



**2003-2007**  
**Years 1, 2, 3, 4 & 5**  
**COLLEGE AND CAREER TRANSITIONS INITIATIVE**  
**\*\* CCTI \*\***  
**IMPROVEMENT PLAN**



**CCTI**

College and Career Transitions Initiative



## CCTI IMPROVEMENT PLAN 2003-2007

### Corning Community College

### Outcome #1- Reducing the need for remediation of students entering post secondary education.

IMPROVE- MENT STRATEGY	TARGET GROUP	EXPECTED OUTCOMES	ACTION STEPS	MEASURES TO ASSESS OUTCOMES	TIMELINE: QUANTITA- TIVE DATA	ACCOMPLISHMENT/ PROGRESS/STATUS
<b>A.</b> <i>Baseline data of existing remediation needs and defined benchmarks for success.</i>	CCC-IT students- Cohort Fall '02	Baseline data for comparative purposes.	<b>BASELINE DATA</b> <b>1-A-1. CCC IT-</b> Determine remediation needs for all CCC IT students – Cohort Fall 02 - as determined by ACCUPLACER assessment.	Attainment of valid data on identified target group.	August 2003  Amended: March 2004	3-04 [ Data established
	CCC-Tech Prep IT students – Cohort Fall '02	Baseline data for comparative purposes.	<b>1-A-2. CCC IT VS. TP-</b> Compare CCC Tech Prep IT students Cohort 02 to total CCC IT Cohort 02 - as determined by ACCUPLACER assessment.	Attainment of valid data on identified target group.	August 2003  Amended: March 2004	3/04 [ Data established
	3 pilot high schools- IT Tech Prep students- Cohort '02	Baseline data for comparative purposes.	<b>1-A-3. ALL STUDENTS-</b> Determine remediation needs for all students from partner schools for Cohort 02.as determined by ACCUPLACER assessment.	Attainment of valid data on identified target group.	August 2003  Amended: March 2004	3/04 [ Data established
<b>B.</b> <i>Use of available academic assessments to alert students and faculty to academic or skills deficiencies.</i>	All CCC students	Valid supporting documentation to determine the value of ACCUPLACER and/or ADVANCER as predictors of student success.	<b>ACCUPLACER</b> <b>1-B-1.</b> Evaluate ACCUPLACER & ADVANCER Assessment tools to determine accuracy as predictors of student success and alignment with NYS Learning Standards in math and ELA.	Decision/ choice of assessment tool for administration in high school setting.	August 2003  Amended: March 2004	12/04 [ ACCUPLACER selected. Project selected for Bridge Partnership Program. Diagnostic details under development by testing service.
	Superintendents	Acceptance of ACCUPLACER use and results at high school level for AIS diagnostic purposes.	<b>1-B-2.</b> Meet with Superintendents to discuss use of data to provide Academic Intervention Services (AIS) diagnostic services to enhance learning.	Use of ACCUPLACER and/or ADVANCER results in high school as diagnostic tool for AIS and academic planning.	October 2003	10/03 [ Presented to Superintendents: very receptive.

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	3 secondary partner schools based upon participation, geographic location, and student diversity.	Commitment of three identified secondary partner schools at administration and counselor/faculty levels.	<b>1-B-3.</b> Identify three (3) pilot project schools from partnership for strategy implementation. Secure commitment and cooperation.	Three partner high schools committed to pilot project expectations and participation. Timely completion and compliance with all CCTI requests.	October 2003	9/03 [ Action step successfully completed.
	High school administration, counselors, faculty	High schools will use information to provide AIS services and plan academic strategies and interventions.	<b>1-B-4.</b> Provide ACCUPLACER data to partner school administration to share with appropriate counselors and faculty for planning/action. Schools will schedule students with diagnosed deficiencies for in-school Academic Intervention Services as mandated by NYSED.	Documented verification of ACCUPLACER results relative to AIS services & academic/ career planning.	October 2003 Amended: April 2004.  Amended: Spring 2005	12/04 [ Timeline amended. 3/15/05 [ Amended timeline still accurate. [ 8/19/05- Timeline amended to Fall 2005. 1/13/06- [ Timeline amended to March 2006. 8/15/06 [ Pilot schools initiated ACCUPLACER administration in Spring 2006 on a limited basis to identify issues and procedures. Data anticipated Fall 2006. <span style="color: blue;">2/21/07</span> [ <span style="color: blue;">Three pilot schools to administer ACCUPLACER in Spring 2007. Proctor training provided as needed.</span> [ <span style="color: blue;">Special Note: GST BOCES is committing additional funding to expand ACCUPLACER testing to all students in 2007-2008. Discussions underway to expand ACCUPLACER to all area schools.</span>
<b>C.</b> <i>Collaborative strategies that expand capacity for delivery of educational</i>	Secondary and post-secondary IT faculty	Development of seamless, non-duplicative curricula by secondary and post-secondary faculty that is current with	<b>SEC./POST-SEC TEAMS/ PROF.DEV.</b>	100% participation of IT faculty from pilot schools and CCC; 50% participation of all other Tech Prep partner schools.	Nov-Dec. 2003  BEGIN: October 2003 END: On-going	8/04 Initial Conversations: [ <span style="color: blue;">Acctg:</span> planning possible development of dual-credit coursect.4 [ <span style="color: blue;">ELA:</span> sharing of syllabi; est. HS study skills classes; PS faculty to
			<b>1-C-1.</b> Establish collaborative secondary & post-secondary faculty opportunities for curriculum alignment and alignment expectations for student preparedness			

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			<p><b>1-C-2. PROF. DEV.</b>- Sponsor, co-sponsor, provide professional development opportunities in math, ELA, science, technology, and technical fields.</p>			

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			<p><b>1-C-3. REGIONAL PROF. DEV.-</b>                      Coordinate professional development offerings with regional coordinators and district/CCC plans.</p>		<p>Begin 9/03.                      Continue annually.</p>	<p>1/04                      [ Tech Prep/CCTI co-sponsored regional Superintendent's Day at ECSD. Sessions sponsored included: Library services, Individual Career Plan development for Counselors, introduction and expansion of "Company" classroom management program, CCC Career Development Workshop, SolidWorks 3-D CAD program development and curriculum alignment, and general session addressing education and employment trends and directions (based upon Deb Mills, CORD, presentation/information). Regional participation deemed fair.                      [ Immediate impact noted:                      [ Counselor request for additional detail and training of ICP's.                      [ Addition of 2 Company programs at partner high schools.                      [ 3 high schools partnering with CCC in SolidWorks project and delivery.</p> <p>1/31/05                      [ Co-sponsored Superintendent's Day with Part II of Individual Career Plan (ICP) workshop. Approximately 5 area schools are adapting models of ICP implementation.</p> <p>10/31/05-                      [ Plans underway to co-sponsor regional professional development in January 2006 during Superintendent's Day.</p> <p>1/13/06-                      [ "Career Pathways: A Map for EVERY Student" workshop by Deb Mills, CORD, is scheduled for 1/30/06 (during regional</p>

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			<p><b>1-C-4.</b> Revise/redevelop professional development offerings based on evaluation feedback/comments.</p>			

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	Secondary and post-secondary counselors  Tech Prep secondary students.	Each Tech Prep/CCTI student has an Individual Career Plan (ICP), developed in collaboration with his/her counselor & parent/guardian. The ICP will be a 4-year plan that outlines courses and requirements to attain career goal and seamless postsecondary transition.	<b>INDIV. CAREER PLAN</b>	100% of Tech Prep/CCTI students will have a personalized ICP.	BEGIN: January 2004- initial counselor training  END: Ongoing	1/30/04 [ Initial Counselor ICP training workshop held. Training contracted through Guidance Counselors from State of Ohio. Implementation steps planned for 2005.
			<b>1-C-5.</b> Develop a detailed Individual Career Plan with each student and parent.			
			<b>1-C-7.</b> Provide support, as needed, to schools and counselors to insure ICP development for all students.	Students, parents, and Counselors refer to the ICP as basis of all actions, decisions and changes.	2004-2005	1/31/05 [ See note in 1-C-4. [ PROGRAM CONTINUATION: FUNDING CONTINGENT. 8/19/05- [ ICP emphasis & development efforts continue. 1/13/06- [ Regional Workshop on Career Pathways and Career Plans by Deb Mills, CORD, scheduled for 1/30/06. Teams of Counselors, Curriculum Coordinators, Technology teachers, Business teachers, Consumer & Family Services teachers, & Student Services Coordinators are strongly encouraged. Workshop is mandatory for those teams from ECSD. 8/15/06- [ Pathway revisions progressing. New format to enhance ICP concept. 2/21/07 [ "Customized" Career Pathways (23 Pathways for EACH school) completed 9/06. "Customized" Pathways, which include specific course titles for each school, begin to serve as individualized plans for students.
<b>1-C-8.</b> Provide parental information/workshop sessions as specific topic/need identified.						

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	Secondary and postsecondary Tech Prep/CCTI students.	A Tech Prep/CCTI Mentor Program will provide additional support, encouragement, and guidance to identified students.	<p style="text-align: center; background-color: #e1f5fe;"><b>MENTORING</b></p> <p><b>1-C-9.</b> Explore feasibility of a mentoring program for identified students.</p> <p><b>1-C-10. <u>MENTORS-</u> If determined feasible, assign each student a local adult mentor to provide support/ guidance/encouragement through e-mail and/or organized small group sessions. Mentors may be postsecondary students, secondary or postsecondary faculty or staff, community/ business individual, parents.</b></p> <p><b>1-C-11. <u>MENTOR TRAINING-</u></b> Provide training and information for mentors regarding program purpose, expectations, procedures, and confidentiality.</p> <p><b>1-C-12. <u>MONITORING-</u> Insure monitoring and continuous mentor support.</b></p>	<p>Mentor Program is organized and structured with specific recruitment, training, student assignment, and monitoring procedures.</p> <p>First year of implementation, 20 mentors will be active in program.</p> <p>Each subsequent year will have an increase of 20 active adult mentors.</p>	<p>BEGIN: Discussions/Planning- April 2004</p> <p>Mentor recruitment-Summer 2004 Amended: 2005</p> <p>Initial implementation-September 2004 Amended: 2005</p>	<p>8/04 [ Discussion on mentoring going slowly. May or may not be implemented. If so, not before 9/05.</p> <p>3/15/05 [ No additional progress at this time.</p> <p>8/19/05- [ No additional progress at this time.</p> <p>1/13/06- [ No additional progress at this time.</p> <p>8/15/06- [ No significant progress to date.</p> <p>2/21/07 [ <a href="#">Discussions on Mentoring program expected to resume as CCC now has a new staff member with this focus.</a></p>
<b>D.</b> <i>Computer-based and Internet-Based technology used to enhance learning.</i>	ACCUPLACER	Availability and access to on-line version of ACCUPLACER.	<p style="text-align: center; background-color: #e1f5fe;"><b>ACCUPLACER/ LEARNING LABS</b></p> <p><b>1.D.1.</b> Develop on-line version of ACCUPLACER Assessment for use in all partner secondary schools.</p> <p><b>1-D-1.</b> Develop on-line version of ACCUPLACER Assessment for use in all partner secondary schools</p>	<p>Register ACCUPLACER administrator for high school use. Registered as ACCUPLACER administrator for high school use.</p>	<p>Jan-Feb 2004Jan-Feb 2004</p>	<p>1/04 Development not needed. On-line version exists.</p>



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	Secondary & post-secondary faculty/administration	Individualized tutoring & supplemental instruction will be available for identified students.	<b>1-D-2. TUTORING-</b> Explore the feasibility of providing a secondary-postsecondary sponsored computer-based tutoring program, e.g. Learning Lab, for identified students.	Decision/action to design and implement learning labs.	BEGIN: Planning: May 2004 Implement: Sept. 2004 Amended: 2005	8/04 [ Informal discussion continues. Formal consideration yet to be determined. 3/15/05- [ No additional progress at this time. 8/19/05- [ Learning Labs planning projected for 2005-2006. 1/13/06- [ Preliminary discussions with C-PP West HS begun re: learning labs. No significant progress at this time. 8/15/06- [ No significant progress at this time. 2/21/07 [ <a href="#">Discussions expected to resume as efforts to connect CCTI &amp; Tech Prep to Basic Perkins Programming strengthen.</a>
<b>E.</b> <i>Remediation beginning as early as necessary to ensure success in rigorous programs of study.</i>	Secondary and post-secondary IT faculty	Development of prescriptive programs of student improvement, i.e., tutorials, special courses, one-to-one instruction, based upon college readiness assessment results.	<b>AIS</b>	100% participation of IT faculty from pilot schools and CCC; 50% participation of all other Tech Prep partner schools.	Spring 2005Spring 2004	8/04 [ Teams will meet following administration and analysis of ACCUPLACER in Spring 2005. 8/19/05 [ Due to delay in ACCUPLACER implementation, evaluation date set for January 2006. 1/13/06- [ Delay in ACCUPLACER administration = delay in AIS goal. 8/15/06- [ Pilot schools are developing procedures to implement AIS services related to ACCUPLACER results. 2/21/07 [ <a href="#">Development of procedures for AIS services continues at each pilot school.</a>
			<b>1-E-1. TEAMS-</b> Re-assemble secondary/post-secondary ACCUPLACER / ADVANCER teams to review assessment results, identify gaps between desired and existing, and design prescriptive programs of improvement	Superintendents and principals informed of outcomes and action steps planned.		
			<b>1-E-2. REMEDIATION-</b> Begin and document remediation at secondary level at home-school	Documented student progress and goal attainment from AIS participation.		



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A.	High School	All high school	STUDENT ITEMS/ INCENTIVES	Student Handbooks	October 2003-	10/03-Handbooks delivered to 955

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			<p><b>2-A-1. HANDBOOK</b> Develop and implement Tech Prep/CCTI Handbook that contains the annual student survey for each grade level of participating student.</p>			

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			<p><b>2-A-2. ANNUAL SURVEYS- LOCATED IN THE HANDBOOK</b> Cluster Advisors, in each school, will coordinate the confidential collection of student surveys and mail to the Tech Prep/CCTI office.</p>	<p>50% increase compared to June 2003 in return rate of annual student survey and informal but continuous feedback from Cluster Advisors throughout the program year.</p>	<p>June 2004  Amended: June 2005</p>	<p>12/04 [ 2004 surveys collected and tallied. Less than 50% increase as predicted. Efforts continue with emphasis on June 2005 returns.</p> <p>8/19/05 [ 2005 survey return sparse despite convenient process. Process reevaluation planned.</p> <p>1/13/06 [ Survey completion reminder included in 1/11/06 Site Manager/Cluster Advisor Workshop.</p> <p>8/15/06- [ Survey returns are difficult despite all efforts to streamline process. Site Managers &amp; Cluster Advisors are encouraged to “collect” surveys annually.</p> <p>2/21/07 [ Survey completion and submission remains a problem. Site Managers &amp; Cluster Advisors are reminded to encourage student input and feedback.</p>

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			<p><b>2-A-3. E-BOARD</b> Encourage students to check Tech Prep E-BOARD (electronic bulletin board on Tech Prep website) monthly for current information, instructions, and directions.</p>	90% of Tech Prep/CCTI students will document viewing of E-BOARD at least four times per year.	June 2004	<p>8/04 [ Students document E-Board adherence in their Handbook. Site Managers and Cluster Advisors report efforts to review handbook documentation with students. Efforts continue on increasing awareness and compliance.</p> <p>8/19/05 [ E-BOARD continuation or format uncertain at the moment due to total revamping of website.</p> <p>10/31/05 [ E-BOARD currently being redesigned with launching of new Tech Prep/CCTI website.</p> <p>1/13/06 [ E-BOARD recently redesigned for new Website. Monthly/current information forthcoming.</p> <p>8/15/06- [ E-BOARD for students active and updated monthly (or more often as needed) at new website <a href="http://www.techprepcst.com">www.techprepcst.com</a></p> <p><b>2/21/07</b> [ E-BOARD for students on website <a href="http://www.techprepcst.com">www.techprepcst.com</a> updated monthly or more often as information necessitates.</p> <p>[ Currently exploring possibility of e-mail alert system as webpage changes.</p>

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	High School Tech Prep/CCTI students	Active secondary Tech Prep/CCTI students will receive educational benefits and access exclusive to the Tech Prep/CCTI Program	<b>2-A-4. SPECIAL BENEFITS</b> Explore range of special benefits and/or access to offer to Tech Prep/CCTI students (i.e., CCC on- line library access, publications and information, e-mail access to appropriate CCC faculty & staff).	At least one special benefit or access will be made available to registered Tech Prep/CCTI students.	September 2004	12/04 [ Special benefits yet to be determined but under discussion. 3/15/05- [ Discussions continue with no definitive decisions at this time. [ PROGRAM CONTINUATION: FUNDING CONTINGENT. 8/19/05 [ No change at this time. 1/13/06 [ No additional progress at this time. 8/15/06- [ Informal discussions continue on topic. No specifics available at this time. 2/21/07 [ As new efforts to connect Tech Prep/CCTI strategies to Basic Grant initiatives at CCC emerge, there is renewed optimism to begin these discussions in earnest.

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	High School Tech Prep/CCTI students	Successful Tech Prep/CCTI students will be recognized with Certificates of accomplishment.	<p><b>2-A-5. CERTIFICATES</b> Tech Prep/CCTI Certificates and Tech Prep/CCTI Certificates with Honors will be presented to deserving Tech Prep/CCTI students during annual senior awards days at each partner school. Criteria: <u>CERTIFICATE</u></p> <ul style="list-style-type: none"> <li>• 4 units in technology, business, and/or communications</li> <li>• 3 units of math</li> <li>• 3 units of science</li> <li>• Completion of a career shadowing experience</li> <li>• A Portfolio of best work</li> </ul> <p><u>CERTIFICATE WITH HONORS</u></p> <ul style="list-style-type: none"> <li>• 4 units in technology, business, and/or communications</li> <li>• 4 units of math</li> <li>• 4 units of science</li> <li>• Completion of a career shadowing experience</li> <li>• A Portfolio of best work</li> </ul>	Tech Prep/CCTI Certificates presented to 50% of graduating secondary Tech Prep/CCTI students.	June 2004	<p>7/04 [ Certificates of completion presented to 70% of graduating Tech Prep students.</p> <p>8/19/05 [ Certificates of completion presented to 51 students (14%) of graduating Tech Prep/CCTI students in June 2005. Decline related to WBL experiences documented. Corrective action planned.</p> <p>1/13/06 [ Tech Prep certificate data and information included in 9/22/05 Start-Up Meeting and 1/11/06 Site Manager/Cluster Advisor Workshop.</p> <p>8/15/06- [ Certificates of Completion awarded to 78 graduating Tech Prep/CCTI students in June 2006. This represented 30%, which was a notable increase since 2005.</p> <p>2/21/07 [ <a href="#">2006-2007 Certificates of Completion to be awarded in June 2007.</a></p>

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	CCC- Tech Prep/CCTI IT students	Regularly scheduled events ay CCC will provide tether students to the program and support services.	<b>2-A-6. CCC STUDENT EVENTS</b> Regular events/experiences for CCC Tech Prep/CCTI IT students to promote persistence and active engagement. Events may include guest speakers in specific career fields,	50% of Tech Prep/CCTI students will participate in at least two CCC events. Students will recommend program ideas and express approval/value in events. Students will successfully complete CCC and credit Tech Prep/CCTI benefits.	October 2003 Fall 2004 October 2004	<p>8/04</p> <ul style="list-style-type: none"> <li>[ Planning is underway; implementation will occur during the 2004-2005 academic year.</li> </ul> <p>10/04 &amp; 2/05</p> <ul style="list-style-type: none"> <li>[ Two CCC student events held with programs by NYS Dept. of Labor Representative and Corning, Inc. IT Specialist.</li> <li>[ PROGRAM CONTINUATION: FUNDING CONTINGENT.</li> </ul> <p>8/19/05</p> <ul style="list-style-type: none"> <li>[ Student events planned for 2005-2006.</li> </ul> <p>1/13/06</p> <ul style="list-style-type: none"> <li>[ 10/06 CCC Student Event unsuccessful related to communication difficulties. CCC Career Dev. Center and Student Success Center will plan future student events and student contact in accordance with Site Manager and Cluster Advisor responsibilities.</li> </ul> <p>8/15/06-</p> <ul style="list-style-type: none"> <li>[ The Student Success Center &amp; Career Dev. Center, who have accepted the roles and responsibilities of Site Manager &amp; Cluster Advisor on campus, will redesign opportunities for Tech Prep/CCTI students.</li> </ul> <p>2/21/07</p> <ul style="list-style-type: none"> <li>[ At this point in time, specific group activities targeting only Tech Prep/CCTI students on campus have not been sufficiently successful. Efforts to network services for individualized attention in planning stages.</li> </ul>



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	Secondary and postsecondary faculty and administration	Design and planning of an acceptable course description and implementation schedule.	<p><b>2-A-7. STUDENT SUCCESS COURSE</b> Explore feasibility of designing/implementing Student Success Course (college success skills program), Summer Career Institute, or redesigned Transitions Course at the secondary level, senior year, which will provide transferable college credit.</p> <p><b>2-A-8.</b> Convene a secondary and post-secondary committee to review issues, requirements/ideas/options.</p> <p><b>2-A-9.</b> Committee will make recommendation of feasibility to appropriate administration at each level.</p> <p><b>2-A-10.</b> Implement new course/program, if recommended/ approved.</p>	Student post-secondary enrollment following successful completion of a Student Success Course or Transitions Course will be 50% higher than a comparative class without a transitional class.	<p>Planning to begin Spring 2004.</p> <p>Implementation to begin Fall 2005 semester. Nov/Dec 2003 BEGIN: April 2004</p>	<p>12/04 [ Student Success Committee, consisting of a broad college representation, has progressed to the point of determining course design and delivery.</p> <p>3/15/05 [ Course Proposal presented to Social Sciences Division. Pending approval, First-Run of course scheduled for Fall 2005 with 5 sections. Secondary and post-secondary faculty training scheduled for 5/23-25/05 with Dr. Jonathan Brennan, On-Course Trainer.</p> <p>8/19/05 [ 49 individuals participated in OnCourse I training in May 2005. Course to be offered at CCC – Fall 2005. Expect offering as ACE course in high schools in Fall 2006.</p> <p>1/13/06 [ FYE course at CCC in Fall 2005 successful. 4 sections scheduled for Spring 2006. ACE offering in high schools delayed until 2007.</p> <p>8/15/06- [ FYE at CCC very successful. Course is now approved for continued offering. FYE Course is expected to be offered to area high schools as dual-credit course in Sept 2006 or Jan 2007. FYE course has been approved as a Tech Prep course for 2006-2007.</p> <p>2/21/07 [ FYE course at CCC is now being considered for mandatory status for all new/incoming students. Success of course offering continues to grow. Offering as dual-credit course (ACE) is expected soon. Teacher training in planning stage.</p>

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<b>B.</b> <i>Collaborative strategies that expand capacity for delivery of educational programs.</i>	High school-grades 9-12 in three pilot schools	Estimated 80%+ participation in survey project from pilot schools.	<b>HSSSE/CCSSE</b>	<b>HSSSE</b> Calculation of return rate of 80% of student surveys following administration.	Spring 2004  Spring 2006	5/04 [ HSSSE successfully administered to 3 schools. This is the first time HSSSE has been administered in this region. 8/19/05- [ Summary briefs created for evaluation. [ HSSSE administration planned for Spring 2006. 1/13/06 [ CCTI Core Team reviewing HSSSE briefs. 8/15/06- [ HSSSE administered at 3 pilot secondary schools in Spring 2006. Awaiting results. 2/21/07 [ Each pilot school administered HSSSE in Spring 2006. Due to administrative issue, only Watkins Glen HS received an individualized report. Watkins administration currently reviewing and comparing data results. Other 2 pilot schools received aggregated data.
			<b>2-B-1. HSSSE-</b> Administer HSSSE at pilot schools.			

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	CCC students	Estimated 80%+ participation in survey project.	<b>2-B-2. CCSSE-</b> Administer CCSSE at CCC.	<b>CCSSE</b> Calculation of return rate of 80%+ of student surveys following administration.	Spring 2004  Spring 2006- AMENDED by CCC: Spring 2007.	5/04 [ CCSSE successfully administered at CCC. TCCSSE has Community College. 8/19/05- [ Summary briefs created for evaluation. [ CCSSE administration planned for Spring 2006. 1/13/06 [ CCC has used CCSSE data to address areas of concern on institutional basis. 8/15/06- [ CCC is expected to administer CCSSE in Spring 2007. President Amann is advocating for SUNY-wide adoption of CCSSE instrument. 2/21/07 [ CCSSE to be administered at CCC-Spring 2007. Resulting data to be analyzed for progress comparisons and long-term strategies design.

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	CCC and pilot schools - administration.	Pilot schools and CCC will review HSSSE/CCSSE results for general institution similarities.	<b>2-B-3.</b> Obtain and review survey results.	Discussions initiated among secondary and post secondary administrators.		<p>12/04 [ Survey results received by all schools. Efforts currently underway to identify consistencies, discrepancies, and gaps, indicating possible action.</p> <p>3/15/05 [ CCC Research Analyst created 5 Briefs of CCC's CCSSE data results. Meeting scheduled to design and assist CCTI high schools with development of similar Briefs for gap analysis and intervention strategies.</p> <p>8/19/05 [ Summary briefs completed. Data being used for Strategic Enrollment Management planning.</p> <p>1/13/06 [ CCSSE data used in development of CCC Strategic Enrollment Plan.</p> <p>8/15/06- [ CCC continues to use CCSSE data in program and student services development.</p> <p>2/21/07 [ <a href="#">2007 CCSSE results expected during summer 2007.</a></p>
	Secondary/post-secondary faculty, administration and CCC Institutional Analyst	Secondary and postsecondary improvement plans will be developed by joint faculty and administrative teams to address HSSSE/CCSSE results for each institution. Every opportunity for collaboration will be considered.	<b>2-B-4. HSSSE/CCSSE TEAMS-</b> Re-assemble secondary/post-secondary faculty teams to review HSSSE/CCSSE results and design prescriptive programs of improvement.	A prescriptive program of improvement, which is fluid in nature, is developed and launched. Impact to be measured following re-administration of HSSSE/CCSSE in Spring 2006.	<p>Summer 2004-plan development</p> <p>Spring 2006-Next HSSSE/CCSSE administration</p>	<p>12/04 [ This action will follow completion of previous action step.</p> <p>8/19/05- [ Summary briefs completed. Review planned.</p> <p>1/13/06 [ CCTI Core Team to review/discuss briefs in identification of gap areas.</p> <p>8/15/06- [ CCTI Core Team continues to emphasize HSSSE/CCSSE data to address gap areas.</p> <p>2/21/07 [ <a href="#">Available data to be reviewed by CCTI Core Team.</a></p>

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	Program Staff	All Tech Prep/CCTI Programs of Study will be recognized as inclusions in the USDOE/CORD Programs of Study Clearinghouse.	<p><b><u>2-B-5. CAREER PATHWAYS PROJECT/ POS CLEARINGHOUSE</u></b></p> <p>Submit applications for remaining Programs of Study to national Clearinghouse project for inclusion consideration.</p>	Formal notification of acceptance for inclusion/recognition by CORD and USDOE/OVAE.	BEGIN Submit-September 2004	<p>11/03 [ Business &amp; IT Programs recognized by Hans Meeder AT 2003 NTPN Conference.</p> <p>11/04 [ CORD's POS Clearinghouse Project is undergoing redesign/refinement. L.Miller invited to serve as advisory board member on national CPSIC (Career Pathways Strategic Implementation Committee).</p> <p>3/17-18/05 [ 5 attended CPSIC training in Pittsburgh, PA.</p> <p>8/19/05 [ Career Pathways will be the theme and focus of the 2005 NYS Tech Prep Conference in November 2005.</p> <p>10/31/05 [ Career Pathways to be focus of January Professional Development Day.</p> <p>1/13/06 [ "Career Pathways: A Map for EVERY Student"- workshop by Debra Mills, scheduled for 1/30/06 for regional counselors, coordinators, teachers (business, technology, and consumer &amp; family services).</p> <p>8/15/06- [ Career Pathways emerging as consistent theme of all associated groups and teams.</p> <p>2/21/07 [ Concept and language of Career Pathways beginning to solidly infuse in regional program design at both secondary and postsecondary levels.</p> <p>[ NYS Education Department has mandated Career Pathway development for Tech Prep programs beginning 2007-2008.</p>

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IMPROVE- MENT STRATEGY	TARGET GROUP	EXPECTED OUTCOME	ACTION STEPS	MEASURES TO ASSESS OUTCOMES	TIMELINE: QUANTIT- ATIVE DATA	ACCOMPLISHMENT/ PROGRESS/STATUS
	Secondary and postsecondary faculty	Expansion of Company classroom implementation to additional partner schools to enhance seamless curriculum and employment readiness for students.	<p style="text-align: center;"><b>COMPANY/ 5<sup>TH</sup> YR./ CURRICULUM</b></p> <p><b>2-C-1. COMPANY-</b> Provide intensive training in the "Company" concept of classroom management for partner schools. Schools that implement Company concept will align curriculum between secondary/postsecondary.</p>	Attendance and participation in 4-day training. Increased active implementation by at least two new schools for 2003-2004 school year.	Training: August 2003 New school implementation: Begin: Sept. 2003 End: Ongoing	<p>8/03</p> <ul style="list-style-type: none"> <li>[ Intensive 1-week training session held.</li> <li>[ CCC plus 5 partner high schools have implemented Company program design.</li> </ul> <p>9/04</p> <ul style="list-style-type: none"> <li>[ League for Innovation issued ALERT on Company Program for national awareness and recognition.</li> <li>[ EFFORT CONTINUATION: FUNDING CONTINGENT.</li> </ul> <p>8/19/05</p> <ul style="list-style-type: none"> <li>[ Encouragement and support for Company projects continue. Designated funding for training uncertain at this time.</li> </ul> <p>1/13/06</p> <ul style="list-style-type: none"> <li>[ Funding concerns for expanded and continued training continue.</li> </ul> <p>8/15/06-</p> <ul style="list-style-type: none"> <li>[ Funding constraints and concerns continue.</li> </ul> <p>2/21/07</p> <ul style="list-style-type: none"> <li>[ <a href="#">Support for Company development and continuation continues with funding the only obstacle.</a></li> </ul>
	Secondary/post-secondary administration & faculty, NYSED, and SUNY	Design and implementation of an innovative 5 <sup>th</sup> Year Transition program that will innovatively serve students with remaining high school Regents requirements to transition into postsecondary.	<p><b>2-C-2. 5<sup>TH</sup> YR. TRANSITION COURSE</b></p> <p>Explore possibility of 5<sup>th</sup> Year transition (dual-enrollment) program in conjunction with CCC. To accommodate and retain students in formal education setting while completing remaining graduation requirements.</p> <p><b>2-C-3.</b> Assemble committee of secondary/post-secondary to discuss requirements/options/CEU's/possibilities for 5<sup>th</sup> Year Transition Programs.</p>	Establishment of program feasibility. Joint secondary and postsecondary design, commitment, and implementation of program in high school venue.	Discussions to begin Spring 2004	<p>12/04</p> <ul style="list-style-type: none"> <li>[ Discussions on this objective will be delayed until Student Success Course program is finalized and implemented.</li> </ul> <p>8/19/05</p> <ul style="list-style-type: none"> <li>[ No change at this time.</li> </ul> <p>1/13/06</p> <ul style="list-style-type: none"> <li>[ No additional progress at this time.</li> </ul> <p>8/15/06-</p> <ul style="list-style-type: none"> <li>[ Discussions will slowly evolve as FYE Course becomes established and is evaluated at secondary level.</li> </ul> <p>2/21/07</p> <ul style="list-style-type: none"> <li>[ <a href="#">No change at this time.</a></li> </ul>

## Outcome #2 - Increasing enrollment and persistence in postsecondary education.

IMPROVE- MENT STRATEGY	TARGET GROUP	EXPECTED OUTCOME	ACTION STEPS	MEASURES TO ASSESS OUTCOMES	TIMELINE: QUANTIT- ATIVE DATA	ACCOMPLISHMENT/ PROGRESS/STATUS
	Secondary/ postsecondary faculty	Establishment of seamless curriculum opportunities validated through current articulation agreements.	<p><b>2-C-4. SEAMLESS CURRICULUM TEAMS</b></p> <p>Continue to align curriculum from secondary to postsecondary in academic and technical areas.</p>	Monitoring of Tech Prep/CCTI student credits and advanced standing received through Programs of Study articulated competencies.	In progress Begin: (Fall 2003) session scheduled End: ongoing	<p>8/04</p> <ul style="list-style-type: none"> <li>[ ELA and Accounting sessions held. More planned for Spring 2005.</li> </ul> <p>3/15/05-</p> <ul style="list-style-type: none"> <li>[ Math and English teachers are meeting to align curriculum and outcomes for ACCUPLACER.</li> </ul> <p>8/19/05</p> <ul style="list-style-type: none"> <li>[ Added emphasis planned for 2005-2006. Math-Science Pipeline, spearheaded by Corning, Inc. planned for 9/21/05.</li> </ul> <p>10/31/05</p> <ul style="list-style-type: none"> <li>[ Regional Math-Science-Technology Pipeline Initiative is gaining momentum and clarity. Tremendous commitment emerging.</li> </ul> <p>1/13/06</p> <ul style="list-style-type: none"> <li>[ Regional MST Initiative developing steadily. Career Pathway concept will become foundation of effort.</li> </ul> <p>8/15/06-</p> <ul style="list-style-type: none"> <li>[ Regional MST Initiative continues to grow and develop.</li> <li>[ A regional Tech Prep/CCTI Curriculum Connection is planned for Fall 2006. The evening event will feature dinner and curriculum/competency discussions for all Tech Prep/CCTI secondary and postsecondary educators.</li> </ul> <p>2/21/07</p> <ul style="list-style-type: none"> <li>[ 1<sup>st</sup> Annual Curriculum Connection was held at CCC in Sept. 2006. Subsequent TALK TIME sessions were based upon discussions initiated at Curriculum Connection.</li> <li>[ Regional MST Pipeline Initiative continues to grow and progress.</li> </ul>

**Outcome #2 - Increasing enrollment and persistence in postsecondary education.**

IMPROVE- MENT STRATEGY	TARGET GROUP	EXPECTED OUTCOME	ACTION STEPS	MEASURES TO ASSESS OUTCOMES	TIMELINE: QUANTIT- ATIVE DATA	ACCOMPLISHMENT/ PROGRESS/STATUS
<p><b>D.</b> <i>Statewide secondary and postsecondary articulation agreements.</i></p>	<p>Secondary/ post- secondary faculty.</p>	<p>Annual review of existing articulation competencies and establishment of at least one new program annually.</p>	<p><b>ARTICULATION AGREEMENTS</b> <b>2-D-1. NEW AA'S</b> Review and strengthen articulation agreements between secondary-to- postsecondary programs.</p>	<p>Successful completion of annual review of all Tech Prep competencies/artic- ulations. Revisions completed as indicated. At least one articulated course/Sequence added by July 2004, preferably in the IT area.</p>	<p>July 2004</p>	<p>12/04 [ All Career Clusters &amp; Pathways (Sequences) were reviewed and revised as necessary. [ All program articulations are current on the website: <a href="http://www.corning-cc.edu/techprep/">www.corning-cc.edu/techprep/</a> 8/19/05 [ 2005-2006 revision completed. Customized Career Maps in progress. 1/13/06 [ Efforts planned to develop AA's for Health Care, Paralegal/Business Law, and Uniformed Services. For 2006-07. 8/15/06- [ New Career Pathways/Plans of Study for Nursing and Paralegal to be added in 2006-2007 program year. 2/21/07 [ Several new Career Pathways are in the early planning stages of consideration and development for 2007-2008.</p>



## Outcome #2 - Increasing enrollment and persistence in postsecondary education.

IMPROVE- MENT STRATEGY	TARGET GROUP	EXPECTED OUTCOME	ACTION STEPS	MEASURES TO ASSESS OUTCOMES	TIMELINE: QUANTIT- ATIVE DATA	ACCOMPLISHMENT/ PROGRESS/STATUS
	All SUNY schools, including CCC; NYSED; and articulation coordinators.	Review of current articulations and establishment of new programs where feasible.	<b>2-D-2. AA- 2YR-4YR</b> Review and strengthen articulation agreements between associate-to-baccalaureate programs.	Successful review of existing articulation agreements. Identification of potential areas of commonality that may lead to future articulations.	July 2004	<p>8/04</p> <ul style="list-style-type: none"> <li>[ Upper level articulations are established between colleges on an individual basis. Blanket state-wide articulations do not exist in New York State.</li> <li>[ Approximately 20-25 colleges/universities in NYS have articulations with Corning Community College.</li> </ul> <p>8/19/05</p> <ul style="list-style-type: none"> <li>[ Efforts continue.</li> </ul> <p>1/13/06</p> <ul style="list-style-type: none"> <li>[ Efforts continue.</li> </ul> <p>8/15/06-</p> <ul style="list-style-type: none"> <li>[ Efforts continue to identify and solidify 2 yr to 4 yr articulations. Information to be included on Career Pathway templates.</li> </ul> <p><b>2/21/07</b></p> <ul style="list-style-type: none"> <li>[ Discussions underway with CCC Career Development Center to incorporate articulations with 4-year institutions in established Career Pathways. Efforts appear promising yet preliminary.</li> </ul>

## Outcome #2 - Increasing enrollment and persistence in postsecondary education.

IMPROVE- MENT STRATEGY	TARGET GROUP	EXPECTED OUTCOME	ACTION STEPS	MEASURES TO ASSESS OUTCOMES	TIMELINE: QUANTIT- ATIVE DATA	ACCOMPLISHMENT/ PROGRESS/STATUS
	SUNY schools; NYSED; NYS Tech Prep Directors/ Coordinators	Design of a tracking system of student enrollment and persistence in any and all SUNY institutions.	<b>2-D-3. STATEWIDE AA'S</b> Begin to institute a statewide tracking system to assess Tech Prep student enrollment and success at other postsecondary institutions.	All parties are expressing optimism and willingness to embark on project. Tentative schedule of progress and steps outlined.	Discussions beginning November 2003	11/03 [ Discussions initiated at the state level with NYSED by CCC President, Dr. Amann, and L.Miller. 12/04 [ Efforts and discussions still underway. Implementation very questionable at state level. 8/19/05 [ Jean Stevens, NYSED, has indicated significant progress re: possibilities of statewide articulations. Efforts continue. 1/13/06 [ Statewide conversations are indicating distant hope for statewide AA's. 8/15/06- [ Efforts continue. 2/21/07 [ <a href="#">Articulations with Ulster BOCES and Cattaragus-Allegany BOCES are paving the way for additional "regional" articulations. There is optimism that regional articulations will lead to statewide articulations.</a>



**Corning Community College**

**Outcome #3 - Improving academic and skill achievement at secondary and postsecondary levels.**

IMPROVE- MENT STRATEGY	TARGET GROUP	EXPECTED OUTCOMES	ACTION STEPS	MEASURES TO ASSESS OUTCOMES	TIMELINE: QUANTITATIVE DATA	ACCOMPLISHMENT/ PROGRESS/STATUS
<b>A.</b> <i>Instructional strategies based on learning centered innovations such as learning communities, classroom assessment techniques, project-based learning, service learning, and/or problem-based learning.</i>	Secondary students	Well-designed and implemented system that avails students of additional academic assistance.	<p style="text-align: center;"><b>STUDENT ASSISTANCE</b></p> <p><b>3-A-1. SMALL GROUP</b> Promote the development of individualized and small group instruction programs in each high school to enhance student learning and achievement.</p>	Mini-Grant applications to initiate Learning Lab concepts.	Discussion to begin Spring 2005.	8/04 [ March 2005 3/15/05 [ Informal discussions continue surrounding need for AIS following ACCUPLACER administration/results. 8/19/05 [ No changes at this time. 1/13/06 [ No significant progress at this time. 8/15/06- [ Efforts continue. <b>2/21/07</b> [ <a href="#">No observable progress noted.</a>
			<p><b>3-A-2. LEARNING LABS</b> Explore the feasibility of developing Learning Labs in secondary schools and/or on-line Learning Labs via CCC.</p>	Decision/action to implement at least two Learning Labs in region.	Discussions to begin Spring 2005	8/04 [ March 2005 3/15/05 [ Informal discussions continue surrounding need for AIS following ACCUPLACER administration/results. 8/19/05 [ Learning Lab discussions planned for 2005-2006. 1/13/06 [ Plans continue. No progress at this time. 8/15/06- [ Discussions continue to be sporadic. Intentions remain valid. <b>2/21/07</b> [ <a href="#">Expect discussions to resume with new energy.</a>

### Outcome #3 - Improving academic and skill achievement at secondary and postsecondary levels.

IMPROVE- MENT STRATEGY	TARGET GROUP	EXPECTED OUTCOMES	ACTION STEPS	MEASURES TO ASSESS OUTCOMES	TIMELINE: QUANTITATIVE DATA	ACCOMPLISHMENT/ PROGRESS/STATUS
			<p><b>3-A-3. COLLEGE TUTORS</b> Explore the feasibility of a "college student tutoring program" to assist secondary students with academic competencies.</p>	Minimum of 10 CCC students trained as tutors.	April 2005	<p>8/04 [ April 2005 8/19/05 [ Topic to be included with Learning Lab discussion. 1/13/06 [ Plans continue. No progress at this time. 8/15/06- [ Informal discussions continue. <b>2/21/07</b> [ <a href="#">CCC now has a new staff person focused on tutoring and mentoring programs. Discussions to connect CCC with secondary needs to resume.</a></p>
	Secondary students.	All students will attain a NYS Regents diploma. Career & Technical Education (CTE) students will attain a CTE endorsed Regents Diploma. Tech Prep/CCTI students will receive Tech Prep/CCTI Certificates of Achievement in addition to the Regents Diploma.	<p><b>3-A-4. CERTIFICATES</b> Introduce Tech Prep/CCTI Certificate program with structured recognition for recipients.</p>	Deserving students will be recognized with Tech Prep/CCTI Certificates. Number of recipients increase 10% annually.	Each June beginning in 2004.	<p>6/04 [ 95 (31%) Tech Prep students were awarded Certificates of Completion in the inaugural issuance. 8/19/05 [ 51 Tech Prep students were awarded Certificates of Completion in June 2005. 1/13/06 [ Implemented and on-going. 8/15/06- [ Program awarded certificates to 30% of Tech Prep high school graduates in June 2006. <b>2/21/07</b> [ <a href="#">Certificate program gaining recognition and value. Site Managers and Cluster Advisors are more informed and focused.</a></p>

### Outcome #3 - Improving academic and skill achievement at secondary and postsecondary levels.

IMPROVE- MENT STRATEGY	TARGET GROUP	EXPECTED OUTCOMES	ACTION STEPS	MEASURES TO ASSESS OUTCOMES	TIMELINE: QUANTITATIVE DATA	ACCOMPLISHMENT/ PROGRESS/STATUS
		Students demonstrate improved academics in contextualized learning situations.	<b>3-A-5. BUSINESS PROJECTS</b> Increase business/industry interest and involvement in Tech Prep/CCTI student projects.	Establishment of two new business/industry sponsored student projects/programs.	March 2005	8/04 [ March 2005 8/19/05 [ Efforts are on-going with no defined timeline. 1/13/06 [ Discussions increased through MST Pipeline Initiative and recent participation on Chemung Chamber Business-Education Roundtable Committee. 8/15/06- [ Business interest and involvement increasing through efforts such as Regional MST Pipeline Initiative and Hometown Career Channels project. <b>2/21/07</b> [ <a href="#">MST Pipeline Initiative and Hometown Career Channels project continue to take shape and gain strength.</a>
	Secondary/ postsecondary faculty	Heightened awareness/ implementation of study skills and academic literacy in classroom	<b>3-A-6. PROFESSIONAL DEVELOPMENT</b> Provide academic literacy workshops for secondary and postsecondary faculty.	Decrease in student remediation needs upon college entrance as compared to previous year statistics.	Summer 2004  Amended: March 2005	8/04 [ March 2005 [ <b>EFFORT CONTINUANCE: FUNDING CONTINGENT.</b> 8/19/05 [ Academic literacy and technical literacy will be topics of emphasis in 2005-2006. 1/13/06 [ Continues as topics for consideration. 8/15/06- [ Academic Literacy assessment under consideration by CCC. <b>2/21/07</b> [ <a href="#">Academic Literacy emphasis gaining strength steadily. CCC considering Academic Literacy assessment.</a>

### Outcome #3 - Improving academic and skill achievement at secondary and postsecondary levels.

IMPROVE- MENT STRATEGY	TARGET GROUP	EXPECTED OUTCOMES	ACTION STEPS	MEASURES TO ASSESS OUTCOMES	TIMELINE: QUANTITATIVE DATA	ACCOMPLISHMENT/ PROGRESS/STATUS
	Secondary/ postsecondary faculty	High quality professional development opportunities will provide secondary & postsecondary faculty with improved skills, current trends, and innovative delivery strategies.	<p><b>3-A-7. PROFESSIONAL DEVELOPMENT</b> Provide IT Educators' Workshops in content, seamless curriculum efforts, and delivery strategies</p> <p>Solidworks 3-D CAD Software: Purpose of this initiative is to train both secondary and post-secondary faculty on this software so they in turn can introduce it to their students &amp; classes.</p>	Workshop attendance and participation of at least 50% of all partner schools' IT faculty. Workshop evaluations and feedback to be reviewed and compiled. Increased incorporation of instructional techniques in 50% of attendees' classes.	In progress (Fall 2003 and Spring 2004) session planned	<p>1/30/04 [ Session held re; SolidWorks. Additional sessions planned to present to all partner schools.</p> <p>5/04 [ College faculty trained by SolidWorks.</p> <p>8/04 [ HS faculty training initiated. Additional training to be scheduled for January-March 2005.</p> <p>1/05-5/05 [ 6 high school faculty taking SolidWorks training at CCC- CADD 1700 course. [ EFFORT CONTINUANCE: FUNDING CONTINGENT.</p> <p>8/19/05 [ SolidWorks training successful. 6 schools utilizing curriculum.</p> <p>1/13/06 [ SolidWorks continues with CCC and 6 schools. Part 2 of training planned for Spring 2006. Discussions frequent between teachers during TALK TIME sessions.</p> <p>8/15/06- [ Solidworks classes continued in Spring 2006. Additional IT professional development opportunities are continually considered.</p> <p><b>2/21/07</b> [ Professional development opportunities topics emerge from TALK TIME discussions and identified educational needs at either secondary or postsecondary levels.</p>

### Outcome #3 - Improving academic and skill achievement at secondary and postsecondary levels.

IMPROVE- MENT STRATEGY	TARGET GROUP	EXPECTED OUTCOMES	ACTION STEPS	MEASURES TO ASSESS OUTCOMES	TIMELINE: QUANTITATIVE DATA	ACCOMPLISHMENT/ PROGRESS/STATUS
			<p><b>3-A-8. DOMINO TRAINING -</b> Encourage and support domino training opportunities presented by original attendees of local, regional and national conferences /workshops/seminars.</p> <p>Funded individuals for conferences/ workshops/ seminars agree to present and/or share information locally (varied formats to be determined) with colleagues at secondary and postsecondary levels.</p>	<p>A minimum of 3 local workshops led by original participants to new audiences. A minimum of three local workshops led by original participants to new audiences.</p>	<p>Commence January 2004 Summer 2004</p>	<p>8/04 [ On 1/30/04, 3 individuals re-presented information to ECSD faculty from Deb Mill's (CORD) workshop.</p> <p>12/04 [ NTPN, NYSTP, and CIT attendees will share conference information upon request and scheduling. [ EFFORT CONTINUANCE: FUNDING CONTINGENT.</p> <p>8/19/05- [ Efforts continue.</p> <p>1/13/06 [ Efforts continue.</p> <p>8/15/06- [ Efforts continue.</p> <p><b>2/21/07</b> [ <a href="#">Efforts continue.</a></p>

### Outcome #3 - Improving academic and skill achievement at secondary and postsecondary levels.

IMPROVE- MENT STRATEGY	TARGET GROUP	EXPECTED OUTCOMES	ACTION STEPS	MEASURES TO ASSESS OUTCOMES	TIMELINE: QUANTITATIVE DATA	ACCOMPLISHMENT/ PROGRESS/STATUS
			<p><b>3-A-9. COMPANY</b> Provide Company training and development opportunities for new and seasoned Company faculty and administrators.</p>	<p>Attendance and participation in four-day training. Increased active implementation by at least two new schools for 2003-2004 school year.</p>	<p>Training: August 2003 New school Implement: Sept. 2003 End: 2003 Ongoing</p>	<p>8/03 [ Intensive 4-day training held with Renee Pay, UTAH. 1/04 [ Mini-workshop (simulation presentation) was held in conjunction with Superintendent's Day, to introduce additional teachers to Company concept. Five additional schools attended. Intensive Company training will be scheduled as determined necessary. 3/15/05 [ Tech Prep/CCTI to co-sponsor several individuals for the national Company Conference in Montana in July 2005. 8/19/05- [ Two individuals attended National Company Conference in Montana in June. Information to be shared with other Company instructors in September 2005. 8/15/06- [ Training for Company classroom instruction is contingent upon available funding sources. <b>2/21/07</b> [ <b>Monies are allocated to support 1-3 educators to attend the bi-annual National Company Conference</b></p>



### Outcome #3 - Improving academic and skill achievement at secondary and postsecondary levels.

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			<p><b>3-A-10. TALK TIME</b> Best Practices will be shared between secondary and postsecondary faculty during Talk Time sessions and relationship building events. Talk Time sessions are scheduled by discipline.</p>	Repeat participation and increased requests for additional Talk Time events.	<p>March 2004</p> <p>Amended: Continue during Sept-Nov. and Jan-March periods.</p>	<p>5/04</p> <p>[ Six sessions held in Spring 2004 every 2 weeks. Initial focus was relationship building. Attendance varied upon sports and event conflicts as well as discipline. Informal feedback indicated desire to continue effort.</p> <p>12/04</p> <p>[ TALK TIME sessions continued this fall. Again, attendance sporadic. Technology group is beginning curriculum development and has requested regularly scheduled meetings.</p> <p>[ Additional TALK TIME sessions will resume in January to prompt progress in other discipline areas.</p> <p>3/15/05</p> <p>[ TALK TIME session scheduled and held upon request &amp; identified need. Progress noted albeit not regular.</p> <p>8/19/05-</p> <p>[ TALK TIME sessions planned for 2005-2006.</p> <p>1/13/06</p> <p>[ TALK TIME sessions held in October and December 2006. Planned for February, March, April/May 2006.</p> <p>8/15/06-</p> <p>[ TALK TIME sessions, structured by discipline, continue to be held as scheduled with notable success. 2006-2007 sessions are currently being scheduled and planned.</p> <p><b>2/21/07</b></p> <p>[ TALK TIME sessions continue to expand as the forum of choice to connect secondary with postsecondary educators.</p> <p>[ TALK TIME was featured in a recently released national CCTI Alert. As a result, calls were received from 2 other states requesting additional information and expressing interest in replicating the program.</p>

### Outcome #3 - Improving academic and skill achievement at secondary and postsecondary levels.

IMPROVE- MENT STRATEGY	TARGET GROUP	EXPECTED OUTCOMES	ACTION STEPS	MEASURES TO ASSESS OUTCOMES	TIMELINE: QUANTITATIVE DATA	ACCOMPLISHMENT/ PROGRESS/STATUS
			<p><b>3-A-11. <u>SUMMER EDUCATORS-</u></b> Tech Prep will continue to co-sponsor "Educators in Business- a Summer Experience", coordinated by the CDC.</p>	<p>Implementation of new classroom concepts/strategies by each participant.</p>	<p>Summer 2004  New idea implement: Sept. 2004</p>	<p>9/04 [ Participants-faculty-, use on-line NYS Task Stream program to create lesson plans, which include business experiences gained during summer. SCAN SKILLS and NYS CDOS Standards included. Due to varying business commitment levels, 4-6 HS educators participate in program (bet.1-10 wks in length).  3/15/05 [ Program undergoing intensive review re: feasibility to business constraints and teacher interest.  8/19/05- [ Program suspended for 2 years with reevaluation planned.  1/13/06 [ Status of program plans unknown at this time.  8/15/06- [ Program status unchanged. <b>2/21/07</b> [ <a href="#">Program discontinued by regional Career Development Council.</a></p>

### Outcome #3 - Improving academic and skill achievement at secondary and postsecondary levels.

IMPROVE- MENT STRATEGY	TARGET GROUP	EXPECTED OUTCOMES	ACTION STEPS	MEASURES TO ASSESS OUTCOMES	TIMELINE: QUANTITATIVE DATA	ACCOMPLISHMENT/ PROGRESS/STATUS
<p><b>B.</b> <i>Collaborative strategies that expand capacity for delivery of educational programs in critical skill-shortage areas.</i></p>	<p>High school senior girls from partner schools.</p>	<p>Senior girls from area high schools will attend and participate in the CCC/Tech Prep/CCTI exploration event with area professionals in non-traditional careers.</p>	<p style="text-align: center;"><b>WET/ BEST PRACTICES/ CTE</b></p>	<p>Attendance and participation by 60+ students during two scheduled events. Program evaluations will provide feedback and observations. CCC interest and enrollment will be noted following event attendance.</p>	<p>Oct/Nov 2003 2004.</p> <p>Impact on CCC enrollment data to be obtained and analyzed.</p> <p>One-day WET events to continue annually.</p>	<p>11/03 [ WET sessions held 10/03 &amp; 11/03. 100+ girls and 20 female professionals attended.</p> <p>4/04 [ WET session held 4/22/04. Note: Each session enhanced by previous session evaluations and feedback. 50+ students and 18 professionals attended. Feedback improved.</p> <p>11/04 [ Fourth WET session held 11/18/04. 60+ girls and 20 16 professional attended. Feedback: steady improvement.</p> <p>[ Direct correlation between event impact and CCC enrollment difficult to determine. CCC Admissions is currently cross-referencing student names for statistical data.</p> <p>3/15/05 [ WET session planned for 5/3/05. Program continually undergoing review and redesign to optimize effect and outcomes.</p> <p>[ EFFORT CONTINUANCE: FUNDING CONTINGENT.</p> <p>8/19/05- [ Program plans continue for 2005-2006. Hands-on programming in 2004-2005 proved highly successful.</p> <p>1/13/06 [ Program held 11/05 at CCC. Increasing success noted due to hands-on activities (funded through Tech Prep/CCTI.)</p> <p>8/15/06- [ Women Exploring Technology program continues with notable success. Additional sessions planned for 2006-2007.</p> <p style="color: blue;"><b>2/21/07</b></p> <p>[ Due to internal administrative issues beyond our control, the Women Exploring Technology program was on hiatus for 2006-2007. It is expected that the program will resume in 2007-2008.</p>
			<p><b>3-B-1. WOMEN EXPLORING TECHNOLOGY</b></p> <p>Co-sponsor Women Exploring Technology (WET) programs to introduce secondary students to exciting career opportunities and education/training requirements, with focus on non-traditional programs.</p>			

### Outcome #3 - Improving academic and skill achievement at secondary and postsecondary levels.

IMPROVE- MENT STRATEGY	TARGET GROUP	EXPECTED OUTCOMES	ACTION STEPS	MEASURES TO ASSESS OUTCOMES	TIMELINE: QUANTITATIVE DATA	ACCOMPLISHMENT/ PROGRESS/STATUS
	CCTI Site Partnership Teams; The League, Chauncey Group, and ITAA	Successful Cluster meeting via video-conference where all parties are engaged and express satisfaction with goals, outcomes, and plans.	<b>3-B-2. CCTI FALL "IT" CONFERENCE</b> Host Fall CCTI IT Cluster meeting with SW Oregon Community College and Central Piedmont Community College to share strategies, improvement plans, and best practices.	Participation rate; informal satisfaction survey regarding discussion and outcomes; subsequent scheduling of joint meetings to accomplish goals, sharing of adaptable practical ideas and strategies.	Fall 2003	10/03 [ IT Web Conference successfully held on 10/6/03 linking 3 CCTI IT Site Partnerships.
	Secondary/postsecondary faculty	Establishment of seamless curriculum opportunities validated through current articulation agreements.	<b>3-B-3. CURRICULUM ALIGNMENT</b> Continue to align curriculum from secondary to postsecondary in academic and technical areas. Ensure alignment with NYS Learning Standards.	Monitoring of Tech Prep/CCTI student credits and advanced standing received through Programs of Study articulated competencies.	In Progress (Fall 2003) sessions scheduled	9/04 [ Update of course alignment/sequence of courses between HS and CCC. This is an on-going effort that will be completed every year. (This effort was initiated in 1998.) 8/19/05- [ Annual review completed. Updated Pathway information to be disseminated in 9/05. 1/13/06 [ Dissemination of revised Program Manuals completed. 8/15/06- [ All articulated courses and programs are reviewed annually. For 2006-2007, Pathways/Plans of Study will be customized for each partner school using national template format. <b>2/21/07</b> [ <a href="#">All Career Pathways and Course Proficiency Profiles are reviewed annually for changes, additions, and adjustments.</a>

### Outcome #3 - Improving academic and skill achievement at secondary and postsecondary levels.

IMPROVE- MENT STRATEGY	TARGET GROUP	EXPECTED OUTCOMES	ACTION STEPS	MEASURES TO ASSESS OUTCOMES	TIMELINE: QUANTITATIVE DATA	ACCOMPLISHMENT/ PROGRESS/STATUS
		All area career programs approved by NYSED for CTE Endorsement.	<b>3-B-4. CTE</b> Continue Tech Prep/CCTI support of Career and Technical Education (CTE) approval process.	Tech Prep/CCTI inclusion in CTE external review process and curriculum development.	On-going	<p>8/04</p> <p>[ Note: The NYSED reviews and approves CTE. The CTE program includes a national assessment – a step above a Regents diploma. The outcome of attaining this recognition is that employers recognize endorsed skill level and/or colleges can grant advanced credit or standing. This has been in place since 2002.</p> <p>8/19/05-</p> <p>[ SCT BOCES and S/A BOCES will merge into SSCTA BOCES July 1, 2006. Efforts are underway to merge and standardize all CTE programs and prepare for re-certification process. Tech Prep/CCTI Coordinator has been actively involved in process.</p> <p>1/13/06</p> <p>[ SSCTA (to be known as GST BOCES- Greater Southern Tier BOCES) is beginning process of re-authorization of CTE endorsements. Coordinator to actively participate as requested.</p> <p>8/15/06-</p> <p>[ GST BOCES, officially merged as of 7/1/06, is currently reviewing and evaluating all CTE programs for re-accreditation by NYS Education Dept. Coordinator will continue to participate and support as planned.</p> <p><b>2/21/07</b></p> <p>[ Tech Prep/CCTI continues to support CTE programming offered through the GST BOCES and home schools. All BOCES CTE programs are currently being realigned across the 3 campuses (under the newly merged GST BOCES structure).</p>



**Corning Community College**

**Outcome #4 - Increasing the number of postsecondary degrees, certificates, and licensures.**

IMPROVE- MENT STRATEGY	TARGET GROUP	EXPECTED OUTCOMES	ACTION STEPS	MEASURES TO ASSESS OUTCOMES	TIMELINE: QUANTITATIVE DATA	ACCOMPLISHMENT/ PROGRESS/STATUS
<p><b>A.</b> <i>Increased number of students entering CCC in the IT programs.</i></p>	<p>Secondary/postsecondary faculty</p>	<p>Annual review of existing articulation competencies and establishment of at least one new program annually.</p>	<p><b>AA'S/ COUNSELING/ 5<sup>TH</sup> YR.</b> <b>4-A-1. AA'S</b> Review and strengthen articulation agreements between secondary and postsecondary.</p>	<p>Successful completion of annual review of all Tech Prep/CCTI program competencies/articulations. Revisions as indicated. At least one articulated course/Sequence added by July 2004.</p>	<p>July 2004</p>	<p>8/04 [ Cosmetology, although not part of CCTI, has been approved. 9/04 [ Web Technology Career Pathway added to IT Career Cluster. 3/15/05 [ Microcomputers Program discontinued at CCC. Will be deleted from Tech Prep/CCTI program. [ Opto-Electronics Program placed on 3-year suspension at CCC due to low enrollment. Will be deleted from Tech Prep/CCTI program. 8/19/05- [ Due to realignment of CCC programs, Word Processing program deleted, Travel/Tourism now Bus. Admin-Hospitality, Office Tech now under Bus. Admin. 1/13/06 [ No additional changes officially implemented at this time. 8/15/06- [ Nursing and Paralegal Pathways/Plans of Study are being developed for 2006-2007 program year. <b>2/21/07</b> [ Future plans include the development of Career Pathways for <u>all</u> existing CTE programs in our region. This will allow more students to choose avenues of articulated opportunities.</p>

## Outcome #4 - Increasing the number of postsecondary degrees, certificates, and licensures.

IMPROVE- MENT STRATEGY	TARGET GROUP	EXPECTED OUTCOMES	ACTION STEPS	MEASURES TO ASSESS OUTCOMES	TIMELINE: QUANTITATIVE DATA	ACCOMPLISHMENT/ PROGRESS/STATUS
	Secondary & postsecondary counselors	Counselors will provide improved academic and technical guidance based on student career choice.	<p style="color: red;"><b>4-A-2. COUNSELING</b></p> Identify methods to enhance counseling of secondary and postsecondary students.	Students will report satisfaction with academic and career planning received from counselors.	September 2004	12/05 [ Individual Career Plan (ICP) training planned for 1/05. 1/31/05 [ ICP- Part II workshop held during ECSD Superintendent's Day. 5 partner schools indicated partial adoption or realignment of Career Plan efforts. [ EFFORT CONTINUANCE: FUNDING CONTINGENT. 8/19/05- [ Efforts to institutionalize an ICP system continuing. 1/13/06 [ 1/30/06 Workshop on Career Pathways by Debra Mills, CORD, planned to enhance development and use of career plans (ICP's). 8/15/06- [ January 2006 workshop successfully held as planned. ICP efforts to be strengthened with the development of customized pathways for each partner school. <b>2/21/07</b> [ Addison HS and Horseheads HS Guidance Departments have embraced the Career Pathway concept and have re-organized/redesigned their respective departmental processes and procedures. These counselors are leading the regional effort to assist all partner schools to examine their Guidance programming.

## Outcome #4 - Increasing the number of postsecondary degrees, certificates, and licensures.

IMPROVE- MENT STRATEGY	TARGET GROUP	EXPECTED OUTCOMES	ACTION STEPS	MEASURES TO ASSESS OUTCOMES	TIMELINE: QUANTITATIVE DATA	ACCOMPLISHMENT/ PROGRESS/STATUS
	Secondary/post-secondary administration & faculty, NYSED, and SUNY	Determine allowable criteria for proposal. Design and plan an acceptable program description and implementation schedule.	<p><b>4-A-3. 5<sup>TH</sup> YR. TRANSITION</b> Explore possibility of 5<sup>th</sup> Year transition (dual-enrollment) program in conjunction with CCC.</p> <p>The Senior year of high school would become a blend of college courses delivered at respective high schools by trained high school faculty or college faculty.</p>	Establishment of program feasibility. Joint secondary and postsecondary design, commitment, and implementation of program in high school venue.	Spring 2004	<p>12/04 [ Further exploration of this objective currently on hold pending First Year Experience (FYE) Course implementation.</p> <p>8/19/05- [ No change.</p> <p>1/13/06 [ No additional progress.</p> <p>8/15/06- [ All efforts and progress are leading toward this objective.</p> <p>2/21/07 [ While this objective is not being developed with specific intent, many regional activities and initiatives are contributing to the long-range objective.</p>
<b>B.</b> <i>Successful persistence of CCC IT students.</i>	Secondary and postsecondary IT faculty and administration	Identification of incremental levels of achievement and criteria in IT programs denoting ascending competency and workplace readiness at both secondary and post-secondary.	<p style="background-color: #d3d3d3;"><b>PERSISTENCE TECHNIQUES</b></p> <p><b>4-B-2. SEQUENTIAL CERTIFICATES</b> Explore possible design and development of sequential certificates of achievement promoting incremental levels of competency.</p>	Establishment of a framework of attainable incremental levels of achievement in the IT Program of Study.	January 2004	<p>6/04- [ No definitive action on this item to date. Discussions continue in IT Reform Committee meetings.</p> <p>8/19/05- [ Common first year curriculum developed at CCC for all IT programs. Sequential certificates under discussion.</p> <p>1/13/06 [ Development of integration of first year curriculum in IT programs completed. Implementation expected Fall 2006 at CCC.</p> <p>8/15/06- [ Restructuring of all CCC IT programs, to include a common first year curriculum, is currently awaiting final SUNY approval. This restructure is a significant change at CCC that reflects innovative thinking based on student and employer needs.</p> <p>2/21/07 [ The new IT program structure is still awaiting official SUNY approval.</p>



## Outcome #4 - Increasing the number of postsecondary degrees, certificates, and licensures.

IMPROVE- MENT STRATEGY	TARGET GROUP	EXPECTED OUTCOMES	ACTION STEPS	MEASURES TO ASSESS OUTCOMES	TIMELINE: QUANTITATIVE DATA	ACCOMPLISHMENT/ PROGRESS/STATUS
	CCC students	CCC students will utilize Mentor-Net, on-line mentoring service, as a supportive colleague mechanism.	<b>4-B-3. MENTOR-NET</b> Contract with Mentor-Net, on-line mentoring service/program. Initiate with students enrolled in or considering a non-traditional career field. .	Mentor-Net registrations will indicate student use. A minimum of 10% of CCC IT students, and 20% of non-traditional program students will register and utilize Mentor-Net by Oct. 2004.	Begin: October 2003	12/03 – [ Mentor-Net initiated at CCC for college students only. Mentor-Net provides a contracted service linking students via Internet with professionals, especially females in non-traditional careers. 12/2/04- [ Due to lack of appropriate coordination and referral services on campus regarding the implementation of Mentor-Net, CCC is no longer subscribing to the service. 8/15/06- [ Mentor-Net discontinued by CCC.
	CCC Tech Prep/CCTI Students	Tech Prep/CCTI students, identified as at-risk of non-persistence, will receive intervention services and appropriate assistance.	<b>4-B-4. STUDENT SUCCESS CENTER-</b> The Student Success Center, CCC counseling, Tech Prep, and Admissions staff will jointly plan strategies/procedures to identify and assist Tech Prep/CCTI students with barrier issues and concerns that may prevent persistence/completion.	Developed procedures and processes to clearly identify Tech Prep/CCTI students, establish/maintain contact, and document student progress.	BEGIN: April 2004  End: Ongoing efforts and strategy adaptation based on need.	12/2/04- [ CCC's Student Success Center services are under consideration for availability to Tech Prep/CCTI students at secondary level. In principle, cooperative venture envisioned. Details and procedures to be determined. Planning will continue with implementation projected for Sept. 2005. [ Data indicating high school student usage of Student Success Center services expected in Sept. 2006. 1/13/06 [ Student Success Center recently assumed responsibilities of shared Site Manager & Cluster Advisor positions. Steps to integrate Tech Prep/CCTI program criteria into CCC procedures begun. Additional plans to follow. Data to be generated based upon these changes. 8/15/06- [ The Student Success Center and Career Development Center have assumed the Site Manager and Cluster Advisor roles at CCC. They are currently designing strategies within their established procedures and processes to serve and support Tech Prep/CCTI students. <b>2/21/07</b> [ Strategies for identifying and serving Tech Prep/CCTI students at CCC are being imbedded/ institutionalized in many Student Success programs.

## Outcome #4 - Increasing the number of postsecondary degrees, certificates, and licensures.

IMPROVE- MENT STRATEGY	TARGET GROUP	EXPECTED OUTCOMES	ACTION STEPS	MEASURES TO ASSESS OUTCOMES	TIMELINE: QUANTITATIVE DATA	ACCOMPLISHMENT/ PROGRESS/STATUS
	CCC Tech Prep/CCTI Students	CCC Tech Prep/CCTI students will receive recognition for their progress and accomplishments as a means of strengthening the support system.	<b>4-B-5. CONGRATULATORY NOTES-</b> Tech Prep office, in coordination with the Admissions office, Site Manager, Cluster Advisor, Mentors, and Student Success Center, will send congratulatory notes/cards to each Tech Prep/CCTI student on a timely basis following semester success and/or significant accomplishment.	Each student will receive at least one note/card from the Tech Prep office or Mentor per semester.	BEGIN: May 2004  END: Ongoing	6/04- [ Several personal congratulatory notes sent to various students. System to insure timely and inclusive effort under development. 3/15/05 [ Efforts continue to personally recognize student achievement. 1/13/06 [ Efforts continue but are sporadic at best. 8/15/06- [ Efforts continue. <b>2/21/07</b> [ <a href="#">All efforts continue.</a>
	All SUNY schools, including CCC; NYSED; and articulation coordinators.	Review of current articulations and establishment of new programs where feasible.	<b>4-B-7. AA'S- 2 TO 4 YR.</b> Establish new and expanded articulation agreements between CCC and 4-year institutions to afford students additional choices.	100% of existing articulations reviewed. Identification of at least one area that may lead to future articulations.	July 2004  Amended: April 2005	8/04- [ In progress. 8/19/05- [ Implementation delayed. Plans include development of new AA's in 2005-2006. 1/13/06 [ Plans and efforts continue. Target for implementation: 2006-2007. 8/15/06- [ Efforts are focused on connecting existing and potential 4-yr. Articulations with Pathways/Plans of Study. <b>2/21/07</b> [ <a href="#">Discussions are underway with the CCC Career Development Center staff to include 4-yr. Articulation information on Career Pathways.</a> [ <a href="#">Discussions have been initiated at CCC regarding the development of Adult Career Pathways.</a>
	Secondary and Postsecondary students; faculty; and counselors	Relevant local career/ employment pathway information is provided to	<b>4-B-8. CAREER LATTICE</b> Develop informational materials relating IT college degree and certificate programs to job titles, job descriptions/ responsibilities and employment outlook.	Timely development and distribution of accurate career materials distributed to	BEGIN: May 2004  END: September 2005	8/04- [ Currently under discussion within IT Reform Committee initiative. 3/15/05 [ Discussions continue.

## Outcome #4 - Increasing the number of postsecondary degrees, certificates, and licensures.

IMPROVE- MENT STRATEGY	TARGET GROUP	EXPECTED OUTCOMES	ACTION STEPS	MEASURES TO ASSESS OUTCOMES	TIMELINE: QUANTITATIVE DATA	ACCOMPLISHMENT/ PROGRESS/STATUS
			<p><b>4-B-9.</b> Distribution to schools, students, parents.</p>			
			<p><b>4-B-10. EMP OUTLOOK-</b> Obtain current employment forecast from Workforce- New York. Update distributed materials as warranted.</p>	<p>Current/usable employment data for multiple uses &amp; reports.</p>	<p>Spring 2004</p>	<p>12/04                      [ Not yet implemented.                      8/19/05-                      [ Efforts continue.                      1/13/06                      [ No additional progress on this action at this time.                      8/15/06-                      [ Hometown Career Channels will provide updated/current employment information and connections. Project expected to debut in Fall 2006. Tech Prep/CCTI is actively involved in the support and development of this regional effort to provide a comprehensive, connected resource for students in career planning.  <b>2/21/07</b>                      [ Stronger connections have been established over the past several months with the local Workforce system and Department of Labor. Coordination of efforts based on employer needs has increased. Coordinator was invited to serve on the Job Service Employer Committee (JSEC) for Chemung County.</p>

## Outcome #4 - Increasing the number of postsecondary degrees, certificates, and licensures.

IMPROVE- MENT STRATEGY	TARGET GROUP	EXPECTED OUTCOMES	ACTION STEPS	MEASURES TO ASSESS OUTCOMES	TIMELINE: QUANTITATIVE DATA	ACCOMPLISHMENT/ PROGRESS/STATUS
	Secondary and postsecondary Tech Prep/CCTI students.	Tech Prep/CCTI students will possess strong life skills that promote success.	<b>4-B-11. SEMINARS</b> Provide study skills and stress management seminars for Tech Prep/CCTI students	Students will report improved coping and adaptation skills, and a GPA increase of 2 points.	Planning to begin Fall 2004 with implementation Fall 2005.	12/2/04- [ This objective will be addressed within the First Year Experience (FYE) Course initiative. 8/19/05- [ FYE classes expected in Fall 2006. 1/13/06 [ FYE classes as ACE offerings delayed until Fall 2007. 8/15/06- [ FYE classes as ACE offerings planned for 2006-2007 school year. Final planning underway. <b>2/21/07</b> [ <a href="#">FYE course has been established as a Tech Prep course.</a>
<b>C.</b> <i>Statewide secondary and postsecondary articulation agreements.</i>	SUNY schools; NYSED; NYS Tech Prep Directors/ Coordinators	Design of an articulated, competency-based, student portfolio review process recognized and accepted by all SUNY institutions.	<b>STATEWIDE AA'S</b> <b>4-C-1.</b> Initiate discussions with NYS Department of Education and SUNY college system regarding the design and development of statewide secondary and postsecondary articulation agreements.	All parties are expressing optimism and willingness to embark on project. Tentative schedule of progress and steps outlined.	November 2003- Discussions begin  June 2005- tangible progress	11/03 [ Initial discussion with NYSED held with Jean Stevens, Asst. Commission of Education, Jim Donsbach, NYSED, Floyd Amann, CCC President, and Linda Miller, Tech Prep Coordinator/CCTI Project Director. 11/04 [ Efforts to initiate statewide articulations have continued all year on informal basis through Tech Prep network and meetings. NYSED publicly announced at NYS Tech Prep Annual Conference a desire to approach this effort. 3/15/05 [ Relentless efforts continue. 8/19/05- [ NYSED has indicated progress in discussions and possibilities on statewide articulations. 1/13/06 [ All efforts continue. 8/15/06- [ Encouragement of statewide articulation agreements continues with NYSED and SUNY. <b>2/21/07</b> [ <a href="#">No significant progress to date.</a>



**CCTI**

College and Career Transitions Initiative



**CCTI IMPROVEMENT PLAN  
2003-2007**

**Corning Community College**

**Outcome #5 - Improving entry into employment and/or further education.**

IMPROVE- MENT STRATEGY	TARGET GROUP	EXPECTED OUTCOMES	ACTION STEPS	MEASURES TO ASSESS OUTCOMES	TIMELINE: QUANTITA- TIVE DATA	ACCOMPLISHMENT/ PROGRESS/STATUS
<p><b>A.</b> <i>Alignment with national standards, recognized business and industry standards, or other relevant standards.</i></p>	<p>Secondary/ BOCES/ postsecondary faculty and administration and regional coordinator</p>	<p>All career and technical programs receive NYSED CTE Endorsement with competencies recognized by the postsecondary institution.</p>	<p><b>STANDARDS ALIGNMENT</b> <b>5-A-1. CTE</b> Continue support of NYS Career and Technical Education (CTE) Endorsement process and outcomes. Participate on BOCES program development teams.</p>	<p>80% CTE Endorsed career and technical programs with current and recognized articulation agreements.</p>	<p>Data in September 2005 for SCT BOCES;  Data in September 2006 for Campbell-Savona and Watkins Glen High Schools.</p>	<p>12/04 [ 100% of SCT BOCES programs have been approved for CTE Endorsement. 50% -60% of S/A BOCES programs have been approved. 8/19/05- [ 100% of SCT BOCES and 100% of S/A BOCES CTE programs are approved by NYSED for endorsement. 1/13/06 [ Tech Prep/CCTI to assist with GST BOCES re-authorization efforts for CTE endorsement approval. 8/15/06- [ Active support and involvement continues. <b>2/21/07</b> [ <a href="#">Coordinator continues to serve on the External Review Committees for GST BOCES CTE programs.</a></p>

## Outcome #5 - Improving entry into employment and/or further education.

IMPROVE- MENT STRATEGY	TARGET GROUP	EXPECTED OUTCOMES	ACTION STEPS	MEASURES TO ASSESS OUTCOMES	TIMELINE: QUANTITA- TIVE DATA	ACCOMPLISHMENT/ PROGRESS/STATUS
	Secondary and postsecondary faculty; business	All IT courses & competencies will be aligned with national skills standards.	<b>5-A-2. NATIONAL STANDARDS</b> Analyze all IT courses/ competencies against National Skills Standards. Realign if deemed necessary.	Documented verification of item compliance.	Data for SCT BOCES in Sept. 2005.  Data for Campbell-Savona and Watkins Glen High Schools in Sept. 2006.	12/04 [ SCT BOCES programs aligned with national standards in accordance with CTE endorsement process. 3/15/05 [ CCC programs currently being aligned with national industry standards. 8/19/05- [ Progress and efforts continue. 1/13/06 [ No new progress on this action at this time. 8/15/06- [ All pilot schools have initially identified their alignment with the national standards for IT-Knowledge and Skills and Pathway Knowledge and skills. Overall alignment very positive. [ Realignment to follow in 2006-2007. <b>2/21/07</b> [ L.Miller and N.Latour serve on and contribute to the National IT Skill Standard Advisory Board. [ Currently awaiting final version of National Skill Standards for IT before taking next step to address local program gaps as identified in Gap Analysis.

## Outcome #5 - Improving entry into employment and/or further education.

IMPROVE- MENT STRATEGY	TARGET GROUP	EXPECTED OUTCOMES	ACTION STEPS	MEASURES TO ASSESS OUTCOMES	TIMELINE: QUANTITA- TIVE DATA	ACCOMPLISHMENT/ PROGRESS/STATUS
	Business partners member and CCC Advisory Board faculty/administrators	All programs will enhance curriculum to reflect current business standards. All Advisory Board members will be aware of CCTI grant initiative and goals.	<b>5-A-3. <u>ADVISORY BOARDS</u></b> CCC to strengthen skill alignment with industry standards utilizing program Advisory Boards. Educate Advisory Board members on CCTI grant efforts and objectives.	Noted changes in program curriculum; Each Advisory Board coordinator report on CCTI familiarity.	Sept 2003- May 2004  AMENDED: Sept. 2004- May 2005	12/04 [ Not yet implemented for CCTI Project. 3/15/05 [ Will recommend regional advisory boards to reduce the duplication for companies and enhance the secondary to postsecondary alignment. 8/19/05- [ Concept of regional advisory boards currently under discussion with SSCTA BOCES merger efforts. 1/13/06 [ As member of SCT BOCES TEC Advisory Board, Coordinator has been promoting concept of regional advisory boards (Craft Committees). Discussion very positive with particular favor expressed by business partners. Progress on this action expected within 12 months. 8/15/06- [ Initial steps toward regional advisory board structure and acceptance as secondary faculty were invited and attended the recent CCC Math-Physics-Technology Advisory Board Dinner Meeting. Result: Interest in development of regional-joint Advisory Boards significantly enhanced. <b>2/21/07</b> [ Specific sessions are scheduled for March 2007 to begin deliberate discussions regarding the development of Regional Advisory Boards incorporating secondary (GST BOCES) and postsecondary programs in common.

## Outcome #5 - Improving entry into employment and/or further education.

IMPROVE- MENT STRATEGY	TARGET GROUP	EXPECTED OUTCOMES	ACTION STEPS	MEASURES TO ASSESS OUTCOMES	TIMELINE: QUANTITA- TIVE DATA	ACCOMPLISHMENT/ PROGRESS/STATUS
	High school students, especially Tech Prep/CCTI seniors	100% of registered Tech Prep/CCTI seniors will be offered and encouraged to participate in a work-based learning experience coordinated by CDC.	<b>5-A-4. WORK-BASED LEARNING</b> Provide and track work-based learning experiences for Tech Prep/CCTI students through the Career Development Council.	Annual report provided by the Career Development Council documenting student participation and results.	September 2003- June 2004  AMENDED: On-going	12/04 [ Career Development Council is contracted to provide and insure work-based learning opportunities for all Tech Prep/CCTI students. Contracted service is renewed annually. [ As of 12/6/04, 52 CCTI students from 3 partner schools have participated in work-based learning experiences. [ EFFORT CONTINUANCE: FUNDING CONTINGENT. 8/19/05- [ WBL efforts continue through CDC contracted services. Emphasis for all students to participate to increase. 1/13/06 [ Contract with CDC continues. WBL is criteria for Tech Prep Certification eligibility. 8/15/06- [ Contract with Career Development Council continues. <b>2/21/07</b> [ <a href="#">Work-based activities for students continue through the efforts of Career Development Council.</a>



## Outcome #5 - Improving entry into employment and/or further education.

IMPROVE- MENT STRATEGY	TARGET GROUP	EXPECTED OUTCOMES	ACTION STEPS	MEASURES TO ASSESS OUTCOMES	TIMELINE: QUANTITA- TIVE DATA	ACCOMPLISHMENT/ PROGRESS/STATUS
	Business partners	Establishment of business-based incentives that encourage standards alignment between industry & academics.	<b>5-A-5. BUSINESS INCENTIVES</b> Expansion of employer-based initiatives and incentives, scholarships, and mentoring programs.	Existence of at least one significant employer-based initiative linked to academic alignment.	May 2004  AMENDED: On hold. May 2004	12/04 [ This initiative has not been implemented. Informal discussions with businesses continue with no specific plans to date. 8/19/05- [ Efforts completed. 1/13/06 [ Regional MST Pipeline Initiative expected to generate progress toward this action. 8/15/06- [ Discussions by Regional MST Pipeline effort are increasing the possibility of attaining this objective. <b>2/21/07</b> [ <a href="#">Regional MST Pipeline effort is beginning to address this objective.</a>

## Outcome #5 - Improving entry into employment and/or further education.

IMPROVE- MENT STRATEGY	TARGET GROUP	EXPECTED OUTCOMES	ACTION STEPS	MEASURES TO ASSESS OUTCOMES	TIMELINE: QUANTITA- TIVE DATA	ACCOMPLISHMENT/ PROGRESS/STATUS
	Business community	CDC will provide and document work-based learning opportunities for Tech Prep/CCTI students.	<b>5-A-6. CDC</b> Coordinate with Career Development Council to actively engage local businesses with Tech Prep/CCTI students.	Documented report by CDC of a 10% increase of business involvement and support for Tech Prep/CCTI students.	June 2004 June 2004 AMENDED: October 2004	<p>12/04 [ Businesses are actively involving students through work-based learning opportunities (shadowing; career panels; group activities; co-ops). Thus, this strategy has been implemented.</p> <p>1/13/06 [ Although strategy is effectively implemented, continual monitoring and adjustments to optimize effectiveness.</p> <p>8/15/06- [ Coordinated contact and programming through the regional clearinghouse approach of CDC enhances the active participation of employers while reducing the inconvenience and intrusion to business flow.</p> <p><b>2/21/07</b> [ Efforts to closely coordinate with CDC to avoid duplication and enhance business involvement increased significantly in the past year. TECH DAY 2006 was co-planned and coordinated by CDC, CCC, and Tech Prep/CCTI. This effort paved the way for future efforts and enhanced coordination.</p>

## Outcome #5 - Improving entry into employment and/or further education.

IMPROVE- MENT STRATEGY	TARGET GROUP	EXPECTED OUTCOMES	ACTION STEPS	MEASURES TO ASSESS OUTCOMES	TIMELINE: QUANTITA- TIVE DATA	ACCOMPLISHMENT/ PROGRESS/STATUS
<b>B.</b> <i>Academic and career-related counseling and other related support services.</i>	CCC Tech Prep/CCTI students	Establishment of a coordinated effort to specifically provide Tech Prep/CCTI students with timely, relevant, and useful information/ services in user-friendly format.	<b>CCC CAREER CENTER</b>	Documented student access and use of CCC career services/ information. Correlate employment results with career services use.	December 2003- January 2004 March 2004 AMENDED: Sept. 2005	12/04 [ Discussions continue but specifics not yet confirmed to directly identify, serve, and document CCTI/Tech Prep students. Efforts to merge WFD, CCC, and CCTI/Tech Prep continue.
			<b>5-B-1.</b> Coordinate with CCC Career Dev. Center and Workforce NY to provide career counseling, employer information, and transfer criteria for identified Tech Prep/CCTI students.			8/19/05- [ Efforts continue with some progress noted.
						1/13/06 [ Informal groundwork established to develop stronger linkages. No specific plans developed at this point.
						8/15/06- [ Linkages and coordination continues to grow and improve. Hometown Career Channels project has significantly increased the Tech Prep/CCTI –to-workforce connection.
						<b>2/21/07</b> [ Coordination with NYS Department of Labor, STEG, Workforce NY, and Chemung Chamber of Commerce continues to increase steadily. Educator-Employer tours were held in January 2007 as a joint effort. Another Educator-Employer tour is scheduled for March 2007.

## Outcome #5 - Improving entry into employment and/or further education.

IMPROVE- MENT STRATEGY	TARGET GROUP	EXPECTED OUTCOMES	ACTION STEPS	MEASURES TO ASSESS OUTCOMES	TIMELINE: QUANTITA- TIVE DATA	ACCOMPLISHMENT/ PROGRESS/STATUS
<b>C.</b> <i>Accurate and effective comparative data reflecting outcomes and improvement areas.</i>	High school and college Tech Prep/CCTI graduates	Students completing/exiting the Tech Prep/ CCTI program will report military/ employment/ education status in timely manner.	<b style="color: red;">FOLLOW-UP DATA</b> <b style="color: red;">5-C-1. FOLLOW-UP</b> Strengthen student follow-up data by direct contact with students following program completion. Maintain 90% information return rate.	90% of students who graduate or exit the program will provide follow-up information upon request.	September 2004	12/04 [ To date, 57% of all 2004 graduating Tech Prep/CCTI students have been personally contacted via phone regarding employment and/or educational status. 3/15/05 [ To date, 73% of all 2004 graduating Tech Prep/CCTI students have been personally contacted regarding employment or educational status. 8/19/05- [ No change. 1/13/06 [ Follow-up data report due to NYSED in April 2006 for 2004-2005 program year. Phone contact efforts continue. 8/15/06- [ 78% of June 2005 graduates were personally contacted re: follow-up information. <b style="color: blue;">2/21/07</b> [ <a href="#">Gathering of follow-up information for 2006 graduates is currently underway.</a>
	CCC Institutional Analyst/ High school Site Managers and counselors	Graduate follow-up information will be provided by CCC and pilot schools within 6 mos. of graduation.	<b style="color: red;">5-C-2. PILOT SCHOOLS DATA</b> Coordinate with CCC Institutional Analyst and pilot schools for data collection.	Attainment of valid data on identified target group in a timely manner.	October 2004	12/04 [ CCC is currently obtaining graduate follow-up information. NOTE: 6-month follow-up data may be unrealistic on an institutional basis. 1/13/06 [ Recent meeting (1/4/06) with M. Hess (CCC Instit. Eff.) and T. Boslett (Comptroller) generated ideas and suggestions for increasing data collection/reporting. Training on several levels planned to enhance effectiveness. 8/15/06- [ Efforts continue. <b style="color: blue;">2/21/07</b> [ <a href="#">Efforts to collect and coordinate student data are steadily improving.</a>

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<b>D.</b> <i>Comprehensive placement, employer and educational information and services for students.</i>	Business and community partners	Establishment of a coordinated effort to provide students with timely, relevant and useful information/ services in a sequential user-friendly format.	<b>BUSINESS/ INDUSTRY BEST PRACTICES</b>	Increase in documented targeted awareness, active participation, and coordination of information/ services for graduates and work-bound students.	Sept. 2004  AMENDED: October-September 2004	12/04 [ Not yet implemented but slow progress noted. Expected implementation date is October 2005. 8/19/05- [ Efforts continue. 1/13/06 [ Student Success Center and Career Development Center have accepted the roles of Site Manager and Cluster Advisor at CCC effective 1/4/06. Coordinator with Admissions Dept. continues. 8/15/06- [ Workforce New York and Southern Tier Economic Growth (STEG) have significantly enhanced their awareness and cooperative efforts with the Tech Prep/CCTI program. <b>2/21/07</b> [ Awareness and active involvement of Tech Prep/CCTI in regional efforts has increased steadily over the past year. Program visibility has risen due to increased awareness by STEG, DOL, and Chamber of Commerce.
			<b>5-D-1. PARTNERS-</b> Actively engage Workforce NY One-Stop Centers/CCC Student Success Ctr./ Career Dev. Ctr./ Admissions Dept./ secondary counseling staff/ CDC to coordinate effective employment/ educational opportunities for students.			
Encourage all CCC Tech Prep/CCTI students to participate in the Annual CCC Job Fair on campus.	Students attending Job Fair will be professionally dressed, possess a high quality resume, and exhibit appropriate job search behavior and techniques.	All students will access career/ employment information/ opportunities through CSS Workforce New York system.	<b>5-D-2. REGISTER: WORKFORCE NY</b> Encourage each Tech Prep/ CCTI student to register with Workforce New York to access all available employment information/ opportunities.	Students will document in their Student Handbook when they register with CSS Workforce NY. Employment information will be obtainable from CSS WF-NY.	September 2004  AMENDED: Sept. 2005	12/04 [ Not yet implemented but slow progress noted. Expected implementation date is October 2005. 8/19/05- [ Progress is slower than expected. Plans include emphasis in 2005-2006. 1/13/06 [ No progress at this time. 8/15/06- [ No progress to report at this time. Goal remains valid. Implementation timeline undetermined. <b>2/21/07</b> [ No change.

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	CCC Tech Prep/CCTI students	Tech Prep/CCTI students will be adequately prepared to participate in and benefit from the Annual CCC Job Fair.	<p><b>5-D-3. CCC JOB FAIR</b> Urge all Tech Prep/CCTI students to engage in pre-Job Fair preparatory workshops. Reminders and encouragement to be sent to Tech Prep/CCTI students. Tracking data to be collected.</p> <p><b>5-D-4.</b> Encourage all CCC Tech Prep/CCTI students to participate in Annual CCC Job Fair on campus.</p>	<p>CCC Career Development Center will report workshop attendance and participation.</p> <p>Students attending Job Fair will be professionally dressed, possess a high quality resume, and exhibit appropriate job search behaviors and techniques.</p>	<p>February 2004</p> <p>Annually in February</p>	<p>8/04</p> <p>[ Pre-Job Fair and Job Fair held in February 2004. No specific data available on participation or effect of CCTI students who attended.</p> <p>8/19/05-</p> <p>[ Expected improvements in timely communication with students will address the effort.</p> <p>1/13/06</p> <p>[ Significant improvement expected with the active commitment of the Student Success Center and Career Dev. Center.</p> <p>8/15/06-</p> <p>[ Student Success Center and Career Development Center are specifically encouraging Tech Prep/CCTI students to prepare for and participate in campus Job Fairs.</p> <p><b>2/21/07</b></p> <p>[ Student Success Center and Career Development Center staff specifically encourage all Tech Prep/CCTI students to attend annual Job Fair at CCC.</p> <p>[ Discussion regarding the development of a student e-mail alert system re: specific events are preliminary at best.</p>

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	Business /industry	Expansion of business/industry awareness and active engagement in Tech Prep/CCTI programs.	<b>5-D-5. BUSINESS INVOLVEMENT</b> - Explore opportunities to inform/engage business/industry leaders in Tech Prep/CCTI.	Addition of at least one committed business/industry for every informational opportunity.	BEGIN: March 2004  END: Never	12/04 [ As of 12/6/04, presentations have been made to Corning Inc., Elmira Rotary, WETM Community Focus spot, and Star-Gazette articles. Kate Fleisher, contractor for PR services, continues to arrange speaking and publicity opportunities. 3/15/05 [ Monthly PR opportunities continue with increasing positive verbal and written feedback. 8/19/05 [ In 2004-2005, 15 press releases were issues, 5 substantial articles in the CCC Connections, monthly TELEGRAM (newsletter), TV program appearance, and an Opinion-Editorial in the Star- Gazette in response to a David Broder column. 1/13/06 [ Press releases and media contacts continue through the efforts of Kate Fleisher, PR consultant. 8/15/06- [ Strong media efforts continue through contracted services outside CCC PR. [ Hometown Career Channels project and Chemung Chamber of Commerce Business Education Roundtable participation significantly increasing business awareness and involvement with Tech Prep/CCTI efforts. <b>2/21/07</b> [ <a href="#">All efforts continue.</a>

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	CCTI Core Team and partners	Enhance program success by sharing of best practices and effective strategies with all CCTI partners and Site Partnerships, especially IT Cluster partners.	<b>5-D-6. BEST PRACTICE SHARING</b> -Explore collaboration opportunities with all CCTI Site Partnerships, particularly Central Piedmont CC and SW Oregon CC, as well as Information Technology Association of America (ITAA). Implement all feasible options.	Implementation of at least one new strategy or practice initiated by another CCTI partner.	BEGIN: February 2004  END: On-going	12/2/04- [ Efforts continue on an informal basis between and among partners. Targeted effort to link IT Cluster partners prior to March 2005 CCTI Summit planned. 8/19/05- [ Efforts continue. 1/13/06 [ At the 9/05 CCTI Coordinator's Meeting in AZ, the 3 CCTI IT sites agreed to make attempts to keep each other more informed on activities and progress. 8/15/06- [ Efforts to share among national partners continue. <b>2/21/07</b> [ Every opportunity for sharing and learning is optimized.