

**Local Application Program Information by TOP Code**

College: CERRITOS COLLEGE

Agreement No.: 17-C01-006

Program Title: Dental Assisting

TOP Code: 124010

**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.)**

2017-2018 Core Indicators 2, 3, 5a, 5b, are below the state-negotiated target. These outcomes indicate that the program needs to focus on Completions, Persistence/Transfer, and Non-Participations/Completions with non-traditional students, single parent, and the economically disadvantaged students. Two Core Indicators with the largest drop from 2016-2017 was Core indicator 2 and 3. Both of these were above state negotiated target in 2016-2017. Again these relate to the non-traditional student, economically disadvantaged, and single parent.

The department must continue to recruit non-traditional students (male). Another focus that the program must continue to target is the economically disadvantaged and single parent students. Many of the students in the dental assisting program arrive to the college by bus or other means of transportation. The majority of the dental assisting students must work to support their families as they complete a full-time one-year program and may lack the motivation, time, encouragement from family, as they work to support their family and do not have with proper study habits and other factors to excel.

One positive trend is Core Indicator 4 (Employment) reveals there was a 18.3% increase from 2016-2017 (13.7) to (32.0) for 2017-2018 which is well above the target for negotiated level. Additional improvement was noticed in Core Indicator #1 (Technical Skill Attainment) from -1.2 in 2016-2017 to 6.5.

The department is still receiving an overwhelming volume of calls from community dentists seeking to employ Registered Dental Assistants from Cerritos College. This may be part of the answer to the improvement of Core Indicators on employment and skill attainment.

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

The Dental Assisting department will continue to work to increase non-traditional students, first time college students, the economically disadvantaged and single parents by; 1) Marketing the Dental Assisting program by attending Senior Career Day at High Schools, community dental offices, the Web site, Cerritos College Senior Preview Day, workshops given by the faculty of the program, the non-traditional booth at Senior Preview Day. 2) Faculty will continue to invite former graduates who were non-traditional, single parents and economically disadvantaged as guest lecturers to motivate and advise students how to succeed in the program 3) Dental Assisting brochure and Web site has continued to feature non-traditional members. 4) Part of the Cerritos College Strategic Plan the Health Occupation Division has developed Road Maps for every department (Dental Assisting) which targets non-traditional students by featuring pictures students on the Road Map. 5) The program will advise students regarding the need to apply for their Certificate of Completion/AA degree as well as help them complete the application. 6) Continue to identify why students are leaving the program through exit interview of those who drop out. From this, the program can continue to develop ways to assist students in the future.

>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) <span style="border: 1px solid black; padding: 2px;">CTE Coordinator assists in</span> |

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

- Entirely with CTE Funds
- Entirely with Other Funding Sources

Using Both CTE and Other Funding Sources