

Section: Narratives - CTE Program List

The CIPs entered in this table will be used to create dropdown list for required sections of the application. This is the only section that permits edits to program list. List all CIPs that may utilize Perkins funding in the next two years.

CTE Program CIP/Name	Notes (limited to 200 characters)
10.0399 Print Production	13/17 or 76% special pops
11.0901 Computer Networking Infrastructure	21/26 or 81% special pops
12.0401 Cosmetology	64/86 or 74% special pops
12.0508 Culinary Arts	63/78 or 81% special pops
13.0101 Education, General	Seeking Approval for the 2024 - 2025 School Year
15.0403 Automated Manufacturing	8/9 or 89% special pops
15.1202 Cybersecurity	7/11 or 64% special pops
19.0708 Child Development	24/30 or 80% special pops
32.0105 Diversified Occupations	1/1 or 100% special pops
43.9999 Protective Services	32/36 or 89% special pops
46.0101 Masonry	20/24 or 83% special pops
46.0201 Carpentry	27/37 or 73% special pops
46.0399 Electrical Construction and Maintenance	35/46 or 76% special pops
46.0401 Building Mechanics	39/51 or 76% special pops
46.0503 Plumbing	26/35 or 74% special pops
47.0201 Heating, Ventilation & Air Conditioning	18/30 or 60% special pops

CTE Program CIP/Name	Notes (limited to 200 characters)
47.0603 Collision Repair	26/29 or 90% special pops
47.0604 Automotive Technology	68/86 or 79% special pops
48.0508 Welding	26/47 or 55% special pops
50.0402 Illustration and Design/Digital Communications	32/50 or 64% special pops
51.0801 Medical Assistant	36/42 or 86% special pops
51.0899 Patient Care Technician	40/51 or 78% special pops

Section: Narratives - Stakeholders Meeting

In conducting the Comprehensive Local Needs Assessment, as well as developing the Local Application, there must involvement from a diverse group of stakeholders.

The eligible recipient must include at a minimum the following stakeholders: Representatives of career and technical education programs in a local educational agency or educational service agency, representatives of career and technical education programs at postsecondary educational institutions, representatives of the state board or local workforce development boards and a range of local or regional businesses or industries, parents and students, representatives of special populations, representatives of regional or local agencies serving out-of-school youth, homeless children and youth, and at-risk youth (as defined in section 1432 of the Elementary and Secondary Education Act of 1965), and representatives of Indian Tribes and Tribal organizations in the State, where applicable.

A person could be listed more than once if they are representing different stakeholders. If "Other" is selected provide title in the Organization/Position column.

Stakeholder	Name	Organization/Position	Contact Information
Secondary Teacher	Christine Menichini	CTCLC Cosmetology Teacher	cmenichini@ctclc.edu
Secondary Teacher	Patrick McLane	CTCLC Illustration and Design Teacher	pmclane@ctclc.edu
Counselor	Ann Jordan	CTCLC School Counselor	ajordan@ctclc.edu
Counselor	Nicole Walsh	CTCLC School Counselor	nwalsh@ctclc.edu
Counselor	Zach Watters	Lakeland School District, School Counselor	zwatters@lakelandsd.org
Counselor	Jackie Bailey	Scranton State School for the Deaf, School Counselor	jbailey@thescrantonschool.org
Secondary Principals/Administrator	Karla Carlucci	CTCLC, Director	kcarlucci@ctclc.edu

Stakeholder	Name	Organization/Position	Contact Information
Secondary Principals/Administrator	Kyle Linko	CTCLC, Supervisor of Career and Technical Education	klinko@ctclc.edu
Secondary Principals/Administrator	Colleen Stepanovich	CTCLC, Continuing Education Coordinator, Grant Administrator	cstepanovich@ctclc.edu
Secondary Principals/Administrator	John Marichak	Dunmore School Distric, Superintendent	marichakj@dunmoreschooldistrict.net
Secondary Principals/Administrator	James McHale	CTCLC, Business Manager	jmchale@ctclc.edu
Secondary Principals/Administrator	Alexandra Zero	CTCLC, Career Resource Coordinator	azero@ctclc.edu
Secondary Principals/Administrator	Dean Pettinato	Scranton State School for the Deaf, Principal	dpettinato@thescrantonschool.org
Support Personnel	Thomas Baileys	CTCLC, Director, Retired	fpe3@echoes.net
Support Personnel	Charisse Kimble	Lackawanna College, Programs of Study Coordinator	kimblec@lackawanna.edu
Support Personnel	Sherreccia Jackson	CTCLC, Essential Skills Coordinator	sjackson@ctclc.edu
Paraprofessional	Christine Pazzalia	CTCLC, Paraprofessional	cpazzalia@ctclc.edu
Postsecondary Faculty	Tim Frank	Johnson College, Associate Director of Community Outreach	tfrank@johnson.edu
Postsecondary Faculty	Patrick McLane	Marywood University, Lecturer	pmclane@marywood.edu

Stakeholder	Name	Organization/Position	Contact Information
Postsecondary Administrator	Kellyn Williams	Johnson College, Associate Vice President of Special Programs	knolan@johnson.edu
Postsecondary Administrator	Jeanine Engelmann	Johnson College, Chief Academic Officer	jengelmann@johnson.edu
Postsecondary Administrator	Michelle McGloin	Lackawanna College, Grant Administrator and Assessment Coordinator	mcgloinm@lackawanna.edu
Workforce Board Rep	Virginia Turano	Lackawanna County Workforce Development Board, Executive Director	vturano@wiblackawanna.org
Workforce Board Rep	Cathy Gerard	Lackawanna County CareerLink, Site Administrator	c-cgerard@pa.gov
Workforce Board Rep	Karen Clifford	Scranton Chamber of Commerce, Scranton Area Foundation, Consultant	kac105@comcast.net
Workforce Board Rep	Amy Luyster	Scranton Chamber of Commerce, Vice President	aluyster@scrantonchamber.com
Local Employer	William Schoen	Schoen Communications, Owner	schoencomm@yahoo.com
Local Employer	John Buranich III	Buranich Excavating, Owner	jb111@epix.net
Local Employer	Phil Condron	Condron Sweda Media	phil@condronsweda.com

Stakeholder	Name	Organization/Position	Contact Information
Regional Employer	Brianna Hoban	Allied Services, Human Resources Administrator	bhoba1@allied-services.org
Regional Employer	Marcello Desousa	Fastenal, Regional Operations Manager	mdesousa@fastenal.com
Regional Employer	Lindsey Ford	Geisinger Northeast, Director of Nursing Education	lford@geisinger.edu
Regional Employer	Drew Simpson	Regional Council of Carpenters (Local 445), Regional Manager	dsimpson1@eascarpenters.org
Regional Employer	Joshua Shepard	Fastenal, Regional EHS Manager	jshepard@fastenal.com
Regional Employer	Cheryl Laskowski Layden	Fastenal, Manager	clayden@fastenal.com
Parent	Kyle Linko	CTCLC, Parent	klinko@ctclc.edu
Student	Eileen Posluszny	CTCLC, Student Protective Services	12619@ctclc.edu
Special Populations Rep	Lisa Bieri	CTCLC, Supervising Coordinator of Special Education	lbieri@ctclc.edu
Special Populations Rep	Donna Carey	North Pocono, Director of Special Education	dcarey@npsd.org
Special Populations Rep	Carlos Lopez	Mid Valley School District, Director of Special Education	lopezc@mvsd.us
Special Populations Rep	Kaley Noone	Dunmore School District, Special Education Teacher	noonek@dunmoreschooldistrict.net

Stakeholder	Name	Organization/Position	Contact Information
Special Populations Rep	Dave Genovese	Scranton School District, Transition Coordinator	david.genovese@ssd.edu.org
Out of School Youth Rep	Karen Masters	Equus Workforce Solutions, Project Director Lackawanna Young Adult Program	karen.masters@equusworks.com
Homeless Youth Rep	Karen Masters	Equus Workforce Solutions, Project Director Lackawanna Young Adult Program	karen.masters@equusworks.com
At Risk Youth Rep	Karen Masters	Equus Workforce Solutions, Project Director Lackawanna Young Adult Program	karen.masters@equusworks.com
Indian Tribes/ Tribal Organizations	No Tribes in the Area	No Tribes in the Area	No Tribes in the Area

Please upload Stakeholders' Group Meeting minutes. If you had more than one, please upload each one separately and indicate dates/time. Also, state if it was face-to-face or webinar, etc.

The system will not accept attachments over 3MB (megabytes). If you are scanning your attachments, please set the scanner resolution to low. Attachments can only be submitted in WORD, EXCEL, and/or PDF formats.

To attach a document to the application:

1. Click the 'Select' button at the bottom of the screen. A computer dialog box will appear.
2. Through the dialog box, navigate to the documents that you want to attach to the application.
3. Click 'Open' at the bottom of the dialogue box to attach the selected document to the application.
4. Click 'Upload' to save the selected document to the application.
5. Repeat steps 1-4 for every attachment.

Please remember to clearly label each attachment.

Section: Narratives - Student Groups (Subgroups)

1. What strategies are helping students overcome barriers to learning that result in lower rates of access to, or performance gaps in, the programs for special populations? Character limit 15000

The Career Technology Center of Lackawanna County will continue to support the position of Special Needs Coordinator, who oversees Individualized Education Plans and 504 plans, attends meetings to provide input and create goals for student success, and works with faculty to implement student accommodations. CTCLC will continue to support the positions of two School Counselors, who implement strategies based on the three domains created by the American School Counseling Association, academic planning, college/career readiness, personal/social wellness. Our school counselors enter classrooms once a quarter to discuss various topics with all students, meet with individual students daily, and engage in crisis response. CTCLC employs paraeducators and lab assistants who are placed in classrooms based on need. The Special Needs Coordinator assesses student IEP and 504 plans in each program area, and, based on number and support required for those SDI's, placed paraeducators in those program areas for a certain amount of time throughout the day. Paraeducators also work with students who require small group testing accommodations. CTCLC provides professional development for all faculty and paraeducators, including in-service days that are inclusive to understanding and implementing IEP and 504 accommodations. CTCLC is initiating a multitiered system of behavior support to support positive behavior for all students called the PROUD initiative (Professional, Respectful, Ownership, United and Dedicated). The Essential Skills Coordinator enters classrooms bi-monthly to outline CEW standards using the SkillsUSA triangle and the PROUD initiative to drive presentations. He also works specifically with nontraditional, EL and single parents to development including cover letters, resume and electronic portfolio. The Student Ambassador program is also open to all students and can help improve leadership and communication skills and encourages community involvement. We encourage all students to apply to become an ambassador with a special focus on diversity including all special population subgroups as well as different sending districts. An Alternative to Suspension Program called Catch My Breath has been instituted to help with vaping. CATCH My Breath is a peer-reviewed, evidence-based youth vaping prevention program developed by The University of Texas Health Science Center at Houston (UTHealth) School of Public Health. The program provides up-to-date information to teachers, parents, and health professionals to equip students with the knowledge and skills they need to make informed decisions about the use of e-cigarettes, including JUUL and disposable devices. This program is used as an alternative to suspension. Our application process takes place online, which makes it easily accessible. For EL learners, electronic translators for the student and the teacher called Pocket talk have been purchased. They have been piloted in several of our classrooms and so far, the response has been very positive from both students and educators. Mrs. Jordan (school counselor) has joined the NEIU Flight Team which is a carefully selected and well-trained team of educational professionals representing every district throughout the region served by NEIU 19. The purpose is to provide a coordinated and supportive response to all our member districts for crisis response. We offer ALL our students' free breakfast and lunch. No student can learn if they are hungry.

2. What programs are designed to enable special populations to meet the local levels of performance?

Character limit 15000

The Career Technology Center provides a Service Occupations program for students to explore pathways in the personal service cluster and gain competitive employability skills needed for job seeking. School Counselors, Career Resource Coordinator, and Special Needs Coordinator meet with sending school counselors and special education representatives to ensure proper placement for students with IEP and 504 accommodation plans. Students are connected to the Office of Vocational Rehabilitation, if they qualify, for assistance with post-secondary placement. CTCLC holds a college/career/industry fair on campus for all students and advertises other local fairs as well as transition fairs. We have several field trips to the various local colleges so students particularly in the special populations categories have this opportunity. We also plan trips in specific programs. For example, students in the Child Development program visit Lackawanna College for the day. They sit in on a class, have lunch on campus and then get a tour of the entire campus. Because many of our students are economically disadvantaged, they may not have the opportunity to visit colleges even if they are local.

3. What activities prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations in competitive, integrated settings* that will lead to self-sufficiency? Note: *A setting that enables individuals with disabilities to interact with non-disabled persons to the fullest extent possible.
Character limit 15000

The Student Services Department, composed of administrators, school counselors, and special needs coordinator, have administrative weekly meetings and entire department monthly meetings to review specific students' progress and concerns. These meetings provide an opportunity to discuss how to assist teachers in the classroom, while building skills to become independent workers, when possible, in a setting where those accommodations and supports are reduced. CTCLC has a cooperative education program that is available to all students. Paraeducators assist students in completing academic work, advocating for themselves, and completing work in shop areas. CTCLC holds a college/career/industry fair on campus for all students and advertises other local fairs as well as transition fairs. Instructors are required to incorporate a certain amount of time for math and literacy skills into their program area lessons; math instructors co-teach in program area classrooms when necessary. The expansion of pathways allows access to more career paths in Health Occupations, Computer Networking Infrastructure, Creative Communications and Plumbing and Heating/HVAC pathways. CTCLC provides opportunities for all programs to visit workplace settings, colleges/universities, and industry workshops; smaller groups of students are taken on trips to accommodate students who require small group settings. In the past, a CTCLC school counselor, instructor, and students have attended an event called Penn College Women in Construction, directed towards nontraditional students in construction fields, Girls on Fire and Women in Industry at Johnson College. The Career Resource Coordinator and School Counselors set up college representative visits and allow large group and individual meetings with students. CTCLC participates in the Challenge Program whose mission it is "to motivate students to develop habits required to succeed in school and in their careers by building business/education partnerships." Awards are given for excellence in attendance, STEM programming, community service, academic improvement, and academic excellence.

The Essential Skills Coordinator works with students individually and in groups on career development, soft skills, and workplace culture by using the Career Education and Work standards as well as the SkillsUSA triangle as a guideline. He rotates through classrooms every two weeks. If there is a topic that has come up that the students or the teacher has suggested, he will facilitate that discussion. For example – if students were to dress inappropriately for work in the lab area, he would discuss with them the classroom rules as well as the implications that would have if they were in the workplace.

4. What activities will be implemented to ensure programs receiving Perkins funds will close the achievement gap? Character limit 15000

The Career Technology Center of Lackawanna County will continue to place paraeducators and lab assistants in classrooms based on need; continue to support the Student Services team meetings on a weekly and monthly basis to discuss the needs of all students as well as barriers to student achievements. Instructors, paraeducators, and lab assistants will continue to be sent to professional development experiences, as well as complete internal professional development. One of the most well received topics was LGBTQIA2S Diversity and Inclusion training which was presented by the Pennsylvania Office of the Attorney General. It was informative and moving to hear the challenges and triumphs within this community. We have also had training on School Violence Identification and Addressing Self Harm Awareness and Prevention. We feel these are relevant topics because many of these students fall into the special populations categories. CTCLC will continue to build math and literacy skills related to program area and workforce situations. We use data analysis during professional development including the use of MAX teaching strategies and data reports to identify areas that need to be addressed and students that need assistance to close the achievement gap. We use data to identify absentee concerns and address that individually with students and their parents. Again, this focuses on all students including students in special populations such as ED and ELL. We have SAP which helps the teams to meet and develop plans to address any of the issues for students in all special populations. Teacher mentoring programs allow veteran teachers to assist new teachers with operations of CTCLC and teaching in general, including the information supported in this document. CTCLC will continue to provide opportunities for students to be exposed to various career/college development opportunities. We will continue to participate in the TAP program and take full advantage of the professional development opportunities provided by this program and our CTDSL. CTCLC remains dedicated to providing a nurturing and supportive educational environment that acknowledges and embraces the diversity of our student population, fostering success for every student, regardless of gender, race, economic status, non-traditional circumstances, single-parent households, unemployment, English Language Learner status, homelessness, foster care, or military affiliation.

5. Describe progress that has been made toward implementation of equal access to high quality CTE programs of study for all students. [Perkins V Sec. 134 (c)(2)(E)].5.

Provide Equal Access data for each Program CIP, large table was split into two tables.

CTE Program CIP/Name	Enrollment Totals	Male	Female	Disabled	Economically Disadvantaged
10.0399 Print Production	17	8	9	6	11
11.0901 Computer Networking Infrastructure	26	21	5	9	15
12.0401 Cosmetology	86	3	83	21	58
12.0508 Culinary Arts	78	39	39	25	58
	0	0	0	0	0
15.0403 Automated Manufacturing	9	6	3	3	4
15.1202 Cybersecurity	11	11	0	2	6
19.0708 Child Development	30	3	27	7	22
32.0105 Diversified Occupations	1	1	0	0	1
43.9999 Protective Services	36	18	18	9	21
46.0101 Masonry	24	21	3	13	15
46.0201 Carpentry	37	36	1	10	22

CTE Program CIP/Name	Enrollment Totals	Male	Female	Disabled	Economically Disadvantaged
46.0399 Electrical Construction and Maintenance	46	44	2	14	27
46.0401 Building Mechanics	51	43	8	14	32
46.0503 Plumbing	35	35	0	14	20
47.0201 Heating, Ventilation & Air Conditioning	30	29	1	5	16
47.0603 Collision Repair	29	26	3	17	24
47.0604 Automotive Technology	86	74	12	28	55
48.0508 Welding	47	42	5	9	19
50.0402 Illustration and Design/Digital Communications	50	13	37	19	23
51.0801 Medical Assistant	42	4	38	10	30
51.0899 Patient Care Technician	51	5	46	11	35
	822.00	482.00	340.00	246.00	514.00

CTE Program CIP/Name	Nontraditional	Single Parent	Out of Work Individuals	English Learner	Homeless	Foster Care	Military Family
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10.0399 Print Production	9	0	0	0	0	0	0
11.0901 Computer Networking Infrastructure	5	0	0	0	0	0	0
12.0401 Cosmetology	3	0	0	0	1	0	0
12.0508 Culinary Arts	0	0	0	0	0	0	0
13.0101 Education, General	0	0	0	0	0	0	0
15.0403 Automated Manufacturing	3	0	0	0	0	0	0
15.1202 Cybersecurity	0	0	0	0	0	0	0
19.0708 Child Development	3	0	0	0	0	0	0
32.0105 Diversified Occupations	0	0	0	0	0	0	0
43.9999 Protective Services	18	0	0	0	0	0	0
46.0101 Masonry	3	0	0	0	0	0	0
46.0201 Carpentry	1	0	0	0	0	0	0

CTE Program CIP/Name	Nontraditional	Single Parent	Out of Work Individuals	English Learner	Homeless	Foster Care	Military Family
46.0399 Electrical Construction and Maintenance	2	0	0	0	0	0	0
46.0401 Building Mechanics	8	0	0	0	0	0	1
46.0503 Plumbing	0	0	0	0	0	0	0
47.0201 Heating, Ventilation & Air Conditioning	1	0	0	0	0	0	0
47.0603 Collision Repair	3	0	0	0	0	0	0
47.0604 Automotive Technology	12	0	0	0	0	0	0
48.0508 Welding	5	0	0	0	0	0	0
50.0402 Illustration and Design/Digital Communications	0	1	0	0	0	0	0
51.0801 Medical Assistant	4	0	0	0	0	0	0
51.0899 Patient Care Technician	5	0	0	0	0	0	1
	85.00	1.00	0.00	0.00	1.00	0.00	2.00

Section: Narratives - Size, Scope & Quality

SIZE

Size is based on the number of CTE Programs of Study available at the eligible recipient, not on enrollment in a specific CTE program. To be eligible for funding, a Perkins recipient must have at least three CTE Programs of Study in no fewer than three different career fields, each of which must serve a minimum of eight students. An eligible recipient also must have laboratories and classrooms that are readily accessible to all students, as well as a non-discriminatory admissions policy that is board approved and implemented.

SCOPE

The scope of a CTE Program of Study is defined as a curriculum that covers all aspects of the industry and meets the criteria listed in the POS definition of Perkins V, including: 1) One secondary technical course per year is offered (definition of a course is 240 technical instructional hours);

2) Postsecondary programs will not have less than 50% occupational credit hours;

3) Secondary and postsecondary academic and technical content are aligned, leading to a sequence of courses that lead to nonduplicative course content offering;

4) Work-based learning opportunities are available to students; and

5) A credit transfer articulation agreement exists between the secondary CTE Program of Study, and the corresponding postsecondary portion of the CTE Program of Study. A transcript review fee is acceptable, but a charge for the credits is not acceptable.

QUALITY

Quality of secondary programs of study is based on the state regulations for approved programs. See Title 22 Education, Chapters 4 and 339.

Quality is determined by examining the postsecondary database maintained by the Department for the 2023-2024 program year. Programs listed in the database have been approved by the institutions' Board of Trustees, accrediting authorities (national, regional or program specific accrediting authorities, and Pennsylvania Department of Education/State Board for Career and Technical Education).

Perkins postsecondary will then begin to enter program information in the electronic approval system and provide information on each program that Perkins V funds will support. This includes information on: Labor Market Need, Summary of Comprehensive Needs Assessment, Program Content and Industry Standards, Student to Instructor Ratio, Equipment and Supplies, Safety Practices, Performance Indicators, Certifications Available to Students and Instructor Credentials.

1. Describe how the CTE programs offered in the CTC/School District/Postsecondary Institution are sufficient in size, scope, and quality to meet the needs of all students [Perkins V Sec. 134 (c)(2)(B)(i)].
Character limit 7500

Size: CTCLC currently has 22 approved programs and plans for one additional program which will serve a minimum of eight students. CTCLC has laboratories and classrooms that are readily accessible to all students and has a non-discriminatory admissions policy that is board approved and implemented. Scope: CTCLC offers a curriculum that covers all aspects of the industry and meets/exceeds the criteria listed in the POS definition of Perkins V, including: One secondary technical course per year (240 technical instructional hours) per program; academic and technical content that follows the program of study and is aligned to numeracy and literacy standards leading to a sequence of courses that are non-duplicative in course content for each program; has work- based learning opportunities available to all students in each program including Capstone Cooperative Education in the final year; and has credit transfer articulation agreements that exist between the CTCLC Program of Study, and the corresponding postsecondary course work for each program. Quality: CTCLC has 22 approved secondary programs of study based on the state regulations for approved programs and are maintained in the CATS system. Approval will be sought for one additional program over the next year. Programs listed in the database have been approved by the CTCLC Joint Operating Committee, NATEF for the Automotive Technology program (CIP 47.0604), and Pennsylvania Department of Education/State Board for Career and Technical Education.

2. How well is the CTC/School District/Postsecondary Institution meeting the state's Size, Scope and Quality definitions? Character limit 7500

CTCLC has shown steady growth over the last three years, and we continue to work to expand our programs by adding new programs, expanding existing programs, adding and expanding Industry certifications as well as articulation and dual credit agreements. We continue to review data including NOCTI and Perkins's indicator data to determine areas of deficiency. We incorporate the data results into the teacher's Student Performance Measures; In-service and professional development sessions; outside conferences or workshops that apply including the Integrated Learning Conference, regional and in-house workshops for MAX teaching, Industry- specific training; and train the trainer programs that will allow our teachers to obtain certification so that they can then certify their students. We also participate in BCTE's TAP program and take full advantage of the opportunities available to our school through this program.

3. In what way(s) has the CTC/School District/Postsecondary Institution improved? Character limit 7500

CTCLC has added one program over the last year (CIP 15.0403 Automated Manufacturing) and has plans to add an additional program next year (13.0101 General Education). Enrollment has been on an upward trend and has increased by 7.5% each year prior to the COVID-19 pandemic. We are back on track and had over a 15% increase last year (22/23) which places us near full capacity for this year (23/24). With the addition of the new program in the 2024/2025 school year (13.0101 General Education), we will run out of physical space in our facility. We have obtained Middle States Accreditation for 10 years (May 1, 2021 – May 1, 2031) and have renewed our NATEF certification (2022 – 2027), completed our comprehensive plan (2022 – 2025) and completed our K-12 Guidance Plan (2023 – 2026). The planning processes have allowed us to review what is in place and come up with new ideas to improve upon current practices.

4. Indicate in table below if the program is "In Process or Compliant" with define Size, Scope and Quality.

CTE Program CIP/Name	Size	Scope	Quality	Notes (character limit 200)
10.0399 Print Production	Compliant	Compliant	Compliant	
11.0901 Computer Networking Infrastructure	Compliant	Compliant	Compliant	
12.0401 Cosmetology	Compliant	Compliant	Compliant	
12.0508 Culinary Arts	Compliant	Compliant	Compliant	
13.0101 Education, General	In Process	In Process	In Process	Seeking Approval in the 2024/2025 School Year
15.0403 Automated Manufacturing	Compliant	Compliant	Compliant	
15.1202 Cybersecurity	Compliant	Compliant	Compliant	
19.0708 Child Development	Compliant	Compliant	Compliant	
32.0105 Diversified Occupations	Compliant	Compliant	Compliant	
43.9999 Protective	Compliant	Compliant	Compliant	

CTE Program CIP/Name	Size	Scope	Quality	Notes (character limit 200)
Services				
46.0101 Masonry	Compliant	Compliant	Compliant	
46.0201 Carpentry	Compliant	Compliant	Compliant	
46.0399 Electrical Construction and Maintenance	Compliant	Compliant	Compliant	
46.0401 Building Mechanics	Compliant	Compliant	Compliant	
46.0503 Plumbing	Compliant	Compliant	Compliant	
47.0201 Heating, Ventilation & Air Conditioning	Compliant	Compliant	Compliant	
47.0603 Collision Repair	Compliant	Compliant	Compliant	
47.0604 Automotive Technology	Compliant	Compliant	Compliant	
48.0508 Welding	Compliant	Compliant	Compliant	
50.0402 Illustration and Design/Digital Communications	Compliant	Compliant	Compliant	
51.0801 Medical Assistant	Compliant	Compliant	Compliant	

CTE Program CIP/Name	Size	Scope	Quality	Notes (character limit 200)
51.0899 Patient Care Technician	Compliant	Compliant	Compliant	

Section: Narratives - Geographic Information (Labor Market Data)

Capture workforce, salaries and where the jobs are locally.

1. Describe how the CTE programs offered at the CTCs/SD/Postsecondary Institutions align to State, regional or local in-demand industry sectors or occupations identified by state workforce development board or local workforce development board. Character limit 5000

CTCLC has a close working relationship with the local workforce development board and works toward the common goal of aligning our programs with the needs of our community. The executive director from the local workforce development board participates in this group as well as the local advisory committee and comprehensive planning teams. Our administrative director is a member of the workforce development board. We also collaborate on grant projects that are mutually beneficial. We regularly review the HPO and IDOLS lists for the purpose of not only obtaining grants for related programs but also for potential businesses in those areas that can assist us with aligning curriculum, work-based learning opportunities, occupational and local advisory committee membership, and most current industry certification needs. There are also several local business and industry partnerships that we participate in including Manufacturing and Technology. Representatives from our local trade unions, craft apprenticeship councils, local employers, representatives from our local CareerLink, and post-secondary institutions not only participate on our occupational advisory committees to provide their industry expertise but also make scheduled presentations to CTCLC students to reinforce this information.

2. Describe how the CTE programs offered at the CTCs/SD/Postsecondary Institutions are designed to meet local education or economic needs not identified by state board or local workforce development board (Perkins V Sec. 134(c)(2)(B)(I)).

CTE Program CIP/Name	Number of Enrolled (2022-2023)	High Wage (annual) /In Demand Occupations (Local/Regional)	Number of Openings (2021-2022)	High Wage (annual) /In Demand Occupations (State)	Number of Openings (2022-2023)
10.0399 Print Production	17	51-5112 Printing Press Operators\$44,260	23	51-5112 Printing Press Operators\$44,500	870
11.0901 Computer Networking Infrastructure	26	15-1244 Network and Computer Systems Administrators\$76,430	7	15-1244 Network and Computer Systems Administrators\$91,980	914

CTE Program CIP/Name	Number of Enrolled (2022-2023)	High Wage (annual) /In Demand Occupations (Local/Regional)	Number of Openings (2021-2022)	High Wage (annual) /In Demand Occupations (State)	Number of Openings (2022-2023)
12.0401 Cosmetology	86	39-5012 Hairdressers Hairstylists & Cosmetologists \$32,970	68	39-5012 Hairdressers Hairstylists & Cosmetologists \$34,430	7,449
12.0508 Culinary Arts	78	35-2014 Cooks, Restaurant\$30,170	186	35-2014 Cooks, Restaurant\$31,400	16,002
13.0101 Education, General	0	25-2031 Secondary School Teachers\$68,240	58	25-2031 Secondary School Teachers\$73,810	4,093
15.0403 Automated Manufacturing	9	49-9041 Industrial Machinery Mechanics\$54,060	32	49-9041 Industrial Machinery Mechanics\$58,710	3,421
15.1202 Cybersecurity	11	15-1232 Computer User Support Specialist\$60,060	34	15-1232 Computer User Support Specialist\$61,210	2,569
19.0708 Child Development	30	39-9011 Childcare Workers\$25,360	115	39-9011 Childcare Workers\$27,330	6,601
32.0105 Diversified Occupations	1	53-7062 Laborers Freight/Stock Materials Movers\$38,070	303	53-7062 Laborers Freight/Stock Materials Movers\$38,900	24,604

CTE Program CIP/Name	Number of Enrolled (2022-2023)	High Wage (annual) /In Demand Occupations (Local/Regional)	Number of Openings (2021-2022)	High Wage (annual) /In Demand Occupations (State)	Number of Openings (2022-2023)
43.9999 Protective Services	36	33-9032 Security Guards\$30,640	65	33-9032 Security Guards\$35,960	6,149
46.0101 Masonry	24	47-2044 Tile & Stone Setters\$54,670	43	47-2044 Tile & Stone Setters\$54,670	152
46.0201 Carpentry	37	47-2031 Carpenters\$51,980	43	47-2031 Carpenters\$55,420	3,750
46.0399 Electrical Construction and Maintenance	46	47-2111 Electricians\$71,870	45	47-2111 Electricians\$73,540	2,992
46.0401 Building Mechanics	51	49-9071 Maintenance & Repair Workers General\$45,120	97	49-9071 Maintenance & Repair Workers General\$47,080	7,239
46.0503 Plumbing	35	47-2152 Plumbers, Pipefitters & Steamfitters\$51,720	43	47-2152 Plumbers, Pipefitters & Steamfitters\$68,500	1,845
47.0201 Heating, Ventilation & Air Conditioning	30	49-9021 HVAC Mechanics & Installers\$50,000	187	49-9021 HVAC Mechanics & Installers\$55,380	1,805

CTE Program CIP/Name	Number of Enrolled (2022-2023)	High Wage (annual) /In Demand Occupations (Local/Regional)	Number of Openings (2021-2022)	High Wage (annual) /In Demand Occupations (State)	Number of Openings (2022-2023)
47.0603 Collision Repair	29	49-3021 Automotive Body & Related Repairs\$47,120	18	49-3021 Automotive Body & Related Repairs\$49,970	846
47.0604 Automotive Technology	86	49-3023 Automotive Service Technicians & Mechanics\$43,110	62	49-3023 Automotive Service Technicians & Mechanics\$47,850	37,593
48.0508 Welding	47	51-4121 Welders, Cutters, Solders & Brazers\$48,990	33	51-4121 Welders, Cutters, Solders & Brazers\$50,270	2,436
50.0402 Illustration and Design/Digital Communications	50	27-1014 Special Effects Artists & Animators\$54,570	3	27-1014 Special Effects Artists & Animators\$54,570	225
51.0801 Medical Assistant	42	31-9092 Medical Assistants\$37,000	73	31-9092 Medical Assistants\$38,950	5,695
51.0899 Patient Care Technician	51	31-1131 Nursing Assistants\$34,950	181	31-1131 Nursing Assistants\$36,400	12,298
	822.00				

Section: Narratives - Implementation

In tables below evaluate progress toward the implementation of CTE programs and programs of study:
 [Perkins V Sec. 134 (c)(2)(C)]

1. Enrollment Table. Select the same program for the three consecutive years.

CTE Program CIP/Name	Enrollment	Year
10.0399 Print Production	20	Year 1 (2021-2022)
10.0399 Print Production	28	Year 2 (2022-2023)
10.0399 Print Production	18	Year 3 (2023-2024)
11.0901 Computer Networking Infrastructure	14	Year 1 (2021-2022)
11.0901 Computer Networking Infrastructure	36	Year 2 (2022-2023)
11.0901 Computer Networking Infrastructure	20	Year 3 (2023-2024)
12.0401 Cosmetology	86	Year 1 (2021-2022)
12.0401 Cosmetology	100	Year 2 (2022-2023)
12.0401 Cosmetology	86	Year 3 (2023-2024)
12.0508 Culinary Arts	77	Year 1 (2021-2022)
12.0508 Culinary Arts	80	Year 2 (2022-2023)
12.0508 Culinary Arts	80	Year 3 (2023-2024)
13.0101 Education, General	0	Year 1 (2021-2022)
13.0101 Education, General	0	Year 2 (2022-2023)

CTE Program CIP/Name	Enrollment	Year
13.0101 Education, General	0	Year 3 (2023-2024)
15.0403 Automated Manufacturing	0	Year 1 (2021-2022)
15.0403 Automated Manufacturing	7	Year 2 (2022-2023)
15.0403 Automated Manufacturing	9	Year 3 (2023-2024)
15.1202 Cybersecurity	36	Year 1 (2021-2022)
15.1202 Cybersecurity	23	Year 2 (2022-2023)
15.1202 Cybersecurity	19	Year 3 (2023-2024)
19.0708 Child Development	35	Year 1 (2021-2022)
19.0708 Child Development	42	Year 2 (2022-2023)
19.0708 Child Development	30	Year 3 (2023-2024)
32.0105 Diversified Occupations	0	Year 1 (2021-2022)
32.0105 Diversified Occupations	2	Year 2 (2022-2023)
32.0105 Diversified Occupations	1	Year 3 (2023-2024)
43.9999 Protective Services	39	Year 1 (2021-2022)
43.9999 Protective Services	44	Year 2 (2022-2023)
43.9999 Protective Services	36	Year 3 (2023-2024)
46.0101 Masonry	21	Year 1 (2021-2022)

CTE Program CIP/Name	Enrollment	Year
46.0101 Masonry	21	Year 2 (2022-2023)
46.0101 Masonry	24	Year 3 (2023-2024)
46.0201 Carpentry	34	Year 1 (2021-2022)
46.0201 Carpentry	43	Year 2 (2022-2023)
46.0201 Carpentry	37	Year 3 (2023-2024)
46.0399 Electrical Construction and Maintenance	45	Year 1 (2021-2022)
46.0399 Electrical Construction and Maintenance	49	Year 2 (2022-2023)
46.0399 Electrical Construction and Maintenance	46	Year 3 (2023-2024)
46.0401 Building Mechanics	26	Year 1 (2021-2022)
46.0401 Building Mechanics	40	Year 2 (2022-2023)
46.0401 Building Mechanics	49	Year 3 (2023-2024)
46.0503 Plumbing	25	Year 1 (2021-2022)
46.0503 Plumbing	38	Year 2 (2022-2023)
46.0503 Plumbing	34	Year 3 (2023-2024)
47.0201 Heating, Ventilation & Air Conditioning	21	Year 1 (2021-2022)
47.0201 Heating, Ventilation & Air Conditioning	35	Year 2 (2022-2023)

CTE Program CIP/Name	Enrollment	Year
47.0201 Heating, Ventilation & Air Conditioning	31	Year 3 (2023-2024)
47.0603 Collision Repair	14	Year 1 (2021-2022)
47.0603 Collision Repair	27	Year 2 (2022-2023)
47.0603 Collision Repair	29	Year 3 (2023-2024)
47.0604 Automotive Technology	80	Year 1 (2021-2022)
47.0604 Automotive Technology	94	Year 2 (2022-2023)
47.0604 Automotive Technology	86	Year 3 (2023-2024)
48.0508 Welding	45	Year 1 (2021-2022)
48.0508 Welding	50	Year 2 (2022-2023)
48.0508 Welding	47	Year 3 (2023-2024)
50.0402 Illustration and Design/Digital Communications	36	Year 1 (2021-2022)
50.0402 Illustration and Design/Digital Communications	43	Year 2 (2022-2023)
50.0402 Illustration and Design/Digital Communications	49	Year 3 (2023-2024)
51.0801 Medical Assistant	40	Year 1 (2021-2022)
51.0801 Medical Assistant	49	Year 2 (2022-2023)
51.0801 Medical Assistant	46	Year 3 (2023-2024)

CTE Program CIP/Name	Enrollment	Year
51.0899 Patient Care Technician	39	Year 1 (2021-2022)
51.0899 Patient Care Technician	44	Year 2 (2022-2023)
51.0899 Patient Care Technician	47	Year 3 (2023-2024)
	2,452.00	

2. Concentrator Enrollment Table. Select the same program for the three consecutive years. Select programs in the same order as previous table.

CTE Program CIP/Name	Concentrator Enrollment	Year
10.0399 Print Production	14	Year 1 (2021-2022)
10.0399 Print Production	12	Year 2 (2022-2023)
10.0399 Print Production	9	Year 3 (2023-2024)
11.0901 Computer Networking Infrastructure	6	Year 1 (2021-2022)
11.0901 Computer Networking Infrastructure	20	Year 2 (2022-2023)
11.0901 Computer Networking Infrastructure	14	Year 3 (2023-2024)
12.0401 Cosmetology	40	Year 1 (2021-2022)
12.0401 Cosmetology	64	Year 2 (2022-2023)
12.0401 Cosmetology	63	Year 3 (2023-2024)
12.0508 Culinary Arts	57	Year 1 (2021-2022)

CTE Program CIP/Name	Concentrator Enrollment	Year
12.0508 Culinary Arts	42	Year 2 (2022-2023)
12.0508 Culinary Arts	50	Year 3 (2023-2024)
13.0101 Education, General	0	Year 1 (2021-2022)
13.0101 Education, General	0	Year 2 (2022-2023)
13.0101 Education, General	0	Year 3 (2023-2024)
15.0403 Automated Manufacturing	0	Year 1 (2021-2022)
15.0403 Automated Manufacturing	0	Year 2 (2022-2023)
15.0403 Automated Manufacturing	7	Year 3 (2023-2024)
15.1202 Cybersecurity	25	Year 1 (2021-2022)
15.1202 Cybersecurity	21	Year 2 (2022-2023)
15.1202 Cybersecurity	15	Year 3 (2023-2024)
19.0708 Child Development	27	Year 1 (2021-2022)
19.0708 Child Development	21	Year 2 (2022-2023)
19.0708 Child Development	15	Year 3 (2023-2024)
32.0105 Diversified Occupations	0	Year 1 (2021-2022)
32.0105 Diversified Occupations	2	Year 2 (2022-2023)
32.0105 Diversified Occupations	1	Year 3 (2023-2024)

CTE Program CIP/Name	Concentrator Enrollment	Year
43.9999 Protective Services	27	Year 1 (2021-2022)
43.9999 Protective Services	22	Year 2 (2022-2023)
43.9999 Protective Services	25	Year 3 (2023-2024)
46.0101 Masonry	15	Year 1 (2021-2022)
46.0101 Masonry	11	Year 2 (2022-2023)
46.0101 Masonry	12	Year 3 (2023-2024)
46.0201 Carpentry	18	Year 1 (2021-2022)
46.0201 Carpentry	23	Year 2 (2022-2023)
46.0201 Carpentry	26	Year 3 (2023-2024)
46.0399 Electrical Construction and Maintenance	30	Year 1 (2021-2022)
46.0399 Electrical Construction and Maintenance	38	Year 2 (2022-2023)
46.0399 Electrical Construction and Maintenance	25	Year 3 (2023-2024)
46.0401 Building Mechanics	14	Year 1 (2021-2022)
46.0401 Building Mechanics	20	Year 2 (2022-2023)
46.0401 Building Mechanics	29	Year 3 (2023-2024)
46.0503 Plumbing	16	Year 1 (2021-2022)
46.0503 Plumbing	14	Year 2 (2022-2023)

CTE Program CIP/Name	Concentrator Enrollment	Year
46.0503 Plumbing	25	Year 3 (2023-2024)
47.0201 Heating, Ventilation & Air Conditioning	8	Year 1 (2021-2022)
47.0201 Heating, Ventilation & Air Conditioning	24	Year 2 (2022-2023)
47.0201 Heating, Ventilation & Air Conditioning	21	Year 3 (2023-2024)
47.0603 Collision Repair	5	Year 1 (2021-2022)
47.0603 Collision Repair	16	Year 2 (2022-2023)
47.0603 Collision Repair	22	Year 3 (2023-2024)
47.0604 Automotive Technology	57	Year 1 (2021-2022)
47.0604 Automotive Technology	54	Year 2 (2022-2023)
47.0604 Automotive Technology	56	Year 3 (2023-2024)
48.0508 Welding	24	Year 1 (2021-2022)
48.0508 Welding	35	Year 2 (2022-2023)
48.0508 Welding	29	Year 3 (2023-2024)
50.0402 Illustration and Design/Digital Communications	28	Year 1 (2021-2022)
50.0402 Illustration and Design/Digital Communications	26	Year 2 (2022-2023)

CTE Program CIP/Name	Concentrator Enrollment	Year
50.0402 Illustration and Design/Digital Communications	34	Year 3 (2023-2024)
51.0801 Medical Assistant	26	Year 1 (2021-2022)
51.0801 Medical Assistant	30	Year 2 (2022-2023)
51.0801 Medical Assistant	30	Year 3 (2023-2024)
51.0899 Patient Care Technician	22	Year 1 (2021-2022)
51.0899 Patient Care Technician	23	Year 2 (2022-2023)
51.0899 Patient Care Technician	28	Year 3 (2023-2024)
	1,513.00	

3. Dual Credits Table. Select the same program for the three consecutive years. Select programs in the same order as previous table.

CTE Program CIP/Name	Earning Dual Credits	Year
10.0399 Print Production	0	Year 1 (2021-2022)
10.0399 Print Production	0	Year 2 (2022-2023)
10.0399 Print Production	0	Year 3 (2023-2024)
11.0901 Computer Networking Infrastructure	4	Year 1 (2021-2022)
11.0901 Computer Networking Infrastructure	5	Year 2 (2022-2023)
11.0901 Computer Networking Infrastructure	8	Year 3 (2023-2024)

CTE Program CIP/Name	Earning Dual Credits	Year
12.0401 Cosmetology	0	Year 1 (2021-2022)
12.0401 Cosmetology	0	Year 2 (2022-2023)
12.0401 Cosmetology	0	Year 3 (2023-2024)
12.0508 Culinary Arts	0	Year 1 (2021-2022)
12.0508 Culinary Arts	0	Year 2 (2022-2023)
12.0508 Culinary Arts	0	Year 3 (2023-2024)
13.0101 Education, General	0	Year 1 (2021-2022)
13.0101 Education, General	0	Year 2 (2022-2023)
13.0101 Education, General	0	Year 3 (2023-2024)
15.0403 Automated Manufacturing	0	Year 1 (2021-2022)
15.0403 Automated Manufacturing	0	Year 2 (2022-2023)
15.0403 Automated Manufacturing	0	Year 3 (2023-2024)
15.1202 Cybersecurity	3	Year 1 (2021-2022)
15.1202 Cybersecurity	0	Year 2 (2022-2023)
15.1202 Cybersecurity	0	Year 3 (2023-2024)
19.0708 Child Development	4	Year 1 (2021-2022)
19.0708 Child Development	1	Year 2 (2022-2023)

CTE Program CIP/Name	Earning Dual Credits	Year
19.0708 Child Development	8	Year 3 (2023-2024)
32.0105 Diversified Occupations	0	Year 1 (2021-2022)
32.0105 Diversified Occupations	0	Year 2 (2022-2023)
32.0105 Diversified Occupations	0	Year 3 (2023-2024)
43.9999 Protective Services	1	Year 1 (2021-2022)
43.9999 Protective Services	0	Year 2 (2022-2023)
43.9999 Protective Services	0	Year 3 (2023-2024)
46.0101 Masonry	0	Year 1 (2021-2022)
46.0101 Masonry	0	Year 2 (2022-2023)
46.0101 Masonry	2	Year 3 (2023-2024)
46.0201 Carpentry	0	Year 1 (2021-2022)
46.0201 Carpentry	0	Year 2 (2022-2023)
46.0201 Carpentry	3	Year 3 (2023-2024)
46.0399 Electrical Construction and Maintenance	0	Year 1 (2021-2022)
46.0399 Electrical Construction and Maintenance	0	Year 2 (2022-2023)
46.0399 Electrical Construction and Maintenance	1	Year 3 (2023-2024)
46.0401 Building Mechanics	0	Year 1 (2021-2022)

CTE Program CIP/Name	Earning Dual Credits	Year
46.0401 Building Mechanics	0	Year 2 (2022-2023)
46.0401 Building Mechanics	1	Year 3 (2023-2024)
46.0503 Plumbing	0	Year 1 (2021-2022)
46.0503 Plumbing	0	Year 2 (2022-2023)
46.0503 Plumbing	1	Year 3 (2023-2024)
47.0201 Heating, Ventilation & Air Conditioning	0	Year 1 (2021-2022)
47.0201 Heating, Ventilation & Air Conditioning	0	Year 2 (2022-2023)
47.0201 Heating, Ventilation & Air Conditioning	1	Year 3 (2023-2024)
47.0603 Collision Repair	0	Year 1 (2021-2022)
47.0603 Collision Repair	0	Year 2 (2022-2023)
47.0603 Collision Repair	0	Year 3 (2023-2024)
47.0604 Automotive Technology	0	Year 1 (2021-2022)
47.0604 Automotive Technology	4	Year 2 (2022-2023)
47.0604 Automotive Technology	3	Year 3 (2023-2024)
48.0508 Welding	1	Year 1 (2021-2022)
48.0508 Welding	4	Year 2 (2022-2023)

CTE Program CIP/Name	Earning Dual Credits	Year
48.0508 Welding	1	Year 3 (2023-2024)
50.0402 Illustration and Design/Digital Communications	3	Year 1 (2021-2022)
50.0402 Illustration and Design/Digital Communications	3	Year 2 (2022-2023)
50.0402 Illustration and Design/Digital Communications	3	Year 3 (2023-2024)
51.0801 Medical Assistant	0	Year 1 (2021-2022)
51.0801 Medical Assistant	0	Year 2 (2022-2023)
51.0801 Medical Assistant	0	Year 3 (2023-2024)
51.0899 Patient Care Technician	0	Year 1 (2021-2022)
51.0899 Patient Care Technician	0	Year 2 (2022-2023)
51.0899 Patient Care Technician	0	Year 3 (2023-2024)
	65.00	

4. Certification/Credential Table. Select the same program for the three consecutive years. Select programs in the same order as previous table.

CTE Program CIP/Name	Certification/Credentials Earned	Year
10.0399 Print Production	0	Year 1 (2021-2022)
10.0399 Print Production	14	Year 2 (2022-2023)
10.0399 Print Production	17	Year 3 (2023-2024)

CTE Program CIP/Name	Certification/Credentials Earned	Year
11.0901 Computer Networking Infrastructure	4	Year 1 (2021-2022)
11.0901 Computer Networking Infrastructure	10	Year 2 (2022-2023)
11.0901 Computer Networking Infrastructure	12	Year 3 (2023-2024)
12.0401 Cosmetology	24	Year 1 (2021-2022)
12.0401 Cosmetology	61	Year 2 (2022-2023)
12.0401 Cosmetology	76	Year 3 (2023-2024)
12.0508 Culinary Arts	45	Year 1 (2021-2022)
12.0508 Culinary Arts	38	Year 2 (2022-2023)
12.0508 Culinary Arts	47	Year 3 (2023-2024)
13.0101 Education, General	0	Year 1 (2021-2022)
13.0101 Education, General	0	Year 2 (2022-2023)
13.0101 Education, General	0	Year 3 (2023-2024)
15.0403 Automated Manufacturing	0	Year 1 (2021-2022)
15.0403 Automated Manufacturing	0	Year 2 (2022-2023)
15.0403 Automated Manufacturing	0	Year 3 (2023-2024)
15.1202 Cybersecurity	16	Year 1 (2021-2022)

CTE Program CIP/Name	Certification/Credentials Earned	Year
15.1202 Cybersecurity	13	Year 2 (2022-2023)
15.1202 Cybersecurity	16	Year 3 (2023-2024)
19.0708 Child Development	9	Year 1 (2021-2022)
19.0708 Child Development	72	Year 2 (2022-2023)
19.0708 Child Development	90	Year 3 (2023-2024)
32.0105 Diversified Occupations	0	Year 1 (2021-2022)
32.0105 Diversified Occupations	0	Year 2 (2022-2023)
32.0105 Diversified Occupations	0	Year 3 (2023-2024)
43.9999 Protective Services	92	Year 1 (2021-2022)
43.9999 Protective Services	109	Year 2 (2022-2023)
43.9999 Protective Services	136	Year 3 (2023-2024)
46.0101 Masonry	3	Year 1 (2021-2022)
46.0101 Masonry	10	Year 2 (2022-2023)
46.0101 Masonry	12	Year 3 (2023-2024)
46.0201 Carpentry	96	Year 1 (2021-2022)
46.0201 Carpentry	90	Year 2 (2022-2023)
46.0201 Carpentry	112	Year 3 (2023-2024)

CTE Program CIP/Name	Certification/Credentials Earned	Year
46.0399 Electrical Construction and Maintenance	26	Year 1 (2021-2022)
46.0399 Electrical Construction and Maintenance	49	Year 2 (2022-2023)
46.0399 Electrical Construction and Maintenance	61	Year 3 (2023-2024)
46.0401 Building Mechanics	21	Year 1 (2021-2022)
46.0401 Building Mechanics	30	Year 2 (2022-2023)
46.0401 Building Mechanics	37	Year 3 (2023-2024)
46.0503 Plumbing	18	Year 1 (2021-2022)
46.0503 Plumbing	18	Year 2 (2022-2023)
46.0503 Plumbing	22	Year 3 (2023-2024)
47.0201 Heating, Ventilation & Air Conditioning	13	Year 1 (2021-2022)
47.0201 Heating, Ventilation & Air Conditioning	17	Year 2 (2022-2023)
47.0201 Heating, Ventilation & Air Conditioning	21	Year 3 (2023-2024)
47.0603 Collision Repair	24	Year 1 (2021-2022)
47.0603 Collision Repair	166	Year 2 (2022-2023)
47.0603 Collision Repair	207	Year 3 (2023-2024)

CTE Program CIP/Name	Certification/Credentials Earned	Year
47.0604 Automotive Technology	198	Year 1 (2021-2022)
47.0604 Automotive Technology	83	Year 2 (2022-2023)
47.0604 Automotive Technology	104	Year 3 (2023-2024)
48.0508 Welding	25	Year 1 (2021-2022)
48.0508 Welding	8	Year 2 (2022-2023)
48.0508 Welding	10	Year 3 (2023-2024)
50.0402 Illustration and Design/Digital Communications	0	Year 1 (2021-2022)
50.0402 Illustration and Design/Digital Communications	0	Year 2 (2022-2023)
50.0402 Illustration and Design/Digital Communications	0	Year 3 (2023-2024)
51.0801 Medical Assistant	26	Year 1 (2021-2022)
51.0801 Medical Assistant	39	Year 2 (2022-2023)
51.0801 Medical Assistant	48	Year 3 (2023-2024)
51.0899 Patient Care Technician	28	Year 1 (2021-2022)
51.0899 Patient Care Technician	21	Year 2 (2022-2023)
51.0899 Patient Care Technician	26	Year 3 (2023-2024)

	2,570.00	
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Section: Narratives - Diversity in Staff

1. Describe progress being made to improve recruitment, retention, and training of CTE teachers, faculty, specialized instructional support personnel, paraprofessionals, and career guidance and academic counselors, including individuals in groups underrepresented in these professions [Perkins V Sec. 134 (c)(2)(D)]. Character limit 5000

CTCLC has used various resources to recruit personnel (all positions) including posting positions on our website, bulletin boards, local post-secondary schools, Chamber of Commerce, PACTA, and the job website Indeed. We recently expanded our contract with Indeed to include targeted searches for particularly hard positions to fill. We also share posting with all employees, joint operating committee members and superintendents. Although our demographic area is somewhat diverse, we find it difficult to recruit underrepresented individuals in the instructional positions due to the level of educational and industry experience requirements. Our retention effort has included an extensive teacher mentoring program that was developed by the CTE teachers (Counselors are also part of this group). It is monitored by a Professional Development committee which is composed of both teachers and administrators and meets monthly. Our paraprofessional and lab assistants are given an orientation program and are paired with another experienced staff member for a period of time. Our retention effort has improved significantly since the institution of the mentoring program. We have an extensive professional development program that includes 4 in-service days for all staff as well as two 45 minute sessions per week for all teachers and counselors in the collective bargaining unit. These activities are planned and facilitated by the Supervisor of Career and Technical Education. We also plan professional development activities for paraprofessionals on the days we have student delays due to inclement weather. This is planned by our Special Education Coordinator. All staff has the opportunity to participate in outside workshops and conferences related to their position and/or area of expertise.

Identify the diversity in the staff for the past three years.

Individuals in groups underrepresented	# Underrepresented	Number Working in Local CTE Program(s)	Year	# Professional Development Workshops Offered	Year
CTE Teachers	2	24	Year 1 (2021-2022)	5	Year 1 (2021-2022)
CTE Teachers	2	23	Year 2 (2022-2023)	4	Year 2 (2022-2023)
CTE Teachers	2	26	Year 3 (2023-2024)	6	Year 3 (2023-2024)
Other Faculty	2	2	Year 1 (2021-2022)	5	Year 1 (2021-2022)

Individuals in groups underrepresented	# Underrepresented	Number Working in Local CTE Program(s)	Year	# Professional Development Workshops Offered	Year
Other Faculty	2	3	Year 2 (2022-2023)	4	Year 2 (2022-2023)
Other Faculty	2	3	Year 3 (2023-2024)	6	Year 3 (2023-2024)
Instructional Support	2	5	Year 1 (2021-2022)	5	Year 1 (2021-2022)
Instructional Support	2	5	Year 2 (2022-2023)	4	Year 2 (2022-2023)
Instructional Support	2	5	Year 3 (2023-2024)	6	Year 3 (2023-2024)
Paraprofessionals	2	8	Year 1 (2021-2022)	5	Year 1 (2021-2022)
Paraprofessionals	2	9	Year 2 (2022-2023)	6	Year 2 (2022-2023)
Paraprofessionals	2	11	Year 3 (2023-2024)	8	Year 3 (2023-2024)
Counselors	2	2	Year 1 (2021-2022)	5	Year 1 (2021-2022)
Counselors	2	2	Year 2 (2022-2023)	6	Year 2 (2022-2023)
Counselors	2	2	Year 3 (2023-2024)	8	Year 3 (2023-2024)
Others	0	2	Year 1 (2021-2022)	5	Year 1 (2021-2022)

Individuals in groups underrepresented	# Underrepresented	Number Working in Local CTE Program(s)	Year	# Professional Development Workshops Offered	Year
Others	0	2	Year 2 (2022-2023)	4	Year 2 (2022-2023)
Others	0	2	Year 3 (2023-2024)	6	Year 3 (2023-2024)

If other was selected provide explanation. (2000 Characters)

Other Faculty: Math Teachers
 Others: Career Resource Coordinator and Essential Skills Coordinator

Section: Narratives - Professional Development

Professional Development means activities that are an integral part of eligible agency, eligible recipient, institution, or school strategies for providing educators (including teachers, principals, other school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, and paraprofessionals) with the knowledge and skills necessary to enable students to succeed in career and technical education, to meet challenging State academic standards under section 1111(b)(1) of the Elementary and Secondary Education Act (ESSA), or to achieve academic skills at the postsecondary level. Also, Professional Development activities should be sustained (not stand-alone, 1-day, or short-term workshops), intensive, collaborative, job-embedded, data-driven, and classroom-focused, to the extent practicable evidence-based.

1. Professional Development Offered/Participated:

Title	Type (Workshop, Conference, Other)	Who Attended (Positions Name Only)
Act 126 Training	Workshop	Teachers, Principal, Other School Leaders, Administrators, Instructional Support Personnel, Career Resource Coordinator, School Counselors, and Paraprofessionals
Self Harm Awareness Prevention & Youth Suicide Awareness, Prevention, and Postvention	Workshop	Teachers, Principal, Other School Leaders, Administrators, Instructional Support Personnel, Career Resource Coordinator, School Counselors, and Paraprofessionals
School Violence, EOP and Trauma Awareness	Workshop	Teachers, Principal, Other School Leaders, Administrators, Instructional Support Personnel, Career Resource Coordinator, School Counselors, and Paraprofessionals
Integrating ELA and Mathematics Standards into Lesson Plans and Learning Guides	Other - In-House Professional Development	Teachers, Principal, Other School Leaders, Instructional Support Personnel and Paraprofessionals

Title	Type (Workshop, Conference, Other)	Who Attended (Positions Name Only)
Digital Work Journals	Other - In-House Professional Development	Teachers, Principal, Other School Leaders, Administrators, Instructional Support Personnel, Career Resource Coordinator, School Counselors, and Paraprofessionals
Enhancing Occupational Advisory Committees	Other - In-House Professional Development	Teachers, Principal, Other School Leaders, and Instructional Support Personnel
SMART Training	Workshop	Teachers, Principal, Other School Leaders, Administrators, Instructional Support Personnel, School Counselors, and Paraprofessionals
Diversity, Equity and Inclusion (LGBTQIA2S)	Workshop	Teachers, Principal, Other School Leaders, Administrators, Instructional Support Personnel, Career Resource Coordinator, School Counselors, and Paraprofessionals
Stop the Bleed, CPR & AED	Workshop	Teachers and Instructional Support Personnel
Effective Instructional Strategies	Workshop	Teachers, Principal, Administrators
Use of Data to Drive Instruction	Workshop	Teachers, Principal, Other School Leaders, Administrators, Instructional Support Personnel, and School Counselors
		Teachers, Principal,

Title	Type (Workshop, Conference, Other)	Who Attended (Positions Name Only)
Accommodations for Students with IEP's and 504 Plans	Other - In-House Professional Development	Instructional Support Personnel, School Counselors, and Paraprofessionals
Assisting & Supporting Instruction	Workshop	Paraprofessionals
Behavior Management Basics	Workshop	Paraprofessionals
Roles and Responsibilities	Workshop	Paraprofessionals
Strategies for Instructing Smaller Groups	Workshop	Paraprofessionals
PA Association of CTE Special Populations Conference	Conference	Paraprofessionals
Phillips Exeter Academy	Workshop	CTE Teacher
Masonry Instructor Workshop	Workshop	CTE Teacher
PACTA Conference for Cooperative Education Coordinators	Conference	CTE Teacher
PACTA Conference for School Counselors	Conference	School Counselors
NEIU 19 Mental Health Consortium	Workshop	School Counselor
PSCA Spring Break Conference	Conference	School Counselors
Integrated Learning Conference	Conference	CTE Teachers
Regional Automotive Conference for Educators	Conference	CTE Teachers

Title	Type (Workshop, Conference, Other)	Who Attended (Positions Name Only)
PACTA Summer Leadership Conference	Conference	Administrators, Instructional Support, Career Resource Coordinator
PACTA New Director Academy	Workshop	Administrators and Instructional Support

2. Describe how attendance is being tracked for all professional development. Character limit 5000

Attendance at internal Professional Development Sessions is tracked through a sign-in sheet monitored by the Supervisor of Career and Technical Education. Outside professional development is tracked by travel requests and Professional Development Plans that are submitted and approved by Administration and monitored by the Professional Development Committee and the Supervisor of Career and Technical Education. Documentation has to include the number of hours spent through Act 48 credit, CEU's or certificate of completion. Agendas/outlines are also required.