

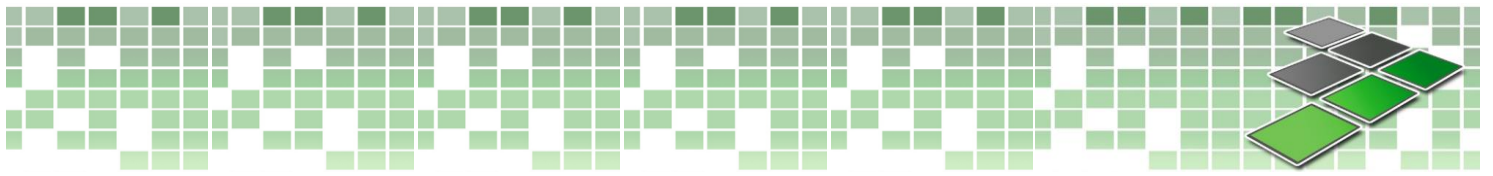
# Cape Girardeau Career & Technology Center Policy & Procedure Manual

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## **MISSION**

The Cape Girardeau Career and Technology Center will provide high quality educational programs, resources, and practical experiences to meet the evolving needs of secondary students, post-secondary students, and area industry. Our Center will be a vital contributor to the continued economic development of the region.

## **VISION**

The Cape Girardeau Career & Technology Center will provide an environment for students to make career connections through education and training.

## **VALUES**

Design real-world experiences that allow students to achieve their highest potential

Enable students to achieve 21<sup>st</sup> century skills through hands-on learning

Stimulate the development of leadership qualities and team-building

Foster the development of problem solving and continuous learning

Encourage work standards of the highest ethics and integrity

Develop and utilize appropriate occupational safety practices

Provide direction for further education and employment





## **FOLLOW-UP PLAN**

The Cape Girardeau Career & Technology Center (CTC) compiles completion, placement, and licensure exam pass rates data for CTE students once the student leaves a CTC occupational training program. The data is compiled for all students within a 12-month time period of July 1 – June 30 of each year.

Staff Responsible for Follow-up activities:

- Administrative Assistant for Allied Health Care programs and Administrative Assistant for Nine Month Technical programs.
- Assistant Administrators for Secondary and Post-Secondary

Follow-up data is sought for the following groups of students:

- All graduates from the time period
- Dropouts who had a CTE classification at time of dropping out
- Postsecondary students earning a certificate
- Specific programs include: all 9-month technical programs, Practical Nursing, Respiratory Therapy, Physical Therapist Assistant, Medical Assistant, Certified Nurse Assistant, EMT, and Paramedic
- High school students completing 9-month technical programs

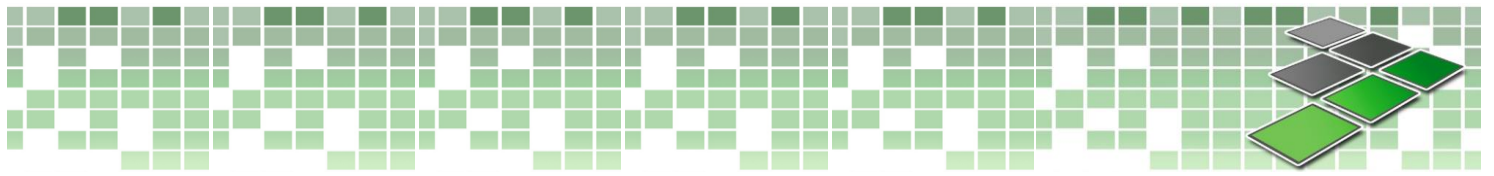
Data Collection Procedures:

- Completion – tracked through student data management systems (Infinite Campus, Aceware)
- Licensure Exam Pass Rates – submitted by Instructors of certificated programs
- Placement Data – following methods are used:
  - o Letter to student – hard copy and email
  - o Phone calls
  - o Contact with CTE teacher
  - o Contact with sending school counselor
  - o Social media outlets
  - o Sponsoring agency data base information
  - o Survey to completers and employers

When contacting the student the following questions are asked:

- Student Verification:
  - o First and Last Name & Birthdate
  - o Address & Contact Number
  - o CTC Instructor and Program





- Place of employment
  - o Name of Company & Address
  - o Position Held & Date of Employment
  - o Was the CTC course helpful in daily job duties
- Military Service
  - o Branch - Activity duty or reserves
  - o Date Enlisted
  - o Job Title or MOS
- Education
  - o Name of School
  - o Major Field of Study, Does major utilize CTC training
- Is the former student available for work at this time
- Are they unemployed and searching for work
- Rate CTC 1 – 10
- Comments and Suggestions

Once students have been located specific codes are used to designation the student's placement. Coding is as follows: *(specifically required for MOSIS)*

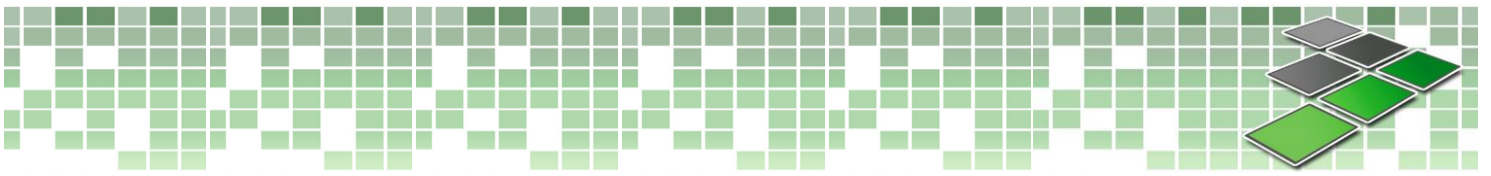
- 4YR - Attending a 4-year college
- 2YR - Attending a 2-year college
- NOC - Attending a non-college credit postsecondary school
- EMP - Competitively employed
- ENC - Employed (not competitively)
- MIL - Military
- OTH - Not included in specified categories
- UNK - Unknown follow-up status
- NA - Not available for placement

Coding is also used to designate if their education and/or employment is related to their CTC training: *(specifically required for MOSIS)*

- R - Related Placement is related to the career education training received
- NR- Not Related Placement is not related to the career education training received

Example: If an Automotive Technology student graduated from CTC and joined the military to be a mechanic it would be coded MIL-R.

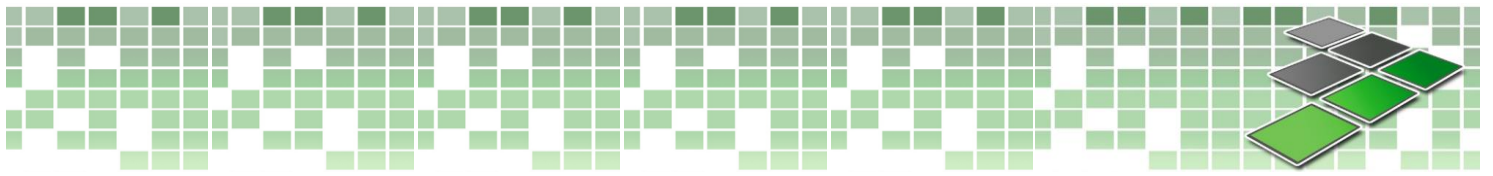




#### Follow-up with Completers and Employers:

- Surveys
  - Completers are asked to complete surveys to assess their level of satisfaction with the education and training they received.
  - Employers who have employed completers are surveyed to gain information regarding the student's preparation for employment, job skills, professionalism, etc. All returned employer surveys are utilized by program instructors to evaluate and improve their program.



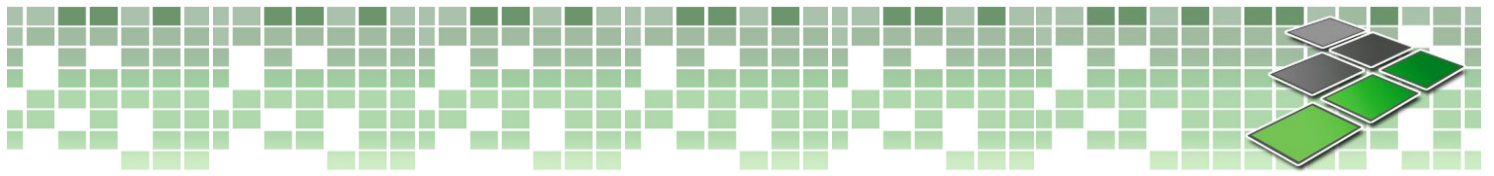


## **MEDIA SERVICES PLAN**

Purpose – To ensure the CTC provides relevant media, technology and institutional resource services to students and staff.

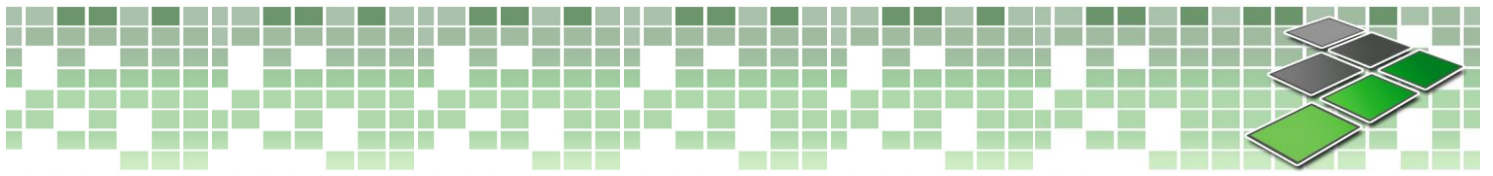
- Scope and Availability
  - o Services are provided through reference libraries, computer-based resources and institutional technology.
  
- Inventory of Resources
  - o Inventory of all resources are the responsibility of the program staff
  - o All materials are housed in the program areas and Healthcare library
  - o Current inventory is maintained by the CTC administrative office staff
  
- Roles/Responsibilities for Designated Staff Members for Media Services
  - o CTC Director –responsible for implementation and coordination of media services.
  - o Program coordinator and/or instructors - responsible for keeping reference materials, usage licenses, and curriculum resources up to date and making requests for updated materials/usage license renewals to the director for approval
  - o Director’s administrative assistant – responsible for creating purchase orders, placing order and securing delivery of items which arrive once the request from program coordinators and/or instructors are approved by the Director.
  
- Orientation for Users
  - o Faculty and staff orientation on new technology/media first week of new school year.
  - o Program orientation computer/internet usage information/instruction during first week of class.
  - o As a part of the orientation students and staff sign a computer usage agreement
  - o Users are given a user ID and create a password
  - o Computer lab and healthcare library hours are discussed and posted
  
- Procedures for Maintaining, Replacing and Disposal of Media Materials
  - o Program coordinator and/or staff will submit written correspondence with tech support center





- Advisory committee input/recommendations and student surveys will aid the program coordinator in determining the necessity of updated materials and equipment
- If cannot be maintained or repaired a work order will be submitted
  - District technology department staff will proceed with maintenance or repair via work order submission
  - Disposal of obsolete media will be provided by the technology department staff
  
- Facilities and Technical Infrastructure
  - The CTC is part of the Cape Girardeau Public Schools (CGPS) which has a 2 gigbit connection and a wifi access point in every classroom.
  - District Tech Support Specialist housed at Central Administrative Office
  - Building Tech Support is Computer Networking instructor
  
- Budgetary Support
  - The annual budgetary process for media services
    - Staff will submit request for media needs to the director
    - The director will consider all needs with the input of the assistant directors and budget accordingly
    - Computers will be considered for replacement on a three year cycle
    - Emergency purchases and repairs will follow the same process as listed above. The center's budget will carry a contingency in order to complete needed requests
  
- Evaluation of Plan
  - Students will be surveyed at the end of each year to assess effectiveness of the CTC media services





## **PLAN FOR MAINTAINING, REPLACING AND DISPOSITION OF EQUIPMENT**

### Repair of Equipment

- Staff will report all needed repairs to the director.
- The director will inspect needed repairs with staff.
- The director will work with the appropriate vendor internally or externally to repair as needed.
- Within the budget, funds will be set aside to account for repair of equipment.

### Maintaining of Equipment

- Inventory records of all programmatic equipment will be kept in the center's main office electronically. \*Staff will update inventory twice annually to verify all equipment.
- Preventive maintenance on equipment will be the responsibility of the staff.
- As needed vendors will be contacted to provide preventive maintenance on equipment.

### Replacement of Equipment

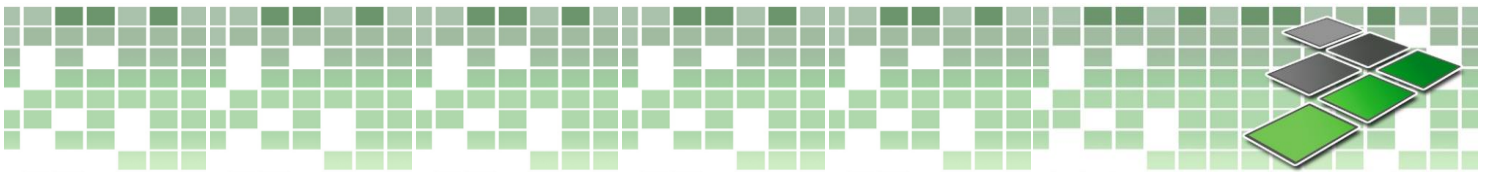
- Through the inventory process staff will make recommendations to the department head.
- The department head will review all requests and forward to the administrative team.
- The administrative team will review all requests and budget accordingly for replacement.
- Funding for replacement will be provided through three separate sources.
  - o Enhancement Grant
  - o Perkins' Budget
  - o Center's Budget

### Disposition of Equipment

- Obsolete equipment will be requested by staff to be removed off program inventory.
- Upon approval equipment can be disposed of from the center.
- Equipment can be recycled, passed on to community groups, or disposed of appropriately.







## Operation and Maintenance of Physical Facilities Plan

**Purpose:** To maintain and improve the physical facilities of the Cape Girardeau CTC

### Personnel

- CTC Director –oversees the implementation of plan
- CTC Assistant Director of Post Secondary – oversees equipment inspections
- Cape Girardeau Public School (CGPS) Maintenance Department – maintain HVAC/AC, plumbing, electrical, security systems, and emergency systems
- CGPS Technology Department – operate and maintain the technical infrastructure of the CTC
- CTC Custodial Staff – maintain cleanliness of the building and grounds, maintain supply of paper and sanitizing products, and perform small general repairs
- CTC Faculty and Staff – identify areas of concern and correct or report to the proper person for correction.

### Equipment and Supplies

- Large equipment necessary to the individual programs (i.e. stove hoods, post lifts, etc.) are inspected yearly.
- Air compressors are checked daily by the custodial staff.
- Motorized equipment (mowers, skid steer, etc.) are maintained by program instructors on an as needed basis.
- Supplies needed to maintain the physical facilities are provided by the CGPS upon request from the CTC head custodian.

### State Law/Federal Codes and Procedures

- CTC facilities are maintained in accordance with local, state and federal laws under the direction of the CGPS.
- CTC facilities are in compliance with ADA regulations
- Licenses required for operation are displayed in each facility
- Local fire codes and regulations are followed with yearly inspection of fire extinguishers and suppression systems. Safety systems are maintained and replaced as needed.

### Facility Inspection

- The Cape Girardeau Fire Department will conduct an annual inspection.
- Missouri United School Insurance Council (MUSIC) will conduct an annual liability insurance inspection.

### Facilities Rental and Insurance





- MUSIC will provide a blanket liability insurance through the CGPS for all institutions and groups of individuals utilizing the CTC's facilities.





## **IMPROVEMENT OF CTC FACILITIES PLAN**

Purpose – To make improvements to the Cape Girardeau Career and Technology Center which is a 20-year old facility in order to provide students with a relevant education.

### **Security Upgrades**

- Replace and upgrade current camera system as needed
- Increase system compatibilities

### **Software Updates**

- Continue to upgrade student data system as needed

### **HVAC System**

- Control System Upgrade as needed
- HVAC system filters maintained and system updated as needed

### **Compressor System**

- Continue maintenance of compressor system with updates as needed

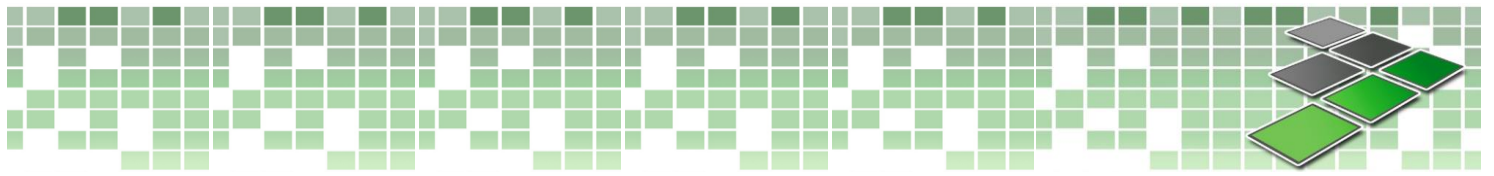
### **Program Improvement/Expansion**

- Replace equipment in the Culinary Program
- Addition of a Health Care Lab

### **Equipment**

- Program equipment will be upgraded in order to remain relevant to current industry standards.





## HEALTH AND SAFETY PLAN

Purpose: The Cape Girardeau Career and Technology Center will provide a safe and healthy learning environment for students, staff and patrons.

### Procedures for Student/Faculty Illness

- Individual will be referred to the nursing staff or EMT instructors for triage and assessment.
- Depending on severity of symptoms, student/faculty may be sent home
- Illness related to COVID-19 will be handled according to the CTC 20-21 COVID-19 reentry plan available on line and in student handbooks.

### Procedure for Medical Emergencies/Injuries

- For medical emergency, 911 will be called immediately.
- For less serious injury, the injured individual will be seen by a nursing instructor and/or EMT for assessment and triage.
- Upon completion of assessment, emergency contact will be notified of student's injury and advised of their condition. Student will be treated as needed.

### Procedure for Reporting/Investigating Injury

- Student's direct supervisor will complete the Accident/Incident Report\* within 24 hours of the injury and submit it to the CTC Director. \*See attached.
- All students are required to have proof of medical insurance on file or sign an insurance waiver in order to participate in CTE programs.

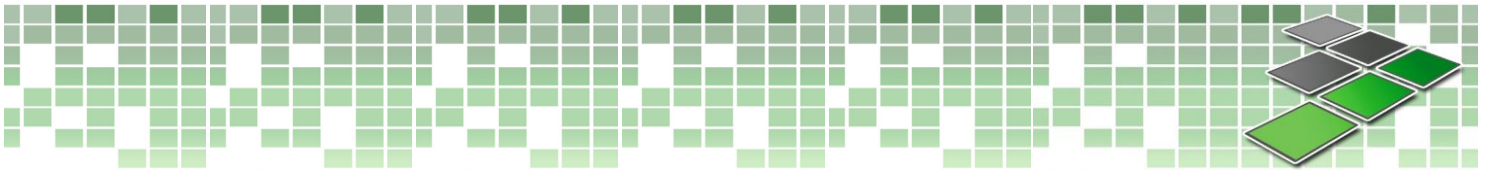
### Emergency Procedures

- Emergency procedures are posted in each classroom and evacuation routes are posted throughout the building.
- Drills for procedures are held twice a year for fire, earthquake, and tornado; once a year for intruder and bomb threat. \*Records and logs are kept of all drills
- Staff will review all emergency procedures with students at the beginning of the year.

### Safety Procedures

- Students are required to go through a background check to screen for safe school violations.
- The school resource officer from the Cape Girardeau Police Department will patrol the CTC campus daily.





- All criminal activity that takes place on the CTC campus is reported to the appropriate authorities.
- All staff are covered by workers' compensation.
- The Cape Girardeau Public Schools district provides liability insurance for each student who participates in an internship.



## ACCIDENT / INCIDENT REPORT

**PERSONAL DATA:**

School: \_\_\_\_\_ Today's Date: \_\_\_\_\_  
 Name of Person Injured: \_\_\_\_\_  Male  Female Date of Birth: \_\_\_/\_\_\_/\_\_\_  
 Status of Party:  Student (grade) \_\_\_\_\_  Employee  Visitor  Other \_\_\_\_\_  
 Home Address: \_\_\_\_\_ Phone: (H) \_\_\_\_\_ (W) \_\_\_\_\_  
Street City State Zip  
 Student's Parent/ Guardian Name: \_\_\_\_\_ Parent Contacted:  yes  no

**DESCRIPTION OF ACCIDENT:**

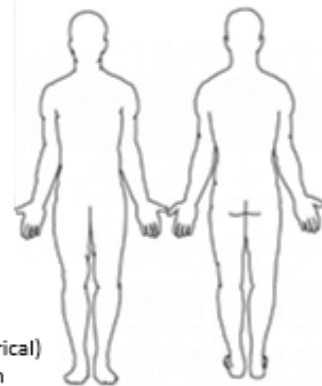
Date of Accident: \_\_\_/\_\_\_/\_\_\_ Time of Accident: \_\_\_ AM / PM Date Incident Reported \_\_\_/\_\_\_/\_\_\_  
 Location of Accident:  Classroom  Hallway  Cafeteria  Gym  School Grounds  Other \_\_\_\_\_  
 Detailed Description of Accident: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**Witness(es) to Accident:**

Name	Address	Phone
Name	Address	Phone

**PARTS OF BODY INJURED:**

- |   |  |  |  |
|---|--|--|--|
| <b>HEAD/NECK</b><br><input type="checkbox"/> Skull<br><input type="checkbox"/> Face<br><input type="checkbox"/> Neck<br><input type="checkbox"/> Ear(s) R L<br><input type="checkbox"/> Eye(s) R L<br><input type="checkbox"/> Nose<br><input type="checkbox"/> Teeth<br><input type="checkbox"/> Mouth | <b>UPPER EXTREMITIES</b><br><input type="checkbox"/> Shoulder(s) R L<br><input type="checkbox"/> Upper Arm(s) R L<br><input type="checkbox"/> Elbow(s) R L<br><input type="checkbox"/> Forearm(s) R L<br><input type="checkbox"/> Wrist(s) R L<br><input type="checkbox"/> Hand(s) R L<br><input type="checkbox"/> Finger(s) R L | <b>LOWER EXTREMITIES</b><br><input type="checkbox"/> Hip(s) R L<br><input type="checkbox"/> Thigh(s) R L<br><input type="checkbox"/> Knee(s) R L<br><input type="checkbox"/> Lower Leg(s) R L<br><input type="checkbox"/> Ankle(s) R L<br><input type="checkbox"/> Foot R L<br><input type="checkbox"/> Toe(s) R L | <b>TRUNK</b><br><input type="checkbox"/> Upper Back<br><input type="checkbox"/> Lower Back<br><input type="checkbox"/> Collarbone<br><input type="checkbox"/> Chest<br><input type="checkbox"/> Lung(s)<br><input type="checkbox"/> Ribs<br><input type="checkbox"/> Pelvis<br><input type="checkbox"/> Internal |
|---|--|--|--|



MARK INJURED AREAS OF BODY

**SPECIFIC TYPE OF INJURY:**

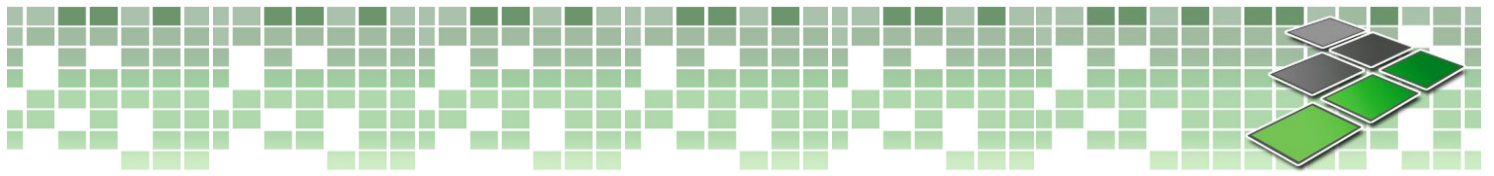
- |                                       |  |  |   |
|---------------------------------------|--|--|---|
| <input type="checkbox"/> Amputation   | <input type="checkbox"/> Concussion              | <input type="checkbox"/> Inflammation                          | <input type="checkbox"/> Puncture           |
| <input type="checkbox"/> Asphyxiation | <input type="checkbox"/> Cut/Laceration/Abrasion | <input type="checkbox"/> Ligaments/Cartilage                   | <input type="checkbox"/> Shock (electrical) |
| <input type="checkbox"/> Bite         | <input type="checkbox"/> Dislocation             | <input type="checkbox"/> Overheated                            | <input type="checkbox"/> Sprain/Strain      |
| <input type="checkbox"/> Bruises      | <input type="checkbox"/> Fracture                | <input type="checkbox"/> Paralysis                             | <input type="checkbox"/> Sting              |
| <input type="checkbox"/> Burn/Scald   | <input type="checkbox"/> Frostbite               | <input type="checkbox"/> Poisoning (solid, gas, liquid, vapor) | <input type="checkbox"/> Teeth Injury       |
| <input type="checkbox"/> Chest Pains  | <input type="checkbox"/> Hearing Loss            |  | <input type="checkbox"/> Vision loss        |

Other \_\_\_\_\_

**MEDICAL ATTENTION:**

Return to normal activity  Taken to school nurse  Taken home by: \_\_\_\_\_  Ambulance called  
 Taken to \_\_\_\_\_ Hospital – by: \_\_\_\_\_  Admitted  Released  
 Description of treatment given: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

SIGNATURES: \_\_\_\_\_ DATE: \_\_\_/\_\_\_/\_\_\_  
Person Filing Report Principal



## DEFAULT MANAGEMENT PLAN

Entrance interviews with all borrowers.

- Entrance interviews with advising will cover topics including, but not limited to, understanding the rights and responsibilities of a student loan borrower (SLB), expected time of entering repayment, interest and how it works, who pays the interest, payment plans, gainful employment, signing of the MPN, NSLDS account and the physical act of completing entrance counseling through NSLDS.
- The student advisors will enroll the SLB into the Own Your Loan (OYL) program. Participation in the OYL program will be “mandatory” for all loan borrowers. The advisors will set up the introductory meeting between the SLB and the DPS.
- Once all the rosters are finalized the DPS will meet with the student advisors to identify the SLB in CTC programs. For data collection purposes, the DPS will track the amount of aid awarded vs the amount actually taken. The student advisors may also disclose any relevant information to aid in identify any at-risk students.

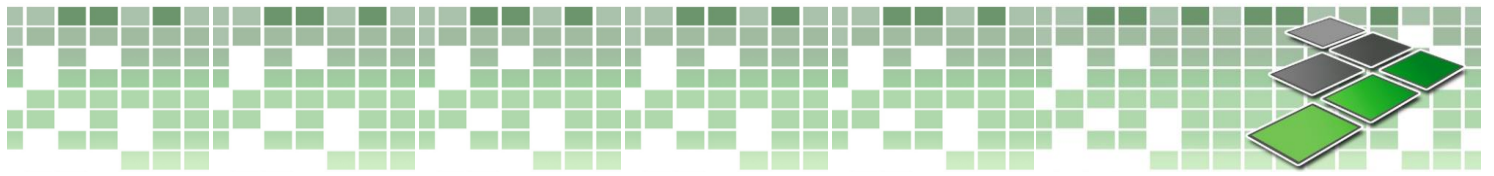
Distribution of appropriate written information which addresses provisions of the student loan program.

- Financial literacy and paying for college literature are made available at back-to-school nights, enrollment events and employment/college fairs.
- The DPS communicates with borrowers on campus and who are currently in repayment by providing information regarding rights and obligations as borrowers as well as information regarding resources and points of contact for borrowers.
- The DPS now monitor student loan indebtedness of currently enrolled students and provide information/training regarding smart borrowing to the students.

Appropriate counseling on the part of the institution to provide guidance in debt management.

- The Attendance Monitoring Program is a highly structured activity overseen by the DPS. This program includes ongoing attendance monitoring, proactive correspondence through mail and emails, counseling of students with attendance concerns, and assistance in resolving issues relating to any absenteeism. The program includes weekly attendance monitoring, one-on-one counseling of students, and appropriate interventions to alleviate `issues attributing to absenteeism.





- By use of existing information sources, the DPS monitors the status of all borrowers in repayment to determine any that are delinquent on repayment or who have entered into default. These students are contacted directly by the DPS and counseled on rights and responsibilities as a student borrower, in addition to being provided with information to assist in overcoming the problems that have led to delinquency or default. The DPS contacts students by phone, mail and or one on one counseling.
- Students are taught how to borrow to meet their educational needs without taking on a debt burden too great to be repaid.
- Allowing students to set up a payment plan with the school, free of any processing charges.
- Inform students of the consequences of not repaying loans. As well as providing information about repayment plans, tax credits, forbearance and deferment.
- An emphasis is placed on making students “loan literate”. We have removed the student’s focus from “qualifying for the loan”, to understanding the loan process and responsibilities that accompany a student loan. One-on-one Exit Counseling will continue to play a major role in this process.

Appropriate notification to lenders and guarantee agency regarding a student’s change in status.

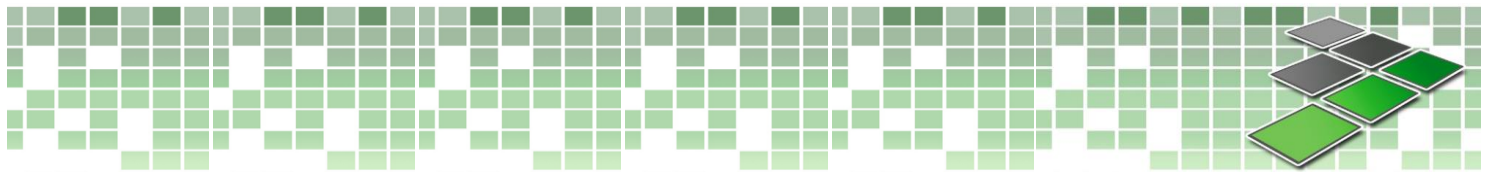
- The DPS establishes a relationship with lenders and when necessary, updates the lending agency when the student has a change in contact information.
- In certain instances, the DPS will confirm a student’s enrollment status to ensure eligibility for deferment, forbearance, grace period, or repayment.

Appropriate exit interview process with students withdrawing or graduating from the institution.

- As the school year comes to an end, the DPS will meet again with each SLB to conduct extensive exit counseling. During the counseling session students will set up their NSLDS accounts (if they have not done it yet), complete their exit counseling using NSLDS, review their loan history as well as the details of each loan that originated from the CTC, who their servicer is and how to contact them, and review the exit counseling booklet from MDHE. DPS will also verify students most current contact information and their three emergency contacts.







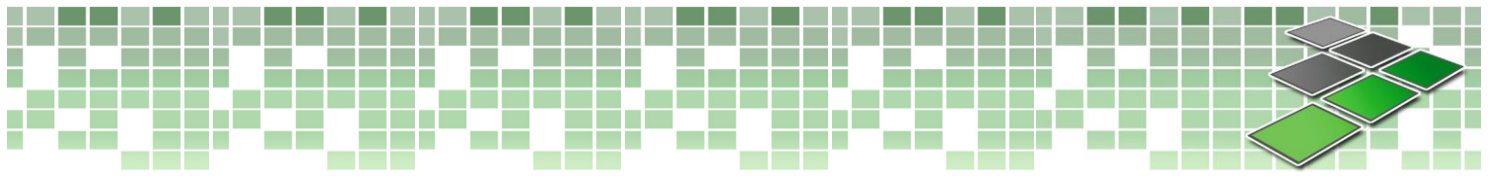
A written procedure to communicate with the borrower during grace period.

- The DPS sends friendly reminder letters to all the student borrowers at the three month mark informing them they should have been or need to be in contact with their loan servicers in preparation for their first payment.
- The DPS has developed a database to track borrowers, amounts borrowed, current repayment status, and updated borrower contact information. The tracking system will allow the DPS to evaluate the list of students entering repayment and their status to monitor communication efforts as well as changes in status.

A systematic annual evaluation of its default management plan.

- A Default Prevention Team (DPT) has been established and is in full force. The DPT consists of the both the Director and Assistant Director of the CTC, Job Placement, Student Advising, Attendance Secretary, Financial Aid and the DPS. Each piece of the puzzle has come together in a massive effort to lower our overall CDR, amount of SLB who end up in default as well as decreasing the dollar amount in default.
- With the Team Approach implemented and with a consistent employee retaining the DPS position the Team plans to meet on a quarterly basis to evaluate and measure all the aspects of the proposed grant. The areas we will evaluate and measure include:
  - o The amount of participants in the OYL program, success v failures of surveyed students in regards to their participation in the program
  - o Number of delinquent loans that been brought current
  - o Average loan awarded vs. Average loan debt
  - o Student retention rates from previous years compared to the current year
  - o Graduation rate overall compared to the current year
  - o Annual reviews of the two and three year CDR
  - o Continued review of the numbers of borrowers delinquent or in default and follow the trends with our school as per the information from our database
  - o Level of student loan debt at graduation and job placement
  - o Overall Default Prevention Plan





## Plan for Providing Effective Student Services

**Purpose:** To provide relevant services to students to aid in the successful completion of their career chosen program.

### **Responsible Parties / Responsibilities:**

CTC Director – ensures provision of effective student services

Financial Aid Advisors – provide students assistance with financial aid, assist veterans with veteran benefits

Student Advisors – provide students with assistance in scheduling courses

Assessment Coordinator / Proctor – schedules admission testing and collects payment, proctors tests admission tests (i.e. TEAS, Workkeys, etc.) schedules and proctors IRC's for programs, proctors certification testing (i.e. FAA)

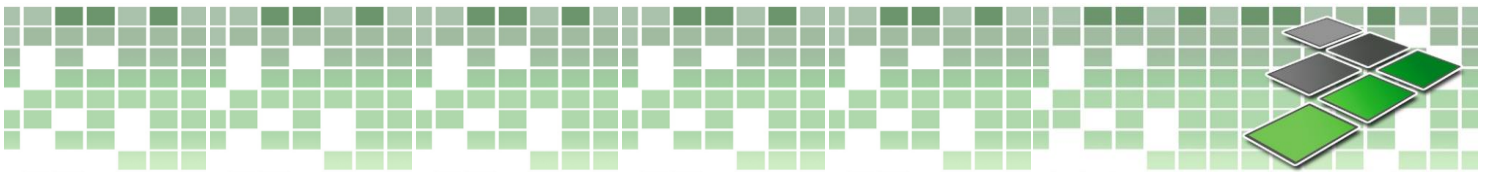
Default Prevention Specialist (DPS) - communicates with borrowers on campus and who are currently in repayment by providing information regarding rights and obligations as borrowers, as well as, information regarding resources and points of contact for borrowers. The DPS monitors the student loan indebtedness of currently enrolled students and provide information/training regarding smart borrowing to the students. The DPS establishes a relationship with lenders and when necessary, updates the lending agency when the student has a change in contact information. In certain instances, the DPS will confirm a student's enrollment status to ensure eligibility for deferment, forbearance, grace period, or repayment. As the school year comes to an end, the DPS will meet again with each SLB to conduct extensive exit counseling. During the counseling session students will set up their NSLDS accounts (if they have not done it yet), complete their exit counseling using NSLDS, review their loan history as well as the details of each loan that originated from the CTC, who their servicer is and how to contact them, and review the exit counseling booklet from MDHE. DPS will also verify students' most current contact information and their emergency contacts. The DPS sends a friendly reminder letter or conducts a telephone call to all the student borrowers at the five-month mark informing them they should have been or need to be in contact with their loan servicers in preparation for their first payment which is typically 6 months from the last date of attendance.

Workforce Development Coordinator - serves as a liaison with local businesses, emails information about job openings to CTE program instructors, coordinates Workforce Wednesday, maintains the "Job Board", informs specific programs when field related jobs are available, serves as a contact about current job openings for current and former CTC students.

Assistant Director of Post-Secondary – first person of contact for students with disabilities. The Asst. Director secures necessary documentation for proof of disability, makes necessary physical accommodations as allowed and needed to aid the student in being successful.

Vocational Resource Educator – interprets documentation of disabilities for individual with disabilities and relays pertinent information to CTE instructors pertaining to modification and/or accommodations needed by the student. Serves as a liason





between the student with disabilities and the CTE instructors.

Counselor – meets with and counsels students who are experiencing difficulty in class or with personal matters that are affecting class performance.

### **Counseling Services:**

Students are able to meet with the Financial Aid Advisors for counseling/assistance with financial aid and/or class choices. They can meet with the counselor to discuss academic issues related to classwork or personal matters that are affecting their class performance.

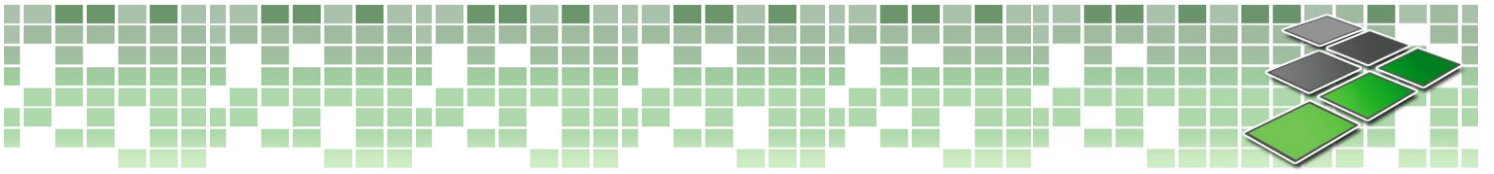
### **Evaluation:**

The Assistant Director of Post-Secondary will send out a survey to students to assess the effectiveness of student services at the CTC when the students complete their program.

Results of the survey will be made available to faculty and staff during faculty meetings and faculty/staff will be given an opportunity to respond to results.

This plan will be evaluated on an annual basis to ensure the CTC is providing the essential services needed by students to be successful in their CTE programs.





## PLAN FOR PLACEMENT SERVICES

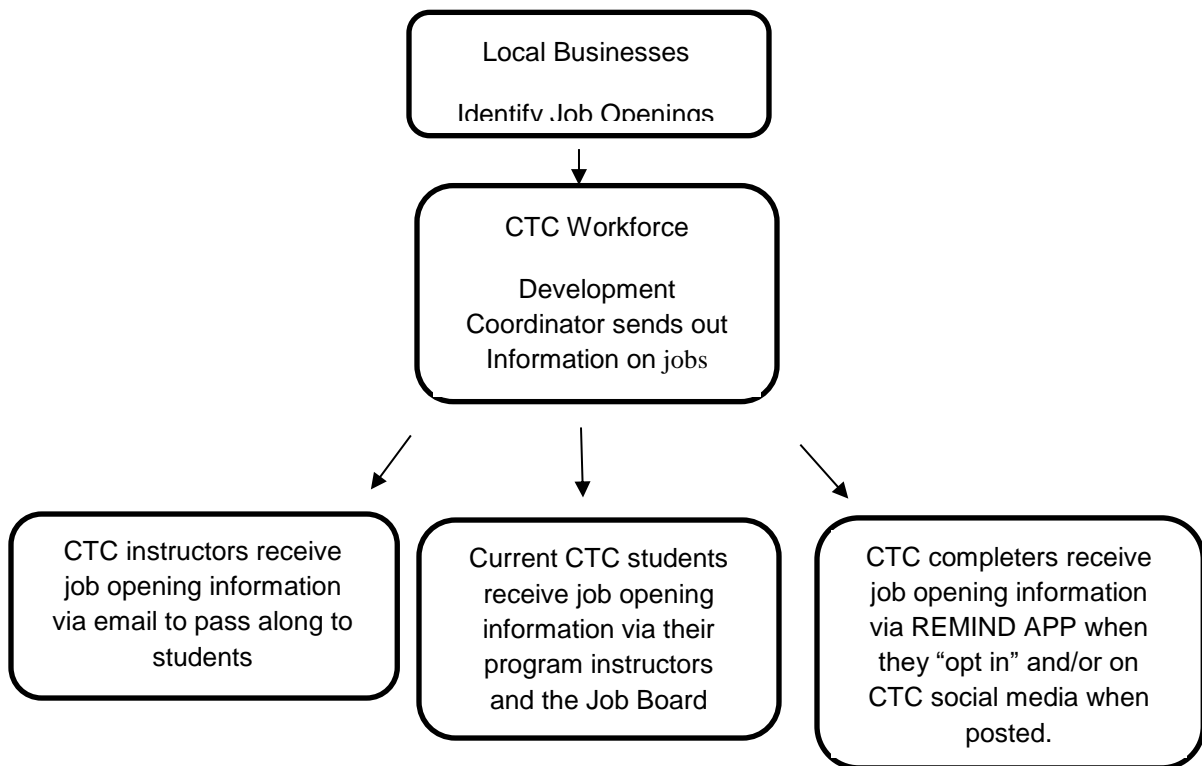
The Cape Girardeau Career and Technology Center (CTC) offers placement services to current students and graduates of CTC programs.

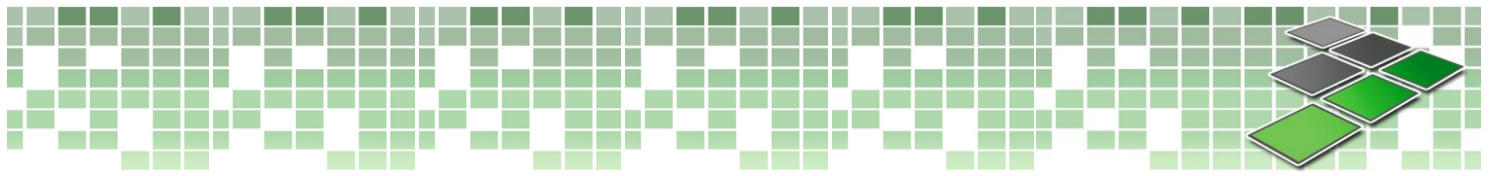
### Responsible Parties / Responsibilities:

Workforce Development (WD) Coordinator - serves as a liaison with local businesses, emails information about job openings to CTE program instructors, coordinates Workforce Wednesday, maintains the “Job Board”, informs specific programs when field related jobs are available, serves as a contact about current job openings for current and former CTC students.

Program Instructors – relay job opportunities to their students

### Communication Network:





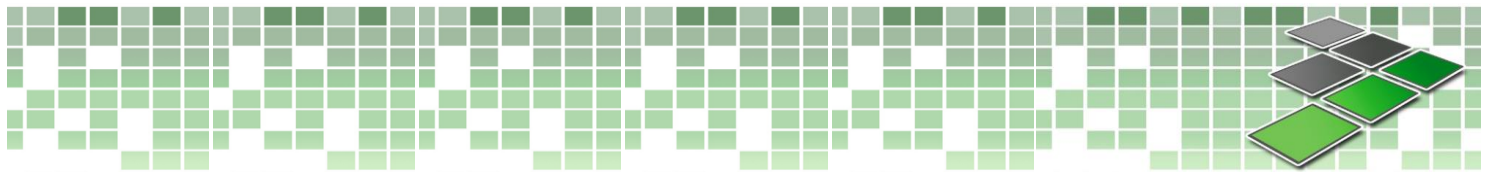
## **Placement Services:**

Workforce Wednesday (WW) - each week one to two area employers are invited to spend a full or half day at CTC and are set up in the computer lab in the 200 Hallway. All CTC staff and instructors are notified via email to notify them about that week's visiting employer(s), along with information about any jobs they are actively recruiting for and what programs may be training students in the applicable skills the employer is seeking. Students are encouraged to drop in to meet employers, learn more about their company and even apply for employment or participate in on-the-spot interviews. The Workforce Development Coordinator keeps a list of WW employer contacts that can be later accessed by students, instructors and administrators.

Job Postings - Employers seeking candidates to meet their workforce needs are directed to the Workforce Development Coordinator (WDC) to share their job posting. Postings are reviewed and/or developed by the WDC and shared in a variety of ways to get the word out to both current and former students:

- Job postings are sent out via a CTC "All Staff" email notice detailing the job opening. Notices always have "CTC PLACEMENT SVCS." along with the position name and company in the subject line of the email to allow instructors & staff to quickly know it's a job opportunity notice.
- When appropriate, job postings are sometimes sent to specifically targeted programs. For example, if a company is recruiting EMT's, the job posting is shared with the Emergency Medical Services (EMS) Director and instructor(s).
- Job postings are sent out via text message using the REMIND APP to student completers that "opt-in" to receive employment opportunities after completing training at CTC.
- Job postings are printed, posted and maintained on the "Jobs Board" in the main hallway at CTC.
- When appropriate and approved by employers, jobs are posted on the official CTC social media accounts (e.g., Facebook & Instagram) to attract the attention of current and former students and the general public -- especially if the employer is experiencing challenges in finding qualified candidates for the position.
- Current or former students may also contact the Workforce Development Coordinator at any time for assistance with obtaining part- or full-time employment opportunities.





## **Career Signing Day**

At the end of each school year a ceremony to recognize students who have gained full-time employment in their training sector are recognized with a “career signing day” where they symbolically sign a contract for employment with their employer. Parents, spouses and family members, as well as the local Chambers of Commerce and community are invited to attend and celebrate the students having accomplished this goal as they complete their CTC training program.

## **Employers/Employment Opportunities:**

A complete list of employers and employment opportunities is maintained by the WD Coordinator for placement purposes.

## **Employment Counseling with Students**

CTC’s Embedded Language Arts program and Default Prevention Specialist, provide instruction, advice and hands-on preparation for employment with *currently* enrolled students in the following areas:

- How to do job searches
- How to complete employment applications
- How to prepare for a job interview and role playing interview scenarios
- Resumé preparation
- Appropriate follow-up after interviews
- Mock Interview Day(s) with area employers

## **Placement Records of Completers**

Records of completers are to be maintained in binders by year of completion in a secure location.

## **Evaluation**

CTC’s Guidance Office conducts annual follow-up as a requirement by the Missouri Department of Elementary and Secondary Education (DESE) to track students to determine the number of students working or pursuing further training in their career field. This follow-up survey helps CTC determine the effectiveness of our training programs and is also critical to securing state funding to keep programs current with state-of-the-art training equipment and tools to prepare the next generation of students. Students are asked a series of questions to determine program effectiveness and if they are still seeking employment, they are directed to contact CTC Placement Services for assistance.





Results of the annual follow-up are shared with DESE and CTC administrative staff and instructors.

This plan will be reviewed for effectiveness annually.







## **FACULTY/STAFF GRIEVANCE PROCEDURE:**

If a problem arises during a CTC program, the student should notify the instructor or clinical site supervisor immediately. If the student is unsatisfied with that response, the student should contact the director of CTC immediately. If the problem is still not resolved, the student may file a grievance as per school policy. The process for filing grievances is considered an appeals process, steps for the process are outlined below:

### **APPEALS PROCESS**

**Disciplinary Action:** The Program Director (or Program Instructor for programs without a Director), shall recommend disciplinary actions, including but not limited to dismissal from a program, to the school's Assistant Director. The Assistant Director may accept, reject, or modify the recommended disciplinary action. If a student does not agree with a disciplinary action, including but not limited to dismissal from a program, the student can appeal the decision by submitting a letter to the school's Director. A student has five school days to submit the appeal. Otherwise, the student will be expected to abide by the terms of the disciplinary action.

**Appeals Process:** If an appeal is requested, the school's Director will convene the Review Committee, and will act as the chair of the Review Committee. The Review Committee will review all appropriate records pertaining to the disciplinary action and may interview appropriate individuals including but not limited to the student being disciplined. The Review Committee members will each provide an individual recommendation regarding the appeal to the school's Director. The final decision will be rendered by the school's Director. The Review Committee will meet within five school days of the receipt of the student's appeal. The final decision will be put in writing and a copy will be mailed to the student, or the student may be notified of the final decision by phone or in person.

**Review Committee:** Members of the committee will include:

- School's Director
- School's Assistant Director (or Director of Student Services)
- The Program Director (or Program Instructor for programs without a Director)
- One additional instructor from the student's Program of Study or Department
- One instructor from outside the student's Program of Study or Department

In addition, at the end of each program or school year, students are asked to complete a program evaluation. Results of surveys are calculated and shared with instructors. Instructors are required to identify areas of concern and write an improvement plan in response to results of the survey. The improvement plan is returned to administration and is monitored by department chairs.







## **PLAN FOR STAFF EVALUATIONS**

The CTC, along with the Cape Girardeau Board of Education, requires a program of comprehensive, performance-based evaluation for each professional and support staff member. This is done in order to ensure high-quality staff performance that improves student achievement and enhances the instructional programs. Administration and staff will utilize Talent Ed for documenting the evaluation process.

### **PROFESSIONAL STAFF**

- Non-Tenure Teacher
  - o Completion of Professional Growth Plan
  - o 8-10 Walk-through observations per school year
  - o 1-2 Formative Classroom Observations per school year
  - o 1 Summative Evaluation per school year
- Tenure Teacher
  - o Completion of Professional Growth Plan
  - o 8-10 Walk-through observations per school year
  - o 1 Observation per school year
  - o 1 Summative Evaluation per school year

One copy of the completed evaluation form shall be given to the staff member. One copy will be filed in the employee's personnel file and one copy will be retained by the appropriate administrator. Completed evaluations will be maintained electronically in Talent Ed.

### **CLASSIFIED STAFF**

The administration will complete a written evaluation on all classified staff. All classified staff will be evaluated at least once during the first year of employment and at least once every year thereafter.

The administration will evaluate the performance of employees under their supervision in the following areas:

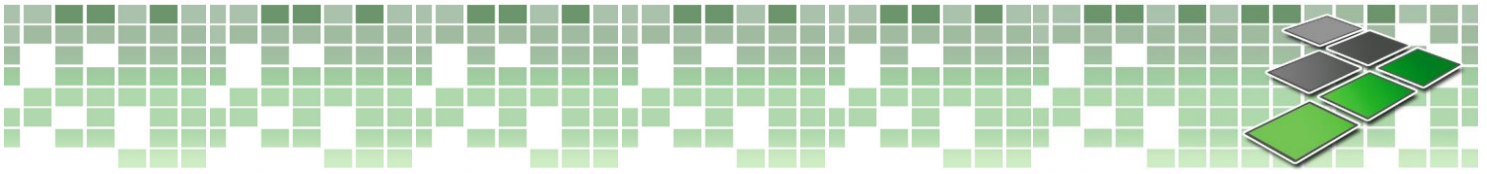
- Job knowledge
- Quality of work
- Quantity of work
- Dependability
- Cooperation
- Other areas as appropriate for the specific job





This evaluation will be used to increase job proficiency, and also to determine eligibility for re-employment.





## **FACULTY & STAFF ORIENTATION PROCEDURES**

The Cape Girardeau Career & Technology Center (CTC) is a part of the Cape Girardeau Public School (CGPS) district. Therefore, all new CTC employees participate in New Staff Orientation with district personnel. All new staff meet with the Human Resources department (topics covered: pay, retirement, insurance, background check, other benefits, and lots of PAPERWORK). After this initial orientation, classified and certificated staff orientation differs.

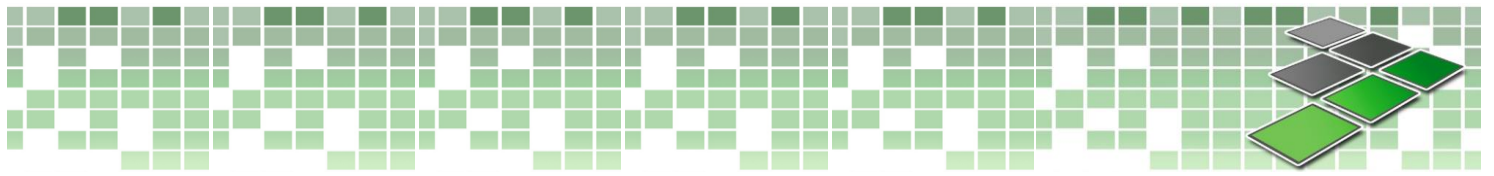
### Classified Staff:

- District Training – for classified staff, district training is minimal.
  - o Administrative assistants meet with district personnel for computer program training and to receive needed passwords and access. Training in regards to privacy of student information, proper computer usage, and recognizing child abuse is also administered by district personnel.
  - o Custodial staff meet with district personnel to cover basic expectations, safety, privacy of student information, and recognizing child abuse.
  
- Building (CTC ) Training
  - o Administrative assistants are assigned a mentor as well as a direct supervisor. Supervisor provides an overview of the facility, other staff members, and job/performance expectations. Day to day training is provided by the mentor. Frequent meetings (weekly at a minimum) are conducted with the new staff member, supervisor, and at times the mentor to monitor progress.
  - o New custodians are assigned a mentor as well as a direct supervisor. Supervisor provides an overview of the facility, other staff members, and job/performance expectations. Day to day training is provided by the mentor. Frequent meetings (weekly at a minimum) are conducted with the new staff member, supervisor, and at times the mentor to monitor progress.

### Certificated Staff:

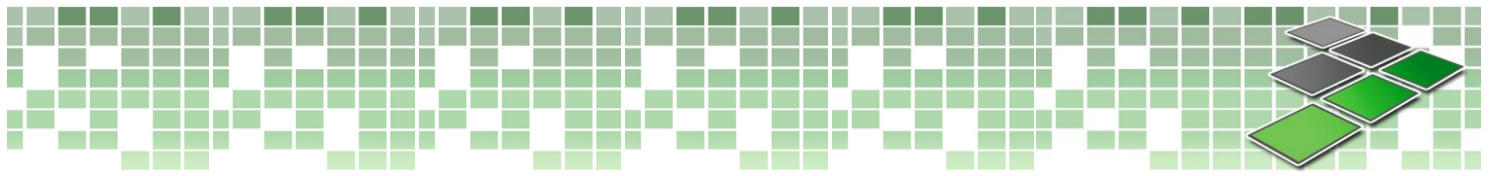
- District Training - New-to-the-district teachers (& teacher assistants) complete additional training with district personnel. Topics covered will include district policies, professional development, use of technology (data programs), evaluation procedures, and instructional practice expectations. (CTC teachers do not participate in training regarding certification, district assessments, district mentoring program, & certain secondary-only district initiatives.)





- Building (CTC) Training – The following orientation is provided to new teachers through the CTC.
  - New Teacher Institute – The Missouri Department of Elementary & Secondary Education provides this multi-day orientation to the teaching profession for new CTE teachers. CTC funds this training for all new CTE teachers. (*Several veteran CTC teachers normally participate as instructors at this institute.*)
  - Each new CTC teacher is assigned a mentor within the CTC. Mentor teachers assist in acclimating to the facility, bookkeeping requirements, & fill the role of the basic “go-to-for-information” individual.
  - Building technology representatives meet with new staff members to assist with the use of building technology.
  - Supervisors for the new teacher (assistant director or director) meet with each new staff member to discuss certification, CTC assessments, teacher evaluation procedures, instructional expectations, and general questions.
  - Where applicable, the program coordinator will act as the new teacher’s first contact. Coordinators will cover curriculum and teaching assignments as well as introduce new staff to crucial individuals in the school (student support services, financial aid, etc...).
  - Mentors meet regularly (daily in the beginning, weekly at a minimum) with new teachers to review procedures (what has happened so far and what is coming next ..... for examples, how to proceed with term grades).
  - Supervisors will meet with new staff members each week to monitor progress and address any issues or concerns.
  - Supervisors will give feedback following each classroom walk-through (a minimum of 10 per year).
  - It is expected that new teachers will have questions and encounter many first-time situations. The program coordinator, teacher mentor, and administration will maintain an open-door policy for assisting new (& more experienced) staff with transitioning into the education world.





## **STUDENT RECORDS POLICY:**

### Student Records Maintenance

Individual student records are maintained by the Cape Girardeau CTC. Most records are maintained electronically. Others are maintained in hard copy in secure files at the CTC main campus. Below is a list of student records with the source and time frame for maintaining.

#### Secondary Student Records:

Type of Record	Storage Source	Digital / Hard copy	Time Frame
Enrollment	Infinite Campus	Digital	Permanent
Grades	Infinite Campus	Digital	Permanent
Attendance	Infinite Campus	Digital	Permanent
Financial	n/a		
Other documents – <i>competency profiles, certificates, assessments, resumes, etc...</i>	Counselor's Office	Hard Copy	7 years

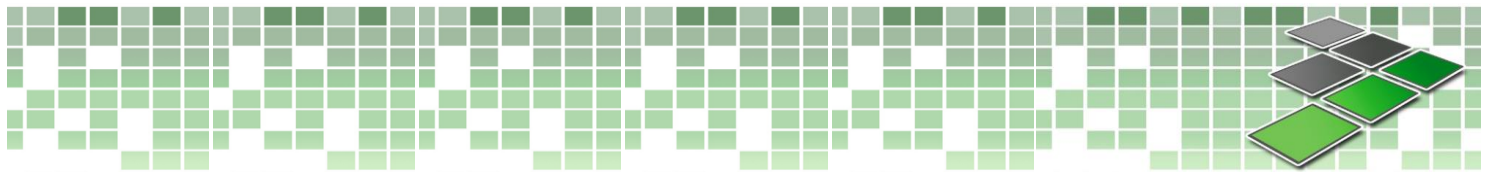
#### Adult Student Records:

Type of Record	Storage Source	Digital / Hard copy	Time Frame
Enrollment	Aceware	Digital	Permanent
Grades	Infinite Campus / Aceware Program Coordinator	Digital	Permanent
		Hard	Permanent
Attendance	Google Sheets	Digital	Permanent
Financial Aid	FA Office / Main Office Storage	Hard	3 years FA 2 years Main
Financial Account	Aceware	Digital	Permanent
Other documents – <i>competency profiles, certificates, assessments, resumes, etc...</i>		Hard Copy	Minimum 5 years

### STUDENT RECORDS ACCESS / FERPA

CGCTC complies with the Family Educational Rights and Privacy Act (FERPA) of 1974. In accordance with this federal law, CGCTC has adopted policies and procedures governing the confidentiality of student educational records. No individual shall have access to, nor will the institution disclose any information from, a student's educational record without the written consent of the student or as otherwise authorized by FERPA.





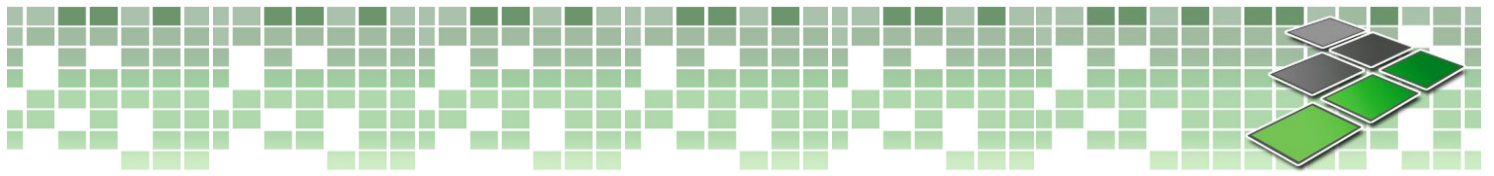
Permitted exceptions under the law include disclosures to: school officials and personnel who have a legitimate educational interest, officials of other institutions in which a student seeks enrollment, representatives of agencies or organizations from which a student has received financial assistance and certain federal and state officials.

CGCTC does not produce a student directory of adult students; therefore personal student information will not be disclosed.

Students will be provided annual notification of their right to inspect, review and request an amendment to their educational records. The student then has the right to request a hearing (if the request for an amendment is denied) to challenge the contents of the education records, on the grounds that the records are inaccurate, misleading, or violate the rights of the student.

Inquiries concerning policies, procedures or compliance with federal and state regulations and guidelines may be addressed to the Assistant Director. Students may request copies of their records, for personal use or to be forwarded to others, by completing a request form with a CTC Student Advisor.





## **TRANSFER STUDENTS / CREDITS POLICY**

All certificate programs at the CGCTC are designed to serve a cohort of students. Students are expected to begin and progress through the program courses as a group. Therefore, students are required to complete all hours within a program in order to earn a certificate. Under unique circumstances an exception to this requirement could be made.

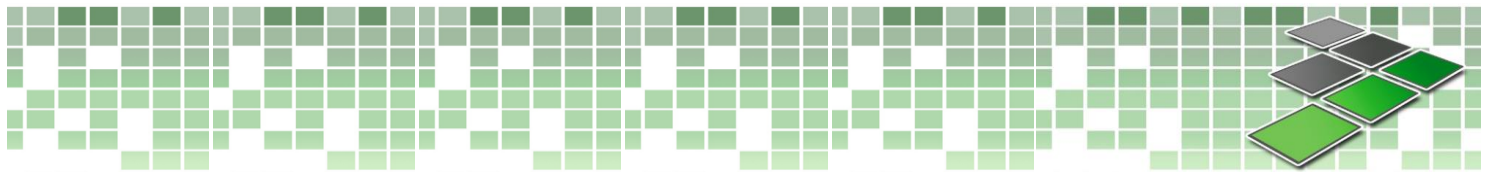
Student transfers from other institutions: Students from other institutions are expected to meet all entrance requirements and, if accepted, begin a program with the next cohort group.

Transfer of credit from another institution: CGCTC normally does not accept credit from other institutions to be applied toward program coursework. An example of an exception would be if a student came from a like program due to the unexpected closure of said program. These situations are considered individually and students are required to prove competency in the subject area before credit is granted. (Program-specific accrediting body guidelines and stipulations must be followed.) A student requesting the transfer of credit is required to provide transcripts, course syllabi, and other documentation requested by the review committee. The review committee will consist of the CTC Assistant Director, program faculty, and student advisor. Students will be notified of the committee decision in writing. If an exception is granted, the student is then placed at the appropriate point in an existing cohort and credit given for previous coursework. Previous coursework from other institutions is not considered in the cumulative grade calculation at the CGCTC.

Transfer between CGCTC programs: Students requesting to transfer between CGCTC programs must make this request within the first week of class. Transferring students must meet all entrance requirements of the new program and are subject to availability and waitlist in the same manner as new applicants.







## **REFUND POLICY** for Healthcare Career and Career Preparation Programs

It is intended that a fair and equitable pro rata refund be made to those students who find it necessary to withdraw or fail to maintain pre-determined requirements and minimum performance standards as stipulated in each program.

The following refund policy has been structured to both support a reasonable and cost-effective tuition base and at the same time render a fair and equitable refund to the student.

### Deposit

- Students are required to make a deposit when registering for classes. If a student withdraws before classes begin, a full refund will be issued minus any expenses incurred by the CTC on the behalf of the student (example: the cost of the required background check if already performed).

### Tuition

- Refunds to a student's account will be granted to students leaving a Career Preparation program with up to 40% of the days remaining in the term. After 60% of the term has elapsed no tuition refunds will be made.

### Books and Fees

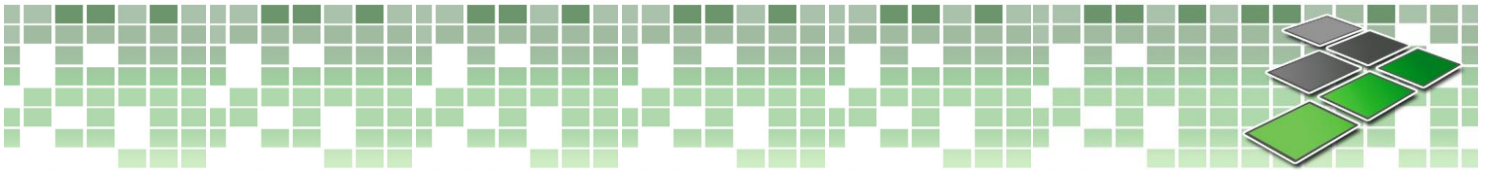
- Where possible, refunds will be made to a student's account for books and fees.

### Tuition Refund Determination

- During the first 60% of a payment period, refunds of tuition will be made to a student's account based simply on the percentage of days completed for that payment period. For example, a student's account will receive a 90% refund of tuition for a payment period in which the student exited from the program after only 10% of the payment period. After 60% of the term has passed, the student will be responsible for all applicable tuition and fees.
- Those students receiving federal and/or state financial assistance should understand that non-completion of a program could result in having received unearned financial aid funds. As a result, the student will be held directly responsible for the repayment of those funds. Unearned funds will be calculated using the pro-rata refund guidelines and policies as set forth by the U.S. Department of Education.







- Refund processing takes up to six (6) weeks
  
- Refunds due shall be applied in the following order:
  1. Direct Student Loan (Title IV)
  2. Pell Grant (Title IV)
  3. A+
  4. Workforce Investment Act (WIA) or other agency
  5. Access Missouri Grant
  6. Private Scholarships
  7. Personal Funds





## **STUDENT GRIEVANCE POLICY:**

### **INSTITUTIONAL PROCESS:**

**Disciplinary Action:** The Program Director (or Program Instructor for programs without a Director), shall recommend disciplinary actions, including but not limited to dismissal from a program, to the school's Assistant Director. The Assistant Director may accept, reject, or modify the recommended disciplinary action.

If a student does not agree with a disciplinary action, including but not limited to dismissal from a program, the student can appeal the decision by submitting a letter to the school's Director. A student has five school days to submit the appeal. Otherwise, the student will be expected to abide by the terms of the disciplinary action.

### **Appeals Process:**

If an appeal is requested, the school's Director will convene the Review Committee, and will act as the chair of the Review Committee. The Review Committee will review all appropriate records pertaining to the disciplinary action and may interview appropriate individuals including but not limited to the student being disciplined.

The Review Committee members will each provide an individual recommendation regarding the appeal to the school's Director. The final decision will be rendered by the school's Director.

The Review Committee will meet within five school days of the receipt of the student's appeal. The final decision will be put in writing and a copy will be mailed to the student, or the student may be notified of the final decision by phone or in person.

**Review Committee:** Members of the committee will include:

- School's Director
- School's Assistant Director (or Director of Student Services)
- The Program Director (or Program Instructor for programs without a Director)
- One additional instructor from the student's Program of Study or Department
- One instructor from outside the student's Program of Study or Department

### **FURTHER COMPLAINT RESOLUTION PROCESS:**

Individuals with a complaint concerning the Cape Girardeau CTC are ask to submit the complaint in writing to the Assistant Director if resolution cannot be achieved with the staff member most directly involved. Face-to-face discussion of the matter or other informal means is the preferred starting point. If resolution is not achieved individuals should follow the listed institutional chain of command (CTC Assistant Director, CTC Director, and CGPS Superintendent). Once all institutional processes are exhausted,





complainants should follow the CBHE (Coordinating Board of Higher Education) Policy on Complaint Resolution found below.

## **CBHE POLICY ON COMPLAINT RESOLUTION**

### **Introduction**

In order for institutions of higher education to participate in the federal student aid programs authorized by Title IV of the Higher Education Act of 1965, an institution must be legally authorized to provide post-secondary educational programs within the state in which it is located. By rule promulgated by the U.S. Department of Education, part of this “state authorization” requirement is that the state must have “a process to review and appropriately act on complaints concerning the institution including enforcing applicable State laws ....” 34 C.F.R. § 600.9(a)(1). For its part, the institution must “provide students or prospective students with information for filing complaints with its accreditor and with its State approval or licensing entity and any other relevant State official or agency that would appropriately handle the student’s complaint.” Id. at §668.43(b).

The Coordinating Board has determined that from the perspective of the institutions and of students and prospective students, it is preferable to have a simplified process with a central clearinghouse for addressing complaints rather than a complex matrix of contact points that might not cover every possible complaint and might also easily become outdated. Therefore, this policy sets out a process by which the Missouri Department of Higher Education will serve as the clearinghouse for complaints concerning colleges and universities authorized to operate in the State of Missouri, acting on those within its purview and forwarding those that are not to other entities for their appropriate action.

### **Complaints Not Covered**

Complaints concerning laws not applicable to a state institution of higher education are not covered by this policy. Complaints of criminal misconduct should be filed directly with local law enforcement authorities. Complaints relating to violations of Federal law should be filed directly with the Federal agency having cognizance over the matter in question (e.g., violations of the Family Educational Rights and Privacy Act with the U.S. Department of Education).

## **EXHAUSTION OF REMEDIES AT THE INSTITUTIONAL LEVEL**

Many issues fall within areas that generally are within the sole purview of an institution and its governing board. Examples include, but may not be limited to, complaints related to student life (such as, student housing, dining facilities, or student activities and organizations) and certain academic affairs (such as the assignment of grades).





Moreover, issues or complaints are generally more speedily and appropriately resolved within the grievance channels available at the institution. Face-to-face discussion of the matter through open door policies or other informal means is the preferred starting point. Should that fail, the complainant should use formal dispute resolution mechanisms provided by the institution. Exhaustion of all informal and formal institutional processes, including both campus processes and any applicable system processes, is a prerequisite to filing any formal complaint with the MDHE pursuant to this policy.

### **Process**

If a mutually agreeable resolution cannot be reached at the institutional level, the student or prospective student may proceed with the MDHE's formal complaint process. The complaint must be submitted in writing, using a complaint form provided by the MDHE. It may be mailed or faxed to the department and should include any other supporting documentation. The MDHE will acknowledge receipt of the complaint, either in writing or by email. Such acknowledgment, however, will not constitute a determination that the complaint addresses a law applicable to the institution or otherwise is a complaint covered by the policy. If there is no indication that institutional remedies have been exhausted, the complaint will be returned for that purpose.

Filing a complaint pursuant to this policy cannot, and does not, extend or satisfy any statutory deadlines that may apply to filing particular complaints with any other state or federal agency having jurisdiction over such matters.

Complaints that fall within the jurisdiction of the CBHE will be investigated and resolved as appropriate by the relevant unit of the MDHE. Complaints that fall within the jurisdiction of another State agency or are within the purview of an institution's accrediting body will be forwarded to that agency for appropriate investigation and resolution. The agency to which the complaint is forwarded will keep the MDHE apprised of on-going status and final disposition of the complaint. All parties to the complaint will be notified of its resolution by mail.

The MDHE will keep a log of all complaints and record the date received, the name of the complainant, the institution against which the complaint is made, a brief description of the complaint, the agency addressing the complaint, and the date and nature of its disposition.

**Note:** Prior to initiating this formal process, complainants must first call the MDHE at 573-526-1577 to indicate their desire to file a complaint. At that time, the MDHE will ascertain whether the issue can be resolved through informal means and also

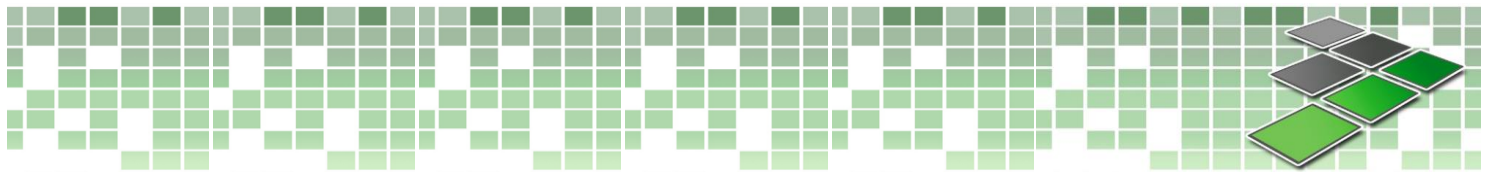




determine whether administrative processes available within the institution of concern have been exhausted. If after that screening the complainant still desires to initiate a formal complaint, the MDHE will send the complainant the form to be filled out and returned for that purpose.

Once all institutional processes are exhausted, complainants may also be forward to the institutional accrediting agency, Commission on Occupational Education. Mail to: 7840 Roswell Road, Building 300, Suite 325, Atlanta, GA 30350. Or by calling: 800-917-2081.





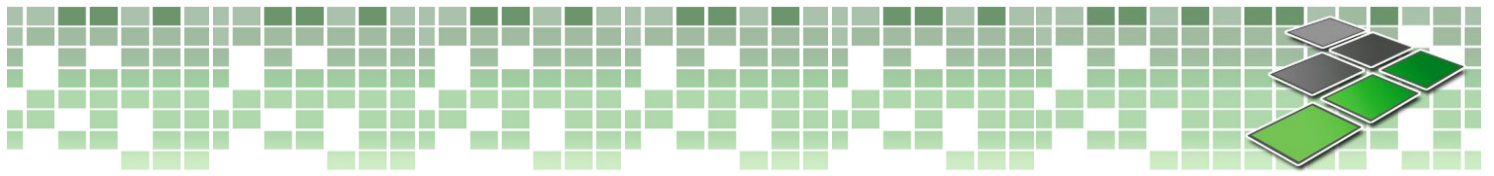
## SERVICE PLAN FOR STUDENTS WITH SPECIAL NEEDS

The Cape Girardeau Career and Technology Center (CTC) will support post-secondary students with special needs according to the following plan:

- Students will self-identify their need for additional assistance due to a disability to the staff at the CTC.
- Student will provide documentation of their disability and accommodations needed. Documentation must be:
  - o An Individualized Education Plan (IEP) not more than one year old from the date of expiration or
  - o An educational evaluation report from a licensed professional not more than three years old including recommendations for modifications appropriate for the identified disability
- The program instructor, Vocational Resource Educator (VRE), and the student will meet to determine the modifications to be made in order to meet the needs of the student based on documentation.\*
- The VRE will implement services as needed.
- Any unresolved issues or concerns should be reported to the Assistant Director of Post-Secondary.
- If issues or concerns are not resolved to the satisfaction of the student, the Director will intervene in the process to find a solution to the issue or concerns.

\*Some licensure tests set guidelines for test administration that do not allow for certain modifications to be administered.





## STUDENT RETENTION PLAN

Purpose – To provide services to help ensure student retention in the program of their choosing.

### Practices to Ensure Retention of Students

- Prerequisites for Allied Health Programs (Practical Nursing, Respiratory Therapy, Physical Therapy Assistant, EMT/Paramedic) including but not limited to: required scores on admission tests (TEAS, etc.), interviews with program committee, references.
- Prerequisites for 9-month technical programs.- prospective students must take the WorkKeys test and receive minimum scores as determined by WorkKeys Profile of each program on the following subtests: Workplace Documents, Applied Math, and Graphic Literacy. Students will interview with instructor(s) of their prospective program(s).
- Attendance Tracking – attendance of students enrolled in allied health programs and 9-month technical programs will be tracked by the Asst. Director of Post-Secondary to monitor student attendance or lack of and counsel when needed.

### Staff Responsible

- Assessment Office – responsible for scheduling and proctoring prerequisite tests for programs.
- Assistant Director of Post-Secondary – responsible for attendance tracking, and conducting exit interviews.
- Program Instructors – responsible for pre-enrollment interviews with prospective students.

### Methods Used to Improve Retention of Students

- Withdrawal paperwork – students who withdrawal from a program will be asked to complete paperwork identifying reasons for withdrawal to allow the CTC to track information.
- Exit interview – students will be interviewed by the Assistant Director of Post-Secondary to document circumstances for withdrawal as follow-up to withdrawal paperwork.





- Instructor Input- instructors of students withdrawing will be contacted for input on student's achievement and any identifiable issues related to student success or lack of success.

#### Measurement of Retention

- Completion Placement Licensure (CPL) Report – data from the CPL report will be used for documentation of student retention.

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#### Data Distribution

- Data gathered from CPL will be shared with the faculty as part of fall all faculty meeting.

#### Plan Effectiveness

- An annual review will be conducted by the CTC Administrative team and CTC instructors during the fall all faculty meeting.

