

Final Report Program Information by TOP Code

District/College: CERRITOS CCD/CERRITOS COLLEGE
 Program Title: Real Estate

Agreement No.: 17-C01-006
 TOP Code: 051100

Briefly describe the program improvement issue(s) concerning this TOP code.
 Comparing Core Indicator 1 through Indicator 4 there were great improvements. from 2015- 16 to 2017-18. The department has started making an effort to contact students and advise them about Certificates and completions. The department has also printed out certificate flyers and passed them out to students each visited classroom. 2015-2016 2017-2018 Core Indicator 1 CTE Cohort -1.5 -1.3 Core Indicator 2 CTE Cohort -34.5 -10.5 Core Indicator 3 CTE Cohort -16.5 -2.5 Core Indicator 4 CTE Cohort -22.6 -6.9

Briefly describe how the issue(s) will be addressed.
 The department has recently hired an hourly to speak directly with Real Estate students. The main focus is to educate students about the Real Estate certificates and the State License that students can receive after taking three classes. The department has also written new curriculum to offer some classes online. The current major concern is to make sure that ALL part-time instructors (6) are also aware of the Certificates and are able to communicate with their students

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).
 3. Describe accomplishments/best practices derived from the project (Narratives limited to 1000 characters).
 We hired an adult hourly who physically visited all on ground classes in addition to notifying all Real Estate students on certificates and AA degree deadlines. She also counsel students and communicated with Admissions with paperwork and records. Faculty attended industry Conferences for Real Estate.

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: \$3,393

<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) CTE Coordinator assist in ad