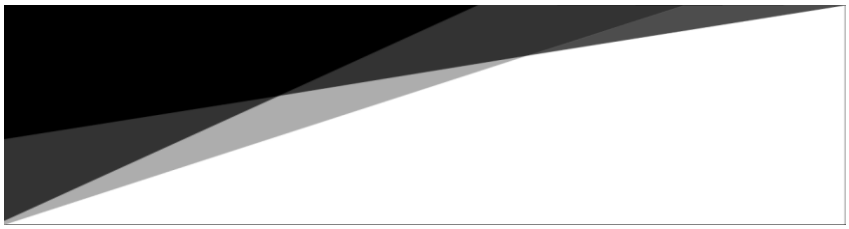
Franklin County CTC
Community Engagement Plan



CareerTech
Franklin County Career & Technology Center

January, 2016

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INTRODUCTION

Franklin County Career and Technology Center

Community Engagement Plan

Overview

This document is designed to guide educators in understanding, implementing, and successfully completing all responsibilities related to the Franklin County Career and Technology Center (FCCTC) community engagement process. The term "educator" includes teachers, all professional and temporary professional employees, education specialists, school administrators/principals who maintain certification through the Pennsylvania Department of Education (PDE). It is intended to provide guidance for ensuring that all community engagement initiatives and associated advisory committees are organized and maintained to function effectively.

Community engagement and effective advisory committees are a vital link between the Career and Technical Education (CTE) center and business/industry. In addition to state requirements for their establishment, these initiatives along with ongoing community participation in making CTE related decisions are instrumental in ensuring student learning and achievement and maximizing benefits for the community. Community stakeholders representing business, industry, labor, public sector, community, postsecondary representatives, and the general public bring a unique perspective to education and training programs. They provide knowledge and perspectives, which are invaluable to the CTE program, and an effective community engagement plan is essential to maintaining a quality CTE center.

Our community engagement plan is aligned with the requirements of the law and in accordance with recommendations from state educational agencies. The PDE's, Bureau of Career and Technical Education (BCTE) commends those individuals who are working to build strong, effective CTE opportunities by involving the community. In addition, the Pennsylvania State Board of Education regulations governing CTE, Chapter 4 – Academic Standards and Assessment, and Chapter 339 all require the establishment of local advisory committees, and occupational advisory committees as a condition for CTE program approval by the PDE/BCTE.

Included in this document are the following topics: Local Educational Agency (LEA), advisory committees, community engagement, student services, and the FCCTC concern policy.

Purpose

The purpose of the FCCTC community engagement plan is to establish and maintain communication that informs the public and involves them in the educational goals and programs of the center. It is designed to maximize student learning and achievement by providing all administrators, educators, and stakeholders with a process for ongoing assessment, development, and continuous improvement to strengthen the CTE center including all secondary and adult programs, courses, services, and resources.

To achieve this purpose, the Joint Operating Committee (JOC) shall provide students, parents/guardians, and community members an opportunity to receive information and orientation regarding the center

and the vocational programs. The Joint Operating Committee will utilize all appropriate means and media to achieve its public relations objectives. The FCCTC community engagement process is grounded in the belief that school improvement is a continuous, collective, community based effort coordinated through careful and effective goal setting, collaboration, reflection, and documentation. This process is intended to further our mission in maximizing student learning and preparation through valuable input and advice from reliable and appropriate stakeholders from surrounding community and workforce. The community relations plan outlines specific details and expectations for developing, documenting, and implementing FCCTC programs, plans, and activities related to improving and promoting FCCTC.

Objectives

The objectives of the center's public relations program shall be to:

- Explain the programs, achievements, and needs of the center.
- Determine what students, residents, business, and industry expect from the center and what they want to know about the center's programs and operations.
- Keep students, parents/guardians, and staff members fully informed about relevant Joint Operating Committee policies and procedures and their own responsibilities and rights.
- Operate in public session, as speedily and efficiently as circumstances permit and with appropriate public participation.
- Recognize students and their achievements.

Mission Statement

The Mission of the FCCTC is to promote lifelong learning and prepare students for careers and post-secondary education.

Vison Statement

FCCTC will be the career and technical resource for secondary and adult students providing dynamic instructional programing that is aligned with applicable secondary academic and industrial standards. These standards will align with the workforce needs of the local community, offer post-secondary learning opportunities for its secondary students, and provide adult technical education and training for the community.

DISCLAIMER

Reference in this document to any specific products, processes, or services, or the use of any trade, firm, school/college or corporation name is for the information and convenience of the public, and does not constitute endorsement or recommendation by the Franklin County Career and Technology Center (FCCTC).

Sections of laws, regulations, and government documents are reprinted in this document in order to

help with their interpretation and use. Laws, regulations, and policies are subject to change, thus, it is recommended that they be researched on a regular basis. The FCCTC does not represent this document as a replacement for the official copies of laws, regulations, or policies of the State or our Joint Operating Committee.

This document is designed to be used as a reference for educators to be aware and knowledgeable of the FCCTC community engagement plan. All information in this document is for educational purposes and intended to provide a general summary of the expectations, processes, and timeframes for community engagement initiatives and advisory committees. Educator and administrative actions include, but are not limited to the contents of this document. New and revised policies/actions can continue to be incorporated into the community engagement process as needed.

It must be emphasized that all advisory committees are advisory bodies only. They do not have administrative or governing authority; nevertheless, their work is critical to the effective operation of a successful career and technical education program.

Non-Discrimination Policy

School Year 2015-2016

The local School offers the following career and technical educational programs: Agriculture Mechanics, Allied Health, Automotive Collision and Repair, Automotive Technology, Building Construction Trades, Carpentry, Cosmetology, Culinary Arts, Dental Assisting, Diesel Mechanics, Electronics, Electromechanical Technology, Engineering Technology, Graphic Communications, Heating Ventilation and Air Conditioning, Information Systems and Technologies, Landscaping and Horticulture, Marketing and Web Design, Medical Assisting, Plumbing, Precision Machining, Veterinary Assisting, and Welding.

The Franklin County Career & Technology Center will take steps to assure that lack of English language skills will not be a barrier to admission and participation in all educational and vocational programs.

For information regarding services, activities, programs and facilities that are accessible to and usable by handicapped persons, contact the Administrative Director, 2463 Loop Road, Chambersburg, PA 17202, Telephone (717) 263-9033 x 213.

It is the policy of the Franklin County Career & Technology Center not to discriminate on the basis of race, color, religion, sex, handicap or national origin in its admissions, educational programs, and activities and provides equal access to the Boy Scouts and other designated youth groups.

Inquiries regarding compliance with Titles VI and IX and Section 504 may be directed to the Administrative Director, 2463 Loop Road, Chambersburg, PA 17202, Telephone (717) 263-9033 x 213.

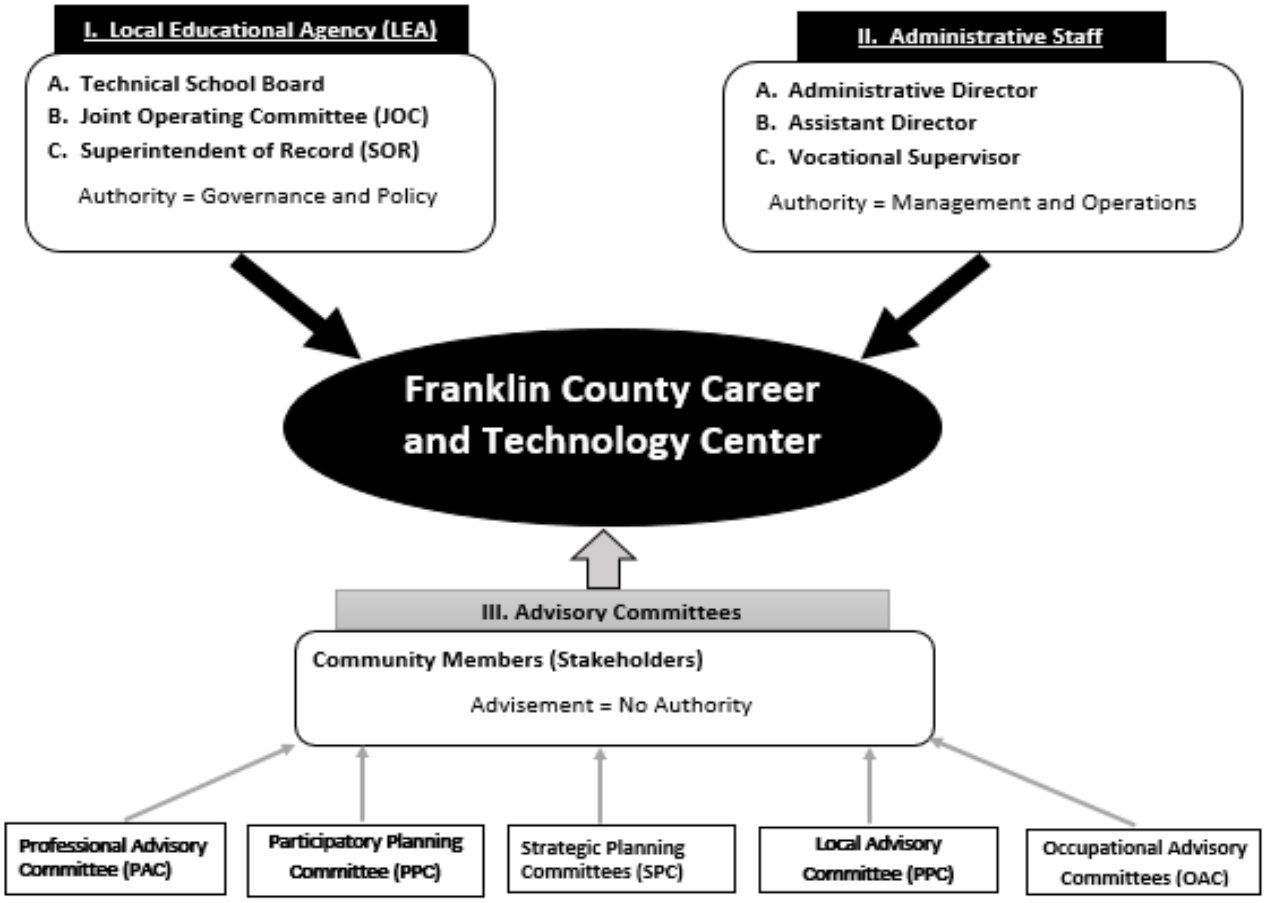
I. CAREER AND TECHNICAL EDUCATION ORGANIZATIONAL STRUCTURE

The responsibilities of the Joint Operating Committee (JOC) and the Superintendent of Record (SOR) are defined by state statute and the Pennsylvania School Code. A school's JOC procedures may provide specific direction about additional responsibilities.

State statute and the Pennsylvania School Code also define that the school at which students are in attendance at a given time, is the school that has the responsibility and authority for them. In order for FCCTC students to receive maximum benefit from their program of studies, articulation between the center and the participating school districts is essential. It is the policy of the FCCTC that lines of communication be maintained with institutions that provide programs, training, or services available to students and with participating districts whose resident students are enrolled in programs of the center.

This section outlines the organizational structure, lines of communication, and procedures utilized by FCCTC counterparts and stakeholders to assess, develop, and continually strengthen the CTE center and maximize benefit for students and surrounding community. Although the specific responsibilities may vary from school to school, in general, the roles of the LEA, JOC, Administrative Director, Superintendents, and Advisory Committees can be classified as such:

FCCTC Organizational Chart of Authority and Advisement



(see appendix)

A. Local Educational Agency (LEA)

The Franklin County Career and Technology Center (FCCTC) is the Local Educational Agency (LEA) for the career and technical education (CTE) program offered at FCCTC on behalf of all schools in Franklin County. The term LEA refers to a public board of education legally constituted within a State for administrative control to perform a service function for public schools in a city, county, township, or school district that is recognized by that State as an administrative agency for its public schools.

The FCCTC LEA is governed by our Articles of Agreement, which is a written memorandum of the terms, provisions, and stipulations that all parties collaboratively agree to convey and abide.
These articles of agreement are the founding document of our entity and set forth, among other provisions, the: purpose and main powers of the entity; membership, meetings, and voting rights; pupil selection and enrollment; provision of operating expenses; transportation; use of facilities; and limitations.

The current FCCTC Articles of Agreement were amended and adopted in March, 2014, by and between Chambersburg Area School District, Greencastle-Antrim School District, Shippensburg Area School District, Tuscarora School District, and Waynesboro Area School District. These schools are referred to collectively as the *Participating School Districts*. These participating school districts first entered into certain Articles of Agreement, dated March 21, 1967 and have since revised and amended these articles four times (2008, 2010, 2012, and 2014) in this agreement to provide for operation of the Franklin County Area Vocational-Technical School, now known as the Franklin County Career and Technology Center (FCCTC). (see appendix for complete Articles of Agreement)

All parties of this LEA and Articles of Agreement share authority and direction of the FCCTC through two bodies identified as: 1) Technical School Board and 2) Joint Operating Committee as outline below:

1. Technical School Board (TSB)

According to the Articles of Agreement, the Technical School Board (TSB) shall mean the Franklin County Area Vocational-Technical School Board which is composed of the five participating boards of school directors of the participating school districts. The TSB shall have the authority and its duty shall be to adopt the annual budget and to have other responsibilities which the Joint Operating Committee may not lawfully delegate, or does not wish to delegate, as particularly set forth in Section 1850.1 of the Act of General Assembly. In the case of FCCTC we have five participating districts with nine members on each school board resulting in a Technical School Board of 45 participating members.

2. Joint Operating Committee (JOC)

According to the Articles of Agreement, Joint Operating Committee (JOC) shall mean the FCCTC Joint Operating Committee composed of school board representatives from the participating school districts, designated to administer, supervise, and operate the FCCTC. The operation, administration, and supervision of the FCCTC shall be directed by the JOC composed of representatives of the participating school districts as hereinafter set forth. The committee is delegated all powers of operation, administration, and management of the FCCTC which are given by law, except for those expressly reserved to the Technical School Board herein or otherwise required by law to be acted upon by the

Technical School Board. All operations of the FCCTC shall be within the limits of the annual budget.

Committee Membership: The FCCTC Joint Operating Committee shall consist of nine representatives distributed as follows:

Chambersburg Area ..... 3 representatives
Greencastle-Antrim ..... 1 representative
Shippensburg Area ..... 2 representatives
Tuscarora ..... 1 representative
Waynesboro Area .....2 representatives

All provisions for the JOC are outlined along with all other LEA provisions in the Articles of Agreement as follows: definitions; readjustment of representation; membership; officers, depository and solicitor; meetings; chief administrative officer; director of vocational education; advisory committees; pupil quotas, selection, and tuition; rental; federal grants; transportation; prorating operating expenses; payments by school districts; additional districts; items beyond agreement; amending agreement; and term of this agreement. (see appendix for complete Articles of Agreement)

When making decisions regarding policy, management, and operations of the FCCTC, the JOC and administration shall give substantial weight to the input received from the community. When evaluating the community's suggestions, the JOC and administration will consider the impact on the center's goals, operations, programs, and financial resources. Recommendations made by the community shall not reduce the authority or responsibility of the JOC, which may accept or reject such recommendations. The center shall communicate to the community the decision of the JOC and its rationale regarding an issue involving community engagement, as well as provide public access to monthly meeting announcements and minutes.

B. ADVISORY COMMITTEES

Advisory committees assist in assuring the relevance of the CTE program, help to create a partnership between the CTE program and the community, and increase public awareness of the program. Committee members representing business, industry, labor, public sector, community, postsecondary representatives and the general public bring a unique perspective to education and training programs. They provide knowledge and perspectives, which are invaluable to the CTE center and programs. It is recommended these committees be established and operated to complement and support one another. Thus, some members can simultaneously serve on several of these committees at the same time, as long as all guidelines for membership requirements are met. It is recommended that a formal link be established between the occupational advisory committees (OAC) and the local advisory committee (LAC). This could be accomplished through a standing committee or by representation of the OAC chairpersons on the executive committee on an ex-officio basis. All committee members participate in meetings as scheduled by FCCTC staff and are invited to our annual Advisory Committee Banquet. (see appendix for agenda)

There are five types of advisory committees at FCCTC which are established to meet the needs of the Career and Technical Center students, programs, and community as outlined below (see appendix for list):

1. Professional Advisory Committee (PAC)

The Franklin County Career and Technology Center's Professional Advisory Committee (PAC) is composed of the six superintendents from our sending school districts including CASD, GASD, FMSD, SASD, TUSD, and WASD and the CTC administrative director. Participating in this consortium, these superintendents typically meet on a monthly basis and work together to establish and operate the CTC, advise the school administration, and Local Education Agency (LEA) on the educational program and policies of the school, as well as assist in strategic planning. In addition, FCCTC also works with other sending school counterparts to facilitate regular meetings (between six and ten per year) for both principals/administrators and counselors/student services. These two types of meetings typically occur at FCCTC and are used to share information, updates, and projections, as well as to collaborate and make decisions related to planning and developing FCCTC policies and procedures. FCCTC staff who participate in these meetings share minutes and summaries to PAC members for their consideration and feedback.

2. Participatory Planning Committee (PPC)

The Participatory Planning Committee (PPC) is comprised of specified members as defined in the Carl D. Perkins Vocational and Technical Education Improvement Act of 2006. This committee is a requirement for local planning and certain competitive funding areas authorized within Perkins legislation. This committee is led by the Assistant Director and is conducted at least once annually. This meeting is typically conducted after April 1 on the same night as the Advisory Committee Banquet. This committee meets to review and approve the following budgets for the Perkins 380 Local Plan: a) *Revision* for the current school year – Due March 31 and b) *Application* for the upcoming school year due during the second week of June. This committee also meets as needed to review and approve other donations and competitive funding opportunities and initiatives.

3. Strategic Planning Committees (SPC)

The FCCTC Strategic Planning Committee (SPC) meets as required to develop the schools' strategic plans through active participation among identified parents, students, school directors, teachers, school administrators, other school personnel, business, and other community representatives. The committee serves a specific function in the strategic planning process as required by Section 4.13 (Strategic Plans) of Chapter 4, regulations of the Pennsylvania State Board of Education.

4. Local Advisory Committee (LAC) or General Advisory Committee (GAC)

The FCCTC Local Advisory Committee (LAC) provides the overall direction for the entire CTE program and center. This committee provides advice, assistance, and support to FCCTC in a diverse range of activities and issues involving the appropriateness of program offerings and support services, as well as the CTE center and community direction and needs.

5. Occupational Advisory Committees (OAC)

An Occupational Advisory Center (OAC) is established for each CTE program or cluster of related

programs offered by the CTC. The majority of the members of the committee shall be employees and employers in the occupation for which training is provided. The committee advises the board, administration, and staff on curriculum, equipment, instructional materials, safety requirement, program evaluation and other related matters, in addition to verifying that the programs meet industry standards. (see appendix for OAC documents)

C. ADVISORY COMMITTEE ACTIVITIES

Although committee members have no legislative or administrative authority, all advisory committees can enhance the education program/center and become a vital, positive force for career and technical education. The time and energy devoted by advisory committee members helps to increase their knowledge about the CTE program(s), while providing data and recommendations to teachers and administrators about the job market, employer needs, and community opportunities.

1. Advisory Committee Goals

Each advisory committee has several **major goals**:

- Provide information to update, modify, expand and improve the quality of career and technical education programs
- Support and strengthen the relationship between business, industry, the community and education
- Make recommendations to strengthen and expand the curriculum, and provide assistance in implementing these recommendations
- Assist in identifying needs, determining priorities, and reviewing and evaluating programs
- Articulate long-term goals and objectives of the career and technical education program to parents, employers, and the community

To achieve these goals, members may provide valuable services in areas such as: student recruitment; student placement; curriculum development; facilities and equipment; staff development; public relations; community needs; legislative and financial support; and career and technical student organizations' (CTSO) support. Suggested activities for each of these areas are identified below:

a. Student Recruitment

- Speak at student orientation meetings
- Participate in school and community career fairs
- Help conduct events recognizing students, employers or others active in career and technical education

- Assist in the development of admissions criteria for career and technical education programs

b. Student Placement

- Identify the knowledge, skills, and attitudes necessary to compete in the job market
- Identify student training stations and activities
- Review and modify training plans
- Place students in part-time jobs during the school year or summer months
- Conduct mock interviews with students
- Set up testing via licensing agencies
- Help program graduates secure jobs
- Develop articulation agreements between secondary career and technical programs and postsecondary education/training institutions
- Provide work-based learning opportunities to assist in the transition from school to work

c. Curriculum Development

- Review the career and technical education programs' philosophy, mission statement and goals
- Work with occupational advisory committees as needed to assure curriculum, course content, student competencies, and safety procedures are current
- Recommend new course offerings as needed
- Participate in evaluations conducted by outside agencies
- Give classroom presentations/demonstrations
- Promote and host student visits to worksites in the community
- Provide supplies (such as raw materials, finished products, charts or posters) for exhibit or instructional purposes
- Assist in shadowing and career exploration educational activities and professional observation days
- Promote and host graduates as candidates for higher education

- Assess student performance on skill tests (for example, NOCTI)
- Assess student performance on SCANS Skills (Secretary's Commission on Achieving Necessary Skills) - (1) resources, (2) technology, (3) information, (4) systems and (5) to work with others

d. Facilities and Equipment

- Identify facility and equipment needs
- Help to obtain needed equipment and supplies on loan through donations or at special prices

e. Staff Development

- Arrange industry site visits for teachers to upgrade their knowledge and skills
- Offer industry training programs for teachers
- Identify community resource persons to assist career and technical teachers in the classroom
- Foster communications among teachers and employers to establish cooperative relationships between education and industry
- Help teachers find summer employment or internships related to their teaching assignment

f. Public Relations

- Foster positive communication between the school and community
- Distribute information describing the career and technical education program
- Communicate with the local boards of education about the impact of the career and technical education programs on the community
- Recommend effective ways to communicate with parents and provide them with information on career and technical education and resulting career opportunities
- Develop public service announcements to inform the community about career and technical education programs
- Post information on bulletin boards, submit news articles to local media, and place brochures in pay envelopes that advertise career and technical education opportunities
- Publicly commend businesses, employers, unions, or other organizations making significant contributions/donations to the career and technical school/students

g. Community Needs

- Assess student interest and community support for career and technical education
- Identify the social, economic, and cultural needs of the community
- Evaluate the career and technical education program with respect to employer requirements and individual graduates' career accomplishments
- Conduct surveys to identify present and anticipated employer needs and job availability
- Represent the business community in the strategic planning process

h. Legislative and Financial Support

- Support the adoption and implementation of state and federal legislation that strengthens career and technical education
- Establish scholarships or other financial assistance for outstanding graduates who wish to continue their education/training
- Career and Technical Student Organization (CTSO) Support
- Promote the efforts of career and technical student organizations
- Judge contests held by career and technical student organizations
- Secure prizes or equipment donations for contests
- Attend career and technical education banquets and special events

2. Educators' Role in Advisory Committee

The attitude and conduct of the administrator/educator toward the advisory committee is a major determinant of the benefits derived from the committee. School staff, administrators, and board members should look upon advisory committees as a valuable resource, composed of community volunteers dedicated to building a quality career and technical education program. The administrator/educator must encourage and channel the enthusiasm community members normally feel when asked to assist in the community's education program.

When working with an advisory committee, the administrator/educator should work with the committee chair to expedite the work of the committee and maximize its effectiveness. The administrator/educator should assist the committee by:

- Providing an overview of career and technical education, including its philosophy and goals
- Informing the committee about the laws, rules, regulations and policies governing local

advisory committees

- Advising the committee of its functions and responsibilities
- Providing background information on the institution and its programs
- Facilitating the physical arrangements for meetings, assuring invitations are mailed, disseminating publicity and attending to related details
- Assuring committee members are properly introduced and made to feel welcome
- Developing meeting agendas and focusing the work of the committee on items to strengthen the career and technical education program, effectively using the time and talents of committee members
- Assuring advisory committee members are properly recognized for their service
- Provide a culture that encourages open dialogue and meaningful input

Local advisory committee meetings are not intended solely to be a means for career and technical education personnel to inform the community of what is happening in the career and technical education program. School personnel should provide assistance and leadership, but should not dictate the agenda or dominate the discussion of advisory committee meetings. The purpose of local advisory committees is to enable community members to lend their expertise to career and technical education personnel in an organized and directed fashion.

3. ESTABLISHING AND FACILITATING ADVISORY COMMITTEES

a. Approval

Advisory committees are established by the initiative of the administrator/educator involved. Approval for the establishment of such a committee, and a description of its responsibilities, should be made by the joint operating committee (JOC), the governing body of the educational institution. Formal appointment of committee members, generally upon the recommendation of the administration, should also be made by the JOC at beginning of each school year.

b. Size

The size of advisory committees will vary based on the size and diversity of the community served, number of participating institutions, scope of authority, program of activities, and other factors. The size of committees may also vary over time as committee activities expand and contract. All FCCTC advisory committees will have between six to 20 members on the annual roster. Advisory committee meetings must have at least six members in attendance to be recognized as an official meeting.

c. Composition

Pennsylvania law and State Board of Education regulations for career and technical education programs require representation of specific community groups on all advisory committees. Committee membership should also be representative of the community in terms of sex, race, age, occupation, socioeconomic status, geographical location, and other locally appropriate factors. A balance between large and small scale employers should be established and maintained.

Advisory committees may have the same or different people as those who serve on other advisory committees, although, by the nature of their functions, the composition will differ somewhat. The chairperson of each occupational advisory committee should be considered for membership on the local advisory committee as an ex-officio member. Others who should be considered for membership on advisory committees include:

- Representatives of business, industry, and labor
- Coordinator of Workforce Development Regional Career Education Partnership for Youth Organizations and other business education partnerships
- Skilled employers, including those who are self-employed
- Employees and employers in the occupations for which training is provided
- Owners of small businesses
- Professional and technical employees
- Workforce Investment Board (WIB) members and staff to local service providers
- Media personnel
- Chamber of Commerce and other business and industry association members
- Community leaders, including public officials
- Staff members of other education agencies and postsecondary institutions
- Economic development agency representatives
- Representatives of other governmental and community agencies (i.e. Team Pennsylvania CareerLink; Office of Vocational Rehabilitation; Human Relations Commission; Community and Economic Development; Bureau of Labor Law Compliance, etc.)
- Representatives of racial and ethnic populations in the communities served
- Graduates and the general public
- Each OAC should include at least one teacher employed by FCCTC in a related occupational area **(non-voting)**

- Parents, students **(non-voting)**

d. Qualifications of Members

The choice of committee members is an important determinant of whether the committee functions effectively. Care must be taken to select and invite informed, concerned, and capable individuals. Committee members should possess these characteristics:

- Intelligence, social, vision, and leadership experience/potential
- Interest in the institution's programs
- Desire to improve the institution's programs
- Willingness to promote the CTE programs
- Ability to express ideas, defend convictions, and listen to others
- Experience in or knowledge about those occupations represented in the institution's programs, as well as other occupations
- Available to serve in terms of time, health and location
- Ability to work well with others
- Highly motivated and dedicated to the purposes and work of the committee

e. Terms of Membership

Terms of membership will be determined by several factors, including the availability of individuals to serve on the committee. The suggested term of membership is four years (state recommends 3 years) with new appointments staggered so that one-half of the members' terms expire every other year. Thus, membership does not become unnecessarily burdensome to any one person, and other individuals who may have an interest in the program can have an opportunity to serve on the committee. Members should be appointed to four-year terms to assure both continuity and the inclusion of new people and new ideas. It is important to consider local conditions, availability of volunteers and the need to have all significant elements of the community represented on the committee. The term of a new committee member shall start on the date of FCCTC annual Advisory Committee Dinner during odd numbered years.

f. Selection and Appointment of Members

Committee members will be formally appointed by the Joint Operating Committee from a list of names presented by the administration based upon most recent OAC meeting minutes and recommended roster updates. Names of prospective members should be sought from teachers, cooperative education coordinators, business, industry and community leaders, workforce investment board, current advisory

committee members, parents, students, and the general public.

Announcements of the availability of committee membership will be made through various media, such as information sent home with students and local newspapers, etc., accompanied by a brief description of committee duties and activities. If desired, a selection committee may be organized to secure the names of individuals and to interview and screen potential committee members.

Before appointments are made, prospective members should be consulted on their willingness and availability to serve. They should be given a full description of the responsibilities and duties of the position. After selection, each member should be contacted either by the administrator/Educator to inform him/her of the appointment, provide information about installment of new members, and the next committee meeting and other relevant details. An appointment/invitation letter from the JOC/administration will also be sent to the appointee. (see appendix)

g. Facilitating Meetings

Each committee meeting provides an opportunity to motivate new and experienced members and build interest and support for FCCTC programs. These meetings should be filled with information, purpose, discussion, and hospitality.

Approximately one week prior to each meeting, a packet of resource materials should be mailed or sent electronically to each member. The packet should contain the following: letter of invitation; a list of committee members; proposed agenda for meeting; past meeting minutes; and pertinent information from administration and JOC.

Meetings can occur off-site at a location other than FCCTC, however at least one meeting must occur on-site at FCCTC each year. Arrangements may be made to have students, perhaps representing career and technical student organizations (CTSOs), serve as hosts and hostesses and refreshments can be provided. An annual Advisory dinner will be served by career and technical education students, and all Advisory Committees are encouraged to hold a meeting at the school after or before this dinner. During this time, committee members should be given time to become acquainted with each other. All new members should be welcomed by and assigned to an experienced committee member or staff person to assure that each feels welcome as part of the organization, and is introduced to others. Similar attention should be given to speakers, consultants, and other invited guests. A tour of the FCCTC and CTE program facilities should be scheduled either before or after a meeting each year.

It is important to begin all committee meetings promptly. A school representative may act as temporary chairperson and appoint a temporary secretary. The orientation agenda should include the following:

- Welcome by appropriate officials
- Introduction of committee members and guests
- Explanation of the concept of an advisory committee and its activities, functions, objectives, responsibilities and limitations, and the role of committee members

- Distribution of printed material containing pertinent information about the committee and the career and technical education program

- Explanation of the functions, objectives, and philosophy of career and technical education

- A presentation on the career and technical education programs and support services of the school(s) or college and introduction of professional staff members

- Present information related to enrollments, enrollment trends, and employment rates for graduates

- Issues currently facing the school or college

- Review of committee recommendations made in the previous year, and the response of the governing board

- Organizational activities:

    - Discussion of the election of a chairperson and other officers at the designated meetings

    - Discussion of the number, schedule, starting time and length of future meetings, (minimum requirement is at least 2 meetings annually)

    - Discussion of methods for notifying members of meetings, calling special meetings and developing agendas

- Carry-over work from the previous year of committee activities should be discussed, along with goals, progress, and expectations regarding these activities

- Adjournment at the prearranged time

After the meeting, an appropriate representative of the institution (teacher) should contact each member of the committee, offer gratitude for his/her attendance and participation, and highlight the future work of the committee. Minutes from PPC, SPC, and OAC meetings will be shared with administration for review and response. Minutes along with administrative responses will then be documented and shared with advisory committee members at following meeting.

h. Resources for Committee Members

All new advisory committee members should be provided with pertinent resource information upon joining a committee. This enables members to become familiar with the career and technical center and program(s) in an unhurried manner, and should reduce the time required at meetings for providing background information. It also serves as a continuing resource. If properly developed, this information will be useful in providing the new committee member with a comprehensive picture of the career and technical education program.

The resource folder or notebook may include:

- Brief history of the career and technical education center/program
- List of the institution's administrators, instructional staff, and support personnel along with their assigned duties
- List of local advisory committee and occupational advisory committee(s) members and affiliations
- List of the members of the joint operating committee
- Description of the governance of the institution
- Organizational chart of the institution and the advisory committees
- CTC/Program budget summary, including sources of funds
- Program of study(s) detailing each educational program
- Data/Summary of equipment status
- Report on local area labor market data for country, region and state supply/demand data
- List of High Priority Occupations (HPO) data, http://www.paworkforce.state.pa.us/jobseekers/cwp/view.asp?a=464&q=153135
- Report on data on recent graduates (for example, placement and retention rates, wages)
- Report on NOCTI/NIMS results
- Name and address for each local legislator and congressional representative
- Copy of the highlights of most recent strategic plan and recommendations of the strategic planning committee
- Calendar of committee meetings, school events and other career and technical education events (Career and Technical Education Week)

i. Selection and Responsibilities of Committee Officers

Advisory committee officers should be elected biennially by the membership member on the date of the FCCTC annual Advisory Committee Dinner during odd numbered years and shall be installed at the end of that meeting. Administrators/teachers should not serve as a committee chairperson.

Chairperson

The chairperson's ability to guide the work of the committee will, to a large extent, determine the

effectiveness of the committee. The chairperson has responsibilities of:

- Establishing meeting dates, in consultation with the administration/educator and other committee members, and calling committee meetings
- Assist in preparing the meeting agendas and assuring that each member receives a copy of the agenda prior to each meeting
- Assuring reports and background information are prepared and made available as necessary and calling on consultants for advice on specific problems
- Presiding at meetings and maintaining contact with members, school representatives, and governing boards
- Appointing an executive committee (if committee size warrants it), standing committees and, if needed, ad hoc committees

Characteristics essential for a successful chairperson include:

- Approaches matters constructively with an appreciation for the contributions of others
- Works with others in a non-confrontational manner
- Motivates others to address objectives and tasks
- Remains calm, balanced, and in control of meetings and discussions
- Demonstrates responsible citizenship and actively participates with other community endeavors
- Possesses good communication and human relations skills
- Demonstrates a working knowledge of Robert's Rules of Order

Secretary

The secretary may be selected from the committee membership, but recommended to be a school administrator/educator. The secretary is primarily responsible for:

- Maintaining communication with committee members on meetings, agendas, special events and other activities
- Keeping minutes of all meetings and distributing copies to members, the board or committee president, the chief school/college administrator and the governing board

j. Use of the Advisory Committee

It may be difficult, if not impossible, for advisory committees to effectively respond to all matters which are referred to them for advice; therefore, it may be useful to invite individuals from industry, business and various community organizations and agencies to provide specific help and information as it is needed. Another alternative is to establish ad hoc committees of non-committee persons to respond to certain matters, report to the committee, and disband.

k. Role of the Institutional Representative/Educator during Meetings

Each advisory committee should include in its deliberations an appropriate representative(s) of FCCTC to provide relevant institutional information and suggest matters on which advice is desired. This administrator/educator serves as a liaison and is not a member of the advisory committee; he/she may be used as a nonvoting executive director or secretary, but not as the chairperson of the committee.

The educator serving as the institution's representative has the responsibility: for helping to inform and orient the committee to CTE functions, philosophy, and objectives; working closely with the chairperson and secretary in preparing and distributing agendas, minutes, reports, and recommendations; assuring that recommendations are forwarded to the appropriate boards, committees and staff; and serving as a consultant to the committee.

l. Local/Occupational Program Evaluation

Evaluation is one of the most important activities for local advisory committees. Objective evaluations make possible the development of sound committee recommendations for the program(s) being advised. When evaluating, it should be remembered that CTE is intended to prepare students for work that leads to high wages and advanced skills and to meet career goals and human resources needs for today's and tomorrow's global high tech economy. It also serves as a link between individuals and employment.

Many possibilities exist concerning appropriate areas for evaluation. Committees should select a limited number of significant items for evaluation and be thorough, rather than attempt to evaluate all aspects of the school at once. Areas for evaluation include:

i. Precision of program objectives

- Are program objectives well-defined?
- Are program objectives measurable?
- Are program outcomes measured?

ii. Program content

- Are programs offered which meet the community's labor needs?
- Are there significant occupational areas not served by career and technical education?
- Is attention given in each program area to:

- All aspects of the industry
- Technical/theoretical knowledge and skills
- Manipulative skills
- Work habits
- Communication skills
- Human relations skills
- Integrated academic courses
- Appropriate equipment (tools, instructional materials, etc.)
- Applied academic skills

iii. **Support services**

- Does the program have effective recruitment, placement, and follow-up services?
- Does the institution provide a relevant and inviting description of the career and technical program and its support services?
- Is there sufficient staff to provide support services?
- Is employment and job placement information available to all students?
- Do all counselors have access to and use current labor market projections on job availability and skill needs?
- Do all counselors possess a working knowledge of career and technical programs?
- Are career and technical counselors readily available to all students?
- Does the institution keep its follow-up records current?
- Does the institution systematically gather information on employers' evaluations of program completers in their employ?
- Is follow-up information systematically used to make program improvements?
- Does the institution have support groups for students in nontraditional training?

iv. Staff

- Are instructional staff persons current in the skills needed and techniques used in their occupational area?
- Is there a process in place to assure that instructional staff persons are periodically updated in their skill areas through comparable employment or in-service workshops?
- Does the administrative staff have a process to remain informed of relevant state and federal actions affecting career and technical education?

- Does the administrative staff maintain regular contact with appropriate community and government agencies (for example, Chamber of Commerce, Economic Development Authority, Workforce Investment Boards and Local Service Providers, Team Pennsylvania CareerLink Centers)?

- Is there a coordinated effort to inform the public of the institution's programs, services and special events?

v. Availability

- Is a career and technical education program available to all people in the community who desire it?

vi. Curriculum

- Is the curriculum performance-based?

- Does the curriculum accommodate variations in students' abilities and interests?

- Are programs developed and maintained with the advice of individuals employed in that occupation?

- Is academic and technical instruction integrated?

- Are there articulation agreements with postsecondary institutions where appropriate?

vii. Instruction

- Is instruction provided in a realistic setting?

- Is hands-on instruction provided?

- Is related academic instruction provided?

- Is individualized instruction available to all students when appropriate or needed?

- Is performance-based instruction used in the career and technical program(s)?

- Are adequate and appropriate reference materials and other learning resources available?

- Is safety emphasized?

- Does staff maintain contact with employers and former students?

- Are cooperative education programs available to students?

viii. Facilities/Equipment

- Do students with disabilities have access to facilities, classrooms, shops and laboratories? Is equipment modified where necessary?
- Is the size of the building and its classrooms adequate?
- Are the equipment and tools sufficient in quantity and quality and current with those used in the workplace?
- Are the classrooms, equipment, tools and other materials safe and safely used?
- Is the classroom and laboratory area safe for students and staff?

ix. Students

- Do follow-up studies show whether graduates have the skills needed to enter employment in their chosen field or to pursue further postsecondary education?
- Are student organizations available and encouraged as a part of the curriculum?
- Are students in nontraditional training provided support and encouragement?
- Does the institution actively promote nontraditional training and cooperate with agencies promoting such training?

m. Advisory Committee Recommendations

Developing recommendations is one of an advisory committee's most important functions. Committee recommendations, based on its expertise and evaluation(s), are important because they put forth the unique perspective advisory committee members bring to the task, and they solidify the link between the institution and the community.

Recommendations should be included in minutes for each meeting. All recommendations and advice should be formally approved and adopted by a majority of the committee members in attendance at a meeting. Recommendations and advice by committees should be prepared and submitted in writing to the appropriate governing board/administrator.

It is important, however, for the committee to remember that its role is advisory, not administrative or legislative. It is not realistic to expect that all recommendations will be accepted and implemented; however, the committee should request, and expect to receive, a written response to its recommendations from the appropriate board, committee, or person.

If a recommendation is rejected, the committee should be informed of the rationale for the rejection. The committee should also be informed of action taken and results achieved when a recommendation is

accepted. To improve career and technical education programs, cooperation is needed between the advisory committee, JOC, TSB, and the administration. The committee should never disclose its ideas or recommendations to the media or the public without first discussing them with the responsible school administrator and joint operating committee.

n. Recognition of Committee Members

Committee members serve without pay, but the rewards are substantial for persons who are dedicated to the welfare of their community and their educational institutions. Self-satisfaction can be derived from assisting young people to successfully enter the work force by sharing experiences, knowledge, and abilities. Advisory committee members deserve both appreciation and recognition for their participation and contributions of time, knowledge, and energy. For their efforts, members should be recognized by school/college officials. Examples of ways in which this might be accomplished are:

- Give public recognition to members at meetings and school functions, through press releases, personal letters of appreciation and special certificates
- List the members on advisory committee stationery and publications
- Record minutes to include members' significant comments, along with their names
- Invite members to school functions and special career and technical education events
- Provide members with relevant materials and publications to review for comment and request feedback
- Take committee recommendations seriously, and listen and respond to suggestions
- Post the names of committee members prominently in the institution
- Provide certificates, plaques, or other mementos upon completion of members' terms

II. COMMUNITY ENGAGEMENT AND OUTREACH

The purpose of community engagement is to create a collaborative environment in which students, parents/guardians, families, residents, businesses, and community organizations are encouraged and invited to be involved stakeholders in the school community. Such engagement strengthens broad-based community support for the center's mission, goals, operations, and educational programs, while maintaining relationships conducive to high morale and respect of students and community members.

Community engagement is defined as an ongoing collaborative process in which the center works with the public to build understanding, guidance, and active support for the education of students in the community. The FCCTC endorses the concept that community engagement is essential for the center and the community to maintain mutual understanding, respect, and trust, while working together to improve the quality of education for students. The FCCTC intends, through open communication, to identify the community's concerns, needs, and suggestions, and to be responsive to the community through the actions of the Joint Operating Committee (JOC).

The JOC also recognizes that the public offers resources of training and experience useful to the center. The quality of the center's operations and programs can be strengthened when these resources are used in an advisory capacity. The FCCTC welcomes inquiries, suggestions, and constructive criticism regarding the center's programs, personnel, operations, and facilities.

Any parent/guardian, student, resident, or community group of a participating district shall have the right to present a request, suggestion, or complaint. The JOC intends to provide a fair and impartial method for seeking appropriate resolution to all requests, suggestions, and complaints.

Attempts to resolve such concerns and complaints shall begin with informal, direct discussions among the affected parties, following the established guidelines and the organizational structure of the center. Only when informal meetings fail to resolve the issue, shall more formal procedures be utilized. (see concern procedure)

A. Media Outlets

The FCCTC believes that all reasonable means should be employed to keep the public informed on matters of importance regarding FCCTC policies, and center's finances, programs, personnel and operations. The FCCTC administration shall develop and use varied, effective communication methods to ensure that all community members receive information about the center's programs and the available opportunities to become actively involved. The JOC and administration shall determine which of its official actions have such community impact and interest to warrant special release, and it will release information to the media on matters of importance.

Representatives of the local press, radio, and TV are an important link in the communications chain between the center and the community. Maintenance of good working relationships with media representatives is essential to meeting the objectives of the community relations program.
The Administrative Director is the designated communications representative who shall be responsible to:

- Be readily available to media representatives
- Keep media representatives informed of all aspects of the center so that reporting will be done on the basis of a complete and valid overview
- Submit and suggest feature stories or articles of interest or relevance
- Assist various center-related groups in their relations with the news media
- Assist the Joint Operating Committee in preparing regular and special publications for the public
- Make presentations about the center to various community, civic, business and industry groups

B. FCCTC Media Contact List

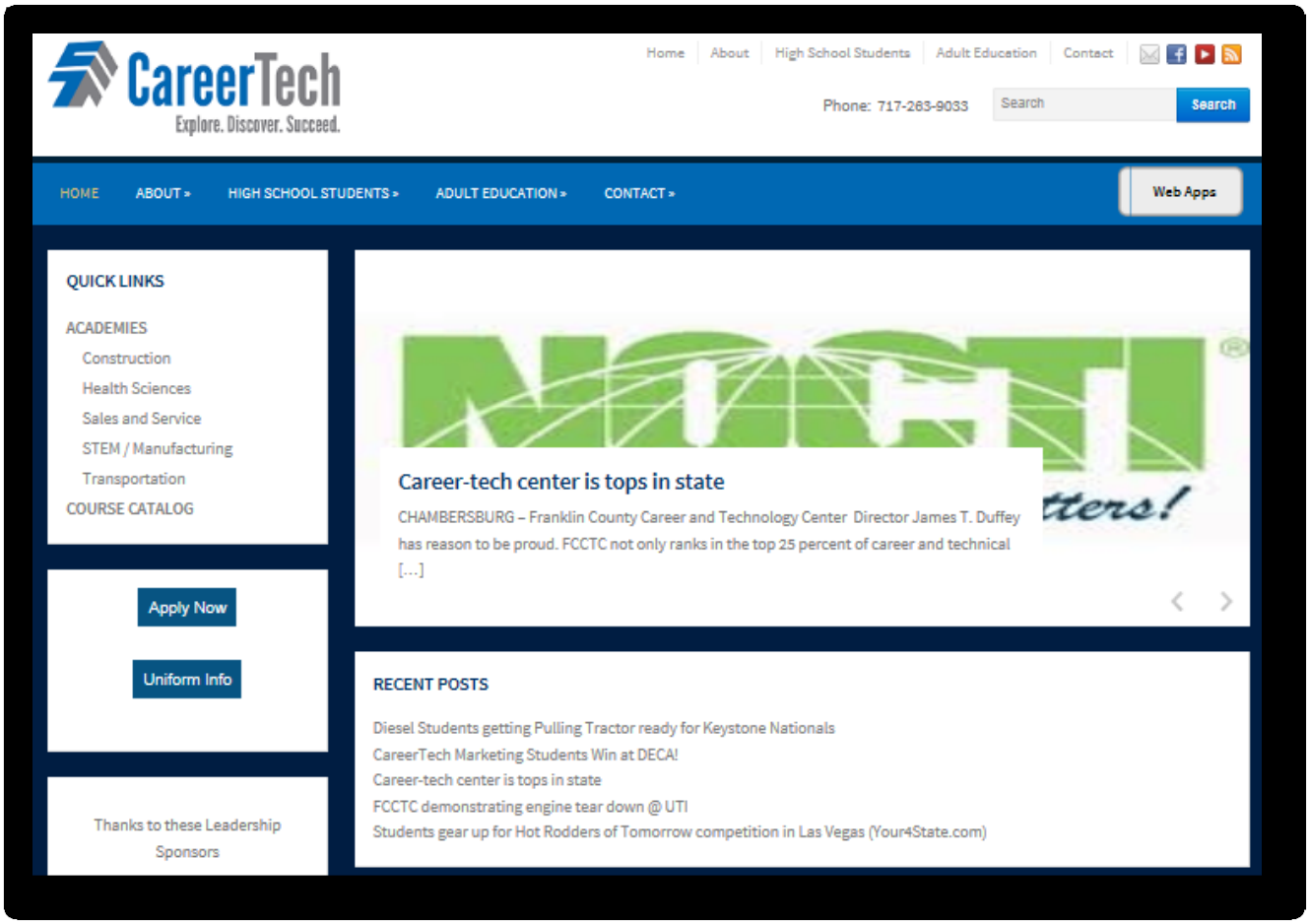
This chart provides useful contact information for media outlets in Franklin County and surrounding areas.

Area	Newspaper Title	Contact Name	Phone Number	Email
Mercersburg	The Mercersburg Journal	Brian Kaufman	610-905-4263	Brian.Kaufman@yandex.com
				mjournal@cvn.net
Waynesboro	Herald-Mail	Jen Fitch		waynesboro@herald-mail.com
		Bill Kohler		billk@herald-mail.com
	The Record Herald (Waynesboro)			news@therecordherald.com
Greencastle	echo-pilot			jnowell@echo-pilot.com
Chambersburg	The Public Opinion	Becky Bennet	717-262-4813	babennet@publicopinionnews.com
		David Barr		dbarr@gannett.com
		Dale Heberlig		dheberlig@publicopionnews.com
		Jeff Schmucker		jschmucker@publicopinionnews.com
		Amber South		asouth@publicopionnews.com
		Vicky Taylor		vtaylor@PublicOpinionNews.com
Shippensburg	ShipNewsNow	Amber South	717-262-4771	
		Becky Bennet	717-262-4813	
Shippensburg	The Sentinel	Debbie Chestnut	717-530-2444	dchestnut@cumberlink.com
Shippensburg	The Shippensburg New Chronicle	Denise Bonura	717-532-4101 ext 222	editor@shipnc.com
		Curtis Garland	717-532-4101 ext 224	news@shipnc.com
Area	TV Station	Contact Name	Phone Number	Email
	WHAG TV 25	Kirsten Garis		kgarris@whag.com
		Brittany Marshall		bmarshall@whag.com
		Morgan Wright	1-240-291-1059	mwright@whag.com
Area	Radio	Contact Name	Phone Number	Email
	WAYZ			info@wayz.com
	WCHA/WIKZ			mix95.1@mix95.com

C. Website & Alert Messaging

The FCCTC strives to utilize all available technology to keep our students and the public informed on matters of importance regarding FCCTC policies, programs, personnel, and operations. The FCCTC administration and Information technology coordinator utilize our website and alert messaging system to ensure that all students and community members receive information about the center's programs, notifications, and the available opportunities to become actively involved. See website homepage below or web address (FranklinCTC.com).

The following student information is available on website: Academies; Programs; Course Catalog; Online Student Application; Uniform Store; Student Handbook; Student Forms; Cafeteria Account and Meal Prices; Weather Closures and Delays; School Calendar; School Counseling; and Staff Directory.



D. Guidelines

Staff members and students shall not give center information or participate in interviews requested by news media representatives without prior approval of the center's communications representative (Administrative Director).

Staff members and students shall not submit or disseminate photographs, video, audio, digital, or electronic material to any means of mass communication to include, but not limited to, news media, blogs, internet sites, or any such public forum. Permission for news media representatives to photograph or record center subjects, personnel, or students shall be authorized by the communications representative and the individuals involved and their parents/guardians.

Photographs, video, audio, digital, or electronic material of a controversial nature, or that are questionable with regard to individual rights of privacy, shall not be sanctioned.

III. STUDENT SERVICES

Guidelines for the Franklin County Career and Technology Center (FCCTC) Student Services were specifically developed to assist administrators and educators in complying with federal and state laws and regulations regarding career and technical education (CTE). These guidelines address laws,

regulations, and operational issues that should be followed to ensure an effective work-based learning environment for all students. All FCCTC student services content is provided for in Chapter 339 of the Pennsylvania Code (Vocational Education, Section 339.22), at the web address below: www.pacode.com/secure/data/022/chapter339/chap339toc.html.

It shall be the responsibility of all FCCTC staff to:

- Acquaint parents/guardians and residents with the educational achievements of the center, students, and staff
- Give courteous and thoughtful consideration to all inquiries and suggestions and carefully investigate all complaints
- Make parents/guardians, volunteers, and visitors feel welcome in the center and in the classroom
- Cooperate with parent-teacher and other community groups
- Maintain student relations that encourage the cooperation of the parents/guardians
- Because parents/guardians are familiar with the needs, problems, and abilities of their children, staff should communicate with and seek their input throughout the school year

The student services and family involvement program shall include the following:

- Support for parents/guardians as school leaders and decision-makers, in addition to serving in advisory roles
- Promotion of clear two-way communication between the center and the family about center programs and student progress
- Assistance to parents/guardians and families in developing parenting skills to foster positive relationships at home, to support children's educational efforts, and to assist their children with learning at home
- Involvement of parents/guardians, with appropriate training, in support roles at the center.

1. Counseling Services

Counseling Services are offered to all students in FCCTC. Social Work Services are offered to qualifying students. Every effort is made:

- To give access to information about career opportunities and to help students in learning techniques in acquiring employment, attending a post-secondary school, or enlisting into the military
- To assist students in formulating their educational and career plans

- To assist students in researching their interests and abilities
- To develop a spirit of cooperation between students, teachers, and parents in developing each student's career plan
- To assist students in achieving the most out of FCCTC regarding their future occupational goals
- To assist students in solving any personal or career problems for which they request individual or group counseling
- To assist students in addressing any necessary issues in which counseling is appropriate
- To assist students with open communications between FCCTC and their sending schools

Individual Career Counseling including:

- Career scope assessments for 10th, 11th, or 12th grade students
- Assessments for every 10th grade student: Career Matchmaker, My Skills, and Learning Styles Inventory
- Career research, advising, and counseling
- Post-Secondary education research, advising, and counseling
- Financial aid advising and counseling
- Crisis counseling
- Coordination of outside agency support
- Students assistance program (SAP)
- Participation in meetings, such as child study, individualized education plans (IEP), and parent meetings
- Social Work Services – In addition to the above, this service includes emotional support counseling, intervention for "at risk" students, truancy prevention and home visits

2. Student Assistance Program (SAP)

The Student Assistant Program (SAP) team at FCCTC is composed of a specially trained team of educators who serve as the school's SAP Team. The SAP team is a mechanism for the identification, intervention, and referral of students who are believed to be at-risk. As such, the program is an intervention, not a treatment program. Parental involvement is a key component to the success of the process. Any student, parent, or community member desiring to know more about the student assistance process should contact our assigned Social Worker in the guidance suite by e-mail or phone at any hour during the school day, or by making other arrangements.

All conferences with counseling and support staff will be strictly confidential and students are urged to reach out to counseling office staff when they feel help is needed. The counselor may be contacted in the guidance suite by e-mail or phone at any hour during the school day, or by making other arrangements.

A. CAREER AWARENESS and STUDENT RECRUITMENT

The FCCTC works diligently with counterparts from all participating districts to educate, inform, and motivate students to assess multiple career options and develop career pathways. As part of Chapter 339 requirements, all participating schools are required to develop a PDE approved comprehensive counseling plan, which should be kept on record with the county CTC and implemented with all students in kindergarten through grade 12. (see appendix for links to career awareness resources)

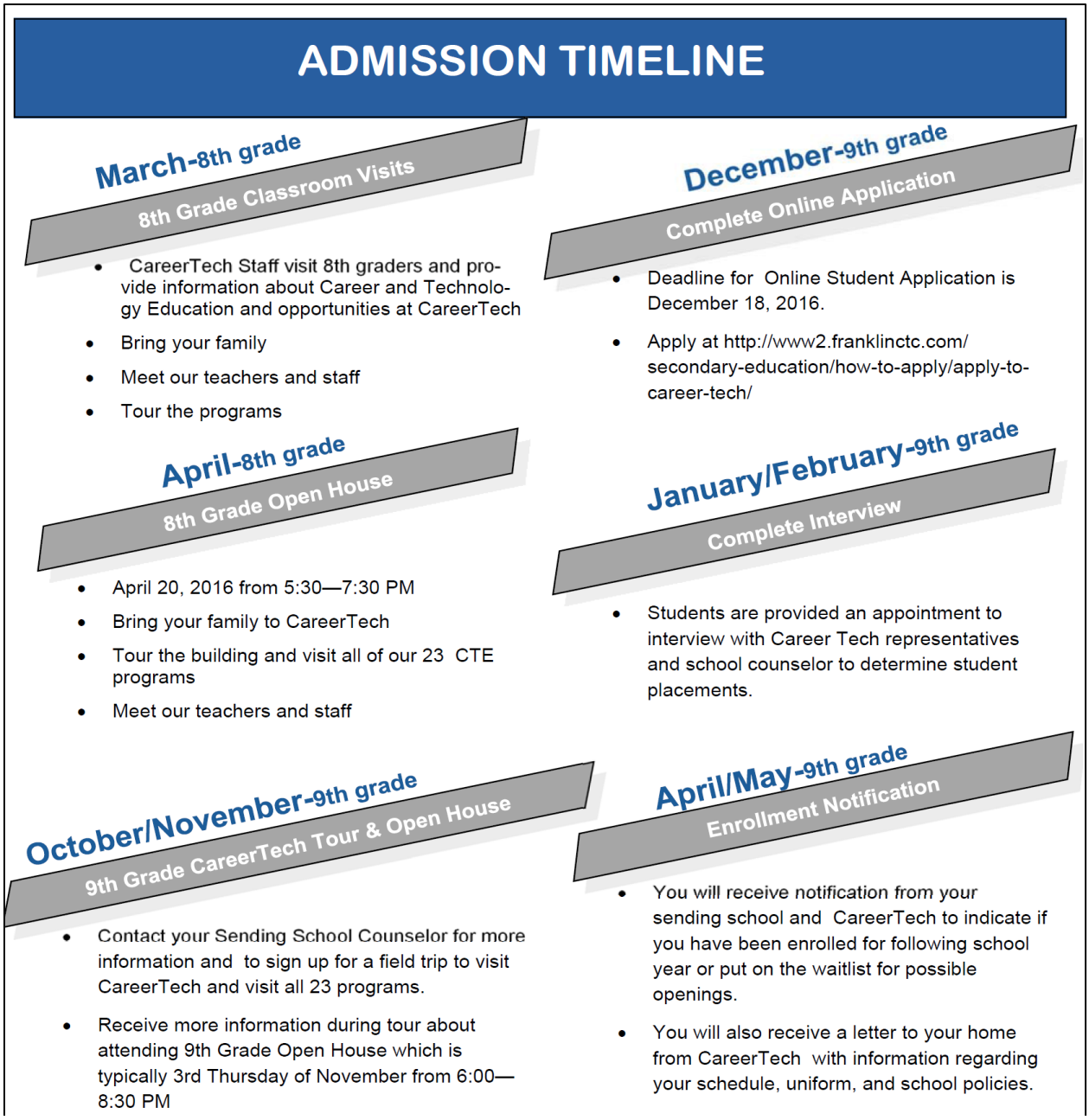
As part of this initiative, FCCTC provides several career awareness opportunities for students at all school levels for all five participating districts. This includes activities such as: classroom visits, open houses, building tours, and informational/marketing material for elementary, primary, and secondary levels. These opportunities are designed to serve dual purposes and are facilitated in a manner to both promote career awareness and recruit potential students. These opportunities are outlined and explained throughout this section. In addition, the scope of FCCTC career awareness and recruitment activities is outlined in chart below.
(see appendix for List of all Participating School in Franklin County)

List of Participating Schools - Scope of Recruitment

Sending Schools	Elementary Schools	Middle Schools	High Schools	Total Schools k-12
CASD	12	2	2	16
FMSD	1	0.5	0.5	2
GASD	1	1	1	3
SASD	3	1	1	5
TASD	3	1	1	5
WASD	4	1	1	6
Total	***24***	***6.5***	***6.5***	***37***

1. Admission Timeline

The Admission Timeline is the period of time that FCCTC staff focus on recruiting, interviewing, and enrolling students during 8th and 9th grade. This 15 month process starts at the end of students 8th grade year and continues through the beginning of their 10th grade year. The timeline below outlines how this process is systematically designed to attract students and progressively offer increased information and opportunity to explore FCCTC and continually narrow a student's career focus. It is also designed to generate and retain student interest through a combination of reinforcing repetition while also continuing to offer new and exciting experiences. (see appendix for admissions timeline)



2. Course Catalog

The FCCTC produces a Course Catalog on an annual basis for distribution to all interested students. This catalog includes a detailed description of the five academies and all CTE programs offered at FCCTC. It is offered in both English and Spanish and is available on the (FCCTC website), as well as hard copy. This document is disseminated among participating school staff, students, and parents at several recruiting activities, as well as available in the FCCTC attendance office. (see appendix)

3. FCCTC Brochure

The FCCTC shall provide an informational brochure to supplement the course catalog. Brochures shall include information related to the FCCTC academies, programs, participating schools, and marketing campaign sponsors. Brochures will be disseminated to potential students during recruitment activities and made available to visitors and guests in the FCCTC attendance office. See outside brochure cover below. (see appendix)

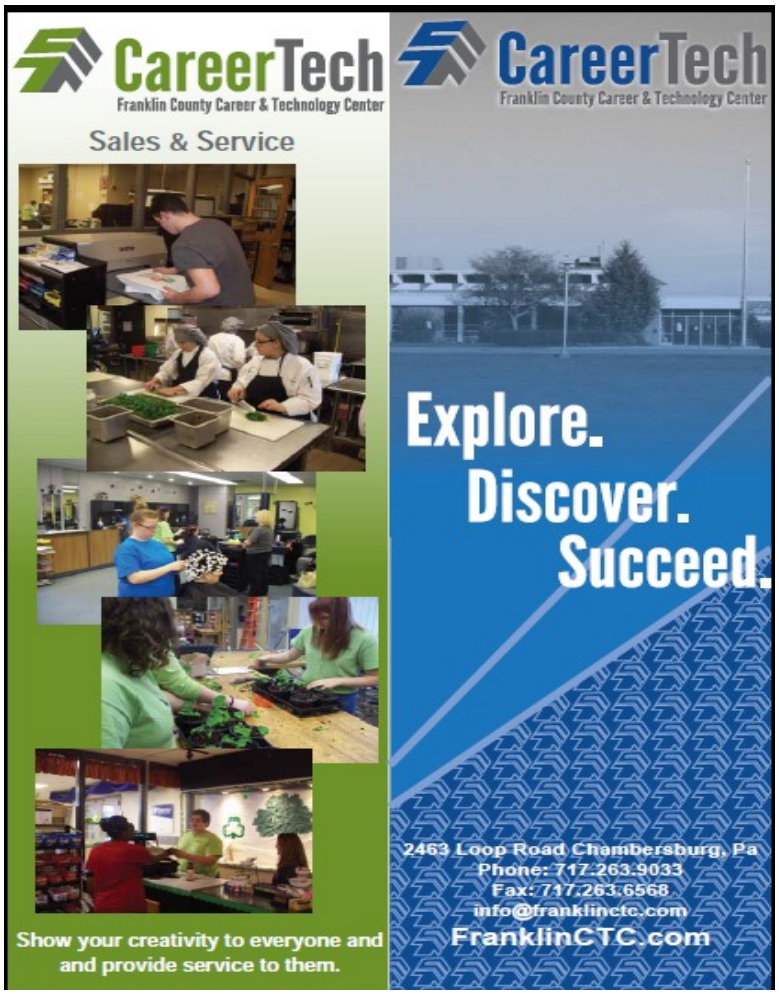
FCCTC Brochure - Outside Cover

4. Elementary Road Shows

The FCCTC works in collaboration with the participating elementary schools to schedule and facilitate classroom visits for all students in 5th grade during semester 2 each year. Due to the large number of elementary schools (24 in county), these visits must occur in a large group capacity (i.e. auditorium, gymnasium, etc.). The counseling staff at each elementary school is responsible for determining what format along with the amount of time for each presentation that works best for each school. These professionals are then required to communicate these details to FCCTC staff to be used for planning purposes.

Depending on the chosen format, FCCTC staff will meet with each group and present material related to: FCCTC course offerings; career options; and other types of FCCTC related information. These presenters also provide students with a FCCTC bookmark, as outlined below, while utilizing other resources including FCCTC website, marketing videos, marketing giveaways, etc.
(see appendix for FCCTC bookmark images)

a. Elementary - FCCTC Bookmark



5. Middle School (MS) Open House

An Open House shall be arranged each spring to provide prospective middle school students and their parents/guardians an opportunity to tour the center, learn about the educational programs and speak with the faculty. The primary target audience for this event is 8th grade students, however any seriously interested student grades 7 through 11 are encourage to attend. To promote this event the FCCTC designs and disseminates the documents below including: agenda, flyer, and postcard.

a. MS – Open House Agenda

CareerTech
Franklin County Career & Technology Center

APRIL 20, 2016
5:00 – 7:30 PM

Open House Night for Middle School Students

Time	Event	Description	Location
4:30 – 5:00 PM	**Staff Set-Up**	Vendors and Representatives will arrive and set up displays	Front Lobby
5:00 – 5:45 PM	**Exploration Expo**	Explore Career opportunities and meet with local industry and educational professionals and representatives	Front Lobby and Cafeteria
5:45 – 6:00 PM	**Welcome Ceremony**	CareerTech Administrators will provide opening remarks, school information	Gymnasium
6:00 – 7:30 PM	**Self-Guided Tour**	Guests are free to explore CareerTech facility and visit all of our program areas to find which one of our 23 programs is right for you! In each program you have the opportunity to meet with our staff and current students to learn more about what industry certifications, college credits, and employment opportunities are available.	Entire School

Please see the five CareerTech Academies by column with the CTE programs offered in each academy below:

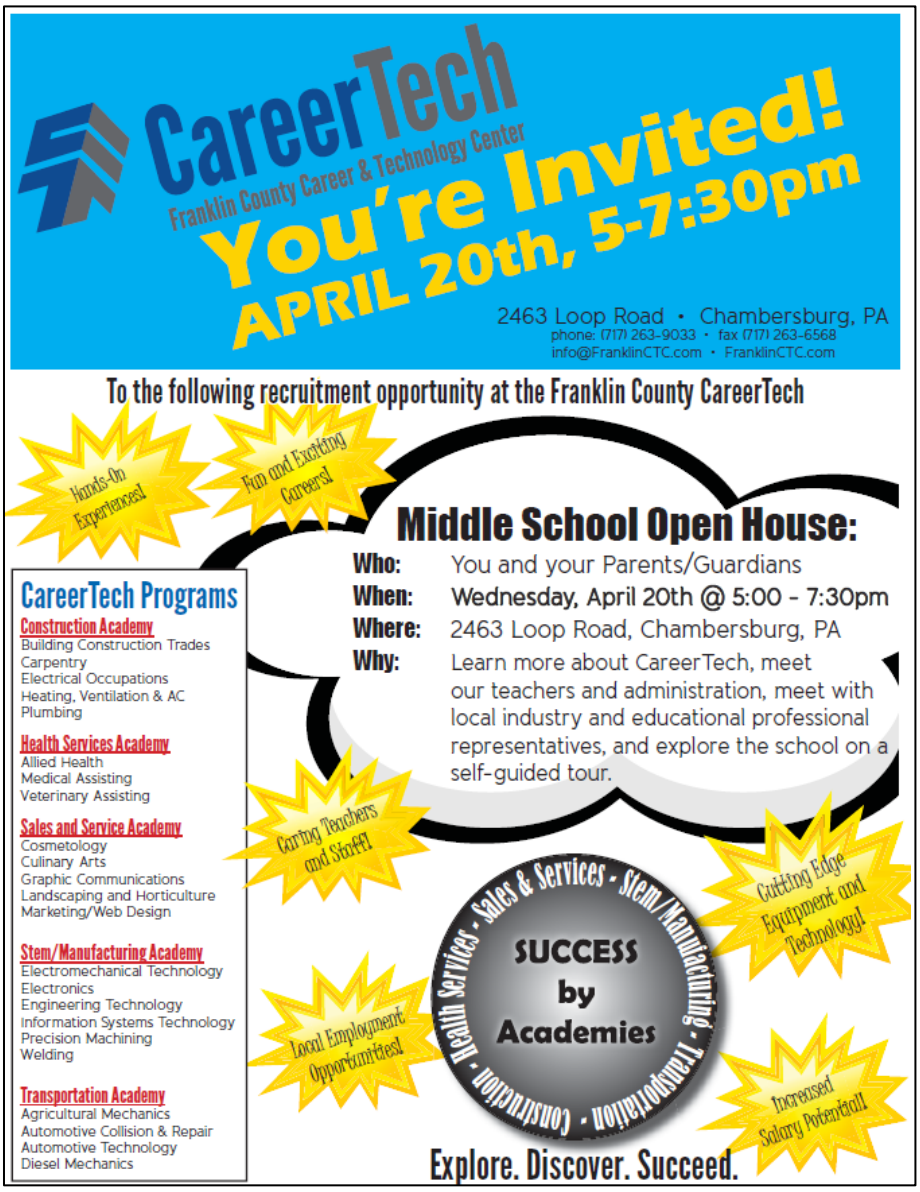
STEM	*SALES/SERVICES*	*TRANSPORTATION*	*CONSTRUCTION*	*HEALTH*
Electronics	Graphics Communications	Agriculture Mechanics	Building Construction Trades	Allied Health
Pre-Engineering	Landscaping & Horticulture	Auto Collision	Electrical Occupations	Medical Assisting
Welding	Cosmetology	Auto Tech	Heating, Ventilation, and Air Conditioning	Veterinary Assisting
Mechatronics	Culinary Arts	Diesel Mechanics	Carpentry	
Precision Machining	Marketing/Web Design			
Information Systems and Technology				

FranklinCTC.com

(see appendix for MS-Open house Agenda)

b. MS - Open House Flyer

These full page flyers are printed and provided to participating middle school counselors to post throughout their school and community to promote the Open House event. In addition FCCTC will provide half sheet versions of this flyer to counselors, who will then distribute among 8th grade students who attend their school. The FCCTC encourages counselors to facilitate a student assembly to educate students of this opportunity and hand out flyers. (see appendix for MS-Flyer)



c. MS – Open House Postcard Invitation

These Postcard invitations are mailed out to all 8th grade students who attend participating schools. Addresses for these students are provided to FCCTC each January, so that FCCTC staff can address and post these postcards to invite students to this event and promote our school.
(see appendix for MS-Postcard,)

5. 8th Grade Classroom Visits

The FCCTC works in collaboration with the participating middle schools to schedule and facilitate classroom visits for all students in 8th grade during semester 2 each year. These visits can occur in an individual classroom format (i.e. present to every social studies class individually) or in a large group assembly (i.e. entire 8th grade team in auditorium). The counseling staff at each middle school is responsible for determining what format along with the amount of time for each presentation that works best for each school. These professionals are then required to communicate these details to FCCTC staff to be used for planning purposes.

Depending on the chosen format, FCCTC staff will meet with each group and present material related to: FCCTC course offerings; career options; benefits of attending and completing FCCTC; application and enrollment process; and other types of FCCTC related information. These presenters also provide students with an FCCTC Brochure, as outlined below, while utilizing other resources including FCCTC course catalog, website, marketing videos, marketing giveaways, etc. (see appendix for FCCTC Brochure)

6. 9th Grade Tours

The FCCTC and participating schools work in coordination to provide all prospective high school students and their participating counselors an opportunity to tour the center, learn about the educational programs, and speak with the faculty and current students. This event is scheduled for a specific date as scheduled by each district during the fall semester. The sending school counselors are responsible for promoting this event with students, as well as making arrangements for transportation and permission

slips for students to attend.

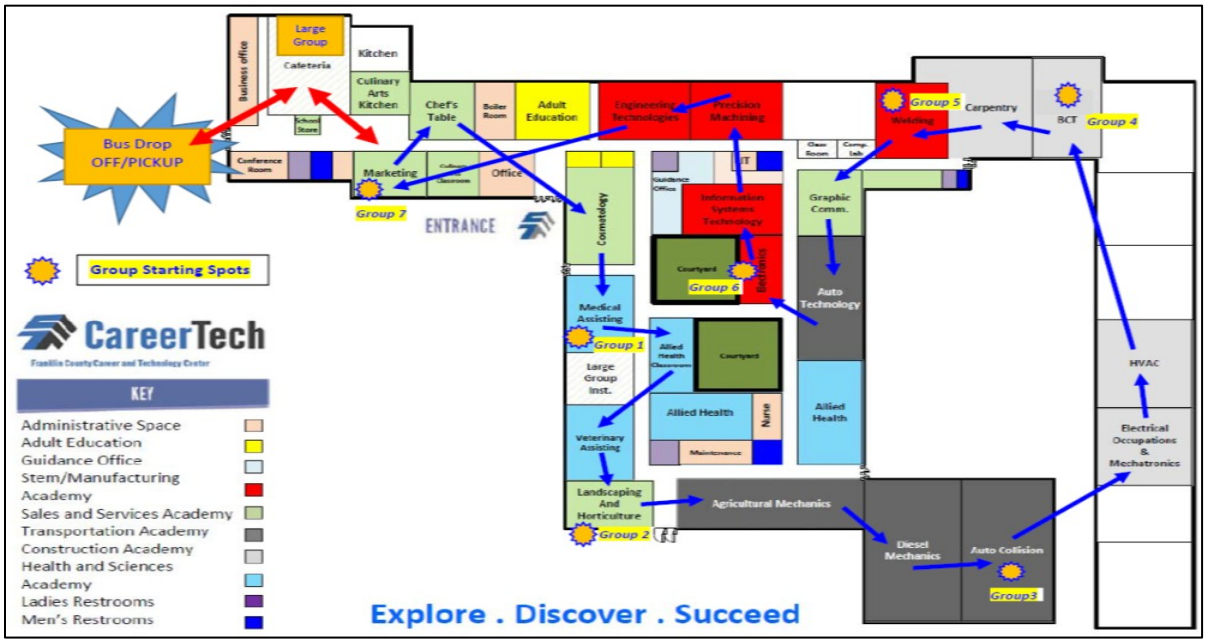
The tour is designed for 9th grade students, however it is open to other interested high school students who wish to enroll during an advanced grade. The tour, as outlined below, is scheduled to last for approximately 2.5 hours in which students meet with administration and then participate in a guided tour of FCCTC that includes a short presentation in each program for approximately three to five minutes in each. (see appendix for schedule)

Starting Locations	Programs Tour Path	Instructor: 3 - 7 Min Presentation
Group 1	Medical Assisting	Ms. Short
	Allied Health	Mrs. Moore
	Veterinary Assisting	Mrs. Cook
Group 2	Landscaping & Horticulture	Mr. Perry
	Agricultural Mechanics	Mr. Yeager
	Diesel Mechanics	Mr. Grove
Group 3	Automotive Collision & Repair	Mr. Parson
	Electromechanical (Mechatronics)	Mr. Munson
	Electrical Occupations	Mr. Munson
	Heating, Ventilation, Air Conditioning	Mr. Boxler
Group 4	Building Construction Trades	Mr. Wagaman
	Carpentry	Mr. Swan
Group 5	Welding Technology	Mrs. Donaldson
	Graphic Communications	Mr. Hawbecker
	Automotive Technology	Mr. Bard
Group 6	Electronics	Mr. Eckenrode
	Information Systems & Technologies	Mr. Byers
	Precision Machining	Mr. Shirley
	Engineering Technology	Mr. Shirley
Group 7	Marketing /Web Design	Mrs. Mills
	Culinary Arts	Mr. Tosten
	Cosmetology	Mrs. Estep & Mrs. Poper
Extras		

Upon arriving to FCCTC for 9th grade tour, potential students receive a Course Catalog, Tour Checklist, High School Open House Agenda, and FCCTC Pencil/Pen. Students are then directed into the Cafeteria and divided into seven groups based on the number listed at the top of the Tour Checklist they received. (see Tour Checklist in appendix).

The FCCTC Student Ambassadors assist students to determine what group they are in and help each student to find their seat at designated cafeteria table according to their tour group number. The administration then provides a brief informational and motivation presentation to explain the FCCTC application and enrollment process, as well as encourage students to apply. The administration also

provides instructions for completing the Tour Checklist to document the students' favorite programs. In addition the administrators remind students to attend upcoming High School Open House and stress the importance of using tour to identify the four programs they wish to visit with parents during the upcoming Open House. At the conclusion of this presentation, the groups are dismissed in chronological order and the student ambassadors guide their groups through school as outlined in the Tour Map. (see appendix for Tour Map)



As students rotate through the programs with the Student Ambassadors, they complete their Tour Checklist to record their interest level for each program. Students receive a brief presentation from each teacher and spend approximately three to five minutes in each program. At the conclusion of this tour they return to their bus with Ambassadors and receive a Tour Exit Ticket as they board their bus. Students then complete the Exit Ticket and return this assignment to their counselor back at their home school. This documents serves as record that the student participated in a career awareness activity, as well as provides data for the counselor to use when assisting students during application and enrollment process. (see appendix for Tour Exit Ticket)

Students are reminded to retain their Tour Checklist to take home and share with their parents. They are encouraged to discuss and research the programs they are interested in using the FCCTC course catalog, website, marketing videos, and other available resources. They are also encouraged to determine which programs they plan to visit during Open House or apply for, so that they can maximize the efficiently of the time spent during Open House.

7. High School (HS) Open House

An Open House shall be arranged each fall to provide prospective high school students and their parents/guardians the opportunity to tour the center, learn about the educational programs, and speak with the faculty. The main target audience for this event is 9th grade students, however any seriously interested student grades 9 through 11 are encouraged to attend. During this event students are provided a presentation in cafeteria from administrators and then released to tour building. As students

and parents tour the building, each teacher will provide four 15 minute sessions which students and parents are encouraged to select based on their interest level. These sessions are designed to allow students to familiarize themselves with these programs and instructors in order to help them decide which programs are the best fit for their career path. After the program sessions, students and parents are encouraged to return to the cafeteria to participate in a group mixer to socialize and discuss FCCTC and CTE programs in further details with administrators, staff, and fellow parents. To promote this event the FCCTC designs and disseminates the documents below including: agenda, flyer, and postcard.

a. HS Open House - Agenda

CareerTech
Franklin County Career & Technology Center

November 19, 2016
6:00 – 8:00 PM

High School Open House Night Student Schedule

Please see the five FCCTC Academies by column with the CTE programs offered in each academy below:

STEM	*SALES/SERVICES*	*TRANSPORTATION*	*CONSTRUCTION*	*HEALTH*
Electronics	Graphics Communications	Agriculture Mechanics	Building Construction Trades	Allied Health
Pre-Engineering	Landscaping & Horticulture	Auto Collision	Electrical Occupations *(sessions 3 & 4 only)*	Dental Assisting
Welding	Cosmetology	Auto Tech	Heating, Ventilation, and Air Conditioning	Medical Assisting
Mechatronics *(sessions 1 & 2 only)*	Culinary Arts	Diesel Mechanics	Carpentry	Veterinary Assisting
Precision Machining	Marketing/Web Design			
Information Systems and Technology				

Please select the Program you are interested in for each session:

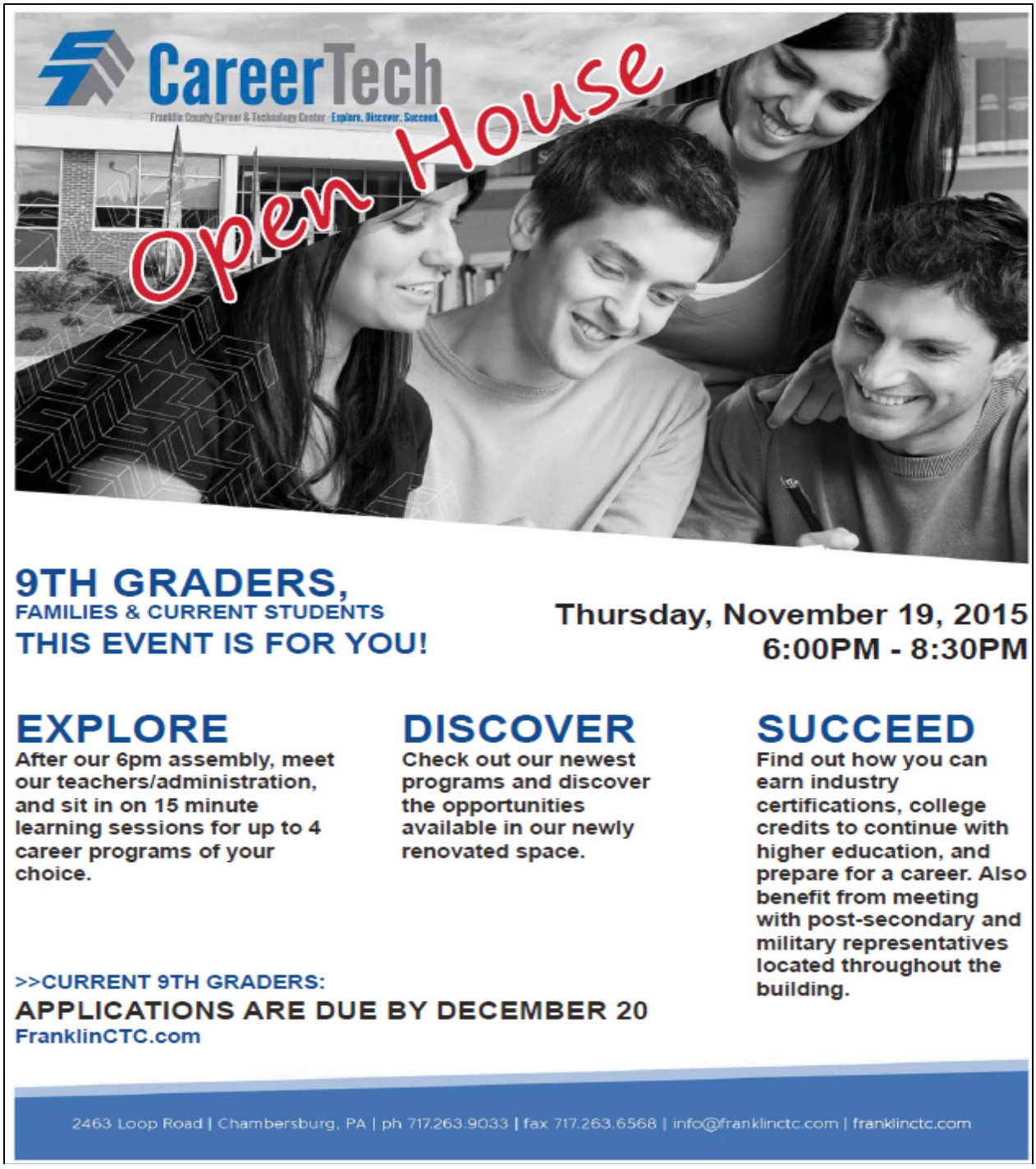
6:00 pm – 6:20 pm	Welcome Assembly – General Information
6:20 pm – 6:30 pm	Move to Rooms
6:30 pm – 6:45 pm **Session 1**	All programs offered except for Electrical Occupations **Program Choice:**
6:45 pm – 6:55 pm	Move To Rooms
6:55 pm – 7:10 pm **Session 2**	All programs offered except for Electrical Occupations, **Program Choice:**
7:10 pm – 7:20 pm	Move to Rooms
7:20 pm – 7:35 pm **Session 3**	All programs offered except for Mechatronics **Program Choice:**
7:35 pm – 7:45 pm	Move to Rooms
7:45 pm – 8:00 pm **Session 4**	All programs offered except for Mechatronics **Program Choice:**
8:05 pm – 8:30 pm	**Group Mixer in Cafeteria:** Spend additional time talking with staff and asking questions about our school and programs. We will have CareerTech "Giveaways" available for guests also.

To Apply Online go to: FranklinCTC.com

(see appendix for HS -Agenda)

b. HS Open House – Flyer

These full page flyers are printed and provided to participating high school counselors to post throughout their school and community to promote the Open House event. In addition the FCCTC will provide half sheet versions of this flyer to counselors, who will then distribute these flyers among 9th grade students who attend their school. The FCCTC encourages counselors to facilitate a student assembly to educate students of this opportunity and hand out flyers. (see appendix for HS-Flyer)



c. HS Open House – Postcard Invitation

These postcard invitations are mailed out to all 9th grade students who attend participating schools. Addresses for these students are provided to FCCTC by participating schools each September, so that FCCTC staff can address and post these postcards to invite students to this event and promote our school. (see appendix for HS-Postcard)

8. FCCTC Student Shadowing Opportunities – High School Students

The FCCTC will work with each participating school district to arrange student shadowing opportunities for CTE programs offered at the FCCTC, as needed to assist students who need additional support in determining their career path and program placement. Shadowing opportunities will be scheduled and offered on the same day each month for all participating schools as scheduled by the FCCTC on a monthly basis. These shadowing opportunities allow students to visit the FCCTC and shadow a specific program to observe the teacher and class activities. The purpose of this visit and experience is to increase the potential student's awareness and understanding of what it is like to be enrolled in that program and determine if it would be an appropriate placement or not. This opportunity should only be offered as a last result, after students have already been offered the opportunity to participate in other recruitment activities including: Open Houses, 9th grade tour, classroom visits, website, etc. If interested in requesting a student shadowing experience, the counseling staff at the participating school should complete and submit the student shadowing form to the FCCTC. After request is approved, the participating school will all necessary make arrangements for student permission, transportation to and

from FCCTC, and lunch for the scheduled shadowing day that the student requested.
(see appendix for Student Shadowing Form)

FCCTC Student Shadowing Form

CareerTech

2463 Loop Road
Chambersburg, PA 17202
franklinctc.com
717-263-9033

Program Shadowing Request Form

Person requesting shadowing: _____ Date of request: _____
(Counselor Name, Learning Support Teacher Name, etc.)

Student's Name: _____ Current Grade Level: _____

High School Attending: _____

Program/Programs to be observed: _____

Reason for observation: _____

Requested observation: Date (AM only): _____
(Dates are subject to approval based on established Shadowing Dates and are subject to change.)

Who will be transporting student to and from Career Tech?: _____

Career Tech Guidance Office Use Only:

Shadowing Date: _____

Time(s) for Observation(s): _____ Instructor Name(s): _____

Notes for Instructors: _____

Career Tech Instructor Use Only:

Student Assigned to Mentor (by instructor): _____

Student feedback: _____

Instructor comments: _____

Please forward this completed digital form to the Career Tech Counseling Office.
Email: tammy.bock@franklinctc.com

B. DISTRICT POPULATIONS – QUOTAS & ALLOTMENTS

Identifying student populations and calculating participating school quotas and allotments is one of the most important steps in planning and determining FCCTC enrollment. The system used for determining quotas and allotments is outlined below.

1. District Quotas for Enrolling New Students

Each Participating School District shall annually enroll that number of pupils equal to at least ten (10%) percent of that District's average daily membership in grades 10, 11, and 12 at the end of the preceding school year. In the event that a Participating School District wishes to enroll a number of new pupils fewer than a number equaling ten (10%) percent of its average daily enrollment in the preceding school year, it may do so, provided it notifies in writing the other Participating School Districts not less than three (3) years prior to July 1 of the school year in which it intends to enroll the reduced number of

pupils and provided, further, that its pro-rata share of the School's annual expenditures as determined in accordance with paragraph 20 of the articles of agreement for the three (3) years following said notice shall not be reduced.

The first step in determining school quotas, is to identify the number of students in each grade for each participating district at the beginning of each school year. The ninth grade data is used for planning and reporting purposes as related to recruitment initiatives, but not included in quota calculation. The data for the other grades (10, 11, and 12) is used for calculating the enrollment quotas for the following school year.

As outlined in table below from 2015-16, in order to determine the new student quota for each district, the total number of students in grades 10 through 12 for each district is divided by the total number of students in grades 10 through 12 for all five districts combined. This calculation results in the specific percentage of the total number of openings that each participating district is allowed to assign/enroll new students during the admissions process. This percentage is referred to as the participating district's new student quota, which is highlighted in yellow in chart below. This quota (percentage) is then applied to the total number of openings at FCCTC the upcoming school year, to systematically distribute enrollment offerings based on each district's student population for grades 10 through 12. For example, if CASD is assigned a quota of 42.92% for a given year and there are 100 openings to enroll new students, it would result in CASD being able to place approximately 43 new students that school year and the remaining 57 openings would be split among the other districts according to their determined quota. (see appendix)

Total Enrollment by District for 2015-16 School Year							% of Member Population
	9th		10th	11th	12th	Total 10-12	(Quota %)
CASD	693		788	756	813	2357	42.92%
GASD	260		229	237	261	727	13.24%
SASD	268		278	267	244	789	14.37%
TUSD	183		176	226	191	593	10.80%
WASD	356		327	366	333	1026	18.68%
Total Pop for County by grade	1760		1798	1852	1842	5492	100.00%
Total Pop for County 9-12						7252	

2. Allotments

As mentioned in previous section, FCCTC utilizes a formula to determine a quota for new student enrollment for each participating school every school year to be used when placing students for the following school year. This quota is a percentage of the total number of students enrolled at a participating school district in grades 10, 11, and 12, as compared to the total number of students in grades 10, 11, and 12 in all five districts combined.

These district quotas (%) are then applied to the number of total openings for new students in each program to determine how many openings each participating district is permitted during admissions process. This number of openings for new students for each participating school assigned to each CTE program is referred to as a program allotment. The table below demonstrates how the quotas from table above were used to calculate the number of allotments for each participating district for each program. For example, CASD has a quota of 42.92% which is applied to 21 total openings in Ag Mechanics, which results in CASD being assigned nine Ag Mechanics allotments (openings for new students). Therefore, CASD would be permitted to place nine new students in this program for both semesters combined for a total of nine new students (i.e. four new students enrolled in fall and five new students enrolled in spring). It is important to note that if a student is enrolled for a full year (both semesters), that is counted as two allotments, which reduces the number of actual students that can be admitted from that participating school. (see appendix)

Allotment Calculation Example

Program	Total Openings	CASD	GASD	TUSD	SASD	WASD
Ag Mechanics	21	9	3	2	3	4
Allied Health	46	20	6	5	7	8
Automotive Collision	19	8	2	2	3	4
Automotive Technology	21	9	3	2	3	4
BCT	9	4	1	1	1	2
Carpentry	28	12	4	3	4	5
Cosmetology	36	15	5	4	5	7
Culinary Arts	31	13	4	3	5	6
Diesel Mechanics	8	3	1	1	1	2
Electrical Occupations	6	2	1	1	1	1
Electromechanical	16	7	2	2	2	3
Electronics	5	2	1	0	1	1
Engineering	5	2	1	0	1	1
Graphics Communications	17	7	2	2	3	3
HVAC	25	11	3	3	3	5
IST	14	6	2	1	2	3
Landscaping & Horticulture	31	13	4	3	5	6
Marketing/Web Design	17	7	2	2	3	3
Medical Assisting	9	4	1	1	1	2
Plumbing	12	5	2	1	2	2
Precision Machining	8	3	1	1	1	2
Veterinary Assisting	8	3	1	1	1	2
Welding	19	8	2	2	3	4
Totals	**411**	**173**	**54**	**43**	**61**	**80**

C. STUDENT PLACEMENT and ENROLLMENT

The FCCTC considers student enrollment to be one of our most important initiatives, and we strive to facilitate this process in a manner that maximizes success for our students and benefit for our surrounding communities. Our priority for this initiative is to ensure that the most qualified and deserving candidates are offered program choices of their preference and affording the most appropriate placements for all interested students in Franklin County. If a student is not offered a program of their choice, they can choose to be placed on a waiting list pending possible future offerings prior to the start of the next school year, or choose to select another program that has openings available.

1. Enrollment Policy for New Student Admissions

The goal of the FCCTC enrollment is to enroll students in programs that meet their interests and abilities and prepare them for future education or employment opportunities. The Joint Operating Committee (JOC) shall establish requirements for admission of students that are consistent with statutes, regulations, and sound educational practice while ensuring equitable treatment of all eligible students as outline in the articles of agreement.

a. Guidelines

- The Joint Operating Committee directs that the assignment of students to programs provided by the center be consistent with the educational needs of the students and the efficient use of the resources of the center. The final decision as to who is admitted to the center's programs is the sole responsibility of their home school district, however the FCCTC reserves the right to appeal to the sending district to rescind privileges for a student to attend based on attendance, grades, and disciplinary issues that are deemed to be a continual infringement to the personal rights and safety of other students.

- All students interested in attending the center must apply through his/her home school district. Applicants must have successfully completed the grade prior to admission to be enrolled and must have completed at least 9th grade to be considered.

- Home Educated Students – A participating school district may approve attendance by a home educated student at the FCCTC. Any such student shall be included in the approving school district's quota of enrollment.

- Each Participating School District shall annually enroll that number of new pupils equal to at least ten (10%) percent of that District's average daily membership in grades 10, 11, and 12 at the end of the preceding school year

- Tuition Pupils - Whenever the Joint Operating Committee finds that additional pupils may be enrolled and all of the pupils from the Participating School Districts have been accommodated, tuition pupils may be enrolled, under the provisions of the Public School Code of 1949, as amended. Pupils so enrolled may remain enrolled until completion of their respective courses, subject to the provisions of Section 15.

2. New Student Selection Process

Each Participating School District shall be responsible for the selection of pupils to attend the FCCTC, in conformity with pupil admission policies and procedures established by the Professional Advisory Committee (PAC) and approved by the Joint Operating Committee (JOC). If for any reason the continuance of a pupil in the School is not desirable, he/she shall be returned to his/her resident school upon recommendation of the Chief Administrative Officer and with the approval of the Joint Operating Committee (JOC).

The first step of the enrollment process for students is to complete the online application which is available on the FCCTC website. These applications are accepted for approximately a six month period, during the timeframe of December through July of the year prior to the school year for which applicants are being considered for enrollment. Each fall semester, the aforementioned quota system is used to calculate the allotments for each participating school district for each FCCTC program on an annual basis. When completing their application, students are permitted to select three programs of their choice as well as rank these program choices from first to third preference based on their interest level for these programs.

Pennsylvania School Code mandates that when student demand for CTC enrollment is greater than the availability of placements, the participating schools and the CTC must develop a selection process, which incorporates multiple criteria to evaluate students and rank them for appropriate placement in a fair, consistent, and impartial manner.

3. Student Interviews and Ranking

Prior to enrollment, all student applicants are interviewed by a team to ensure that they possess a sincere understanding and career interest/goal related to the CTE programs which they are asking to be considered for. This team consists of staff from the participating school and the FCCTC who work together to assess and counsel students in determining program placements that are an acceptable match for each student's career plan. The Interview team also reviews and records data from each student's academic records. Specifically the team reviews the student discipline reports, student attendance report, and cumulative grade point average for each student and then enters this data into a spreadsheet to calculate an interview score (see appendix for the interview sheet and scoring system). Each student's total interview score is based on the percentages outlined below:

a) Discipline = 33.33%
b) Attendance = 33.33%
c) Grades = 33.33%

During January and February of each year, each interview team conducts two windows of student interviews at each participating school and the interview scores are reported to the FCCTC for ranking process. Then in early March, all of the students' interview scores are sorted and ranked by each sending school for each program. Students are then placed according to the number of allotments their school has for each program. If students are not offered a placement in their first choice, they can choose to accept any allotments available to their participating school in their second or third choice. Students who are not placed after this first round of enrollment, are placed on a ranked waiting list for the program which is their first choice. Then, after all participating schools have filled as many of their assigned allotments as possible (late March), the FCCTC conducts the follow-up rounds of enrollment. During these follow-up rounds, any remaining/unfilled openings are offered to students on the waiting

list for each CTE program, starting with the first student at the top of each program waiting list, regardless of what participating school the student is from. The participating schools and FCCTC continue to accept applications and interview late applicants on a monthly basis in an attempt to fill all remaining unfilled openings up until the start of the next semester (late August for semester one and early January for semester two).

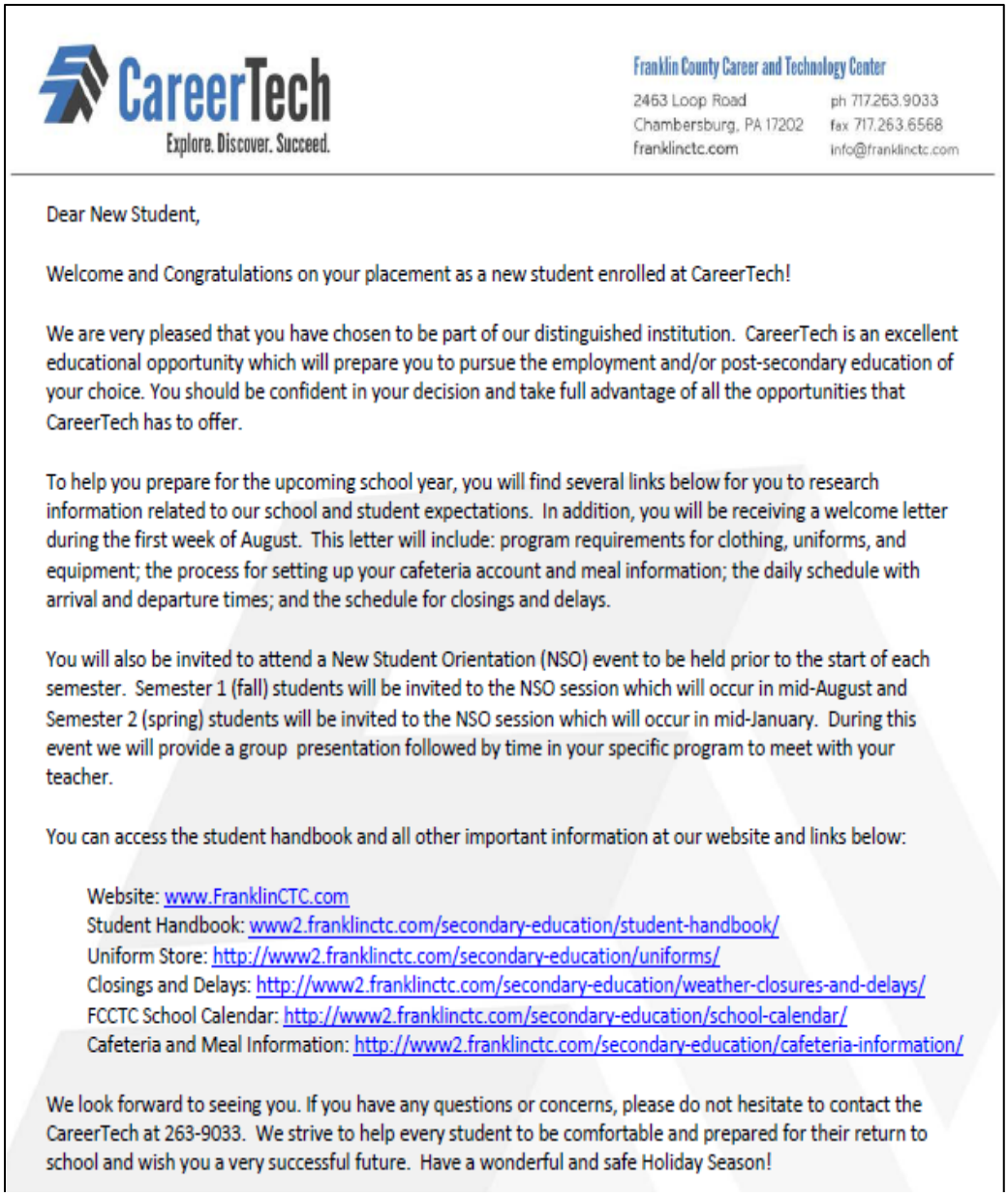
4. Enrollment Notification Process

At the conclusion of all interview windows, the FCCTC will provide all interview related data along with a ranked list of students who applied for each program to all participating school districts. The participating enrollment teams will review data and finalize students placements as outlined in the JOC articles of agreement, which states that *the final decision as to who is admitted to the center's programs is the sole responsibility of their home school district*.

Each participating school will submit the final placement data to the FCCTC as soon as possible, so that FCCTC staff can start to enter enrollment information into the Student Information Management system and finalize the scheduling process. The timeframe for finalizing student scheduling should be mid to late May, however new students who apply late, will be continually enrolled up until the start of each semester based on availability of openings.

After coordinating student placements and scheduling with the FCCTC, the participating schools are responsible for notifying all student applicants of the status for their enrollment which includes identifying their program and semester or waiting list placement. The participating staff should clearly communicate to each student whether they were placed in a program, or put on a waiting list. Participating schools shall determine and implement the process and format for communicating this information to each student based on their resources and priorities.

To assist in enrollment notification the FCCTC shall provide a notification letter for participating schools to use during the notification process. The purpose of this letter will be to promote awareness and retention among newly enrolled students and parents. As illustrated below, the statement will provide links to important information to help students/guardians become aware and comfortable as they begin to prepare for their first day at the FCCTC. In addition, FCCTC will send out a summer mailing, as outlined in the New Student Orientation section below. This personalized welcome back letter shall be mailed out in early August and will include the following information: student program and teacher name, student uniform information, cafeteria and meal services/accounts, daily schedule, and closing/delay information. (see notification letter in appendix)



CareerTech
Explore. Discover. Succeed.

Franklin County Career and Technology Center
2463 Loop Road
Chambersburg, PA 17202
franklinctc.com
ph 717.263.9033
fax 717.263.6568
info@franklinctc.com

Dear New Student,

Welcome and Congratulations on your placement as a new student enrolled at CareerTech!

We are very pleased that you have chosen to be part of our distinguished institution. CareerTech is an excellent educational opportunity which will prepare you to pursue the employment and/or post-secondary education of your choice. You should be confident in your decision and take full advantage of all the opportunities that CareerTech has to offer.

To help you prepare for the upcoming school year, you will find several links below for you to research information related to our school and student expectations. In addition, you will be receiving a welcome letter during the first week of August. This letter will include: program requirements for clothing, uniforms, and equipment; the process for setting up your cafeteria account and meal information; the daily schedule with arrival and departure times; and the schedule for closings and delays.

You will also be invited to attend a New Student Orientation (NSO) event to be held prior to the start of each semester. Semester 1 (fall) students will be invited to the NSO session which will occur in mid-August and Semester 2 (spring) students will be invited to the NSO session which will occur in mid-January. During this event we will provide a group presentation followed by time in your specific program to meet with your teacher.

You can access the student handbook and all other important information at our website and links below:

Website: www.FranklinCTC.com
Student Handbook: www2.franklinctc.com/secondary-education/student-handbook/
Uniform Store: http://www2.franklinctc.com/secondary-education/uniforms/
Closings and Delays: http://www2.franklinctc.com/secondary-education/weather-closures-and-delays/
FCCTC School Calendar: http://www2.franklinctc.com/secondary-education/school-calendar/
Cafeteria and Meal Information: http://www2.franklinctc.com/secondary-education/cafeteria-information/

We look forward to seeing you. If you have any questions or concerns, please do not hesitate to contact the CareerTech at 263-9033. We strive to help every student to be comfortable and prepared for their return to school and wish you a very successful future. Have a wonderful and safe Holiday Season!

5. Pennsylvania Mandates

As provided in the Pennsylvania Code [22 Pa Code 4.23 (d)(1)], career and technical education (CTE) shall be made available to every student in a public high school program. If a school district or the CTC center in which the district participates does not offer a specific CTE program, the district of residence must work with another school district or CTC to make this program available to interested students. Additionally, the district of residence must pay for this education and must not limit the number of students who receive career and technical education.

Therefore, it is unlawful for a participating school district or the FCCTC to withhold vocational education due to academic or financial reasons (this applies for incoming and current students), if placements are available. Therefore, if a student fails or falls behind in academic credits, the sending school and CTC are required to find a way to accommodate the student's needs, which should include both CTC instruction

and receiving proper remediation (i.e. pull-out instruction, summer school, online courses, etc).

However, if the student demand for enrollment is greater than the availability of placements, the participating schools and CTC must develop a selection process, which incorporates multiple criteria to evaluate students and rank them for appropriate placement in a fair, consistent, and impartial manner as outlined in the aforementioned selection process section of this document (see section).

6. Special Scheduling Considerations

All FCCTC and Participating counterparts should be aware of the following considerations when scheduling students, writing/revising Individual Education Plans (IEP) and 504 agreements, conducting recruitment activities, and other student service initiatives.

a. Fannett Metal Agreement

According to FCCTC articles of agreement, Fannett-Metal School District shall enroll 10 pupils annually on a tuition basis for a period of 15 years starting 2010-11 through 2025-26 school years. Ten pupils annually was written to mean 10 openings which is interpreted as five students enrolled for two semesters per year.

b. Program Specific Scheduling Issues

The following CTE programs have special considerations that participating schools should be aware of when scheduling students:

- **Cosmetology:** Students require 1,250 hours for PA Cosmetology license, so participating schools should be sure a student can complete all three levels and able to acquire these hours before enrolling a student in this program.

- **Landscape & Horticulture**: Students must participate in at least one fall and one spring semester during their FCCTC program of study, so that they can experience both seasonally related curriculums. Thus, students and counselors should be prepared for these students to experience a semester scheduling change at least once throughout their CTE experience.

- **Half Year Program Offerings**: due to low enrollment numbers and/or lack of instructors the following programs are only offered for one semester each year as outlined below:

    - **Electrical Occupations** is only offered Semester 1
    - **Mechatronics** is only offered Semester 2
    - **Precision Machining** is only offered Semester 1 or 2 (TBD)

D. Career Readiness

1. New Student Orientation (NSO) and Parent Conferences

Prior to each semester (typically 30 days before semester begins) all students receive a welcome back letter which includes: student program and teacher name, student uniform information, cafeteria and meal services/accounts, daily schedule, and closing/delay information. In addition, all parent/guardians will also be notified that they are encouraged to communicate with and schedule parent conferences with their child's teacher whenever they wish to discuss grades, assignments, policies, or procedures.

New students will also be invited to the New Student Orientation. This event is scheduled approximately one to two weeks prior to the start of each semester in order to provide valuable information to incoming students, parents, and guardians. The purpose of this event is to help students prepare for and be more comfortable arriving at FCCTC for the first time. The agenda for this event is outlined below. (see appendix for NSO AGENDA)

AGENDA

6:00 PM – 6:25 PM	**Cafeteria**	• Administrative Team: *Jim Duffey, Administrative Director* *Ben Mordan, Assistant Director* *Scott Cole, Vocational Supervisor* - Welcome, Introductions, and Mission - School Information: Closings, Transportation, Schedule, Cafeteria, Uniforms, Educational Expectations • Student Services: *Brenda Kimple, Career Counselor* *Terry Miller, CO-OP Coordinator* - Career Awareness, Attainment, and Retention efforts - College in High School - Industry Certifications - CO-OP
6:30PM – 7:30 PM	**Report to Program Areas**	• Teachers: Visit program area and meet Teacher - Syllabus - POS and Competencies - Grading - Uniforms and Program Requirements - Project Examples and Photos - CTSO Opportunities - Start of the Year Forms

2. Student Grading

The following is the required grading system to be used at FCCTC. This scale will be used for the purpose of industry recommendations and for student recommendations to continue in their program. Grades are based on Work Ethic (Daily), Knowledge (Theory and Application), and Skills/Tasks (Competencies). If percentages are used to arrive at a letter grade, the following scale is suggested.

A =	93-100
B=	85-92
C=	76-84
D=	70-75
F=	Below 70
Inc=	0 (Incomplete)
WH=	Withheld

Percentages are reported to the sending school districts, which will then be calculated as a letter grade according to each sending school's grading scale as outlined in table below.

Progress Reports will be issued for all students at mid-term during each marking period. Any student receiving a D or F will have the progress report mailed home. The Vocational Supervisor and Guidance Counselor will also be notified of each student's progress. A parent conference may be scheduled to develop a plan of action to improve a student's performance.

Report cards are issued by the home schools to all Greencastle students every six weeks and to all Tuscarora, Fannett-Metal, Chambersburg, Shippensburg, and Waynesboro students every nine weeks.

Percentage Grading Scale by Sending School

Letter Grade	CareerTech	CASHS/CMS	Fannett-Metal	Greencastle	Tuscarora	Shippensburg	Waynesboro
A	93 – 100	92 – 100	90 - 100	90 - 100	90 - 100	92 – 100	90 – 100
B	85 – 92	83 – 91	80 - 89	80 - 89	80 - 89	83 – 91	80 – 89
C	76 – 84	74 – 82	70 - 79	70 - 79	70 - 79	74 – 82	70 – 79
D	70 – 75	65 – 73	65 - 69	65 - 69	60 - 69	65 – 73	60 – 69
F	0 - 69	0 - 64	0 - 64	0 - 64	0 - 59	0 – 64	0 – 59

3. Withdrawals and Transfers

Student withdrawal/transfer must be coordinated between the sending school and the FCCTC. Students should notify the counseling office at the FCCTC and their sending school along with the specific reasons for withdrawing/transferring. The student and the participating school counselor will then complete and submit the necessary withdrawal/transfer forms at the sending school and FCCTC (see appendix for form). The student is then responsible to clean out their locker and personally return all books, locks, safety glasses, and other FCCTC items/property in use during their enrollment at the FCCTC. Students must also meet all obligations in regards to debts incurred. Broken, damaged, or lost items must be returned or replaced before proper signatures will be affixed on the withdrawal/transfer form.

4. Career Education and Work Standards (CEW)

The Career Education and Work Standards, Chapter 4 of Title 22, are part of the State Board of Education's regulations of required education for all students in Pennsylvania.
The Career Education and Work Standards address four areas of knowledge:

- Career Awareness and Preparation
- Career Acquisition (Getting a Job)
- Career Retention and Advancement
- Entrepreneurship

According to Chapter 339 requirements in section 17 in addition to Chapter 4 of Title 3 22, the FCCTC is required to provide documentation of student career plans in order to fulfill these mandated requirements. The FCCTC fulfills this requirement while striving to maximize the awareness and preparedness for all students in order to assist them in acquiring, retaining, and advancing in their career path. The following initiatives are facilitated by FCCTC staff to ensure these missions are met.

a. Student Portfolio

All FCCTC educators are required to incorporate CEW standards into their duties, program of study, and/or course outline. They are also responsible for ensuring that each student completes and submits a student portfolio. There is a suggested Student Portfolio Handbook available in the staff resource folder in the counselor file. Students and teachers are welcome to use this resource to fulfill this requirement, or they can develop their own format. While the FCCTC allows some freedom for teachers and students regarding the exact format and content of the student portfolio, students must have a formal portfolio which must include at minimum: Job Application, Resume, Cover Letter, and Thank You Letter. (see appendix for suggested Student Portfolio Content List)

b. Mock Interview

Another opportunity afforded to all students who attend the FCCTC is our 11th grade Mock Interview initiative. This event is facilitated by our cooperative education coordinator and involves local employers and industry representatives. It occurs once per semester and is designed to provide all 11th grade students the opportunity to prepare and participate in a mock (rehearsal) job interview with a real life professional from a related industry. The student and interviewer guidelines are available in the staff resource folder in the CO-OP file. The agenda for this event is listed below. (see appendix for Agenda and Rating Form)

Mock Interview Agenda
3/16/2016
8:00 a.m. – 2:00 p.m.

Meeting called by: Terry Miller

Attendees: Mock Interview Panel, Terry Miller, Angie Wagaman, Tina Mntzer

8:00 a.m. – 8:30 a.m.	**Welcome** Light Refreshment • Review guidelines • Review student rating sheet • Review interviewer evaluation sheet.	LGI Room
8:30 a.m. – 1:00 p.m.	**Mock Interviews**	LGI Room
1:00 p.m. – 2:00 p.m.	**Lunch** Place student rating sheet in folders and return to Tina Mentzer. Collect interviewer evaluation sheet.	Chefs Table

5. Program Completion and Assessment

a. Chapter 339 Instructional Requirement

According to the Pennsylvania Department of Education's (PDE) – Career and Technical Education Information System (CATS), the FCCTC is required to provide a minimum of 1,200 technical hours of instruction for each student over a three-year sequence (three-semester sequence). This minimum requirement is determined by taking the number of hours of instruction students receive at the FCCTC per day and multiplying this number times the number of days per year they attend and again times the number of years they attend. This calculation is conducted for each sending school and then PDE recognizes the lowest sending district total as our minimum required number of hours. The chart below outlines the number of hours per day, per semester, and per three-year sequence for each sending school, which was submitted as part of the 2015-16 CTE program re-approval process.

Sending School	Arrival Time	Depature Time	Hours Per School Day	Semester 1 Days	Semester 1 Hours	Semester 2 Days	Semester 2 Hours	3 year Sequence at 90 days
CASD	8:00	2:30	6.00	90	540.00	90	540.00	1620.0
GASD	8:00	1:45	5.25	93	488.25	87	456.75	1417.5
FMSD	8:45	1:45	4.50	93	418.50	87	391.50	1215.0
SASD	8:00	1:45	5.25	90	472.50	90	472.50	1417.5
TUSD	8:15	1:45	5.00	92	460.00	88	440.00	1350.0
WASD	8:15	1:45	5.00	91	455.00	88	440.00	1350.0

The highlighted row in chart above indicates the minimum hours for all three-year sequence CTE programs offered at the FCCTC. This number is rounded from 1215 hours down to 1200 hours to allow for delays and dismissals, as well as to make calculations easier for applications including: scope and sequence, curriculum outlines, and program completer status. The 1200 hours is split into three 400 hour semesters and these are the standard numbers designated by PDE for determining PIMS and CATS data to include: completer status, PA Skills certificate, end of program assessment eligibility, and all other student information management applications.

b. CTE Program Completion – As Outlined in PIMS Manual

The Pennsylvania Information Management System (PIMS) manual provides the following definitions and guidelines related to state CTE funding subsidies and CTE program completion.
Definitions:

- **Concentrator:** A student who successfully (passing grade) completes 50% or more of the CTE hours and scheduled to graduate. At the FCCTC this means that students must complete over 600 hours of instruction or 1.5 semesters in order to qualify as a concentrator and take the end of program assessment.

- **Participant:** A student who successfully completes 10 % of total technical hours in CATS.

Thus, students must take the NOCTI or NIMS exam to become a completer and earn a PA Skills certificate of completion. However, if there is no aligned test (ie: Vet Tech) the student is considered a completer without taking an end of program assessment.

Students who transfer from another CTC, are credited the total hours earned at previous CTC (for example 2.5 hours per day multiplied by 50 days would equal 125 hours) earned at previous CTC in

addition to the hours earned at the FCCTC when determining concentrator status.

c. End of Program Assessment - NOCTI

The two types of end of program assessments recognized by PDE include the National Occupational Competency Testing Institute (NOCTI) and the National Institute of Metal Working Skills (NIMS) as outlined in chart below and described throughout this section:

(see appendix for list of Exams) or click on links to following websites:

- NOCTI: http://www.nocti.org/
- NIMS: https://www.nims-skills.org/web/nims/home

CIP CODE – NOCTI Exam List by Program

CIP Code	*Program*	*NOCTI Test #*	*NOCTI Test Name*
47.0699	Agricultural Mechanics	4068	Small Engine Technology
51.0899	Allied Health	4143	Health Assisting
47.0603	Automotive Collision & Repair	3183	Collision Repair & Refinishing Technology
47.0604	Automotive Technology	7837	Automotive Mechanical Technician PA
46.9999	Building Construction Trades (BCT)	3011	Building Construction Occupations
46.0201	Carpentry	4115	Carpentry
12.0401	Cosmetology	8295	Cosmetology PA
12.0508	Culinary Arts	4336	Culinary Arts II Cook
51.0601	Dental Assisting	4126	
47.0613	Diesel Mechanics	4127	Diesel Technology
46.0399	Electrical Occupations	7747	Electrical & Power Transmission Installers, PA
15.0303	Electronics	4035	Electronics Technology
15.0403	Electromechanical Technology	8094	Electromechanical Engineering Technology PA
15.9999	Engineering Technology	8091	Engineering Technologies/Technicians PA
52.0701	Entrepreneurship	1337	21st Century Skills for Workplace Success
10.0399	Graphics Communications	4242	Graphic Production Technology
47.0201	Heating, Ventilation, Air Conditioning	8297	HVAC Maintenance Technology PA
11.0901 15.1202	Information Systems Technology - IST	8148 4415	Computer Systems Networking PA Computer Repair Technology
01.0601	Landscaping & Horticulture	8157	Applied Horticulture PA
52.1801	Marketing/Web Design	4153	Retail Merchandizing
51.0801	Medical Assisting	4155	Medical Assisting
48.0501	Precision Machining	NA	NIMS TESTS EQUIVALENT
51.0808	Veterinary Assisting	NA	TEST EXEMPTION
48.0508	Welding	4172	Welding

i. NOCTI Pre-Test (written exam only)

- Any student who is a Level one student in their first semester of enrollment at FCCTC should take the NOCTI Pre-Test exam. Students are only permitted to take the Pre-test one time unless their IEP indicates they are to take it multiple times, or if they have received administrative approval.

ii. NOCTI Post-Test (written exam and performance exam)

- Any student who: a) is a senior (or last year: 13th, 14th, 15th grade) in their last semester of enrollment at the FCCTC; b) has successfully completed 1.5 semesters (135 days) or more in the same CTE program that they are enrolled in as a senior; and c) is scheduled to graduate, should take the NOCTI Post-Test in the program they are enrolled during their last semester at the FCCTC.

- Hours successfully completed and transferred from another CTC should be incorporated into this total for technical hours.

- It is better for a student to take the NOCTI Post-Test as a 12th grader and then return as 13th grader, than it is for them to plan on taking the Post-Test in 13th grade and then not return and never have taken the Post-Test.

iii. NIMS

PDE and NIMS have partnered to provide NIMS assessments in Level I metalworking areas. This includes both performance and theory components. These 11 assessment areas are:

1. Measurement, Materials and Safety
2. Job Planning, Bench Work and Layout
3. Manual Milling
4. Manual Turning Between Centers
5. Manual Turning with Chucking
6. Manual Surface Grinding
7. Manual Drill Press Operations
8. CNC Turning: Programming Setup and Operations
9. CNC Milling: Programming Setup and Operations
10. CNC Turning: Operator
11. CNC Milling: Operator

The following performance level requirements are used to determine Precision Machining completer students' NOCTI Post-Test Score Equivalent based on the three levels below, which are then used to determine which PA Skills Certificate of Completion a student receives:

- **Advanced Level** – In order to achieve a Pennsylvania Skills Certificate, a student must pass four or more credentialing assessments before graduation, with at least three from areas 3-11 in the above list.

- **Competent Level** – In order to achieve a Pennsylvania Certificate of Competency, a student

must pass three credentialing assessments before graduation, with at least two from areas 3-11 in the above list.

- **Basic Level** – Any student not meeting the requirements for the competent level.

d. Program Completer Status

The PIMS manual defines a COMPLETED CTE PROGRAM AND GRADUATED* for a secondary CTE student as having met the following three criteria:

1) **completed all secondary-level competencies necessary to achieve his/her career objective (or met appropriate related IEP objectives)**

2) **completed a PDE approved occupational end-of-program assessment (or completed a program which has an assessment waiver); and**

3) **attained a high school diploma or equivalent.**

It also specifies that students must complete their CTE program during the last year of their High School Program (i.e. 12th , 13th , 14th grade etc.) and can only complete one CTC program as a secondary student.

e. Pennsylvania Skills Certificates of Completion

Students need to take the test (written and performance sections of the NOCTI), but do not have to be proficient to meet the completer requirement. Students' NOCTI Post-Test scores are used in correlation with NOCTI Cut-Scores to determine the following Certificates of Completion:

- **Pennsylvania Skill Certificate:** Awarded by PDE to Completers who score in the Advanced Range on NOCTI Post-Test.

- **Certificate of Competency**: Awarded by PDE to Completers who score in the Competent Range on NOCTI Post-Test

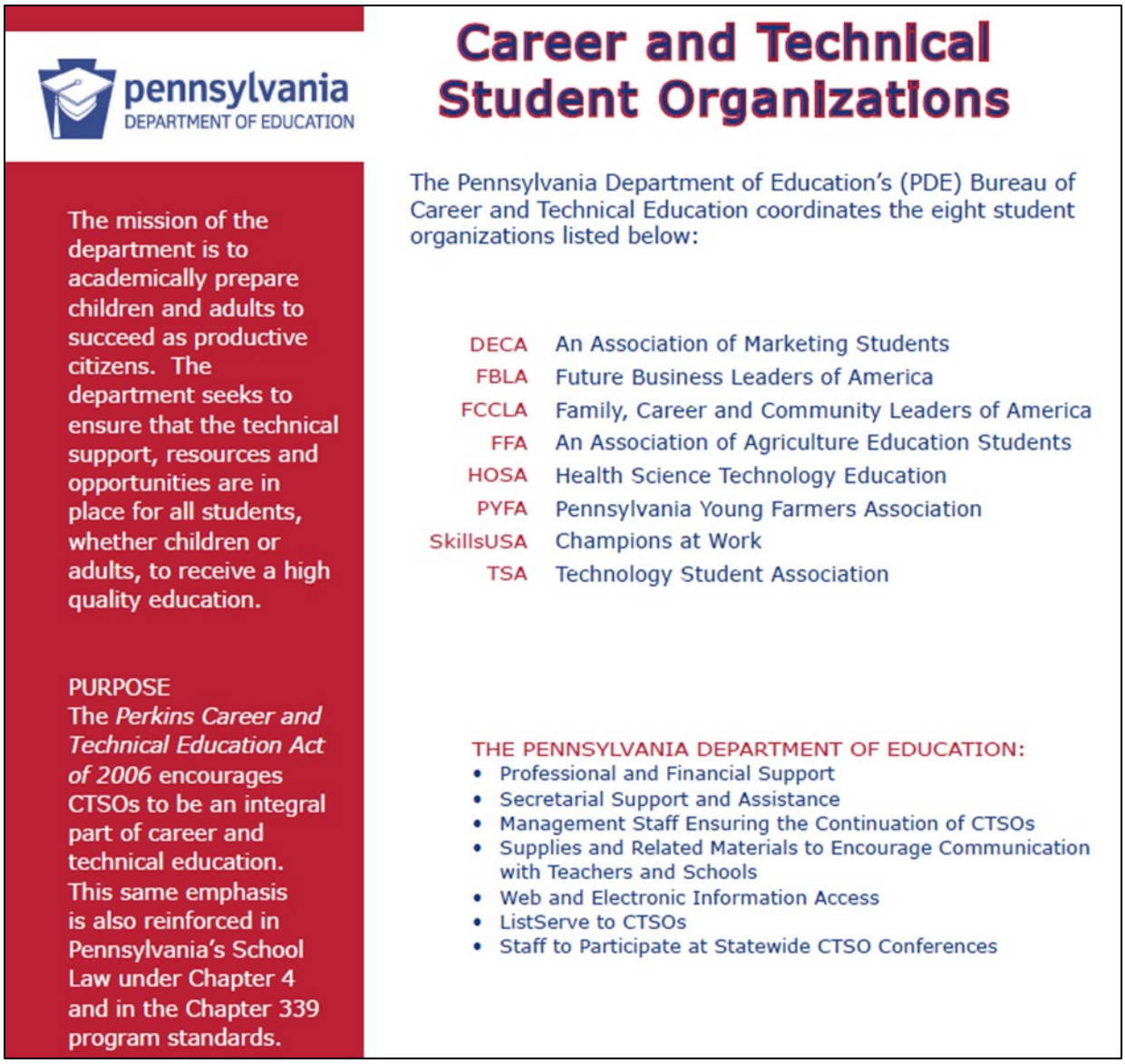
- **Certificate of Attendance:** Awarded by FCCTC to Completers who score in the Basic Range on NOCTI Post-Test.

6. Career and Technical Student Organizations

The FCCTC believes that the center's goals and objectives are best achieved by a diversity of learning experiences, some of which are more appropriately conducted outside the regular curricular program of the center. The Joint Operating Committee (JOC) strongly supports vocational student participation in Career and Technical Student Organizations (CTSOs) and other participatory organizations for the purpose of competition in trade areas, professional development, and personal growth. For purposes of this policy, extracurricular activities shall be those programs that are sponsored or approved by the JOC; are conducted wholly or partly outside the regular school day; are marked by student participation in the processes of initiation, planning, organizing, and execution; and are equally available to all students who voluntarily elect to participate. The FCCTC shall make the facilities, program of study-related supplies, and materials/program equipment of the center available and shall assign staff members for

the support of extracurricular activities for students. Such availability and assignment shall be in accordance with the Equal Access Act.

The Perkins Career and Technical Education Act of 2006 also encourages CTSOs to be an integral part of career and technical education. This same emphasis is also reinforced in Pennsylvania's School Law under Chapter 4 and in the Chapter 339 program standards. The FCCTC offers the following CTSOs which should be incorporated as intracurricular activities in all appropriate CTC programs. To access more information see flyer below, in appendix, or access the webpage: http://www.education.pa.gov/K-12/Career%20and%20Technical%20Education/Pages/Student-Organizations.aspx



7. National Technical Honor Society (NTHS)

The National Technical Honor Society is available for FCCTC students to apply for during their Junior and Senior year. The NTHS currently serves approximately 80,000 active members in 2015 and nearly three quarters of a million since its inception in 1984. Over $225,000 in scholarships is awarded annually to its

members. The NTHS honors the achievements of top CTE students, provides scholarships to encourage the pursuit of higher education, and cultivates excellence in today's highly competitive, skilled workforce. For over 30 years, NTHS has been the acknowledged leader in the recognition of outstanding student achievement in career and technical education. See the outline for applying below (see appendix) and explore the NTHS website for more information: https://www.nths.org/

National Technical Honor Society - Process Outline

Timeframe	Description
Week 9	**Teacher Nominations**: At the end of first marking period of each semester, teachers will be asked to nominate students for NTHS by emailing student names to Allison Hu. To be nominated students must earn a 93% or higher in their CTC program, as well as display positive behavior, work ethic, and citizenship. Teachers can nominate students as a junior or senior (grade 11 – 15), but it is a one-time process for this lifetime membership. Thus if students are nominated in 11th grade they should be nominated again in 12th grade.
Week 10	Allison will then take student nominations and verify that students have not already earned their membership as well as make sure they have at least a 93% in the CTC program for first marking period final grade, as well as verify with sending school that each candidate has a 3.0 or higher overall GPA.
Week 11	All students who meet all these criteria will be invited to an assembly where we will provide information on NTHS and its Benefits, as well as provide handouts and Student Applications. **(coordinate with co-op meeting date/time)**
Week 12	Each candidate must then return their completed application with $10 activity fee (cash or check payable to FCCTC) to the attendance office by the deadline (7 days after Assembly).
Week 13	The School Store will conduct one fundraiser each semester to donate money towards paying for the NTHS membership fees.
Week 13	Allison will then register all candidates who successful return the completed application and activity fee and FCCTC will pay the $25 membership fee for each student.
Week 13	Students will then be immediately eligible to utilize NTHS benefits, such as scholarships and letter of recommendations using their life time membership.
Award Ceremony	All graduating NTHS members will be recognized at awards ceremony where they will receive their NTHS graduation items on stage. NTHS members in 11th grade will not be recognized at the ceremony until their 12th grade year.

8. College Credits Available to FCCTC Students

a. College in the High School – Dual Enrollment

The FCCTC recognizes that today's world is a globally competitive and students must be prepared to advance through life as quickly as possible. All FCCTC students must graduate from high school prepared for college and careers in our global economy. The FCCTC has created partnerships with area colleges that enable our students to earn college credits while still in high school.

i. Goals of the Dual Enrollment program:

- Prepare students for post-secondary success by giving them firsthand exposure to college-level work
- Support students as they make the transition from high school to post-secondary education
- Increase student's access to postsecondary education
- Dual Enrollment increases the rigor of the CTC curriculum
- Dual Enrollment provides students with the opportunity to enter post-secondary education with up to 15 earned college credits
- Completing college credits gives college-bound high school students a head start and eases the transition from high school to college

Dual Enrollment students earn college credits by taking college level classes taught by FCCTC staff or college faculty members (i.e. German I). Please see our career counselor and review the FCCTC Dual-Enrollment Directory. All dual enrollment courses (except for German credits) are offered during the school day at a reduced rate.

Articulation Agreements: students can be credited with college coursework if they plan to continue their education at a post-secondary school that has an articulation agreement with the FCCTC. College articulation agreements exist for all the CTE programs offered at the FCCTC.

ii. Post-secondary Education Institutions

Harrisburg Area Community College (HACC) and Penn College of Technology:

College in the High School (CHS) program overview: CHS programs enable qualified high school students to enroll in college level courses at their technical school during the regular school day. The CHS program offers FCCTC students college credit by taking programs or courses that are duplicative with a course provided at designated post-secondary institutions. The student's instructors serve as adjunct faculty.

Dual Enrollment: students who participate in the CHS program, earn dual enrollment credits from both

HACC or Penn College and their high school for approved CTE courses which satisfy high school graduation requirements (when approved by high school). These course credits become part of the student's permanent College record and can count towards a College degree program or can be transferred to a number of colleges and universities.

How College in the High School Works:

- HACC/Penn College and FCCTC identify courses that may be offered to qualified, capable students
- A CTE teacher is approved and trained to teach the course
- The FCCTC student applies for the College in the High School program and pays the required tuition and fees
- At the end of the course the student receives a grade for the course on both a HACC or Penn College transcript and the high school/FCCTC record

See FCCTC website for course offerings: http://www2.franklinctc.com/secondary-education/school-counseling/

b. Students Occupationally and Academically Ready (SOAR)

The SOAR program is the career and technical Program of Study (POS) educational plan that articulates the secondary career and technical programs to post-secondary degree, diploma, or certificate programs. The SOAR programs lead students into a career pathway that align the secondary courses to a post-secondary program to complete a degree or certificate through a statewide articulation agreement. The Bureau of Career and Technical Education (BCTE) has established statewide articulation agreements with various post-secondary schools in Pennsylvania. Students who complete all POS competencies and meet other academic requirements are eligible for college credit under this program if they complete 100% of the POS.

For more information see flyer below, ask school counselor, or go to website: http://www.education.pa.gov/K12/Career%20and%20Technical%20Education/Programs%20of%20Study/Pages/default.aspx#.VtdnFdUo6Uk

9. Student Scholarships

There are currently over 35 student scholarships available to FCCTC students through the counseling office and by accessing our website at: http://www2.franklinctc.com/secondary-education/school-counseling/. A snapshot of available scholarship list is provided below.

Scholarships
2015/2016

Deadline	Scholarship	Information	Application or Additional Information can be Found at:	Amount
February 10, 2016	**DAR Scholarship**	Seniors who are citizens of the US and must attend or plan to attend an accredited college or university in the US. Must submit a list of activities, honors, & scholastic achievements. Must submit an essay of 1,000 words or less describing your career objectives. Need 2 letters of recommendation and original transcript.	www.dar.org/natsociety/	Various
February 14, 2016	**AAMI Scholarship**	Seniors who will attend full-time at an accredited college seeking a career in the healthcare technology profession. Typical programs would include degrees in biomedical equipment technology; electrical, mechanical, or clinical engineering; and physics or the health sciences. Must submit a 500 - 700 word essay *describing how they view themselves fitting into the profession and describing their evidence of academic excellence, technical aptitude, and dedication to the healthcare technology profession.*	http://www.aami.org/professionaldevelopment/content.aspx?ItemNumber=886&navItemNumber=643	
February 15, 2016	**WACE Co-Op Scholarship**	Seniors who have a 3.5 or better GPA (unweighted) who plan to participate in college cooperative education at one of the following schools: Clarkson Univ., Drexel Univ., Johnson & Wales Univ., Merrimack College, RIT, SUNY Oswego, University of Tolego, Univ. of Cincinnati, Univ. of Mass. Lowell, or Wentworth Inst. of Tech. Must submit a 200 word essay describing *why you have chosen to pursue a college cooperative education program.*	waceinc.org/scholarship/index.html	Varies

10. Awards Night Ceremony

The FCCTC is appreciative of the generosity of organizations that offer scholarships or awards to deserving students; but, in accepting such offers, the Joint Operating Committee directs that established criteria be observed. No information, either academic or personal, shall be released from a student's record for the purpose of selecting a scholarship or award winner without the permission of the student who is eighteen (18), or the parents/guardians of a student who is younger, in accordance with the Joint Operating Committee's policy on student records.

The scholarship or award, and any pertinent restrictions, shall be approved by the Joint Operating Committee and administration. All pertinent information regarding the scholarship or award shall be submitted for review by the Administrative Director or designee prior to the date on which it is to be presented.

Each May the FCCTC hosts its annual "Best of the Best Awards Night" held at Greencastle Area High School. This event is held for all graduating students, family, staff, and guests to honor our students and alumni for their accomplishments and continued support for our school. Selected students receive a grand total of over $25,000 worth of awards and scholarships, while also recognizing our students' achievements and supporting our School Mission to promote life-long learning and prepare students for post-secondary education. The front cover of Awards Night program is listed below:
(See appendix for Awards Night Agenda)

CareerTech
Franklin County Career & Technology Center

May 28, 2015

Welcome to the "Best of the Best"

Awards Ceremony

Welcome & Presentation of Awards

MISSION

Franklin County Career and Technology Center promotes

Lifelong learning and prepares students for

Careers and post-secondary education.

11. Student Surveys

The FCCTC shall develop and conduct surveys and instruments to collect information from students which shall relate to the center's educational objectives. According to Chapter 339 requirements outlined in section 17.9, this data will then be used to conduct follow-up studies to determine the effectiveness of the curriculum and develop possible enhancements to curriculum to address any identified gaps or areas of concern.

The FCCTC currently utilizes LifeTracks Services, INC to conduct student exit surveys. The exit survey is attempted three times with each graduate as follows: upon graduation, two years out, and five years out. The purpose of this research study is to assess the needs and status of former FCCTC students in order to collect information and identify recommendations for improvement. All responses are anonymous and confidential, and no individual responses are identified. The exit survey is made up of 14 questions and can be submitted by completing a self-addressed, postage-paid survey and mailing it to the return address or completed electronically at http://www.LifeTrack-Services.com/surveys. After surveys are analyzed and summarized, the results will be made available on our school website.

12. Cooperative Education and Work-Based Activities

a. Description

The FCCTC utilizes cooperative education and other types of work-based education as a method of instruction that enables students to combine academic classroom instruction (school-based learning component) with occupational instruction through learning on the job (work-based learning component) in a career area of choice. Emphasis is placed on the students' education and employability skills through methods of instruction including off-campus, occupationally-related experience. In addition, all of these work-based programs and activities are planned and implemented as: a method to assist students in their transition from school to work; are planned and implemented in accordance with the student's declared career objective; and in concert with predetermined, expected academic and occupational learning outcomes.

b. Community Benefits

In addition to state requirements for their establishment, these initiatives and community participation cooperative and work-based education issues are instrumental in maximizing benefits for our students and community. Community stakeholders representing business, industry, labor, public sector, community, postsecondary representatives and the general public bring a unique perspective to education and training programs and all benefit from the following cooperative/work-based education outcomes:

i. Student Outcomes

- Academic
  - Ability to integrate classroom theory with workplace practice
  - Clarity about academic goals
  - Academic motivation
  - Technical knowledge through use of state-of-the-art equipment

- Professional
  - Clarity about career goals
  - Understanding of workplace culture
  - Workplace competencies
  - New or advanced skills
  - Career management professional network
  - After-graduation employment opportunities

- Personal
  - Maturity
  - Determination of strengths and weaknesses
  - Development/enhancement of interpersonal skills
  - Earnings to assist college expenses or to support personal financial responsibilities
  - Productive and responsible citizenship skills
  - Lifelong learning skills

ii. Employer Outcomes

- Well-prepared, short-term employees
- Flexibility to address human resource needs
- Cost-effective long-term recruitment and retention
- Access to candidates with sought-after skills and/or background
- Increased staff diversity
- Partnerships with schools
- Input on quality and relevance of school's curricula
- Cost-effective productivity

iii. College and University Outcomes

- Recruitment of new students
- Retention of current students
- Wider range of learning opportunities for students
- Enriched curriculum
- Enhanced reputation in the employment community
- Improved rate of employment of graduates
- Increased alumni participation (hire students, contribute money, etc.)
- Partnerships with business, government, and community organization
- Increased external support by corporations, foundations, and government grants

iv. Societal Outcomes

- Established model for workforce preparedness
- Income tax revenue
- Reduced demand for student loans
- Productive and responsible citizens
- Industry-education partnerships

c. Student Opportunities

All FCCTC career and technical education programs consist of a series of planned academic and vocational-technical education courses that are articulated with one another, so that knowledge and skills are taught in a systematic manner. When appropriate and available, these programs provide work-based opportunities for students to gain industry recognized skill standards and experience. Such opportunities are provided through several types of program and activities which may include student participation in CTE program curriculum/activities, cooperative vocational-technical education, and participation in career and technical student organizations (CTSO's) to develop leadership skills. Types of these methods are outlined in the chart below:

Types of Work-Based Activities Chart

Program or Activity	School-Based Elements	Work-Based Elements	Connecting Activities and Coordination
1. Clinical Experiences	a) Specific occupational area; b) School training in specific field; c) Develop technical competencies; and d) School credit.	a) Practical experience; b) Supervised work-based learning; and c) Broad overview of an occupational field	a) Teachers supervise and work with employers to give students added development of technical competencies in a work setting and b) Teachers, students and employers meet to evaluate the work experience and performance.
2. Cooperative Education	a) Technical skills in a specific career area; b) Integrated career and technical and academic studies; c) Employability skills; d) School credit	a) Hands-on experience at a worksite; b) Work related to school training; c) Paid work experience; d) Evaluation by a supervisor	a) Training plan and agreement between school, student, parent/guardian and employer; b) Supervised visits by school; c) Cooperative Education Coordinator; d) Students matched by ability with the job experience, e) Students receive grades and wages
3. Community Service	a) No specific preparation	a) Volunteer services, usually in nonprofit organizations	a) Coordination with community organizations to provide situation whereby students can learn work skills, take responsibility and contribute to the community

4. Internships	a) Specific occupational area; b) School training in a specific field; c) Develop technical competencies; and d) School credit	a) Practical experience; b) Supervised work-based learning; c) Broad overview of an occupational field	a) Teachers supervise and work with employers to give students added development of technical competencies in a work setting and b)Teachers, students and employers meet to evaluate the work experience and performance
5. Job Shadowing	a) Career awareness and b)No specific preparation	a) Exposure to work environment and b) Student paired with adult for experience	a) Structured visits to worksites to acculturate students to the world of work
6. Registered Apprenticeships	a) Technical skills in a specific area; b) Integrated academic and technical coursework; and c) School credit	a) Hands-on experience at work site; b)Work related to school training; c) Written training plan Paid work experience; and d) Evaluation by supervisor	
7. School-Based Enterprises	a) Specific career focus; b) Related academics; and c) Technical skills	a) Situational learning	a) All aspects of the industry
8. Service Learning	a) Community service; b) Academics; c) Technical skills; and d) Experiential learning	a) Supervised work related experience	a) Teachers work with community organization representatives to give students added development of technical competencies in a community setting
9. Work Release	a) No career objective or school	a) Paid employment	a) No school/work connection

d. Requirements and Documentation

The term "*cooperative/work-based education*" means a method of education for individuals who, through written cooperative arrangements between a school and employers, receive instruction, including required rigorous and challenging academic courses and related career and technical education instruction, by alternation of study in school with a job in any occupational field. It is required by PDE that these types of activities: 1) shall be planned and supervised by the school and employer so that each contributes to the education and employability of the individual and 2) may include an arrangement in which work periods and school attendance may be on alternate half days, full days, weeks or other periods of time in fulfilling the cooperative program. Cooperative and other work-based education opportunities at FCCTC provide progressive experiences through a planned partnership among students, educational institutions, and employers. These counterparts all have specified

responsibilities including carefully designed and implemented: training agreements; training plans; and training evaluations. (See appendix for Co-op forms)

IV. FCCTC Concern/Compliant Policy

The objective of this Administrative Guideline is to clearly encourage employees and community members to utilize the chain of command that has been established in the school for problem-solving purposes. It is not an acceptable practice for individuals to bring issues related to the school forward to Superintendents, Joint Operating Committee membership or any other lines of authority existing outside of the school without first giving the teacher and/or administrative team the opportunity to resolve those issues. Please note that individuals at each of the four levels of authority will be provided a copy of these guidelines and will first ask if previous levels of contact have occurred prior to acting on problem issues.

A. Employee Concern Procedure

For the purpose of this policy, an employee concern is defined as an issue that an employee may have with another employee, an immediate supervisor, an administrative directive, or joint operating committee (JOC) governance that has a negative effect on their job performance in the school. This procedure differs from the formal Grievance Process in that the nature of the concern is not related to an issue found within the Collective Bargaining Agreement (CBA). It is rather an issue that affects the employee's ability to perform their job in the most effective manner possible.

All FCCTC personnel will follow a step-by-step procedure through the Administrative Team when these types of concerns exist. Attempts to resolve concerns and complaints of employees shall begin with informal, direct discussions among the affected parties, following these guidelines and the school's organizational structure. Only when informal meetings fail to resolve the issue shall more formal procedures be utilized. Union representation is encouraged for union members.

1. Level I - Concerns and/or issues shall be addressed initially with the Vocational Supervisor or the individual's immediate supervisor, who shall discuss the issue with the employee and either attempt to provide a reasonable explanation to remedy the concern or take appropriate action within the supervisor's authority. If resolution is accomplished, no further action required.

2. Level II - If the issue cannot be resolved satisfactorily at Level I, the Vocational Supervisor (or the individual's immediate supervisor), will be responsible for forwarding the employee concern to the Assistant Director. The Assistant Director will schedule a conference with the affected employee based upon the information provided. The results of the conference will be recorded and a determination will be made jointly as to whether or not a resolution has occurred. If resolution is accomplished, no further action needed.

3. Level III – If the issue cannot be resolved at Level II, the Assistant Director will be responsible for forwarding the employee concern to the Administrative Director for review and action. The Administrative Director will initiate a meeting with the employee and make every attempt to resolve the issue. The Assistant Director and/or Vocational Supervisor may be brought into the meeting for assistance. A determination will be made jointly as to whether or not a resolution has occurred. If resolution is accomplished, no further action needed.

4. Level IV - Should the matter not be resolved by the Administrative Director, the employee will be provided an opportunity to attend the next scheduled Joint Operating Committee Meeting to meet under Executive Session with the Administrative Director, Superintendent-of-Record and Joint Operating Committee membership to discuss their concern and pursue final resolution to the problem. Final resolution, if appropriate, may or may not occur by board vote in the public meeting however, the employee will be provided with the Board's decision, in writing, no more than ten (10) days following the JOC meeting.

B. Student/Parent/Community Concern Procedure

Any parent/guardian, student, resident, or community group of a participating district shall have the right to present a request, suggestion, or complaint. The Joint Operating Committee intends to provide a fair and impartial method for seeking appropriate resolution. (see community engagement section)

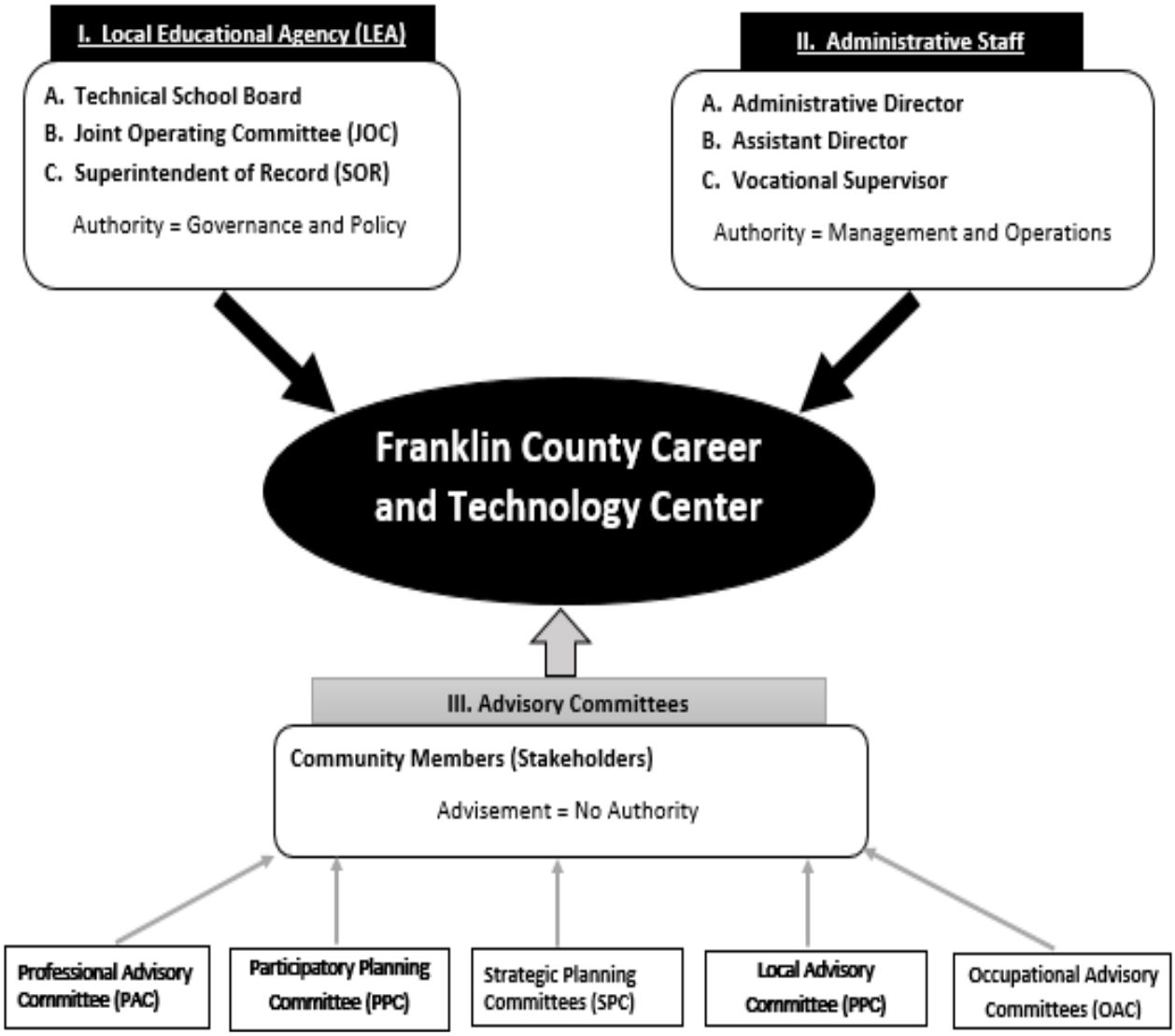
All individuals (students, parents, and other community members) have the right to express themselves and share any concerns they have related to FCCTC administration, staff, facilities, operations, and policies, as long as they follow the following criteria and procedure:

1. Appropriate Manner: All individuals are permitted to express recommendations and concerns in a polite and appropriate manner, unless such expression directly interferes with the educational process, threatens harm to the welfare of the school or community, encourages unlawful activity, interferes with another individual's rights, or violates school policy/law.

2. Follow Chain of Command: All individuals will follow a step-by-step procedure starting first with the Educator(s) responsible for the program area of concern and then progress through the Administrative Team when these types of concerns exist, before considering taking any of these issues to the Joint Operating Committee. Attempts to resolve concerns and complaints of individuals shall begin with informal, direct discussions among the affected parties, following these guidelines and the school's organizational structure. Only when informal meetings fail to resolve the issue shall more formal procedures be utilized. This organization flow will start with communication between the individual and the appropriate CTE program teacher(s)/educator(s) and then progress to administrative levels only if resolution cannot be made with the teacher(s)/educator(s) prior to administrative involvement. These levels are outlined above in section IV.A. in the following order of progression: Level I – Vocational Supervisor; Level II – Assistant Director; Level III - Administrative Director; Level IV – JOC.

APPENDIX

FCCTC Organizational Chart of Authority and Advisement



(see text)

FCCTC Advisory Committees

1. Professional Advisory Committee (PAC)

The Franklin County Career and Technology Center PAC is composed of the six superintendents from our sending school districts including CASD, GASD, FMSD, SASD, TUSD, and WASD and the CTC administrative director (chairperson). Participating in this consortium, typically these superintendents meet on a monthly basis and work together to establish and operate the CTC, advise the school administration, and Local Education Agency (LEA) on the educational program and policies of the school and assist in strategic planning. In addition, FCCTC also works with other sending school counterparts to facilitate regular meetings (between six and ten per year) for both principals/administrators and counselors/student services. These two types of meetings typically occur at FCCTC and are used to share information, updates, and projections as well as to collaborate and make decisions related to planning and developing FCCTC policies and procedures. FCCTC staff who participate in these meetings share meetings and summaries to PAC members to for their consideration and feedback.

2. Participatory Planning Committee (PPC)

The PPC is comprised of specified members as defined in the Carl D. Perkins Vocational and Technical Education Improvement Act of 2006. This committee is a requirement for local planning and certain competitive funding areas authorized in the Perkins legislation. This committee is led by the Assistant Director (chairperson) and is conducted at least once annually. This meeting is typically conducted in after April 1 on the same night as the Advisory Committee Banquet. This committee meets to review and approve the Perkins 380 Local Plan: a) *Revision* for the current school year – Due March 31 and b) *Application* for the upcoming school year due during the second week of June. They also meet as needed to review and approve other donations and competitive funding opportunities and initiatives.

3. Strategic Planning Committees (SPC)

The FCCTC SPC develop schools' strategic plans through active participation by parents, students, school directors, teachers, school administrators, other school personnel, business and other community representatives. The committee serves a specific function in the strategic planning process as required by Section 4.13 (Strategic Plans) of Chapter 4, regulations of the Pennsylvania State Board of Education.

4. Local Advisory Committee (LAC) or General Advisory Committee (GAC)

The FCCTC LAC provides the overall direction for the entire career and technical education program career and technical center or postsecondary institution. This committee advises on the whole range of activities and issues involving the career and technical education center, provides advice on appropriate program offerings and support services and, when appropriate, provides assistance and support to the institution.

5. Occupational Advisory Committees (OAC)

An OAC is established for each career technical education program or cluster of related programs offered by the CTC. The majority of the members of the committee shall be employees and employers in the occupation for which training is provided. The committee advises the board, administration and staff on curriculum, equipment, instructional materials, safety requirement, program evaluation and other related matters and to verify that the programs meet industry standards.

(see text)

Joint Operating Committee Articles of Agreement

FOURTH AMENDED AND RESTATED ARTICLES OF AGREEMENT

MADE and entered into this day of March, 2014, but effective in accordance with its terms, by and between Chambersburg Area School District, Greencastle-Antrim School District, Shippensburg Area School District, Tuscarora School District, and Waynesboro Area School District (hereinafter referred to collectively as the "Participating School Districts"),

WHEREAS, the Participating School Districts entered into certain Articles of Agreement, dated March 21, 1967, revised as of November 25, 2008, March 25, 2010, AND March 22, 2012, which Articles of Agreement provide for operation of the Franklin County Area Vocational-Technical School, now known as the Franklin County Career and Technology Center (hereinafter referred to as the "FCCTC") and,

WHEREAS, it is desired to continue said Agreement in most respects but to revise and amend further said Agreement to effect other changes deemed to be in the best interests of the operation of the FCCTC, and,

NOW, THEREFORE, IT IS AGREED by and between the Participating School Districts as follows:

1. Definitions. For the purposes of this Agreement, the following definitions are agreed upon:

"Participating School District" shall mean a school district which is a party to this agreement.

"Technical School Board" shall mean the Franklin County Area Vocational-Technical School Board which is composed of the several participating boards of school directors of the Participating School Districts.

"Joint Operating Committee" shall mean the FCCTC Joint Operating Committee composed of school board representatives from the Participating School Districts, designated to administer, supervise and operate the School.

2. Technical School Board. The Technical School Board shall have the authority and its duty shall be to adopt the annual budgets and to have other responsibilities which the board may not lawfully delegate or does not wish to delegate, as particularly set forth in Section 1850.1 of the Act of General Assembly approved February 1, 1966, designated Act No. 579, as amended from time to time.

3. Joint Operating Committee. The operation, administration and supervision of the FCCTC shall be directed by the Joint Operating Committee composed of representatives of the Participating School Districts as hereinafter set forth. The committee is delegated all powers of operation, administration and management of the School which are given by law, except for those expressly reserved to the Technical School Board herein or otherwise required by law to be

acted upon by the Technical School Board. All operations of the FCCTC shall be within the limits of the annual budget.

4. Committee Membership. The Joint Operating Committee shall consist of nine representatives distributed as follows:

Chambersburg Area ..... 3 representatives
Greencastle-Antrim ..... 1 representative
Shippensburg Area ..... 2 representatives
Tuscarora ..... 1 representative
Waynesboro Area .....2 representatives

5. Readjustment of Representation. Assignment of Joint Operating Committee members among the respective Participating School Districts shall be reviewed and determined every five years by the Technical School Board, or when any change in the number of Participating School Districts shall occur. Any changes in the number of committee members on the Joint Operating Committee as above set forth shall be approved by a majority of the Participating School Districts, provided, however, that each Participating School District always shall have at least one representative on the Joint Operating Committee.

6. Joint Operating Committee Membership. At the regular December meeting each year, each Participating School District shall elect one or more of its members, as the case may be, to serve on the Joint Operating Committee. The committee members, so elected, shall serve for a three year term commencing the day of their election in the month of December. In the case of any vacancy, the unexpired term of a Joint Operating Committee member shall be filled by the same Participating District which elected the member whose seat has become vacant.

7. Officers, Depository and Solicitor. At the December meeting each year of the Joint Operating Committee, a chairman and vice chairman shall be elected to serve for a period of one year, to take office the first Monday of the following January. The two officers shall not represent the same Participating School District, shall not be eligible to serve in the same office more than two successive years, and shall not come from the same Participating School District for more than two successive terms. Each fourth year, at the May meeting of the Joint Operating Committee, a secretary, who may or may not be a member of the Committee, shall be elected to take office the first Monday of July following such election, to serve for a term of four years. At the May meeting each year of the Committee, a treasurer shall be elected to take office the first Monday of July following such election for a term of one year. A depository and a Solicitor shall also be selected to serve for a one-year term at the May meeting of the Committee each year. The officers, depository and Solicitor of the Joint Operating Committee, chosen as above set forth, shall also be the officers, depository and Solicitor of the Technical School Board.

8. Committee Meetings. The Joint Operating Committee shall meet monthly at such time and place as may be agreed upon by its members and may hold special meetings at the call of the chairman or upon request of two of its members at the call of the secretary, in either case, upon three days written notice to the members. A quorum shall consist of a majority of the members of the Committee. A majority vote of the members present shall be the act of the Committee except as otherwise provided in the Public School Code of 1949. Any members of the Committee who shall be absent without valid excuse for two consecutive monthly meetings

may be replaced by the Participating School District which he represents. The agenda, minutes and proceedings of all meetings of the Committee shall be mailed to all of the Joint Operating Committee members and shall be made available to all members of the Technical School Board.

9. Chief Administrative Officer. The School shall be administered by a Chief Administrative Officer designated by the Joint Operating Committee from the eligible persons in accordance with section 1850.1 (b)(5) of the Public School Code. This officer, designated as the Superintendent-of-Record, shall meet with the Joint Operating Committee and the Professional Advisory Council. His/her duties shall be determined by and conform to the school laws and the regulations and policies of the Pennsylvania Department of Education and the Joint Operating Committee. He/she shall serve for a term of three (3) years.

10. Director of Vocational Education. The Joint Operating Committee shall employ a Director of Vocational Education. His/her duties shall be determined by and conform to the school laws and the regulations and policies of the Pennsylvania Department of Education and the Joint Operating Committee.

11. Professional Advisory Council. A Professional Advisory Council shall be composed of the Superintendents of each Participating School District, or his/her designated representative, and the Director of Vocational Education, who shall act as secretary.

12. Advisory Committee. The Joint Operating Committee shall appoint an Advisory Committee composed of representatives of local trades, industries, business, research and educational agencies, occupations and administrators of Participating School Districts. The Advisory Committee shall advise the Professional Advisory Council and the Joint Operating Committee on such matters as the need for a particular shop, laboratory, occupation, equipment, curriculum, labor-management coordination, business and industrial requirements, or the selection of personnel.

13. Craft Advisory Committees. Craft Advisory Committees may be established by the Joint Operating Committee to advise it on specific matters pertaining to a particular occupation or related group of occupations being taught.

14. Pupil Quotas. Each Participating School District shall annually enroll that number of pupils equal to at least ten (10%) percent of that District's average daily membership in grades 10, 11, and 12 at the end of the preceding school year. In the event that a Participating School District wishes to enroll a number of pupils fewer than a number equaling ten (10%) percent of its average daily enrollment in the preceding school year, it may do so, provided it notifies in writing the other Participating School Districts not less than three (3) years prior to July 1 of the school year in which it intends to enroll the reduced number of pupils and provided, further, that its pro-rata share of the School's annual expenditures as determined in accordance with paragraph 20 of this Agreement for the three (3) years following said notice shall not be reduced.

15. Pupil Selection. Each Participating School District shall be responsible for the selection of pupils to attend the School, in conformity with pupil admission policies and procedures established by the Professional Advisory Council and approved by the Joint Operating Committee. If for any reason the continuance of a pupil in the School is not desirable,

he/she shall be returned to his/her resident school upon recommendation of the Chief Administrative Officer and with the approval of the Joint Operating Committee.

16. Tuition Pupils. Whenever the Joint Operating Committee finds that additional pupils may be enrolled and all of the pupils from the Participating School Districts have been accommodated, tuition pupils may be enrolled, under the provisions of the Public School Code of 1949, as amended. Pupils so enrolled may remain enrolled until completion of their respective courses, subject to the provisions of Section 15.

17. Rental. The rental of buildings or equipment, the purchase of equipment, the purchase and improvement of land and expenditures related to the construction, remodeling or alteration of a building shall be distributed among the Participating School Districts on the basis of the ratio which the market valuation of each Participating School District bears to the total market valuation of all the Participating School Districts. Such market valuations shall be those most recently certified by the State Tax Equalization Board to the Pennsylvania Department of Education.

18. Federal Grants. The Technical School Board, or its designee, may apply on behalf of the Participating School Districts for any federal grants for building construction and payment issued in a single check drawn directly to the authority involved, provided the authority agrees to credit the entire proceeds thus received in reduction of the cost of the project. In like manner, the Technical School Board, or its designee, may apply on behalf of the Participating School Districts for any federal grants for operational costs related to the School, as the same may from time to time become available, and payment may be issued in a single check drawn directly to the Technical School Board or Joint Operating Committee.

19. Transportation. Transportation of pupils from their respective Participating School Districts to the School shall be the obligation of the respective Participating School Districts. The net cost of such transportation (total costs less State reimbursement) to the respective Participating School Districts shall be included as an operating expense in the annual budget of the School and shall be paid or credited to the respective Participating School Districts.

20. Prorating Operating Expenses.

a. For the 2014-2015 school year, the operating expenditures of the School, the Technical School Board and the Joint Operating Committee shall be borne by the Participating School Districts in the same ratio that the average daily membership of pupils enrolled in the School from each Participating School District in the 2013-2014 school year bears to the average of the aggregate average daily memberships of all secondary pupils from all Participating School Districts computed as of the end of the 2013-2014 school year.

b. For the 2015-2016 school year, the aforementioned operating expenditures shall be borne by each of the Participating School Districts in the same ratio that the average of the average daily memberships of pupils enrolled in the School from each Participating School District in

the 2013-2014 and 2014-2015 school years bears to the average of the aggregate average daily memberships of all secondary pupils of all Participating School Districts at the end of the 2013-2014 and 2014-2015 school years.

c. For the 2016-2017 school year, the aforementioned operating expenditures shall be borne by each of the Participating School Districts in the same ratio that the average of the average daily memberships of pupils enrolled in the School from each Participating School District in the 2013-2014, 2014-2015, and 2015-2016 school years bears to the average of the aggregate average daily memberships of all secondary pupils of all Participating School Districts over the 2013-2014, 2014-2015 and 2015-2016 school years.

Thereafter, said operating expenditures shall be allocated on the basis of a moving average of the aggregate average daily memberships of all Participating School Districts for the three consecutive school years immediately preceding the school year in question. See Attached Example of Paragraph 20 Calculations.

21. Payments by School Districts. Each Participating School District shall pay to the Treasurer of the Joint Operating Committee its share of operating expenses in twelve (12) equal, consecutive payments, each payment being due on the fifteenth (15^{th}) day of the month with the first payment being due on July 15 of the current year.

22. Additional Districts. Additional school districts may be admitted to membership in FCCTC on terms to be agreed upon by the then Participating School Districts.

23. Chambersburg Area School District ("CASD") Career Magnet School. The Participating School Districts acknowledge that the CASD is constructing a career magnet school on approximately 11.64 acres adjacent to the FCCTC. In the event that CASD wishes to sell all or any portion of said land and building to a third party, it shall notify the other Participating School Districts of the terms and conditions of the proposed transfer, including, but not necessarily limited to, the identity of the purchaser, purchase price, terms of financing, if any, closing date, allocation of closing costs, and any conditions or restrictions applicable to said transfer. Within sixty (60) days after transmission of said written notice to the other Participating School Districts, said Districts, acting jointly and not severally, may exercise said right of first refusal in writing, directed to CASD. In the event that the other Participating School Districts do not notify CASD of their intent to exercise said right of first refusal within the time period specified above, CASD shall be free to dispose of said real estate, free and clear of the right of first refusal, and said right of first refusal shall be deemed null and void and of no force and effect.

24. Items Beyond Agreement. All matters not specifically covered by the terms of this Agreement shall be administered in accordance with the Public School Code of 1949, as amended.

25. Amending Agreement. This agreement may be amended from time to time by the Participating School Districts in the same manner as the agreement was adopted.

26. Term of this Agreement. This agreement shall remain in effect until all obligations incurred by the Participating School Districts in financing the establishment of the School and/or the construction of career technology school buildings or in the financing of any other or subsequent capital expenditures shall have been paid in full. Thereafter, the agreement shall continue from year to year, but any Participating School District may withdraw from the School at end of any school year upon one year's written notice of its intention so to withdraw. It is agreed that the term of this agreement may be extended by subsequent agreement.

27. Adoption of Agreement. This agreement shall be adopted by the affirmative vote of a majority of the school directors of each of the respective school boards of the Participating School Districts at a regular or special meeting duly held for this purpose, and the action duly entered upon the minutes of the respective school districts. When the last school district has caused these presents to be executed, this agreement shall become fully effective and binding upon all parties and the March 21, 1967, November 25, 2008, March 25, 2010, and March 22, 2012 agreements above referred to in the preamble shall become null and void except to the extent that the same confer certain rights upon Fannett-Metal School District arising out of its withdrawal from FCCTC.

(see text)

DO's and DON'Ts - As a representative of FCCTC:

DO . . .

- invite committee members to visit classrooms and laboratories while in session and in the company of school/college personnel
- ask the committee to report periodically to the school board, joint operating committee or board of trustees
- share professional publications and information about conferences with committee members
- give the committee a follow-up on all advice and recommendations
- be honest and candid
- make meetings worthwhile by discussing problems and concerns, presenting appropriate information and responding frankly to questions and suggestion
- provide background information about activities and programs of the institution
- keep committee members informed about activities and programs of the institution

DON'T . . .

- underestimate the intelligence of committee members or their interest in educational matters
- hesitate to request committee advice and support on problems confronting the program
- ignore committee suggestions and recommendations or exhibit a complacent attitude in your relationship with the committee
- ask the committee for advice or approval after a decision or action has already been made, or without providing supporting evidence
- alienate those members with opinions that do not always agree with yours
- manipulate committee members into providing support without full understanding of the circumstances in which a decision is being made

As an advisory committee member:

DO . . .

- allow yourself enough time in your work and personal schedule for committee activities
- attend meetings regularly and let your colleagues on the job know about committee activities
- remember that the only local body with authority for the school or college is the elected school board, joint operating committee or board of trustees and their employees
- examine material presented to you prior to voting on issues, making recommendations and taking other actions
- familiarize yourself with the way schools and/or colleges are organized, governed and financed so that advice is realistic
- serve enthusiastically and take pride in your achievements and those of the committee

DON'T . . .

- complain, involve personalities, use pressure tactics or criticize without offering constructive alternatives
- set too broad a scope of objectives for the committee
- lose interest in the school/college when your term on the committee expires
- deal with issues outside the purview of the committee
- disseminate privileged or confidential information
- meet for the sake of meeting
- sit back and let others assume all the responsibility for committee work

(see text)

Letter of Appointment/Invitation – Advisory Committee

SAMPLE APPOINTMENT LETTER (On school/college letterhead)

Ms. Mary Doe
Chief Executive Officer
Acme Auto Parts
482 Council Boulevard Advice, PA 00000

Dear Ms. Doe:

Welcome to the Local Advisory Committee. Your appointment to a three-year term was approved at the meeting of the Board of Trustees/Joint Operating Committee/School Board of (institution).

Your expertise in (industry/business/education/etc.), concern for your community and interest in education qualify you for appointment to this advisory committee. We hope that this association will be rewarding to you, as we are confident it will be helpful to (institution) and its students.

The first meeting of the Committee will be on (date) at (time and place). It is anticipated that the meeting will last until (time). At this meeting the purpose, objectives and functions of the committee will be explained and various committee activities will be discussed. A copy of the agenda is enclosed. Also enclosed is a copy of the minutes from the last meeting and material describing the committee, its last annual report and a description of the vocational-technical education program of (institution).

Your interest in career and technical education and your willingness to serve on the committee is appreciated.
If you have any questions, please call me or (name, title, institution). I look forward to your participation at our upcoming Local Advisory Committee meeting on (date).

Sincerely,

Chairperson
Board of Education/Joint Operating Committee/Board of Trustees

(see text)

Sample Advisory Committee Bylaws

FCCTC OCCUPATIONAL ADVISORY COMMITTEE BYLAWS

I. Name
The name of this organization shall be the Allied Health Occupational Advisory Committee on Career and Technical Education of Franklin County Career and Technology Center (FCCTC).

II. Purpose

The purpose of the Advisory Committee is to advise the Joint Operating Committee/Board of Education and administrators of the FCCTC concerning the career and technical program of Allied Health. The Advisory Committee is authorized under Title §4PS 18.1808 of the Pennsylvania school laws and rules and Chapter 4 of State Board of Education Regulations.

III. Organization

Committee. Each career and technical program or cluster of programs shall have an occupational advisory committee composed of persons with expertise in that occupational field or fields. The chairpersons of these occupational advisory committees shall also be ex-officio members of the local advisory committee. The committee shall consist of a sufficient number of members to provide a representative cross- section of the labor market served by the FCCTC. The committee shall have at least 6 members and no more than 25 members.

Terms of Appointment. Appointments shall be for four-year terms and shall be staggered so that one-half of the members' terms expire every other year. At the time of initial organization, terms shall be determined by drawing lots among the members. Members may succeed themselves. The term of a new committee member shall start on date of FCCTC Annual Advisory Committee Dinner during odd numbered years.

Officers. The committee shall have a chairperson, vice chairperson and secretary. responsibilities of the officers are:

Chairperson – (Cannot be a teacher or administrator). Shall preside at meetings, serve as chairperson of the executive committee, direct external relations and legislative activities, and appoint standing and special committees as the need arises. The chairperson shall develop the meeting agenda in cooperation with Program Teacher(s).

Vice Chairperson – (Cannot be a teacher or administrator). Shall preside in the absence of the chairperson, direct committee program planning, chair the annual report committee, and assist the chairperson as requested.

Secretary – (Can be an OAC member, teacher, or administrator). Shall direct the recording of the minutes of the meeting, the transmittal of all reports to members and maintain a permanent record file of advisory committee activities. The secretary shall coordinate all correspondence on behalf of the committee.

Officers shall be elected by the members (biennially) during first meeting of the same year that new

appointments are made (odd numbered years). Other members of the executive committee shall be appointed annually by the elected committee officers.

IV. Meetings

The advisory committee shall meet a minimum of twice a year.

Special meetings may be called by the chairperson.

The chairperson, after consultation with the advisory committee membership, shall establish the schedule of advisory committee meetings in collaboration with program teacher(s). Meetings may be postponed or canceled by the chairperson.

Written notices of committee meetings shall be mailed (postmarked or emailed) to all members at least seven days prior to the meeting by the committee secretary.

Each meeting will begin at the planned time and will continue for no more than 90 minutes unless a majority of the members who are present vote to extend the meeting.

A quorum shall be deemed to exist if at least 50 percent of the members of the advisory committee are present.

Members who are absent for three consecutive meetings shall lose their membership unless the Executive Committee votes to extend their membership.

V. Reporting and Dissemination
Minutes, reports and recommendations shall be forwarded to the FCCTC administration by the secretary within 30 days following each committee meeting.

VI. Working Rules
The committee shall annually establish a set of working rules to govern its operation. Items to be included are committee structure, meeting arrangements, annual priorities for committee work and other organizational details.

VII. Rules of Order
Robert's Rules of Order shall be followed.

VIII. Funding
Expenditures of the committee shall be assumed by the FCCTC upon the prior approval of the appropriate board or committee.

IX. Amendments
Bylaws may be amended by two-thirds vote of the committee provided the following conditions have been met:
The proposed amendment shall have been proposed by the executive committee and distributed to each committee member 30 days prior to the time of voting. The proposed changes shall have been approved by the FCCTC Administration and JOC.

Self-Evaluation for Local Advisory Committees

YES NO

1. The local advisory committee has updated bylaws, which include terms of membership, responsibilities of members' and officers' and procedures for operation.
2. Nominations for advisory committee membership are reviewed and candidates are appointed by the institution's governing board.
3. The committee establishes an annual program of activities.
4. The committee has regularly scheduled meetings (two to four minimum).
5. Leadership in the operation of the committee is provided by committee members.
6. Agendas for committee meetings are mailed to members prior to meetings.
7. Minutes of committee meetings are mailed to members promptly after meetings.
8. Written recommendations are prepared and forwarded to the governing board by the committee.
9. Recognition is given to committee members for their service and contributions.
10. The committee has active committees to carry out its work.
11. Information concerning requests for committee actions is provided prior to meetings.
12. The advisory committee is actively involved in: assessing labor market needs
    - A. Approving requests for federal career and technical education funds
    - B. Budget process
    - C. Program evaluation
    - D. Integrating basic academic skills with career and technical training
    - E. Enhancing cooperation among career technical education institutions in the area student recruitment, student placement, and teacher recruitment
    - F. Public relations for the program and institution
    - G. Coordination of the career technical education program with community-based organizations, etc
    - H. Coordinating or conducting visits to places of employment for students
    - I. Providing speakers/demonstrations for career and technical education classes
    - J. Lending personnel to provide instructional support to career and technical education teachers
    - K. Assisting teachers in updating skills
    - L. Being represented at meetings of the governing board
    - M. Informing state and federal legislators of career and technical education program accomplishments and needs

Occupational Advisory Committee (OAC) Documentation

(see text)

Advisory Member Roster List - Example

Agricultural Mechanics OAC Roster
2015-16 FCCTC

Program Name	First Name	Last Name	Title	Company	E-mail Address	Phone Number	Street Address	City, State, Zip
Agricultural Mechanics	Robert	Anderson	Lead Technician	Smith's Implement, Inc.	corhy@smithimp.com	717-555-2244	814 Buck Trail West	Mercersburg, PA 17236
	Signature							
Agricultural Mechanics	Jack	Beckner	Service Manager	B-Equipment, Inc.	jackn@bequip.net	717-555-3193	823 Mayne Raod	Waynesboro, PA 17268
	Signature							
Agricultural Mechanics	Bart	Martin	Farmer/Mechanic	Martin Farms	deer9@comcast.net	717-555-0917	P.O. Box 147	Shady Grove, PA 17256
	Signature							
Agricultural Mechanics	Jason	Raup	Mechanic	David H. Martin Excavating	n/a	717-555-1312	1 Cumberland Highway	Chambersburg, PA 17201
	Signature							
Agricultural Mechanics	Harold	Statler	Co-Owner	Stouffer Brothers, Inc.	briansr@comcast.net	717-555-8424	1234 Lincoln Way West	Chambersburg, PA 17202
	Signature							
Agricultural Mechanics	Brandon	Whitenight	Service Manager	Hoober Inc.	bwhit@hoober.com	717-555-9769	906 South Hall Street	Chambersburg, PA 17201
	Signature							
Agricultural Mechanics	Brian	Yeager	Agricultural Mechanics Instructor	CareerTech	brian.yeager@franklinctc.com	717-555-9033 x354	2463 Loop Road	Chambersburg, PA 17202

Advisory Dinner Agenda

CareerTech
Franklin County Career & Technology Center

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Advisory Committee Dinner & Meetings

April 7, 2016

DINNER SCHEDULE

5:00 – 5:50 pm
Perkins Funding and Planning Meeting by Invitation Only

In the Board Meeting Room
For members of the
Participatory Planning Committee (PPC) and
Strategic Planning Committees (SPC)

6:00 – 7:00 pm Dinner
Welcome & Opening Remarks

Thank you to our Culinary Arts Program for the delicious meal.

Thank you to our Landscaping & Horticulture Program for the beautiful flowers.

Thank you to the following CTSO representatives:

Student Name – DECA
Student Name & Student Name – FFA
Student Name & Student Name – HOSA
Student Name & Student Name – SKILLS

Thank you kindly to our CareerTech Sponsoring Partners
for pledging funds to our GAC Marketing Campaign who have donated funds to be used by CareerTech for marketing and recruitment initiatives:

Stouffer Mechanical Contractor; Olympic Steel; B Wise Trailers; Manitowoc; Volvo; Johnnies; Home Association (VFW #1599); Orrstown Bank; M&T Bank; Minnequa Social Club; DL George & Sons; Wesley Yeager Post #606; Rodney Hocker; Nitterhouse Masonry Products; Precision Bushing; Brechbill & Helman

Enjoy Meal and Dessert and then Report to OAC Meetings

OAC MEETING AGENDA

I. ***7:00 pm Move to Program Areas***
WELCOME – Introduce all OAC Members
Member Sign In – Update Roster with current Member information

II. *Tour Program Area and Facility*

III. *Elect Chairperson:* (other than instructor)

IV. *Approve*: Minutes of last meeting

V. *Updates*: Program/Enrollment/Placement

VI. *Safety*: Review program and building safety changes.

VII. *Curriculum*: POS Task List/Equipment, Resources, and Materials/Industry Certification Results/NOCTI Scores

VIII. *Discussion:* CTSO's

IX. *Discussion:* Articulation and Adult Education

X. *Discussion*: Recommendations for Facilities, Program, and Equipment needs and Improvements (Including Grant Opportunities).

Complete: Five-year Equipment List

XI. *Letter of Support: (Sample letter attached)*

XII. *Announcements:*
NOCTI Performance Exam May 4, 2016
Golf Tournament, May 21, 2016
Fall OAC Meeting – (Before January 2017)

(see text)

OAC Meeting Agenda – Example

CareerTech
Franklin County Career & Technology Center

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Occupational Advisory Committee (OAC)

Month Day, 2015

FALL OAC MEETING AGENDA

I. ***WELCOME – Introduce all OAC Members***

II. Tour Program Area and Facility

III. Member Sign In – Update Roster with current Member information

IV. Approve Minutes and Review OAC Recommendations of last meeting

V. Evaluate Status of Facilities/Equipment & Supplies

VI. Make Recommendations for any Unsatisfactory Items

VII. General Discussion

VIII. Complete Five-year Equipment List

IX. Announcements:

- 11th Grade Mock Interviews - 11/18/15 & 3/16/16
- Open House – 11/19/16 (9th graders) & 4/20/16 (8th graders)
- NOCTI Performance Exam - 12/16/15 & 5/4/16
- Spring OAC Meeting – 4/7/16
- Student Awards Assembly – 5/19/16
- Golf Tournament- 5/21/16

Fall OAC Minutes

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2463 Loop Road
Chambersburg, PA 17202
franklinctc.com
ph 717.263.9033
fax 717.263.6568
info@franklinctc.com

Franklin County Career and Technology Center

FALL OCCUPATIONAL ADVISORY COMMITTEE REPORTING FORM

PROGRAM AREA: _____

MEETING DATE: _____ **START:** _____ **ADJOURN:** _____

COMMITTEE CHAIRPERSON:

COMMITTEE MEMBERS/GUESTS ATTENDING:

BRIEF MEETING SUMMARY

ADMINISTRATIVE RESPONSE:

-

_____
SECRETARY/CHAIRPERSONS SIGNATURE

SECTION 1: APPROVAL OF MINUTES OF LAST MEETING

PLEASE CHECK ONE OF THE ITEMS LISTED BELOW:

☐ The minutes of the last meeting are approved as presented.

☐ The minutes of the last meeting are approved with the following changes.

-

SECTION 2: REVIEW OF RECOMMENDATIONS FROM LAST MEETING

-

SECTION 3: FACILITIES

FACILITIES REPORTING FORM:

		Satisfactory	Unsatisfactory
1.	The room provides the most advantageous use of space available	☐	☐
2.	Room lighting is adequate for the the health and safety of the students.	☐	☐
3.	The room/lab areas are clean	☐	☐
4.	Tools and equipment are arranged in an orderly and task-appropriate manner	☐	☐
5.	The area has adequate storage facilities for permanent and consumable supplies	☐	☐
6.	Panic buttons are in operating condition.	☐	☐
7.	Strategic floor areas are properly lined	☐	☐
8.	Strategic floor areas are free of obstructions	☐	☐
9.	There are adequate storage facilities for flammable and toxic materials.	☐	☐
10.	There is adequate ventilation for flammable and toxic materials	☐	☐
11.	Fire extinguishers are visible, accessible, properly maintained and adequate in number	☐	☐
12.	Classroom space for instruction in related theory is adequate.	☐	☐
13.	The classroom/shop/laboratory temperature is comfortable	☐	☐

14. The classroom/shop/laboratory is large enough for the number of students served	☐	☐
15. Persons with disabilities are accommodated in the classroom/ shops/laboratory	☐	☐
16. Students have appropriate access to to equipment and supplies	☐	☐
17. As much as possible, the laboratory area mirrors the accommodations found in the workplace	☐	☐

COMMITTEE SUGGESTIONS/RECOMMENDATIONS FOR UNSATISFACTORY ITEMS:

1.

SECTION 4: EQUIPMENT AND SUPPLIES

A. EQUIPMENT AND SUPPLIES REPORTING FORM:

	Satisfactory	Unsatisfactory
1. The supply of tools and equipment is adequate to implement the curriculum	☐	☐
2. Equipment and tools meet current industry standards and are appropriate for teaching the occupational skills for that business/industry	☐	☐
3. The condition of the equipment indicates proper care and maintenance	☐	☐
4. Equipment should meet OSHA safety standards with respect to guards, shields, grounding, etc	☐	☐
5. Safety protection (safety glasses, shields, etc.) is provided and instruction in the proper use of them is provided	☐	☐
6. Supplies are adequate to implement program objectives	☐	☐
7. An inventory of equipment is maintained by the teacher or other staff member	☐	☐
8. A schedule for repair and replacement of equipment, tools and supplies is maintained	☐	☐
9. A security system for the use of tools, equipment and supplies is maintained	☐	☐
10. Material Safety Data Sheets (MSDS) are provided for each flammable, toxic or explosive material as recommended by OSHA	☐	☐

COMMITTEE SUGGESTIONS/RECOMMENDATIONS FOR UNSATISFACTORY ITEMS:

1.

B. RECCOMMENDATIONS ON EQUIPMENT AND SUPPLIES

1.) What additional equipment is recommended to meet current industrial/occupational skill standards?

-

2.) What equipment is recommended for replacement within the next two years?

-

3.) What equipment is recommended for replacement within the next five years?

-

4.) Other recommendations:

-

COMMITTEE SUGGESTIONS/RECOMMENDATIONS/COMMENTS:

1.

C. UPDATE FIVE YEAR EQUIPMENT LIST FROM DISCUSSION AND ATTACH TO THIS DOCUMENT:

SECTION 5: GENERAL DISCUSSION

LIST ITEMS FOR DISCUSSION NOT COVERED IN OTHER AREAS:

-

COMMITTEE SUGGESTIONS/RECOMMENDATIONS/COMMENTS:

1.

FIVE YEAR EQUIPMENT LIST

	Item	Justification/Why is it needed?	QTY	Unit Cost	Total Cost
Current 2016-17					
1					
2					
3					
4					
5					
2017-18					
1					
2					
3					
4					
5					
2018-19					
1					
2					
3					
4					
5					

OAC Five Year Equipment List – Blank

FCCTC - 5 Year Equipment List (OAC Approved Projections & Reccomendations)						
Year	Item	Justification for Need	QTY	Cost per Unit ($)	Total Cost ($)	Purchase Status
2013 -14						
1					0	
2					0	
3					0	
4					0	
2014 -15						
1					0	
2					0	
3					0	
4					0	
2015 -16 - Current Year						
1					0	
2					0	
3					0	
4					0	
2016 -17						
1					0	
2					0	
3					0	
4					0	
2017-18						
1					0	
2					0	
3					0	
4					0	
Notes						

Spring OAC Minutes

CareerTech
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info@franklinctc.com

Franklin County Career and Technology Center

SPRING OCCUPATIONAL ADVISORY COMMITTEE REPORTING FORM

PROGRAM AREA: _____
MEETING DATE: _____ START: _____ ADJOURN: _____
COMMITTEE CHAIRPERSON:
COMMITTEE MEMBERS/GUESTS ATTENDING:
BRIEF MEETING SUMMARY
ADMINISTRATIVE RESPONSE: •

_____
SECRETARY/CHAIRPERSONS SIGNATURE

SECTION 1: APPROVAL OF MINUTES OF LAST MEETING

PLEASE CHECK ONE OF THE ITEMS LISTED BELOW:

☐ The minutes of the last meeting are approved as presented.

☐ The minutes of the last meeting are approved with the following changes.

-

SECTION 2: REVIEW OF RECOMMENDATIONS FROM LAST MEETING

-

SECTION 3: UPDATE OF PROGRAM

A. ENROLLMENT:

Enrollment Numbers – Semester 1(Fall)

Enrollment Numbers – Semester 2 (Spring)

COMMITTEE SUGGESTIONS/RECOMMENDATIONS/COMMENTS:

1.

B. Cooperative Education

Student Statistics

Number of Students

Eligible Students

Students Placed on Co-op

Students Declining Co-op Opportunities

Employer Statistics (List each employer and number of students employed.)

-

COMMITTEE SUGGESTIONS/RECOMMENDATIONS/COMMENTS:

1.

C. STUDENT PLACEMENT: (From Senior Placement Survey)

Number of Students

Previous Year Graduating Seniors

Previous Year Completers

Placement Data

Employed Related to Career Field

Employed Unrelated to Career Field

Military Service

Enrolled Postsecondary Education

Available for Employment but Unemployed

COMMITTEE SUGGESTIONS/RECOMMENDATIONS/COMMENTS:

1.

SECTION 4: SAFETY

SAFETY:

The program safety procedures and policies were reviewed and the committee found that they were:

Satisfactory ☐ Unsatisfactory ☐

COMMITTEE SUGGESTIONS/RECOMMENDATIONS/COMMENTS:

1.

SECTION 5: CURRICULUM

A. POS TASK LIST:

☐ The Pennsylvania Department of Education Program of Study Task List has not been updated this year and requires no additional review.

☐ The Pennsylvania Department of Education Program of Study Task List has been updated this year. A copy of the document was provided to committee members for review.

COMMITTEE SUGGESTIONS/RECOMMENDATIONS/COMMENTS:

1.

B. CURRICULUM REPORTING FORM:

Satisfactory Unsatisfactory

1. The curriculum reflects current trade philosophy and practices.	☐	☐
2. Books and instructional materials are appropriate for students in this program.	☐	☐
3. Audio-visual aids are sufficient to support the curriculum.	☐	☐
4. The curriculum provides:		
a. Balance between theory and practical work	☐	☐
b. Career and Technical Student Organization activities as an integral part of the curriculum	☐	☐
c. Field trips related to job sites	☐	☐
d. Adequate instruction on safety	☐	☐
e. Pre-test and post-test to determine student knowledge	☐	☐
f. Development and/or application of related academic skills	☐	☐
g. Competency-based education	☐	☐
5. The curriculum has been developed with the cooperation and advice of the Occupational Advisory Committee	☐	☐
6. There is an occupational demand in the community for the occupational skills being taught	☐	☐

COMMITTEE SUGGESTIONS/RECOMMENDATIONS FOR UNSATISFACTORY ITEMS:

1.

C. TEXTBOOKS/CURRICULUM REVIEW:

☐ The textbook/curriculum currently in use has been determined to be adequate by the committee and requires no additional review.

☐ The textbook/curriculum currently in use was determined to require updating.

The following textbooks/curriculum were presented to the committee for review.

-

COMMITTEE SUGGESTIONS/RECOMMENDATIONS/COMMENTS:

1.

D. CERTIFICATIONS: (List certifications available to your students)

-

Number of Students Receiving Certification:

-

COMMITTEE SUGGESTIONS/RECOMMENDATIONS/COMMENTS:

1.

E. CAREER AND TECHNOLOGY STUDENT ORGANIZATIONS (CTSO) INSTRUCTION:

List how CTSO's have been incorporated in the program.

-

COMMITTEE SUGGESTIONS/RECOMMENDATIONS/COMMENTS:

1.

F. COLLEGE IN THE HIGH SCHOOL/ARTICULATION AGREEMENTS:

List College in the High School/Articulation Agreements currently offered by your program.

-

COMMITTEE SUGGESTIONS/RECOMMENDATIONS/COMMENTS:

1.

SECTION 6: ADULT EDUCATION

☐ This program currently has no associated adult education offerings associated with it.

☐ This program has adult education offerings as listed below:

-

COMMITTEE SUGGESTIONS/RECOMMENDATIONS FOR ADDITIONAL OFFERINGS/COMMENTS:

1.

SECTION 7: GENERAL DISCUSSION

LIST ITEMS FOR DISCUSSION NOT COVERED IN OTHER AREAS:

-

COMMITTEE SUGGESTIONS/RECOMMENDATIONS/COMMENTS:

1.

OAC Member Letter of Support - Example

GDC

Technology You Can Trust.

October, 2015

To Whom It May Concern:

As an employer in the Franklin County Area, I look to the CareerTech as the educational facility to train employees in the area of Information Systems Technology. The students are not only adequately trained in the occupational skills needed to enter the workforce, but also the soft skills needed to survive in the workplace.

The Information Systems Technology instructor is knowledgeable of the trade and what we as local employers are looking for in employees. Through consultation with business and industry leaders, the instructor uses the acquired information to incorporate our employment needs into the program.

Sincerely,

Global Data Consultants, LLC
SMB Regional Manager

Links for Career Awareness

Below are listed several helpful resources that FCCTC encourages students, parents, and staff to share and assist students with in order to increase career awareness and recruiting potential FCCTC students.

Video "Success in the new Economy:" https://www.youtube.com/watch?v=AcNSpKX8kVs

Did You Know Videos: https://www.youtube.com/watch?v=XrJjfDUzD7M

https://www.youtube.com/watch?v=QpEFjWbXog0

PDE Career Education & Work Standards: http://pacareerstandards.com/

PA Career zone: http://www.pacareerzone.org/

Getting Them There: http://gettingthemthere.com/

PA College Transfer: https://www.pacollegetransfer.com/

PA Department of Labor and Industry:
http://www.portal.state.pa.us/portal/server.pt?open=514&objID=814812&mode=2

Job Gateway: https://www.jobgateway.pa.gov

PA Career Link: https://www.pacareerlink.pa.gov/PaCareerLink/Index.htm

Payscale.com: http://www.payscale.com

Sparks k-8 development: http://www.search-institute.org/search/node/Sparks

Huffington Post: http://www.huffingtonpost.com/hobsons-roadtrip-nation/why-high-school-students-_b_5831952.html

FCCTC Students Interest Survey: http://www.careertech.org/student-interest-survey

(see text)

List of Participating Schools - Scope of Recruitment

Sending Schools	*Elementary Schools*	*Middle Schools*	*High Schools*	*Total Schools k-12*
CASD	12	2	2	16
FMSD	1	0.5	0.5	2
GASD	1	1	1	3
SASD	3	1	1	5
TASD	3	1	1	5
WASD	4	1	1	6
Total	***24***	***6.5***	***6.5***	***37***

(see text)

District Quota for New Students Calculation Example

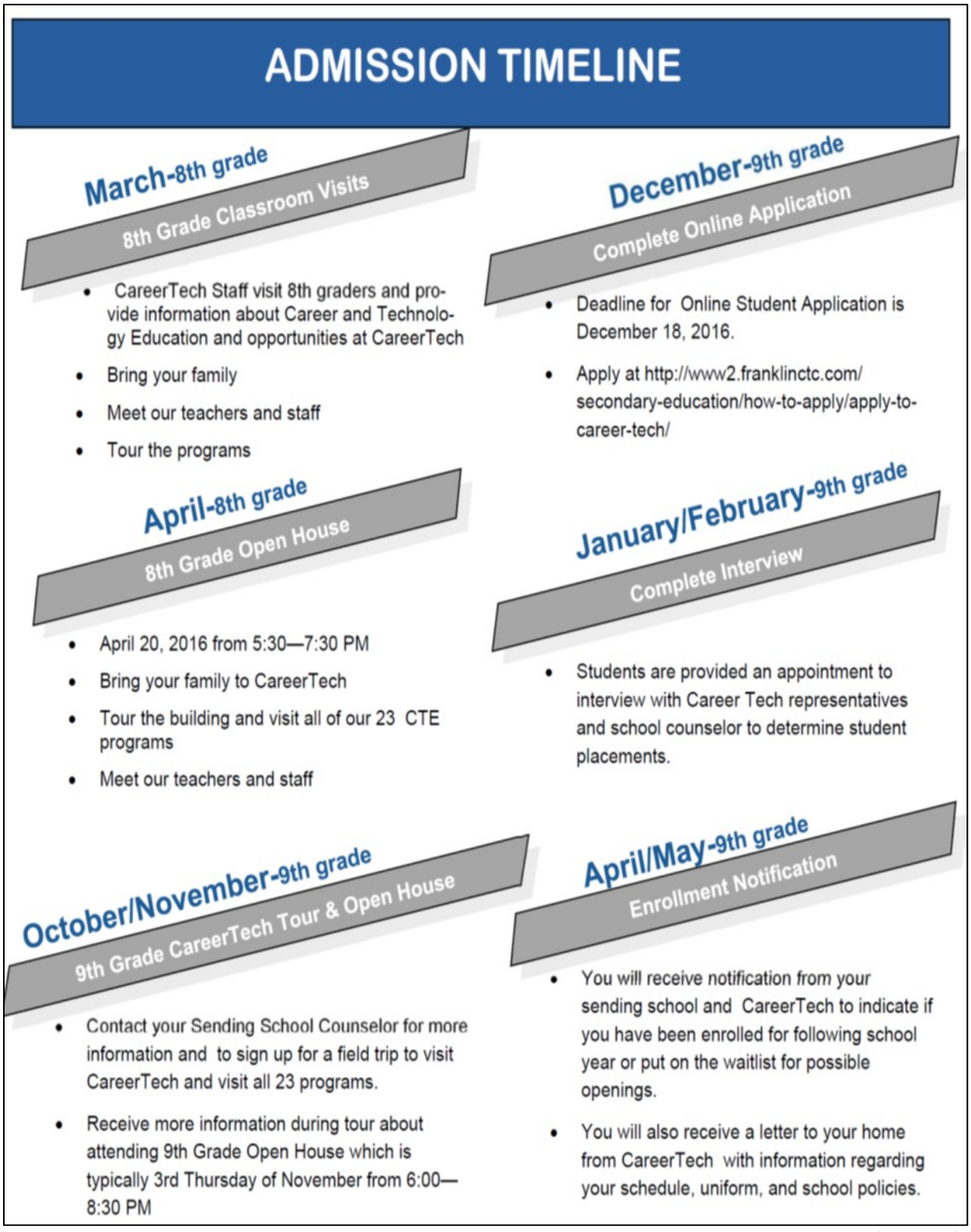
Total Enrollment by District for 2015-16 School Year						% of Member Population
	9th		10th	11th	12th	Total 10-12	(Quota %)
CASD	693		788	756	813	2357	42.92%
GASD	260		229	237	261	727	13.24%
SASD	268		278	267	244	789	14.37%
TUSD	183		176	226	191	593	10.80%
WASD	356		327	366	333	1026	18.68%
Total Pop for County by grade	1760		1798	1852	1842	5492	100.00%
Total Pop for County 9-12						7252	

District Allotment for New Students Calculation Example

Program	Total Openings	CASD 42.92 %	GASD 13.24 %	TUSD 14.37 %	SASD 10.80%	WASD 18.68%
Ag Mechanics	21	9	3	2	3	4
Allied Health	46	20	6	5	7	8
Automotive Collision	19	8	2	2	3	4
Automotive Technology	21	9	3	2	3	4
BCT	9	4	1	1	1	2
Carpentry	28	12	4	3	4	5
Cosmetology	36	15	5	4	5	7
Culinary Arts	31	13	4	3	5	6
Diesel Mechanics	8	3	1	1	1	2
Electrical Occupations	6	2	1	1	1	1
Electromechanical	16	7	2	2	2	3
Electronics	5	2	1	0	1	1
Engineering	5	2	1	0	1	1
Graphics Communications	17	7	2	2	3	3
HVAC	25	11	3	3	3	5
IST	14	6	2	1	2	3
Landscaping & Horticulture	31	13	4	3	5	6
Marketing/Web Design	17	7	2	2	3	3
Medical Assisting	9	4	1	1	1	2
Plumbing	12	5	2	1	2	2
Precision Machining	8	3	1	1	1	2
Veterinary Assisting	8	3	1	1	1	2
Welding	19	8	2	2	3	4
Totals	411	173	54	43	61	80

(see text)

Admissions Timeline



(see text)

FCCTC Course Catalog

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16 Veterinary Assisting

17 SALES AND SERVICE
18 Cosmetology
19 Culinary Arts
20 Graphic Communications
21 Landscaping & Horticulture
22 Marketing/Web Design

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36 Statewide and Direct Articulations
37 College in the High School
38 Credit Charts
39 Student Organizations

EXPLORE. DISCOVER. SUCCEED.

(see text)

FCCTC Brochure – Outside

Franklin County Career and Technology Center is a jointly sponsored public institution of vocational and technical education providing career development for youth and adults of Franklin County.

Chambersburg Area Senior High School
Greencastle-Antrim High School
Shippensburg Area Senior High School
Fannett-Metal High School
Waynesboro Area Senior High School
James Buchanan High School

Franklin County Career and Technology Center
Sending Schools

Our Mission at CareerTech is to promote Life Long Learning and to prepare students for Careers and Post-Secondary Education.

Thanks To Our Partners Who Sponsor Us!

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Johnnies * FOOD * EQUIPMENT * SUPPLIES *
Stouffer Mechanical Contractor SMC
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OLYMPIC STEEL
B WISE TRAILERS

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Fax: 717.263.6568
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CareerTech
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Course Selections

Discover Your Future!

Explore. Discover. Succeed.
FranklinCTC.com
Chambersburg | Greencastle | Shippensburg | Fannett-Metal | Waynesboro | Tuscarora

Inside

(see text)

Explore Our 23 Different Programs!

Construction Academy

Building Construction Trades- Skills in construction, carpentry, masonry, electrical and plumbing.
Carpentry- Woodworking skills from framing to repairs.
Electrical Occupations- Skills in residential, industrial and commercial electrical maintenance and application.
Heating, Ventilation, and Air Conditioning- Installation andmaintenancev skills for heating, air conditioning and refrigeration systems.

Transportation Academy

Agricultural Mechanics- Operation and maintenance of various sized outdoor equipment.
Automotive Collision and Repair- Replace and repair vehicle damage; prepare and paint vehicles.
Automotive Technologies- Service and maintenance of automobiles and light trucks.
Diesel Mechanics- Maintenance, repair and adjustment of diesel engines in cars, trucks and heavy truck systems.

Sales and Service Academy

Cosmetology- Experience and training in hair, nail and skin care.
Culinary Arts- Experience with institutional and personal cooking and baking.
Graphic Communications- Experience in creating, designing and providing print and copy materials.
Landscaping and Horticulture- Skills in hardscape, landscape and greenhouse production.
Marketing/Web Design- Training in advertising, entrepreneurship, and web design.

Student Organizations:
DECA
hosa future health professionals

STEM/Manufacturing Academy

Electronics- Creating and repairing schematic diagrams and printed circuit boards.
Electromechanical Technology- Instruction and experience with components, systems and technology.
Engineering Technology- Designing and programing mechanics, robotics and electronics.
Information Systems and Technology- Computer repair, networking and web design.
Precision Machining- Skills in fabrication and programming metal working equipment.
Welding Technology- Experience and training in various types of welding.

Health Sciences Academy

Allied Health- Instruction and clinical experiences in health-related careers.
Medical Assisting- Instructional training in health insurance coding and clinical tasks.
Veterinary Assisting- Laboratory experience in care of small animals and veterinary assistance.
Dental Assisting- Learn skills for the dental health industry.

FFA
SkillsUSA

Elementary – FCCTC Bookmark

Sales and Service Back **Front**

(see text)

Elementary Bookmarks – Academy Versions

Middle School Open House - Agenda

CareerTech
Franklin County Career & Technology Center

APRIL 20, 2016
5:00 – 7:30 PM

Open House Night for Middle School Students

Time	Event	Description	Location
4:30 – 5:00 PM	**Staff Set-Up**	Vendors and Representatives will arrive and set up displays	Front Lobby
5:00 – 5:45 PM	**Exploration Expo**	Explore Career opportunities and meet with local industry and educational professionals and representatives	Front Lobby and Cafeteria
5:45 – 6:00 PM	**Welcome Ceremony**	CareerTech Administrators will provide opening remarks, school information	Gymnasium
6:00 – 7:30 PM	**Self-Guided Tour**	Guests are free to explore CareerTech facility and visit all of our program areas to find which one of our 23 programs is right for you! In each program you have the opportunity to meet with our staff and current students to learn more about what industry certifications, college credits, and employment opportunities are available.	Entire School

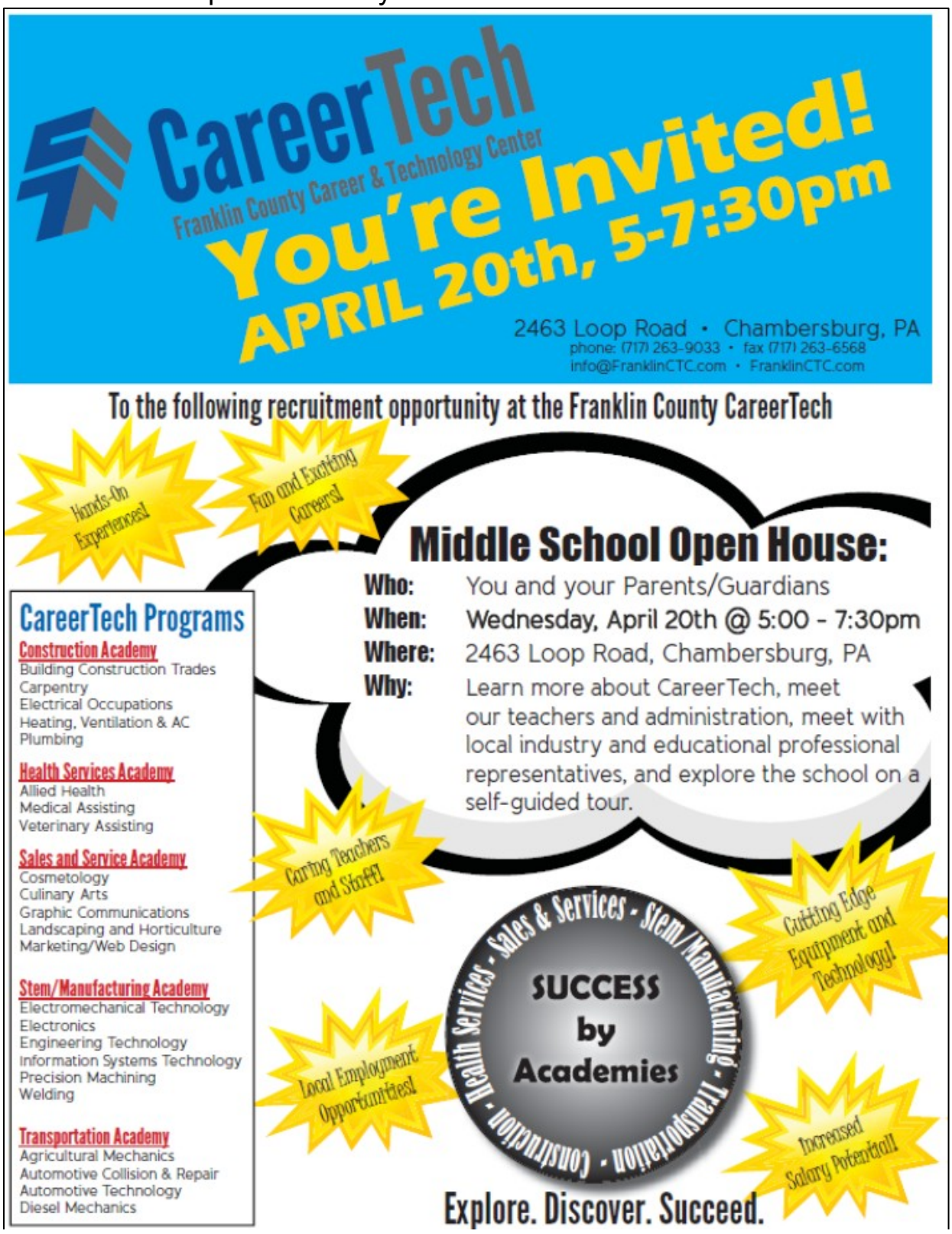
Please see the five CareerTech Academies by column with the CTE programs offered in each academy below:

STEM	*SALES/SERVICES*	*TRANSPORTATION*	*CONSTRUCTION*	*HEALTH*
Electronics	Graphics Communications	Agriculture Mechanics	Building Construction Trades	Allied Health
Pre-Engineering	Landscaping & Horticulture	Auto Collision	Electrical Occupations	Medical Assisting
Welding	Cosmetology	Auto Tech	Heating, Ventilation, and Air Conditioning	Veterinary Assisting
Mechatronics	Culinary Arts	Diesel Mechanics	Carpentry	
Precision Machining	Marketing/Web Design			
Information Systems and Technology				

FranklinCTC.com

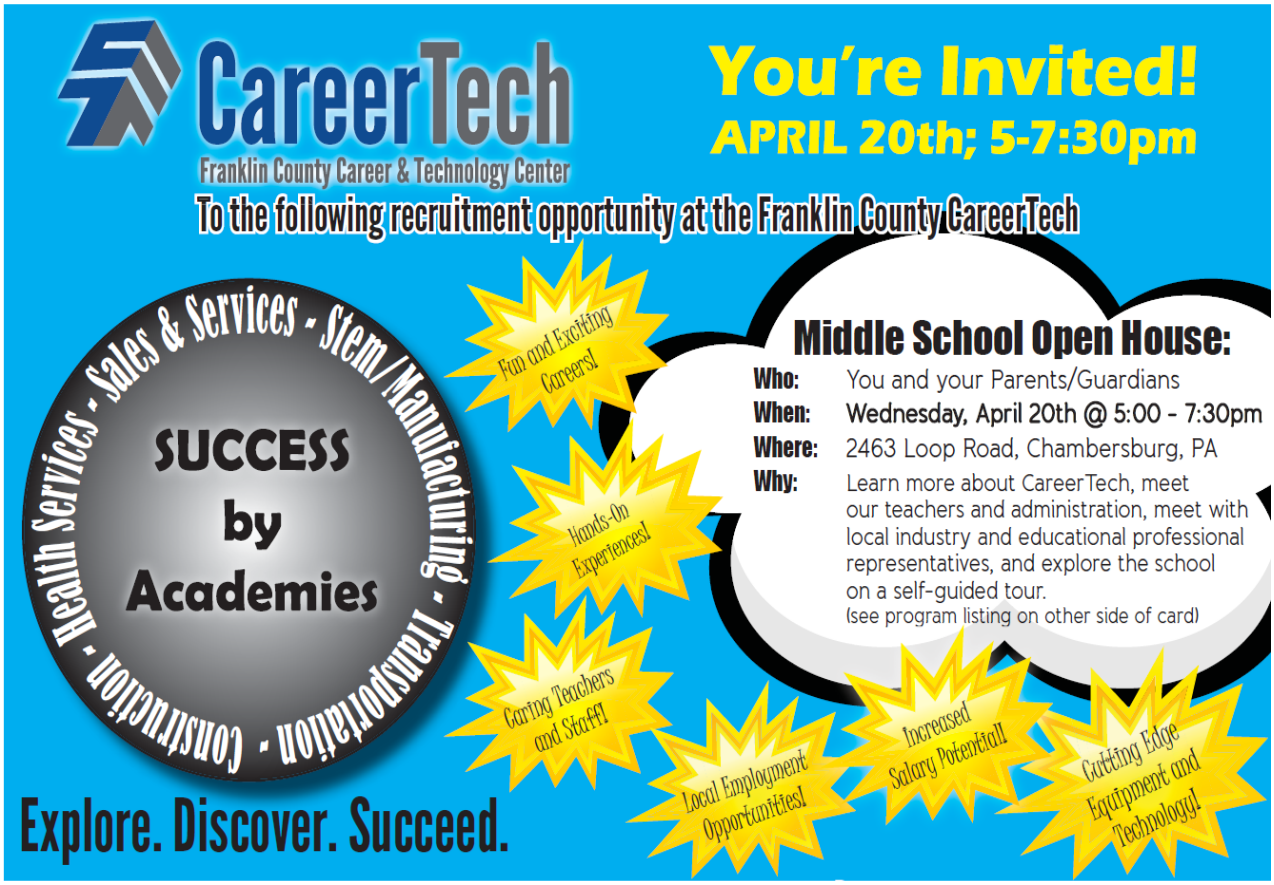
(see text)

Middle School Open House Flyer



(see text)

Middle School – Postcard



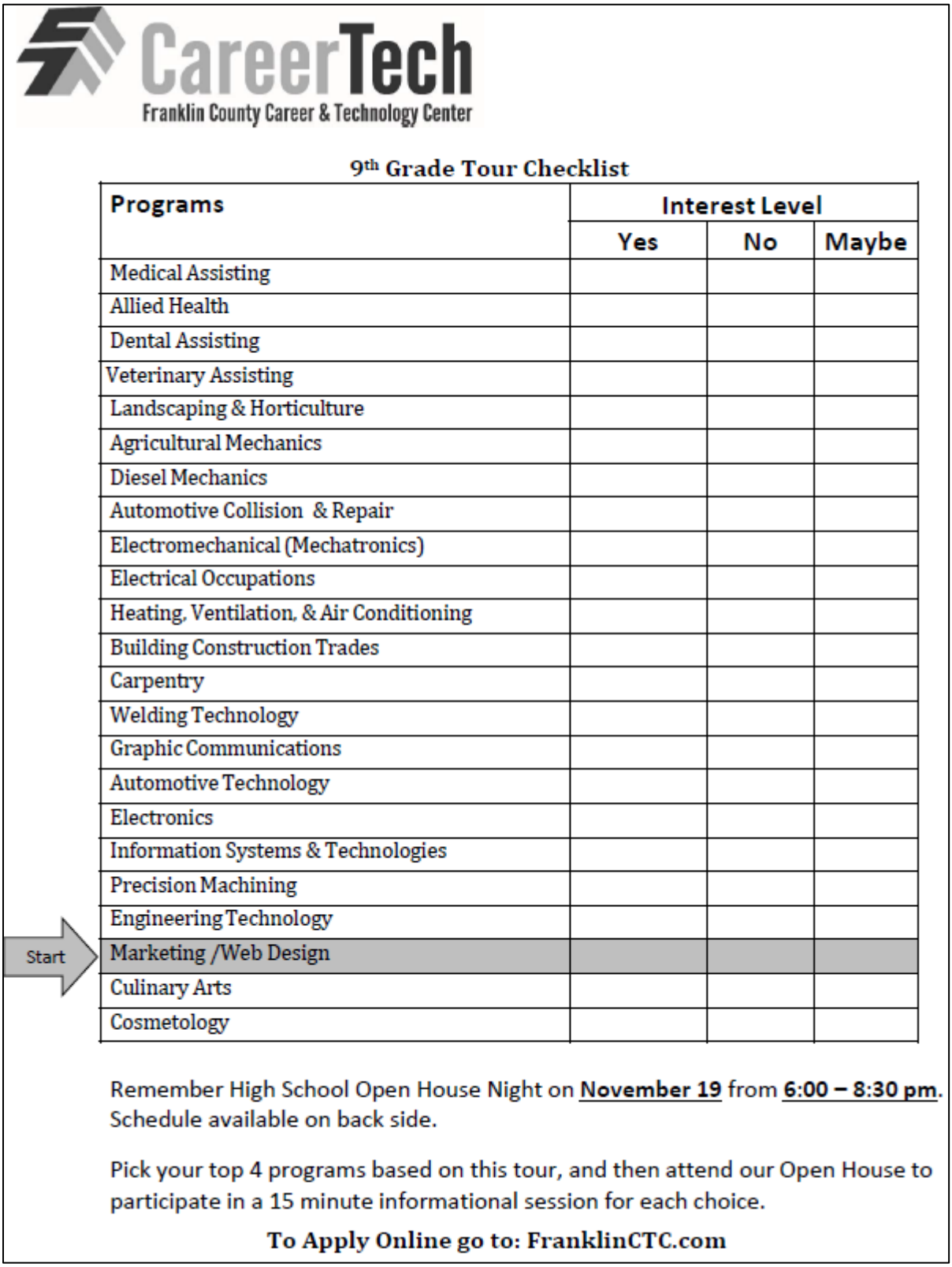
(see text)

9th Grade Tour Schedule

Starting Locations	Programs Tour Path	Instructor: 3 - 7 Min Presentation
Group 1	Medical Assisting	Ms. Short
	Allied Health	Mrs. Moore
	Veterinary Assisting	Mrs. Cook
Group 2	Landscaping & Horticulture	Mr. Perry
	Agricultural Mechanics	Mr. Yeager
	Diesel Mechanics	Mr. Grove
Group 3	Automotive Collision & Repair	Mr. Parson
	Electromechanical (Mechatronics)	Mr. Munson
	Electrical Occupations	Mr. Munson
	Heating, Ventilation, Air Conditioning	Mr. Boxler
Group 4	Building Construction Trades	Mr. Wagaman
	Carpentry	Mr. Swan
Group 5	Welding Technology	Mrs. Donaldson
	Graphic Communications	Mr. Hawbecker
	Automotive Technology	Mr. Bard
Group 6	Electronics	Mr. Eckenrode
	Information Systems & Technologies	Mr. Byers
	Precision Machining	Mr. Shirley
	Engineering Technology	Mr. Shirley
Group 7	Marketing /Web Design	Mrs. Mills
	Culinary Arts	Mr. Tosten
	Cosmetology	Mrs. Estep & Mrs. Poper
Extras		

(see text)

9th Grade Tour Checklist



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9th Grade Tour Checklist

Programs	Interest Level		
	Yes	No	Maybe
Medical Assisting			
Allied Health			
Dental Assisting			
Veterinary Assisting			
Landscaping & Horticulture			
Agricultural Mechanics			
Diesel Mechanics			
Automotive Collision & Repair			
Electromechanical (Mechatronics)			
Electrical Occupations			
Heating, Ventilation, & Air Conditioning			
Building Construction Trades			
Carpentry			
Welding Technology			
Graphic Communications			
Automotive Technology			
Electronics			
Information Systems & Technologies			
Precision Machining			
Engineering Technology			
Marketing /Web Design			
Culinary Arts			
Cosmetology			

Start

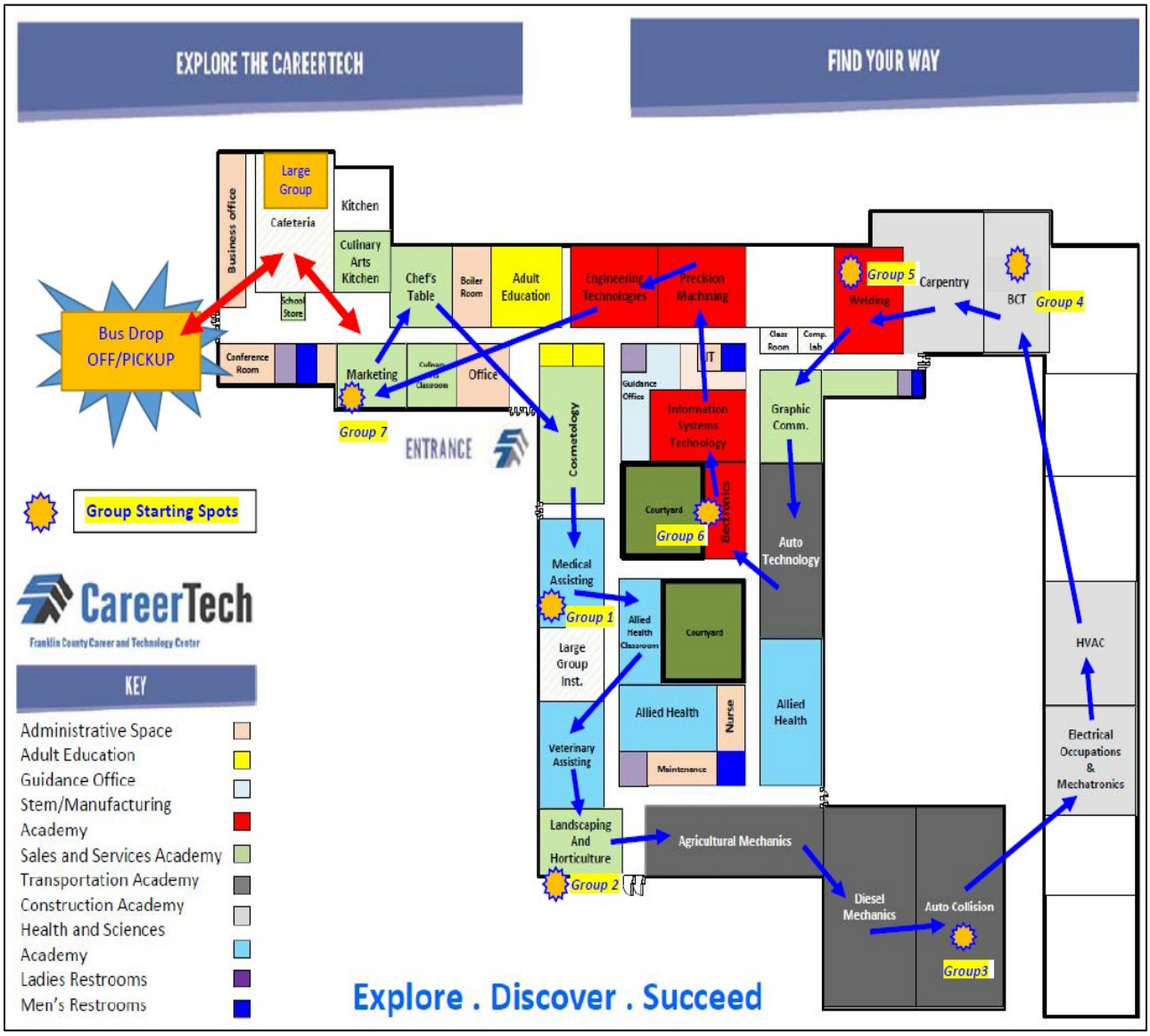
Remember High School Open House Night on **November 19** from **6:00 – 8:30 pm**. Schedule available on back side.

Pick your top 4 programs based on this tour, and then attend our Open House to participate in a 15 minute informational session for each choice.

To Apply Online go to: FranklinCTC.com

(see text)

9th Grade Tour Map



(see text)

9th Grade Tour Exit Ticket

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Franklin County Career & Technology Center

9th Grade Tour Exit Ticket

NAME: _____ Homeroom:_____

ALL STUDENTS are to complete the following.

I would like to apply to CareerTech

_____ Yes (get more information for how to apply)

_____ No

Please choose your top four programs of interest from list below and then write the name of each program in the chart below in the order of preference with Choice 1 being your most desirable. Also provide a brief description of why you are interested in each choice and explain how it connects with your career goals.

Program Choices	Interest Description
Choice 1:	
Choice 2:	
Choice 3:	
Choice 4:	

CareerTech Programs by Academy

STEM	*SALES/SERVICES*	*TRANSPORTATION*	*CONSTRUCTION*	*HEALTH*
Electronics	Graphics	Agriculture Mechanics	BCT	Allied Health
Engineering	Landscaping & Horticulture	Auto Collision	Electrical	Dental Assisting
Welding	Cosmetology	Auto Tech	HVAC	Medical Assisting
Mechatronics	Culinary Arts	Diesel	Carpentry	Vet Assisting
Machining	Marketing			
Info System Technology				

High School Open House Agenda

CareerTech
Franklin County Career & Technology Center

November 19, 2016
6:00 – 8:00 PM

High School Open House Night Student Schedule

Please see the five FCCTC Academies by column with the CTE programs offered in each academy below:

STEM	*SALES/SERVICES*	*TRANSPORTATION*	*CONSTRUCTION*	*HEALTH*
Electronics	Graphics Communications	Agriculture Mechanics	Building Construction Trades	Allied Health
Pre-Engineering	Landscaping & Horticulture	Auto Collision	Electrical Occupations *(sessions 3 & 4 only)*	Dental Assisting
Welding	Cosmetology	Auto Tech	Heating, Ventilation, and Air Conditioning	Medical Assisting
Mechatronics *(sessions 1 & 2 only)*	Culinary Arts	Diesel Mechanics	Carpentry	Veterinary Assisting
Precision Machining	Marketing/Web Design			
Information Systems and Technology				

Please select the Program you are interested in for each session:

6:00 pm – 6:20 pm	Welcome Assembly – General Information
6:20 pm – 6:30 pm	Move to Rooms
6:30 pm – 6:45 pm **Session 1**	All programs offered except for Electrical Occupations **Program Choice:**
6:45 pm – 6:55 pm	Move To Rooms
6:55 pm – 7:10 pm **Session 2**	All programs offered except for Electrical Occupations, **Program Choice:**
7:10 pm – 7:20 pm	Move to Rooms
7:20 pm – 7:35 pm **Session 3**	All programs offered except for Mechatronics **Program Choice:**
7:35 pm – 7:45 pm	Move to Rooms
7:45 pm – 8:00 pm **Session 4**	All programs offered except for Mechatronics **Program Choice:**
8:05 pm – 8:30 pm	**Group Mixer in Cafeteria:** Spend additional time talking with staff and asking questions about our school and programs. We will have CareerTech "Giveaways" available for guests also.

To Apply Online go to: FranklinCTC.com

(see text)

High School Open House Flyer

9TH GRADERS,
FAMILIES & CURRENT STUDENTS
THIS EVENT IS FOR YOU!

Thursday, November 19, 2015
6:00PM - 8:30PM

EXPLORE
After our 6pm assembly, meet our teachers/administration, and sit in on 15 minute learning sessions for up to 4 career programs of your choice.

DISCOVER
Check out our newest programs and discover the opportunities available in our newly renovated space.

SUCCEED
Find out how you can earn industry certifications, college credits to continue with higher education, and prepare for a career. Also benefit from meeting with post-secondary and military representatives located throughout the building.

>>CURRENT 9TH GRADERS:
APPLICATIONS ARE DUE BY DECEMBER 20
FranklinCTC.com

2463 Loop Road | Chambersburg, PA | ph 717.263.9033 | fax 717.263.6568 | info@franklinctc.com | franklinctc.com

High School Open House Postcard Invitation

Front Side

Back Side

(see text)

FCCTC Student Shadowing Form

CareerTech
Franklin County Career & Technology Center

2463 Loop Road
Chambersburg, PA 17202
franklinctc.com
717-263-9033

Program Shadowing Request Form

Person requesting shadowing Date of request
(Counselor Name, Learning Support Teacher Name, etc.)

Student's Name Current Grade Level

High School Attending

Program/Programs to be observed

Reason for observation

Requested observation: Date (AM only)
(Dates are subject to approval based on established Shadowing Dates and are subject to change.)

Who will be transporting student to and from Career Tech?

Career Tech Guidance Office Use Only:

Shadowing Date:

Time(s) for Observation(s):

Instructor Name(s)

Notes for Instructors:

Career Tech Instructor Use Only:

Student Assigned to Mentor (by instructor)

Student feedback

Instructor comments:

Please forward this completed digital form to the Career Tech Counseling Office.
Email tammy.bock@franklinctc.com

(see text)

Student Interview Sheet and Rubric

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Final
First Choice:
Second Choice:
Third Choice:

2015-16 Student Applicant Evaluation Sheet

Student Name: Date:

School: Grade:

Interviewers Names:

Questions:

1. What are your plans after high school? (college, technical school, work, military)

2. Please explain why you are interested in each of your choices.

Please indicate if any of these are needed for this student.

Discipline Contract: Grade Contract: Attend Contract:

Evaluation & Scores

I. Discipline Review			Total:	20
OSS: 3 points per incident	OSS Incidents	0		
ISS: 2 points per incident	ISS Incidents	0		Max. Pts.
Referrals: 1 point per incident	Referrals	0		20

Explanation:

II. Attendance Review			Total:	20
Absence: 1 point per day	Absences	0		
Absence Exception: Prolonged absence with Dr. Note				Max. Pts.
1 point per Dr. note				20
Tardies: 1 point per 3 tardies	Tardies	0		

Explanation:

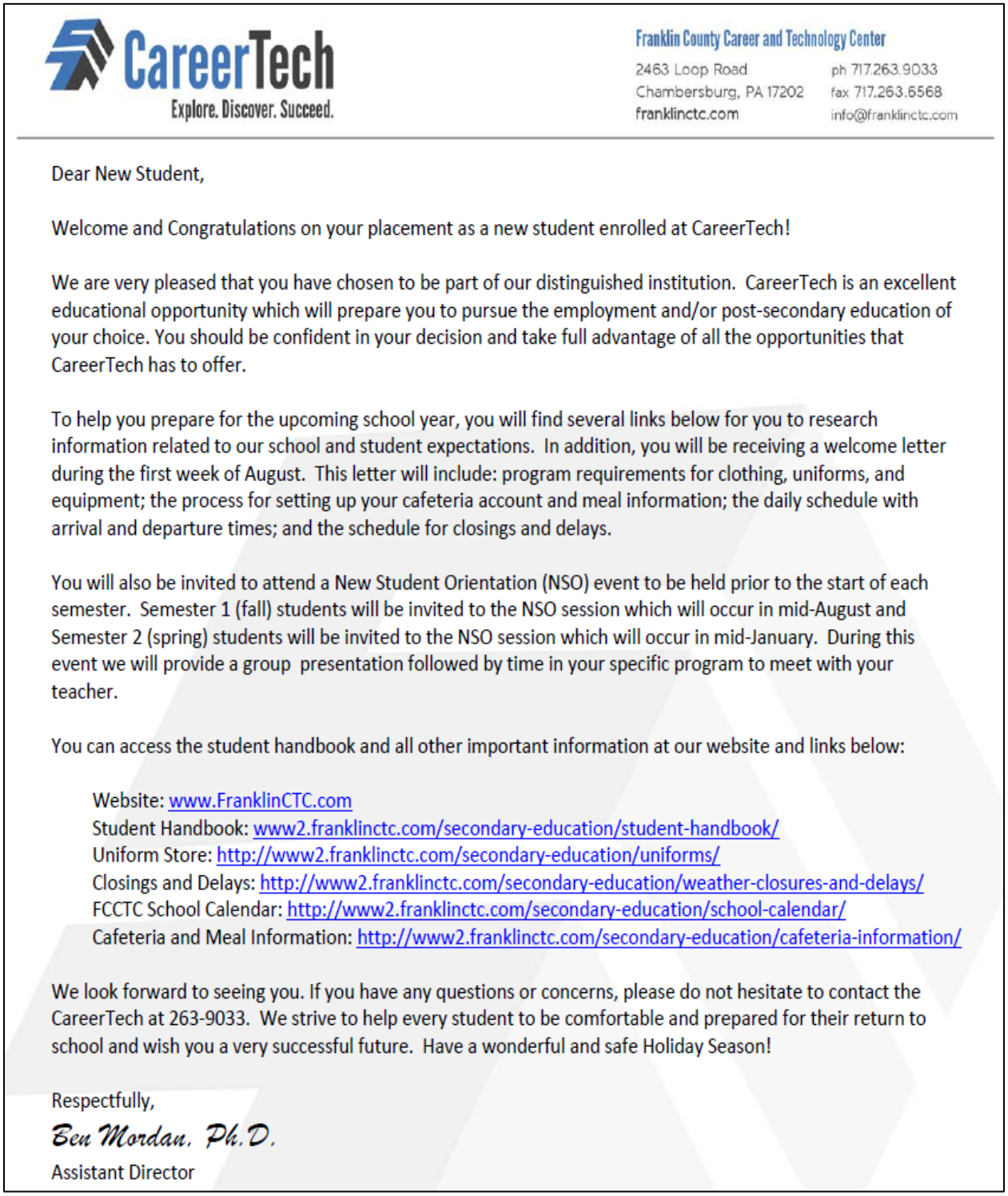
III. Grade Review			Total:	0
GPA Determines Points				
GPA	Points			Max. Pts.
> 3.49	20			20
3.00-3.49	18			
2.50-2.99	15	Student GPA	0	
2.00-2.49	10			
1.50-1.99	5			
< 1.50	0			

Explanation:

Student Total Points	Overall Total:	40/60
Percentage Score	Percent Total:	66.67%

(see text)

Enrollment Notification Letter



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ph 717.263.9033
fax 717.263.6568
info@franklinctc.com

Dear New Student,

Welcome and Congratulations on your placement as a new student enrolled at CareerTech!

We are very pleased that you have chosen to be part of our distinguished institution. CareerTech is an excellent educational opportunity which will prepare you to pursue the employment and/or post-secondary education of your choice. You should be confident in your decision and take full advantage of all the opportunities that CareerTech has to offer.

To help you prepare for the upcoming school year, you will find several links below for you to research information related to our school and student expectations. In addition, you will be receiving a welcome letter during the first week of August. This letter will include: program requirements for clothing, uniforms, and equipment; the process for setting up your cafeteria account and meal information; the daily schedule with arrival and departure times; and the schedule for closings and delays.

You will also be invited to attend a New Student Orientation (NSO) event to be held prior to the start of each semester. Semester 1 (fall) students will be invited to the NSO session which will occur in mid-August and Semester 2 (spring) students will be invited to the NSO session which will occur in mid-January. During this event we will provide a group presentation followed by time in your specific program to meet with your teacher.

You can access the student handbook and all other important information at our website and links below:

Website: www.FranklinCTC.com
Student Handbook: www2.franklinctc.com/secondary-education/student-handbook/
Uniform Store: http://www2.franklinctc.com/secondary-education/uniforms/
Closings and Delays: http://www2.franklinctc.com/secondary-education/weather-closures-and-delays/
FCCTC School Calendar: http://www2.franklinctc.com/secondary-education/school-calendar/
Cafeteria and Meal Information: http://www2.franklinctc.com/secondary-education/cafeteria-information/

We look forward to seeing you. If you have any questions or concerns, please do not hesitate to contact the CareerTech at 263-9033. We strive to help every student to be comfortable and prepared for their return to school and wish you a very successful future. Have a wonderful and safe Holiday Season!

Respectfully,
Ben Mordan, Ph.D.
Assistant Director

(see text)

New Student Orientation Agenda

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2463 Loop Road
Chambersburg, PA 17202
franklinctc.com
ph 717.263.9033
fax 717.263.6568
info@franklinctc.com

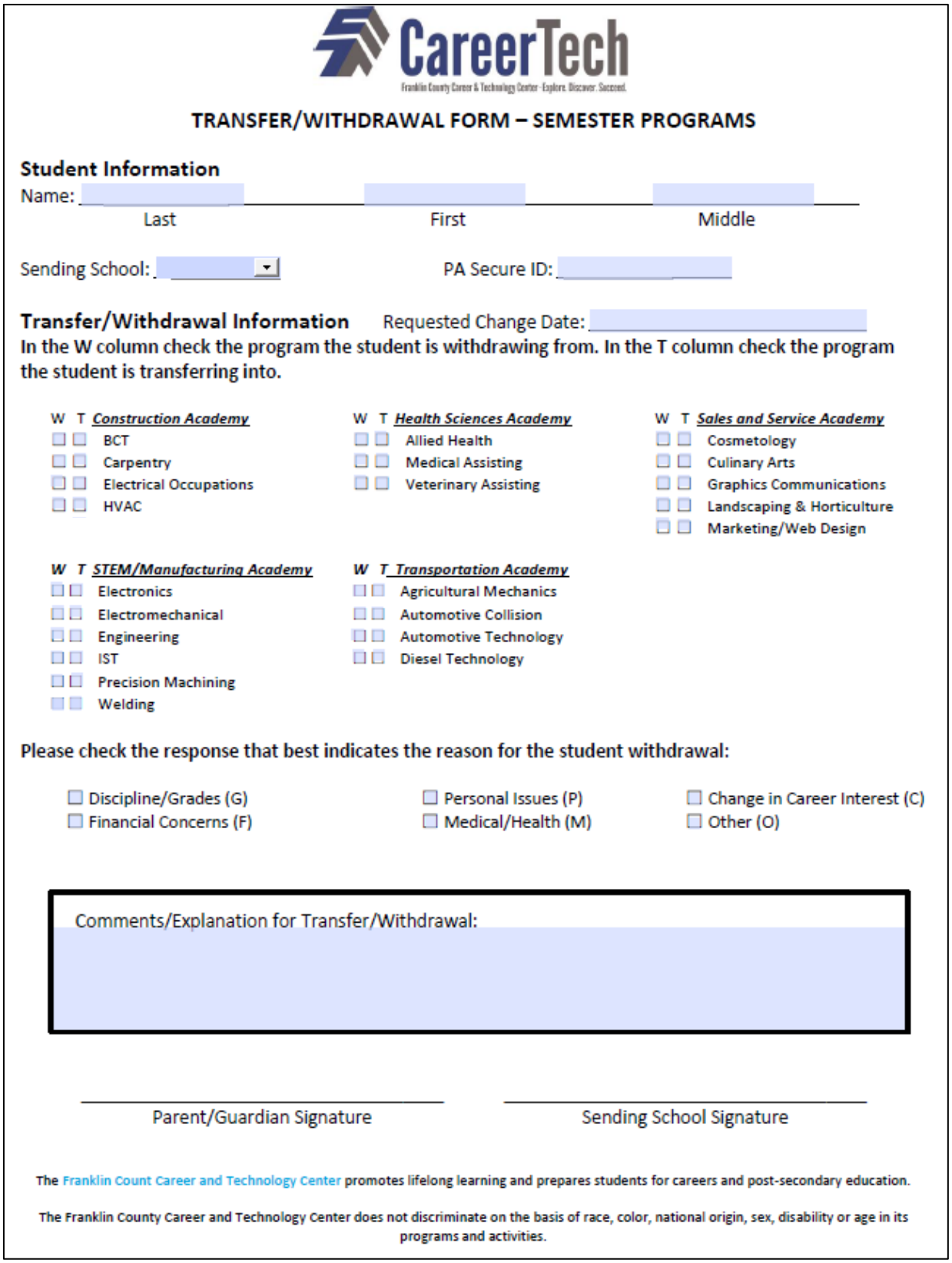
Welcome to the August 10th New Student Orientation!

AGENDA

6:00 PM – 6:25 PM	Cafeteria	• Administrative Team: *Jim Duffey, Administrative Director* *Ben Mordan, Assistant Director* *Scott Cole, Vocational Supervisor* - Welcome, Introductions, and Mission - School Information: Closings, Transportation, Schedule, Cafeteria, Uniforms, Educational Expectations • Student Services: *Brenda Kimple, Career Counselor* *Terry Miller, CO-OP Coordinator* - Career Awareness, Attainment, and Retention efforts - College in High School - Industry Certifications - CO-OP
6:30PM – 7:30 PM	Report to Program Areas	• Teachers: Visit program area and meet Teacher - Syllabus - POS and Competencies - Grading - Uniforms and Program Requirements - Project Examples and Photos - CTSO Opportunities - Start of the Year Forms

(see text)

Transfer/Withdraw Form



CareerTech

Franklin County Career & Technology Center - Explore. Discover. Succeed.

TRANSFER/WITHDRAWAL FORM – SEMESTER PROGRAMS

Student Information

Name: _____ _____ _____
Last First Middle

Sending School: _____ PA Secure ID: _____

Transfer/Withdrawal Information Requested Change Date: _____

In the W column check the program the student is withdrawing from. In the T column check the program the student is transferring into.

W	T	***Construction Academy***
☐	☐	BCT
☐	☐	Carpentry
☐	☐	Electrical Occupations
☐	☐	HVAC

W	T	***Health Sciences Academy***
☐	☐	Allied Health
☐	☐	Medical Assisting
☐	☐	Veterinary Assisting

W	T	***Sales and Service Academy***
☐	☐	Cosmetology
☐	☐	Culinary Arts
☐	☐	Graphics Communications
☐	☐	Landscaping & Horticulture
☐	☐	Marketing/Web Design

W	T	***STEM/Manufacturing Academy***
☐	☐	Electronics
☐	☐	Electromechanical
☐	☐	Engineering
☐	☐	IST
☐	☐	Precision Machining
☐	☐	Welding

W	T	***Transportation Academy***
☐	☐	Agricultural Mechanics
☐	☐	Automotive Collision
☐	☐	Automotive Technology
☐	☐	Diesel Technology

Please check the response that best indicates the reason for the student withdrawal:

☐ Discipline/Grades (G) ☐ Personal Issues (P) ☐ Change in Career Interest (C)
☐ Financial Concerns (F) ☐ Medical/Health (M) ☐ Other (O)

Comments/Explanation for Transfer/Withdrawal:

_____ _____
Parent/Guardian Signature Sending School Signature

The Franklin Count Career and Technology Center promotes lifelong learning and prepares students for careers and post-secondary education.

The Franklin County Career and Technology Center does not discriminate on the basis of race, color, national origin, sex, disability or age in its programs and activities.

(see text)

Student Portfolio Handbook Contents

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(see text)

Mock Interview Agenda

8:00 a.m. – 2:00 p.m. Meeting called by: Terry Miller Attendees: Mock Interview Panel, Terry Miller, Angie Wagaman, Tina Mntzer		
8:00 a.m. – 8:30 a.m.	**Welcome** Light Refreshment • Review guidelines • Review student rating sheet • Review interviewer evaluation sheet.	LGI Room
8:30 a.m. – 1:00 p.m.	**Mock Interviews**	LGI Room
1:00 p.m. – 2:00 p.m.	**Lunch** Place student rating sheet in folders and return to Tina Mentzer. Collect interviewer evaluation sheet.	Chefs Table

(see text)

Mock Interview Rating Sheet

A. RESUME, APPLICATION, AND PORTFOLIO	Outstanding (5)	Very Good (4)	Good (3)	Average (2)	Needs Work (1)
Appropriate information					
Neatness					
Complete and organized					
Comments/Advice:					

B. THE INTRODUCTION	Outstanding (5)	Very Good (4)	Good (3)	Average (2)	Needs Work (1)
Introduced self appropriately & greeted interviewer by name					
Firm handshake & eye contact					
Comments/Advice:					

C. INFORMATION SHARING	Outstanding (5)	Very Good (4)	Good (3)	Average (2)	Needs Work (1)
Stated skills and experiences clearly in concrete terms					
Answered questions and communicated clearly					
Asked at least one question about employment or your business/service					
Comments/Advice:					

D. CLOSING	Outstanding (5)	Very Good (4)	Good (3)	Average (2)	Needs Work (1)
Offered a final handshake & eye contact					
Comments/Advice:					

E. EMPLOYER IMPRESSIONS	Outstanding (5)	Very Good (4)	Good (3)	Average (2)	Needs Work (1)
Was appropriately dressed and groomed					
Was prepared for the interview					
Had an appropriate attitude, avoided providing inappropriate insformation					
Used proper body language					
Comments/Advice:					

Subtotal					

Total Available Points	*60*
Total Points	

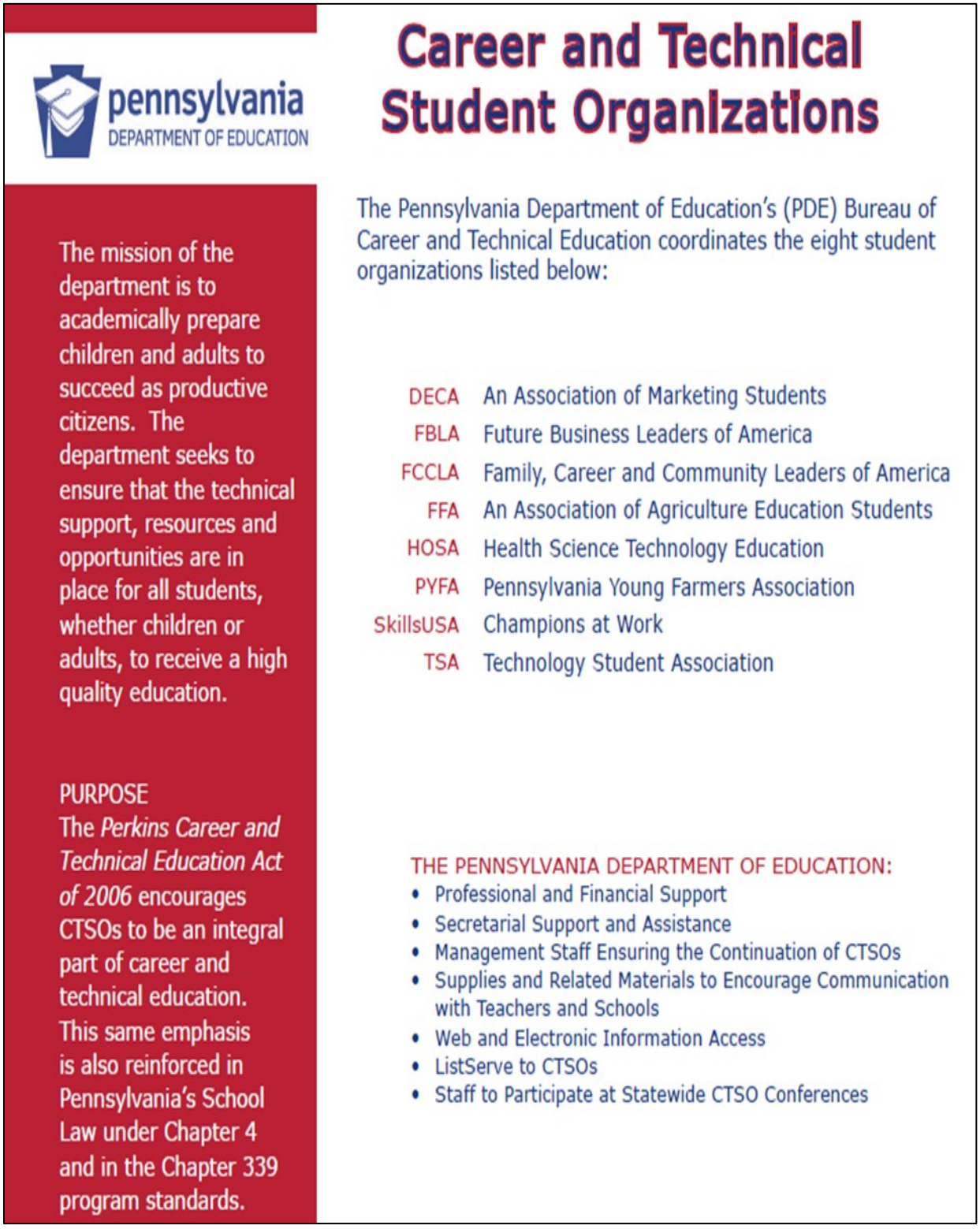
(see text)

CIP Code and NOCTI Exam by Program List

CIP Code	Program	NOCTI Test #	NOCTI Test Name
47.0699	Agricultural Mechanics	4068	Small Engine Technology
51.0899	Allied Health	4143	Health Assisting
47.0603	Automotive Collision & Repair	3183	Collision Repair & Refinishing Technology
47.0604	Automotive Technology	7837	Automotive Mechanical Technician PA
46.9999	Building Construction Trades (BCT)	3011	Building Construction Occupations
46.0201	Carpentry	4115	Carpentry
12.0401	Cosmetology	8295	Cosmetology PA
12.0508	Culinary Arts	4336	Culinary Arts II Cook
51.0601	Dental Assisting	4126	
47.0613	Diesel Mechanics	4127	Diesel Technology
46.0399	Electrical Occupations	7747	Electrical & Power Transmission Installers, PA
15.0303	Electronics	4035	Electronics Technology
15.0403	Electromechanical Technology	8094	Electromechanical Engineering Technology PA
15.9999	Engineering Technology	8091	Engineering Technologies/Technicians PA
52.0701	Entrepreneurship	1337	21st Century Skills for Workplace Success
10.0399	Graphics Communications	4242	Graphic Production Technology
47.0201	Heating, Ventilation, Air Conditioning	8297	HVAC Maintenance Technology PA
11.0901 15.1202	Information Systems Technology - IST	8148 4415	Computer Systems Networking PA Computer Repair Technology
01.0601	Landscaping & Horticulture	8157	Applied Horticulture PA
52.1801	Marketing/Web Design	4153	Retail Merchandizing
51.0801	Medical Assisting	4155	Medical Assisting
48.0501	Precision Machining	NA	NIMS TESTS EQUIVALENT
51.0808	Veterinary Assisting	NA	TEST EXEMPTION
48.0508	Welding	4172	Welding

(see text)

Career and Technical Student Organizations



(see text)

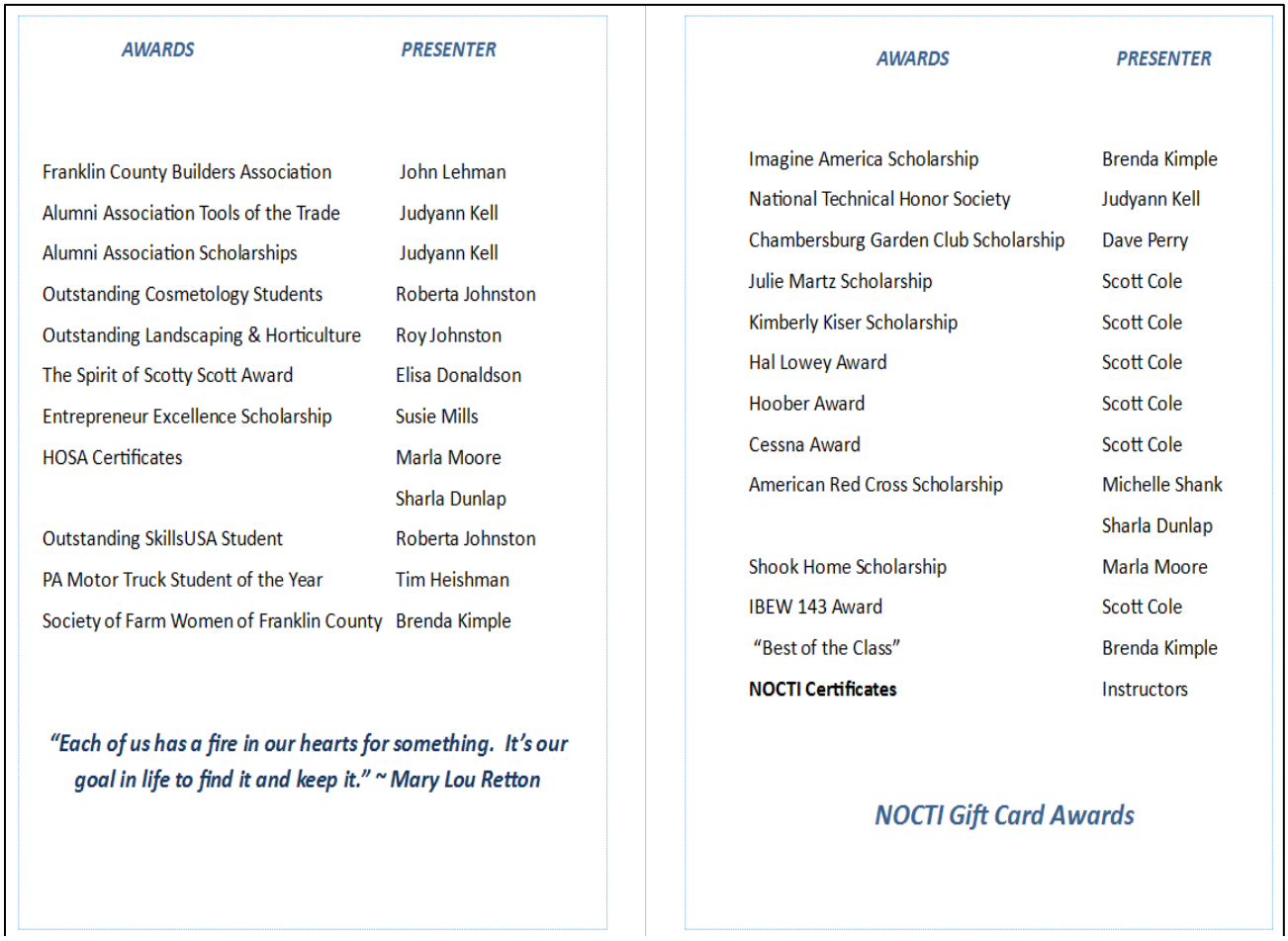
National Technical Honor Society – Process

National Technical Honor Society - Process Outline

Timeframe	Description
Week 9	Teacher Nominations: At the end of first marking period of each semester, teachers will be asked to nominate students for NTHS by emailing student names to Allison Hu. To be nominated students must earn a 93% or higher in their CTC program, as well as display positive behavior, work ethic, and citizenship. Teachers can nominate students as a junior or senior (grade 11 – 15), but it is a one-time process for this lifetime membership. Thus if students are nominated in 11th grade they should be nominated again in 12th grade.
Week 10	Allison will then take student nominations and verify that students have not already earned their membership as well as make sure they have at least a 93% in the CTC program for first marking period final grade, as well as verify with sending school that each candidate has a 3.0 or higher overall GPA.
Week 11	All students who meet all these criteria will be invited to an assembly where we will provide information on NTHS and its Benefits, as well as provide handouts and Student Applications. **(coordinate with co-op meeting date/time)**
Week 12	Each candidate must then return their completed application with $10 activity fee (cash or check payable to FCCTC) to the attendance office by the deadline (7 days after Assembly).
Week 13	The School Store will conduct one fundraiser each semester to donate money towards paying for the NTHS membership fees.
Week 13	Allison will then register all candidates who successful return the completed application and activity fee and FCCTC will pay the $25 membership fee for each student.
Week 13	Students will then be immediately eligible to utilize NTHS benefits, such as scholarships and letter of recommendations using their life time membership.
Award Ceremony	All graduating NTHS members will be recognized at awards ceremony where they will receive their NTHS graduation items on stage. NTHS members in 11th grade will not be recognized at the ceremony until their 12th grade year.

(see text)

Awards Night Agenda



AWARDS	PRESENTER
Franklin County Builders Association	John Lehman
Alumni Association Tools of the Trade	Judyann Kell
Alumni Association Scholarships	Judyann Kell
Outstanding Cosmetology Students	Roberta Johnston
Outstanding Landscaping & Horticulture	Roy Johnston
The Spirit of Scotty Scott Award	Elisa Donaldson
Entrepreneur Excellence Scholarship	Susie Mills
HOSA Certificates	Marla Moore
	Sharla Dunlap
Outstanding SkillsUSA Student	Roberta Johnston
PA Motor Truck Student of the Year	Tim Heishman
Society of Farm Women of Franklin County	Brenda Kimple

"Each of us has a fire in our hearts for something. It's our goal in life to find it and keep it." ~ Mary Lou Retton

AWARDS	PRESENTER
Imagine America Scholarship	Brenda Kimple
National Technical Honor Society	Judyann Kell
Chambersburg Garden Club Scholarship	Dave Perry
Julie Martz Scholarship	Scott Cole
Kimberly Kiser Scholarship	Scott Cole
Hal Lowey Award	Scott Cole
Hoober Award	Scott Cole
Cessna Award	Scott Cole
American Red Cross Scholarship	Michelle Shank
	Sharla Dunlap
Shook Home Scholarship	Marla Moore
IBEW 143 Award	Scott Cole
"Best of the Class"	Brenda Kimple
NOCTI Certificates	Instructors

NOCTI Gift Card Awards

(see text)

Cooperative Education Forms

FRANKLIN COUNTY CAREER AND TECHNOLOGY CENTER

SCHOOL-TO-WORK COOPERATIVE EDUCATION STUDENT CHECK LIST

SEMESTER_____

_____
Student Name

Program of Study

_____
Employer

Home School

Check list of required information to be returned to the Co-Op Office before reporting to a training station.

	COMPLETED
RESUME	_____
WORK PERMIT (under 18)	_____
TRAINING PLAN	_____
CO-OP AGREEMENT FORM	_____
DUTIES AND RESPONSIBILITIES FORM	_____
SAFETY VERFICATION FORM	_____
EMPLOYER INFORMATION	_____
ELIGIBILITY POLICY (To Mr. Cole)	_____
CAREER OBJECTIVES (Instructor Signature Required)	_____
NURSE RELEASE FORM (Signature Required)	_____
INFORM ATTENDANCE SEC. (Signature Required)	_____

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franklinctc.com
ph 717.263.9033
fax 717.263.6568
info@franklinctc.com

Training Agreement for the Capstone Cooperative Education School to Work Program

Pennsylvania Vocational Education Regulations and Standards along with Pennsylvania and Federal Child Labor Laws Require a Written Training Agreement and Training Plan for Each Student in a Vocational Cooperative Educational Program.

Agreement Beginning Date:	**Agreement End Date:**
Weekly Hours:	**Hourly Rate:**

Student Information

Student Name:	**Vocational Program:**
Address:	**City, State, Zip:**
Home Telephone:	**Cell Phone:**
E-Mail	**Work Permit #:**
Student Age:	**Student Birth Date:**
Semester:	

Employer Information

Employer:		
Address:		
City:	**State:**	**Zip Code:**
Employer Telephone:		
Employer Cell Phone:		
E-Mail Address:		
Supervisor for Student:		

Training Agency (Employer) Responsibilities:

1. The Training Agency will adhere to all State and Federal regulations regarding child labor laws, minimum wage, and workmen's compensation.
2. The student will be given a variety of work assignments and be properly supervised by an experienced person.
3. The training supervisor will make periodic evaluations of job progress on a rating form provided by the school.
4. The training supervisor will arrange a conference with the Cooperative Education Coordinator when a training problem arises.
5. The training sponsor will provide necessary safety instruction throughout the students training period.
6. Training agencies will not employ a student-learner to displace a regular employee.
7. Exposure to hazardous work will be incidental to the student-learner's training and not part of the student-learner's training plan.
8. Work which is hazardous shall be intermittent and for short periods.

Student-Learner Responsibilities:

1. The student-learner agrees to perform the assigned duties in a loyal manner and work to the best interest of all concerned.
2. The student agrees to report job problems to the training supervisor and Cooperative Education Coordinator.
3. The student will adhere to company policy; employment will be terminated for the same reasons as regular employees.
4. The student-learner must be in regular attendance at school and on the job.
5. If unable to report to work, the student must notify the employer and the Cooperative Education office by 8:00 AM.
6. The student-learner's employment will be terminated upon withdrawal from school.

School Responsibilities:

1. The program is under the direct supervision of a certified Cooperative Education Coordinator.
2. The student will receive related instruction and safety instruction from the Occupational Instructor or the Coordinator prior to job placement.
3. The Cooperative Education Coordinator will visit the student and training supervisor on a regular basis at the training site.
4. The Coordinator will investigate compatibility of job circumstances with requirements for student attainment of advance standing in an apprenticeship program upon graduation from high school.
5. Student transportation, insurance, and attendance at school and work will be covered by school policy.

This memorandum is for the purpose of outlining the agreement between the school and employer on the conditions of training to be given to a student while on the job. It, therefore, should not be interpreted by either agency as a legal document or any form of binding contract.

**At the discretion of the employer, employee, and FCCTC, the undersigned acknowledge that photos of employer, employee and the school may be represented on the FCCTC website and/or Facebook.*

We, the undersigned, agree to the conditions and statements contained in this agreement.

Student Learner	Date	Home School Representative	Date
Parent/Guardian	Date	Instructor	Date
Employer	Date	Co-Op Coordinator	Date

The Franklin County Career and Technology Center is an equal opportunity education institution and will not discriminate on the basis of race, color, national origin, sex, age and handicap in its activities, programs or employment practices as required by Title VI, Title IX and Section 504. For information please contact the Administrative Director at 2463 Loop Road, Chambersburg, PA 17202, telephone (717) 263-9033.

One copy to the: Employer Parent/Guardian Home School Shop Instructor Co-Op Coordinator

(see text)

Glossary of Terms

Academic Program/Classes – Traditionally inclusive of basic education subjects such as reading, English, math, science and social studies, (core curriculums for all students)

Adults in Secondary Programs – High school graduates, or those who left high school prior to graduation, enrolled in an approved secondary career and technical program to prepare for a new occupation or to upgrade skills in his/her present occupation.

Advanced Academic Courses – Those courses that increase the mathematics, science and communications achievement of students and enhance their ability to successfully enter the workforce or further their education after graduation as approved by the State Board for Vocational Education

Advisory Committee – A selected group of individuals representing various sectors of business and industry who provide advice and technical assistance to the administrator, teacher and others in an area career and technical school, comprehensive high school or postsecondary institution.

All Aspects of an Industry – With respect to a particular industry, the planning, management, finances, technical and production skills, labor and community issues, health and safety, and environmental issues related to that industry. The individual has a comprehensive understanding and strong experience in the industry he/she is preparing to enter.

Applied Academics – Academic subjects such as math, science and English taught by demonstrating how each subject is used in a real-life situation or job performance.

Apprenticeship Training Program – A job training program registered with and governed by the U.S. Department of Labor, the Pennsylvania Department of Labor and Industry, and sponsored by one or more employers and/or a union.

Approved Secondary Occupational Career and Technical Education Program – A program that has been approved by the Pennsylvania Department of Education in accordance with applicable State Board of Education regulations governing career and technical education; This does not include consumer and homemaking education.

Area Vocational-Technical School (AVTS) – A public school which provides career and technical education to secondary school students, out-of-school youth and adults in a geographical area comprised of and operated by one or more school districts and established under Sections 1840 – 1853 of the Public School Code of 1949 (24 P.S. §§18–1840--18-1853).

Articulation – A planned sequence of courses often resulting in a certificate, diploma or degree in a specialized field.

Associate Degree – A degree granted to completers of a two-year college program.

Baccalaureate/Bachelor's Degree – Bachelor of Arts or Sciences college degree, usually requiring four years of college study.

Bureau of Career and Technical Education (BCTE) – The office in the Pennsylvania Department of

Education responsible for administering career and technical education programs in the state.
Career and Technical Student Organizations (CTSOs) – Profession-related activities integrated into the instructional program that contributes to the comprehensive learning experiences of students and provides unique opportunities for career and leadership development, motivation and recognition. Organizations have local, state and national affiliations.

DECA Association of Marketing Students
FBLA Future Business Leaders of America
FCCLA Family, Career and Community Leaders of America
FFA Association of Agriculture Education Students
HOSA Health Occupations Students of America
Skills USA Trade and Industrial Students of America
TSA Technology Student Association

Career and Technology Center (CTC) – A public school which provides career and technical education to secondary school students, out-of-school youth and adults in a geographical area comprised of and operated by one or more school districts and established under Sections 1840 – 1853 of the Public School Code of 1949 (24 P.S. §§18–1840--18-1853).

Career Development – A planned sequence of programs and services for students to develop and implement an individualized plan of career awareness, planning and decision-making

Career Guidance and Academic Counseling – Providing access to information regarding career awareness and planning with respect to an individual's occupational and academic future that shall involve guidance and counseling with respect to career options, financial aid and postsecondary options.

Carl D. Perkins Vocational and Technical Education Act (P.L. 101-392) – Federal legislation reauthorized in 2006 to provide funding for career and technical education programs.

Certified Teacher/Instructor – A professional who has successfully completed all the Pennsylvania Department of Education requirements to qualify as a classroom teacher for a given subject or program.

Chapters 4 and 49 – Chapters of the Regulations of the State Board of Education, under the provisions of the Pennsylvania School Code, which govern various aspects of the education process. These chapters include: (4) Academic Standards and Assessment and (49) Certification of Professional Personnel.

Competency-Based Vocational-Technical Education (CBVE) – An instructional system based on the successful completion of clearly stated criteria, based on industry standards, critical to successful employment in a given occupation.

Completer – A student, including an adult in a secondary program, who (1) has completed all program requirements and has met the performance standards in the approved career and technical program according to the Pennsylvania Secondary Career and Technical Education Program Approval (PDE-320) form on file with the district and PDE, or, if disabled, has met the vocational Individualized Education Program (IEP) requirements, and (2) has graduated.

Completion Rate – A measure of the percentage of students who were enrolled in career and technical education programs at 11th grade or above who completed all program requirements and received

diplomas in the year in which they were scheduled to graduate.

Comprehensive High School/AVTS – A school building accommodating both academic and career and technical education programs and providing opportunities for students to participate in one or both programs.

Concentrator - Successfully (passing grade) completes 50% or more of the CTE hours and scheduled to graduate. At FCCTC this means that students must complete over 600 hours of instruction or 1.5 semesters in order to qualify as a concentrator and take the end of program assessment.
Consortium – A formal partnership agreement among local education agencies.

Cooperative Education – A method of instruction of education for individuals who, through written cooperative arrangements between a school and employers, receive instruction, including required academic courses and related vocational and technical education instruction, by alternation of study in school with a job in a related occupational field. This alternation shall be planned and supervised by the school and employer so that each contributes to the education and employability of the individual, and may include an arrangement in which work periods and school attendance may be on alternate half days, full days, weeks, or other periods of time in fulfilling the cooperative program.

Core Performance Standards and Measures – Required by the Perkins Act, each state must implement a system of data collection and reporting to identify student learning and competency gains, achievement of basic, academic and occupational skills, retention in school, placement after graduation and incentives for targeted groups.

Disadvantaged Student – Individual with economic or academic limitations who requires special services and assistance to succeed in school.

Displaced Homemaker – An adult with limited job skills, without means of economic support and is unemployed or underemployed.

Diversified Occupations Program – A secondary career and technical education program in which students are given supervised work experience in any one of a variety of occupations combined with related classroom instruction. This type of program is suited especially to communities where the need for workers is too limited to justify separate courses for each occupation. This program is usually under the direction of the trade and industrial education division and supervised by a teacher-coordinator.

Economically Disadvantaged – An economic disadvantage may include individuals or members of families eligible for any of the following: free or reduced price lunch; program for the Temporary Assistance for Needy Families under Part A of title IV of the Social Security Act (42 U.S.C. 601); benefits under the Food Stamp Act of 1977; or is in receipt of Pell grants or other economic services.

High Schools That Work – An initiative designed to significantly raise the academic and technical competencies of students. Established in cooperation with the Southern Region Education Board (SREB)

Home/Sending School – School of academic origin for a student who spends part of a day/week/ year at an AVTS/CTC.

Individuals with a Disability – A student with any physical/mental impairment that substantially limits

that person in some major life activity or employment; This includes any individual who has been evaluated under Part B of the Individuals with Disabilities Education Act Amendments of 1997 (20 U.S.C. 1400 et seq.) and determined to be an individual with a disability who is in need of special education and related services in accordance with Section 114 A and B as related to evaluation and his/her Individualized Education Plan (IEP). Or any individual who is considered to be disabled under Section 504 of the Rehabilitation Act of 1973, as amended, and who has an impairment, which affects his/her ability to be employed.

Integration of Academic and Career and Technical Education – The process of blending curriculum Content from academic and career and technical education, and utilizing career and technical applied methods to develop the academic and occupational competencies of all students.

Intermediate Unit – A local education agency providing educational support services to students and schools within a predetermined service area

Limited English Proficiency – A student who has limited ability in speaking, reading, writing or understanding the English language, and whose native language is a language other than English; or who lives in a family or community environment in which a language other than English is the dominant language.

Local Education Agency (LEA) – A school district, AVTS/CTC, Intermediate Unit or community college having administrative control of public education within a given locale. (Section 14101 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 8801))

National Skill Standards – Under the auspices of federal legislation, a voluntary set of standards for occupational competencies, developed by or with the cooperation of business and industry, establishing a benchmark for skills needed for successful employment in a particular industry.

Nontraditional Student – In a program or class where student enrollments of one sex comprise 75.1 to 100 percent of total enrollment, a student of the opposite sex is identified as nontraditional and may receive special encouragement and support services to continue in the program.

Nontraditional Training and Employment – Occupations or fields of work, including careers in computer science, technology, and other emerging high skill occupations, for which individuals from one gender comprise less than 25 percent of the individuals employed in each such occupation or field of work.

Occupational Safety and Health Administration (OSHA) – To assure safe and healthful working conditions for working men and women; by authorizing enforcement of the standards developed under the Act; by assisting and encouraging the States in their efforts to assure safe and healthful working conditions; by providing research, information, education and training in the field of occupational safety and health; and for other purposes.

Occupational Advisory Committee - This committee is comprised of representatives from local business and industry who are actively involved in the occupation for which training is being provided. Representation should also include management and labor personnel, homemakers, career and technical education students, recent graduates, post-secondary faculty, home school and CTC Counselors, and members of the community. This committee shall provide advice on program content and performance objectives to the classroom teacher. The classroom teacher will set performance

objectives.

Off-Campus Learning Component – One or more activities outside of the regular classroom instruction in which a student participates during his/her career and technical education program.
Participant- Student who successfully completes 10 % of total technical hours in CATS.

Pennsylvania Skills Certificate – A certificate awarded to a high school graduate successfully completing a written examination and a performance evaluation on examinations developed by the National Occupational Competency Testing Institute (NOCTI) in a specific occupational area or by completing other approved tests identified by the Pennsylvania Department of Education. The Pennsylvania Department of Education administers the tests in those schools with approved career and technical education programs.

Plan of Delivery – Methods of instruction and technical skills development, either in a school or work setting, as outlined in the approved secondary occupational career and technical education program; Plans may encompass either occupational (non tech-prep) or tech prep delivery

Postsecondary Educational Institution – An institution of higher education that provides not less than a 2- year program of instruction that is acceptable for credit toward a bachelor's degree; a tribally controlled college or university; or a nonprofit educational institution offering certificate or apprenticeship programs at the postsecondary level.

Programs of Study - The Carl D. Perkins Career and Technical Education Act of 2006 require the development and implementation of career and technical programs of study. Each local recipient receiving Perkins funds under the Act will be required to offer the relevant courses of at least one POS. Programs of Study are very similar to, and build on, positive initiatives, such as Tech Prep, career pathways, career academies and career clusters, already underway in career and technical education in Pennsylvania

Racial/Ethnic Categories – Categories used to describe groups to which individuals belong, identify with, or belong in the eyes of the community. These categories do not denote scientific definitions of anthropological origins. However, no person is counted in more than one racial/ethnic category.

SCANS – Secretary's Commission on Achieving Necessary Skills - A 1991 report commissioned by the U.S. Secretary of Labor, The report described the skills needed by all workers to be successful and productive in a modern economy. Business defined five basic competencies required of all employees: the ability to use (1) resources, (2) technology, (3) information, (4) systems and (5) to work with others.

School Code – The body of laws adopted by the General Assembly and signed by the Governor to govern education in Pennsylvania's public schools.

Single Parent – A student who is unmarried or legally separated from a spouse and who has a minor child or children for which the parent has either custody or joint custody, or is pregnant.

Special Populations – Individuals who may need special support services to succeed in school. Populations include those with disabilities, academic/economic disadvantages, limited English proficiency, nontraditional status, and incarceration in a correctional institution.

State Board of Education – Created by state law, the State Board of Education adopts broad policies and principles and establishes standards governing the educational program of Pennsylvania.

State Plan for Vocational and Technical Education – Every two or three years, as required by the Carl D. Perkins Vocational and Applied Technology Education Act of 1998, the State Board of Education, with the assistance of the Pennsylvania Department of Education, Bureau of Career and Technical Education, prepares a plan describing the state's intended use of federal funds to address the requirements of federal legislation and the state's need for career and technical education programs and services.

Strategic Plan – Curriculum regulations of the State Board of Education require each school district and AVTS/CTC to develop and submit a strategic plan to the Department of Education once every six years and a mid-point revision of the plan once every three years. The plan includes a needs assessment and explains how the school district/AVTS will enable students to achieve desired learning outcomes.

Supplementary Services – Services related to curriculum modification, adaptive devices for equipment, supportive personnel, classroom modifications, instructional aids and devices and child care necessary to allow students to participate in career and technical education programs.
Team Pennsylvania Career Link – A cooperative effort to provide one-stop delivery of career services to job seekers, employers and other interested individuals. The goal is to provide a self-service system in which interested individuals have access to employment, education and training resources locally.

Tech Prep – A combined secondary and postsecondary state-approved program delivery which leads to an associate degree or certificate and employment by providing the integration of academic and vocational technical preparation in engineering technology; applied science; mechanical, industrial or practical arts or trade; agriculture; health or business. This includes development of competence in mathematics, science and communications through a sequential course of study.

Workforce Investment Board (WIB) – The Commonwealth initiated a collaborative process to build a regionally planned, locally directed market driven workforce and economic development system. The Team Pennsylvania Workforce Investment Board (State WIB) has been charged with the responsibility to coordinate all workforce development programs including the one stop employment and training delivery system that is to be customer focused and inclusive of all citizens of the Commonwealth. The Local WIB is the catalyst for coordinating and aligning workforce services and investment strategies that reflect the particular needs of local and regional economies.