

Local Application Program Information by TOP Code

College: CERRITOS COLLEGE

Agreement No.: 17-C01-006

Program Title: Culinary Arts

TOP Code: 130630

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.)

Core Indicators 2, 4, 5a, 5b surpass negotiated targets for skill attainment, completions, employment, including nontraditional participation and nontraditional completions. Core Indicators 1 (Student with Disabilities) and 3 are below the state- negotiated levels. These outcomes indicate that this department needs to focus on persistence and transfer as well as skill attainment for students with disabilities. New curriculum development should help improve performance levels for Core Indicator 3. Currently, professors continue to connect students with disabilities with resources to succeed in their classrooms.

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

The culinary arts department continues to work on improving Core Indicator 3 by developing a stackable curriculum that students can follow in order to attain beginning certifications followed by intermediate and advance certifications with the capability for a management transfer degree into our articulated classes at Cal Poly Pomona and Cal State Long Beach. Advisory committee members and industry partners support our new curriculum development. Implementation of the new curriculum which include a new certificate and degree in Culinary Arts Management; the last tier of our stackable curriculum has been approved and implementation will begin Summer 2017.

There is also a continuous effort to place students in jobs. Goodwill Inc. continues to be an integral part to improving core indicator 3. It is serving our economically disadvantage student, non-traditional student as well as our single parent population and Student with disabilities. Both of these groups are below are negotiated level. Overall, the department seeks out partnerships and individually places students into jobs as long as students are employable. Additional workshops (such as resume writing, interview techniques and scholarship writing) are being offered in order to provide students with the soft skills needed to present themselves to employers or attain scholarships. Furthermore, our partnership with Goodwill Inc. is networking and setting up a job fair tailored for foodservice employment. This year we hosted our third culinary extravaganza that also included a student competition and chef's discussion panel in collaboration with our sponsors. This event has allowed us to bring in the university reps for Cal Poly Pomona and Cal State Long Beach as well as employers looking for students for available jobs.

The culinary department has also dropped class enrollment in our laboratory classes to allow for proper student to teacher ratios and meet OSHA requirements. This will result in our core indicators to improve over time. Perkins funds will continue to be used for supplies, marketing, faculty professional development, and to replace outdated equipment with current industry standards. The College will continue to determine student barriers for enrollment in a non-traditional career field and overcome those barriers by presenting both a non-traditional career event for both female and males to allow students career exploration and to meet CTE Faculty. The College will continue to work with IT, and Research and Planning to check our core indicator data to make sure it is correct

>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.		Indicate with a check mark which requirements have been met, below.	
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:

- | | |
|--|---|
| <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