

Clarion County Career Center

**CTC Plan**

07/01/2016 - 06/30/2019

# CTC Profile

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## Demographics

447 Career Lane  
Shippenville, PA 16254  
(814)226-4391

AYP Status: None  
Executive Director: Aaron Kline

## Planning Process

Planning at Clarion County Career Center is ongoing and stakeholders are engaged in the planning process. Representatives from business/industry, parents, and students, serve on Occupational Advisory Committees, offering expertise and insight to keep our training programs current with industry standards and local needs. These committees meet twice a year. Members of the Joint Operating Committee, the governing board of the Career Center, represent each participating school district and they meet each month. Superintendents from each school district meet monthly bringing multiple perspectives to the planning process. Principals and guidance counselors from the county schools meet quarterly.

Members of the Local Advisory Committee, Perkins Participatory Committee and local Action Teams, represent staff and stakeholders and contribute to the planning process as they review student performance indicators, analyze data, and determine action steps that will contribute to the achievement of Clarion County Career Center's established goals.

## Mission Statement

The mission of the Clarion County Career Center is to provide a superior hands-on, technical education that promotes core academic skills, teamwork and professionalism which empowers our students to become productive members of an ever-changing global economy. Through the expertise and commitment of our staff, the students will be equipped with the tools necessary to develop a strong work ethic fostering leadership and a commitment to personal growth.

## Vision Statement

The vision of the Clarion County Career Center is to provide students with a comprehensive education that includes; technical and academic competency, critical thinking, troubleshooting skills and a commitment to work ethic that are essential for success in the 21st century workplace.

Our vision is to provide high quality career and technical education which is an option for all students. Programs being offered will provide students with training and skills needed for high-priority occupations, which lead to industry standard credentials and life sustaining wages.

Cooperative relationships with local stakeholders and business and industry will help promote the success of our programs and provide employment avenues for our students.

## Shared Values

Our Faculty Believe That:

- Career and technical education is a vital part of the public education system
- Diverse educational opportunities and choices should be accessible to all students
- Career and technical education can be a pathway to prosperity for students
- High standards should be set for all students
- Cooperative community partnerships benefit both the students and our county
- All students are entitled to a safe, appropriate, educational environment and a well-equipped facility
- Provide students with the necessary hands-on training to succeed in a technical career path
- Leave an impression on the students by inspiring and challenging them
- Vocational Education is a critical component in today's society
- Differentiate instruction so as to appeal to all learners thus giving all students equal learning opportunities
- Encourage student responsibility and student accountability through modeling responsible and accountable behavior

- Promoting an environment with life long learning
- Understanding what is expected of them as a student and future employee
- Students of career and technical education should be provided the same opportunities and viewed as equal when compared to the students on an academic/college track
- To reinforce the basic skills so the students are encouraged to build and grow their own interpretation of them in a professionally successful way. Leading them to interpret and diagnose the new fashions according to the individual client need
- To be an example as to what an employer is looking for in an employee in both attitude and ability
- Course completers should have the soft and hard skills necessary to be successful when finding employment in an entry-level position that is in their chosen field of study
- Committed, honest and reliable. Every student needs to know that drugs and alcohol are not acceptable in today's workforce. Zero tolerance is the mantra for business and should be for the Career Center as well
- Committee Member interests of the students should be at the forefront of every decision

## **Educational Community**

Clarion County Career Center is located in Clarion County, a county 609 square miles in size with a population of slightly over 39,000. In Clairon County, nineteen percent of the residents are younger than 18 years of age and 97% of the population is white. The median household income is approximately \$43,000 with 17.3% of the population below the poverty level. Occupational employment is 75% white collar and 25% blue collar. Clarion County has seven school districts and 81.7% of the county residents have earned a high school diploma. College degrees are held by 18.3% of the residents. Clarion County Career Center is situated in the east central part of the county on 25 acres in rural western Pennsylvania. A one-story, 70,000 square foot structure houses laboratories and classrooms for the nine career and technical programs. The Career Center is funded through a consortium of seven county school districts, including AC Valley, Clarion Area, Clarion-Limestone, Keystone, North Clarion, Redbank Valley and Union. The school is fiscally sound and the \$2,388,308 operating budget for 2014-2015 was approved unanimously by the school boards of the seven participating school districts. Approximately 350 students from the seven school districts are enrolled at the Career Center. High school students in 10th, 11th and 12th grade choosing to attend the Career Center participate for one half of the school day in their elected program. The other half of the day students attend their local high schools, where they are enrolled in academic classes.

## Planning Committee

Name	Role
Susan Dietz	Business Representative
Pat Kahle	Business Representative
Aaron Kline	Administrator
Jamie Lefever	Community Representative
Frank Magagnotti	Ed Specialist - Other
<b>Paula Davis</b>	Student Services Director/Specialist
<b>Brent Johnson</b>	Instructor – Automotive
<b>Brent Schlosser</b>	Instructor – Computer Networking
Traci Wildeson	Instructor – Allied Health Science
Wayne Wright	Business Representative
<b>Linda Skelley</b>	Confidential Administrative Assistant
<b>Mary Jude Trice</b>	Business Manager
<b>Lisa Sayers</b>	Instructional Assistant – Cosmetology
<b>LuNeda Troutman</b>	Instructional Assistant - Automotive

# Core Foundations

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## Standards

### *Mapping and Alignment*

<b>Standards</b>	<b>Mapping</b>	<b>Alignment</b>
Arts and Humanities	Non Applicable	Non Applicable
Career Education and Work	Accomplished	Accomplished
Civics and Government	Non Applicable	Non Applicable
PA Core Standards: English Language Arts	Non Applicable	Non Applicable
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Developing	Accomplished
PA Core Standards: Mathematics	Developing	Accomplished
Economics	Non Applicable	Non Applicable
Environment and Ecology	Non Applicable	Non Applicable
Family and Consumer Sciences	Non Applicable	Non Applicable
Geography	Non Applicable	Non Applicable
Health, Safety and Physical Education	Non Applicable	Non Applicable
History	Non Applicable	Non Applicable
Science and Technology and Engineering Education	Developing	Developing

Explanation for standard areas checked "Needs Improvement" or "Non Existent":

Learning Guides have been developed that identify the PA Core Standards, as well as, Career Education and Work Standards for each program at the Clarion County Career Center. PA standards are identified and integrated into the instruction of the career and technical education program.

Clarion County Career Center is not a Comprehensive CTC.

### *Adaptations*

*No standards have been identified for this content area.*

Explanation for any standards checked:

The Clarion County Career Center has not developed, expanded or improved the existing Pennsylvania academic standards in specific content areas.

## Curriculum

### *Planned Instruction*

<b>Curriculum Characteristics</b>	<b>Status</b>
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Developing
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Developing
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Developing
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Developing

Processes used to ensure Accomplishment:

Learning Guides have been developed for each program of study that map out PA Core Standards, Career Education and Work standards, as well as, learning objectives for each planned course of study. Unit/Lesson plans have been developed that also specify the learning objectives, assessment methods and performance measures in each technical program area.

Our teachers use an online lesson plan system that affords them the opportunity to more easily manage and adapt their plans on an ongoing basis. Curriculum development is an ongoing process to meet the diverse needs of business and industry. Areas that are identified as Programs of Study are revised every three years and Occupational Advisory Committees review curriculum yearly, to ensure the curriculum is relevant to prepare students for the 21st century workplace.

Explanation for any standards areas checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

*This narrative is empty.*

### ***Modification and Accommodations***

Explain how planned instruction contains modifications and accommodations that allow all students at all mental and physical ability levels to access and master a rigorous standards aligned curriculum.

Modifications and accommodations are implemented for every student with a mental or physical disability as outlined in the student's Individual Education Plan.

## **Instruction**

### ***Instructional Strategies***

- Formal classroom observations focused on instruction
- Walkthroughs targeted on instruction
- Annual Instructional evaluations

- Peer evaluation/coaching
- Instructional Coaching

#### **Regular Lesson Plan Review**

- Administrators

Provide brief explanation of LEA's process for incorporating selected strategies.

Administration at the Clarion County Career Center deploys formal and informal strategies to ensure instruction aligns to content objectives and classroom instruction is designed to appropriately challenge students in the classroom. These strategies are deployed to ensure our students are given effective instruction during their enrollment. Career and technical education teachers in most cases often move from the workplace into the classroom. The Clarion County Career Center works to ensure exceptional care is taken to guide new teachers in effective instructional practices.

Provide brief explanation for strategies not selected and how the LEA plans to address their incorporation.

The Clarion County Career Center does not have Career Cluster Chairs or Instructional Coaches.

### *Responsiveness to Student Needs*

<b>Instructional Practices</b>	<b>Status</b>
Structured grouping practices are used to meet student needs.	Full Implementation
Flexible instructional time or other schedule-related practices are used to meet student needs.	Full Implementation
Differentiated instruction is used to meet student needs.	Full Implementation
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Not Applicable

If necessary, provide further explanation. (Required explanation if column selected was

Instructors, instructional aides and student service coordinator work collaboratively to ensure success of all students. Through communication and collaboration plans are developed to ensure students struggling in their program are given every opportunity to be successful.

Differentiated instruction, flexible one-on-one instruction and instructional support are given to students, when needs are identified. Career Center staff follows a structure of support to ensure all students are given every opportunity to be successful in their career and technical program.

Clarion County Career Center has no students that are identified as gifted.

### *Recruitment*

**(Comprehensive CTC only)**



Describe the process you implement to recruit and assign the most effective and highly qualified teachers in order to meet the learning needs of students who are below proficiency or are at risk of not graduating.

Clarion County Career Center is not a comprehensive CTC.

Describe the process the CTC implements to recruit and assign the most effective and qualified teachers based on their industry experience.

Clarion County Career Center is not a comprehensive CTC.

## Assessments

### *Local Graduation Requirements*

**(Comprehensive CTC who graduate students only)**

<b>Course Completion</b>	<b>SY 16/17</b>	<b>SY 17/18</b>	<b>SY 18/19</b>
Total Courses			
English			
Mathematics			
Social Studies			
Science			
Physical Education			
Health			
Music, Art, Family & Consumer Sciences, Career and Technical Education			
Electives			
Minimum % Grade Required for Credit (Numerical Answer)			

### *Local Assessments*

**(Comprehensive CTC who graduate students only)**

<b>Standards</b>	<b>WA</b>	<b>TD</b>	<b>NAT</b>	<b>DA</b>	<b>PSW</b>	<b>Other</b>
Arts and Humanities						
Career Education and Work						
Civics and Government						
PA Core Standards: English Language Arts						
PA Core Standards: Literacy in						

History/Social Studies, Science and Technical Subjects						
PA Core Standards: Mathematics						
Economics						
Environment and Ecology						
Family and Consumer Sciences						
Geography						
Health, Safety and Physical Education						
History						
Science and Technology and Engineering Education						

### ***Graduation Requirement Specifics***

#### **(Comprehensive CTC who graduate students only)**

We affirm that our entity requires demonstration of proficiency or above in each of the following State academic standards: English Language Arts and Mathematics, Science and Technology and Environment and Ecology, as determined through any one or a combination of the following: *No graduation requirement specifics have been identified.*

### ***Methods and Measures***

#### **Summative Assessments**

- National Occupational Competency Testing Institute - NOCTI
- Industry Certifications and License
- PDE approved certifications

#### **Benchmark Assessments**

- Pre-NOCTI examinations

#### **Formative Assessments**

- Written work completed by students enrolled in CTE programs
- Locally developed assessments used in CTE programs
- Student demonstrations, performances, products, projects and portfolios

#### **Diagnostic Assessments**

- No means of completing diagnostic assessments have been identified.

### ***Validation of Implemented Assessments***

#### **(Comprehensive CTC only)**

*No validation methods have been identified for this content area.*

Provide brief explanation of your process for reviewing assessments.

The Clarion County Career Center is not a comprehensive CTC

### *Development and Validation of Local Assessments*

If applicable, explain your procedures for developing locally administered assessments and how they are independently and objectively validated every six years.

Not applicable

### *Collection and Dissemination*

Describe your system to collect, analyze and disseminate assessment data efficiently and effectively for use by LEA leaders and instructional teams.

Students enrolled in each of our career and technical education programs complete a NOCTI assessment that is aligned with the program CIP Code and the Pennsylvania Programs of Study task list. Student performance data is available to our instructors in the form of Task Linked Reports. These task-linked reports provide performance data to our staff on the individual student, as well as, the group of students completing the written exam.

#### Task Link Reports

- Indicate the number of items that are being assessed per task on the exam
- Indicate the average correct by group
- Indicate the number of correct answers by each individual student

Instructors will analyze student results on NOCTI pre-tests given to seniors in September. The data gathered from this analysis will provide a clear picture for instructors the areas on the exam which are in need of improvement. Instructors will use this data to drive instruction moving forward in order to improve low performing areas assessed on the NOCTI examination. Instructors have been given professional development on the process of mining the data embedded in the NOCTI task link reports. Information gathered from this data analysis will be used to determine if curriculum needs to be revised or if instructional strategies for targeted areas needs to be modified. This data also provides instructors with the knowledge to identify and target the individual needs of students and to focus on specific content areas of instruction.

Over the course of the next three years, there are plans to refine and improve this process to establish a process where instructors can effectively use data to make instructional decisions and data driven instruction is implemented in all of our CTE programs.

### *Data Informed Instruction*

Describe how information from the assessments is used to assist students who have not demonstrated achievement of the academic standards at a proficient level or higher.

Data mined from the administration of Pre-NOCTI assessments provides our instructors with the information that identifies duties and tasks within the curriculum where students demonstrate competence and areas where they do not meet the goal of 80% average for each area assessed on the exam. This data assists our teachers in determining the effectiveness of their instruction and identifies areas where students have not yet demonstrated competency in the specific task area(s). This data provides instructors with the opportunity to focus instruction on improving the areas where students are deficient.

### ***Assessment Data Uses***

#### **(Comprehensive CTC only)**

*No assessment data uses have been identified for this content area.*

Provide brief explanation of the process for incorporating selected strategies.

Clarion County Career Center is not a Comprehensive CTC.

Provide brief explanation for strategies not selected and how you plan to address their incorporation.

Clarion County Career Center is not a Comprehensive CTC.

### ***Distribution of Summative Assessment Results***

- Individual Meetings
- Website
- Meetings with Community, Families and School Board
- Newsletters
- OAC meetings, Local Advisor Committee meetings, JOC meetings and Professional Advisory Committee meetings

Provide brief explanation of the process for incorporating selected strategies.

*This narrative is empty.*

Provide brief explanation for strategies not selected and how the LEA plans to address their incorporation.

*This narrative is empty.*

## **Safe and Supportive Schools**

### *Programs, Strategies and Actions*

- Biennially Updated and Executed Memorandum of Understanding with Local Law Enforcement
- School-wide Positive Behavioral Programs
- Student Codes of Conduct
- Comprehensive School Safety and Violence Prevention Plans
- Purchase of Security-related Technology
- Student, Staff and Visitor Identification Systems
- Counseling Services Available for all Students
- Internet Web-based System for the Management of Student Discipline
- Coordination of Services with Sending School

Explanation of strategies not selected and how the LEA plans to address their incorporation:

The Clarion County Career Center is a part-time career and technical education facility. We do not duplicate services available to students at our sending districts; rather, we coordinate with sending districts.

### *Identifying and Programming for Gifted Students*

#### **(Comprehensive CTC only)**

1. Describe your entity's process for identifying gifted children.
2. Describe your gifted special education programs offered.

Clarion County Career Center is not a comprehensive CTC

### *Developmental Services*

- Attendance Monitoring
- Bullying Prevention
- Career Awareness
- Career Development/Planning
- Coaching/Mentoring
- Compliance with Health Requirements –i.e., Immunization
- Emergency and Disaster Preparedness
- Guidance Curriculum
- Individual Student Planning
- Orientation/Transition
- Coordination of Services with Sending School

Explanation of developmental services:

The Clarion County Career Center is a part-time career and technical education facility; certain student services are not duplicated in our building, but rather are coordinated with the sending districts.

### *Diagnostic, Intervention and Referral Services*

- Accommodations and Modifications
- Assessment/Progress Monitoring
- Individual Counseling
- Small Group Counseling-Educational planning
- Coordination of Services with Sending School

Explanation of diagnostic, intervention and referral services:

The Clarion County Career Center is a part-time career and technical education facility; certain student services are not duplicated in our building, but rather are coordinated with the sending districts.

### *Consultation and Coordination Services*

- Managing IEP and 504 Plans
- Referral to Community Agencies
- Staff Development
- Coordination of Services with Sending School

Explanation of consultation and coordination services:

The Clarion County Career Center is a part-time career and technical education facility; certain student services are not duplicated in our building, but rather are coordinated with the sending districts.

### *Communication of Educational Opportunities*

- Individual Meetings
- Letters to Parents/Guardians
- Website
- Meetings with Community, Families and Board of Directors
- Mass Phone Calls/Emails/Letters
- Newsletters
- Press Releases
- School Calendar
- Student Handbook
- Coordination of Services with Sending School
- Facebook and Twitter

### *Communication of Student Health Needs*

**(Comprehensive CTC only)**

- Clarion County Career Center is not a comprehensive CTC.

### *Frequency of Communication*

Frequency of communication: **Yearly**

### *Collaboration for Interventions*

Describe the collaboration between classroom teachers and individuals providing interventions regarding differing student needs and academic progress.

Student Service Coordinator, along with our instructional aides and teachers communicate on a weekly basis to review students with specific needs. The team will collaborate and determine a best course of action on how to best meet the needs of the individual students. A leadership team including the Director, Support Teachers, Instructors and Counselors will meet to focus on the differing needs of students. Team members will work together to identify an appropriate intervention whether it is academic, attendance, behavioral, or other issues. Team members will regularly evaluate the results of the intervention to determine future course of actions.

### *Community Coordination*

Describe how you accomplish coordination with community operated before or after school programs and services for all grade levels through grade 12.

1. Child care
2. After school programs
3. Youth workforce development programs
4. Tutoring

The Clarion County Career Center is a part-time CTC. Services available to students at their sending districts are not duplicated, but instead we work cooperatively with the schools.

## **Materials and Resources**

### *Description of Materials and Resources*

<b>Material and Resources Characteristics</b>	<b>Status</b>
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Developing
A robust supply of high quality aligned instructional materials and resources available	Accomplished
Accessibility for students and teachers is effective and efficient	Developing
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Developing

Provide explanation for processes used to ensure Accomplishment.

Curriculum development in career and technical education is an ongoing process. The Occupational Advisory Committees that represent business and industry communicate changes happening in industry that need to be reflected in the training programs. Program instructors use knowledge and skills offered by the Occupational Advisory Committee in order to stay up-to-date in the industries and continue to revise curriculum, unit/lesson plans to ensure instructional content delivered to students, aligns with workforce needs. Equipment, material, training and professional development for instructors are continually evaluated to keep pace with industry needs.

Explanation for any row checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

*This narrative is empty.*

### ***SAS Incorporation***

<b>Standards</b>	<b>Status</b>
Arts and Humanities	Not Applicable
Career Education and Work	Not Applicable
Civics and Government	Not Applicable
PA Core Standards: English Language Arts	Not Applicable
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Not Applicable
PA Core Standards: Mathematics	Not Applicable
Economics	Not Applicable
Environment and Ecology	Not Applicable
Family and Consumer Sciences	Not Applicable
Geography	Not Applicable
Health, Safety and Physical Education	Not Applicable
History	Not Applicable
Science and Technology and Engineering Education	Not Applicable

Further explanation for columns selected "

Academic standards, as they relate to the career and technical education curriculum, are integrated into each. SAS resources are used, as appropriate, to support those standards aligned with the career and technical education curriculum.

### **Professional Education**

#### ***Characteristics***

Which of the following describes your professional education program for classroom teachers, school counselors and education specialists? (Check all that apply)



- Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.
- Increases the educator’s teaching skills based on effective practice research, with attention given to interventions for struggling students.
- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision making.
- Empowers educators to work effectively with parents and community partners.

Which of the following describes your professional education program for administrators and other educators seeking leadership roles? (Check all that apply)

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other, as well as to Pennsylvania’s academic standards.
- Provides leaders with the ability to access and use appropriate data to inform decision making.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
- Instructs the leader in managing resources for effective results.

Provide brief explanation of your process for ensuring these selected characteristics.

Professional education trainings are based on the needs of the educational community with the goal of the training is to increase student achievement. Surveys are conducted among the staff along with an analysis of student achievement data guides the development of the Clarion County Career Centers Professional Education Plan.

Provide brief explanation for strategies not selected and how you plan to address their incorporation.

All strategies incorporated

### ***Educator Discipline Act 126, 71***

Provides educators with mandated reporter training, totaling 3 hours, every 5 years as outlined in Act 126.

*This section was not answered.*

Provides educators with four (4) hours of professional development in youth suicide awareness and prevention every five (5) years for professional educators in grades six through twelve as outlined in Act 71.

*This section was not answered.*

Provides educators with four (4) hours of professional development every five (5) years for professional educators that are teaching the curriculum in which the Child Exploitation Awareness Education program is incorporated as outlined in Act 71.

*This section was not answered.*

### ***Strategies Ensuring Fidelity***

- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target instructional areas that need strengthening.
- Using disaggregated student data to determine educators' learning priorities.
- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target curricular areas that need further alignment.
- Professional Development activities are developed that support implementation of strategies identified in your action plan.
- Clear expectations in terms of teacher practice are identified for staff implementation.
- An implementation evaluation is created, based upon specific expectations related to changes in teacher practice, which is used to validate the overall effectiveness of the professional development initiative.
- The LEA has a systemic process that is used to validate whether or not providers have the capacity to present quality professional development.
- Administrators participate fully in all professional development sessions targeted for their faculties.
- Every Professional development initiative includes components that provide ongoing support to teachers regarding implementation.
- The LEA has an ongoing monitoring system in place (i.e. walkthroughs, classroom observations).
- Professional Education is evaluated to show its impact on teaching practices and student learning.

Provide brief explanation of your process for ensuring these selected characteristics.

Performance indicators and planning goals are reviewed. Instructors are surveyed to identify specific professional education needs. Student performance data, industry credentials and individual program performance data is also reviewed to determine areas where professional education could result in an increase in student achievement. Each instructor starting with the 14-15 school year will develop a professional education portfolio. The portfolio contains student performance data, developed assessments, rubrics and other material used to increase student achievement. The Director will meet with each instructor at the start of the year to review the portfolio, to establish goals, and to identify professional education needs of the instructor. Instructors will maintain records of professional development activities in which they participated and evaluate effectiveness. The Director meets with instructors throughout the year to review student achievement. An end of year meeting will focus on student achievement, the impact of professional development activities on student achievement and improvement goals for the upcoming year. During the next 3 years, this process will be refined with a focus on meeting the needs of the individual instructor so that support can be provided to increase the effectiveness in an identified areas of weakness gathered through the process of formal and informal evaluations.

Provide brief explanation for strategies not selected and how you plan to address their incorporation.

All strategies incorporated

### *Induction Program*

- Inductees will know, understand and implement instructional practices validated by the LEA as known to improve student achievement.
- Inductees will assign challenging work to diverse student populations.
- Inductees will know the basic details and expectations related to LEA-wide initiatives, practices, policies and procedures.
- Inductees will know the basic details and expectations related to school initiatives, practices and procedures.
- Inductees will be able to access state curriculum frameworks and focus lesson design on leading students to mastery of all state academic standards, assessment anchors and eligible content (where appropriate) identified in the LEA's curricula.
- Inductees will effectively navigate the Standards Aligned System website.
- Inductees will know and apply LEA endorsed classroom management strategies.
- Inductees will know and utilize school/LEA resources that are available to assist students in crisis.
- Inductees will take advantage of opportunities to engage personally with other members of the faculty in order to develop a sense of collegiality and camaraderie.
- Inductees will know about the technology resources available to them to increase student achievement

Provide brief explanation of your process for ensuring these selected characteristics.

A qualified mentor instructor will guide the inductee throughout the induction process. The induction manual, which includes the identified characteristics, is followed to ensure all aspects of the induction process are complete. The induction manual is reviewed by inductee and the mentor teacher at the conclusion of the process in order to identify areas of improvement.

Provide brief explanation for strategies not selected and how you plan to address their incorporation.

All strategies are incorporated into the plan.

### *Needs of Inductees*

- Frequent observations of inductee instructional practice by a coach or mentor to identify needs.
- Frequent observations of inductee instructional practice by supervisor to identify needs.
- Regular meetings with mentors or coaches to reflect upon instructional practice to identify needs.
- Student PSSA data.
- Standardized student assessment data other than the PSSA.
- Classroom assessment data (Formative & Summative).
- Inductee survey (local, intermediate units and national level).
- Review of inductee lesson plans.
- Review of written reports summarizing instructional activity.
- Submission of inductee portfolio.
- Knowledge of successful research-based instructional models.
- Information collected from previous induction programs (e.g., program evaluations and second-year teacher interviews).

Provide brief explanation of your process for ensuring these selected characteristics.

The Clarion County Career Center uses a comprehensive induction manual during the induction process, as well as, continually assessing the needs of new teachers. Informal and formal observations of the inductee are conducted by the Director and mentor teacher. Mentors guide the inductees through the induction process and assist in the transition into the classroom. The Director regularly meets with the inductee throughout the year. The Director and inductee will meet at the end of the induction process to review the induction manual, review student performance data and to establish goals for the next year.

Provide brief explanation for strategies not selected and you plan to address their incorporation.

All strategies incorporated.

### ***Mentor Characteristics***

- Pool of possible mentors is comprised of teachers with outstanding work performance.
- Potential mentors have similar certifications and assignments.
- Potential mentors must model continuous learning and reflection.

- Potential mentors must have knowledge of LEA policies, procedures and resources.
- Potential mentors must have demonstrated ability to work effectively with students and other adults.
- Potential mentors must be willing to accept additional responsibility.
- Mentors must complete mentor training or have previous related experience (e.g., purpose of induction program and role of mentor, communication and listening skills, coaching and conferencing skills, problem-solving skills and knowledge of adult learning and development).
- Mentors and inductees must have compatible schedules so that they can meet regularly.

Provide brief explanation of your process for ensuring these selected characteristics.

The mentoring process for new teachers is an extremely important role for an educator. Mentors are selected for those teachers who are tenured, demonstrate outstanding work performance, demonstrate a thorough understanding of career and technical education and demonstrate knowledge of Clarion County Career Center operating policies and procedures. It is essential that mentors demonstrate a positive attitude, a commitment to teaching and student achievement and the responsibility to take on additional assignments.

Provide brief explanation for characteristics not selected and how you plan to address their incorporation.

*This narrative is empty.*

### ***Induction Program Timeline***

<b>Topics</b>	<b>Aug-Sep</b>	<b>Oct-Nov</b>	<b>Dec-Jan</b>	<b>Feb-Mar</b>	<b>Apr-May</b>	<b>Jun-Jul</b>
Code of Professional Practice and Conduct for Educators	X					
Assessments		X		X	X	
Best Instructional Practices	X		X			
Safe and Supportive Schools	X		X			
Standards	X			X		
Curriculum	X	X			X	
Instruction	X	X			X	
Accommodations and Adaptations for diverse learners	X		X		X	
Data informed decision making		X	X		X	
Materials and Resources for Instruction	X	X			X	

If necessary, provide further explanation.

*This narrative is empty.*

### ***Monitoring Evaluating and Induction Program***

Identify the procedures for monitoring and evaluating the Induction program.

The induction program is monitored by the Director and mentor teacher. Mentors monitor and document the process and progress for the inductee to ensure all content included in the induction manual is covered. The Director in collaboration with the mentor teacher is responsible for ensuring the inductee has been provided the skills to become an effective teacher in order to ensure student success and achievement.

### *Recording Process*

Identify the recording process for inductee participation and program completion. (Check all that apply)

- Mentor documents his/her inductee's involvement in the program.
- A designated administrator receives, evaluates and archives all mentor records.
- School/LEA maintains accurate records of program completion and provide a certificate or statement of completion to each inductee who has completed the program.
- LEA administrator receives, tallies, and archives all LEA mentor records.
- Completion is verified by the LEA Chief Executive Officer on the Application for Level 2 Certification.

# Assurances

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## Safe and Supportive Schools

The LEA has verified the following Assurances:

- Implementation of a comprehensive and integrated K-12 program of student services based on the needs of its students. (in compliance with [§ 12.41\(a\)](#))
- Free Education and Attendance (in compliance with [§ 12.1](#))
- School Rules (in compliance with [§ 12.3](#))
- Collection, maintenance and dissemination of student records (in compliance [§ 12.31\(a\)](#) and [§ 12.32](#))
- Discrimination (in compliance with [§ 12.4](#))
- Corporal Punishment (in compliance with [§ 12.5](#))
- Exclusion from School, Classes, Hearings (in compliance with [§ 12.6](#), [§ 12.7](#), [§ 12.8](#))
- Freedom of Expression (in compliance with [§ 12.9](#))
- Flag Salute and Pledge of Allegiance (in compliance with [§ 12.10](#))
- Hair and Dress (in compliance with [§ 12.11](#))
- Confidential Communications (in compliance with [§ 12.12](#))
- Searches (in compliance with [§ 12.14](#))
- Emergency Care and Administration of Medication and Treatment (in compliance with [35 P.S. § 780-101—780-144](#))
- Parents or guardians are informed regarding individual survey student assessments and provided a process for refusal to participate (consistent with [§ 445 of the General Education Provisions Act \(20 U.S.C.A. § 1232h\)](#) and in compliance with [§ 12.41\(d\)](#))
- Persons delivering student services shall be specifically licensed or certified as required by statute or regulation (in compliance with [§ 12.41\(e\)](#))
- Development and Implementation of Local Wellness Program (in compliance with [Public Law 108-265, Section 204](#))
- Early Intervention Services System Act (if applicable) ([11 P.S. § 875-101—875-503](#))

- Establishment and Implementation of Student Assistance Programs at all of levels of the school system (in compliance with [24 PS § 15-1547](#))
- Acceptable Use Policy for Technology Resources
- Providing career information and assessments so that students and parents or guardians might become aware of the world of work and career options available.



# Needs Assessment

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## CTC Accomplishments

### Accomplishment #1:

At the end of the 13-14 school year, ninety percent (90%) of our students taking the NOCTI end of program assessment scored competent or advanced. This score reflects an increase of seven percentage points from the 12-13 school year, where eighty-three percent (83%) of our students scored advanced or proficient.

### Accomplishment #2:

At the end of the 13-14 school year, seventy-seven percent (77%) of our students taking the NOCTI end of program assessment earned the PA Skills Certificate. This reflects an increase of four percentage points from the 12-13 school year, where seventy-three percent (73%) of our students earned the PA Skills Certificate.

### Accomplishment #3:

Perkins consortium performance levels for the 13-14 school year for NOCTI-Skills Certificate attainment indicate that Clarion County Career Center students exceeded the state expectation.

### Accomplishment #4:

Perkins consortium performance levels for the 13-14 school year for the Keystone Exam in Literature indicate that Clarion County Career Center students exceeded the state expectation.

### Accomplishment #5:

Perkins consortium performance levels for the 13-14 school year for Keystone Exam in Algebra indicate that Clarion County Career Center students exceeded the state expectation.

### Accomplishment #6:

The 2013-2014 attendance rate is 95%. In the past three years the Clarion County Career Center has maintained an average attendance rate of 95%.

### Accomplishment #7:

The Clarion County Career Center's October 1, 2014 enrollment report showed the highest enrollment (337 students) than we have had in the last six years.

### Accomplishment #8:

Needs assessment data indicated a need for more technology tools and applications to be integrated into our CTE programs. We have been able to leverage funds from Perkins Grant to equip our programs with industry related tools and technology.

## CTC Concerns

### Concern #1:

In 2013-2014 our NOCTI results show 90% of our students achieved competent or advanced, only 24% of the students scored 80% or higher on the written exam.

### Concern #2:

Perkins consortium performance levels for the 13-14 school year for Keystone Exam in Algebra indicate that Clarion County Career Center students exceeded the state expectation, but is still only 42%.

### Concern #3:

Perkins consortium performance levels for the 13-14 school year for Job placement, post-secondary and military enrollment indicate that Clarion County Career Center does not meet the state expectation.

### Concern #4:

Perkins consortium performance levels for the 13-14 school year for non-traditional participation indicate that the Clarion County Career Center does not meet state expectations. State expectation is almost 17.55% non-traditional participation in CTE programs, the Career Center has almost 9.85% non-traditional (gender dominated) participation.

### Concern #5:

Perkins consortium performance levels for the 13-14 school year for non-traditional completion indicate that the Clarion County Career Center does not meet state expectations. State expectation is almost 12.60% non-traditional completion of a CTE program. The Career Center has almost 10.67% non-traditional (gender dominated) completion rate.

## Prioritized Systemic Challenges

**Systemic Challenge #1** (*Guiding Question #2*) Establish a system within the school that fully ensures the consistent implementation of effective instructional practices across all classrooms.

### Aligned Concerns:

In 2013-2014 our NOCTI results show 90% of our students achieved competent or advanced, only 24% of the students scored 80% or higher on the written exam.

**Systemic Challenge #2** (*Guiding Question #6*) Establish a system within the school that fully ensures barriers to student learning are addressed in order to increase student achievement, completion rates and/or graduation rates.

**Aligned Concerns:**

Perkins consortium performance levels for the 13-14 school year for Job placement, post-secondary and military enrollment indicate that Clarion County Career Center does not meet the state expectation.

Perkins consortium performance levels for the 13-14 school year for non-traditional participation indicate that the Clarion County Career Center does not meet state expectations. State expectation is almost 17.55% non-traditional participation in CTE programs, the Career Center has almost 9.85% non-traditional (gender dominated) participation.

Perkins consortium performance levels for the 13-14 school year for non-traditional completion indicate that the Clarion County Career Center does not meet state expectations. State expectation is almost 12.60% non-traditional completion of a CTE program. The Career Center has almost 10.67% non-traditional (gender dominated) completion rate.

**Systemic Challenge #3** (*Guiding Question #5*) Establish a system within the school that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs at no cost to a parent and includes procedures for monitoring effectiveness.

**Aligned Concerns:**

Perkins consortium performance levels for the 13-14 school year for Keystone Exam in Algebra indicate that Clarion County Career Center students exceeded the state expectation, but is still only 42%.

**Systemic Challenge #4** (*Guiding Question #1*) Establish a system within the school that fully ensures consistent implementation of academic standards-aligned curricula across all classrooms for all students.

**Aligned Concerns:**

Perkins consortium performance levels for the 13-14 school year for Keystone Exam in Algebra indicate that Clarion County Career Center students exceeded the state expectation, but is still only 42%.

**Systemic Challenge #5** (*Guiding Question #3*) Establish a system within the school that fully ensures school staff members use academic standards-aligned assessments to monitor student achievement and adjust instructional practices across all classrooms.

**Aligned Concerns:**

In 2013-2014 our NOCTI results show 90% of our students achieved competent or advanced, only 24% of the students scored 80% or higher on the written exam.

# CTC Level Plan

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## Action Plans

**Goal #1:** Improve upon the technical skills attained by students enrolled in career and technical education programs at the Clarion County Career Center

### Related Challenges:

- Establish a system within the school that fully ensures barriers to student learning are addressed in order to increase student achievement, completion rates and/or graduation rates.
- Establish a system within the school that fully ensures the consistent implementation of effective instructional practices across all classrooms.
- Establish a system within the school that fully ensures school staff members use academic standards-aligned assessments to monitor student achievement and adjust instructional practices across all classrooms.

### Indicators of Effectiveness:

Type: Annual

Data Source: NOCTI assessment results

Specific Targets: The number of students completing the NOCTI end of program assessment scoring 80% or higher will increase from 24% to 29%.

Type: Annual

Data Source: NOCTI assessment results

Specific Targets: The percentage of completers taking the NOCTI end of program assessment and achieving the PA Skill Certificate will increase from 88% to 93%.

### Strategies:

## *Instructional Coaching*

**Description:** The purpose of Instructional Coaching is to bring evidence-based practices into classrooms by working with teachers and other school leaders. The Pennsylvania Institute for Instructional Coaching focuses on evidence-based literacy strategies and claims instructional coaching has a positive impact upon student achievement. (Source: <http://piic.pacoaching.org/index.php/piic-coaching/what-is-an-instructional-coach> ) WWC has identified at least one instructional coaching model that has a positive impact on achievement at the secondary level. )Source: [http://ies.ed.gov/ncee/wwc/pdf/quick\\_reviews/myteachingpartner\\_022212.pdf](http://ies.ed.gov/ncee/wwc/pdf/quick_reviews/myteachingpartner_022212.pdf) )

**SAS Alignment:** Instruction

### ***Implementation Steps:***

#### *Establish a system to guide and analyze student performance data*

**Description:**

Written procedures will be developed and implemented that will guide instructors on how to analyze performance data. These procedures will also be used to guide instructors on how to use data analysis in order to increase student achievement.

**Start Date:** 8/24/2016      **End Date:** 5/30/2017

**Program Area(s):** Professional Education

**Supported Strategies:** None selected

#### *Embedded Coaching and Assessment*

**Description:**

Embedded coaching services along with assessment strategy development will be provided to instructors to implement and develop literacy based instruction and a variety of formative assessment strategies. This coaching will assist staff members with developing effective lesson plans, assessment techniques and instructional strategies. Coaches will observe and critique each teacher as they use researched based strategies in the classroom. Coaches will then follow up with each instructor to discuss strengths and weaknesses of lesson delivery.

**Start Date:** 9/14/2016      **End Date:** 5/30/2017

**Program Area(s):** Professional Education, Teacher Induction

**Supported Strategies:** None selected

*Establish a benchmark system of assessment*

**Description:**

Instructors in each program will review benchmark assessment data to monitor the progress of students throughout the year against established performance indicators and measures.

**Start Date:** 9/14/2016      **End Date:** 5/30/2017

**Program Area(s):** Professional Education, Student Services

**Supported Strategies:** None selected

**Goal #2:** Identify and promote (STEM) Science, Technology, Engineering and Math concepts embedded into our programs curriculum. Develop and implement STEM related lessons and projects designed in improve and impact student achievement in their chosen technical field.

**Related Challenges:**

- Establish a system within the school that fully ensures barriers to student learning are addressed in order to increase student achievement, completion rates and/or graduation rates.

**Indicators of Effectiveness:**

Type: Annual

Data Source: NOCTI Scores

Specific Targets: Increases in NOCTI written and performance scores.

**Strategies:**

*Career Pathways*

**Description:** One of the characteristics of Career Pathways is the concept of learning in the context of careers; it was shown that students engaged in Career Pathways where math as taught in the context of career area learning did significantly better in math than did students not in career pathways.

(Source:

[http://review.mprinc.com/connected\\_beta/downloads/MathLearningPilotStudy.pdf](http://review.mprinc.com/connected_beta/downloads/MathLearningPilotStudy.pdf) ) Career Pathways: education with a purpose provides strong support

for Career Pathways but the support is inferential and not empirical. (Source: <https://www.cord.org/uploadedfiles/CareerPathwaysExcerpt.pdf> )

**SAS Alignment:** Standards

### ***Implementation Steps:***

#### *Identify STEM Concepts*

**Description:**

Instructors will be given professional development in identifying Science, Technology, Engineering and Math concepts. This professional development will give them the skills they need to be able to identify STEM concepts naturally embedded into their technical curriculum.

**Start Date:** 8/22/2016    **End Date:** 9/9/2016

**Program Area(s):** Professional Education

**Supported Strategies:** None selected

#### *Identifying STEM In Program Of Study*

**Description:**

Career Center instructors will work to identify the Science, Technology, Engineering and Math concepts embedded in their Program of Study Task List/Curriculum.

**Start Date:** 8/24/2016    **End Date:** 5/30/2017

**Program Area(s):** Professional Education, Student Services, Educational Technology

**Supported Strategies:** None selected

#### *Embedded STEM*



**Description:**

Instructors will work to identify hands on skills and projects in their program that have Science, Technology, Engineering and Math embedded into those skills.

**Start Date:** 9/5/2016    **End Date:** 5/30/2017

**Program Area(s):** Student Services

**Supported Strategies:** None selected

*Develop new STEM Offerings***Description:**

Instructors will work to develop new STEM related lessons and hands on projects based on current academic standards.

**Start Date:** 8/24/2016    **End Date:** 5/30/2017

**Program Area(s):** Professional Education

**Supported Strategies:** None selected

*Implement STEM Concepts***Description:**

Instructors will begin to implement the new STEM lessons and projects into their technical curriculum.

**Start Date:** 9/4/2017    **End Date:** 5/30/2018

**Program Area(s):** Professional Education, Student Services, Educational Technology

**Supported Strategies:** None selected

*Connect STEM Concepts to Career Pathways***Description:**

Instructors, administration and guidance will work to make a connection the a diverse set of STEM related Career Pathways available to students based on the highly technical program of study they are enrolled and completing.

**Start Date:** 8/28/2017    **End Date:** 5/30/2018

**Program Area(s):** Student Services

**Supported Strategies:** None selected

**Goal #3:** Establish a connection between local business and industry leaders to develop a First In Line Policy to provide our students an avenue to employment upon successful completion of their training program.

**Related Challenges:**

- Establish a system within the school that fully ensures barriers to student learning are addressed in order to increase student achievement, completion rates and/or graduation rates.

**Indicators of Effectiveness:**

Type: Annual

Data Source: CTE Student follow up survey and locally developed survies to gather employment data of our graduates.

Specific Targets: Year 1 - 35% and 45% of our graduates will find employment in their chosen field of study

Year 2 - Increase of 10% from year 1

Year 3 and beyond - Data reflects positive growth, indicating this program is providing an avenue for our students to find employment in their chosen field of study.

**Strategies:**

*Career Pathways*

**Description:** One of the characteristics of Career Pathways is the concept of learning in the context of careers; it was shown that students engaged in

Career Pathways where math as taught in the context of career area learning did significantly better in math than did students not in career pathways.

(Source:

[http://review.mprinc.com/connected\\_beta/downloads/MathLearningPilotStudy.pdf](http://review.mprinc.com/connected_beta/downloads/MathLearningPilotStudy.pdf) ) Career Pathways: education with a purpose provides strong support

for Career Pathways but the support is inferential and not empirical. (Source: <https://www.cord.org/uploadedfiles/CareerPathwaysExcerpt.pdf> )

**SAS Alignment:** Standards

### *Dropout Prevention Expansion*

**Description:** WWC identifies 6 dropout prevention strategies for which empirical evidence exists that indicates the strategies reduce dropout rates.

(Source: [http://ies.ed.gov/ncee/wwc/pdf/practice\\_guides/dp\\_pg\\_090308.pdf](http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dp_pg_090308.pdf)

) The National Dropout Prevention Center/Network provides a list with resources for 15 strategies the organization claims to be “effective” and “have the most positive impact on the dropout rate.,” the Mid-Atlantic REL provides additional support for Dropout Prevention. (Sources:

<http://www.dropoutprevention.org/effective-strategies> and

[http://ies.ed.gov/ncee/edlabs/regions/midatlantic/pdf/REL\\_2011103.pdf](http://ies.ed.gov/ncee/edlabs/regions/midatlantic/pdf/REL_2011103.pdf) )

**SAS Alignment:** Safe and Supportive Schools

### *Implementation Steps:*

#### *Connecting Community Leaders*

**Description:**

The Clarion County Career Center will establish a connection with the county wide chambers of commerce along with Clarion County Economic Development Corporation leaders to identify local business and industry eager to participate in developing the "First In Line Policy".

**Start Date:** 1/25/2016    **End Date:** 4/30/2016

**Program Area(s):**

**Supported Strategies:** None selected

#### *Connect with Local Business and Industry Leaders*

**Description:**

Data gathered from local community leaders will provide the Career Center with the appropriate information to complete the following:

- Build a list of local business and industry
- Set and invite local business and industry to meetings
- Discuss the goals of the "First In Line Policy"

**Start Date:** 10/3/2016    **End Date:** 11/16/2016

**Program Area(s):**

**Supported Strategies:** None selected

### *Develop "First In Line Policy"*

**Description:**

Develop and establish the guidelines, policy and methods to implement the "First In Line Policy"

**First In Line Policy** - The goal of this policy is to connect our students to local business and industry employment opportunities. The local business and industry representatives participating in this program will agree to interview graduates of our technical programs for openings in their organization, prior to interviewing candidates from the general public.

**Start Date:** 11/21/2016    **End Date:** 3/17/2017

**Program Area(s):** Student Services

**Supported Strategies:** None selected

### *Organize and Develop Communication Portal*

**Description:**

The goal of this strategy would be to:

- Educate local business and industry on the curriculum and certifications of our technical programs
- Develop a communications system between the Career Center and local business and industry that identifies employment opportunities available in their organization.

- Develop a means of communicating these employment opportunities to Career Center students.

**Start Date:** 3/20/2017    **End Date:** 8/25/2017

**Program Area(s):** Student Services, Educational Technology

**Supported Strategies:** None selected

### *Communicate "First In Line Policy"*

**Description:**

The goal of this strategy would be to communicate the policy to:

- Stakeholders
- Parents
- Students
- Media
- Advisory Committees

**Start Date:** 9/1/2017    **End Date:** 5/30/2018

**Program Area(s):** Student Services

**Supported Strategies:** None selected

### *Connect Students to Employment*

**Description:**

The goal of this strategy would be to successfully connect Career Center students to employment opportunities in our local region.

**Start Date:** 9/4/2017    **End Date:** 5/30/2018

**Program Area(s):** Student Services

**Supported Strategies:** None selected

**Goal #4:** Develop agreements with post-secondary institutions to provide dual-enrollment/articulation credits for students who successfully complete a Career Center technical program of study.

**Related Challenges:**

- Establish a system within the school that fully ensures barriers to student learning are addressed in order to increase student achievement, completion rates and/or graduation rates.
- Establish a system within the school that fully ensures the consistent implementation of effective instructional practices across all classrooms.
- Establish a system within the school that fully ensures consistent implementation of academic standards-aligned curricula across all classrooms for all students.

**Indicators of Effectiveness:**

Type: Annual

Data Source: Data gathered from survey of students who take advantage of the dual-enrollment credits afforded to them.

Specific Targets: 35-45% of our graduating students pursue post-secondary training, taking advantage of dual-enrollment credits.

***Strategies:***

***Dual Enrollment Opportunities***

**Description:** Postsecondary Achievement of Participants in Dual Enrollment: An analysis of student outcomes in two States from the National Research Center for CTE at the University of Minnesota, reports that dual enrollment was positively related to the likelihood of earning a HS diploma, the likelihood of persisting to a second semester of college, and a statistically significant higher GPA one year after HS Graduation.

**SAS Alignment:** Safe and Supportive Schools

***Implementation Steps:***

***Secondary-Postsecondary Partnership Development***

**Description:**

Partnership is a necessary component of any effort involving two systems that are working together to develop processes and protocols that smooth the transition between the two. Partners often include those working with each organization and those external to the organization who can support the program's efforts. Dual enrollment is an opportunity to address academic achievement gaps and issues of equity and diversity for all involved.

Collaborative partnerships between the Clarion County Career Center and the participating post-secondary institutions will be supported by a Memorandum of Understanding (MOU) that is flexible enough to meet the needs of the student community being served and underscores key details such as course alignment, program of study, hands on skills and industry certifications.

**Start Date:** 6/4/2018    **End Date:** 9/28/2018

**Program Area(s):** Student Services

**Supported Strategies:** None selected

### *Student Recruitment and Selection*

**Description:**

Identify students who may be struggling academically or who are historically underrepresented on college campuses. Outreach to them to inform them about the advantages and opportunities afforded by dual enrollment, incorporate strategies where peers serve as recruiters and provide information to counselors at sending schools and non-profits serving target populations about the programs and selection requirements.

A variety of approaches to recruit and reach out to students, including open houses for potential students and their parents and caregivers held on the school campus; advertising on relevant websites, social media, and in various other media; performing outreach to administrators and counselors at sending schools; and presenting to non-profit partners that serve the target population.

**Start Date:** 10/1/2018    **End Date:** 3/4/2019

**Program Area(s):** Student Services

**Supported Strategies:** None selected

### *Support Services*

**Description:**

Dual enrollment provides an opportunity for students to “try out” college and learn the benefits of postsecondary credentials and degrees while gaining confidence and knowledge needed to successfully master college work and understand its connection to helping them realize their long-term life goals.

**Support Service Strategies**

- Orientation - Community building activities prior to the start of classes to promote supportive relationships between new and continuing students, staff, and instructors. Focus informing students about program expectations, requirements and structure, approaches, and strategies.
- Academic Advisement - Course scheduling and educational planning that are linked to students’ interests and long-term career and/or education goals and involve connecting students to needed and available tutoring and other forms of academic support.
- Personal Counseling - Advisement and guidance that helps students address non-academic challenges that could interfere with their ability to focus on their academic pursuits.
- Student Success Course - Courses specifically designed to help students learn how to navigate college, hone study skills, manage their time, access available academic and financial resources, and explore career and educational options.
- Early Warning System - Process and system to monitor students’ behavior (e.g., absences, tardiness, classroom behavior) and academic progress and provide additional personal and/or academic support and remediation throughout the term at points when students are struggling and not on track to complete courses successfully.

**Start Date:** 3/11/2019      **End Date:** 6/28/2019

**Program Area(s):** Student Services

**Supported Strategies:** None selected

**Goal #5:** Establish a new career and technical education training program at the Clarion County Career Center. This program would be developed based on sound data analysis that would include: 1. Local employment opportunities 2. Statewide employment opportunities 3. Student interest 4. Post-Secondary opportunities 5. High demand - High wage earning opportunities.



**Related Challenges:**

- Establish a system within the school that fully ensures barriers to student learning are addressed in order to increase student achievement, completion rates and/or graduation rates.

**Indicators of Effectiveness:**

Type: Interim

Data Source: Labor and industry data, PA workforce development data and local workforce needs

Specific Targets: Clarion County students grades 10-12

***Strategies:******Program Development*****Description:**

The Clarion County Career Center will follow the approved program of study development and implementation as outline on the Career and Technical Education Information System. A new program of study offering at the Clarion County Career Center would be created based on industry need that best serves Clarion County and its student population.

**SAS Alignment:** None selected

***Implementation Steps:******Market Analysis*****Description:**

A data study of local and state wide employment opportunities and post-secondary opportunities will help to provide the Career Center with data needed to make a sound decision on a specific program of study to develop.

**Start Date:** 1/9/2017      **End Date:** 3/1/2017

**Program Area(s):** Student Services

**Supported Strategies:** None selected

### *Needs Assessment*

**Description:**

Data will be gathered from students and local business and industry to indicate programs of study they would like to see offered at the Clarion County Career Center.

**Start Date:** 10/1/2015    **End Date:** 10/30/2017

**Program Area(s):** Student Services

**Supported Strategies:** None selected

### *SWOT Analysis*

**Description:**

Strengths, Weakness, Opportunities and Threats to the development and implementation of a new training program being offered at the Clarion County Career Center.

**Start Date:** 11/6/2017    **End Date:** 12/18/2017

**Program Area(s):** Student Services

**Supported Strategies:** None selected

### *Program Implementation Steps*

**Description:**

1. Obtain Professional Advisory Committee Support - January 2018
2. Obtain Educational Planning Committee Approval - January 2018
3. Obtain JOC Approval - January 2018
4. Develop and deploy public relations material to sending districts and potential students - March 2018-October 2018
5. Allocate appropriate funding in the 2019-2020 budget - Spring 2019
6. Assemble Occupational Advisory Committee - February - March 2019
7. Begin recruitment process for new program instructor - April 2019
8. Employ instructor - May/June 2019
9. Program first year with students - Fall of 2019

**Start Date:** 1/8/2018    **End Date:** 9/2/2019

**Program Area(s):** Student Services

**Supported Strategies:** None selected