

Local Application Program Information by TOP Code

College: CERRITOS COLLEGE

Agreement No.: 17-C01-006

Program Title: Disabled Student Program & Services

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

The College Aggregate Core Indicator Information (2017-2018) indicates Students With Disabilities (SWD) continue to benefit from CTE program improvement professional development trainings and activities. For example, Core Indicator 2, Completions- Credential, Certificate, Degree or Transfer Ready, at 12.1% (i.e., SWD represent the highest percent above the negotiated level) showed a 0.3% increase from last year's 11.8%. Core Indicator 3, Persistence and Transfer, at 6.2% above the district negotiated rate is an overall increase of 0.4% relative to last year's 5.8%. Core Indicator 4, Employment, at -5.4% below the district negotiated rate, showed a 7.6% increase from last year's -13.0%, and SWD no longer represent the greatest percentage below the negotiated level as compared to all other cohort aggregate data within Core Indicator 4. Lastly, Core Indicator 5b, Nontraditional Completions, at 3.3% above the district negotiated rate showed an increase of 6.9% relative to last year's -3.6%. Conversely, Core Indicator 1, Technical Skill Attainment, at -3.2% below the district negotiated rate is an overall decrease of 1.8% compared to last year, and SWD represent the greatest percentage below the negotiated level as compared to all other cohort aggregate data within Core Indicator 1. Core Indicator 5a, Nontraditional Participation, at -1.5 % below the district negotiated rate showed a decrease of 0.9% relative to last year's 0.6%, and SWD represent the greatest percentage below the negotiated level as compared to all other cohort aggregate data within Core Indicator 5a. As a result, this data strongly supports the need for continued professional development trainings and activities for counselors and other instructional faculty along with career counseling in order for SWD to attain essential employment preparation skills and accomplish their employment goals.

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

Disabled Student Programs and Services (DSPS) continues to collaborate with the Career Center (CC), and has 147 individual SWD referrals from DSPS faculty for Career Guidance and/or Employment Preparation for the 2016/2017 school year. In reference to career exploration, we will continue to assist SWD with the use of Career Center exploration resources (e.g., Eureka), which includes Career Interest Assessments. We will also provide information about current Programs of Study, including Career & Technical Education programs. This will be in conjunction with SWD exploring job related Essential Standards and Technical Functions (e.g., functional abilities, limitations, accommodations, and available assistive technology). In reference to employment preparation, we will continue to assist SWD with resume writing, interviewing skills, and provide referrals to community employment resources, such as SELACO WIB, Department of Rehabilitation, SCRS, and EDD. We will also prepare SWD for upcoming events, such as job fairs, and special programs, such as the Workforce Recruitment Program (i.e., a federal internship & jobs program). We will also continue to provide Career Services presentations to classes specifically designed for SWD (e.g., ACLR 90).

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)] |

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| 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 checked="" 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) CTE Coordinator assists in |