Local Application Program Information by TOP Code

District/College: LACCD/LACC  
Program Title: General Work Experience  
Agreement No.: 14-C01-027  
TOP Code: 4932.00

Briefly describe program improvement issue(s) concerning this TOP code and include specific examples. (Limited to 2,000 characters, or approximately ½ page of text.) For sample narrative responses, click here.

The Linking Internships to Employment general work experience project will increase the outcomes of Core Indicator 4, which, overall, is below district and state-negotiated rates. This project will increase overall availability of internships and work-based learning opportunities to career technical education students that lead to job placement. This project will include increasing orientations and workshops that engage more female students enrolled into cooperative education work experience classes. The following core indicators are the primary focus of this project.

- **Indicator 3P1: Student Retention or Transfer**: is student persistence in postsecondary education or transfer to a baccalaureate degree program. The Cooperative Education Work Experience program will address all student retention by increasing the internships, industry partners and staff support. This support will result into successful employment for student and work experience required to meet the needs of today's high skills high wages demands.

- **Indicator 4P1**: Student Placement- is student placement in apprenticeship program or placement or retention in employment, including placement in high skill, high wages or high demand occupations or profession, this program will continue to promote internships, job placement in all fields. Offering employment related workshops, monthly seminars. Collaboration with industry partners to help students obtain internships to gain work experience which, will then lead to employment.

- **Indicator 5P1 & 5P2**: Nontraditional Participation and Completion- is student participation in career and technical education program that lead to employment in fields non-traditional for their gender. The field of Cooperative Education Work Experience has a wide range of males and females. In the industry of film production we have a high increase of females meeting the needs of grips and camera men. This has gained an increase in enrollment for the field. However these nontraditional students are still underrepresented in our program and in the field. As a higher paid position become available to student with AA and BA degrees, more females consider Cinema majors as a viable career.

Briefly describe how the issue(s) will be addressed. (Limited to 2,000 characters, or approximately ½ page of text.) For sample narrative responses, click here.

A college credit program providing outstanding career and workplace preparation education accessible to all students. Linking Internships to Employment will provide students with opportunities to understand important concepts, develop essential skills, and apply what they learn to real-world problems in the workplace

- A program distinguished by internship and workplace partnerships with institutions both public and private
- A program in which students will use the community as a classroom, and community members provide resources, connections and active support
- A leader in developing students regarded as the best and most sought after interns and employees in the community
- A program that integrates work and learning, service and reflection and is integrated with all disciplines
- A program in which students will have opportunity for both independent inquiry and learning in cooperation with others in the workplace
- A program designed for continuous improvement through ongoing solicitation of student and business feedback and the implementation of creative and constructive change aimed at improving the quality of our program and services
- A program that strengthens learning by engaging students in enhanced on-the-job learning opportunities; providing meaningful internship opportunities to students of all majors; providing internet based learning resources and career related educational videos; and adhering to generally accepted business principles, standards and work ethics.

Below are the nine §135(b) Requirements for Uses of Funds. Programs receiving these funds must meet these requirements. Indicate with a check mark those requirements that the program currently meets (met). Any remaining unmet requirement(s) must be addressed with completed or ongoing activities by June 30 for reporting in the final report. Note: All nine required uses of funds must be met by the end of the Act or each year until reauthorization. Funds may also be used for the permissive activities specified in number 10. Indicate with a check mark which requirements have been met, below.
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<table>
<thead>
<tr>
<th>Requirements for Uses of Funds</th>
<th>MET</th>
<th>UNMET</th>
</tr>
</thead>
<tbody>
<tr>
<td>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)]</td>
<td></td>
<td>X</td>
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<tr>
<td>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)]</td>
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<tr>
<td>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)]</td>
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<td>X</td>
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<tr>
<td>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)]</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>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)]</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>6. Develop and implement evaluations of the CTE programs carried out with Perkins funds, including an assessment of how the needs of special populations are being met. [§135(b)(6)]</td>
<td></td>
<td>X</td>
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<tr>
<td>7. Initiate, improve, expand and modernize quality CTE programs, including relevant technology. [§135(b)(7)]</td>
<td></td>
<td>X</td>
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<tr>
<td>8. Provide services and activities that are of sufficient size, scope and quality to be effective. [§135(b)(8)]</td>
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<td>X</td>
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<tr>
<td>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)]</td>
<td></td>
<td>X</td>
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</table>

FOR THOSE REQUIREMENT(S) LISTED ABOVE AS “UNMET:”
Describe specific activity(ies) intended to address the unmet requirement(s). (Limited to 2,000 characters, or approximately ½ page of text.) For sample narrative responses, click here.

2. General Work Experience shall work collaboratively with feeder high school counselors and CTE faculty, as well as college CTE faculty to increase work-based learning activities and cooperative education classes that link to CTE programs of study.
4. Online work-based learning orientations will be developed and provided to career technical education students in fall 2014 and spring 2015.
6. Baseline and exit surveys are administered for general work experience students, and employers.
7. Linking Internships to Employment project will increase the visibility and awareness of internships and job placement on- and off-campus for both secondary and postsecondary students.
8. Provide students with On-the-Job training that will include the following components:
   - Adequate safety instruction
   - A challenging job for the students ability and purpose
   - Work that is related to the students career and occupational choices
   - Provide job duties and task which develop responsibility
   - Provide adequate amount of work to keep the students busy well doing internship

Provide students a sequential order of job mastery skills

10. Permissive Uses Per Section 135(c) (check activities to be funded with CTE funds)

<table>
<thead>
<tr>
<th>1.</th>
<th>Involve parents, businesses, and labor organizations, in the design, implementation and evaluation of CTE programs. [§135(c)(1)]</th>
</tr>
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<tbody>
<tr>
<td>2.</td>
<td>Provide career guidance and academic counseling for students participating in CTE programs, that improves graduation rates and provides information on postsecondary and career options, and provides assistance for postsecondary students and adults, [§135(c)(2)]</td>
</tr>
<tr>
<td>3.</td>
<td>Local education and business partnerships, including work-related experiences for students, adjunct faculty arrangements for qualified industry</td>
</tr>
</tbody>
</table>
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1. Providing professional development opportunities for teachers and faculty.  
2. Providing programs for special populations.  
3. Assisting career and technical student organizations.  
4. Mentoring and support services.  
5. Leasing, purchasing, upgrading or adapting equipment, including instructional aides and publications (including support for library resources) designed to strengthen and support academic and technical skill achievement.  
6. Teacher preparation programs that address the integration of academic and CTE and that assist individuals who are interested in becoming CTE faculty, including individuals with experience in business and industry.  
7. Developing and expanding postsecondary program offerings at times and in formats that are accessible for all students, including through the use of distance education.  
8. Developing initiatives that facilitate the transition of sub-baccalaureate CTE students into baccalaureate degree programs, including articulation agreements, dual enrollment programs, academic and financial aid counseling and other initiatives to overcome barriers and encourage enrollment and completion.  
9. Providing activities to support entrepreneurship education and training.  
10. Improving or developing new CTE courses, including the development of programs of study for consideration by the state and courses that prepare individuals academically and technically for high-skill, high-wage or high-demand occupations and dual or concurrent enrollment opportunities.  
11. Developing and supporting small, personalized career-themed learning communities.  
12. Providing support for family and consumer sciences programs.  
13. Providing CTE programs for adults and school dropouts to complete secondary education or dropouts to complete secondary education or upgrade technical skills.  
14. Providing assistance to individuals who have participated in services and activities under this Act in continuing their education or training or finding an appropriate job.  
15. Supporting training and activities (such as mentoring and outreach) in nontraditional fields.  
16. Providing support for training programs in automotive technologies.  
17. Pooling a portion of such funds with a portion of funds available to other recipients for innovative initiatives.  
18. Supporting other CTE activities consistent with the purposes of the Act.

NOTE: If you indicate Perkins funds are being used for the specified activities below, then there must be funding for the activity(ies) indicated in the line item budget for that TOP Code program(s) funded.

Check all types of activities to be funded with Perkins Funds:

- Professional Dev. (including stipends)
- Instructional Equipment Purchase/Replacement
- Facility Rental/Lease (off-campus location)
- Curriculum Development
- Program Marketing and Outreach
- Other (specify): Industry Partnerships/Work-Based Learning
- Instructional Materials Purchase/Replacement (including software)
- Project Administration
- Programs/Services for Special Populations
- Consultants or Other Contracted Services

Check one: UNMET REQUIREMENTS WILL BE ADDRESSED:

- Entirely with Perkins Funds
- Entirely with Other Funding Sources
- Using Both Perkins and Other Funding Sources