Schuylkill Technology Centers
Comprehensive Plan | 2024 - 2027

Profile and Plan Essentials

LEA Type		AUN	
Schuylkill Technology Centers		129-54-6907	
Address 1			
15 Maple Avenue			
Address 2			
City	**State**	**Zip Code**	
Mar Lin	Pennsylvania	17951	
Chief School Administrator		**Chief School Administrator Email**	
Shannon Brennan		sbrennan@stcenters.org	
Single Point of Contact Name			
Shannon Brennan			
Single Point of Contact Email			
sbrennan@stcenters.org			
Single Point of Contact Phone Number		**Single Point of Contact Extension**	
5706405115			
Principal Name			
Stacey Minahan			
Principal Email			
minas@stcenters.org			
Principal Phone Number		**Principal Extension**	
570-544-4748		3116	
School Improvement Facilitator Name		**School Improvement Facilitator Email**	
Barbara Wilkinson		wilkb@iu29.org	

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Shannon Brennan	Administrator	Schuylkill Technology Center	sbrennan@stcenters.org
Barb Wilkinson	Other	Schuylkill Intermediate Unit	wilkb@iu29.org
Chris Groody	Administrator	Schuylkill Technology Center	grooc@stcenters.org
Robert Carl	Community Member	Schuylkill Chamber of Commerce	rcarl@schuylkillchamber.com
Tracey Picht	Staff Member	Schuylkill Technology Center	picht@stcenters.org
Gretchen Witman	Staff Member	Schuylkill Technology Center	witmg@stcenters.org
Jonathan Flynn	Parent	Schuylkill Technology Center	flynj@stcenters.org
Michelle Chicora	Staff Member	Schuylkill Technology Center	chicm@stcenters.org
Scott Jacoby	Board Member	Schuylkill Technology Center	jacobys@iu29.org
Stacey Minahan	Administrator	Schuylkill Technology Center	minas@stcenters.org
Sebastian Soto Cervantes	Student	Schuylkill Technology Center	soto-cervantess@gapps.stcenters.org
McKayla Tobin	Student	Schuylkill Technology Center	tobinm@gapps.stcenters.org

LEA Profile

In-house members of the Schuylkill Technology Center Comprehensive Plan were appointed appropriately by administration and teachers. Community, local business, parents and educational specialist representatives were cordially invited to be a part of the team via phone calls and follow up letters. The team was an integral part of the development of the Comprehensive Plan for STC.

The STC Comprehensive Plan will be on display in the North and South Main Offices and the STC website. Upon completion of the 28 day public display of the plan, the STC Comprehensive Plan was Board approved at the November meeting.

Mission and Vision

Mission

The mission of the Schuylkill Technology Center is to enable the student to acquire the attitudes, knowledge, skills, and values necessary to become a life-long learner and a productive citizen of a global economy by developing an educational pathway for excellence driven by a partnership with education, business, industry, government, family, and the community.

Vision

Through partnership with other educational entities, businesses, industries and the community, the Schuylkill Technology Center provides an educational pathway utilizing 21st century skills to empower students to achieve their goals in work and life.

Educational Values

Students

Student attendance includes youth enrolled in 9th, 10th, 11th, or 12th grade and residing in any of the local 12 public school districts. Students granted admission may select among a total of twenty programs of study. Courses are offered under major career clusters, including Agriculture, Food, & Natural Resources, Architecture & Construction, Business Management, Health Science, Hospitality & Tourism, Human Services, Information Technology, Law, Public Safety & Security, Manufacturing, and Transportation, Distribution and Logistics. Students currently attending Schuylkill County school districts have the option to participate in a Diversified Occupations program offered through the supervision of the STC. The Diversified Occupations program prepares students to develop marketable workforce skills through related theory assignments and job training connected with actual employment opportunities. Campus assignments are determined by student's program of choice. Students attending STC complete courses over a period of one (1) - half academic year and subsequently return to their home district to complete the remaining year. Students may attend for one (1), two (2), three (3), or four (4) semesters. Opportunities for Students Programs of Study Students have the opportunity to choose from 20 programs of study. Campus assignments are determined by student's program of choice. Students earn a STC certificate of completion when they successfully complete the curriculum and have earned 9 credits in their Program of Study. Skills Certificates The Pennsylvania Department of Education requires all students that have completed two courses (720 hours) of the curriculum to take an end-of- program exam as a senior. The National Occupational Competency Institute (NOCTI), National Institute for Metalworking Skills (NIMS), or an equivalent exam will occur during the last month of the senior year. Students who exceed an established "cut score" are awarded a Pennsylvania Skills Certificate recognizing their achievement.   Student Organizations STC students have opportunities to promote leadership skills in career and technical organizations. Each organization fosters leadership, community service, and cooperative interaction among students. Skills competitions, service projects, special events, and social activities are included in the organizations. Skills USA, Distributive Education Clubs of America (DECA), HOSA, National Technical Honor Society, and Student Ambassadors are the STC student organizations.   Student Support Services Student Services plays a critical role in supporting the educational, emotional and social development of all students in relation to their total educational experience. STC employs a Career Guidance Counselor, Licensed Social Worker and & Special Education Staff who provide support services to all students. Other support services, such as: speech therapy, occupational therapy, etc are available through the sending districts or Intermediate Unit 29.   School to Work Programs School-to-Work Programs - The Cooperative Education Program (Co-op) at STC is designed to provide students with work-based learning opportunities directly related to their occupational program of study. A certified coordinator is responsible for placement, paperwork, on-site visitations, and evaluation of students between the employer and the

occupational instructor. Designed as a structured program that combines school-based learning with a work-based component, the program is a partnership among students, parents/guardians, schools, and employers. "Co-op" is usually a paid work or internship experience; however, unpaid work experiences also comprise a portion of the Cooperative Education Program. Cooperative Education Opportunities • Job Shadowing – Job shadowing conducted within a business, industrial, or professional setting is available to students for one or more days to observe the duties and requirements of a specific occupation. This is a non-paid experience, strictly an observation no hands-on work activities. • Internship – Students in grade 11 or 12 must complete the appropriate pre-requisite courses to participate in this Co-Op experience. This short-term work-based program provides hands-on training in the student's chosen program of study. An internship may be a paid or non-paid experience. • Capstone – Students "cap-off" their vocational-technical training by receiving on-the-job training in their program of study. To be eligible, a student must be a third year Level III student, must complete all classroom requirements, and must be recommended by the program instructor, academic support teacher (if applicable), administration, and his/her parent/guardian. This is a paid work experience. Students have expressed on the year end assessment that they're happy with the program. Schuylkill Diversified Occupations Program Students currently attending Schuylkill County school districts have the option to participate in a Diversified Occupations Program offered through the supervision of the STC. The Diversified Occupations one (1) year program prepares students to develop marketable workforce skills through related theory assignments and job training connected with actual employment opportunities. A secondary student may apply for admission to the program. Articulation Agreements with Post-Secondary Schools STC has over forty-five (45) articulation agreements with postsecondary schools located locally and across the state. In addition, graduates of the STC secondary programs may receive a tuition credit of up to 25% to attend Schuylkill Technology Center Post-Secondary Programs including CDL, Heavy Equipment, Combo Training, Welding, Electro-Mechanical Technology and Inter-generational Technology Programs. In addition, graduates may receive credit of up to $1,500 to attend Schuylkill Technology Center Licensed Practical Nursing Program.

Staff

On average, STC employs over 30 certified instructors averaging over 300 years' practical and technical experience. Bachelor's and Master's level instructors offer career and technical training based on first-hand experience in a variety of fields. Credentialed school administrators and support personnel offer 70 years combined experience to the students attending STC. Advisory Committee Resources Fundamental to envisioning our future is developing a clear understanding of existing organizational resources. STC's Advisory Committee is composed of representatives of local trades, industries, business, educational agencies, administrators of participating school districts representatives and members authorized by the workforce investment board, civic organizations and higher education institutions. The committee gives advice to the board and the administration concerning the program of the school, including its general philosophy, academic and other standards, strategic plans, course offerings, support services, safety requirements and the skill needs of employers. The advisory committee also makes equipment recommendations in order to keep programs at industry standards. STC's Occupational Advisory

Committees are composed of representatives from a particular occupational field, and also include representatives authorized by the workforce investment board, civic organizations and higher education institutions. Committees advise the board, the administration and staff, on curriculum, equipment, instructional materials, safety requirement, program evaluation and other related matters. Committees also use processes to verify that the programs meet industry standards and, if appropriate, licensing board criteria, and that they prepare students with occupation related competencies.

Administration

STC is led by the Director of Career and Technical Education who oversees the administrative staff, specifically the Assistant Directors of Career and Technical Education. The staff also consists of a Director of Special Education and an Assistant Director of Special Education. The STC North and South Campuses house both secondary and postsecondary programming. STC is guided by a twelve (12) member Board of Directors consisting of one (1) representative elected from each of the following Schuylkill County school districts: Blue Mountain, Mahanoy Area, Minersville Area, North Schuylkill, Pine Grove Area, Pottsville Area, Saint Clair Area, Schuylkill Haven, Shenandoah, Tamaqua, Tri-Valley, and Williams Valley. The IU board of directors is designated as the operating agent and assumes its designated responsibilities in accordance with the provisions of a written agreement entered into by the Schuylkill AVTS board and the board of directors.

Parents

The Schuylkill Technology Center Stakeholder Group/Local Area Committee and the Comprehensive Planning Committee include parent representation. Both committees provide feedback regarding programming, student outcomes and school climate. STC conducts a bi-annual school climate survey and participates in county, state and national school climate initiatives.   Regular communication with parents is provided through the STC Alert System (School Rush), memos, emails and telephone calls as needed. STC hosts bi-annual open house event open to parents of current and prospective students, industry representatives, and alumni. In addition, STC hosts an annual new student orientation to ensure incoming students and parents are informed about program requirements, regulations and overall expectations.

Community

STC recognizes local community strengths and resources as key elements for strategic planning and future collaborative developments. Several aspects of the Schuylkill County region present STC with various assets from which to build collaborations and partnerships. Many entities exist that share STC's mission to provide educational pathways.   External Educational Resources Alvernia University-Schuylkill Campus, Lehigh Carbon Community College- Tamaqua Campus, Penn State Schuylkill Campus, Joseph F. McCloskey School of Nursing

provide some form of postsecondary education in Schuylkill County. A primary linkage to all postsecondary programs is the Schuylkill Community Education Council (SCEC), non-profit organization that brings higher education opportunities to rural and educationally under-served communities. Economic Development Resources The Schuylkill Chamber of Commerce offers comprehensive member benefit and skill development programs to increase business efficiency while also assisting with operating cost control. The organization also maintains community affiliations with numerous other business associations across Schuylkill County in a business network that serves the entire county. The Schuylkill Economic Development Corporation (SEDCO) is a community-based, private, not-for-profit organization assisting companies to locate or expand their operations in Schuylkill County. SEDCO seeks to assure qualified employment candidates for county businesses through interaction with industry and government and effective partnerships with educators and training providers. SEDCO works closely with the Schuylkill County Industrial Development Authority (SCIDA) in support of a cohesive system of project development and financing services. SCIDA is a public authority engaged in providing taxable and tax-exempt bond financing for job creation projects. The Northeast Pennsylvania Manufacturers and Employers Association (MAEA) is a non-profit, membership-based organization and the only voluntary, non-profit employer's association in the region. MAEA's mission is to provide information and services to member companies that help them grow their businesses and better serve their communities.   Major economic development projects in Schuylkill County include regional distribution centers of more than 1 million square feet in size, power generating stations, and manufacturing plants. SEDCO presently manages the TIDE, Frackville, Hegins, Deer Lake, St. Clair, Pine Grove, MAJIC, Tremont, Shenandoah, Orwigsburg, the Auburn Industrial Parks as well as the Highridge Business Park. Highridge Business Park, located between exits 116 and 119 along Interstate 81, is one of the largest mixed-use business parks in the Commonwealth of Pennsylvania. Employment & Career Resources Pennsylvania CareerLink is a collaborative project between multiple agencies to provide career services to Pennsylvania employers, potential employees, and others. Pennsylvania CareerLink is operated under the direction of the Pennsylvania Department of Labor and Industry. The Schuylkill County CareerLink is located in the central city of Pottsville. Services offered include Employment Assistance, Training and Education, Youth Services, Welfare Services, etc. CareerLink also gathers information on the Pennsylvania labor market, including services which may be needed for customers to make reasoned choices. Statistics gathered include education, employer, income, industry, labor force, population, wages, and occupation.

Other (Optional)

Schuylkill Technology Center (STC), an Area Vocational-Technical School - (AVTS)/ Career and Technical Center (CTC), is a public school which provides vocational education to secondary school students, out-of-school youth and adults in Schuylkill County, Pennsylvania. STC is comprised and operated by twelve (12) public school districts and was established under Article XVIII (Subdivision C) of the Public School Code of 1949[1]. STC offers challenging programs to prepare graduates for a variety of technical, medical, business, trade, and industrial careers. Utilizing a competency-based delivery system, STC provides students with a well-planned curriculum that includes classroom

theory and hands-on applications in a laboratory and/or work-based environment. Organizational Description Accredited by the Pennsylvania State Board for Vocational Technical Education, the Council on Occupational Education, and Middle States Commission on Secondary Schools, STC's organizational operations are legislatively mandated. In the state of Pennsylvania, legislation sets forth the organizational structure of the area vocation and technical schools. As such, STC and Schuylkill Intermediate Unit 29 (Schuylkill IU), a separate, legislatively-created public educational service agency, share leadership responsibilities through two means, Board of Directors membership and the position of the Executive Director as it serves as the STC Superintendent. STC is led by an executive director who oversees the administrative staff, specifically the Director of Vocational Education and the Director of Postsecondary Programs and Community Based Education. The staff also consists of two (2) Assistant Principals, a Director of Special Education, Guidance Counselor, Social Worker, and Administrative Assistants. The STC North Campus houses both secondary and postsecondary programming while the South Campus strictly houses the secondary programs. Each site employs skilled instructors. STC is guided by a twelve (12) member Board of Directors consisting of one (1) representative elected from each of the following Schuylkill County school districts: Blue Mountain, Mahanoy Area, Minersville Area, North Schuylkill, Pine Grove Area, Pottsville Area, Saint Clair Area, Schuylkill Haven, Shenandoah, Tamaqua, Tri-Valley, and Williams Valley. The IU board of directors is designated as the operating agent and assumes its designated responsibilities in accordance with the provisions of a written agreement entered into by the area vocational-technical board and the board of directors. Each district is responsible for a share of the operating budget based on student enrollment using a formula described within the Articles of Agreement. As a result of an amendment to the articles of agreement made in October of 2004, the formula used to calculate the district contributions was changed from a 2l% projection of enrollment to a l7% projection beginning with the 2005-2006 school year. The STC budget consists of member district contributions, charges for services, other state and Federal subsidies, grants, investment income and tuition. Each public school district in the service area contributes a portion of their funds to the budget. Total school districts' contribution to the STC budget is $5,252,611.00. Student attendance includes youth enrolled in 9th, 10th, 11th, or 12th grade and residing in any of the local 12 public school districts. Students granted admission may select among a total of nineteen (19) programs of study. Courses are offered under major career clusters, including Agriculture, Food, & Natural Resources, Architecture & Construction, Business Management, Health Science, Hospitality & Tourism, Human Services, Information Technology, Law, Public Safety & Security, Manufacturing, and Transportation, Distribution and Logistics. Students currently attending Schuylkill County school districts have the option to participate in a Diversified Occupations program offered through the supervision of the STC. The Diversified Occupations program prepares students to develop marketable workforce skills through related theory assignments and job training connected with actual employment opportunities. Campus assignments are determined by student's program of choice. Students attending STC complete courses over a period of one (1) - half academic year and subsequently return to their home district to complete the remaining year. Students may attend for one (1), two (2), three (3), or four (4) semesters. The Service Region STC is uniquely shaped by Schuylkill County, the service region, and by the needs of its member school districts. STC's South Campus is located in the small village of Mar Lin, encompassed

by Norwegian Township and adjacent to the Borough of Minersville. The North Campus is located in New Castle Township, in close proximity to the Borough of Frackville. Schuylkill County is nestled in northeastern Pennsylvania's Appalachian Mountains. The county's one (1) city, thirty (30) boroughs and thirty (36) townships span across 783 square miles of lands marred by the anthracite coal mining industry. Today, U.S. Census data shows that STC serves a region composed of mostly family households sustained on lower wage manufacturing jobs held by a middle-aged (44 yrs.). The population is declining and is estimated to be 143,049 - a 38 % decrease since 1930. The total population is projected to continue decreasing, due to out-migration of youth and aging senior citizens. Although anthracite coal mining is no longer a leading industry, 36 companies in Schuylkill County continue to operate anthracite (coal) surface mines, and 8 companies operate underground mines. The local service region is characterized by areas populated by less than 1,000; these areas are termed "coal patch towns." Schuylkill County is designated as an Appalachian county which signifies the area's lower per capita income, average wages, salaries and slightly higher unemployment rates. On average, most households are supported by an annual income of $45,000 earned by working in schools, hospitals, social agencies or manufacturing plants. The unemployment rate remains around 6% annually and the poverty rate of 13% is slightly higher in comparison to statewide averages.   Leading Industries STC is located within the Luzerne/Schuylkill (L/S) Workforce Investment Area (WIA) and has membership on the L/S Workforce Investment Board (WIB). According to the L/S WIB, leading local industries include Manufacturing, Healthcare and Social Assistance, Transportation and Warehousing, Retail Trade and Education Services. The average hourly wage is $20.13. The occupations with the highest estimated annual percent change in openings include Podiatrists, Logging Equipment Operators, Service Unit Operators, Oil, Gas and Mining, Marriage & Family Therapists, and Personal Care Aids. Long-term industry projections for 2010-2020 show growth among the following industries: Agriculture; Forestry, Fishing & Hunting; Mining; Construction; Manufacturing; Utilities; Wholesale Trade; Retail Trade; Transportation; Information; Professional & Technical Services; Administrative & Waste Services; Health Care & Social Assistance; Arts, Entertainment & Recreation; Accommodation & Food Services, and Other Services, Except Public Administration. STC as a Leader in Vocational Training Campuses STC secondary programs operate within two (2) campuses, one located in Frackville and one located in Mar Lin. Each building was constructed during the late 1960's and contain classrooms, computer and technical labs, cafeterias, common areas, outdoor recreational space, and staff offices. STC Post-Secondary Programs are held at both the North Campus and the Airport Campus, located near the Schuylkill County Airport Enrollment Students in grades 9, 10, 11, and 12 who reside in any of the 12 participating school districts may attend STC. Students can attend for one, two, three, or four semesters. Most students enter as 10th graders and remain for three (3) semesters over a three year period. Students acquire applications from their high school guidance counselor. STC North and South Campus enroll a total of 700 students annually. Opportunities for Students Programs of Study Students have the opportunity to choose from 19 programs of study. Campus assignments are determined by student's program of choice. Students earn a STC certificate of completion when they successfully complete the curriculum and have earned 9 credits in their Program of Study. Skills Certificates The Pennsylvania Department of Education requires all students that have completed two thirds of the curriculum to take an end-of- program exam as a senior. The National Occupational Competency Institute

(NOCTI) or an equivalent exam will occur during the last month of the senior year. Students who exceed an established "cut score" are awarded a Pennsylvania Skills Certificate recognizing their achievement. Student Organizations STC students have opportunities to promote leadership skills in career and technical organizations. Each organization fosters leadership, community service, and cooperative interaction among students. Skills competitions, service projects, special events, and social activities are included in the organizations. Skills USA, Distributive Education & Future Farmers of America are the STC's school organizations. Student Support Services Student Services plays a critical role in supporting the educational, emotional and social development of all students in relation to their total educational experience. Career Guidance and Counseling, Social Services & Special Education are support services available to all students. School to Work Programs School-to-Work Programs - The Cooperative Education Program (Co-op) at STC is designed to provide students with work-based learning opportunities directly related to their occupational program of study. A certified coordinator is responsible for placement, paperwork, on-site visitations, and evaluation of students between the employer and the occupational instructor. Designed as a structured program that combines school-based learning with a work-based component, the program is a partnership among students, parents/guardians, schools, and employers. "Co-op" is usually a paid work or internship experience; however, unpaid work experiences also comprise a portion of the Cooperative Education Program. Cooperative Education Opportunities • Job Shadowing – Job shadowing conducted within a business, industrial, or professional setting is available to students for one or more days to observe the duties and requirements of a specific occupation. This is a non-paid experience, strictly an observation no hands-on work activities. • Internship – Students in grade 11 or 12 must complete the appropriate pre-requisite courses to participate in this Co-Op experience. This short-term work-based program provides hands-on training in the student's chosen program of study. An internship may be a paid or non-paid experience. • Capstone – Students "cap-off" their vocational-technical training by receiving on-the-job training in their program of study. To be eligible, a student must be a third year Level III student, must complete all classroom requirements, and must be recommended by the program instructor, academic support teacher (if applicable), administration, and his/her parent/guardian. This is a paid work experience. Students have expressed on the year end assessment that they're happy with the program. Schuylkill Diversified Occupations Program Students currently attending Schuylkill County school districts have the option to participate in a Diversified Occupations Program offered through the supervision of the STC. The Diversified Occupations one (1) year program prepares students to develop marketable workforce skills through related theory assignments and job training connected with actual employment opportunities. A secondary student may apply for admission to the program. Articulation Agreements with Post-Secondary Schools STC has over forty-five (45) articulation agreements with postsecondary schools located locally and across the state. In addition, graduates of the STC secondary programs may receive a tuition credit of up to 25% to attend Schuylkill Technology Center Post-Secondary Programs including CDL, Heavy Equipment, Combo Training, and Inter-generational Technology Programs. In addition, graduates may receive credit of up to $1,500 to attend Schuylkill Technology Center Licensed Practical Nursing Program.   Community Resources STC recognizes local community strengths and resources as key elements for strategic planning and future collaborative developments. Several aspects of the Schuylkill County region

present STC with various assets from which to build collaborations and partnerships. Many entities exist that share STC's mission to provide educational pathways.   External Educational Resources A total of seventeen (17) organizations, including Alvernia University-Schuylkill Campus, Albright College – Tamaqua Campus, Penn State Schuylkill Campus, the localized sites of Wilkes University, Immaculata University, and East Stroudsburg University provide some form of postsecondary education in Schuylkill County. A primary linkage to all postsecondary programs is the Schuylkill Community Education Council (SCEC), non-profit organization that brings higher education opportunities to rural and educationally under-served communities. Economic Development Resources The Schuylkill Chamber of Commerce offers comprehensive member benefit and skill development programs to increase business efficiency while also assisting with operating cost control. The organization also maintains community affiliations with numerous other business associations across Schuylkill County in a business network that serves the entire county. The Schuylkill Economic Development Corporation (SEDCO) is a community-based, private, not-for-profit organization assisting companies to locate or expand their operations in Schuylkill County. SEDCO seeks to assure qualified employment candidates for county businesses through interaction with industry and government and effective partnerships with educators and training providers. SEDCO works closely with the Schuylkill County Industrial Development Authority (SCIDA) in support of a cohesive system of project development and financing services. SCIDA is a public authority engaged in providing taxable and tax-exempt bond financing for job creation projects. The Northeast Pennsylvania Manufacturers and Employers Association (MAEA) is a non-profit, membership-based organization and the only voluntary, non-profit employer's association in the region. MAEA's mission is to provide information and services to member companies that help them grow their businesses and better serve their communities.   Major economic development projects in Schuylkill County include regional distribution centers of more than 1 million square feet in size, power generating stations, and manufacturing plants. SEDCO presently manages the TIDE, Frackville, Hegins, Deer Lake, St. Clair, Pine Grove, MAJIC, Tremont, Shenandoah, Orwigsburg, and Auburn Industrial Parks as well as the Highridge Business Park. Highridge Business Park, located between exits 116 and 119 along Interstate 81, is one of the largest mixed-use business parks in the Commonwealth of Pennsylvania. Employment & Career Resources Pennsylvania CareerLink is a collaborative project between multiple agencies to provide career services to Pennsylvania employers, potential employees, and others. Pennsylvania CareerLink is operated under the direction of the Pennsylvania Department of Labor and Industry. The Schuylkill County CareerLink is located in the central city of Pottsville. Services offered include Employment Assistance, Training and Education, Youth Services, Welfare Services, etc. CareerLink also gathers information on the Pennsylvania labor market, including services which may be needed for customers to make reasoned choices. Statistics gathered include education, employer, income, industry, labor force, population, wages, and occupation. STC Organizational Resources On average, STC employs over 30 certified instructors averaging over 300 years' practical and technical experience. Bachelor's and Master's level instructors offer career and technical training based on first-hand experience in a variety of fields. Credentialed school administrators and support personnel offer 70 years combined experience to the students attending STC. Advisory Committee Resources Fundamental to envisioning our future is developing a clear understanding of existing organizational resources. STC's Advisory Committee is composed of

representatives of local trades, industries, business, educational agencies, administrators of participating school districts representatives and members authorized by the workforce investment board, civic organizations and higher education institutions. The committee gives advice to the board and the administration concerning the program of the school, including its general philosophy, academic and other standards, strategic plans, course offerings, support services, safety requirements and the skill needs of employers. The advisory committee also makes equipment recommendations in order to keep programs at industry standards. STC's Occupational Advisory Committees are composed of representatives from a particular occupational field, and also include representatives authorized by the workforce investment board, civic organizations and higher education institutions. Committees advise the board, the administration and staff, on curriculum, equipment, instructional materials, safety requirement, program evaluation and other related matters. Committees also use processes to verify that the programs meet industry standards and, if appropriate, licensing board criteria, and that they prepare students with occupation related competencies.

Future Ready PA Index

Select the grade levels served by your school. Select all that apply.

False K	False 1	False 2	False 3	False 4	False 5	False 6
False 7	False 8	True 9	True 10	True 11	True 12	

Review of the School(s) Level Performance

Strengths

Indicator	Comments/Notable Observations
Enrolled in Program of Study	STC Exceeded the statewide goal of 80.9% of students enrolled in a Program of Study, with a rate of 84.6%.

Challenges

Indicator	Comments/Notable Observations
Industry Based Learning	STC failed to achieve the Industry Based Learning Metric due to a failure to accurately capture and report third party certifications data. An action plan is in place to improve internal processes.

Review of Grade Level(s) and Individual Student Group(s)

Strengths

Indicator Industry Based Learning **ESSA Student Subgroups** White, Economically Disadvantaged,	**Comments/Notable Observations** Economically Disadvantaged Students achieved a rate of 93.5% achievement on Industry Based Learning verses All Students, which only scored 84.6%.

Students with Disabilities	
Indicator **ESSA Student Subgroups**	**Comments/Notable Observations**
Indicator **ESSA Student Subgroups**	**Comments/Notable Observations**
Indicator **ESSA Student Subgroups**	**Comments/Notable Observations**

Challenges

Indicator Industry Based Learning **ESSA Student Subgroups** White, Economically Disadvantaged, Students with Disabilities	**Comments/Notable Observations** White students scored lower than any other group on Industry Based Learning with an 84.5%.
Indicator Cooperative Education **ESSA Student Subgroups**	**Comments/Notable Observations** STC failed to reach the 84.6% goal for participation in Cooperative Education Experiences.

Summary

Strengths

Review the strengths listed above and copy and paste 2-5 strengths which have had the most impact in improving your most pressing challenges.

Enrolled in Program of Study Metrics exceeded statewide averages.
Economically Disadvantaged Students scored highest on Industry Based Learning.

Challenges

Review the challenges listed above and copy and paste 2-5 challenges if improved would have the most impact in achieving your Future Ready PA index targets.

Co-Operative Education is an area of opportunity for future growth.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
n/a	STC only teaches Social Studies.

English Language Arts Summary

Strengths

Challenges

Mathematics

Data	Comments/Notable Observations
n/a	STC only teaches Social Studies.

Mathematics Summary

Strengths

Challenges

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
n/a	STC only teaches Social Studies.

Science, Technology, and Engineering Education Summary

Strengths

Challenges

Related Academics

Career Readiness

Data	Comments/Notable Observations
Career Readiness Benchmark Student Portfolios	STC, along with our sending districts, utilizes Smart Future for Portfolio Planning and to meet the Career Readiness requirements.

Career and Technical Education (CTE) Programs

False Career and Technical Education (CTE) Programs Omit

Data	Comments/Notable Observations
NOCTI	NOCTI Scores improved seven percentage points from 21/22 to 22/23.
NIMS	STC revised our NIMS Testing schedule in 22/23 in an effort to improve outcomes. Students are test when the material is taught rather than testing all students senior year. This strategy has resulted in some improvement, but there has not been enough data to evaluate the strategy.
Perkins Performance Data	For the 22/23 School, STC exceed the following Perkins Goals: 1S1 Graduation Rate, 3S1 Post-Graduate Placement, 5S1 Industry Recognized Credential, 4S1 Skill Attainment and came within 90% for Non-Traditional Student Completion.

Arts and Humanities

True Arts and Humanities Omit

Environment and Ecology

True Environment and Ecology Omit

Family and Consumer Sciences

True Family and Consumer Sciences Omit

Health, Safety, and Physical Education

True Health, Safety, and Physical Education Omit

Social Studies (Civics and Government, Economics, Geography, History)

False Social Studies (Civics and Government, Economics, Geography, History) Omit

Data	Comments/Notable Observations
Civics- During the 22/23 School year, 105 students were assessed, 101 passed and 26 scored 100%.	STC utilizes the comprehensive Civics (local) Final Examination.

Articulation Agreements

False We do not have any articulation agreements because we do not have high school students, or ALL current agreements have been uploaded to other FRCPP plans.

Partnering Institution

Pennsylvania State University

Agreement Type

Program/Course Area

Health Careers

Uploaded Files

psu dual enroll partial signature 4.3.23.pdf

Partnering Institution

Alvernia University

Agreement Type

Dual Credit

Program/Course Area

Psychology

Uploaded Files

Alvernia.Schuylkill Technology Center Agreement 23-24 MOU.Dual Credit.pdf

Summary

Strengths

Review the comments and notable observations listed previously and record 2-5 strengths which have had the most impact in improving your most pressing challenges.

STC Technology Infrastructure is excellent: we are 1:1, new wireless access, new servers, new firewall and anti-phishing safeguards. This was a challenge area in the last comprehensive plan.
STC has solid community partnerships with active participation and fiscal support.
STC is at enrollment capacity with a wait-list of almost 200 students.

Challenges

Review the comments and notable observations listed previously and record 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

Non-traditional student enrollment needs to increase
STC struggles with hiring qualified teachers and paraprofessionals. The CTE Teachers Certification process is overly complicated and serves as an impediment to teacher recruitment efforts.

Equity Considerations

English Learners

True This student group is not a focus in this plan.

Students with Disabilities

False This student group is not a focus in this plan.

Data	Comments/Notable Observations
NOCTI	student scores improved 7 percentage points from 21/22 to 22/23.
NIMS	STC continues work to improve NIMS Scores.

Students Considered Economically Disadvantaged

True This student group is not a focus in this plan.

Student Groups by Race/Ethnicity

True This student group is not a focus in this plan.

Summary

Strengths

Review the comments and notable observations listed previously and record the 2-5 strengths which have had the most impact in improving your most pressing challenges.

Communication with sending districts
Qualified Itinerant instructors
STC has made significant investments in mental health resources.

Challenges

Review the comments and notable observations listed previously and record the 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

Students with low reading and math levels
STC currently has a wait list of potential students due to building capacity issues.
Ensuring fair and equitable access to CTE enrollment.

Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	n/a
Title I Program	n/a
Student Services	Social worker coordinates with county interagency liaison
K-12 Guidance Plan (339 Plan)	STC had a successful 339 Site Visit during the 22/23 School year.
Technology Plan	STC has migrated to a 1:1 Student to Technology Ratio and upgraded our entire network infrastructure.
English Language Development Programs	School Districts contract with IU29 for ESL teachers to service their students.

Strengths

Review the comments and notable observations listed and record those which have had the most impact in improving your most pressing challenges.

Improvements to technology infrastructure are favorable.

Challenges

Review the comments and notable observations listed previously and record the 2-5 challenges which if improved would have the most impact in achieving your Mission and Vision.

STC struggles with inconsistent ESL support from the sending districts and securing content specific supports.

Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

Align curricular materials and lesson plans to the PA Standards	Operational
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	Operational
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	Operational
Identify and address individual student learning needs	Operational
Provide frequent, timely, and systematic feedback and support on instructional practices	Operational

Empower Leadership

Foster a culture of high expectations for success for all students, educators, families, and community members	Operational
Collectively shape the vision for continuous improvement of teaching and learning	Operational
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	Operational
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	Operational
Continuously monitor implementation of the school improvement plan and adjust as needed	Operational

Provide Student-Centered Support Systems

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	Operational
Implement an evidence-based system of schoolwide positive behavior interventions and supports	Operational
Implement a multi-tiered system of supports for academics and behavior	Operational
Implement evidence-based strategies to engage families to support learning	Emerging
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	Operational

Foster Quality Professional Learning

Identify professional learning needs through analysis of a variety of data	Operational
Use multiple professional learning designs to support the learning needs of staff	Operational

Monitor and evaluate the impact of professional learning on staff practices and student learning	Operational

Summary

Strengths

Which Essential Practices are currently Operational or Exemplary and could be leveraged in your efforts to improve upon your most pressing challenges?

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically *
Use multiple professional learning designs to support the learning needs of staff *

Challenges

Thinking about all the most pressing challenges identified in the previous sections, which of the Essential Practices that are currently Not Yet Evident or Emerging, if improved, would greatly impact your progress in achieving your mission, vision and Future Ready PA Index interim targets in State Assessment Measures, On-Track Measures, or College and Career Measures?

Implement evidence-based strategies to engage families to support learning *
During the 339 Audit, it was identified that STC had a disproportionate percentage of students with disabilities in comparison to the percentages found within the sending districts. STC was tasked with changing the admissions policies and procedures to ensure equitable access to CTE for all students without preferential treatment given to a student with an IEP.

Summary of Strengths and Challenges from the Needs Assessment

Strengths

Examine the Summary of Strengths. Identify the strengths that are most positively contributing to achievement of your mission and vision. Check the box to the right of these identified strength(s).

Strength	Check for Consideration in Plan
Enrolled in Program of Study Metrics exceeded statewide averages.	False
Economically Disadvantaged Students scored highest on Industry Based Learning.	False
STC Technology Infrastructure is excellent: we are 1:1, new wireless access, new servers, new firewall and anti-phishing safeguards. This was a challenge area in the last comprehensive plan.	False
STC has solid community partnerships with active participation and fiscal support.	False
STC is at enrollment capacity with a wait-list of almost 200 students.	True
Communication with sending districts	False
Qualified Itinerant instructors	False
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically *	False
Use multiple professional learning designs to support the learning needs of staff *	False
Improvements to technology infrastructure are favorable.	False
STC has made significant investments in mental health resources.	False
STC has made significant investments in mental health resources.	True

Challenges

Examine the Summary of Challenges. Identify the challenges which are most pressing at this time for your Career Technical Center and if improved would have the most pronounced impact in achieving your mission and vision. Check the box to the right of these identified challenge(s).

Strength	Check for Consideration in Plan
Co-Operative Education is an area of opportunity for future growth.	False

Non-traditional student enrollment needs to increase	True
STC struggles with hiring qualified teachers and paraprofessionals. The CTE Teachers Certification process is overly complicated and serves as an impediment to teacher recruitment efforts.	False
Students with low reading and math levels	False
STC currently has a wait list of potential students due to building capacity issues.	False
STC currently has a wait list of potential students due to building capacity issues.	True
During the 339 Audit, it was identified that STC had a disproportionate percentage of students with disabilities in comparison to the percentages found within the sending districts. STC was tasked with changing the admissions policies and procedures to ensure equitable access to CTE for all students without preferential treatment given to a student with an IEP.	True
STC struggles with inconsistent ESL support from the sending districts and securing content specific supports.	False
Implement evidence-based strategies to engage families to support learning *	False
Ensuring fair and equitable access to CTE enrollment.	False
Ensuring fair and equitable access to CTE enrollment.	False

Most Notable Observations/Patterns

In the space provided, record any of the comments and notable observations made as your team worked through the needs assessment that stand out as important to the challenge(s) you checked for consideration in your comprehensive plan.

The disproportionate number of students with IEPs at STC in comparison to the rates evident in the sending districts was most prominent.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Non-traditional student enrollment needs to increase	STC will continue to add non-traditional visual displays that depict equity in CTE, utilize gender non-traditional student ambassadors to recruit elementary and middle school students and add gender appropriate PPE.	True
During the 339 Audit, it was identified that STC had a disproportionate percentage of students with disabilities in comparison to the percentages found within the sending districts. STC was tasked with changing the admissions policies and procedures to ensure equitable access to CTE for all students without preferential treatment given to a student with an IEP.	STC convened a stakeholder committee to revise Admissions Policies and Procedures to ensure equitable access to CTE for all.	True
STC currently has a wait list of potential students due to building capacity issues.		False

Analyzing Strengths

Analyzing Strengths	Discussion Points
STC is at enrollment capacity with a wait-list of almost 200 students.	STC is working with our Board of Directors and member districts to explore expansion opportunities. STC seeks to utilize grant dollars to renovate unoccupied space to add additional programs of study.
STC has made significant investments in mental health resources.	

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Increase Non-traditional student enrollment

	STC convened a stakeholder committee to revise Admissions Policies and Procedures to ensure equitable access to CTE for all.

Goal Setting

Priority: Increase Non-traditional student enrollment

Outcome Category		
Wellness		
Measurable Goal Statement (Smart Goal)		
Increase non-traditional (by gender) student enrollment by program of study to achieve the Perkins specified rate of 14.4%		
Measurable Goal Nickname (35 Character Max)		
Non-Traditional Enrollment		
Target Year 1	**Target Year 2**	**Target Year 3**
Increase non-traditional student enrollment (by gender) by program of study to achieve the Perkins specified rate of 11%	Increase non-traditional student enrollment (by gender) by program of study to achieve the Perkins specified rate of 12%	Increase non-traditional (by gender) student enrollment by program of study to achieve the Perkins specified rate of 14.4%

Priority: STC convened a stakeholder committee to revise Admissions Policies and Procedures to ensure equitable access to CTE for all.

Outcome Category		
Other		
Measurable Goal Statement (Smart Goal)		
Ensure fair and equitable access to 100% of eligible student from member districts regardless of ethnicity, income, race, gender, or disability.		
Measurable Goal Nickname (35 Character Max)		
Equitable Admissions Process		
Target Year 1	**Target Year 2**	**Target Year 3**
Convene a committee of stakeholders to develop and admissions scoring rubric to ensure fair and equitable access to CTE. Apply the rubric to 30% of enrolled students to determine the validity of the rubric.	Apply the finalized scoring rubric to 100% of applications to CTE to select applicants in a fair and equitable manner.	Ensure fair and equitable access to 100% of eligible student from member districts regardless of ethnicity, income, race, gender, or disability.

Action Plan

Measurable Goals

Non-Traditional Enrollment	Equitable Admissions Process

Action Plan For: Gender Non-Traditional Student Recruitment

Measurable Goals:
• Increase non-traditional (by gender) student enrollment by program of study to achieve the Perkins specified rate of 14.4%

Action Step		**Anticipated Start/Completion Date**	
Recruit gender, non-traditional STC students to conduct recruitment presentations with elementary and middle school students from sending districts.		2024-08-26	2025-05-26
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Gretchen Witman, Student Ambassador Advisor	Grant funds are utilized to pay foe the Advisor. Shirts are ordered for student ambassadors. Transportation to sending districts is funded with local funds.	No	Yes
Action Step		**Anticipated Start/Completion Date**	
identify and recruit gender, non-traditional guest speakers from within local industry partner organizations to attend Open House events to encourage non-traditional enrollment with prospective students and their parents		0024-07-12	2027-04-01
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Shannon Brennan, Director of CTE	Membership with the Schuylkill Chamber of Commerce and the Northeast PA Manufacturers and Employers Association	No	No

Anticipated Output	**Monitoring/Evaluation (People, Frequency, and Method)**
Annual increase in gender, non-traditional student enrollments.	Shannon Brennan, Director o CTE, monitored biannually with enrollment data and annually with Perkins Performance Data.

Action Plan For: Revised Admissions Policy & Procedures.

Measurable Goals:
• Ensure fair and equitable access to 100% of eligible student from member districts regardless of ethnicity, income, race, gender, or disability.

Action Step		Anticipated Start/Completion Date	
Convene a committee of stakeholders to review and develop the admissions processes.		2024-07-12	2024-08-15
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Shannon Brennan	Sample admissions policies from other CTEs and a stakeholder group members to serve on the committee.	No	No
Action Step		**Anticipated Start/Completion Date**	
Develop and apply an admission rubric and revised admissions policy.		2024-08-15	2027-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Tracey Picht, Guidance Counselor	Admissions Rubric, CSIU Student Portal, Revised Admissions Policy.	No	Yes
Action Step		**Anticipated Start/Completion Date**	
Educate guidance staff, support staff and administrators at the 12 sending districts as well as internal CTE staff about the new Admissions Application Process.		2024-08-16	2024-12-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Tracey Picht, School Counselor	Admissions Rubric, Admissions Policy, and meeting space.	Yes	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Proper implementation of the revised Admissions Process to ensure equitable access to CTE for all eligible students.	Shannon Brennan, Director of CTE will monitor this biannually using STC Enrollment reports.

Expenditure Tables

School Improvement Set Aside Grant

True School does not receive School Improvement Set Aside Grant.

Schoolwide Title 1 Funding Allocation

True School does not receive Schoolwide Title 1 funding.

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Revised Admissions Policy & Procedures.	Educate guidance staff, support staff and administrators at the 12 sending districts as well as internal CTE staff about the new Admissions Application Process.

STC Revised Admissions Process Training

Action Step
• Educate guidance staff, support staff and administrators at the 12 sending districts as well as internal CTE staff about the new Admissions Application Process.

Audience
Principals, Superintendents, and Guidance Staff from the 12 sending districts and STC.

Topics to be Included
The training will include the purpose of the change, the new scoring rubric, the revised Admissions Policy, a review of the CSIU student information system as well as the new admissions timeline.

Evidence of Learning
Proper implementation of the process and ACT 48 Evaluation Forms.

Lead Person/Position	Anticipated Start	Anticipated Completion
Tracey Picht, School Counselor	2024-08-16	2024-12-31

Learning Format

Type of Activities	Frequency
Workshop(s)	1-2 times as needed to reach all district staff.

Observation and Practice Framework Met in this Plan

This Step Meets the Requirements of State Required Trainings
Teaching Diverse Learners in Inclusive Settings

Communications

Communications Action Steps

Evidence-based Strategy	Action Steps
Gender Non-Traditional Student Recruitment	Recruit gender, non-traditional STC students to conduct recruitment presentations with elementary and middle school students from sending districts.
Revised Admissions Policy & Procedures.	Develop and apply an admission rubric and revised admissions policy.

Revised Admissions Policy & Procedure

Action Step		
• Develop and apply an admission rubric and revised admissions policy.		
Audience		
Middle and High School Staff at the twelve sending districts.		
Topics to be Included		
The goal of revising the process, the new scoring rubric, the revised admissions Policy and the CSIU Student Information System Process.		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Shannon Brennan, Director of CTE	2024-08-15	2024-09-15

Communication

Type of Communication	Frequency
Email	1-2 times as needed to reach all partners.

Communication

Type of Communication	Frequency
Email	1-2 times as needed to reach all partners.

Gender Non-traditional Student Ambassador Recruitment

Action Step
Audience

Middle and High School Staff at the twelve sending districts.		
Topics to be Included		
The goal of revising the process, the new scoring rubric, the revised admissions Policy and the CSIU Student Information System Process.		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Shannon Brennan, Director of CTE	2024-08-15	2024-09-15

Communication

Type of Communication	Frequency
Email	1-2 times as needed to reach all partners.

Communication

Type of Communication	Frequency
Email	1-2 times as needed to reach all partners.

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date
Building Principal Signature	Date
School Improvement Facilitator Signature	Date