

Perkins Plan

FY2015 Initial Award Estimate - \$381,572

Five Year Long Term Strategic Local Plan

1 How will your educational institution offer the appropriate courses of not less than one CTE plan of study?

CCD will closely collaborate with our high school partners to create plans of study which are living documents, useable by both high school and post-secondary students to carry them forth in their career. It will contain high rigor, scaffolded learning opportunities, and be responsive to soft skill needs (work ethics). These Plans of Study will assist in creating a culture of success for students by challenging them to commit to a high level of focus, while demonstrating that they can be successful in post-secondary work. To that end, CCD commits that: -80% of CCD Plans of study will include advanced educational opportunities. -All remaining Plans of study will be created in the next five years.

2. How will your educational institution improve the academic and technical skills of students participating in CTE programs through integration?

CCD recognizes the need for integration of CTE and academic skills in our programs. It is essential to our workforce that graduating students not only have the CTE proficiency skills necessary for their work, but also high academic skills in literacy, math, and/or science. To that end, CCD commits that: -50% of CTE programs will explore options to embed authentic academic content in their CTE coursework. -50% of full-time CTE faculty will participate in training that teaches academic integration, and such training will be offered both online and face-to-face.

3. How will your educational institution provide students with strong experience in, and understanding of, all aspects of an industry?

CCD is strongly committed to providing our students with an understanding of what is expected of them within the workforce. Either through internships, simulated learning work environments, guest speakers from industry leaders, or field trips to industry and business sites, CCD gives students a clear understanding of workforce demands. As required for accreditation reporting, postsecondary graduates will be tracked for employment placement relative to the graduate's program. To that end, CCD commits that: -75% of graduates from CTE programs who take state, national, or industry based standards or assessments for certificates or licenses will successfully complete these exams. -100% of CTE program curricula will be reviewed to assure inclusion of planning skills, problem solving skills, employability skills, and career planning skills. This curricula review will take place within two years of the five year plan being approved. A one year evaluation of the curricula review will be held to ensure progress.

4. How will your educational institution ensure that students who participate in CTE programs are taught to the same coherent and rigorous content aligned with challenging academic standards as are taught to all other students?

CCD is already committed to coherent and rigorous content for both academic and CTE programs, and most CTE programs already requires academic coursework for successful completion. We believe that a successful workforce demands strong CTE skills, rigorous literacy, math, and/or science skills, as well as high work ethics. To that end, CCD commits that: -70% of business and industry surveys, done through our CTE program advisory committees, will report satisfaction with our CTE graduates. - 100% of CTE programs will ask their program advisory committees to review the program for relevance and rigor.

5. How will your educational institution encourage CTE students at the secondary level to enroll in rigorous and challenging courses in core academic subjects?

CCD offers CTE and academic courses through concurrent enrollment at the high schools or at Auraria, that ensures students are following the college curriculum and using the college textbooks. This goes beyond aligning or articulating high school courses to college ones as the students are enrolled in transcripted college courses. We have created pathways that high schools can use to build concurrent enrollment programs at their schools that include both CTE and Academic courses. Using backward mapping, we determine what the academic pre-reqs are for CTE courses given the new in concurrent enrollment must meet the same pre-reqs as all CCD students, they will need to meet those standards. To that end, CCD commits that: -CCD will host a CTE day for local high school CTE teachers, administrators and counselors about the programs offered at CCD and the academic requirements needed to succeed in each. -High school CTE teachers who serve as CCD Adjunct Instructors through concurrent enrollment will be observed on the same schedule as Adjunct who teach at Auraria.

6. How will comprehensive professional development (including initial teacher preparation) for CTE, academic, guidance and administrative personnel be provided to promote the integration of coherent and rigorous content aligned with challenging academics?

Professional development is an essential tool in providing faculty, advisers, and staff with training in integration, rigor, pedagogy, and content updates. CCD has a long history of engaging in appropriate and rigorous professional development. Annual VE-135 training is offered to all faculty, advisors, and staff either face to face or online. To that end, CCD commits that: -80% of CTE faculty will receive professional development in Plans of Study either face to face or online. -100% of all new faculty will attend a new faculty orientation including CCD processes, CCCS policies, best practices pedagogy, and federal requirements either face to face or online.

7. How will a wide variety of stakeholders be involved in the development, implementation and evaluation of CTE programs and how will such individuals and entities be informed about, and assisted in understanding the requirements of Perkins, including CTE plans of study?

CCD is committed to identifying relevant stakeholders for each of our CTE programs, and for deploying them to assist in the development and assessment of our programs. To that end, advisors and accessibility specialists will be included on CTE Program Advisory Committees. High schools will partner with local colleges and businesses annually to plan career/college fairs and CTE plans of study will be demonstrated. Information about apprenticeship opportunities will be included. Perkins annual local plans will be posted on the institution's website. To that end, CCD commits that: -100% of CTE faculty who write Perkins applications will understand the Perkins process and will be able to develop strategic-based action step descriptions that affect Perkins performance metrics for their funding applications. - Annual employer surveys will be sent to 100% of identified, certificate or degree specific employers to evaluate graduate preparedness for the workplace.

8. How will your educational institution review CTE programs, identify and adopt strategies to overcome barriers for special populations, provide programs that enable special populations to meet local performance levels, and provide activities to prepare special populations, including single parents and displaced homemakers, for high-skill, high-wage, or high-demand occupations that will lead to self-sufficiency?

CCD works tirelessly to ensure that our special populations students have the same opportunities for success as all students at CCD. To that end, CTE programs partner with the Accessibility Center and other relevant resource centers (TRiO, UMI, FYE, etc.) to develop appropriate strategies for success, including appropriate modifications of necessary skill sets to expand special population participation. Every CTE program should define what the essential skills are to perform the jobs for which they are training students. Once the essential skills have been identified, discussions should take place amongst program faculty, Deans, advisors, advisory board members, members of the accessibility center and other interested groups to determine which special populations could meet these essential functions. The Career Development Center will create a self-assessment tool so that students can self-identify if the career is appropriate to their skill set. To that end, CCD commits that: -50% of CTE programs will develop a minimum required skill set you must have to do the job. This tool can be used by advisors and resource specialists in the career planning of our students. -100% of our CTE programs will market to our internal organizations to expand awareness of our programs to students able to be successful in the program.

9. How will individuals who are members of special populations not be discriminated against based on this status?

In collaboration with CCD's Accessibility Center and other specialized programs, CCD will provide physical and programmatic access to all students and reasonable accommodations will be made in instructional delivery to insure full educational opportunities. CCD stays informed about and adheres to federal law and regulations pertaining to special populations within higher education settings. CCD does not discriminate on the basis of sex/gender, race, color, age, creed, national or ethnic origin, physical or mental disability, veteran status, pregnancy status, religion or sexual orientation in its employment practices and educational programs and activities. To that end, CCD commits that: -100% of identified disabled students in CTE programs will receive the accommodations that are appropriately identified by

the center as necessary for their success. -100% of claims of discrimination against students will be thoroughly tracked using appropriate software, and investigated by our Office of Student Life.

10. How will funds be used to promote preparation for non-traditional fields?

Increasing participation and completion of non-traditional students is a strong priority at CCD. To that end, advisory Boards will be comprised of at least one member from under-represented populations to better educate the program on how to attract such non-traditional students. To that end, CCD commits that: -25% of CTE programs with a non-traditional cohort will have an open House and at least one additional recruitment event with non-traditional presenters to better promote diversity in career opportunities. -75% of non-traditional career CTE programs will implement at least one goal found in the Recruitment and Retention Checklist and/or the Recruitment and Retention Rubric found at www.coloradostateplan.com/genderBalance.htm.

11. How will career guidance and academic counseling be provided to CTE students, including linkages to future education and training opportunities?

CCD has successfully created a strong advisory model, and are well placed to meet the objectives of career guidance and academic counseling within our existing program. CCD CTE faculty and advisors will partner with the Career Development Center to help students to identify if the right major/career path and to set achievable goals. They will develop open house/tour of labs/information meetings to help students with retention and to get students excited about major/career. The transfer Success Center will also assist students with their future educational and training goals. The Career Development Center will create video tape mock interviews to help prepare students for the workplace. Academic planning will include how and when to take classes, checking in on past and future semesters, school and work life balance, academic goals, transfer vs CTE. Faculty/advisor/student meetings will be held for struggling (conduct or academic) students to create a plan of action for students to follow. To that end, CCD commits that: -100% of CTE program chairs and relevant program advisors will confer together to update industry options, trends, and career growth. -75% of students will use Degree Works to track their degree plan/completion, and advisors will show students how to use the? what if? option. We encourage CCCS to permit the use of the accidental completer tool in Degree Works to assist in our completion efforts.

12. What efforts will be made to improve the recruitment and retention of CTE teachers, faculty, and career guidance and academic counselors, including underrepresented groups; and to facilitate the transition to teaching from business and industry?

Recruiting and retaining excellent CTE faculty and advisors has long been a priority of CCD. With the assistance of CCCS, we are now bringing faculty salaries up to the national standards. With the assistance of our Human Resources Center, we are increasing our marketing of open positions to a more diverse range of publications. And through our advisory committees, we are trying to recruit appropriate experts into the teaching field. CCD will explore attracting new faculty through connecting with community organizations that work with community experts. To that end, CCD commits that: -100% of

CTE faculty will be required to participate in Adult Learning and Teaching classes in order to maintain their credential. -At least 40% of our CCD Faculty Professional Development funds will be used for CTE programs to engage in professional development.

One Year Short Term Strategic Local Plan

1. Which answers outlined in your 5-Year Long Term Strategic Local Plan will be addressed through your Funded Projects Worksheet for this year?

We have added CEC Middle College as an Additional Location of CCD, permitting them to offer at least 50% of a CTE degree or certificate at the secondary level. We are now trying to expand that program with other appropriate DPS high schools so that the alignment from secondary to postsecondary program is clear for students. One of our action steps addresses the need to incorporate Universal Design and specifically WCAG requirements into our programs. In the fall, faculty and student services staff will come together and create a joint vision for CCD's Universal Design model, and in the spring we will begin to implement it. We are also changing our orientation significantly so that it is longer, and focuses more clearly on helping students learn the culture of CCD. Along with that, we are designing a College 101 type course that will give just in time instruction to students to assist them in developing good college skills - like time management, registration, career coaching.

2. How did your educational institution's advisory committee(s) determine the need for the projects?

CCD Perkins advisory committee requires that every applicant provide their program advisory meeting minutes, including conversations about the need for the specific purchase. We review those notes carefully, and the applicant discusses how the advisory committee contributed to the request. This year, it was decided that our advisory committees need to focus on emerging trends in their fields, and they are working closely with the programs to help assure that our purchases provide for that experience. For example, software updates in several programs have mandated new computer purchases, and that is addressed in the local plan.

3. How do the projects relate to the Colorado Perkins Implementation Strategies?

We are improving the Core of Effective CTE Instructors through the Universal Design Project which will generate a CCD vision of education accessible to all students. This will be a highly faculty drive effort, that will involve training, equipment purchases, and pedagogical practices around promoting an effective learning environment. We are integrating all plans of study into Degree Works, a software program for students and advisors to track progression of students through their program of study. This will clearly delineate for our students how the plan of study relates to completion, and steer them from taking classes not required for their degree.

4. If applicable, how are other initiatives addressed by the projects (for example, High School Reform, Colorado Paradox, Minority Graduation/ College Entrance, State Board Priorities, College Strategic Plan, NCLB, IDEA/ADA Projects, etc.)

Final Local Improvement Plan 2012-2013 Data

1. Performance Metric: PS3 - Student Retention Actual: 35.38 Target: 44.00

We have just mandated a new early alert system which we believe will help us quickly identify retention issues and address them. Already in the first semester of use, 95% of full-time and 55% of adjunct faculty used the system. These are numbers that we will increase in FY15. Also, we are this summer involved in a program to change all advisor job descriptions so that they are 80% the same across the college, with a 20% variation based on specific center or general advising needs. This will help us deliver a consistent and accurate message to students. These strategies we believe will improve retention.

2. Performance Metric: PS5 - Non-Traditional Participation Actual: 15.44 Target: 17.50

We have implemented a close-circuit TV system throughout the college, and on those TVs we have short advertisements for all of our CTE programs. In each ad, the non-traditional gender is represented as the student in the program. We hope that having this message across the campus will encourage non-traditional students to enroll in these programs. We are increasing outreach to non-traditional students through our recruiting team. CCD recruiters have spent time learning about the various CTE programs during spring semester. This allows them to provide better information when speaking about opportunities. We have also tried to hire non-traditional program chairs for our programs.

3. Performance Metric: PS6 - Non-Traditional Completion Actual: 10.93 Target: 14.50

Machining and Welding programs are moving to a new location with - a women's bathroom. The entire location is being designed to be a more open, clean, and inviting space. We have been able to attract women into welding, but they have not stayed. We believe that this change will assist with that. Also, we are introducing laser welding to try and expand our horizons for this program. We are intentionally creating a space that is comfortable for all people. The CTE chairs have also committed to joining together to discuss this issue and share strategies they have tried. Some of our chairs are more successful in others, and it is believed that this will improve the knowledge those successful chairs have learned.