

Final Report Program Information by TOP Code

District/College: CERRITOS CCD/CERRITOS COLLEGE
 Program Title: Administration of Justice

Agreement No.: 17-C01-006
 TOP Code: 210500

Briefly describe the program improvement issue(s) concerning this TOP code.
 Per the 2017-2018 Core Indicators (14-15 data), other than small deviation, the only category that showed any meaningful percentages below the District Negotiated Level was Core Indicator 1 – Technical Skill Attainment. As to this Core Indicator category, only two sub-categories were applicable. In the other categories and sub-categories, any “below level” percentages were negligible. As to Core Indicator 1 (7), we are not always aware of which students have disabilities as it is incumbent on the student to advise the instructor as to any non-obvious disability. Regarding Core Indicator 1(6), single parents seem to have a primary responsibility for their child/children and unexpected situations arise needing their immediate attention. This results in tardiness, early departure from class and absenteeism which may be a factor in overall performance.

Briefly describe how the issue(s) will be addressed.
 Regarding disabled students, all Administration of Justice faculty incorporate in their syllabi the need for disabled students to seek involvement of DSPS. Regarding single parents, all Administration of Justice faculty will encourage these students to seek any opportunities to make up missed assignments and utilize available resources such as the Child Development Center.

Final Report Summary:
 1. Was the program improvement issues(s) addressed and/or planned objectives met (Narratives limited to 1000 characters)?
 If the response in Section 1 is **No** or **Partially** describe the barriers and/or lessons learned in Section 2.
 If the response in Section 1 is **Yes** or **Partially** describe the accomplishment and/or effective practices derived from the project in Section 3
 Select Yes No Partially

2. Describe any barriers encountered and lessons learned (Narratives limited to 1000 characters).

3. Describe accomplishments/best practices derived from the project (Narratives limited to 1000 characters).
 The lessons learned regarding Core Indicator 1 (7) are that non-disclosure by students regarding a non-obvious disability may pose an additional challenge for the instructor to be able to address the needs of the student. Other than direct disclosure by the student and then referring said student to the appropriate resources, the only other manner to address this issue would be to continually assess the class for students who may have evidently lower overall scores which would not be explained by other factors such as incomplete assignments or chronic absenteeism. Another strategy would be to incorporate additional UDL principles into lesson plans. To address core indicator 1(6), arrangements were made (such as scheduling make-up exams beyond the posted office hours) to allow these individuals to complete exams, thus contributing to their completion rates.

Requirement for Uses of Funds	MET	UNMET	NOW MET
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"/>	<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"/>	<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"/>	<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"/>	<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"/>	<input type="checkbox"/>
6. Develop and implement evaluations of the CTE programs carried out with Perkins I-C funds, including an assessment of how the needs of special populations are being met. [§135(b)(6)]	<input checked="" type="checkbox"/>	<input 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"/>	<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"/>	<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"/>	<input type="checkbox"/>

Describe specific future activity(ies) intended to address the remaining unmet requirement(s) (Narratives limited to 4000 characters):

Final Report of Expenditure by TOP Code: \$3,343

<input checked="" type="checkbox"/> Professional Dev. (including stipends)	<input checked="" 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 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) <u>CTE Coordinator assist in ad</u>