

Final Report Program Information Across CTE Programs

District/College: CERRITOS CCD/CERRITOS COLLEGE
 Program Title: Disabled Student Program & Services

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

<p>Briefly describe the across CTE program improvement issue(s) that require funding.</p> <p>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4, Employment, at -5.4% below the district negotiated rate, showed a 7.6% increase from last year's -13.0%, and SWD no longer represent the greatest percentage below the negotiated level as compared to all other cohort aggregate data within Core Indicator 4.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.</p>	
<p>Briefly describe how the issue(s) will be addressed.</p> <p>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).</p>	
<p>Final Report Summary:</p> <p>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</p> <p>Select <input type="checkbox"/> Yes <input type="radio"/> No <input checked="" type="radio"/> Partially</p>	
<p>2. Describe any barriers encountered and lessons learned (Narratives limited to 1000 characters).</p> <p>The most significant barrier encountered for SWD is Technical Skill Attainment as evidenced by SWD representing the greatest percentage below the negotiated level for this Core Indicator as compared to all other cohort aggregate data across Technical Skill Attainment. The lessons learned is 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 including but not limited to Technical Skills to support SWD in accomplishing their employment goals. Further, it is vital Disabled Student Programs and Services (DSPS) continues to collaborate with Career and Technical Education programs so SWD are provided with information about Essential Standards and Technical Functions (e.g., functional abilities, limitations, accommodations, and available assistive technology) meaning they are an informed consumer. Furthermore, it is crucial DSPS continues to assist instructors by providing approved academic accommodations, for SWD disabilities to support their success, technical skill attainment and comply with the requirements of federal and State non-discrimination laws, including Sections 504 and 508 of the federal Rehabilitation Act, the Americans with Disabilities Act (ADA), The Americans with Disabilities Amendment Act (ADAA), and State Government Code Sections 11135-11139.5.</p>	
<p>3. Describe accomplishments/best practices derived from the project (Narratives limited to 1000 characters).</p> <p>Arguably, one of the most significant accomplishments is, SWD at Cerritos College represent the highest percent above the negotiated level for Credential, Certificate, Degree, or Transfer Ready completions. Specifically, Core Indicator 2, Completions- Credential, Certificate, Degree or Transfer Ready, at 12.1% showed a 0.3% increase from last year's 11.8%. Thus, strong academic and career counseling services tailored to SWD has proven to be an effective practice.</p>	
<p>Final Report of Expenditure by Across Program: \$31,809</p>	
<input 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 type="checkbox"/> Program Marketing and Outreach	<input checked="" type="checkbox"/> Other(specify) <u>CTE Coordinator assist in ad</u>