

Final Report Program Information by TOP Code

District/College: CERRITOS CCD/CERRITOS COLLEGE
Program Title: Mental Health Worker

Agreement No.: 17-C01-006
TOP Code: 210400

Briefly describe the program improvement issue(s) concerning this TOP code.
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.
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.

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 effectiveness 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).
Barrier-Focus of advisory committee was redirected from a survey to promotion and retention of the program Learned from program feedback received through a qualitative Q & A interview of several students who have completed the program on what made the program successful and suggestion on what could be improved. Staff also focused on reestablishing a relationship with community partners.

3. Describe accomplishments/best practices derived from the project (Narratives limited to 1000 characters).
The Club Active Minds continues to provide support services such as mental health resources to students in the Mental Health Worker Program as well as multiple on campus activities such as Stress Less week. It has coordinated on campus events to raise awareness of how mental health affects students and their families. The club continues to provide a more welcoming environment for those with mental illness to destigmatize the negative perceptions in seeking or accessing mental health services. Mentoring was explored through an event focusing on networking with professionals in the field hosted by Active Minds and with staff from an agency that provides internship opportunities to the Mental Health Worker Program. Underrepresented populations were addressed by collaborating with Project Return Peer Support Network to share resources with students such as support groups for people and family members that live with a mental illness as well as recruit potential students for the Mental Health Worker Program. Advisory board - All required meetings were conducted and completed according to requirements. The advisory committee did not develop survey, due to industry partner feedback, which redirected the current focus to areas such as recruitment and promotion of the program, identify technical skills to incorporate into curriculum, mental health industry trends, and increase potential field site placements. Several new field sites were added to the possible programs that students could complete internships and agreements between the campus and field site were completed and approved. Recruitment was completed at local Los Angeles County Department of Mental Health Service Area Advisory Committee meetings (SAAC). Recruitment presentations were conducted at SAAC meetings and counselor meetings that included student testimonials. Promotion and recruitment of the program was also conducted at Active Minds Club on campus events. The update of the website began and is currently being worked on according to the feedback from the Advisory Committee as well as students who have completed the program. New recruitment material as well as media have been ordered and are being developed according to feedback from industry partners and Mental Health Worker Program graduates. Technology was identified to increase technical skills and incorporate into curriculum. Access to materials was made possible to economically disadvantaged students to increase support and ability to complete course work. Faculty were able to attend conference

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="radio"/>	<input type="radio"/>	<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="radio"/>	<input type="radio"/>	<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="radio"/>	<input type="radio"/>	<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="radio"/>	<input type="radio"/>	<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="radio"/>	<input type="radio"/>	<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="radio"/>	<input type="radio"/>	<input type="checkbox"/>
7. Initiate, improve, expand and modernize quality CTE programs, including relevant technology. [§135(b)(7)]	<input checked="" type="radio"/>	<input type="radio"/>	<input type="checkbox"/>