

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 transcribed 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 population 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 Workplace Gender Balance Project.

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 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, 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.

13. Describe how the career and technical education programs will be carried out to meet the Perkins funds requirements (Section 135[b]) for this Perkins grant.

Every CTE program at CCD meets with their advisory committee annually specifically to ensure that the curriculum of the program continues to align with industry needs. Currently, CCD is actively working with our secondary DPS partners to strengthen and ensure that alignment between our secondary and postsecondary programs match up. All CTE programs at CCD incorporate either internships or simulation-based experiences within their curriculum to ensure that our students have experience with the demands of the work place to which they will be entering. CCD practices selective technology adoption. Programs that require technology research and choose the equipment that will best simulate the work place students will face. Programs with lower technology needs utilize and practice on the Microsoft platform. CCD has implemented professional development for all our CTE faculty incorporated in our twice yearly all-day meeting. This will ensure that faculty are up to date in pedagogical and CTE requirements. As for their program expertise, we provide funding both through Perkins and through our internal grant process to ensure that faculty have those skills updated. All Perkins recipients must complete an assessment as a requirement of their receiving funds, and these are used to improve program outcomes. CTE advisory committees for all programs regularly evaluate the programs to ensure that they remain up to date in technology and delivery. Right now, through program prioritization, we are right sizing all our CTE programs to ensure that we have the appropriate number of students to meet community and industry needs, and to meet outside accrediting agency requirements. Every year, CCD is

committed to focusing on a special population and designing solutions to ensure their access and success in our programs. This year, we are focused on displaced homemakers. Some examples of this alignment are listed here. The purchase of digital radiography equipment for the radiologic technology program will address the modernization of this program. The current technology in use in our clinic will be considered obsolete by Joint Commission standards within 3 years. All hospitals, clinics and medical offices will need to have digital radiography in use within this 3 year period. (#7). CCD collaborates with CEC to provide college-level nurse aide training and certification courses which are the first steps towards an associate's degree in medical assisting. (#2). The

Machining program will benefit from the requested purchase of Quality Assurance related equipment to meet industry demand for skilled workers required to perform essential Quality Assurance techniques. CCD will be well positioned to enhance the skill sets of incumbent workers, who are enrolled as students, to attain skills sets in Quality Assurance that will improve opportunities for further career advancement. The certificate is also designed to meet the needs of entry level workers, new to the manufacturing sector. CCD will create a QA lab within the Advanced Manufacturing Center, specifically designed to train students in QA theory and techniques. The lab will include equipment such as a Coordinate Measurement Machine (CMM), supporting instrumentation, micrometers, program management software, Statistical Process Control software and other equipment commonly found in industry.

14. Describe how the career and technical education activities will be carried out with respect to meeting State and local performance metrics targets.

CCD has renewed its commitment to improve its performance metric, and that kicks off with a fall CTE day-long retreat that will in part begin a discussion on best practices in meeting and exceeding our metric goals. Those goals and our progress will be closely monitored and new techniques and solutions will be evaluated as we gain a better understanding of what best practices work at CCD. CCD collaborates with CEC to provide college-level nurse aide training and certification courses which are the first steps towards an associate's degree in medical assisting. DPS has a large diverse student population. By collaborating with on Nurse Aide, this should bring more students into the medical

assisting program. Our CT and Mammography programs are moving towards competency-based delivery which will allow students to obtain these certificates in a timelier manner, which translates into them entering the workforce sooner. CCD will collaborate with local industry through the Machining Advisory Council, local industry executives, and other industry related organizations to identify incumbent workers looking to enhance career advancement through the attainment of a Quality Assurance Technician Certificate. CCD will also reach out to traditionally underrepresented populations, such as females, that desire an entry level position in manufacturing as Quality Assurance Technicians.