

Local Application Program Information by TOP Code

College: CERRITOS COLLEGE

Agreement No.: 17-C01-006

Program Title: Mental Health Worker

TOP Code: 210400

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.)

Per 2016-17 core indicator information: Core Indicator 1 - Technical Skill Attainment: #4 Economically Disadvantaged of the relevant student categories is below the district negotiated level. Core Indicator 3 - #20 Economically Disadvantaged of the relevant student categories is below the district negotiated level. Core Indicator 4 - #28 Economically Disadvantaged of the relevant student categories is below the district negotiated level. All other indicators are at or above district negotiated levels or are reported as N/A or N/R.

To determine why students in these categories fall below the district negotiated levels, the program has to do analysis of its course assessments. Course analysis will allow a determination to be made as to whether the lower rates are linked to the classroom instruction.

The average retention rate for the three core classes is about at 80%. Students are taking the courses in order and completing them with passing grades. There are limited support services, including counseling, tutoring and access to technology. Some students that are not passing or completing classes may be suffering from the lack of support services, in addition to being economically disadvantaged. Further, tracking of students throughout the program as well as when they become gainfully employed or transfer is an essential part of promoting the success of the Mental Health Worker Program. This year the core indicators all show negative in the "economically disadvantaged" areas. In addition to continuing the plans in place, strategies for impacting those economically disadvantaged are stated below.

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

The faculty and advisory board are working to recruit from local high schools in addition to targeting to local mental health facilities in order to gain access to consumers of mental health services and their families. Support services are being provided, to some extent, through Active Minds Club on campus. This club is in the process of becoming official, locally and nationally. Other options for support services include bringing in graduate students from Social Work, Clinical Psychology and/or Marriage and Family Therapist programs from surrounding schools. Mentoring between current students, graduated students and graduate students will be further developed and implemented.

Currently, the board is working with the Pathways project to create a pipeline of education from junior high schools, high schools, community colleges through the university. It is a focus of the board to create a mentoring program to strengthen the use of technology and collaboration between programs. Faculty and instructors in the program are continuing to pursue activities that allow for continuing education and development of pedagogical skills. The assessment and evaluation of special populations are continuing to be developed. Individuals that comprise a special population are currently low, specifically single parents. The board and faculty are working on recruiting more students from underrepresented special populations, including the mentally ill and their families. The board and faculty meet and discuss issues that will lead to an improvement in the quality of education within the program. Support services are continually being developed and implemented. There are also concerted efforts to increase the numbers of special populations, specifically the mentally ill, their families, and single parents.

The advisory board is working on developing a survey that will help to identify if the goal and objectives of the program are being met.

<p>>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