

## Sample Perkins IV Local Program Improvement Plan

July 1, 2018 – June 30, 2019

March 2018	Appoint advisory group that includes all appropriate agencies, individuals, and organizations to address performance on indicator.
March – April 2018	Review data in the Local-Level Data Reports provided by FDOE to ensure that it reflects local agency data.
March – April 2018	Collect data on program success and how well students performed for review by advisory committee to identify problem areas related to achieving the performance indicator.
March – April 2018	Review the previous year's improvement strategies and assess effectiveness. Identify potential evidence-based strategies to replace existing ineffective ones to address identified problem areas.
April 2018	Meet with advisory committee to review data, identify problem areas, and develop plan (including strategies, timelines and people responsible for each strategy) to identify and address problem areas and for evaluation of outcomes from plan.
May 2018	Send completed RFA to FDOE.
Mid-July 2018	Meet with advisory committee to develop professional development for relevant staff/faculty.
August 2018 – May 2019	Conduct professional development on identified strategies with relevant staff and faculty.
August 2018 – May 2019	Implement strategies.
March – April 2019	Collect data on program implementation and outcomes of these strategies and overall performance on this measure.
April 2019	Advisory committee to use program implementation and outcome data to evaluate progress in addressing problem areas and plan for next year.

**Agency Name – Sunshine College**

**Program Improvement Plan for: Measure 3A1 Student Retention or Transfer**

**Item A: Provide any information or data that may explain why the agency did not meet the 90 percent performance level for this indicator (maximum 5000 characters or approximately 714 words).**

*Response: In 2016-2017, the district target was 48% and the actual performance was 41%. This represents a 7% difference. This was the second year the district performance was not within 90% of our local target. A review of the performance of students in CTE courses over the past two years found that students were struggling with the math requirements, particularly in certain types of programs (e.g., STEM, Health Sciences), causing many to make poor grades in these courses. A review of responses to the annual student survey indicated that a significant number of CTE students were leaving CTE programs due to these difficulties and were not aware of the resources available on campus to assist them when they were experiencing difficulty in the classroom.*

**Item B: Describe the agency's goal(s) for improving performance on this measure, the specific actions to be taken to meet the goal(s), and how the agency will measure whether the goal(s) have been met (maximum 5000 characters or approximately 714 words).**

*Response: Our goal for the 2018-2019 year is to increase student retention in CTE programs and meet our agreed-upon target by enacting specific actions.*

*The specific actions to be taken include:*

- 1. Review the previous year's strategies for improvement and determine degree of effectiveness.*
- 2. Identify courses and programs that students are struggling with most and what content in these courses/programs is proving to be the most challenging to students.*
- 3. Identify evidence-based strategies to assist struggling students with math or other identified aspects of CTE coursework.*
- 4. Select strategies to address identified problem areas.*
- 5. Provide workshops to CTE faculty on how to recognize struggling students and implement identified strategies to assist these students.*
- 6. Implement strategies to assist struggling students in CTE courses and refer students to academic support services.*
- 7. Develop/enhance a communications plan to inform students of assistance available on campus when the student is having difficulty.*
- 8. Provide students with information on appropriate CTE/academic programs available through academic support services, including the development of a webpage that outlines available services for struggling CTE students and how they can benefit from these services.*
- 9. Bring in staff/faculty from academic support programs and services to speak with CTE students on program opportunities/services available.*

10. *Survey CTE students on reasons they are leaving CTE programs and changes in programs that would make them interested in staying in these programs.*
11. *Collect and analyze data on strategy implementation and outcomes to assess effectiveness of strategies and overall performance and progress toward meeting the goal for this measure.*

The agency will measure the goal by assessing whether the target has been met. The agency will further research the success, or lack thereof, of the specific actions.

*Strategies to assess outcomes of actions taken might include one or more of the following:*

- *Assess the increase in knowledge CTE students have of academic support services after their participation in presentations through pre- and post-tests.*
- *Collect data on the level of use of these services by these students and the website by documenting the numbers of visits for services, the types of services provided, and the number of hits to the website.*
- *Assess the impact of the use of these support services on students through their performance in CTE courses by examining grades, particularly their performance in problem areas.*
- *Assess the increase in familiarity of CTE faculty participating in workshops to recognize signs that a student is struggling and their knowledge of strategies that are successful in assisting these students through pre- and post-tests.*
- *Conduct brief follow-up surveys and/or focus groups with faculty about whether and how they implemented the strategies and the outcomes from these strategies, including any changes in course grades.*
- *Survey students in CTE courses about their knowledge of support services, perceptions of CTE programs, challenges faced in CTE courses, and aspects of programs that could be changed to make them want to continue in CTE.*

**Item C: Provide the name of the lead contact for each action item identified under response B (maximum 5000 characters or approximately 714 words).**

*Response: All actions will be overseen and coordinated by D. Johnson, with input from the advisory committee and relevant faculty/staff.*

**Item D: Project a date of completion for each action item identified under response B (maximum 5000 characters or approximately 714 words).**

*Timelines for actions:*

- *Actions 1-4 will be completed by the end of April 2018*
- *Action 5 will be built into ongoing quarterly professional development activities, beginning in August 2018 and continuing through the 2018-2019 school year*
- *Action 6 will continue throughout the academic year until the end of May 2018*
- *Action 7 will be completed by the end of August 2018*
- *Actions 8 and 9 will be completed by the end of September 2018*
- *Action 10 will be completed by the end of October 2018*
- *Action 11 will be conducted during the months of March and April 2019*

**Item E: Describe how this local program improvement plan was developed in consultation with appropriate agencies, individuals, and organizations (Perkins IV, Section 113(b)(3)) (maximum 5000 characters or approximately 714 words).**

*Response: This program improvement plan was developed through an advisory committee made up of representatives of the College's CTE faculty and staff, college advisors, and local business representatives, workforce board members, and local community agencies.*

**Item F: Describe any disparities or gaps in the performance of different categories of students using the data provided by the Division of Career and Adult Education and how those gaps will be addressed (Perkins IV, Section 113(b)(4)) (maximum 5000 characters or approximately 714 words).**

*Response: Based on information reported in the Local-Level Data Reports provided by the Florida Department of Education, the following disparities were noted:*

*The performance of non-white female students in IT programs was low. This is the only program where the level of performance of this subpopulation of students substantially differs from other students. There are very few students in this area, however, and each student appears to have differing problem areas. Therefore, these students' performance will be individually assessed and they will be provided assistance in the problem areas identified.*

*Performance of migrant students (10%) represents a 7% difference from the College average and was the lowest performing subpopulation for this measure. Given the performance of this group on course tests and assessments, this gap appears to be related to language barriers. This gap will be addressed by working with the College's migrant student specialist to develop a communications plan to convey to the migrant population the services that are available in order to help this population of students succeed.*

*Disabled Students outperformed other special populations. In addition to actions described above, staff will use techniques that have been successful with this population to try to improve the performance of non-white students in IT and migrant students in all programs.*

**Item G: Describe how budget allocations will be utilized to support the improvement goals and identify the funding source(s) (maximum 5000 characters or approximately 714 words).**

*Perkins funds will be used to buy materials needed to implement identified strategies and to pay for speakers/trainers to conduct planned quarterly professional development for CTE faculty on recognizing struggling students and implementing identified strategies. Perkins funds will also be used to create a web page specifically for CTE students on available academic support services on campus and for development and analysis of the student survey.*

**Item H: Has your school district been required to develop an improvement plan under differentiated accountability (DA)? (Secondary Measures only)**

N/A

**Item I: If applicable, describe how this local improvement plan is aligned with your District's DA improvement plan. (Secondary Measures only)**

N/A

**Agency Required to Complete Three Year PIP: Yes or No**

Program Improvement Plan complete.

**Agency Required to Complete Three Year PIP: Yes or No**

Responses to two additional items are required, see below.

**Item J: Please describe any data you have collected or would ideally like to collect (quantitative or qualitative) that is not used in the calculation of this Perkins indicator that would demonstrate success. (Three Year PIP Only)**

*Our survey of students this year also included students who left the College prior to full program completion to determine why they were leaving before completing. Faculty in low retention programs were also interviewed. We found that in many programs, particularly the long programs, students were leaving before full program completion. When we followed up with students, we discovered that some had actually passed an industry certification but we did not have a record of the industry certification. Many of the students we contacted reported having jobs in the program area. This was particularly the case for students from Welding and Automotive programs. Eighty percent of the students surveyed from these program areas that left prior to full program completion reported earning industry certifications after withdrawing and 70% had found jobs in their program area.*

**Item K: If technical assistance were made available, in what areas would you be interested (e.g., program evaluation, data reporting, etc.)? Please specify areas. (Three Year PIP Only)**

*Technical assistance is needed for program evaluation and the use of outcome data for program improvement. We would also be interested in webinars on data reporting.*