

**Local Application Program Information by TOP Code**

College: CERRITOS COLLEGE

Agreement No.: 17-C01-006

Program Title: Woodworking Manufacturing

TOP Code: 095200

**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, 3 and 4 are below the negotiated levels, but indicators 2 and 3 are up from the previous year. Indicators 5a and 5b are not reported. Completion is up 10% from last year and 18% from two years ago, and is within 2.4% the negotiated level. The increases in completions are due to efforts to identify students close to achieving program awards and encouraging those students to complete the necessary requirements. Unfortunately, due to the loss of an instructor who taught a course required for our most popular certificate (Furniture Making) the number is expected to drop next year. Persistence and Transfer is low, although it rose slightly from the previous year and is within 1.7% our goal. Very few students in the program transfer to other institutions, so the drop primarily indicates that students are not returning. The most obvious explanation is the loss of course repeatability; it is not clear what else would be causing the drop. The employment measure dropped almost 10%, surprising given current industry demand for workers. The low number is due in part to those students who become self-employed and are not counted as such because they do not pay unemployment insurance. Another issue for indicators 2 and 4 is that many students take woodworking courses for personal enrichment and have no plans to enter the workforce. Although most of those are lifelong learners, many are not and are therefore included in the cohort numbers. Note also that the employment number fluctuates quite a bit due to the relatively small cohort (26 in this report).

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

The loss-of-instructor issue mentioned above has been remedied with the hiring of a new full-time faculty member. The course required for the Furniture Making certificate will be offered in Fall 2017 and students requiring that course will be able to earn their certificate next year. Improvements in persistence have been a challenge. The number has fluctuated just under the goal for the last seven years, only reaching the goal in 2014/2015. We hope that new course offerings in CNC woodworking will keep students coming back. In addition, our new full-time faculty member has brought new energy to the program and we expect that to help also. Increasing employment numbers has been a more difficult task, although the number of employment opportunities for students has increased significantly again this past year. New efforts, funded by Strong Workforce funding, are expected to improve communication between industry contacts and our students and result in greater employment. Efforts include identifying companies looking for summer hires or internships, which should result in long-term employment upon student graduation.

>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