NORTHERN TIER CAREER CENTER

120 Career Center

Comprehensive Plan | 2023 - 2026

MISSION STATEMENT

Educating today for tomorrow's workforce

VISION STATEMENT

The Northern Tier Career Center strives to promote excellence in career and technical education for tomorrow's workforce. Our vision of providing opportunities which align with each student's individual career goals, interests, and aptitudes will ensure a broad educational foundation as well as personal success of our students. Values Statements: • Career and technical education is an integral part of the Bradford and Sullivan counties' economic and workforce development. • Career and technical education is an integral part of the public education system serving secondary students as well as adults. • Career and technical education must serve the needs of business and industry by delivering programs which meet local and national skill standards and offer recognized credentials. • All citizens have the right to quality, affordable, and accessible career and technical education.

EDUCATIONAL VALUE STATEMENTS

STUDENTS

Prospective students gain awareness of the opportunities available at NTCC, which assists them in making decisions that will further their chosen career pathway Students actively participate in the pursuit of their chosen career pathway by taking advantage of opportunities presented, developing goals and abilities, and self-advocating toward future plans Students represent NTCC and their respective Programs of Study as mentors, tour guides, presenters, and shadowing leaders to prospective students and visitors Students assist in sharing the message within their schools and communities that CTE is an invaluable BOTH/AND option to develop knowledge AND technical skills and become competitive in the workforce of the future

STAFF

Educators gain awareness of the opportunities available at NTCC, which assists them in advising and supporting decisions that will further their students' chosen career pathways Educators advocate for students' opportunities for success by developing an awareness of career standards and the benefits of CTE at NTCC Educators collaborate with Occupational Advisory Committees to seek opportunities that promote students' college readiness and progress along career pathways Educators assist in sharing the message within their schools and communities that CTE is an invaluable BOTH/AND option to develop knowledge AND technical skills and become competitive in the workforce of the future

ADMINISTRATION

Administration actively participates in building relationships, establishing partnerships, and seeking input from local business and industry in order to develop new and continuously improve current CTE programs and promote their alignment to labor market needs. Administration collaborates with participating district administrators, workforce development board, local business and industry to provide seamless educational opportunities for Bradford and Sullivan County students that are aligned to high priority, in demand occupations. Administration supervises and evaluates the development and delivery of curriculum to promote student success on nationally recognized skills assessments and earning of industry recognized credentials. Administration promotes opportunities available at the Center (college credits, industry

recognized credentials, CTSOs) to all prospective students and act in a fiscally responsible manner to maintain affordable programming.

PARENTS

Parents gain awareness of the opportunities available at NTCC, which assists them in making decisions that will further their child's chosen career pathway Parents actively participate in the education of and provide support to students in the pursuit of their chosen career pathways Parents advocate for opportunities for their students at NTCC and high schools Parents assist in sharing the message within their schools and communities that CTE is an invaluable BOTH/AND option to develop knowledge AND technical skills and become competitive in the workforce of the future

COMMUNITY

As partners with NTCC, businesses and communities gain awareness of the opportunities available at NTCC and through the opportunity to provide input into the education and preparation students receive, contributing to the development of their own future workforce and economic development As invaluable partners in CTE, business and community leaders open doors for students to be successful as they transition into the workforce or post-secondary education Business and community leaders advocate for the future workforce by partnering with NTCC to provide student opportunities such as facility tours, job shadowing, cooperative education placements, and apprenticeships

OTHER (OPTIONAL)

Postsecondary partners gain awareness of the opportunities available at NTCC and through the opportunity to provide input into the education and preparation students receive, contributing to the development of their own future students and workforce Postsecondary partners provide NTCC students with information regarding the many options available following high school by participating in the Postsecondary Opportunities Fair, representative visits to NTCC, and student visits to postsecondary institutions and industry Postsecondary partners collaborate with NTCC to provide opportunities to students such as dual enrollment courses, SOAR credits, 1:1articulation agreements, credit waivers, fee waivers, and early admission

STEERING COMMITTEE

Name	Position	Building/Group
Gary Martell	Administrator	Northern Tler Career Center
Jennifer Farley	Administrator	Northern Tler Career Center
Gyla Hoose	Parent	NTCC
Craig Stage	Administrator	Athens Area SD-Superintendent
Christina Warren	Teacher	NTCC-Student Facilitator
Margret Johnson	Administrator	Practical Nursing Director
Rebecca Bellows	Staff Member	NTCC Instructor
Rich Decatur	Staff Member	NTCC Instructor
William Dewald	Other	IU 17 Technology Specialist
Clara Hoose	Student	Troy Area School District
Amanda Connell	Parent	NTCC
Jody McCarthy	Community Member	NTRPDC
Valerie Kinney	Community Member	PS Bank-Senior Vice President

Name	Position	Building/Group
Ron Cole	Board Member	Sayre Area School District

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
NTCC will continue to implement schoolwide activities that engage students in their programs of study, recognize and promote good attendance, and provide supports for students who are not in regular attendance.	Regular Attendance
NTCC will collaborate with participating districts and systematically share data to ensure that all students meet the career standards benchmarks.	Career Standards Benchmark
NTCC will promote the industry-based learning for students with disabilities by providing supports necessary for them to obtain industry recognized credentials, participate in cooperative education, and score competent/advanced on the NOCTI.	Industry-Based Learning

ACTION PLAN AND STEPS

Evidence-based Strategy
Monitors or Mentors

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)

Goal Nickname	Measurable Goal Statement (Smart Goal)
Attendance	NTCC will increase regular attendance (as measured by the Future Ready PA Index) by five percent each year.
Career Standards	The NTCC student career standards benchmark attainment will improve by two percent each year to at least 93% by year 3.
Industry-Based Learning for Students with Disabilities	NTCC will close the gap between students with disabilities and the all student group on industry-based learning measures by two percent each year.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
NTCC has implemented a student support team that will meet regularly to monitor student attendance, behavioral, and academic data and provide safety nets for students who need assistance to progress toward goals and be successful. Team members include the administrator of educational services, student facilitator, student mentor, and workforce development coordinator. The administrative director will also participate in data analysis and implementation of supports. Program instructors and paraprofessionals will assist in providing supports and serve as mentors to students, as needed. Interventions and supports will be tiered, as consistent with the MTSS model, and may include parent communication, 1:1 or small group assistance on academic or performance tasks, assistance with career standards activities, 1:1 or small group mentoring, opportunities to participate in work-based learning experiences, and collaboration with participating districts'	2023-07-01 - 2026-06-30	Administrator of Educational Services	CSIU student information system for data collection

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
student support personnel and community based resources.			

Increased student engagement, improved attendance, increase in students' completion of career activities for all students. Improved achievement on NOCTI assessments, participation in work-based learning, and earning of industry recognized credentials by all students and particularly students with disabilities.

Monitoring/Evaluation

Student support team: administrator of educational services, student facilitator, student mentor, and workforce development coordinator - meeting at least monthly. Attendance data analysis - monthly or more frequently using CSIU student information system. Student achievement data analysis (grades, task list progression) - quarterly or more frequently using CSIU student information system. Career standards benchmark data analysis - quarterly or more frequently using Smart Futures reports. NOCTI data analysis - annually for pre-test in fall and post-test in spring - using Todd Luke data analysis method. Work-based learning and industry recognized credential data - semi-annually using CSIU student information system. All data will be disaggregated for special populations groups, including students with disabilities.

Evidence-based Strategy

Comprehensive School Counseling Program

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)

Attendance	NTCC will increase regular attendance (as measured by the Future Ready PA Index) by five percent each year.
Career Standards	The NTCC student career standards benchmark attainment will improve by two percent each year to at least 93% by year 3.
Industry-Based Learning for Students with Disabilities	NTCC will close the gap between students with disabilities and the all student group on industry-based learning measures by two percent each year.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
NTCC will continue implementation of the Comprehensive K-12 Guidance Plan (Chapter 339). The plan will be revised in 2023-2024 in collaboration with the eight participating school districts. Plan goals related to academic, personal/social, and career needs of students include student support team services, academic supports, employability skills training, work-based learning opportunities, and visits to industry and postsecondary educational institutions. NTCC staff will also continue to participate on the Advisory Councils for the eight participating districts. Students will have opportunities to seamlessly engage in career development activities between their high schools and NTCC using shared rosters in the Smart Futures platform. Career benchmark data will be shared between entities via this platform.	2023-07-01 - 2026-06-30	Administrator of Educational Services	Smart Futures career development platform Student support team staff Transportation to work-based learning, industry, and postsecondary institution events

Anticipated Outcome

Improved career fit in students' chosen programs of study due to collaborative efforts between districts and NTCC. Increased student

engagement, improved employability skills including attendance, increase in students' completion of career activities for all students using Smart Futures. Opportunities for students with disabilities to participate in work-based learning and earn industry recognized credentials.

Monitoring/Evaluation

Participation in district Advisory Councils - Administrative Director, Administrator of Educational Services. Career standards benchmark data analysis - quarterly or more frequently using Smart Futures reports - Student Support Team of administrator of educational services, student facilitator, student mentor, and workforce development coordinator. Work-based learning and industry recognized credential data analysis - semi-annually using CSIU student information system - Administrative Director; Disaggregated for students with disabilities - Student Facilitator. Attendance data analysis - monthly or more frequently using CSIU student information system - Student Support Team. Personal/social needs data - monthly or more frequently using MS Teams, Google, or CSIU for tracking - Student Support Team

Evidence-based Strategy

Dual Enrollment

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Attendance	NTCC will increase regular attendance (as measured by the Future Ready PA Index) by five percent each year.
Career Standards	The NTCC student career standards benchmark attainment will improve by two percent each year to at least 93% by year 3.
Industry-Based Learning for Students with	NTCC will close the gap between students with disabilities and the all student group on industry-based learning measures by two percent each year.

Goal Nickname	Measurable Goal Statement (Smart Goal)
Disabilities	

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
NTCC currently participates in Penn College Dual Enrollment for eight programs and has been awarded a $75,000 grant to increase opportunities for students to earn college credits in high school. NTCC will create new higher education partnerships to expand dual credit offerings in additional programs, to include early childhood education, pre-nursing, and information technology.	2023-07-01 - 2026-06-30	Administrator of Educational Services	Textbooks

Anticipated Outcome

Increased opportunities for students to earn dual enrollment college credits in additional programs. Increased number and percentage of students earning dual credits and in number of credits earned.

Monitoring/Evaluation

Dual enrollment program participation (number, rate) and credits earned data analysis - annually - program instructors and administrator of educational services.

Evidence-based Strategy

Learning Communities with Business, Higher Ed Partners

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Attendance	NTCC will increase regular attendance (as measured by the Future Ready PA Index) by five percent each year.
Career Standards	The NTCC student career standards benchmark attainment will improve by two percent each year to at least 93% by year 3.
Industry-Based Learning for Students with Disabilities	NTCC will close the gap between students with disabilities and the all student group on industry-based learning measures by two percent each year.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
NTCC will continue to build partnerships with business and higher education through the local advisory committee, occupational advisory committees for each program of study, and Perkins participatory committee. NTCC will host events for partners to include a postsecondary opportunities fair for higher education, employers' week for business and industry, and demonstration night. NTCC strives to build partnerships through work-based learning opportunities organized by the workforce development coordinator and student visits to industry and postsecondary institutions. The administrative director will continue to serve on the Progress Authority workforce development board, as well as the Northern Tier Regional Planning and Development workforce development Youth Council with the administrator of	2023-07-01 - 2026-06-30	Administrative Director	Meeting space, transportation to work-based learning, industry, and postsecondary institution events

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
educational services.			

Anticipated Outcome

Increased number of business and industry partners Increased number of higher education partners

Monitoring/Evaluation

Relevant data will be evaluated annually as each event occurs by the administrative director and designees as indicated. Participation in postsecondary opportunities fair - administrator of educational services. Participation in employers' week - workforce development coordinator. Partner participation in work-based learning - workforce development coordinator. Participation in local advisory committee - administrative director. Participation in occupational advisory committees - program instructors. Perkins participatory committee - student facilitator.

Evidence-based Strategy

Career & Technical Education

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Attendance	NTCC will increase regular attendance (as measured by the Future Ready PA Index) by five percent each year.
Career Standards	The NTCC student career standards benchmark attainment will improve by two percent each year to at least

Goal Nickname	Measurable Goal Statement (Smart Goal)
	93% by year 3.
Industry-Based Learning for Students with Disabilities	NTCC will close the gap between students with disabilities and the all student group on industry-based learning measures by two percent each year.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
NTCC will continue to provide students with opportunities to engage in rigorous courses of study that aligned with PDE task lists, high priority occupations, and industry needs. Strategies will be implemented to provide students with the academic, technical, and employability skills necessary to be successful in their chosen career pathways. NTCC will work collaboratively with participating districts on an enrollment process that promotes a fit between prospective students' interests and abilities and their program of study enrollment to foster success and maximize the many benefits associated with CTE concentration.	2023-07-01 - 2026-06-30	Administrative Director	Tools, equipment, and resources vary by program of study

Anticipated Outcome

Improved alignment between students' interests and abilities and the program of study. Increased engagement, attendance, and participation in career activities and opportunities such as work-based learning and industry recognized credentials.

Monitoring/Evaluation

Relevant data will be evaluated annually as each event occurs by the administrative director and designees as indicated. Attendance data

analysis - monthly or more frequently using CSIU student information system - student support team. Student achievement data analysis (grades, task list progression) - quarterly or more frequently using CSIU student information system - student support team. Career standards benchmark data analysis - quarterly or more frequently using Smart Futures reports - administrator of educational services. NOCTI data analysis - annually for pre-test in fall and post-test in spring - using Todd Luke data analysis method - program instructors. Work-based learning and industry recognized credential data - semi-annually using CSIU student information system - workforce development coordinator. Disaggregated data for students with disabilities - student facilitator.

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
NTCC will increase regular attendance (as measured by the Future Ready PA Index) by five percent each year. (Attendance) The NTCC student career standards benchmark attainment will improve by two percent each year to at least 93% by year 3. (Career Standards) NTCC will close the gap between students with disabilities and the all student group on industry-based learning measures by two percent each year. (Industry-Based Learning for Students with Disabilities)	Career & Technical Education	NTCC will continue to provide students with opportunities to engage in rigorous courses of study that aligned with PDE task lists, high priority occupations, and industry needs. Strategies will be implemented to provide students with the academic, technical, and employability skills necessary to be successful in their chosen	07/01/2023 - 06/30/2026

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
		career pathways. NTCC will work collaboratively with participating districts on an enrollment process that promotes a fit between prospective students' interests and abilities and their program of study enrollment to foster success and maximize the many benefits associated with CTE concentration.	

APPROVALS & SIGNATURES

Assurance of Quality and Accountability

Assurance of Quality and Accountability

The Building Administrator, Superintendent/Chief Executive Officer and President of the School Board will affirm the following statements.

We affirm that our school has developed a School Improvement Plan based upon a thorough review of the essential practices to advance educational programs and processes and improve student achievement.

We affirm that the action plans that we will be implementing address our specific school needs, include strategies that provide educational opportunities and instructional strategies for all students and each of the student groups, increases the amount and quality of learning time, and provides equity in the curriculum which may include programs, activities, and courses necessary to provide a well-rounded education. These plans address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.

We, the undersigned, hereby certify that the school level plan has been duly reviewed by the Building Administrator, Superintendent of Schools and formally approved by the district's Board of Education, per guidelines required by the Pennsylvania Department of Education.

We hereby affirm and assure that this plan:

- Addresses all the **required components** prescribed by the Pennsylvania Department of Education
- Meets **ESSA requirements**
- Includes **at least one evidence-based strategy that meets one of the three highest levels of evidence outlined in ESSA**
- Has a **high probability of improving student outcomes**
- Has sufficient **LEA leadership and support to ensure successful implementation**

With this Assurance of Quality & Accountability, we request the Pennsylvania Department of Education grant formal approval to implement this plan.

Signature (Entered Electronically and must have access to web application).

Chief School Administrator

School Improvement Facilitator Signature

Building Principal Signature

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

Rigorous Courses of Study - In 2021-2022, NTCC scored 86.8%, exceeding the statewide average of 80.7%. In 2021-2022, the Students with Disabilities group scored 90.2%, which is higher than the all students group at 86.8% and the statewide average of 80.7%.

Industry-based Learning - In 2021-2022, NTCC met the interim target for the all student group.

Career Standards Benchmark - The all student group and all reported subgroups increased toward the goal from 2020-2021 to 2021-2022. The Students with Disabilities and Economically Disadvantaged groups increased toward the goal from 2020-2021 to 2021-2022.

Data does not apply

Data does not apply

Data does not apply

Industry Recognized Credentials - PDE approved IRCs are available in all programs of study and career and technical programs. Due to intentional efforts to increase opportunities for

Challenges

Regular Attendance - NTCC did not meet the target for all students or any subgroup in 2021-2022 or 2019-2020. In 2021-2022, NTCC did not meet the target and The Students with Disabilities and Economically Disadvantaged groups were lower than the all students group.

Career Standards Benchmark - Despite being within 1% of the statewide average, NTCC did not meet the performance standard for the all students group or any subgroup in 2021-2022. Additional challenge is presented as the data is reported by the participating school districts, not the CTC. The Students with Disabilities group was 9% lower than the all students group.

Industry-based Learning - Students with disabilities scored 10.8% lower than the all students group.

Data does not apply

Data does not apply

Data does not apply

Identify professional learning needs through analysis of a variety of data

Strengths

students to earn industry recognized credentials, the number earned by NTCC students increased from 345 in 2020-2021 to 598 in 2022-2023. NTCC students have scored above the state average on the recognized credential Perkins indicator (5S1) consistently since 2019-2020.

Dual Enrollment Credits - Both the number of students participating in Penn College Dual Enrollment and number of credits earned have increased over the past three years. 52 students earned 192 credits in 2020-2021, 63 students earned 234 credits in 2021-2022, and 72 students earned 268 credits in 2022-2023.

Cooperative Education - NTCC add a full-time workforce development coordinator in 2022-2023 and the number of students completing cooperative education increased from 34 in 2021-2022 to 49 in 2022-2023.

NOCTI Scores - In 2022-2023, of the NTCC students who participated in the NOCTI assessments, 92% scored advanced (62%) or competent (29%) on the written and 95% scored advanced (82%) or competent (13%) on the performance, with 90% earning PA certificates. NTCC students have scored above the state average on the skill attainment Perkins indicator (5S4) consistently since 2019-2020.

Challenges

Program of Study Enrollment Aligned with Students' Career Pathways - CTE program participation that is misaligned with students' career pathways creates numerous challenges related to program fit. Affected areas include participation in dual enrollment and cooperative education, earning industry recognized credentials, NOCTI assessment scores, and aligned postsecondary plans.

Cooperative Education - The rural remote area served by NTCC and transportation barriers continue to impact some students' ability to participate in work-based learning.

Dual Enrollment Credits - Penn College Dual Enrollment is the only current partnership for NTCC students, with eight NTCC CTE programs participating. Additional partnerships are necessary to create dual enrollment opportunities for all students.

Industry Recognized Credentials - While the number of IRCs earned has increased, NTCC continues to seek to add IRCs to program offerings and seeks to ensure that all students have opportunities to complete credentials.

NOCTI Scores - Maintaining this high level of performance and continued growth presents a challenge.

Strengths

Enrollment Increases - Enrollment at NTCC has grown steadily since 2014-2015 and increased more than 40% since that time. Several programs have grown, requiring additional space and staffing.

Perkins indicator (5S1) recognized credential - Students who are considered economically disadvantaged have consistently scored higher than the NTCC all students group and that state average on this indicator since 2019-2020.

Perkins indicator (5S4) skill attainment - Students who are considered economically disadvantaged have consistently scored higher than the NTCC all students group and that state average on this indicator since 2019-2020.

K-12 Guidance Plan (339 Plan) - NTCC includes academic (NOCTI assessments), career (postsecondary plans), and personal/social (employability) goals.

K-12 Guidance Plan (339 Plan) - NTCC participates in school district Advisory Councils and career development events to assist prospective students in making informed decisions about fit between NTCC programs and their chosen career pathways.

Foster a culture of high expectations for success for all students, educators, families, and community members

Challenges

Perkins indicator (5S1) recognized credential - Students with disabilities have consistently scored higher than the state but lower than the NTCC all students group since 2019-2020.

Perkins indicator (5S4) skill attainment - Students with disabilities have consistently scored lower than the NTCC all students group since 2019-2020.

K-12 Guidance Plan (339 Plan) - Although NTCC participates in school district Advisory Councils and career development events to assist prospective students in making informed decisions about fit between NTCC programs and their chosen career pathways, their preparation is largely based on the K-12 guidance plan of each district.

K-12 Guidance Plan (339 Plan) - NTCC does not have data available to examine students' persistence or success in postsecondary endeavors.

Implement evidence-based strategies to engage families to support learning

Strengths

Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically

Partner with local businesses, community organizations, and other agencies to meet the needs of the school

Most Notable Observations/Patterns

Challenges	Discussion Point	Priority for Planning
Regular Attendance - NTCC did not meet the target for all students or any subgroup in 2021-2022 or 2019-2020. In 2021-2022, NTCC did not meet the target and The Students with Disabilities	Regular attendance increased in 2022-2023, but remains below the target. Schoolwide emphasis on attendance as an employability skill, proactive engagement of students, efforts to address non-attendance individually, individual and class recognition for good attendance, and incentives for annual attendance above 97% were implemented in 2022-	✓

Challenges	Discussion Point	Priority for Planning
and Economically Disadvantaged groups were lower than the all students group.	2023. These efforts will continue, as positive results were achieved. Student engagement and attendance continues to suffer post-COVID, but is trending in the right direction. Additional challenges are presented by the number of students who attend NTCC in person, but attend their high school courses online or are homeschooled.	
Career Standards Benchmark - Despite being within 1% of the statewide average, NTCC did not meet the performance standard for the all students group or any subgroup in 2021-2022. Additional challenge is presented as the data is reported by the participating school districts, not the CTC. The Students with Disabilities group was 9% lower than the all students group.	The Career Standards Benchmark data is reported by the participating districts for NTCC students. While NTCC endeavors to provide necessary data to districts, the Future Ready Index score is based on what they choose to report. NTCC plans to be a more proactive collaborator in ensuring students meet benchmarks and that data is accurately reported.	✓
Industry-based Learning - Students with disabilities scored 10.8% lower than the all students group.	NTCC students with disabilities score lower than the all students group in industry-based learning. To address this concern, each related measure will be disaggregated, including skill attainment indicated by NOCTI scores, earning of industry recognized credentials, and participation in work-based learning.	✓
Program of Study Enrollment Aligned with Students' Career Pathways - CTE program participation that is misaligned		

Challenges	Discussion Point	Priority for Planning
with students' career pathways creates numerous challenges related to program fit. Affected areas include participation in dual enrollment and cooperative education, earning industry recognized credentials, NOCTI assessment scores, and aligned postsecondary plans.		
Industry Recognized Credentials - While the number of IRCs earned has increased, NTCC continues to seek to add IRCs to program offerings and seeks to ensure that all students have opportunities to complete credentials.		
NOCTI Scores - Maintaining this high level of performance and continued growth presents a challenge.		
Perkins indicator (5S1) recognized credential - Students with disabilities have consistently scored higher than the state but lower than the NTCC all students group since 2019-2020.		
Perkins indicator (5S4) skill attainment - Students with disabilities have		

Challenges	Discussion Point	Priority for Planning
consistently scored lower than the NTCC all students group since 2019-2020.		
K-12 Guidance Plan (339 Plan) - Although NTCC participates in school district Advisory Councils and career development events to assist prospective students in making informed decisions about fit between NTCC programs and their chosen career pathways, their preparation is largely based on the K-12 guidance plan of each district.		

ADDENDUM B: ACTION PLAN

Action Plan: Monitors or Mentors

Action Steps	Anticipated Start/Completion Date
NTCC has implemented a student support team that will meet regularly to monitor student attendance, behavioral, and academic data and provide safety nets for students who need assistance to progress toward goals and be successful. Team members include the administrator of educational services, student facilitator, student mentor, and workforce development coordinator. The administrative director will also participate in data analysis and implementation of supports. Program instructors and paraprofessionals will assist in providing supports and serve as mentors to students, as needed. Interventions and supports will be tiered, as consistent with the MTSS model, and may include parent communication, 1:1 or small group assistance on academic or performance tasks, assistance with career standards activities, 1:1 or small group mentoring, opportunities to participate in work-based learning experiences, and collaboration with participating districts' student support personnel and community based resources.	07/01/2023 - 06/30/2026

Monitoring/Evaluation	Anticipated Output
Student support team: administrator of educational services, student facilitator, student mentor, and workforce development coordinator - meeting at least monthly. Attendance data analysis - monthly or more frequently using CSIU student information system. Student achievement data analysis (grades, task list progression) - quarterly or more frequently using CSIU student information system. Career standards benchmark data analysis - quarterly or more frequently using Smart Futures reports. NOCTI data analysis - annually for pre-test in fall and post-test in spring - using Todd Luke data analysis method. Work-based learning and industry recognized credential data - semi-annually using CSIU student information system. All data will be disaggregated for special populations groups, including students with disabilities.	Increased student engagement, improved attendance, increase in students' completion of career activities for all students. Improved achievement on NOCTI assessments, participation in work-based learning, and earning of industry recognized credentials by all students and particularly students with disabilities.

Material/Resources/Supports Needed	PD Step	Comm Step
CSIU student information system for data collection	no	yes

Action Plan: Comprehensive School Counseling Program

Action Steps	Anticipated Start/Completion Date
NTCC will continue implementation of the Comprehensive K-12 Guidance Plan (Chapter 339). The plan will be revised in 2023-2024 in collaboration with the eight participating school districts. Plan goals related to academic, personal/social, and career needs of students include student support team services, academic supports, employability skills training, work-based learning opportunities, and visits to industry and postsecondary educational institutions. NTCC staff will also continue to participate on the Advisory Councils for the eight participating districts. Students will have opportunities to seamlessly engage in career development activities between their high schools and NTCC using shared rosters in the Smart Futures platform. Career benchmark data will be shared between entities via this platform.	07/01/2023 - 06/30/2026

Monitoring/Evaluation	Anticipated Output
Participation in district Advisory Councils - Administrative Director, Administrator of Educational Services. Career standards benchmark data analysis - quarterly or more frequently using Smart Futures reports - Student Support Team of administrator of educational services, student facilitator, student mentor, and workforce development coordinator. Work-based learning and industry recognized credential data analysis - semi-annually using CSIU student information system - Administrative Director; Disaggregated for students with disabilities - Student Facilitator. Attendance data analysis - monthly or more frequently using CSIU student information system - Student Support Team. Personal/social needs data - monthly or more frequently using MS Teams, Google, or CSIU for tracking - Student Support Team	Improved career fit in students' chosen programs of study due to collaborative efforts between districts and NTCC. Increased student engagement, improved employability skills including attendance, increase in students' completion of career activities for all students using Smart Futures. Opportunities for students with disabilities to participate in work-based learning and earn industry recognized credentials.

Material/Resources/Supports Needed	PD Step	Comm Step
Smart Futures career development platform Student support team staff Transportation to work-based learning, industry, and postsecondary institution events	no	no

Action Plan: Dual Enrollment

Action Steps	Anticipated Start/Completion Date
NTCC currently participates in Penn College Dual Enrollment for eight programs and has been awarded a $75,000 grant to increase opportunities for students to earn college credits in high school. NTCC will create new higher education partnerships to expand dual credit offerings in additional programs, to include early childhood education, pre-nursing, and information technology.	07/01/2023 - 06/30/2026

Monitoring/Evaluation	Anticipated Output
Dual enrollment program participation (number, rate) and credits earned data analysis - annually - program instructors and administrator of educational services.	Increased opportunities for students to earn dual enrollment college credits in additional programs. Increased number and percentage of students earning dual credits and in number of credits earned.

Material/Resources/Supports Needed		PD Step	Comm Step
Textbooks		no	no

Action Plan: Learning Communities with Business, Higher Ed Partners

Action Steps	Anticipated Start/Completion Date
NTCC will continue to build partnerships with business and higher education through the local advisory committee, occupational advisory committees for each program of study, and Perkins participatory committee. NTCC will host events for partners to include a postsecondary opportunities fair for higher education, employers' week for business and industry, and demonstration night. NTCC strives to build partnerships through work-based learning opportunities organized by the workforce development coordinator and student visits to industry and postsecondary institutions. The administrative director will continue to serve on the Progress Authority workforce development board, as well as the Northern Tier Regional Planning and Development workforce development Youth Council with the administrator of educational services.	07/01/2023 - 06/30/2026

Monitoring/Evaluation	Anticipated Output
Relevant data will be evaluated annually as each event occurs by the administrative director and designees as indicated. Participation in postsecondary opportunities fair - administrator of educational services. Participation in employers' week - workforce development coordinator. Partner participation in work-based learning - workforce development coordinator. Participation in local advisory committee - administrative director. Participation in occupational advisory committees - program instructors. Perkins participatory committee - student facilitator.	Increased number of business and industry partners Increased number of higher education partners

Material/Resources/Supports Needed	PD Step	Comm Step
Meeting space, transportation to work-based learning, industry, and postsecondary institution events	no	yes

Action Plan: Career & Technical Education

Action Steps	Anticipated Start/Completion Date
NTCC will continue to provide students with opportunities to engage in rigorous courses of study that aligned with PDE task lists, high priority occupations, and industry needs. Strategies will be implemented to provide students with the academic, technical, and employability skills necessary to be successful in their chosen career pathways. NTCC will work collaboratively with participating districts on an enrollment process that promotes a fit between prospective students' interests and abilities and their program of study enrollment to foster success and maximize the many benefits associated with CTE concentration.	07/01/2023 - 06/30/2026

Monitoring/Evaluation

Relevant data will be evaluated annually as each event occurs by the administrative director and designees as indicated. Attendance data analysis - monthly or more frequently using CSIU student information system - student support team. Student achievement data analysis (grades, task list progression) - quarterly or more frequently using CSIU student information system - student support team. Career standards benchmark data analysis - quarterly or more frequently using Smart Futures reports - administrator of educational services. NOCTI data analysis - annually for pre-test in fall and post-test in spring - using Todd Luke data analysis method - program instructors. Work-based learning and industry recognized credential data - semi-annually using CSIU student information system - workforce development coordinator. Disaggregated data for students with disabilities - student facilitator.

Anticipated Output

Improved alignment between students' interests and abilities and the program of study. Increased engagement, attendance, and participation in career activities and opportunities such as work-based learning and industry recognized credentials.

Material/Resources/Supports Needed	PD Step	Comm Step
Tools, equipment, and resources vary by program of study	yes	no

ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
NTCC will increase regular attendance (as measured by the Future Ready PA Index) by five percent each year. (Attendance) The NTCC student career standards benchmark attainment will improve by two percent each year to at least 93% by year 3. (Career Standards) NTCC will close the gap between students with disabilities and the all student group on industry-based learning measures by two percent each year. (Industry-Based Learning for Students with Disabilities)	Career & Technical Education	NTCC will continue to provide students with opportunities to engage in rigorous courses of study that aligned with PDE task lists, high priority occupations, and industry needs. Strategies will be implemented to provide students with the academic, technical, and employability skills necessary to be successful in their chosen	07/01/2023 - 06/30/2026

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
		career pathways. NTCC will work collaboratively with participating districts on an enrollment process that promotes a fit between prospective students' interests and abilities and their program of study enrollment to foster success and maximize the many benefits associated with CTE concentration.	

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
NOCTI data analysis	Program of study instructors and administrators	Best practices for analysis of NOCTI pre- and post-test data

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
NOCTI reports coded for analysis. Instructor reflections for continuous improvement.	07/01/2023 - 06/30/2026	Administrative Director

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:

1e: Designing Coherent Instruction

4a: Reflecting on Teaching

4e: Growing and Developing Professionally

1c: Setting Instructional Outcomes

3d: Using Assessment in Instruction

1f: Designing Student Assessments

ADDENDUM D: ACTION PLAN COMMUNICATION

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
NTCC will increase regular attendance (as measured by the Future Ready PA Index) by five percent each year. (Attendance) The NTCC student career standards benchmark attainment will improve by two percent each year to at least 93% by year 3. (Career Standards) NTCC will close the gap between students with disabilities and the all student group on industry-based learning measures by two percent each year. (Industry-Based Learning for Students with Disabilities)	Monitors or Mentors	NTCC has implemented a student support team that will meet regularly to monitor student attendance, behavioral, and academic data and provide safety nets for students who need assistance to progress toward goals and be successful. Team members include the administrator of educational services, student facilitator, student mentor, and	2023-07-01 - 2026-06-30

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
		workforce development coordinator. The administrative director will also participate in data analysis and implementation of supports. Program instructors and paraprofessionals will assist in providing supports and serve as mentors to students, as needed. Interventions and supports will be tiered, as consistent with the MTSS model, and may include parent communication, 1:1 or small group	

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
		assistance on academic or performance tasks, assistance with career standards activities, 1:1 or small group mentoring, opportunities to participate in work-based learning experiences, and collaboration with participating districts' student support personnel and community based resources.	
NTCC will increase regular attendance (as measured by the Future Ready PA Index) by five percent each year. (Attendance)

The NTCC student career standards benchmark attainment will improve by two percent each year to at least 93% by year 3. (Career Standards) | Learning Communities with Business, Higher Ed | NTCC will continue to build partnerships with business and higher education | 2023-07-01 - 2026-06-30 |

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
NTCC will close the gap between students with disabilities and the all student group on industry-based learning measures by two percent each year. (Industry-Based Learning for Students with Disabilities)	Partners	through the local advisory committee, occupational advisory committees for each program of study, and Perkins participatory committee. NTCC will host events for partners to include a postsecondary opportunities fair for higher education, employers' week for business and industry, and demonstration night. NTCC strives to build partnerships through work-based learning	

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
		opportunities organized by the workforce development coordinator and student visits to industry and postsecondary institutions. The administrative director will continue to serve on the Progress Authority workforce development board, as well as the Northern Tier Regional Planning and Development workforce development Youth Council with the administrator of educational	

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
		services.	

COMMUNICATIONS PLAN

Communication Step	Audience	Topics/Message of Communication
Parent/guardian communication	Parents and guardians of students enrolled at NTCC	Importance of regular attendance and attendance as an employability skill

Anticipated Timeframe	Frequency	Delivery Method
07/01/2023 - 06/30/2026	Annually and more frequently for students with attendance, academic, behavioral, or personal/social concerns	Letter Email Posting on district website

Lead Person/Position
Administrator of Educational Services

Communication Step	Audience	Topics/Message of Communication
Industry and Postsecondary Partnerships	Business and industry partners, postsecondary education and training partners	NTCC student and center-wide accomplishments, work-based learning opportunities, invitations to collaborate and participate in events

Anticipated Timeframe	Frequency	Delivery Method
07/01/2023 - 06/30/2026	At least quarterly, ongoing communication	Email Letter Posting on district website Presentation

Lead Person/Position
Administrative Director

Communication Step	Audience	Topics/Message of Communication
Industry and Postsecondary Partnerships	Business and industry partners, postsecondary education and training partners	NTCC student and center-wide accomplishments, work-based learning opportunities, invitations to collaborate and participate in events

Anticipated Timeframe	Frequency	Delivery Method
07/01/2023 - 06/30/2026	At least quarterly, ongoing communication	Email Letter Posting on district website Presentation

Lead Person/Position
Administrative Director

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline