

Final Report Program Information by TOP Code

District/College: CERRITOS CCD/CERRITOS COLLEGE
 Program Title: International Business and Trade

Agreement No.: 17-C01-006
 TOP Code: 050800

Briefly describe the program improvement issue(s) concerning this TOP code.
 Core Indicator 1 is below negotiated level at -2.8. Core Indicator 2 and 4, and 5b are at N/A. Core Indicator 3 is ABOVE state negotiate level at 2.3. Core Indicator level 5a is 27.9 ABOVE Negotiate level.

Briefly describe how the issue(s) will be addressed.
 Working with staff the department we will be able to notify ALL Business students to help them negotiate through the paperwork to file for certificates and degrees that they may have already completed.

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).
 The most difficult barrier is not having immediate access to the Core Indicators. We have learned to contact Kristi Blackburn, the Dean of Research and Planning to set up a meeting to discuss Core Indicators earlier in the academic year.

3. Describe accomplishments/best practices derived from the project (Narratives limited to 1000 characters).
 Accomplishments include the hiring of an adult hourly who physically visited all on ground classes in addition to notifying ALL BA students of Certificate and A.A. degree deadlines. In addition they counseled students, filled out paperwork and hand delivered paperwork to admissions and records for accurate accounting.

| 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: \$4,056

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| <input checked="" 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 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) CTE Coordinator assists in d |