Connecticut State Department of Education

Plans for Performance Improvement

Perkins Core Indicators

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2009-2010

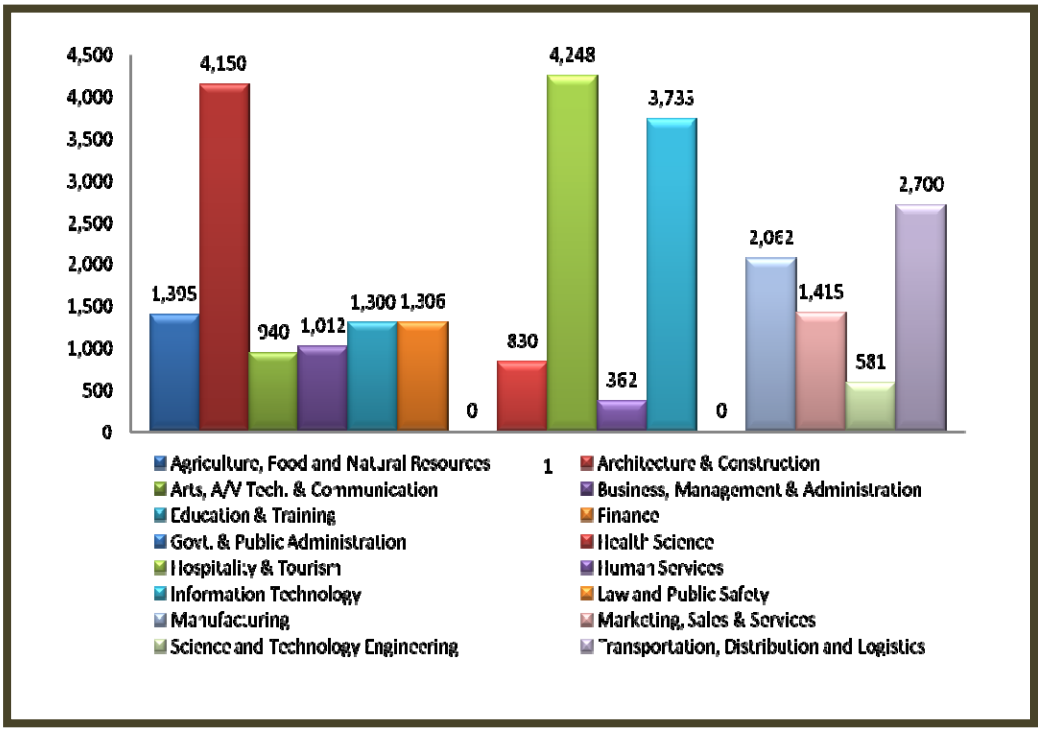
Connecticut State Department of Education
Carl D. Perkins Annual Report Narrative
2008-09

Connecticut Educational Structure

In Connecticut through the State Department of Education (SDE), Carl D. Perkins funds are utilized to develop and enhance career and technical education (CTE) offerings in a multitude of educational settings. Funds are shared with schools that fulfill state and federal specified size, scope and quality. Carl D. Perkins provides support to students who elect to take career and technical education courses in preparation for some form of postsecondary education and work. It is an expectation that all students will be college ready in a philosophy that "college is for all students"; however, that does not prelude student entry into industry certification, licensure, or on-the-job-training programs.

- 169 school districts (not all districts have high schools)
- 117 districts receive Perkins funding (comprehensive high schools)
- 17 high schools: Connecticut Technical High School System
- 19 Agriculture Science and Technology Education Centers
- 45 magnet schools with themed focus – some that are career and technical education
- Unified School Districts #1 (Department of Corrections) and #2 (Department of Children & Families)
- Community College System – 12 colleges
- University of Connecticut – multiple campuses
- State University System – four state 4-year colleges (no share of Perkins funding)

CTE Student Concentrator Enrollment, 2007-08



Student Concentrator Enrollment by Cluster 2008 - 09

Career Clusters	Total Secondary Students
Agriculture, Food and Natural Resources	1,395
Architecture & Construction	4,150
Arts, A/V Tech. & Communication	940
Business, Management & Administration	1,012
Education & Training	1,300
Finance	1,306
Govt. & Public Administration	0
Health Science	830
Hospitality & Tourism	4,248
Human Services	362
Information Technology	3,733
Law and Public Safety	0
Manufacturing	2,062
Marketing, Sales & Services	1,415
Science and Technology Engineering	581
Transportation, Distribution and Logistics	2,700

CTE and Secondary School Reform

The key elements of Connecticut's secondary school reform are the foundation blocks of Career Pathways: Engagement, Rigor, and 21st Century Skills. Career Pathways connects students' classroom learning to post-secondary education and careers within the context of career clusters. The process of Engagement allows all students the opportunity to explore possible careers and make educated decisions regarding secondary academic and elective course enrollment, post-secondary plans, and eventually careers. Rigor inspires students to stretch beyond their individual comfort zones to embrace and master meaningful challenges and begin to define their own interests, potential, and direction. The 21st Century Skills provides students the understanding of collaboration and leadership skills, habits of personal and social responsibility, and adaptability to change. For the latest SDE publication aligned to career pathways and the secondary school reform published by career and technical education go to: http://www.sde.ct.gov/sde/lib/sde/pdf/Curriculum/CT_Career_Pathways.pdf

Career and technical education staff have been charged with leading the agency task force for the development of a Student Success Plan modeled after the programs of study established under the Carl D. Perkins Act. In addition, CTE staff are working on the establishment of guidelines to support Capstone Projects which may become a requirement for students statewide for graduation. Both the Student Success Plans and the Capstone Projects are two key elements of student engagement that comprise *The Connecticut Plan for Secondary School Reform.* The use of Reserve funds have allowed the establishment of individual learning plans, Student Success Plans, in pilot districts for CTE. The pilot established under CTE will now serve as best practice or models for Connecticut Secondary School Reform.

Connecticut Academic Performance Test

Connecticut State Department of Education requires that districts administer the state Connecticut Academic Performance Test (CAPT) each year to all 10th graders which measures math and reading skill attainment. Connecticut CTE student concentrators exceeded statewide student performance for 2008-09 for math and reading.

Connecticut's Overall CAPT Performance Results 2008-09

2008-09 CAPT	CT Proficiency NCLB Target 2008-09	CTE Student Concentrator Performance (Proficiency)	State-wide Student Performance (Proficiency)
Reading	81.0%	88.8%*	81.8%**
Mathematics	80.0%	86.0%*	78.4%**

*Represents CTE student three-year CAPT assessment beginning in grade 10 and retakes thereafter through grade 12.
**Statewide student 10th grade performance levels.

a. Required Use of Funds

CTE Assessment

Pursuant to Section 113 of the Carl D. Perkins Career and Technical Education Improvement Act of 2006, states must "… establish a State performance accountability system, comprised of the activities described in this section, to assess the effectiveness of the State in achieving statewide progress in career and technical education, and to optimize the return of investment of Federal funds in career and technical education activities."

The inclusion of this language in the Carl D. Perkins legislation focused the attention of Connecticut Career and Technical administrators and teachers to construct a sustainable and ever-improving process of CTE statewide assessment. To fully understand the ever-evolving statewide assessment program we begin with a historic context.

As we trace the origins of Career and Technical Education in Connecticut, accountability in one venue or another has been an integral part of our annual cycle of operations and development. From the Connecticut high school industrial and agricultural training programs created by the Smith-Hughes Act of 1917; to the creation of high school vocational programs in home economics, office practices and distributive education, resulting from the George-Barden Act of 1946; to the sweeping development of vocational education, brought about by the passage of the Vocational Education Act of 1963 and the Vocational Education Amendments of 1968, Connecticut has strived to measure quality now known as Career and Technical Education.

For decades, Connecticut has worked to ensure the highest quality career and technical education programs and instruction, providing statewide professional development in each of the CTE program areas, annual grant, and program reviews, and direct involvement of business and industry. Connecticut CTE has more than met the challenge of every federal legislative mandate in spirit and in practice. The state has held firm in belief that one of the inevitable outcomes of education is that state citizenry will seek productive and fulfilling employment.

In April, 1983, *The Nation at Risk* document brought the national focus to the issue of accountability for everyone engaged in the process of education. Almost overnight, the national dialogue turned to the academic proficiency of America's youth. However, what many people fail to remember about *The Nation at Risk* document is the authors' stated purpose of education, contained in the opening statement of this landmark document that was to spur the development of accountability initiatives throughout the United States, "... (the promise of education) *means that all children by virtue of their own efforts, competently guided, can hope to attain the mature and informed judgment needed to* ***secure gainful employment***...".

Our commitment to that universal life goal has prompted Connecticut CTE to seek improved methods of bringing about continued improvement throughout our schools, programs, and students. The Carl D. Perkins legislation required each state to establish performance standards for Career and Technical Education, and to design a method of assessment that would statistically demonstrate a plan for continuous improvement. The state continually evaluates the effectiveness of the overall CTE assessment system. Plans are underway to revise the existing areas of concentration in technology education to ensure that the CTE standards used for assessment are in step with agency academic rigor and are aligned to Connecticut labor needs. In addition to the improvement under technology education Personal Finance will be added to the list of assessment areas. The Connecticut State Department of Education in partnership with NOCTI met this mandate with enthusiasm and the belief that together, administrators, teachers, business, and industry could design a statewide system of assessment.

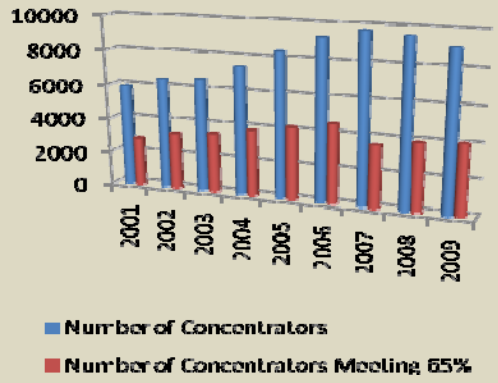
The SDE did not choose the path of least difficultly in the development of this statewide assessment program. Rather, the state sought to live out the spirit that has been "vocational/CTE" for almost a century. As national, state and local economic need varies and forever changes, we must continue to teach the core of knowledge and skill, necessary to meet daily challenges, while fostering professional appetite. In this era of massive specialization with unlimited menus of CTE course titles we must commit to teach, learn and test those measurable competencies that already have been established by the CTE national professional organizations.

Connecticut CTE Areas of Concentration

- Agriculture Mechanics
- Animal Science
- Aquaculture & Marine-Related Technologies
- Natural Resources & Environmental
- Plant Science
- Accounting
- Business Management
- Computer Information Systems
- Cooperative Work Education
- Early Childhood Education & Services
- Nutrition, Food Production & Services
- Textiles & Design
- Marketing Education
- Medical Careers
- Certified Nursing Assistant
- Automotive Technology
- Computer Aided Drafting & Design
- Pre-Engineering Technology
- Video Production Systems

Longitudinal Comparison

After two years in development, the Connecticut CTE Assessment program began testing concentrators in 2001. As the "national" standards were revised by the national CTE professional organizations, the Connecticut performance standards and competencies (PS&C) were also revised to align with the latest national PS&C. The revision of the PS&C resulted in a revision in the state CTE assessments. We believe it is critical to the validity of our assessment program to stay as current as possible while integrating our academic foundation competencies into each test. The continuous revision process requires that all members of the CTE education community strive for currency within CTE teaching and learning rather than relying on out-dated competencies and item banks.



Academic Foundation Competencies

Career and Technical Education (CTE) provides a context for the development of academic teaching and learning. The commitment of CTE to enhance academic achievement in our schools, programs and courses, has led to the identification of these Academic Foundation Standards. Consistent with Connecticut's pledge to test CTE concentrators on the national/state performance standards and competencies, we are testing the textual application of the same mathematics and reading competencies assessed in Connecticut academic assessments. Taken directly from the measurable standards of the Connecticut Academic Performance Test (CAPT), these foundation competencies are incorporated into each of the 18 areas of concentration of the Connecticut CTE statewide assessment.

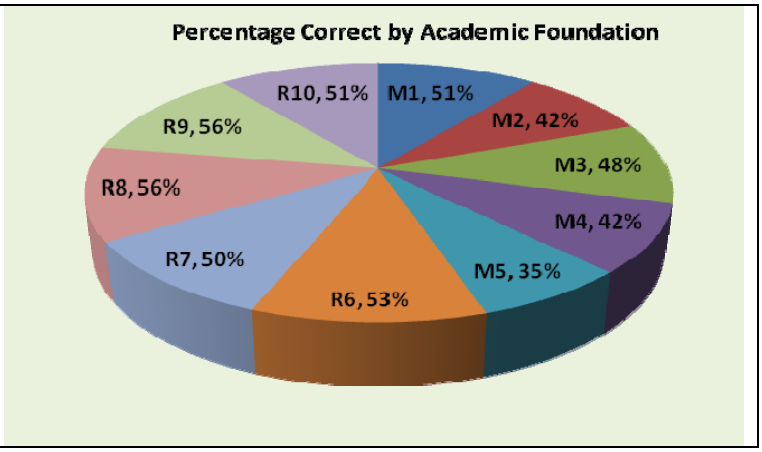
Math

- M1: Extend the understanding of number to include integers, rational numbers, & real numbers.
- M2: Interpret and represent large sets of numbers with the aid of technologies.
- M3: Develop strategies for computation and estimation using properties of number systems to solve problems.
- M4: Develop and evaluate mathematical arguments using reasoning and proof
- M5: Construct appropriate representations of data based on the size and kind of data set and the purpose for its use.

Reading

- R6: Make connections between the text and outside experiences and knowledge.
- R7: Draw conclusions about the author's purpose in including or omitting specific details.
- R8: Use evidence from the text to draw and/or support a conclusion.
- R9: Use information from the text to make a prediction based on what is read.
- R10: Evaluate explicit and implicit information and themes within a given work.

The chart below shows the percentage of concentrators correctly answering the items linked to the academic foundation competencies.


Percentage Correct by Academic Foundation
R10, 51%
M1, 51%
M2, 42%
M3, 48%
R9, 56%
R8, 56%
M4, 42%
R7, 50%
M5, 35%
R6, 53%

Connecticut Career Technical Education Assessment
2008 Summary of CTE Concentrators by Test Title and Cut Score

Test Code	Test Title	Concentrators	Raw Number Meeting 65%	Percentage of Concentrators Mtg. 65%	Average Total Score (Mean)
7710	Agriculture Mechanics	78	51	65.38%	66.8
7711	Animal Science	230	187	81.30%	71.4
7712	Aquaculture and Marine-Related Technologies	132	82	62.12%	66.1
7713	Natural Resources & Environmental	43	27	62.79%	63.3
7714	Plant Science	86	47	54.65%	63.7
7715	Accounting	667	295	44.23%	60.2
7716	Business Management	489	141	28.83%	55.8
7717	Computer Information Systems	1070	345	32.24%	57.0
7718	Cooperative Work Education	528	168	31.82%	57.2
7719	Early Childhood Education & Services	926	543	58.64%	65.9
7720	Nutrition, Food Production & Services	1103	413	37.44%	57.7
7721	Textiles & Design	210	44	20.95%	53.4
7722	Marketing Education	844	355	42.06%	59.6
7723	Medical Careers Education	645	434	67.29%	66.8
	Certified Nurse Assisting	430	429	99.77%	82.8
7724	Automotive Technology	530	23	4.34%	41.9

7725	Computer Aided Drafting & Design	689	124	18.00%	51.7
7726	Pre-Engineering Technology	437	93	21.28%	51.5
7727	Video Production System	391	93	23.79	53.4
	TOTALS	9528	3894	40.87%	

Use of Technology

As a part of the state grant approval process, all district/college plans are reviewed to ensure that CTE offerings include the latest in technological developments. Each content specialist reviews every application to make recommendations on curriculum improvements, updates, and equipment purchases. The plans are not approved for fund distribution until it has been confirmed that they fulfill the state expectations of technological advancement for all CTE courses. Over the last decade great strides have been made particularly in technology education moving away from industrial arts to contemporary national standards-based curriculums in the comprehensive high school CTE pathways. Technology is seen as a tool to enhance academic rigor facilitating student transition to postsecondary education and the workplace. In addition, state professional development workshops for all pathways are offered throughout the year to offer the latest in use of technology.

Professional Development

Overview:

The following professional development opportunities were provided for teachers, counselors, and administrators in Career and Technical Education, Cooperative Work Education, Adult Education programs, and Regional Vocational Technical Schools in 2008-09.

Information on each of the events is provided in chronological order. It includes the title, date, location, attendance, and a description of the workshop topics.

Team AG ED
October 2, 2008

Participants: 25
Rensselaer
Crown Plaza Cromwell
Instructor: Greg Kane, CSDE Technology Education Consultant

Greg Kane met with Agricultural Education teachers to develop their work plan for the year plan and to give them an opportunity to network.

CCSU Go For Aerospace
October 3, 2008

Participants: 25
Holiday Inn, Waterbury
Instructor: Greg Kane, CSDE Technology Education Consultant

Technology Education teachers met with Greg Kane and to discuss plans for the Aerospace competition and select student participants.

NQPS
October 10, 2008

Participants: 20
Rensselaer, Hartford
Instructor: Greg Kane, SDE Technology Education Consultant

A representative from each of the Agricultural Education Centers was trained on the process and procedures of accessing the NQPS electronic survey. All participants were automatically registered for the CT-NQPS Symposium in May of 2009.

CT-VEX Robotics in the Classroom
October 15, 2008
March 5, 2009

Participants: 45
ITBD, New Britain
Instructor: Greg Kane, CSDE Technology Education Consultant

Participants explored the role of Robotics curriculum and the VEX Robotics Competition as a STEM related segment of the High School Technology Program. Various robotics programs were showcased during this session. The second VEX workshop on March 5, 2009 focused on preparation for the April 11, 2009 CT-VEX Competition at CCSU.

CT-Construction Workshop A
October 21, 2008

Participants: 38
ITBD, New Britain
Instructor: Greg Kane, CSDE Technology Education Consultant

The Construction Workshop was planned to explore "Connecticut Standards", and "Introduction to Construction", as well as a proposed yearlong introductory course. The Standards, adopted from the National Home Builders Association Standards, help Connecticut high schools align their construction courses to industry-based standards.

Greg Kane spoke about the updates to Construction since the previous workshop on 5/20/07. Raymond Wasdyke, Ed.D., Wasdyke Associates LLC, and John Shortt, Director of Education, Training and Apprenticeship, Home Builders Institute, spoke to the group about the National Home Builders Institute Skill Standards.

Greg Kane led a one-hour discussion of the Connecticut version of the Construction Standards. Mr. Wasdyke then presented a PowerPoint outlining the National Standards Assessment updates.

The afternoon session was facilitated by representatives from Cengage Learning.
This workshop focused on models to deliver the content related to the Connecticut Standards.

Youth Safety Training
October 23, 2008

Participants: 14
CREC Central
Instructor: Mary Lou Molloy, CREC and Roger Rocheleau, CT Department of Labor
Target Audience: CWE Coordinators, Counselors

The goal of the Youth Safety Workshops is to teach core health and safety regulations to the adults who oversee students in the workplace. Each participant is given a reproducible curriculum, and key parts of that curriculum are discussed in class. The second half of the class is devoted to a Q&A session, aided by representatives from OSHA and the Department of Labor.

The evaluations from this class were excellent. The most repeated comment is that the Q&A session was very informative, and that employers need to become more aware of the rules and regulations. The Q&A session is perhaps the most valuable part of this workshop.

Perkins 101 Workshops
October 24, 2008
November 18, 2008

Participants: 38
Various Locations
Instructor: June Sanford, CSDE, Perkins Program Manager
Target Audience: Teachers and administrators who oversee Perkins-funded activities.

This workshop explained the application process and the requirements for districts to receive Perkins funding. The focus was on administrators who are new to the Perkins process.

Medical Careers Workshop
November 18, 2008

Participants: 25
Four Points Meriden
Instructor: Lori Matyjas, CSDE, Family and Consumer Sciences, Medical Careers Consultant
Target Audience: Medical Education teachers and counselors

This one-day workshop featured information about state initiatives in nursing education programs. It also included a session on meeting the needs of a diverse student population, particularly working with non-English speaking groups. Afternoon workshops included a *HOSA Update*, *A Public Health Perspective for Your Classroom, and Investigation in Healthcare and Community College Initiatives.*

Career Pathways: Passport to the Future
December 11, 2008

Participants: 230
Holiday Inn, Waterbury
Instructors; Nancy Aleman, Education Consultant, CSDE, Program Improvement/School Counseling Unit; Judith Andrews, Education Consultant, CSDE, Bureau of Curriculum and Instruction/Career Pathways Unit;
Diane Ross Gary, Education Consultant, CSDE, Cooperative Work Education
Target Audience: School counselors, teachers, administrators

This very popular conference offered participants a variety of workshops that were planned to increase their knowledge of Career Pathways and to highlight successful programs. The keynote speaker was Stephen Frank, a Program Specialist in the United States Department of Education. Mr. Frank's speech was titled *The Collaborative Role of School Counselors, Teachers, and Career*

Pathways Staff in Structuring Effective Career Guidance to Enhance Student Success. Mr. Frank's presentation stressed the importance of collaboration among all educators.

Daniel Thomas, a graduate of Bassick Business Magnet College, shared his story of entrepreneurial success with the audience. Daniel's story is one of a truly successful student who benefited having a strong academic plan, along with good counseling. His inspiring presentation highlighted the importance of a well-developed CTE curriculum.

Workshops covered a variety of topics, such as articulations between post-secondary schools and high schools, preparing under-represented students for careers in engineering and technology, and understanding Career Pathways and the Student Success Plan.

Project Lead the Way Teachers Conference
January 30, 2009

Participants: 49
Science and Technology Magnet HS
Instructor: Greg Kane, CSDE Technology Education Consultant
Target Audience: Technology teachers

This session was devoted to exploring the status of PLTW in the classrooms. Participants were given an overview of the curriculum, along with updates and future plans for implementation. There were breakout sessions hosted by schools that currently offer PLTW.

Advanced Excel
March 25, 2009

Participants: 14
Renssalear
Instructor: Charles Martucci, Technology Specialist

Spreadsheets, graphs, charts, data management, and pivot tables were taught in this very popular workshop. Each participant left the session with a full understanding of the intricacies of Excel and felt prepared to use it in their classrooms.

Continuous Improvement Conference
April 3, 2009

Participants: 213
Crowne Plaza Southbury
Instructor: June Sanford, CSDE, Perkins Program Manager
Target Audience: School counselors, teachers, administrators

The Continuous Improvement Conference offered educators the opportunity to learn about continuous improvement strategies that will help districts meet the Perkins IV Core Indicators of Performance. Breakout sessions included Secondary School Reform, NTO Participation and Completion, Academic Attainment, CTE Skill Attainment, and Placement.

Family and Consumer Sciences Conference: Sustaining Our Future
April 7, 2009

Participants: 69

Four Points Meriden
Instructor: Lori Matyjas, CSDE, Family and Consumer Sciences, Medical Careers Consultant
Target Audience: FACS teachers

This Conference focused on the future of FACS and how to strengthen the program. Topics included CTE assessment strategies, alternatives to toxic chemicals, public health careers, and leadership in the classroom.

Entrepreneurship Education Conference
April 29, 2009

Participants: 45
Holiday Inn Waterbury
Instructor: Lee Marcoux, CSDE, Business, and Finance Technology Consultant
Target Audience: Business teachers, Administrators

"Teaching the Innovators of Tomorrow" was the subtitle of this conference and was the underlying theme in all of the presentations. Participants listened to a presentation by Chris Bartlett, an SBA Connecticut Small Business of the Year winner. A *Best Practices* panel followed and received excellent evaluations. Workshops were held on the topics of E-Commerce Entrepreneurship, Developing a Business Plan, and Entrepreneurial Studies at Connecticut's Community Colleges.

Working Papers: Who Needs Them and Why?
April 1, 2009 & April 2, 2009

Participants: 45
DOL Wethersfield
Instructor: Carl Paternostro, CSDE, Adult Education and Literacy Consultant
Target Audience: Anyone who processes Working Papers in the schools

This session, hosted by the CT Department of Labor was offered on two separate days. The task of helping students fill out Working Papers is complicated, and the designated person in each school often changes from year to year. Carl Paternostro, CSDE Consultant, led half of the session each day. He explained many parts of the Working Papers Manual, the document that outlines the procedures for the employment of minors. His presentation was followed by a very lively Q&A session; this session received high marks in the evaluations.

The topics that followed included Connecticut and Federal Child Labor Laws, OSHA Responsibilities, and Structured Workbased Program requirements. Registrants had the opportunity to send the committee questions before the workshop, and an additional hour was spent on answering those queries.

Business and Finance Technology Leadership
May 6, 2009

Participants: 38
Holiday Inn, Waterbury

Instructor: Lee Marcoux, CSDE, Business and Finance Technology Consultant

Three main presentations made up the agenda for this well-received professional development session. Investing and Personal Finance, New Technologies for Classroom Instruction, and Personal Finance all engaged the participants and led to a very successful session of round table discussions. The responses cited the practical applications of these topics and the informative handouts as the most beneficial aspects of the day.

Academic and Career and Technical Education Integration

The state continues to provide opportunities for academic integration throughout all program/cluster areas. State efforts to increase the number of personal finance courses has resulted in many districts that now offer personal finance and in some cases as a requirement for graduation. See website resource: http://ctfinancialed.com/ for more information on personal finance programs in Connecticut.

Non-Traditional Preparation

The Connecticut State Department of Education share Perkins funding to the Connecticut Women's Education and Legal Fund (CWEALF) also known as VERTEC to evaluate practices and increase opportunities for non-traditional student participation and completion. During 2008-09 VERTEC reviewed district level core indicator performance levels to identify district that fell below the nontraditional participation baseline of 38.4%. An Equity Check survey was administered to all Perkins funded districts not meeting the state performance level. The Equity Check gathered information relative to administration, school counselors' services, technical education instructors, family and consumer sciences, health career instructors, cooperative work education and career pathways.

In addition to the Equity Check , CWEALF reviewed other state data and local district Continuous Improvement Plans to determine which districts would benefit from improvement strategies. An additional charge taken on by CWEALF was to align CIP codes by nontraditional categories to all CTE programs and career pathways.

Partnerships

The SDE collaborates with higher education, the departments of labor, economic development, the community college system and business and industry. In 2008-09, all partnership met to establish educational priorities for career pathway development to align an overall guiding mission. In one voice, a common set of career pathways were established that would continually evolve to meet the dynamics of the Connecticut economy. All partners worked to develop their own publications, all with the same focus, a set of career pathway to prepare students for high-skill, high-need and high-wage occupations. As a result, the document published by the SDE, *Connecticut Career Pathways* as noted under section CTE and the Secondary School Reform. The document was purposefully designed to address career

pathways to include many elements of the Connecticut Secondary School Reform particularly highlighting the student success plan (programs of study), attainment of 21st Century Skills and dual enrollment (CTE College Career Pathways as one of the models). CTE has been embraced as a vital player in the development of the student success plan established as a prototype for all students in Connecticut. It is important that we have a community of partners working toward the same end.

State Institutions

The SDE provided $75,000 to State Department of Corrections and $10,000 to the Department of Families and Students in providing skill development to the incarcerated. A staff member of career and technical helps both departments develop a plan conducive to a more confined setting in ensuring CTE skill attainment. Plans are specifically drawn to prepare students for entry into the workplace to meet state economic trends and workforce demands or to transition to postsecondary education. Students learn by involvement with community non-profit organizations and in-house projects in gaining experiential learning concepts. Overall programming also includes acquisition of workplace skills including: problem-solving, decision-making, teamwork, self-management and technological literacy.

Special Populations

The SDE provides guidance to grantees to include a full spectrum of support services. During school site visits, the SDE staff meets with the Special Education Director to discuss accessibility and accommodations for students with special needs who elect to take career and technical education courses. The state also asks for verification that CTE teaching staff is provided special services support for paraprofessionals and other accommodations to ensure student success. Under administration of the CTE skill assessment system, students with disabilities are held to the same high expectations as are all students who take CTE courses. However, policies have been established for students with disabilities/504 under administration of the grant to accommodate test setting, arrangements for readers, alternative test completion, time extensions, large print editions, and sign language interpreters.

Technical Assistance

The State Department of Education historically has had a regional approach for technical assistance to guarantee service to all districts and colleges. Each staff member has a designated geographical area to provide general information and grant administration. Each content specialist has state-wide responsibility for their respective pathways. In addition, leadership funds are designated to a regional educational resource center (RESC) which in turn works with all state RESCs to disseminate information and to provide technical assistance through workshops and conferences. Certain staff with in the RESCs take a leadership role in coordinating some of the state Perkins consortiums. Within the consortiums meetings are scheduled for consortium partners to gain technical assistance and to share best practice.

b. Permissible Activities

Although the Connecticut SDE has involvement in activities to provide for most of the permissible use of funds, specific emphasis was placed on the following in 2008-09:

- The CTE unit has developed strong ties with the school counseling consultant as a single voice in development of student success plans under the comprehensive school comprehensive plan. As

a result, joint conferences and workshops were and will continue to be provided to a wider audience both CTE teachers, administrators and schools counselors;
- CTE worked with the Departments of Labor, Economic Development, Higher Education, and the Community College System and the Connecticut Business and Industry Association in collaboration of a common focus and direction.
- The Connecticut SDE updates the CTE assessment system annually.

Progress in Developing and Implementing Technical Skill Assessments

See a. Required Use of Funds, Technical Assessment. Future plans are to integrate virtual performance-based components to the skills assessment system. Presently, Connecticut has ten years of longitudinal data

Implementation of State Program Improvement Plans

The Connecticut SDE has exceeded all performance levels negotiated and approved on the FAUPL for 1S1, 1S2 and 4S1. The SDE will continue monitor district performance and provide technical assistance to increase performance levels.

Implementation of Local Program Improvement Plans

In 2007-08 the SDE, established a new continuous improvement district review system. Utilizing the SDE district reference groups (DRG), schools that have shown low performance for core indicators and numbers of CTE concentrators are identified for continuous improvement reviews. During the improvement site visits, progress on recommendations from the most recent Perkins Compliance Review was reevaluated. SDE staff who are assigned to the district continuous improvement reviews were selected based specifically on a targeted area of improvement related to their respective content area. Below are the 2007-08 core indicators performance levels for each districts, some are disaggregated by school. Similar statistics will be compiled for 2008-09 early in 2010.

Below are all Connecticut school districts showing 2008-09 core indicator performance levels. All targets for each core indicator not met by districts are highlighted in yellow.

Of the reported high schools 13% failed to meet the target for academic proficiency in math and approximately 10% failed to meet academic proficiency in reading. Only two high schools out of the 139 reported failed to meet the state NCLB target for graduation. Although the state was not required to submit data for CTE skill attainment, student concentrators performed at 40.87% in meeting or exceeding the 65% threshold. The state target for 2S1 was 37.0%.

Connecticut High School Core Indicator Performance Levels
2007-08

School Districts/High Schools	Math		Reading		Skill Attainment		Graduation		Placement		Non-Trad. Participation		Non-Trad. Completion	
	# of Students	%	# of Students	%	# of Students	%	# of Students	%	# of Students	%	# of Students	%	# of Students	%
Ansonia	10/15	66.7	13/15	86.7	0/15	0.00	16/16	100	12/15	80.00	381/839	45.41	9/16	56.25
Avon	22/22	100	22/22	100	9/25	36.0								
Berlin	39/39	100	39/39	100	12/40	30.0	29/29	100	54/54	100.00	228/613	37.19	5/29	17.24
Bethel	31/32	96.9	32/32	100	5/32	15.63	32/32	100	23/23	100.00	331/728	45.47	23/32	71.88
Bloomfield	46/66	69.7	53/66	80.3	14/83	16.8								
Bolton	22/23	95.7	22/23	95.7	8/23	34.78	22/22	100	16/16	100.00	67/203	33.00	3/22	13.64
Branford	40/45	88.9	42/45	93.3	15/50	30.00	33/33	100	40/40	100.00	358/1042	34.36	11/33	33.33
Bridgeport									420/422	99.53	1588/3997	39.73		
Bassick	15/50	30.0	20/50	40.0	6/71	8.45	92/92	100					41/92	44.57
Central	71/107	66.4	75/107	70.1	37/105	35.24	131/131	100					42/131	32.06
Harding	34/73	46.6	36/73	49.3	36/98	36.73	163/163	100					61/163	37.42
Reg Voc Aqua					36/65	55.38								
Bristol									68/68	100.00	832/2800	29.71		
Central	38/38	100	35/38	92.1	23/40	57.50	262/266	98					46/262	17.56
Eastern	37/38	97.4	38/38	100	21/39	53.85	32/32	100					7/32	21.88
Brookfield	27/30	90.0	25/30	83.3	11/32	34.38	12/12	100	26/26	100.00	626/1450	43.17	12/12	100.00
Canton	19/22	86.4	21/22	95.5	7/26	26.92	0/0	00.0	15/15	100.00	66/185	35.68	0/0	0.00
Cheshire	31/32	96.9	30/32	93.8	11/33	33.33	32/32	100	28/28	100.00	917/2048	44.78	13/32	40.63
Clinton	21/29	72.4	22/29	75.9	13/28	46.43	25/25	100	8/8	100.00	320/794	40.30	3/25	12.00
Colchester	50/56	89.3	39/56	69.6	16/57	28.07	23/23	100	30/30	100.00	356/1043	34.13	14/23	60.87
Coventry	36/40	90.0	40/40	100	19/42	45.24	89/92	97	32/32	100.00	322/666	48.35	34/89	38.20
Cromwell							0/0	00.0	0/0	00.0	302/755	40.00	0/0	0.00
Danbury	201/246	81.7	204/246	82.9	204/336	60.71	320/320	100	264/264	100.00	890/2278	39.07	134/320	41.88

School Districts/High Schools	Math		Reading		Skill Attainment		Graduation		Placement		Non-Trad. Participation		Non-Trad. Completion	
	# of Students	%	# of Students	%	# of Students	%	# of Students	%	# of Students	%	# of Students	%	# of Students	%
Derby	5/5	100	5/5	100	0/6	0.00	0/0	00.0	152/152	100.00	171/413	41.40	0/0	0.00
East Granby	3/3	100	3/3	100									9/16	56.25
East Haddam	13/15	86.7	15/15	100	5/17	29.41	16/16	100	15/15	100.00	216/512	42.19	22/80	27.50
East Hartford									107/107	100.00	817/2124	38.47	22/80	27.50
Ea. Hrtfrd High	41/65	63.1	54/65	83.1	41/75	54.67	80/105	76						
The CT Intl Bac.	2/2	100	2/2	100										
East Haven	73/75	97.3	70/75	93.3	67/118	56.78	70/70	100	70/70	100.00	617/1581	39.03	17/70	24.29
East Lyme	78/78	100	76/78	97.4	44/81	54.32	48/48	100	65/65	100.00	186/590	31.53	13/48	27.08
East Windsor	26/28	92.9	27/28	96.4	11/30	36.6	0/0	00.0	0/0	00.0	53/128	41.41	0/0	0.00
Ellington	26/27	96.3	26/27	96.3	21/31	67.74	80/80	100	32/32	100.00	584/1290	45.27	44/80	55.00
Enfield									127/127	100.00	631/1690	37.34		
Enfield High	97/102	95.1	92/102	90.2	50/110	45.45	103/126	82					47/103	45.63
Enrico Fermi	73/81	90.1	67/81	82.7	10/87	11.49	80/99	81					23/80	28.75
Fairfield									54/56	96.43	620/1784	34.75		
Ludlowe	69/70	98.6	68/70	97.1	24/68	35.29	23/24	96					3/23	13.04
Warde	78/79	98.7	78/79	98.7	31/76	40.79	30/30	100					3/30	10.00
Farmington	88/95	92.6	90/95	94.7	31/100	31.00	73/74	99	83/83	100.00	210/556	37.77	33/73	45.21
Glastonbury	41/42	97.6	42/42	100	26/44	59.09	38/38	100	45/45	100.00	562/1289	43.60	19/38	50.00
Granby	13/14	92.9	13/14	92.9	6/15	40.00	15/15	100	11/11	100.00	409/1089	37.56	5/15	33.33
Greenwich	69/71	97.2	70/71	98.6	15/75	20.0	95/103	92	83/85	97.65	827/1916	43.16	14/95	14.74
Griswold	31/31	100	31/31	100	29/42	69.05	49/50	98	48/49	97.96	264/737	35.82	20/49	40.82
Groton	128/143	89.5	125/143	87.4	57/166	34.34	239/243	98	40/40	100.00	424/1088	38.97	102/239	42.68
Guilford	1/1	100	1/1	100										
Hamden	62/87	71.3	77/87	88.5	63/122	51.64	104/104	100	116/116	100.00	669/1785	37.48	45/104	43.27
Hartford									289/291	99.31	846/2149	39.37		
Bulkeley	28/35	80.0	29/35	82.9	5/41	12.20	49/50	98					24/49	48.98
Capitol Prep Ma														

School Districts/High Schools	Math		Reading		Skill Attainment		Graduation		Placement		Non-Trad. Participation		Non-Trad. Completion	
	# of Students	%	# of Students	%	# of Students	%	# of Students	%	# of Students	%	# of Students	%	# of Students	%
Hartford	32/61	52.5	36/61	59.0	3/69	4.35	42/60	70					15/42	35.71
Pathways to Tec	20/26	76.9	11/26	42.3	3/27	11.11	0/0	00.0					0/0	0.0
Sports Science	60/72	83.3	69/70	95.8	4/74	5.41	55/55	100					22/55	40.00
Univ. High	96/113	85.0	98/113	86.7	15/119	12.61	0/67	0					0/0	0.0
Weaver	26/50	52.0	22/50	44.0	27/84	32.14	51/64	80					34/51	66.67
Killingly	77/89	86.5	78/89	87.6	60/90	66.67	0/72	0	57/57	100.00	431/1033	41.72	0/0	0.00
Lebanon	33/38	86.8	34/38	89.5	18/39	46.15	14/14	100	0/10	0.00	228/511	44.62	2/14	14.29
Ledyard	37/41	90.2	34/41	82.9	27/44	61.36	47/47	100	45/47	95.74	417/1075	38.79	29/47	61.70
Litchfield	18/18	100	17/18	94.4	7/18	38.89	55/55	100	19/19	100.00	305/684	44.59	19/55	34.55
Madison	38/40	95.0	37/40	92.5	21/44	47.73	35/35	100	42/42	100.00	435/1094	39.76	19/35	54.29
Manchester	178/217	82.0	180/217	82.9	24/237	10.13	174/183	95	268/268	100.00	647/1733	37.33	43/174	24.71
Meriden									96/96	100.00	750/1966	38.15		
Maloney	98/146	67.1	98/146	67.1	62/168	36.90	187/187	100					90/187	48.13
Platt	98/143	68.5	110/143	76.9	50/182	27.47	96/100	96					36/96	37.50
Middletown	62/68	91.2	61/68	89.7	42/72	58.33	70/70	100	69/69	100.00	645/1674	38.53	34/70	48.57
Milford									723/723	100.00	593/1749	33.91		
Jonathan Law	57/63	90.5	56/63	88.9	49/82	59.76	55/62	89					9/55	16.36
Joseph Foran	48/55	87.3	41/55	74.5	45/78	57.69	43/43	100					7/43	16.28
Monroe	37/39	94.9	37/39	94.9	14/46	30.43	40/40	100	30/30	100.00	327/870	37.59	25/40	62.50
Montville	26/28	92.9	25/28	89.3	11/31	35.48	20/21	95	10/19	52.63	282/656	42.99	4/20	20.00
Naugatuck	35/44	79.5	39/44	88.6	25/47	53.19	37/37	100	83/83	100.00	303/742	40.84	20/37	54.05
New Britain	98/179	54.7	117/179	65.4	90/234	38.46	135/137	99	208/208	100.00	1057/3092	34.18	43/135	31.85
New Canaan	114/118	96.6	114/118	96.6	44/121	36.36	100/100	100	277/277	100.00	705/1679	41.99	45/100	45.00
New Fairfield	34/34	100	34/34	100	15/34	44.12	83/83	100	59/81	72.84	548/1525	35.93	18/83	21.69
New Haven									304/304	100.00	2209/4859	45.46		

- Target Performance: 62.98%

- Manchester Community College Actual: 69.98

The MCC Consortium recognizes that career guidance and academic guidance are key components of a successful academic institution. At the college level, special emphasis will be given to academic advising over the next five years as a means of meeting Perkins Core Indicator levels, i.e., increasing student retention, placement and transfer rates.

Specific activities funded for 2009-2010 are targeted at providing students with a successful preparation for and transition to college while still enrolled in high school to maximize their potential for retention and graduation.

East Hartford High School Bridge to College

This is for a project that links Manchester Community College to EHHS students who have college-level abilities but perhaps have not considered college as an option for their future. Successful strategies from the existing middle college high school program, Great Path Academy, and MCC's summer bridge program, STARS (Summer Training and Academic Retention Service), are being used to address needs for individual student remediation, acclimation to the college culture, and to identify areas for professional development for teachers from the sending schools.

Specifically, the goals for this project are to work with a cohort of students from EHHS to increase their college preparedness; address the curricular alignment between a local high school and community college, specifically EHHS and MCC; and provide a basis for collaboration between EHHS and MCC English teachers on professional development.

College Career Pathways Marketing

Marketing the College Career Pathway program to students, parents and educators ensures maximum access to the benefits of the program and increases student, institutional and community use. Several devices, as well as frequent personal contacts through visits to the schools, are components of the MCC consortium marketing plan.

Curriculum Advisement and Assessment

The CCP Coordinator promotes a seamless transition between high school and the college by communicating expectations for entry level performance, and performs research on career students, monitoring data on academic achievement, persistence and other performance measures.

4P1 Student Placement

Number of CTE Graduates who were placed in employment, or placed in military service or apprenticeship programs in the 2nd quarter following the program year in which they graduated from postsecondary education. (Academic Year 08-09)

- Target Performance: 79.29%

- Manchester Community College Actual: 72.27

Cooperative Education Job Developer

This proposal is intended to increase cooperative education, internship and career employment opportunities for students in engineering, computer science and technology programs including those related to graphic design and multimedia by increasing the capability of the office to recruit employers and students, and to develop related opportunities for students.

Entrepreneurship Pathway

There is a demand for Entrepreneurship education. According to an article in Business Week (September 2006) 70% of high school seniors want to own their own business and 86% want to further explore entrepreneurship. That figure was 10% in 1998. Entrepreneurship education is becoming very prevalent. In a study conducted in 2004, 60% of all American community colleges currently offer at least one credit-bearing course in small business or entrepreneurship. According to the Ewing Marion Kauffman Foundation, over 2,100 schools now offer coursework in entrepreneurship, in 1990 that number was 380. Connecting our program to four year degree institutions, will support our students in retention of earned credits that transfer into viable programs, and prepare them for careers as entrepreneurs.

High Definition Video Camera

Funding to purchase one high definition video camcorder that will be used by Advanced Digital Video Editing, Digital Short Films and Television and Broadcast Production students to learn how to shoot, capture and edit using high definition video formats which have become industry standard. This will better prepare students for entry into television, film and media careers.

The film industry has grown in CT over the last few years with tax incentives and relocation of West Coast production companies to our state. Students need experience on state of the art equipment in order to obtain internships and jobs in these areas.

5P1 Non Traditional Participation
Number of CTE non-traditional participants in all programs that have been defined as occupations where one gender comprises less than 25% of employment.

- Target Performance: 33%

- Manchester Community College Actual: 38.53

Online Course Design Program for Career and Technical Faculty

This activity lists as one of its primary goals to increase the number of non-traditional students in vocational and technical education programs. MCC must compete with other online learning institutions that offer these students the flexible schedules that working adults of both genders need. An online course designer can help develop high quality courses and programs that will meet the needs of this demographic. The designer will create at least two courses per semester and provide guidance for at least four other instructors. Increasing the quality of the online courses will enhance the students' ability to earn a higher GPA and graduate.

5P2 Nontraditional Completion

Number of non-traditional CTE graduates in all programs that have been defined as occupations where one gender comprises less than 25% of employment.

- Target Performance: 25%

- Manchester Community College Actual: 30.77

English as a Second Language Vocational/Tutorial Project

ESL students who are currently enrolled in the vocational programs of Culinary Arts, Allied Health, and Business Office Technology require focused tutoring in cross-cultural communication, vocabulary relevant to their specific vocation, and reading/writing skills. Students who participate in the project not only improve critical listening, speaking, reading, and writing skills, but they also gain the confidence to enter the workplace prepared and more than adequately literate for the demands of employment. For many ESL students who plan a vocational career, preparation in English skills and in cross-cultural communication are two very critical components of a successful school-to-work transition.

Student Retention Specialist

The MCC Student Retention Specialist (SRS) executes one of the major mandated components of the Carl Perkins legislation: that is, provision of support services for Special Populations students enrolled in career, vocational and technical programs. The Specialist organizes and implements recruitment of Special Populations students for special enrollment and retention programs such as ASP(Academic Success Program) and STARS(Summer Training and Academic Retention Services Program). Provides academic advising, coordinates and implements CHOICES (career exploration software) and follow-up meetings with MCC Counselors. Provides study skills workshops on various topics and organizes small study groups based on specific students needs in various subjects. In addition to providing direct support services and programs the Student

Retention Specialist oversees the mandated gathering of information and reports on student support services provided by MCC to Special Populations students

Additional Activities

The issues of technical skill attainment, persistence and graduation are concepts integral to the role of community colleges and are core principles of both the mission and strategic plan of Manchester Community College. The items above are generally related to grant funded activities. However, the college has numerous ongoing activities that are relevant to these targets. Furthermore, almost every activity of the college has a cause and effect relationship with these core indicators. Some samples of activities and programs that support improvement in the core indicators that are functioning independently of grant funding include:

- The college has established a committee to review issues specific to retention and graduation rates and make recommendations for changes in policies and procedures.
- The First Year Experience courses that have been implemented have had a proven and positive effect on retention and graduation rates.
- The Counseling Center sponsors multiple transfer fairs each year bringing representatives to the campus to encourage transfer into baccalaureate degree programs.
- New articulation agreements with UConn and CSU include incentives for students to earn their Associates degree before transfer.
- The Career Services and Placement Office holds career fairs, part time job fairs and community service fairs throughout the year to increase employment and internship opportunities for students.
- Advising has received renewed attention at the college over the past several years. New advisor training has been developed that includes guidance for students' career education and preparation.
- Curriculum in all MCC programs, including CTE programs, is subject to a regular review which, in part, ensures that it is meeting the needs of business and industry. Active advisory committees are an important part of keeping our programs current, and each includes members from local businesses.

Middlesex Community College

Middlesex Community College continues to strive to improve its performance on all of the Perkins' negotiated performance targets for the state of Connecticut. Strategies and initiatives for achieving these targets are regularly addressed at college management meetings, appropriate college governance committees, faculty forums, and grant-writing task forces.

1P1- Technical Skill Attainment

The importance of achieving and maintaining good grades is not only important for completing an occupational program, but reflects a high level of academic competency and technical skill. Throughout a student's community college education, the goal of above-average academic effort continues to be addressed in enhanced freshman student orientations, a revived student advising program, and in the classroom. Above-average GPAs are further encouraged through student invitation to membership in the PTK Honor Society, the giving of scholarships and awards to outstanding students at Academic Awards Night and Faculty Awards Night, and student recognition at graduation.

2P1- Credential, Certificate or Degree

The Post-secondary Credential, Certificate or Degree target (2P1) continues to be a primary challenge at Middlesex Community College and is taken very seriously. We have some concern that the current definition of CTE Concentrator, meaning a matriculated student with at least 15 earned credits during the reporting year, may negatively impact overall graduate outcomes due to insufficient time to earn enough credits for a credential for some students, especially students attending part-time. Nonetheless, graduation rates and 4-year college transfer rates at Middlesex are improving. Our academic advising program has become more robust after undergoing important structural changes to ensure more students become aware of the range of occupational offerings, understand program requirements, and become engaged in their academic success. An Academic Advising Week was also successfully implemented to engage all faculty members to ensure greater efforts are made to reach all students. An Advising Coordinator oversees the academic advising process and two advising workshops are offered each year to all faculty and staff.

3P1- Student Retention or Transfer

Middlesex's overall transfer-out rate for all students is among the highest in the community college system. Ongoing first-year initiatives to improve student retention and transfer rates include enhancing and strengthening orientations for students new to college, freshman seminars to develop college readiness skills, and learning community opportunities for entering cohorts of remedial students. Recently, we implemented a new Early Warning and Intervention System to attempt to meet emerging student academic problems head-on. First-year initiatives to improve student retention and transfer rates include a revised orientation for students new to college, freshman

seminars to develop college readiness skills, and learning community opportunities for entering cohorts of remedial students.

4P1- Student Placement

Middlesex continues to provide a strong career counseling program to students and holds regular career and transfer fairs. Five-year program reviews for all occupational programs help to assure that curriculums meet the needs of Connecticut's business and industry. Program coordinators are also responsible for regular systematic assessment of their academic programs and provide annual goals and objectives to the academic dean. Graduate surveys track the employment and educational outcomes for recent graduates; typically, many of our occupational program graduates decide to transfer to four-year institutions and consequently may choose not to enter the workforce after graduation.

5P1- Nontraditional Participation

Nontraditional Participation in occupational programs is defined in light of actual occupations where one gender comprises less than 25% of employment. With respect to the subject of gender in occupational programming, Middlesex follows an admissions and registration policy of non-discrimination; academic advisers advise students that *all* occupational programs are viable options. We continue to improve our efforts to increase rates of retention and graduation for non-traditional participants as well as traditional students. CCP program has two courses, DGA 110 and MAT 137 articulated with the Connecticut Juvenile Training School.

5P2- Nontraditional Completion

Nontraditional Completion refers to graduates of programs that have been defined as occupations where one gender comprises less than 25% of employment. As with performance measure 2P1, we are concerned with the inability of some students to earn sufficient credits to complete their degree by the end of the reporting year. In any case, Middlesex continues to implement the same measures for nontraditional students as for traditional students, including in-depth student orientations, freshman seminars to develop college readiness skills, learning community opportunities for students in need of college-ready skills, and an ongoing and targeted advising program. CCP has provided career development information to high schools on women in nontraditional careers, manufacturing, robotics, finance and investment counseling. In addition, the Early Childhood Education program has developed and implemented strategies to recruit males into the ECE program pathway.

Naugatuck Valley Community College

1P1 Technical Skill Attainment

- Computers for Academic Center for Excellence (ACE) Lab for CTE students
- Equipment for SMART classroom for Early Childhood Education Program
- Funds for Horticulture students to establish and maintain teaching gardens in various locations on NVCC campus.
- New equipment for student training in Radiology & Nursing Programs.

2P1 Credential, Certificate or Degree

- Funding of field trip for Horticulture students to attend "The New England Grows Conference"
- Equipment for new Welding Program being offered at NVCC
- Updated software purchased for Accounting, Digital Arts.
- Student worker funded to oversee work in gardens and Greenhouse.
- Professional Development for Early Childhood faculty to attend National Association for Education of Young Children Conference.
- New equipment for student training in Radiology & Nursing Programs.

3P1 Student Retention

- Equipment to provide students with "hands on experiences" in Digital Arts, Early Childhood Education, Welding, Accounting, Horticulture, Allied Health.
- Computers to be used in tutoring students in the ACE lab.

4P1 Student Placement

- Career Exposure to STEM careers through the "Women in Science" Program.
- Video feed equipment for student use to observe young children in the Early Childhood Lab on campus.
- Job training through equipment purchased for NVCC Greenhouse and gardens planted and maintained throughout the campus.

5P1 Nontraditional Participation

- Women in Science Program to exposure females to role models in non-traditional careers.
- High school students to tour Early Childhood lab and Technology programs to view non-traditional students participating in these programs.

5P2 Nontraditional Completion

- Women in Science Program to exposure females to role models in non-traditional careers.
- High school students to tour Early Childhood lab and Technology programs to view non-traditional students participating in these programs

Northwestern Connecticut Community College

1P1 Technical Skill Attainment

- Three new C-Pod study rooms in library and one in Academic Skills Center for student use in project collaboration
- New licenses for medical databases for Allied Health students
- Partner in CTDLC/FIPSE grant for creation of a virtual student success center
- Collaboration with Warner Theatre to offer introductory course in technical stagecraft
- Use of online tutoring programs in technology – Teknimedia and Learning Express

2P1 Credential, Certificate or Degree

- Banner hold on students with 45 or more credits to ensure students receive appropriate advising as they near graduation
- Increased outreach to students who have stopped attending the college but are close to meeting graduation requirements
- MOST program offered for displaced workers interested in learning or upgrading computer skills

3P1 Student Retention of Transfer

- Continued use of Early Alert system to allow faculty to refer at-risk students to counselors as early in the semester as possible
- Continuation of COL 100 offerings to help new students acquire the skills necessary for success in college
- Partner in CTDLC/FIPSE grant for creation of a virtual student success center
- Advising pilot study to track student use of and satisfaction with advising
- Use of Academic Skills Center's tutoring and e-tutoring services

4P1 Student Placement

- Career exposure for students at Community Day where local employers and community service organizations are invited to campus
- Lean manufacturing courses offered in conjunction with area businesses
- Offering shadowing opportunities at local businesses.

5P1 Nontraditional Participation

- Experience College program in which area high school students spend a day on campus and are introduced to a variety of college programs and services
- Continued marketing of all programs with the goal of recruiting a diverse student base
- Visits to area high schools to promote Allied Health and College of Technology programs

5P2 Nontraditional Completion

- Experience College program in which area high school students spend a day on campus and are introduced to a variety of college programs and services
- Continued marketing of all programs with the goal of recruiting a diverse student base

Norwalk Community College

1P1 Technical Skill Attainment

- Weather monitoring equipment for Environmental Science Program
- Tutoring of students in Allied Health courses
- Tutoring of students in business, marketing and computer science programs
- Provide e-tutoring in courses required for CTE degrees
- Training to Increase Criminal Justice student skills in dispute resolution and build their awareness of the role of conflict resolution in criminal justice system
- Increase student skills in journalism through workshops with professional journalists
- Prepare 16 area high school students for CTE work-based learning by providing 120 hour summer training & CNA credential
- Seeds for student experiential learning garden project

2P1 Credential, Certificate or Degree

- NCC-Live! day of hands-on workshops provides information to high school students on CTE degree programs at NCC
- Strengthen teaching skills and credentials of supervisors of student internships in PTA. Increase HS student awareness of PTA careers.
- Increase high school teacher & student knowledge of NCC college & career opportunities in computer science through series of NCC campus events
- Prepare 16 area high school students for CTE work-based learning by providing 120 hour summer training & CNA credential

3P1 Student Retention or Transfer

- Training faculty to use writing as a teaching tool to increase learning in courses serving CTE students
- Training of faculty to support incorporation of e-portfolios into classes serving CTE students, increase student use of e-portfolios, support competency-based assessment
- Provide transportation to college visits for Black male NCC students in Uplift Men of Color
- Strengthen motivation through service learning
- Provide transportation for hospitality program student visit to Culinary Institute of America
- Learning communities for students in remedial English courses
- The use of the Noel Levitz instrument to assess students' likelihood of dropout and their openness to support services

4P1 Student Placement

- Offer “Career Planning” course at area high school for college credit
- Provide work-based service learning
- Provide supplies and publicity for high school career fair to be held at NCC
- Student Success Center Choices program offered through our student success courses

5P1 Nontraditional Participation

- Stipends for speakers on non-traditional careers for women
- NCC-Live! Day of hands-on workshops for high school students emphasizing non-traditional participation in allied health, early childhood, computer science

5P2 Nontraditional Completion

- Provide speaker and workshop on survival skills for working single parent students
- Family Economic Security Program for single parents provides stipends, coaching, financial advising for students who are single parents.

Quinebaug Valley Community College

1P1 Technical Skill Attainment

- Computers in the learning Center for students in the CTE programs
- Funding for College of Technology Construction Program for establishment of green technology laboratory
- Purchase of Digital Cameras for students in the Fine Arts Photography programs
- Update equipment in the Allied Health Labs for student use
- Use of PLATO tutoring software for math and science students
- Purchase of GIS equipment for newly established Environmental Science program

2P1 Credential, Certificate or Degree

- Equipment for Green Technology Program
- Software purchased for Fine Arts Photography and Digital Arts program
- Professional Development funding for faculty and staff members to attend annual National Conference such as Association for Career and technical Education (ACTE) or National Career Pathways Network (NCPL)
- Equipment for student training in Allied Health and Medical Assisting

3P1 Student Retention or Transfer

- Flash drives for Opportunity for Success students in the CTE programs to facilitate use of the QVCC Computers
- Plastics Expo program to introduce high school students to technology programs at QVCC
- Computers and software in the Career Center for students to explore careers and to learn about transfer opportunities.
- Activation of an "Early Warning" system where advisors get a report from faculty of when students are falling behind at mid-term.
- "First Year Experience " class for Middle College students preparing to take college level classes

4P1 Student Placement

- Exposure to Careers in Life Science through the STRONG CT program
- Career exploration and MBTI testing through the Career Services department
- Pathways to Teaching program
- Increased advising services for CTE programs and training for CTE advisors
- Military Career Days

5P1 Nontraditional Participation

- Pathways to Teaching Program for college graduates and new students
- High School Tech Day to introduce all student s to careers in technology including Allied Health, Construction, Engineering and Early Childhood Education
- Tours open to any interested student to explore CTE careers and to meet non-traditional and traditional students at QVCC
- Career Center for career exploration for all levels f students

5P2 Nontraditional Completion

- Pathways to Teaching program to encourage older and non-traditional students to begin new careers in teaching
- Plastics Expo to expose high school students to careers in plastics technology and other aspects of business. Students interact with previous students our programs and with business owners and technology experts
- Advising ad tutoring directed at non-traditional students for academic support

Three Rivers Community College

The following performance improvement plan is based on the defined Perkins Performance Measures for the Connecticut Community Colleges and the established benchmarks for the 2010-2011 Academic year.

The first indicator addressed is 1P1-Technical Skill Attainment. This measure reports the percentage of CTE concentrators who graduate during the reporting year with a G.P.A. of 2.5 or higher. The target benchmark for this measure is 95.55%. In an effort to improve this indicator and exceed the established benchmark the College will continue its systematic review of career programs. As part of this review process program coordinators are required to examine all aspects of the curriculum as well as the resources that support the program. In conducting the review, coordinators must also pay particular attention to the assessment of student learning outcomes. Increased emphasis on assessment of student learning outcomes will ensure that students are afforded the maximum opportunity to attain the technical skills necessary to be successful within their academic programs. During the 2010-2011 academic year Institutional Effectiveness and Assessment of Student Learning Outcomes will be the specific emphasis of the College's Department of Education Title III Strengthening Institutions Grant. Activities within the grant will focus on increasing the knowledge, understanding and participation of faculty and staff in Institutional Effectiveness and in particular learning outcomes assessment.

The next indicator addressed is 2P1-Credential, Certificate, or Degree. This measure reports the percentage of CTE concentrators who received an industry-recognized credential, a certificate, or a degree during the reporting year. The target benchmark for this measure is 28% for the 2010-11 academic year. Three River's efforts to improve performance for this indicator will include a number of initiatives, which are currently in place. First in an effort to provide students with an intermediate level of achievement on their path to an Associate Degree the College is beginning to focus on the importance of certificate programs with such strategies as:

a. Having Program Coordinators review degree programs looking for the possibility of adding career appropriate certificates;
b. Having advisors adopting a practice of reviewing student transcripts/plans of study for progress toward a certificate as well as the Associate Degree.

Three Rivers is also entering the third year of a Department of Education Title III Strengthening Institutions Program grant (5 years – 1.5 million dollars) entitled "Strengthening Learning Initiatives for Student Success". The objectives of this grant are to provide opportunities for professional development to faculty/staff, which will improve their understanding of issues associated with student success; implement alternative course delivery methods/interventions; stream line student support services; and improve institutional effectiveness knowledge and processes. Specifically related to student success the College has targeted to increase the Fall-

to-Fall persistence rate of first-time full-time undergraduate students by 3% per year for the five years of the grant. The grant will also increase the percentage of first-time full-time undergraduates that complete a degree within 3 years by 1% each year over the five years of the grant and increase the Fall-to-Fall persistence rate for under prepared students by 1% per year over the five years of the grant. Although the target goals for the grant focus on the general student population, these goals will also have a positive impact on the percentage of CTE concentrators receiving an industry-recognized credential, a certificate, or a degree thus resulting in improved performance on this measure.

The next indicator addressed is 3P1-Student Retention or Transfer. This measure reports the percentage of CTE concentrators who remain enrolled in their original postsecondary institution or transferred to another 2- or 4-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the fall of the previous reporting year. The target benchmark for this measure is 70.44%. Three Rivers is working to improve performance of this indicator for next year through a number of initiatives. The expertise of a retention specialist and a transfer counselor that have been added to the Student Services staff during the past year. The Community College System has negotiated a memorandum of understanding with the Connecticut State University System to improve student transfer options. The College continues to work with public and private 4-year postsecondary institutions in the state to develop articulation agreements to increase transfer opportunities for students wishing to continue their education beyond the community college. A systematic review of the First Year Experience course is underway to evaluate the needs of entering students and their College success relative to the curriculum contained within that course.

The next indicator addressed is 4P1-Student Placement. This measure reports the percentage of CTE concentrators who were employed or placed in military service or apprenticeship programs in the 2nd quarter following the program year in which they graduated from postsecondary education. The target benchmark for the indicator for 2010-11 is 83.6%. Three Rivers maintains a strong connection with employers through the use of advisory boards for many of its career programs such as the Engineering Technologies, Nursing and Business. The College has just recently hired a new counselor within the Student Development department that will primarily focus on Career Services.

The next indicator addressed is 5P1-Nontraditional Participation. This measure reports the percentage of CTE non-traditional participants in all programs that have been defined as occupations where one gender comprises less than 25% of employment. The target benchmark in 2010-11 for this indicator is 44.00% In the past Three Rivers has been particularly low in the All Female Nontraditional Concentrators primarily due to the challenges associated with recruiting females in the area of the engineering technologies. This is an ongoing concern that has become a special emphasis area for the College's recruiting committee. Discussions have begun about initiating a chapter of the Society of Women Engineers on campus to encourage more female student engagement within the engineering technologies. The technologies

department currently has an NSF grant to support underprepared students in the engineering technologies and although this program does not specifically target females, it has provided an opportunity to increase the number of females registering for the technology programs.

The last indicator addressed is 5P2-Nontraditional Completion. This measure reports the percentage of CTE non-traditional graduates in all programs that have been defined as occupations where one gender comprises less than 25% of employment. The target benchmark in 2010-11 for this indicator is 35.44%. Again, the problem in this area is the same one that was mentioned in the above measure and that is attracting women into the engineering technologies. Increased emphases in recruiting along with retention initiatives are necessary to increase the number of non-traditional graduates.

Tunxis Community College

1P1 Technical Skill Attainment

- Professional Math/Science Tutors/Teachers hired to work with students in Health Careers, Engineering, Technology Studies and Business programs
- Additional ECE Teacher to assist program coordinator with program assessment and curriculum development
- Professional development activities/instructional supplies to train full-time and adjunct faculty on the use of Digication (a combination electronic portfolio and comprehensive outcomes assessment database tool)
- Professional development activities to train full-time and adjunct faculty on learner-centered education, best practices in teaching, ability based outcomes assessment, technology inclusion and portfolio development and assessment
- Early Childhood Education instructional supplies and technology for curriculum enhancement
- Funding for CJ students to attend a statewide conference on contemporary issues in Criminal Justice
- Eportfolio Lab Technicians to assist students with the development and lay-out of their electronic portfolios
- Computer technology for the Production Studio used for student public speaking and presentations
- Dental Technology for the expanded instruction of Dental Hygiene classes using computerized intra-oral cameras
- Computer technology, software and textbooks provided to consortium schools for CCP initiatives in Business and Accounting areas
- CCP Articulation discussions with consortium partners on Communication Technology courses and Allied Health information sessions with guidance personnel on student preparedness
- Professional development activities including travel, conferences, memberships and presentations for CCP Coordinator to evaluate statewide and national programming for incorporation into college/high school programming and share information with high school and college partners

2P1 Credential, Certificate or Degree

- Professional Math/Science Tutors/Teachers assisting students to successfully finish required math/science courses for degree completion
- Additional ECE advisors to assist students with program planning and course selection
- Professional development activities to train full-time and adjunct faculty on the use of portfolios and electronic portfolios as capstone assessment tools

- CCP initiatives including technology and instructional supplies, supplemental instruction and team teaching activities contribute to participant success and program completion

3P1 Student Retention or Transfer

- Professional Math/Science tutors assisting in the retention of students by assisting them to complete required math/science coursework, allowing them to apply and enroll in 2 or 4-year Allied Health programs or 4-year Engineering/Technology and Business programs
- Additional ECE advisors to assist students with program planning and course selection
- Professional development activities to train full-time and adjunct faculty on learner-centered education, best practices in teaching, ability based outcomes assessment, technology inclusion and portfolio development and assessment
- Women's Symposium on Education and Employment to assist women to overcome difficult circumstances, to complete their education and to secure successful employment
- Expanded Criminal Justice orientation, advising and registration sessions for individualized mentoring and program guidance
- CCP Supplemental Tutoring Program for math and science offered to CCP participants on-site at the high schools
- CCP Team Teacher Program initiated to establish enhanced communication between high school teachers and college faculty
- Bus passes provided to CCP students to attend orientation, advising or program information sessions at the college
- CCP Clerical Assistant to collect and monitor data and to assist the coordinator to communicate consistently with consortium partners and supply information to participants and their parents

4P1 Student Placement

- Professional development activities to train full-time and adjunct faculty on the use of portfolios and electronic portfolios as career and employment search tools for student placement
- Women's Symposium on Education and Employment to connect women with successful mentors and other resources that can help them to complete their education and secure employment
- Funding for a Law Enforcement Career Fair held on the campus during the Spring semester and bringing a significant number of law enforcement agencies to the campus for student employment opportunities
- Eportfolio Lab Technicians to assist students with the development and lay-out of their electronic portfolios
- Tours of the campus and facilities provided to CCP Early Childhood Education participants including visit to the lab school/daycare center and placement testing session if required

- Bus passes provided to CCP students to attend orientation, advising or program information sessions at the college

5P1 Nontraditional Participation

- Professional Math/Science students assisting male students to succeed in traditionally female dominated professions (i.e. Nursing/Dental Hygiene) and female students to succeed in traditionally male dominated professions (i.e. Engineering and Technology)
- Women's Symposium on Education and Employment to assist women to explore nontraditional employment options where salaries and opportunities for women may be better than more traditional fields

5P2 Nontraditional Completion

- Professional Math/Science Tutors/Teachers assisting nontraditional students to successfully finish required math/science courses for degree completion
- E-portfolio Lab Technicians to assist students with the development and lay-out of their electronic portfolios