gathered accurate identification of non-traditional populations. For Core Indicator 3, Persistence and Transfer, the negotiated Level decreased, from 4.3 to 2.0, but still are above the negotiated level. Under Core Indicator 5a. Nontraditional Participation and 5b. Non Traditional Completions, which for Child Development are “males”, there is a continued decrease in the negotiated levels, from -18.4 to -21.8 for participation and from -19.7 to - 22.00 for completions. That being stated, here are some possible reasons that continue year to year, producing the (-) negotiated levels half of the core indicators:

1. As reported by both traditional and non-traditional participants, large numbers of CD students continue to struggle with completing the required General Education Math and/or English requirements for the AS-T in Early Childhood Education or A.A. degree in Child Development.
2. When comparing 2016/17 to 2017/18, the Child Development Department “Cohort CTE Enrollment”, only changed by 2, from 2,793 to 2791 and the CTE Headcount has decreased by 55, from 1,716 to 1,661. Male students (our nontraditional participant) continue to not choose Child Development/Early Childhood as their major, due to the low pay and the bias view male teachers experience in Early Childhood Education programs.
3. Although Core Indicator 4, employment is above the negotiated level, at 11.8, the CD Department continues to prepare for future changes in requirements for te

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

This year the CD Department re-evaluated our Program Review Plus goals and the chart listing the actions to be taken for each of the goals. 3 of the goals will continue to help the CD Department address the issues discussed above. Goal 1: Recruit and maintain non-traditional students (men) Actions: Consistently participate in Senior Preview Day and CTE Career Day (in particular be represented at the Non-traditional Career booth). Collaborate with Teacher TRAC in recruitment events, on and off campus. Distribute Child Development Pathway brochure high school principals, athletic coaches, counselors and community leaders. Goal 2: Develop a process to improve the teaching practices of all CD instructors in CD Department. Actions: Coordinate events for full and part time instructors to discuss class content, student engagement, teaching practices, through the SLO Assessment Cycle. Seek approval for all faculty members to attend trainings on the most current classroom assessment tools and pedagogy used in early childhood programs. (Reggio Emilia, Constructivism) (DRDP’s, CLASS, ECERS-3). Goal 3: Work on articulation with Adult Education Programs and increase graduate and transfer rates to four year institutions. Actions: Use the Child Development Overview and Pathway brochure to advise students. Schedule ongoing meetings with counselors Meet with Adult Education programs in the area

<p>&gt;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 requirements that the program currently meets (met). Any remaining unmet requirement(s) must be addressed with completed or ongoing activities by June 30 for reporting in the final report. Note: All nine required uses of funds must be met by the end of the Act or each year until reauthorization. Funds may also be used for the permissive activities specified in number 10.</p>	<p>Indicate with a check mark which requirements have been met, below.</p>
<p><b>Requirements for Uses of Funds</b></p>	<p><b>MET</b>      <b>UNMET</b></p>

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)]	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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)]	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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)]	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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)]	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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)]	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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)]	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7.	Initiate, improve, expand and modernize quality CTE programs, including relevant technology. [§135(b)(7)]	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8.	Provide services and activities that are of sufficient size, scope and quality to be effective. [§135(b)(8)]	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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)]	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**FOR THOSE REQUIREMENT(S) LISTED ABOVE AS "UNMET:**

**Describe specific activity(ies) intended to address the unmet requirement(s) (Limited to 2,000 characters, or approximately ½ page of text.)**

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 that TOP Code program(s) funded.**

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

- |  |   |
|--|---|
| <input checked="" type="checkbox"/> Professional Dev. (including stipends)       | <input checked="" type="checkbox"/> Instructional Materials Purchase/Replacement (including software) |
| <input checked="" type="checkbox"/> Instructional Equipment Purchase/Replacement | <input type="checkbox"/> Project Administration   |
| <input type="checkbox"/> Facility rental/lease (off-campus location)             | <input type="checkbox"/> Programs/Services for Special Populations                                    |
| <input checked="" type="checkbox"/> Curriculum Development                       | <input checked="" 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>                  |

**Check one: UNMET REQUIREMENTS WILL BE ADDRESSED:**

- Entirely with CTE Funds

Entirely with Other Funding Sources

Using Both CTE and Other Funding Sources