

NARRATIVES

SUN Area Career and Technology Center

Local Education Agency/Institution

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Contact Person and Telephone Number

Planning Meeting Funding Source

Planning Meeting-Funding Source Grid

Identify all funding sources for the (9) required uses of funds in Perkins IV, per Section 135(b).

Required Uses of Finds	% of Perkins Funding (1-100)	Funding Source(s)	Amount
Develop, Improve, Expand the Use of Technology	10	Perkins Grant	\$503,600.00
Linking Secondary and Postsecondary Programs	2	SUN Tech	\$118,000.00
Initiate, Improve, Expand and Modernize CTE Programs through Curriculum Development and Equipment Purchases.	18	Perkins Grant	\$906,068.00
Strengthen Academic Rigor	4	SUN Tech	\$220,000.00
Provide Student Experience in All Aspects of an Industry	5	SUN Tech	\$260,000.00
Provide Professional Development for All Staff involved in Integrating CTE Programs	17	SUN Tech	\$850,000.00
Program Evaluation and Special Populations Needs Assessment	13	SUN Tech	\$650,000.00
Provide Services and Activities of Sufficient Size and Scope to bring about Quality Improvement of CTE Programs	17	SUN Tech	\$810,000.00

Attracting and Preparing Special Populations Students for High-Skill, High-Wage or High Demand Occupations	14	SUN Tech	\$666,000.00
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Program of Study

1. The state is developing seven “Programs of Study” (POS) to begin implementation in 2008-2009. If the school/institution is offering one of the seven CIPs, the state developed Program of Study must be implemented. Note: If you do not offer one of the CIPs below, PDE will be developing future POS by CIP in order for all local programs to be able to comply with Perkins IV Law.

CIP-CIP Title

- 01.0201-Ag Mechanization, General
- 19.0708-Child Care/Support Serv Mgt
- 46.0201-Carpentry/Carpenter
- 48.0508-Welding Technology/Welder
- 51.0601-Dental Assistant
- 51.0899-Health/Med Assts, Other
- 52.0302-Accounting Technician
- Currently do not offer one of the CIPs above.

2. What is the CTE/Institution’s timeline to implement the selected POS? Note: Full implementation must be completed by 2009-2010 for at least one POS.

The SUN Tech welding program occupational analysis and verified task list aligned with academic standards and assessment anchors was submitted to the BCTE on 1/31/08. On 4/17/08, a meeting was held with the 5 sending schools, Pennsylvania College of Technology and Harrisburg Area Community College to develop a tech prep scope and sequence. Tech prep approval for the SUN Tech welding program will be submitted in CATs by 7/25/08. The SUN Tech welding program is presently working with Penn College to develop a PCNow (dual enrollment) program. SUN Tech welding students can receive advanced placement and will be able to enroll in the PCNow program in the 08-09 school year. Students can receive AWS certification and enter Penn College where they can earn an associate or baccalaureate degree. As soon as the BCTE finalizes the task list for the welding POS, SUN Tech will ensure alignment with the state POS. Pending the BCTE welding POS completion, SUN Tech’s welding POS will be completed with Penn College by 6/1/08.

3. Provide a brief description of the POS selected.

The welding program is intended for students of the twelfth grade who are interested in a seamless transition into a postsecondary institution that offers a degree in welding or securing employment in the field of welding. The course is designed as a one year program with classes meeting on a daily schedule for 180 instructional days. The program has established instruction on the basis of occupational opportunity and a CIP code from the Dictionary of Occupational Titles and SOC codes from O*Net. The curriculum is made up of 17 units of instruction, each consisting of the basic tasks required for the completion of the unit. All tasks are complete, up to date, on target, and locally verified. The construction of the curriculum consists of a combination of the following techniques: textbook method, instructor-group method, advisory-group method and the DACUM method. The parties involved in the curriculum analysis are welders, advisory members, and welding instructors. Resources used to construct the curriculum include the AWS SENSE Program, the Hobart Welding Institute Curriculum, the Blueprint Reading for Welders, and the Welding Principles and Applications Curriculum. The welding curriculum is frequently examined to question its purpose, goals and the likelihood of student placements in gainful employment or a seamless transition into a postsecondary institution that

offers a degree in welding. New processes will be added when the need arises. Obsolete processes will be phased out when they are no longer justified. All changes to the curriculum must meet the approval of the Occupational Advisory Committee.

By using the instruction and equipment to its fullest, the student will prepare for the opportunities available. He/she will have basic manual skills, will understand the basic physical laws controlling the various welding processes, will be familiar with the tools and equipment necessary for manual and semiautomatic welding processes, and will understand the welders' role in automatic welding processes, including the use of robotics. In addition to welding skills the student will establish good safety and leadership skills, the ability to socialize, and the dependability and loyalty needed in today's work force. This knowledge, along with the manipulative skills of the program, should prepare the student for entry into the occupation or postsecondary institution he/she has chosen.

4. Who is your partner (s)?

SUN Tech is partnered with the Pennsylvania College of Technology and all of the appropriate stakeholders.

124(b) 1 Special Populations Needs Assessment

An assessment of the vocational and technical education programs carried out with funds under this title that includes an assessment of how the needs of special populations are being met and how such programs are designed to enable special population to meet State adjusted levels of performance and prepare the special populations for further learning or for high skill, high wage careers.

1. How many special population students are currently being served in approved CTE programs?

93

2. What percentage of total allocation is being spent on increasing performance for special populations students?

30

3. How does the LEA address performance standards not being met by special population students?

It is SUN Tech's goal to improve the educational opportunities for all students through curriculum development, professional development, and data driven decision making. The Resource Staff strives to provide educational support to the students and instructors in order to promote student success, to help students become independent learners and to assist students in the achievement of their individual career goals.

The Special Education department is intended to provide supportive services for students who have been identified as having learning differences as defined by IDEA and supported with an Individualized Education Plan (IEP). The department is made up of two Certified Special Education Instructors and 8 paraprofessionals (4 instructional aides, 2 math aides and 2 job coaches). The Special Education Instructors work closely with the Supervisors of Special Education from the 5 sending school districts as well as the Transition Coordinators from these school districts.

IEPs are developed through collaboration with the sending school districts. Throughout the year, referrals are made to the Office of Vocational Services, MH/MR agencies, and other service agencies that can assist with the transition from school to work or school to further education (post-secondary outcomes). As IDEA law and other Special Education Laws change, processes, systems and methodology is changed accordingly. An Advisory Committee meets periodically throughout the year to review and make suggestions and changes in curriculum, methods, materials, and processes. This Advisory Committee is made up of transition coordinators and supervisors of special education from the participating school districts as well as other community organization staff and one student. In addition to the supports provided for the students who have been identified with specific needs through the IEP process, staff may also assist other students who have been identified by their instructors as needing extra support.

4. Describe how the core indicator "Student Attainment" (academic and occupational) is being measured for special populations.

In SUN Tech's standards-based assessment model, assessment no longer follows instruction, but rather monitors and informs the extent to which standards, curriculum, and instruction are aligned, as well as students' levels of proficiency in meeting established standards for graduation.

It is the belief of SUN Tech that when an assessment program relies heavily on external tests, i.e., state, local, and standardized tests, a great deal of confidence is being placed on the accuracy of a single assessment given at one specific point in time. The measurement of a student's performance (at any point in time) will almost always have error associated with it. It is only by using repeated and various types of assessments over time that measurement error can be effectively minimized.

To insure that students have multiple opportunities to demonstrate proficiency in the standards, and to increase the validity and reliability of school-wide/classroom developed assessments, multiple assessment

tools, including commercial and state assessments, are included in this assessment plan

- „X Commercial Certifications, i.e., ASE, NIMS, A+, CNNA, MCP
- „X Employer Evaluations
- „X Hands-on Performance Testing
- „X Individual/Group projects
- „X Multi-media presentations
- „X National Assessment of Educational Progress (HSTW)
- „X National Occupational Competency Testing Institute (NOCTI) *
- „X Oral and written testing
- „X Performance monitoring
- „X Portfolio
- „X Projects related to specific occupational skills
- „X Rubrics
- „X Selected/constructed response assessments
- „X State Certifications, i.e., Cosmetology State Board Exam Certified Nurse Assistant (CAN); PA Dental Radiological Procedures Exam
- „X Skill/competency checklists
- „X Teacher observation of performance
- „X Teacher-made tests/quizzes/homework
- „X Work-based evaluation components

The aim of the assessment program is not merely to monitor student performance but to improve performance of students; the capabilities of faculty, and the schools' programs and organizational effectiveness. Assessments will be based on key organizational and educational goals and planned course curricula composed of exemplary tasks, criteria and standards.

5. Describe how the core indicator “Program Completion” is being measured for special populations.

The special populations' program completion rate is recorded in PIMS and is monitored by our Special Education Department and reviewed by the Quality Management Team.

The following data is gathered for all noncompleters:

1. Program
2. Sending school
3. Grade level
4. Gender
5. Age
6. IEP exceptionality
7. Reason for not completing or withdrawing:
 - a. PIMS withdrawal code and description
 - b. Will not receive a diploma or equivalent this year
 - c. Did not complete program requirements
 - d. Did not take the end of year skills assessment
 - e. Other

This data will be compiled and analyzed. The aim of the data analysis is not merely to monitor student completion rates but to improve student completion rates, the awareness of faculty, and the schools' programs and organizational effectiveness.

6. Describe how the core indicator “Placement and Retention” is being measured for special populations.

All students including special populations are provided with employability skills training and the privilege to participate in our Co-op program. Special population students go through a transition clinic and participate in

the completion of a Summary of Performance report. SUN Tech utilizes state and school developed placement and Co-op survey data results, as well as VEMIS, CATS, PIMS and school generated data to measure placement and retention. The data analysis is monitored by our Special Education Department and reviewed by the Quality Management Team. The aim of the data analysis is not merely to monitor student placement and retention rates but to improve student placement and retention rates, the awareness of faculty, and the schools' programs and organizational effectiveness.

7. Describe how Non-Traditional Participation is being measured for vocational and technical programs.

SUN Tech utilizes school developed survey results, as well as VEMIS, CATS, PIMS, Perkins Performance Indicators and school generated data to measure non-traditional participation. The data analysis is monitored and reviewed by the Quality Management Team. SUN Tech's non-traditional participation is above the state average. The aim of the data analysis is not merely to monitor non-traditional participation rates but to improve non-traditional participation rates, the awareness of faculty, and the schools' programs and organizational effectiveness.

8. Describe how Non-Traditional Completion is being measured for career and technical programs.

SUN Tech utilizes school developed survey results, as well as VEMIS, CATS, PIMS, Perkins Performance Indicators and school generated data to measure non-traditional completion. The data analysis is monitored and reviewed by the Quality Management Team. SUN Tech's non-traditional completion rate has dropped this year. The aim of the data analysis is not merely to monitor non-traditional completion rates but to improve non-traditional completion rates, the awareness of faculty, and the schools' programs and organizational effectiveness.

9. Describe how the eligible recipient will -

(A). Review career and technical education programs, and identify and adopt strategies to overcome barriers that result in lowering rates of access to or lowering success in the programs, for special populations.

Programs are reviewed and updated through OAC, Chapter 339 APE, ISO QMT, CATS, WIB HPO, POS, etc. Barriers and the strategies needed to overcome them are addressed in the Special Education Committee Meetings, IEP meetings, transition meetings and summary of performance meetings. In most situations the best way to develop strategies to overcome barriers is through IEP meetings.

(B). Provide programs that are designed to enable the special populations to meet the local adjusted levels of performance.

SUN Tech's programs are monitored annually for alignment with national, state and local Workforce Investment Board High Priority High Demand Occupations offering family sustaining wages. Program curriculum is aligned with the state standards and anchors. CIP and SOC codes are verified through O*NET. Programs are also aligning curriculum with state programs of study as they become available. The strategic plan addresses professional development, the improvement of performance indicator results, an updated career guidance plan, a new student services report which includes a student assistance program, and a technology report that is designed to improve the students and staffs technology skills.

(C). Provide activities to prepare special populations, including single parents and displaced homemakers, for high skill, high wage, or high demand occupations that will lead to self-sufficiency.

SUN Tech has a nondiscrimination policy and offers 11 programs that are approved as high skill, high wage, or high demand occupations that lead to self-sufficiency. These programs are offered during the day and or evenings. SUN had 8 primetime daytime adult students in attendance this year and over 200 adults that attended evening classes. Two of the daytime adults were OVR recipients. The evening classes are run twice a year and can be taken in succession.

134(b) & 135(b) Requirements

134 (b) Local Plan Content Requirements 135 (b) Local Plan Required Uses of Funds Describe how the career and technical education programs will be improved and carried out with funds allocated to your LEA.

1. Describe how the career and technical education activities will be carried out with respect to meeting State and local negotiated levels of performance established under Perkins IV Accountability section 113.

The performance indicator 1S1 PSSA Reading and 1S2 PSSA Math are below the state baseline. SUN Tech's plan to improve student achievement and meet the state adjusted levels of performance in the students reading and math skills is to provide professional development to the faculty. The strategic plan allows for professional development in curriculum writing and instructional/learning styles and strategies. It includes training in data analysis and new technologies. Instructors will have the opportunity to attend APL training on instructional strategies and learning styles. Instructors will also be required to complete the academic alignment within their curriculum. Lesson plan requirements include the integration of academic standards and or anchors even though students take the PSSA before coming to SUN Tech. Lessons are completed in a data base that allows academic and technical instructors to view lessons related to the academic standards. This data base allows for teaching rigorous and relevant academics in the content area.

Although the 2S1 NOCTI performance indicator was above the state baseline, a strategic plan was developed that includes pretests and quarterly tests to be administered for improved feedback. All pretests and quarterly tests will be generated and administered on the computer for instant feedback and to help students to become acquainted with the computer tests. Data will be analyzed and the faculty will be given professional development on how to best utilize the results of the data analysis.

Even though the 3S1 Completion performance indicator was above the state baseline, the completion rate is recorded in PIMS and is monitored the Quality Management Team.

The following data is gathered for all non-completers:

1. Program
2. Sending school
3. Grade level
4. Gender
5. Age
6. IEP exceptionality
7. Reason for not completing or withdrawing:
 - a. PIMS withdrawal code and description
 - b. Will not receive a diploma or equivalent this year
 - c. Did not complete program requirements
 - d. Did not take the end of year skills assessment
 - e. Other

This data will be compiled and analyzed. The aim of the data analysis is not merely to monitor student completion rates but to improve student completion rates, the awareness of faculty, and the schools' programs and organizational effectiveness.

4S1 Graduation Rate, students do not graduate from SUN Tech.

The 5S1 Placement is above the state baseline and all students are provided with employability skills training and the privilege to participate in our Co-op program. Students participate in the completion of a Summary of Performance report. SUN Tech utilizes state and school developed placement and Co-op survey data results, as well as VEMIS, CATS, PIMS and school generated data to measure placement and retention. The data analysis is monitored by the Quality Management Team. The aim of the data analysis is not merely to monitor student placement and retention rates but to improve student placement and retention rates, the awareness of faculty, and the schools' programs and organizational effectiveness.

6S1 Nontraditional Participation is above the state baseline and SUN Tech utilizes school developed survey results, as well as VEMIS, CATS, PIMS, Perkins Performance Indicators and school generated data to measure non-traditional participation. The data analysis is monitored and reviewed by the Quality Management Team. The aim of the data analysis is not merely to monitor non-traditional participation rates but to improve non-traditional participation rates, the awareness of faculty, and the schools' programs and organizational effectiveness. All recruitment and advertising is done with the promotion of non-traditional participation in mind. Non-traditional student barriers and the strategies needed to overcome them are addressed in the Quality Management Team Meetings.

The performance indicator 6S2 Nontraditional Completion is below the state baseline. SUN Tech utilizes school developed survey results, as well as VEMIS, CATS, PIMS, Perkins Performance Indicators and school generated data to measure non-traditional completion. The data analysis is monitored and reviewed by the Quality Management Team. The aim of the data analysis is not merely to monitor non-traditional completion rates but to improve non-traditional completion rates, the awareness of faculty, and the schools' programs and organizational effectiveness. New technology will be used as a motivational tool to help keep nontraditional students involved and motivated through interactive presentations. Post secondary institutions will be asked to come in and inform nontraditional students of the options available to them.

2. Describe how the eligible recipient will:

(A) Offer the appropriate courses of not less than 1 of the career and technical programs of study.

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SUN Tech is partnered with the Pennsylvania College of Technology, Harrisburg Area Community College and all of the appropriate stakeholders.

SUN Tech is also working on POS for the Carpentry, Dental, and Health Programs. By 7/30/08 we will submit course analysis, verification of competency lists, competency lists and aligned standards to the BCTE for the following programs: Computer Network/Telecom, Electronic/CommEng Tech, Criminal Justice/Police, Electric Power Transmission Installation Heating AC Refrigeration Mech, Autobody Repair Technician, Automotive Mechanic Technician, Diesel Mechanics Technician, Machine Tool Technician, and Commercial/Advertising Art.

(B) Improve the academic and technical skills of students participating in career and technical education programs by strengthening academic and career and technical education components of such programs through the integration of coherent and rigorous content aligned with challenging academic standards and relevant career and technical education programs to ensure learning in:

(i) The core academic subjects (as defined in section 9101 of the Elementary and Secondary Education Act of 1965); and

(ii) Career and technical education subjects

SUN Tech is unique in that it is a one-year fulltime program. SUN Tech has integrated academic standards and industry standards into the programs. We are currently using a lesson plan constructor program to align

the academic standards and assessment anchors with each program's competencies. This program is also used to develop lesson plans that incorporate examples of how the standards and anchors are being utilized within each competency.

Each program has an approved academic scope and sequence that aligns with the career objectives which have been developed to prepare students to enter their chosen career path and/or postsecondary program. SUN Tech is proactively promoting academics through alignment and the incorporation of these standards into the lesson plans. Even though they are seniors only, we continue to support their academic achievement.

The SUN Area Career & Technology Center is committed toward a system of seamless education. The school works with various schools of higher education to provide articulation into programs of similar educational outcomes. We have dual enrollment agreements with the Pennsylvania College of Technology and "College in the Tech School" agreements with Harrisburg Area Community College (HACC) which provides a seamless transition from CTE to a degree program. These and other schools review educational courses completed at SUN Tech and give advanced placement in similar programs at their institutions.

(C) Provide students with strong experience in, and understanding of, all aspects of an industry.

Each program at SUN Tech has a minimum of 42 employability skills competencies to be taught throughout the school year. Students have the opportunity to job shadow and participate in fulltime Co-op which usually starts in early February. The building trades cluster fabricates a house, the food service program runs a public restaurant, the cosmetology program has a clinic open to the public, the health program has clinic in the local hospital and retirement homes, the dental program performs clinic in the Dental Care Associates office which is located in the school, and all programs complete community service projects that simulate business operations.

(D) Ensure that students who participate in such career and technical education programs are taught to the same coherent and rigorous content aligned with challenging academic standards as are taught to all other students.

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(E) Encourage career and technical education students at the secondary level to enroll in rigorous and challenging courses in core academic subjects.

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scope and sequence that aligns with the career objectives which have been developed to prepare students to enter their chosen career path and/or postsecondary program. SUN Tech is proactively promoting academics through alignment and the incorporation of these standards into the lesson plans. Even though they are seniors only, we continue to support their academic achievement.

Sending school students are encouraged to follow the tech prep scope and sequence. Recommended academic courses are listed in program brochures and course selection books. Counselors and Curriculum Directors meet at SUN Tech to develop strategies that will improve academic achievement.

3. Describe how comprehensive professional development (including initial teacher preparation) for career and technical education, academic, guidance, and administrative personnel will be provided that promotes the integration of coherent and rigorous content aligned with challenging academic standards and relevant career and technical education (including curriculum development).

The SUN Area Career and Technology Center has assessed the educational and staff development needs of the school, our professional staff, the students we serve and the community we serve.

A review of this assessment resulted in an identification of the following major categories of professional education needs:

Increase student achievement, Increase teacher effectiveness

From these needs the a Committee then identified the professional education goals. The professional education designed by the committee to meet these goals will prepare the professional staff to successfully implement the components of the strategic plan and to assist our students in achieving the PA State Academic/Technical Standards. SUN TECH will provide targeted staff development to meet Goals through programs held on our two contracted staff development days and as outlined in action plans.

Professional Education Action Plan

Goal: Improve Assessment Performance

Goal: Improve Educational Opportunities for All Students

Bi-yearly, reviews will be conducted for the purpose of evaluating continuing professional education. These reviews will include: the monitoring of the continuing professional education plan; the determination of emerging needs; the selection and scheduling of learning activities and providers; and, an on-going evaluation of continuing professional education activities.

4. Describe how parents, students, academic and career and technical education teachers, faculty, administrators, career guidance and academic counselors, representatives of tech prep consortia (if applicable), representatives of the entities participating in activities described in Section 117 of Public Law 105-220 (if applicable), representatives of business (including small business) and industry, labor organizations, representatives of special populations, and other interested individuals are involved in the development, implementation, and evaluation of career and technical education programs assisted under this title, and how such individuals and entities are effectively informed about, and assisted in understanding, the requirements of this title, including career and technical programs of study.

SUN Area Career & Technology Center is continually trying to improve its programs to meet or exceed industry standards in a number of ways. The Quality Management Team, using ISO 9001 guidelines, meets weekly to monitor and suggest ways to improve the standards. They are committed to a process of continuous progress of overall organization effectiveness and capabilities. In addition, the industry standards are identified in the lessons plans. In Tables 1 and 2, SUN Tech has demonstrated our commitment to meeting these standards.

SUN Tech works closely with all stakeholders, the local Workforce Investment Board, the Central Pennsylvania Workforce Development Corporation (CPWDC), our Occupational Advisory Committees (OAC), the Guidance Counselor Committee, the Curriculum Directors Committee, the Local Advisory Committee and the various industries to remain abreast of the rapid pace of change in today's society in

general, and in the schools. These Committees, made up of all the major stakeholders have contributed to the successful and flourishing programs at SUN Tech and have contributed to the development of the strategic plan. The OAC boasts a membership of approximately 250 members in 19 various programs. The members of the OAC are leaders in the community with years of experience. They participate in regularly scheduled OAC/Faculty meetings and share their expertise to keep SUN Tech's programs current with the ever changing industry standards.

SUN Tech uses the information provided by Pennsylvania Department of Education, the Workforce Investment Board, Careerlink and the Occupational Advisory Committees to guide its policy and to use the resources effectively. The Occupational Advisory Committees and the Workforce Investment Board are involved with the curriculum, and equipment decisions at SUN Tech. In addition to being involved with the WIB, CPWDC, SUN Tech participates with the Chamber of Commerce, Union County Industrial Development Corporation, Northumberland County Industrial Development Corporation, Susquehanna Industrial Development Corporation and the Keystone Wood Products Association.

SUN Tech is a member of the Chamber of Commerce's Chair's Circle Program that provides special benefits to those members who choose to make an investment above and beyond their membership dues. The critical programs are designed to build long-term sustainability for the Chamber and its volunteers in serving both members and our valley communities.

The OAC annually reviews the equipment used in the programs with respect to high priority occupations and comparability to industry standards. The OAC is instrumental in our five year plan. They suggest updates in both the instructional programs and the equipment necessary to meet the program goals.

SUN Tech shall notify the public of the results of state, commercial, and locally-developed assessments through the following communication venues when appropriate:

- Advisory Committee Meetings
- Joint Operating Committee meetings
- Local newspaper
- Parent conferences
- Portfolios of student work
- Public information sessions
- School newsletters
- School web page
- Student progress reports
- Via feeder schools' communication plans
- Promotional pamphlets and brochures

5. Provide assurances that the eligible recipient will provide a career and technical education program that is of such size, scope, and quality to bring about improvement in the quality of career and technical education programs.

SUN Tech utilizes an ISO Quality Management Team that meets for one hour every Tuesday. The team is made up of 18 staff and faculty members. The Team strives for continuous improvement through data driven decision making and problem solving. SUN Tech is ISO Registered (First in USA Baldrige Applicant 2003, 2005 & 2007) Middle States Accredited and completed the APE process in 2007. The school and all programs work under the close observation of the appropriate advisory committees.

6. Describe the process that will be used to evaluate and continuously improve the performance of eligible recipient.

It is the belief of the SUN Area Career and Technology Center that when an assessment program relies heavily on external tests, i.e., state, local, and standardized tests, a great deal of confidence is being placed

on the accuracy of a single assessment given at one specific point in time. The measurement of a student's performance (at any point in time) will almost always have error associated with it. It is only by using repeated and various types of assessments over time that measurement error can be effectively minimized.

To insure that students have multiple opportunities to demonstrate proficiency in the standards, and to increase the validity and reliability of school-wide/classroom developed assessments, multiple assessment tools, including commercial and state assessments, are included in this assessment plan

Commercial Certifications, i.e., ASE, NIMS, A+, CNNA, MCP

Employer Evaluations

Hands-on Performance Testing

Individual/Group projects

Multi-media presentations

National Assessment of Educational Progress (HSTW)

National Occupational Competency Testing Institute (NOCTI) *

Oral and written testing

Performance monitoring

Portfolio

Projects related to specific occupational skills

Rubrics

Selected/constructed response assessments

State Certifications, i.e., Cosmetology State Board Exam Certified Nurse Assistant (CAN); PA Dental

Radiological Procedures Exam

Skill/competency checklists

Teacher observation of performance

Teacher-made tests/quizzes/homework

Work-based evaluation components

Each year eligible students in each occupational area participate in the examination for the Pennsylvania Skills Certificate. This exam includes both a written and a performance assessment. The written test assesses factual knowledge, technical information, and the understanding of principles and problem solving related to a student's occupational course. The performance test validates that the student exhibits, through performance, the technical skills required to do the job.

While students participate in the PSSA at their feeder school, many of the skills tested are also skills needed to succeed in the students' chosen occupational areas. Cooperative efforts between educators and the SUN Career and Technology Center and the feeder schools intensify the instruction of those academic standards related to the occupational area. One activity the SUN Area Career and Technology Center has undertaken has been to identify the distribution of assessment tools currently in use in the Career Center to assist students in attaining "proficiency" with respect to the Pennsylvania Mathematics Academic Standards. Use of Assessment Information

The SUN Area Career and Technology Center uses assessment/information data to:

measure attainment of the school's mission and goals

maintain an ISO Quality Management System and ISO 9001 designation.

review and revise curricula

assist students having difficulty achieving proficiency on the standards by providing additional and expanded learning opportunities. review the Malcolm Baldrige National Quality Program Site Evaluation Report.

Results to the Public

The SUN Area Career and Technology Center shall notify the public of the results of state, commercial, and locally-developed assessments through the following communication venues: Advisory Committee meetings, Joint Operating Committee meetings, Local newspaper, Parent conferences, Portfolios of student work, Public information sessions, School newsletters, School web page, Student progress reports, Via feeder schools' communication plans

7. Describe how funds will be used to promote preparation for non-traditional fields.

SUN Tech continually strives to promote non-traditional participation and completion by participating in workshops and seminars related to non-traditional students. Recruitment materials including DVDs, brochures, websites and advertisements are reviewed and continually updated with non-traditional student participation and completion in mind. Secondary institutions are invited into the school to inform non-traditional students of the opportunities they have to offer. Information from the National Alliance for Partnerships in Equity, New Choices New Options, and National Women's Law Center are being reviewed for additional steps that can be taken by SUN Tech to improve in this area.

8. Describe how career guidance and academic counseling will be provided to career and technical education students, including linkages to future education and training opportunities.

Specific objectives of the SUN AREA CTC Guidance Staff will be:

- To provide all necessary guidance services for the students while they are attending SUN Tech
- To develop a system of communications to keep staff personnel, teachers, potential students, parents, and community organizations informed of the opportunities available at the school.
- To assist the guidance personnel at the home schools in providing students with information necessary for realistic educational planning.
- To assist the guidance personnel at the home schools in identifying and encouraging the enrollment of students most likely to benefit from the courses provided at SUN Tech.
- To assist in the maintenance of sufficient and accurate records for each student attending the school.
- To encourage and assist students in continuing their education.
- To make appropriate recommendations to the Administrative Director, Curriculum Coordinator and the Joint Operating Committee concerning the school's program.

RESPONSIBILITIES OF THE GUIDANCE DEPARTMENT

1. Be responsible to the Administrative Director
2. Be responsible for carrying out the administration and supervision of the guidance program according to the rules, policies and regulations adopted by the Joint Operating Committee.
3. Be responsible for the development and updating of the guidance program.
4. Organize, plan and operate a Guidance Advisory Committee comprised of guidance personnel of the participating schools.
5. Assist participating schools in carrying out the student enrollment process by providing information programs, visitation programs and enrollment process for prospective students.
6. Meet with teachers and students to help solve student learning, behavioral and attendance problems.
7. Provide individual counseling and supportive help for students with personal problems.
8. Confer with participating schools about students with attendance, learning, emotional, health or adjustment problems; make staff members aware of such problems and offer supportive help to both teachers and students.
9. Assist students in planning for post-secondary education.
10. Discuss with the student his/her reasons for wishing to withdraw and make him/her aware of available options.
11. Provide appropriate course selection materials for prospective students.

12. Complete certain Department of Education reports when requested to do so.
13. Assist in welcoming visitors to the building (this will include some evening hours.)
14. Attend meetings when requested.

Carry out other duties and responsibilities as they are assigned by the Administrative Director

9. Describe efforts to improve –

(A) The recruitment and retention of career and technical education teachers, faculty, and career guidance and academic counselors, including individuals in groups underrepresented in the teaching profession.

SUN Tech is an equal opportunity employer with a very low turnover rate.

(B) The transition to teaching from business and industry.

Individuals who come from business or industry have to pass the Occupational Assessment and go through the new teachers' workshop at Penn State. They go through an induction and professional development process that is part of SUN Tech's strategic plan. They enter into Penn States Competency Based Education and Workforce Education and Development Program. Their Act 48 hours are tracked and they are reimbursed for successful completion of appropriate course work.

Best Practice

Please indicate key points only to keep descriptions brief. This is to indicate the "Best Practice" and if additional information or observation is needed individuals will contact you directly.

Contact Information:

Name:

Leonard Schwartz

Title:

Electronics Instructor

Telephone Number:

(570) 966-1031

Email Address:

lschwartz@sun-tech.org

Brief Description [no more than two paragraphs including outcome(s)]:

The Electronics Technology class at the SUN Area Career and Technology Center (SUN) focuses on student "dual enrollment" with the Pennsylvania College of Technology located in Williamsport, Pennsylvania. The career center works closely with the college and makes 15 college credits available to each student for a charge of \$20.00/credit. These monies are used for registration and creating official college transcripts for the student.

The Electronics Technology class at SUN offers the following Penn College courses to the student: EET118 – Introduction to Engineering Technology (3 credits); EET116 – Electronic Circuits and Devices I (5 credits); CSC110 - Introduction to Information Technology (3 credits); EET114 - Introduction to Digital Electronics (3 credits) and EET115 - Digital Circuit Applications (1 credit). The link to the college catalog for the Penn College electronics courses offered at SUN is <http://pct.edu/catalog/majors/BEE.shtml>. Each student applies and is a registered student at the Pennsylvania College of Technology. This allows each student access to the college's mainframe and student software services such as ANGEL (online course management system) and the SIS (Student Information System). All books and supplies are purchased by SUN and are permanently issued to each student. Each dual enrolled student generates an official college transcript and GPA while attending SUN.

BUDGET DETAIL

SUN Area Career and Technology Center

Complete these forms to account for all project costs. Also complete this form for each sub-recipient receiving pass-through funds from the fiscal agent

Supplies

Description	1000	2100	2200	2500	2600	2700	3300	Total
(6)C-Tech F-E200 Fiber Workstation Info Tech - Connection of Fiber Cables	\$7,200	\$0	\$0			\$0	\$0	\$7,200
C-Tech F-E110 Fiber Instructor Kit - Connection of Fiber Cables	\$550	\$0	\$0			\$0	\$0	\$550
(46)Dell Portable Computers, CRC - NOCTI Assessment and Alignment of Standards	\$57,500	\$0	\$0			\$0	\$0	\$57,500
DaLite Projection Screen, CRC - NOCTI Assessment and Alignment of Standards	\$750	\$0	\$0			\$0	\$0	\$750
(2)Extron Sound System, CRC - Skills training	\$1,600	\$0	\$0			\$0	\$0	\$1,600
(2) DVD Player Blu-Ray, CRC - Skills Training	\$800	\$0	\$0			\$0	\$0	\$800
(2) VCR Players, CRC - Instructional Tool for Skills Training	\$400	\$0	\$0			\$0	\$0	\$400
(2) CamCorder, CRC - Instructional Tool for Skills Training	\$1,600	\$0	\$0			\$0	\$0	\$1,600
Totals	\$70,400	\$0	\$0			\$0	\$0	\$70,400

Equipment

Description	1000	2100	2200	2500	2600	2700	3300	Total
C-Tech Fiber Instructor Workstation, Info Tech - Connecting Fiber Optics	\$4,770	\$0	\$0					\$4,770
(2) Dell 30 Unit Carts, Computer Resource Center - NOCTI Testing, Integration of	\$4,000	\$0	\$0					\$4,000
(2)Dell PC and LCD Monitor,Computer Resource Cent - Instructor's PC/Monitor	\$3,600	\$0	\$0					\$3,600
(2)Extron Pole Vault System, Computer Resource C. - Computer Component	\$4,600	\$0	\$0					\$4,600
(2) Smart SynChronEyes, Computer Resource Center - Student Monitoring Software	\$8,600	\$0	\$0					\$8,600
(2)ViewSonic Projectors, Computer Resource Center - Instruction and Presentation	\$6,400	\$0	\$0					\$6,400
Senteo Interactive Classroom System CRC Room - Assessment/Feedback and Interaction	\$2,000	\$0	\$0					\$2,000
(2)Epson High Resolution Doc. Camera Imager, CRC - Presentation Tool with 3D and	\$4,000	\$0	\$0					\$4,000
Miller XMT 350 CC/CV MIGRunner Package, Welding - Welding Instruction	\$6,198	\$0	\$0					\$6,198
Mack Single Axle Tractor, Diesel - NOCTI Skills Training	\$20,000	\$0	\$0					\$20,000
Robinaire AC Recycling Machine, Auto Tech - NATEF	\$8,988	\$0	\$0					\$8,988
Totals	\$73,156	\$0	\$0					\$73,156

**SUMMARY BUDGET/EQUIPMENT LIST
FISCAL YEAR 2008-2009**

ENTITY NAME: SUN Area Career and Technology Center

Original Budget Revision/Amendment

Section A. EQUIPMENT BREAKDOWN - Items budgeted in the 700 series object codes must be broken down below by individual item. Amounts indicated below represent program dollars only, however, if another funding source is sharing equipment costs, please include the percentage to be charged to this program. Items that do not meet the equipment criteria should not be included in this section. (If additional space is required for equipment, attach copies of this page)

Item	Unit Cost	No. of Each	Total Cost	Name of Building
C-Tech Fiber Instructor Workstation	\$4,770.00	1	\$4,770.00	SUN Tech
Dell 30 Unit Carts	\$2,000.00	2	\$4,000.00	SUN Tech
Dell PC and LCD Monitor	\$1,800.00	2	\$3,600.00	SUN Tech
Extron Pole Vault System	\$2,300.00	2	\$4,600.00	SUN Tech
Smart SynChronEyes	\$4,300.00	2	\$8,600.00	SUN Tech
ViewSonic Projectors	\$3,200.00	2	\$6,400.00	SUN Tech
Senteo Interactive Classroom System	\$2,000.00	1	\$2,000.00	SUN Tech

Epson High Resolution Doc Camera Imager	\$2,000.00	2	\$4,000.00	SUN Tech
Miller XMT 350 CC/CV MIGRunner Welding Package	\$6,198.00	1	\$6,198.00	SUN Tech
Mack Single Axle Tractor	\$20,000.00	1	\$20,000.00	SUN Tech
Robinaire AC Recycling Machine	\$8,988.00	1	\$8,988.00	SUN Tech
TOTALS			\$73,156.00	

Entity Name: **SUN Area Career and Technology Center**

Part I: Pass-Through Funds Information.

List sites where pass-through funds will be utilized and the amount per site.

SITE	AMOUNT
TOTAL	\$0.00