

NORTHERN WESTMORELAND CTC

705 Stevenson Boulevard

Comprehensive Plan | 2021 - 2024

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Kurt Kiefer	Administrator	Northern Westmoreland CTC	kkiefer@northwmctc.org
Jill Awes	Staff Member	Northern Westmoreland CTC	jawes@northwmctc.org
Yvonne Sabattini	Community Member	New Kensington Lions Club	gattinlee6912@comcast.net
Linda Slanicka	Staff Member	Northern Westmoreland CTC	lslanicka@northwmctc.org
Jon Banko	Administrator	New Kensington-Arnold School District	jbanko@nkasd.com
Chad Roland	Administrator	Kiski Area High School	chad.roland@kiskiarea.com
Herb Yingling	Board Member	Northern Westmoreland CTC	hyingling@franklinregional.k12.pa.us
Shannon Wagner	Administrator	Burrell School District	swagner@burrell.k12.pa.us
Cynthia Dunmire	Staff Member	Northern Westmoreland CTC	cdunmire@northwmctc.org
Mikenah Rozycki	Student	Northern Westmoreland CTC	23rozyckim@franklinregional.k12.pa.us
Meghan Rozycki	Parent	Northern Westmoreland CTC	mduneganrozycki@gmail.com
Joanne Cecchi	Community Member	Project Seed	jcecchi@verizon.net
Charles Cooper	Staff Member	Northern Westmoreland CTC	ccooper@northwmctc.org
George Hubbard	Community Member	Habsco Inc.	habsco2@aol.com
George Kirk	Staff Member	Northern Westmoreland CTC	gkirk@northwmctc.org
Keith Butler	Community Member	New Kensington Lions Club	butler0804@outlook.com
Stefanie Serena	Other	Northern Westmoreland CTC	sserena@northwmctc.org
Patrick Bundy	Staff Member	Northern Westmoreland CTC	pbundy@northwmctc.org

LEA Profile

Located in New Kensington, Pennsylvania, Westmoreland County; Northern Westmoreland Career & Technology Center (NWCTC) serves four public school districts. Those districts are comprised of Burrell, Franklin Regional, Kiski Area and New Kensington-Arnold. NWCTC is situated in the northern section of Westmoreland County, consisting of urban, suburban and rural areas at various economics levels.

Throughout the New Kensington area, there has been economic decline. Previously, the area had focused on steel manufacturing, glass, aluminum, plastics and machining. However, many of the large companies are no longer in operation, ultimately affecting the small manufacturing companies as well. Recently, there has been revitalization in the city of New Kensington due to the addition of a new branch campus of Westmoreland County Community College and some small local businesses, as well as the beautification of many properties. Among the four districts, economic growth has occurred in Allegheny Township in the Kiski School District, and in the Franklin Regional School District of Murrysville.

Currently the enrollment at NWCTC for the 2021/2022 school year is at 431 students. This is a substantial increase from other years, mainly due to the expansion of moving from a 3 to a 4 year program, which now includes 9th grade students. Fifty-seven percent of our students are from Kiski, 21% from Burrell, 18% from Valley, and 4 % from Franklin Regional. Although consistent in the last three years, Franklin Regional interest and enrollment numbers have declined.

NWCTC presently offers 12 vocational programs, and the school building is 41 years old. NWCTC now provides quality education to all students in grades 9-12 for half-day sessions, and alternating full-day sessions (Kiski students only) for the entire school year. The half-day sessions include both a morning and an afternoon session. In addition, the alternating full-day sessions are made up of day A and day B groups. As a result, there are multiple grade levels and abilities in all NWCTC programs at all times.

Mission and Vision

Mission

NWCTC's mission is to prepare all students for successful careers through rigorous technical skill attainment, academic achievement, and provide a yearning for professional and life-long learner engagement.

Vision

The vision of NWCTC is to partner with community, and foster a developing workforce that will grow economically by graduating highly skilled competent workers.

Educational Value Statements

Students

Educational Values: The expectation of all students is to strive for academic and technical excellence, work ethic and professionalism necessary for successful employment and societal integration.

Staff

All NWCTC staff is expected to provide technical competency training, and educational support necessary to achieve proficiency in the workforce or higher level post- secondary training.

Administration

The NWCT administration is expected to lead ongoing workforce development through partnerships and educational training and vision that promotes economic regional growth. Administrators must continue to create opportunities for students to remain competitive and obtain industry certifications valuable to the business community.

Parents

Parents and guardians must be equal educational partners and have a vested interest in promoting work ethic, professional attitudes and the importance of obtaining academic success.

Community

Community leaders and members must partner with schools to promote educational and workplace opportunities through job shadowing, mentorship and cooperative education placements, as well as active membership on Occupational Advisory Committees.

Other (Optional)

The role of post-secondary partners is to continue to promote advanced training through Program of Study statewide articulations, curriculum offerings, and job placement.

Summary Of Strengths and Challenges

Strengths

Strength	Consideration In Plan
Industry certification attainment.	Yes
Students are mastering trade specific math.	No
Integrating literacy into technical curriculum.	No
Students are utilizing and learning trade specific math, which indicates that much of the math being taught at sending districts is not correlating to trades at NWCTC.	No
Students are obtaining industry level certifications.	No
Science and other core academics are integrated into technical curriculum at the CTC.	No
Increasing NOCTI scores indicates readiness for entry level employment.	Yes
Completing program competencies strengthen student's skills relating to specific trade areas.	Yes
Students with disabilities will benefit when absenteeism is decreased. Many learning disabled students declined during remote learning.	No
Schools can provide extra resources and opportunities to economically disadvantaged students.	No
Addition of a special education coordinator who oversees all aspects of a student's IEP in addition to directing classroom paraprofessionals their role in assisting special education students.	Yes
Use of equipment and other supplemental grants to purchase and update technology and equipment necessary and vital for students to succeed in business and industry.	Yes
Consistently securing equipment and supplemental grants as well as donations from business and industry partners.	No
Implementation of a web based platform where parents can access information, student grades, assignments and curriculum.	Yes

Challenges

Challenge	Consideration In Plan
Increasing attendance rates.	Yes
Developing career readiness skills for viable employment.	Yes
Students attending Career and Tech Ed are below grade level in reading.	No
Improving attendance would increase the amount of instruction time.	No
Increasing career readiness skills increase both enrollment in post-secondary training and employability.	No
Student absenteeism and learning disabilities hinder student NOCTI score performance.	No
Absenteeism also hinders completion of competency task grid.	No
Students with learning disabilities shut down and are absent from school due to internal learning frustrations.	No
Economically disadvantaged students are often forced to leave districts due to their economic status.	No
Students have a difficult time choosing or exploring a career.	No
Technology becomes outdated quickly, which is problematic and expensive for instructionl.	Yes
Due to increasing student anxiety, cyber bullying and teen suicides, a schoolwide positive behavioral program and resources are necessary in today's educational environment.	No
The biggest challenge is time constraints and monetary resources.	No

Most Notable Observations/Patterns

It is noted that students who attend school regularly have a greater chance at success. In school learning, especially in a career and tech center cannot be replaced by remote learning. Students who are chronically absent not only fall behind, but lack the motivation and determination to complete missing assignments or review missed material. Over the past few years, student absenteeism is increasing. Students are not seeing the value in attending school. The biggest challenge schools face are in motivating students to attend school regularly. There is a strong correlation between school attendance and future work attendance. Technology is constantly evolving and often times hard to keep up with. Equipment in a career and tech center is extremely expensive. In order for a tech center to keep relevant with business and industry, equipment must be updated, serviced and sometimes replaced, which can be very challenging. Students are being trained on equipment that is sometimes outdated. Emerging technology can be problematic and expensive to a school environment, but often times necessary for student training. Although students are obtaining necessary technical skills, they are lacking employability skills, often known as soft skills. It is

becoming increasingly difficult to teach these skills as some are ingrained or instilled at a young age. Family dynamics and upbringing sometimes can be an asset or a deterrent. Teaching work ethic, collaboration, leadership and flexibility in addition to technical skills can also be difficult. These soft skills should start to be developed and nurtured at home and in the early grades long before a student gets to high school. Then the tech centers can build upon and reinforce the employability skills that have already been established.

Analyzing Strengths and Challenges

Strengths

Strength	Discussion Points
Industry certification attainment.	When students attend school regularly skills and knowledge increase, which enable students to gain additional certifications.
Increasing NOCTI scores indicates readiness for entry level employment.	NOCTI testing consists of hands-on and theory knowledge, so students who pass are ready for level entry employment.
Completing program competencies strengthen student's skills relating to specific trade areas.	Students who attend school have a greater chance of mastering and completing skill competencies that are valuable for employment.
Addition of a special education coordinator who oversees all aspects of a student's IEP in addition to directing classroom paraprofessionals their role in assisting special education students.	Special education personnel service learning disabled students to ensure that they are ready for successful employment in their trade area.
Use of equipment and other supplemental grants to purchase and update technology and equipment necessary and vital for students to succeed in business and industry.	Equipment grant funds are necessary to keep student programs technologically competitive in a global market. Students need training on programs and equipment relevant to business and industry needs.
Implementation of a web based platform where parents can access information, student grades, assignments and curriculum.	Parents who take an active part and have access to student instructional information become an active partner in career readiness and exploration.

Challenges

Challenge	Discussion Points	Priority For Planning	Priority Statement
Increasing attendance rates.	Increasing attendance will improve student learning and outcomes by increasing knowledge, skills and learning experiences.	No	
Developing career readiness skills for viable employment.	Career readiness skills are necessary for successful employment, job performance and advancement.	Yes	We need to change the value put on solely obtaining technical skills and increase the value and integration of soft employability skills.

Technology becomes outdated quickly, which is problematic and expensive for instructionl.	Education must keep up technologically in order to compete in today's global economy.	Yes	We need to look for additional resources such as business and industry to partner with equipment and program training when school equipment is too expensive to replace.
---	---	-----	--

Goal Setting

Priority: We need to change the value put on solely obtaining technical skills and increase the value and integration of soft employability skills.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3
Career Standards Benchmark	Technical instruction shall include creating a student career plan in year 1 along with integrating and practicing employability soft skills in year 2, with resume' building, job shadowing and mock interviews in senior year.	Becoming career ready.	Create a career plan.	Integrate and practice employability soft skills, in addition to job shadowing and interviews.	Technical instruction shall include creating a student career plan in year 1 along with integrating and practicing employability soft skills in year 2, with resume' building, job shadowing and mock interviews in senior year.

Priority: We need to look for additional resources such as business and industry to partner with equipment and program training when school equipment is too expensive to replace.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3
Community Engagement	NWCTC will increase employer partnerships by 2% a year and utilize employer equipment and programs for further train NWCTC students in their perspective trades, which will lead to co-op positions or job shadowing by senior year.	More employers equal more training and job opportunities.	Tour a trade relative perspective business partner or employer.	Utilize employer training software or equipment at the employer facility.	NWCTC will increase employer partnerships by 2% a year and utilize employer equipment and programs for further train NWCTC students in their perspective trades, which will lead to co-op positions or job shadowing by senior year.

Action Plan

Action Plan for: Employability Skills						
Measurable Goals		Anticipated Output			Monitoring/Evaluation (People, Frequency, and Method)	
<ul style="list-style-type: none"> Becoming career ready. 		Students will be aware of soft skills and their importance to employment.			Quizzes, test, mock interviews and classroom observations.	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Integrate employability skills into the curriculum.	08/24/2022	06/02/2025	Administrator	Computer, curriculum specialist, softskills software.	Yes	Yes
Create lessons that focus on the development of soft employability traits or skills.	09/05/2022	06/02/2025	Administrator	Computer, curriculum specialist, software, employer visits.	No	No

Action Plan for: Students will be career ready.

Measurable Goals		Anticipated Output			Monitoring/Evaluation (People, Frequency, and Method)	
<ul style="list-style-type: none"> Becoming career ready. 		Students will be career ready in both their technical and soft skill abilities.			Visual monitoring, tests and co-op employer feedback.	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Students will identify and utilize soft skills in their trade program.	09/05/2022	06/02/2025	Teacher	Computer, Phone, School Van	No	Yes

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Employability Skills	<ul style="list-style-type: none"><li data-bbox="436 220 1068 253">• Integrate employability skills into the curriculum.

Professional Development Activities

Leadership skills						
Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Integrate employability skills into the curriculum. 	Teachers, administrator	Interpersonal skills and qualities necessary for successful employment.	Surveys and training videos.	Various employers.	09/26/2022	06/02/2025
Learning Formats						
Type of Activities	Frequency		Observation and Practice Framework Met in this Plan		This Step Meets the Requirements of State Required Trainings	
Inservice day	7 times per year.				Language and Literacy Acquisition for All Students	

Aligning soft skills with technical skills.

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Integrate employability skills into the curriculum. 	Teachers and administrator.	Technical reading and writing and soft skills.	Updated lesson plan and quizzes.	Teacher	08/23/2022	06/02/2025

Learning Formats

Type of Activities	Frequency	Observation and Practice Framework Met in this Plan	This Step Meets the Requirements of State Required Trainings
Collaborative curriculum development	Monthly		Language and Literacy Acquisition for All Students

Career Readiness

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Integrate employability skills into the curriculum. 	Teachers, classroom aides and administrator.	Besides technical skills, what other skills are needed for successful employment.	Quizzes, tests and student employment retention.	Teacher	09/05/2022	06/02/2025

Learning Formats

Type of Activities	Frequency	Observation and Practice Framework Met in this Plan	This Step Meets the Requirements of State Required Trainings
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Every other month.		Language and Literacy Acquisition for All Students

Communications Action Steps

Evidence-based Strategy	Action Steps
Employability Skills	<ul style="list-style-type: none"><li data-bbox="491 224 1121 253">• Integrate employability skills into the curriculum.
Students will be career ready.	<ul style="list-style-type: none"><li data-bbox="491 285 1312 315">• Students will identify and utilize soft skills in their trade program.

Communications Activities

In person meeting					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	Teachers, and potential employers	In addition to technical skills, what other skills are employers looking for?	Business Industry Liaison	09/05/2022	06/02/2025
Communications					
Type of Communication			Frequency		
Presentation			4 times throughout the school year.		