

### Local Application Program Information by TOP Code

College: CERRITOS COLLEGE  
Program Title: Commercial Music

Agreement No.: 17-C01-006  
TOP Code: 100500

**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.)**

1. The program attracts non-traditional and economically disadvantaged individuals because they receive the same level and quality of training as a trade school but at a fraction of the cost. While the program is attracting students interested in this field, the Core Indicators clearly indicate that we still need to increase our enrollment numbers and focus on retention and completion. Historically, students have not been properly tracked when entering the program nor have they received clear counseling about the expectations of the program. Also, courses do not have proper SAM codes, making tracking Core Indicator data difficult and extremely inaccurate.
2. After many delays, the new Certificate in Commercial Music Technology was approved by the Chancellor's office. This new certificate and the new courses associated with it will allow the program to grow as originally intended. The program has been fortunate to receive funding from various sources to provide the equipment, software, and training to offer the new courses. However, for the program to remain competitive and viable, equipment and software will need to be refreshed as the industry evolves.
3. As the program grows, students require access to the lab, recording studio, and recording equipment to complete their projects. Support for this demand will require additional labor. The program now has 35 active students and it is expected that the number of students will increase in increments of 5-8 students a year.
4. Recruitment continues to be a challenge for the program as funding is required to create competitive materials to present to prospective students. This program must be able to compete with for-profit institutions that offer similar training at a much higher cost. Those programs attract their students through targeted marketing and aggressive promotion. The program strives to remain a cost-effective alternative to for-profit institutions offerings similar training.

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

1. The new certificate will make the program competitive with others in the area. The new courses will also provide students with more training needed for careers in the music industry. While the program has been increasing its graduates for the past three years, the entering class size has been small. A new introductory course was first offered in Fall 2014. From that course, only 12 students continued with the program. By the third semester, the number had decreased to 8 students. The Fall 2015 class had 28 completers for 22 moving onto the Spring 2016 semester. The Fall 2016 class had 28 completers with 21 moving onto the Spring 2017 semesters. It is expected that 18 students will finish this spring and move into the third and fourth semesters of the program. Students now receive counseling from faculty every semester to ensure they are focused on completing.
2. The yearly Perkins funding is crucial to allowing the program to grow and remain viable. The IPII grant received for 2014-2015 and 2015-16 allowed for significant and desperately needed purchases, such as microphones, software, and speakers. The program still needs funding for the upkeep of hardware and continuation of software license agreements. As new technologies emerge in commercial music, the need to continue updating equipment and software will require consistent funding. Staying current with the technology allows the program to remain competitive and relevant to students and prospective employers.
3. Hiring hourly aides would address the issue of access to the lab and equipment. The duties would include checking out equipment, providing access to the lab, and performing maintenance tasks. Students hired for these positions would gain marketable skills in equipment management and maintenance. These students emerge as leaders in the program and assist in mentoring new and continuing students.
4. The program hopes to have funding to produce high-quality promotional material. Faculty will make efforts to visit local high schools to introduce students to the program and answer questions. The Commercial Music Fair in June will serve as a promotion vehicle for the program as well.

<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>	
Requirements for Uses of Funds		MET	UNMET
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:**

- Professional Dev. (including stipends)
- Instructional Materials Purchase/Replacement (including software)
- Instructional Equipment Purchase/Replacement
- Project Administration

Facility rental/lease (off-campus location)

Programs/Services for Special Populations

Curriculum Development

Consultants or Other Contracted Services

Program Marketing and Outreach

Other(specify) CTE Coordinator assists in

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

Entirely with CTE Funds

Entirely with Other Funding Sources

Using Both CTE and Other Funding Sources