

# Wyoming County

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*E d u c a t i o n a l*

*A g e n c y*

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## ANNUAL UPDATE

**2010 - 2011**

Wyoming County Career and Technical Center  
Pineville, WV

**CORE INDICATORS OF PERFORMANCE  
Required Levels of Performance**

	2008-09	2009-10	2010-11
1S1 Academic Attainment - Reading/Language Arts	<b>75.83</b>	<b>80.66</b>	<b>83</b>
1S2 Academic Attainment - Mathematics	<b>65.83</b>	<b>72.67</b>	<b>79.5</b>
2S1 Technical Skill Attainment		<b>72</b>	<b>78</b>
3S1 Secondary School Completion		<b>95</b>	<b>95.25</b>
4S1 Student Graduation Rates	<b>80</b>	<b>83</b>	<b>86</b>
5S1 Secondary Placement		<b>91.56</b>	<b>92</b>
6S1 Nontraditional Participation		<b>40</b>	<b>41.5</b>
6S2 Nontraditional Completion		<b>16</b>	<b>17</b>

Under the provisions of Section 113(b)(4)(A) of the Carl D. Perkins Career and Technical Education Act of 2006, the state adjusted levels of performance listed above are hereby accepted as local adjusted levels of performance and incorporated into the LEA Plan for the first two program years covered by the local plan.

LEA:           **WYOMING COUNTY**          

County Superintendent(s) \_\_\_\_\_  
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## LOCAL USES OF FUNDS

### Section 135

#### REQUIRED USES:

- R1. Provide activities that strengthen the academic and career-technical skills of students through integration of academic and career-technical education through a coherent sequence of courses, such as career and technical programs of study
- R2. Link secondary and postsecondary career-technical programs, including by offering the relevant elements of not less than one career-technical program of study
- R3. Provide students with experience in and understanding of all aspects of an industry, which may include work-based learning experiences
- R4. Develop, improve, or expand the use of technology in career-technical education, which may include: training career-technical personnel to use technology, which may include distance learning; providing students with the academic and career-technical skills that lead to entry into the technology fields, and encouraging collaboration with technology industries to offer voluntary internships and mentoring programs, including programs that improve the mathematics and science knowledge of students
- R5. Provide professional development programs to personnel, including:
  - a. In-service and preservice training on: effective integration of academic and career-technical education; effective teaching skills based on research that includes promising practices; effective practices to improve parental and community involvement, and effective use of scientifically based research and data to improve instruction
  - b. Support of programs to ensure that personnel stay current with all aspects of an industry
  - c. Internship programs that provide relevant business experience
  - d. Programs designed to train teachers in the effective use of technology to improve instruction
- R6. Evaluation of career-technical education programs, including assessment of how special populations needs are being met
- R7. Initiate, improve, expand, and modernize quality career-technical education programs, including relevant technology
- R8. Provide services and activities that are of sufficient size, scope, and quality to be effective
- R9. Provide activities to prepare special populations for high skill, high wage, or high demand occupations that will lead to self-sufficiency

## PERMISSIVE USES:

- P1. Involve parents, businesses, and labor organizations in the design, implementation, and evaluation of career-technical programs
- P2. Provide career guidance and academic counseling
- P3. Provide local education and business partnerships, including for internships, cooperative education, school based enterprises, entrepreneurship, job shadowing, adjunct faculty arrangements for qualified industry professionals, and industry experience for faculty
- P4. Provide programs for special populations
- P5. Assist career-technical student organizations
- P6. Mentoring and support services
- P7. Leasing, purchasing, upgrading, or adapting equipment, instructional aids, and publications
- P8. Teacher preparation programs
- P9. Develop and expand postsecondary offerings, including through distance learning
- P10. Provide activities to support entrepreneurship education and training
- P11. Improving or developing new career-technical education courses
- P12. Develop and support small, personalized career-technical learning communities
- P13. Provide support for family and consumer sciences programs
- P14. Provide career-technical education programs for adults and school dropouts
- P15. Provide assistance to participants in finding an appropriate job or continuing their education
- P16. Support training and activities in nontraditional fields
- P17. Provide support for training programs in automotive technologies
- P19. Administrative costs not to exceed five percent

USES OF FUNDS

LEA: WYOMING COUNTY

Fiscal Year: **2011**  
**(7-1-10 - 6-30-11)**

List the facilities and career and technical education programs and services to receive federal funds, the activities contained in Section 135 of the Act which are to be incorporated in the programs, the amount to be spent for each activity, and a narrative description of the intended purpose of the expenditure, to include activities addressed to meeting state and local adjusted levels of performance where deficiencies are identified. Additional pages should be numbered 1.a, 1.b., etc.

<u>Facility Code</u>	<u>Program</u>	<u>Amt. of Federal Funds per Section 135 Activity</u>	<u>Section 135 Activity</u>
<b>98701</b>	<b>8023</b>	<b>1,363</b>	<b>R1, P2</b>
Materials will be purchased to implement counseling and the career selection process at the middle school level. Materials will be purchased to develop the students' five year plan emphasizing technical and academic skills integration.			
<b>98701</b>	<b>ALL APPROVED</b>	<b>4,763</b>	<b>R1, R9, P4</b>
Salary supplement for the Special Populations Coordinator. The Coordinator has developed a comprehensive assessment program for all technical students. Purchase materials and equipment for the assessment process.			
<b>98701</b>	<b>ALL APPROVED</b>	<b>62,418</b>	<b>R1, R8</b>
Salary for a Remedial Teacher to continue the successful remediation program for technical students. Collaboration between the Remedial Teacher, Technical Instructors and Support Staff increase student academic skills by utilizing the Base Program and program specific software.			
<b>98701</b>	<b>ALL APPROVED</b>	<b>2,364</b>	<b>R5</b>
Provide staff development in: 21st Century Skills, technology, instructional techniques, Tech Prep, GEAR UP, and mastery of content standards.			

TOTAL THIS PAGE \$ 70,908

GRAND TOTAL \$ 90,103

USES OF FUNDS

LEA: WYOMING COUNTY

Fiscal Year: **2011**  
**(7-1-10 - 6-30-11)**

<u>Facility Code</u>	<u>Program</u>	<u>Amt. of Federal Funds per Section 135 Activity</u>	<u>Section 135 Activity</u>
<b>98701</b>	<b>ET1980</b>	<b>4,060</b>	<b>R7, P7</b>
Welding Technology equipment and instructional materials will be purchased to improve academic and technical skills.			
<b>98701</b>	<b>ET1870</b>	<b>3,810</b>	<b>R7, P7</b>
Industrial Equipment Maintenance equipment and instructional materials will be purchased to improve academic and technical skills.			
<b>98701</b>	<b>ET1630</b>	<b>3,000</b>	<b>R7, P7</b>
Automotive Technology equipment and instructional materials will be purchased to improve academic and technical skills.			
<b>98701</b>	<b>ET1780</b>	<b>2,720</b>	<b>R7, P7</b>
Electronic Technology equipment and instructional materials will be purchased to improve academic and technical skills.			
<b>98701</b>	<b>FH1830</b>	<b>2,080</b>	<b>R7, P7</b>
Graphic Communications equipment and instructional materials will be purchased to improve academic and technical skills.			

TOTAL THIS PAGE  \$ 15,670

GRAND TOTAL  \$ 90,103

USES OF FUNDS

LEA: WYOMING COUNTY

Fiscal Year: **2011**  
**(7-1-10 - 6-30-11)**

<u>Facility Code</u>	<u>Program</u>	<u>Amt. of Federal Funds per Section 135 Activity</u>	<u>Section 135 Activity</u>
<b>98701</b>	<b>ET1820</b>	<b>1,570</b>	<b>R7, P7</b>
Building Construction Technology equipment and instructional materials will be purchased to improve academic and technical skills.			
<b>98701</b>	<b>ET1760</b>	<b>985</b>	<b>R7, P7</b>
Electrical Technology equipment and instructional materials will be purchased to improve academic and technical skills.			
<b>98701</b>	<b>HU0710</b>	<b>970</b>	<b>R7, P7</b>
Health Occupations Science Technology equipment and instructional materials will be purchased to improve academic and technical skills.			

TOTAL THIS PAGE \$ 3,525

GRAND TOTAL \$ 90,103

## PROGRAMS OF STUDY

LEA: WYOMING COUNTYFiscal Year: 2011  
(7-1-10 - 6-30-11)

Describe the career and technical education programs of study to be offered to students which include coherent and rigorous content aligned with challenging academic standards and relevant career and technical content, the opportunity for participation in dual or concurrent enrollment, and that lead to an industry recognized credential or certificate.

Wyoming County is an active participant with High Schools That Work and has been providing a seamless and rigorous curriculum since 1993. The Career and Technical Center offers fourteen secondary programs and one adult prep program, with an industry credential attached to each. Along with the credential, each program is an EDGE participant and/or an articulation agreement is in place to provide advancement in postsecondary education. Students have the opportunity to achieve an Associates degree one year out of high school if they follow the prescribed course of study at the home high school and the Career Center.

The following is a list of course offerings, credentials available and those courses that have been identified for dual or concurrent enrollment (EDGE).

**Automotive Technology – ASE/NATEF Certification**

Fundamentals of Automotive Technology (core) – EDGE

Brakes (core) – EDGE

Suspension and Steering Diagnosis (core) – EDGE

Basic Engine Concepts (core) – EDGE

Electrical/Electronic Systems – EDGE

Heating and Air Conditioning – EDGE

Manual/Auto Drive Train – EDGE

Engine Performance – EDGE

**Building Construction – American Builders and Contractors Association**

Fundamentals of Building Construction (core) – EDGE

Foundation and Framing (core) – EDGE

Masonry and Plumbing (core) – EDGE

Finishing Carpentry (core) – EDGE

Concrete Finishing – EDGE

Exterior Finish Carpentry – EDGE

Building Construction Applications – EDGE

Advanced Framing Practices - EDGE

**PROGRAMS OF STUDY**LEA: WYOMING COUNTYFiscal Year: 2011  
(7-1-10 - 6-30-11)**Cisco Networking Academy – Cisco Certified Networking Associate**

Networking for Home & Small Business (core) – EDGE  
Introducing Routing and Switching (core) – EDGE  
Working at a Small to Medium Business (core) – EDGE  
Designing and Supporting Networking (core) – EDGE

**Cosmetology – State of WV Board of Barbers and Cosmetologists**

Orientation to Cosmetology (core) - EDGE  
Fundamentals of Hair Styling I (core) - EDGE  
Professional Practices Skin and Nails I (core) - EDGE  
Cosmetology Science I (core) - EDGE

Professional Practices Skin and Nails II - EDGE  
Cosmetology Science II - EDGE  
Fundamentals of Hair Styling II - EDGE  
Fundamentals of Cosmetology Business Management - EDGE

**Diesel Equipment Technology – ASE/NATEF Certification**

Fundamentals of Diesel Technology (core) – EDGE  
Diesel Engine Components (core) – EDGE  
Diesel Support Systems (core) – EDGE  
Diesel Engine Tune Up & Troubleshooting (core) – EDGE

Diesel Electrical Systems – EDGE  
Electronic Engine Controls – EDGE  
Diesel Truck Chassis – EDGE  
Diesel Preventative Maintenance & Inspection – EDGE

**Drafting/CAD Technology – American Design and Drafting Association**

Fundamentals of Drafting (core) – EDGE  
Drafting Techniques (core) – EDGE  
Drafting Spec., Architectural (core) – EDGE  
Drafting Spec., Mechanical (core) – EDGE

Drafting Spec., Civil - EDGE  
Advanced Computer Aided Drafting (3 sessions) - EDGE

**PROGRAMS OF STUDY**

LEA: WYOMING COUNTY

Fiscal Year: 2011  
(7-1-10 - 6-30-11)

**Electrical Technology – West Virginia Fire Marshal’s Office**

Fundamentals of Electricity (core) – EDGE  
Residential Wiring (core) – EDGE  
Industrial and Commercial Wiring (core) – EDGE  
National Electrical Code (core) – EDGE

Blueprint Reading for Electricians – EDGE  
Integrated Electrical Lab – EDGE  
Basic Electronics – EDGE  
Rotating Devices and Control Circuitry – EDGE

**Electronic Technology – A+ Certification**

Fundamentals of Electricity (core) – EDGE  
Wiring and Soldering (core) – EDGE  
Basic AC Circuits (core) – EDGE  
DC Circuits and Electron Physics (core) – EDGE

Basic Electronics – EDGE  
Fundamentals of Computer Systems  
Computer Tech A+ - Operating Software  
Computer Tech A+ - Operating Hardware

**Food Production Services & Management – Pro Start – National Restaurant Assoc.**

Pro Start IA (core) – EDGE  
Pro Start IIA (core) – EDGE  
Pro Start IB (core) – EDGE  
Pro Start IIB (core) – EDGE

**Graphic Communications – National GAREF PrintED Accredited**

Fundamentals of Graphic Communications (core) – EDGE  
Image Assembly and Platemaking (core) – EDGE  
Offset Press and Bindery Operations (core) – EDGE  
Electronic Imaging (core) – EDGE

Applications of Graphic Communications – EDGE  
Electronic Imaging – EDGE  
Fundamentals of Desktop Publishing – EDGE  
Color Processing - EDGE  
Darkroom Procedures - EDGE

## PROGRAMS OF STUDY

LEA: WYOMING COUNTYFiscal Year: 2011  
(7-1-10 - 6-30-11)**Health Occupations Science Technology – WV State Nursing Board**

Health Care Fundamentals (core) – EDGE  
 Concepts of Health Care (core) – EDGE  
 Clinical Concepts (core) – EDGE  
 Diversified Clinical Concepts (core) – EDGE

Understanding Human Behavior – EDGE  
 Medical Terminology – EDGE  
 Body Structures and Functions – EDGE  
 Nutrition and Wellness - EDGE  
 EKG/Phlebotomy

**Industrial Equipment Maintenance – NCCR Credential Pending**

Fundamental of Industrial Equipment Maintenance (core) - EDGE  
 Hydraulic and Pneumatic Systems I (core) – EDGE  
 Electrical Maintenance I (core) – EDGE  
 Fundamentals of Welding Technology (core) – EDGE

Electrical Maintenance II - EDGE  
 Electrical Maintenance III - EDGE  
 Hydraulic and Pneumatic Systems II - EDGE  
 Hydraulic and Pneumatic Systems III - EDGE

**Welding Technology – American Welding Society (WVDE)**

Fundamentals of Welding Technology (core) - EDGE  
 Shielded Metal Arc Welding (core) – EDGE  
 Gas Metal Arc Welding (core) – EDGE  
 Thermal Cutting and Welding (core) – EDGE

Blueprint Reading and Metallurgy – EDGE  
 ARC Welding – EDGE  
 Gas Tungsten Arc Welding – EDGE  
 Ornamental Metal Work – EDGE

**Licensed Practical Nursing – WV State Nursing Board**

This is an adult prep program and the course work is not formatted like that of the secondary programs. Upon passing the state board exam, students exiting this program will be employable as an LPN. Our LPN program participates in the “Step-up” program with Mountain State University. This allows students to obtain an RN certification in two years instead of four, as long as they successfully complete the LPN program.

**PROGRAMS OF STUDY**

LEA: WYOMING COUNTY

Fiscal Year: **2010**  
**(7-1-09 - 6-30-10)**

**Oracle Academy – PL/SQL OCA**

Data Modeling (core) - EDGE

SQL Programming (core) - EDGE

Data Base Design and Management with PL/SQL (core) - EDGE

Part II Introduction to PL/SQL (core) - EDGE

All programs offered at the Wyoming County Career and Technical Center provide the opportunity for students to participate in an internship experience.

The following is a list of courses provided by the two county high schools.

**Wyoming County East High School**

Family and Consumer Science courses

Business Prep courses

Technology Education courses

**Westside High School**

Family and Consumer Science course

Business Prep courses

Technology Education courses

**IMPROVING ACADEMIC AND TECHNICAL SKILLS**LEA: WYOMING COUNTYFiscal Year: 2011  
(7-1-10 - 6-30-11)

Describe how the academic and technical skills of career and technical education students will be improved through integration of coherent and rigorous content aligned with challenging academic standards and relevant career and technical education programs to ensure learning in the core academic subjects and career and technical education subjects; provide students strong experience in, and understanding of, all aspects of an industry; ensure that career and technical education students are taught to the same coherent and rigorous content aligned with challenging academic standards as are taught to all other students; and, encourage career and technical education students to enroll in rigorous and challenging core academic courses.

Extensive policy and curriculum work in West Virginia, designed to bridge the gap between the secondary schools and postsecondary education, has occurred and reflects the integration of coherent academic and technical content aligned with challenging academic and technical standards. Due to the fact that the West Virginia public school curriculum is standardized statewide and is reflective of rigorous core academic standards for all students, regardless of their postsecondary plans, assures consistency and alignment at the individual school level. All career/technical offerings in Wyoming County subscribe to the statewide content standards and are held accountable for student mastery. Thus, any career/technical completer who graduates from high school is academically prepared to either pursue postsecondary education and/or enter the workforce with certifiable skills.

Due to the fact that all Wyoming County career/technical completers are required to meet the same rigorous academic standards as all students, their technical skills are “value added” in terms of their postsecondary options.

The content standards for career/technical offerings reflect an emphasis on integrated academic content; 21<sup>st</sup> century learning skills, including global awareness, broad understandings relative to all aspects of an industry; and, industry-defined technical skills and credentialing opportunities.

Each state approved Career/Technical Education (CTE) Program of Study (concentration) offered by Wyoming County encourages students to take more rigorous academic classes, above the minimum requirements for graduation, which are currently among the most rigorous in the nation.

## PROFESSIONAL DEVELOPMENT

LEA: WYOMING COUNTYFiscal Year: 2011  
(7-1-10 - 6-30-11)

Describe how comprehensive professional development for career and technical education, academic, guidance, and administrative personnel will be provided that promotes integration of coherent and rigorous content aligned with challenging academic standards and relevant career and technical education.

The faculty of the Wyoming County Career and Technical Center believe that the quality of professional development greatly impacts the quality of instruction. Our faculty has found that in raising the quality of learning for students that we, as instructors, must raise the quality of our teaching. If we expect more from our students then we must expect more from ourselves. We must be better teachers, role models, mentors and employees. With this belief in mind, our professional development must reflect the needs of the students and faculty.

The commitment to continuous improvement has created a supportive learning environment for all instructors. Professional development at the Center is as much a part of the system as are the goals and objectives comprising each course. Instructors attend staff development sessions on the school, county, state and national levels. The content of the professional development sessions is based on student surveys, needs assessments completed by instructors, administrators and support personnel, input from industry through the program advisory committees, and state and/or federal mandates.

School level training includes topics such as Test Score Analysis, Research Based Teaching Techniques, Study Skills, Test Taking Skills, Syllabi Development, Curriculum Integration, Writing Across the Curriculum, Reading in the Content Areas, issues related to reauthorization of Perkins, High Schools That Work, Tech Prep and School to Work. Use of technology is another area of training that is accomplished at the school level. Web page development, software utilization and intranet upgrades are addressed along with using new technologies for instruction, such as lap tops, projectors, white boards and the virtual classroom. Presentations for in-house training is provided by instructors, administrators and support staff at the Center, or outside presenters are recruited by the Staff Development Focus Team. School level training is the main vehicle used to address deficiencies as well as accelerate the learning experiences for students.

Professional development at the county level deals with a broader range of issues that affect the school system as a whole. During the opening of a new school year, technical instructors are involved in county level training sessions along with all other secondary teachers. These sessions include mandated issues such as No Child Left Behind and WESTEST. Other topics are gleaned from teacher surveys completed the previous spring or pertinent issues facing the county such as providing assistance for homeless students.

**PROFESSIONAL DEVELOPMENT**LEA: WYOMING COUNTYFiscal Year: **2011**  
**(7-1-10 - 6-30-11)**

Instructors attend state level conferences, e.g. the WV Adult and Technical Education Conference, and workshops for specific program areas. Whether the workshop is required for the content area or selected strictly by interest, the information is brought back and shared with the staff as a whole.

Many instructors have attended conferences and workshops on the national level. The Center is represented each year at the National Tech Prep Conference and has attendees at the National SREB Conference frequently. We have had instructors and business partners present at both conferences.

As opportunities become available during the year, instructors will participate in training on program improvement. All programs, because of the industry recognized credential, require instructors to attend industry sponsored workshops such as Hobart School of Welding, Briggs and Stratton certification and ASE/NATEF certification. Instructors also participate in county sponsored "back to industry" activities during the summer. Several of the Center's instructors were in the development of IPSI. Instructors from the county high schools, the Center and Southern WV Community and Technical College worked together to build a Seamless Curriculum in the Health Occupations field. Our instructors are very active in participating in the development of new CSO's, resource guides and assessment for their program area.

Areas targeted for future staff development include improving parental and community involvement and the recruitment of students. Both areas continue to be assessed as a need for improvement by the faculty, administration and community. Because of two very recent turnovers in guidance counselors, we are in the process of developing a new plan to address these two issues in the fall. The first step is to develop and administer a series of questionnaires and surveys to all stakeholders. The planning and implementation will be accomplished through the Center's LSIC, focus teams and Faculty Senate.

Staff development for the faculty and staff at the Center is on-going and supported. Instructors are free to attend those professional development activities that will enhance their teaching and student learning. The Center and/or county provide substitutes and often provide stipends to offset their expenses.

Considering available funds, instructors will be attending workshops in the areas of Automotive Technology, Diesel Equipment Technology, Welding Technology, Reading and Mathematics instruction.

## METHODS OF CONSULTATION

LEA: WYOMING COUNTYFiscal Year: 2011  
(7-1-10 - 6-30-11)

Describe how parents, students, educators, representatives of tech prep consortia, entities participating in P.L. 105-220 activities, business and industry, labor organizations, special populations, and other interested individuals are involved in the development, implementation, and evaluation of technical education programs and how such individuals are effectively informed about and assisted in understanding the requirements of Title I of Perkins IV, including career and technical programs of study.

Participatory planning is more than cursory attendance. The Wyoming County Career and Technical Center has developed a multidimensional consultation program that includes parents, students, staff, business and concerned community members. The members represent a wide spectrum of the community.

**Open Door Policy** – The Center holds an open door invitation to the parents, community members, business and concerned individuals to visit the Center.

**Local School Improvement Council** – The LSIC includes parents and students as well as members from business and industry who lend points of views that add to the perspectives that educators hold toward school improvement.

**School Advisory Committee** – The Advisory Committee is composed of individuals that represent a cross section of Wyoming County. Members represent local business and industry leaders, health occupations, higher education, county government and vocational rehabilitative services. This wide array of members reaches to every boundary, both physically and socially.

**Craft Advisory Committee** – With the aid from business leaders directly involved in the occupational areas taught, the instructors are kept up-to-date on the needs of industry and the direction in which curricular content must focus for the students to be successful. This alliance is particularly important now that performance assessment is a component of standards that must be met by each student and program. They will be invaluable during the process of this phase of assessment.

**Open House** – An open house is conducted each year at the Center in April. This is the largest educational function in Wyoming County. During the reception, teachers are available to talk with parents, community members and business and industry representatives about the program goals and the curricula being taught. Parents are encouraged to visit every laboratory and classroom where students demonstrate the skills they have learned. This activity is the key to community involvement and communication.

## METHODS OF CONSULTATION

LEA: WYOMING COUNTYFiscal Year: 2011  
(7-1-10 - 6-30-11)

**Modular Open House** – The Center supports the construction and auction of a modular house, which is built through the cooperation of several programs. During the week scheduled for open house, the public is invited to view the house during the evenings, with the auction being held on Saturday. This provides another opportunity to engage in positive communication with the community.

**Seventh Grade Visitation** - Seventh grade students tour the Center to view the programs. At the end of the tour, students have the opportunity to enroll for the vocational summer school program.

**Eighth Grade Visitation** – The Center’s counselor makes visits to the middle school to showcase the programs. The visits consist of data dissemination and orientation to the technical programs. At this time tours for the Center are scheduled, previous to the students selecting their Cluster and enrolling in ninth grade classes.

**Sophomore Visitation** – During their enrollment in Introduction to the Majors course, a presentation of the Center is made. Based on interest, sophomores select three programs they are most interested in and are scheduled to visit the Center and spend ½ day in these three programs.

**Career Exploration Program** – Tenth grade students have the opportunity to attend the Career and Technical Center for a portion of their day. They may enroll for one semester, spending a nine weeks in two different programs or enroll for one block in one program for the semester. This allows students further exploration into specific careers prior to the decision-making process for eleventh and twelfth grade courses. Students earn two elective credits toward graduation for the Career Exploration Program. The program has been opened up for juniors and seniors.

**Mass Media Announcements** –The local newspapers have been extremely beneficial in conveying the program goals of the Center by printing a story on each program and any activity in which the Center is involved. This has helped to expose a large majority of the community to the Center. The banks agreed to send flyers in the bank statements to all customers. The banks sent approximately 12,500 flyers and an additional 2500 flyers are handed out by students. These flyers promote the Center and invite attendance to the Open House event.

**Participation in IEP meetings** – The resource staff conduct the vocational assessment for all special needs sophomores in the county. The resource staff attends all IEP meetings when vocational education is an option. This creates an opportunity for the vocational staff to directly communicate with the parents of special needs students.

## METHODS OF CONSULTATION

LEA: WYOMING COUNTYFiscal Year: 2011  
(7-1-10 - 6-30-11)

**Faculty Senate** – All instructors are common messengers between the Center and their individual communities. The staff members are active agents in dealing with parents during and after school hours.

**Adult Programs** – Cosmetology and the LPN programs consist largely of postsecondary students. The interaction between these students and the community has a direct impact upon the Center. Cosmetology is a direct service provider to the community and has long reaching effects on the attitudes of the community concerning the Center.

**Southern Highlands Mental Health** – Cosmetology and LPN provide services to the clients of the day program. Visits are scheduled regularly throughout the year.

**Summer Vocational School** – The Center offers a comprehensive career exploration program during the summer. The target population is seventh and eighth grade students. Ninth through twelfth grade students are also welcomed. The students spend a week each in two occupational areas. This program affords an opportunity for students to become familiar with the Center, staff and the programs available.

**Guest Speakers** – The guidance counselor, instructors and business/industry partners are scheduled to speak to the tenth grade students who are enrolled in the Introduction to the Majors class. The team addresses the program of study, specifics about the programs and employment opportunities.

**Post Secondary Opportunities** – Two and four year higher education institutions, military recruiters, post secondary technical institutions and independent scholarship grantors regularly visit the Center. This provides students with first hand knowledge of post secondary options and the opportunity to become acquainted with the representatives.

**National Technical Honor Society** – The Center was presented with its charter in 1993. This provides an opportunity to recognize students who exhibit outstanding leadership and educational qualities. A formal induction ceremony and reception are held each spring. Several NTHS sponsored scholarships are awarded at this time.

**Skills USA** – The Center actively participates in the state and national competition each year. Students compete in both the leadership and skill divisions. The Center has been represented on the national level for decades. All students are provided the opportunity to participate, including those identified as special populations. Many of our gold medal winners have been special needs students. Participation in Skills USA garners positive attention to the Center, student accomplishments and scholarship money.

## METHODS OF CONSULTATION

LEA: WYOMING COUNTYFiscal Year: 2011  
(7-1-10 - 6-30-11)

**Student Ambassador Program** – Students at the Center are chosen, through a selection process, to serve as student ambassadors. These students are to represent the Center in a positive light in their home schools and the community as a whole. They are involved in a variety of activities such as speaking to classes, recruitment activities and serving as guides for school events.

**Wyoming County Day** – Each year, during the legislative session, Wyoming County has a day to set up displays and present their accomplishments. The Center is represented by the guidance counselor and a small group of students. A display of information and school highlights are set up in the rotunda of the capital and students talk to passersby and answer questions.

**Internship/Apprenticeship Program** – The Center, through the HSTW/STW initiative, provide the opportunity for students to participate in internships or apprenticeship training programs. This provides opportunities for students to learn all aspects of the industry and provides for positive interaction between the Center and the community.

**Adult Evening Programs** – The Center offers many adult programs during the evening hours. The availability of these programs is determined by community interest on a semester basis.

**Service Learning** – These activities (e.g., county food pantries, MAC Toy Fund, Cancer Walk, St. Jude's Children Hospital, Military Care Packages, coat drive, Red Cross Blood Mobile) provide opportunities for the students to interact with community organizations and citizens. These activities promote citizenship and character development.

**Cooperative Involvement with Higher Education** – The Center is an active participant with various higher education institutions. The involvement varies from direct participation in providing classes for dual or concurrent course work (Tech Prep EDGE) to providing the use of the facility (computer lab) for the Mountain State Step Up program. This provides opportunities for students, the community and higher institutions of learning.

**Awards Ceremony** – The Center is reinstating the student award ceremony that was initiated in 1997. Several years ago the awards program was replaced by a student appreciation day. The need to recognize student success has resurrected the award ceremony.

## PROGRAM EVALUATION

LEA: WYOMING COUNTYFiscal Year: 2011  
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Describe the process that will be used to evaluate and continuously improve the performance of career and technical education programs and services.

The Wyoming County Career and Technical Center fully participates in the county initiative of the Program of Study concept. Since 1993, the Center has been actively involved with High School That Work. The ten key practices directly address the strengthening of academic and technical studies as well as raising expectations for the career bound student. The Center's involvement with Tech Prep and other agreements with various institutions of higher learning enhance this belief and commitment.

Although assessment and program improvement are required by state and federal guidelines, the Center has always employed a method of assessment and program improvement. The faculty at the Center realized long ago that in order to improve, you must identify the deficiencies. Establishing an assessment procedure was the obvious choice. Since then, the assessment process has gone through many changes and has evolved into a comprehensive state-wide assessment program. The Center fully embraced all facets of change and endeavors to achieve the standards set forth by local, state and federal mandates.

The Center strives to meet the proficiency standards set for the core indicators of performance, which are as follows:

**Academic Skill Proficiency - ACT Work Keys**

(Reading for Information - Applied Mathematics – Locating Information)

60.00% of the completers in each concentration will be at or above the set level for their concentration for each subtest

**End of Program – Performance Based Assessment (new for 2009-2010)**

End of Program Exams – 66.00% of students tested in each concentration will score 80% or better to meet standards

**Placement**

90% placement is required for secondary and adult completers in each concentration for the previous year

An overview of the Center's 2008-2009 results will be shared, including the data of those students identified as special populations.

## PROGRAM EVALUATION

LEA: WYOMING COUNTYFiscal Year: 2011  
(7-1-10 - 6-30-11)**Academic Skill Proficiency – ACT Work Keys**

Number of students taking ACT Work Keys:

Applied Mathematics	- 115
Reading for Information	- 115
Locating Information	- 115

Number of students meeting industry standards for ACT Work Keys:

Applied Mathematics	- 68
Reading for Information	- 77
Locating Information	- 58

Percentage of students meeting industry standards for ACT Work Keys:

Applied Mathematics	- 59.13%
Reading for Information	- 66.95%
Locating Information	- 50.43%

Average score for students taking the ACT Work Keys:

Applied Mathematics	- 3.64
Reading for Information	- 3.86
Locating Information	- 2.93

Number of special populations students taking ACT Work Keys:

Applied Mathematics	- 24
Reading for Information	- 24
Locating Information	- 24

Number of special populations students meeting industry standards for ACT Work Keys

Applied Mathematics	- 8
Reading for Information	- 9
Locating Information	- 10

Percentage of special populations students meeting industry standards for ACT Work Keys

Applied Mathematics	- 33.33%
Reading for Information	- 37.50%
Locating Information	- 41.66%

Average score of special populations students on ACT Work Keys

Applied Mathematics	- 3.25
Reading for Information	- 3.0
Locating Information	- 2.20

## PROGRAM EVALUATION

LEA:           **WYOMING COUNTY**          

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Percentage of students tested that were special populations - 20.86%

Number of students receiving work place readiness certificates - 97

Percentage of students receiving work place readiness certificates – 84.34%

### **Technical Skills Proficiency – End of Course Exams**

This assessment is being replaced by an End of Program – Performance Based Assessment. The new assessment consists of a resume, student portfolio, interview and a four station performance assessment based on the four core courses. This assessment will be conducted and evaluated by members of business and industry.

### **Placement**

Positive placement standard is 90%

Positive placement for Wyoming County Career & Technical Center - 93%

### **EDGE Exams and Credit**

At the end of the first semester (08/09), tests for 43 EDGE courses were given. A total of 187 students received EDGE credit, many students received credit for more than one class.

At the end of the second semester (08/09), tests for 45 EDGE courses were given. A total of 183 students received EDGE credit, many students received credit for more that one class.

Assessment is a necessary tool and an integral component of program evaluation and improvement. But testing, just to be testing, without a procedure to utilize the information gained, is useless. Therefore, the Wyoming County Career and Technical Center uses the following procedure to provide a continuous, consistent and flexible means of assessment and program improvement.

The types of assessment used include formal and informal measures. Standardized assessment includes ACT Work Keys, End of Course Exams, EDGE tests, standardized tests provided by text book companies, State Board exams, industry credentialing exams and new Performance Based completer exams. These assessment tools are administered according to the rules and guidelines set forth by the controlling agencies. Informal assessments such as teacher made tests (academic and skill), student surveys, teacher

**PROGRAM EVALUATION**LEA: WYOMING COUNTYFiscal Year: **2011**  
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surveys and business/community questionnaires, observations and student goal profiles are used daily, weekly and monthly.

Individualized student and program results are provided to each instructor from the standardized assessment. Total school results are provided to the faculty as a whole. Based on the results, program wide or school wide plans are made. Although we are required to meet academic standards in reading, math, and locating information, academics are not taught as separate courses at the Center. The goals and objectives for these academics are integrated throughout each program. Technical education is applied academics in its truest form. Students glean the academic knowledge required and apply the skill in the lab setting. Without the basics in reading, language, math, and science, technical programs would not be able to prepare students for successful careers. To illustrate the assessment procedure a few examples will be given. Two years ago, the ACT Work Keys results met standards in math and reading for the school, but several individual programs did not meet standards and formal improvement plans were developed. The faculty met and decided that all programs needed improvement and decided that the Key Train program should be purchased and implemented through instruction in the resource lab and in each classroom. It is now an integral part of planning and is used when a substitute is used in the classroom. This practice resulted in all but one program meeting standards. Another method for improvement was for several instructors to attend state developed workshops on integrating reading and math into technical classrooms. The participating instructors in turn, provided training and materials on a school level for the remaining faculty. The resource staff provided in house training on teaching techniques to use with all students, but especially those identified as special populations. The Center also began an in house project to specifically address reading scores. The Automotive instructor and the Vocational Development teacher devised a plan to exchange classes for one block, once a week. The Vocational Development teacher is a certified reading teacher and she would be using this time to improve the reading skills for those students enrolled in Automotive Technology. The Automotive Technology instructor in turn worked with her special needs students on basic car care and maintenance. This project turned out to be a win-win proposition. The Automotive students scores, based on the Key Train pre and post test, increased their scores and average of two levels. This included those special populations students in the Automotive program. The students in Vocational Development have a solid basic understanding of how, and what it takes to maintain a personal vehicle. The goal for this project was to show the benefit a certified reading teacher would be for the students. We have long enjoyed the positive effect our math/language lab has had on the student achievement at the Center. To date, there has been no response to our mini research project or our request for a reading teacher on staff. Plans are to try the project again, with a different program and present the results of both projects.

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Informal assessment procedures are treated much the same way as formal assessments. Instructors are continually assessing student performance through informal measures and adjusting their instruction to meet the needs of the students. Whether they need to remediate or accelerate, the instructors use this information to adjust the method or rate of instruction, materials used in the classroom or lab setting.

As previously mentioned, testing for testing sake has little or no merit. The true intent of assessment is to provide students with an appropriate and well rounded education that will allow them to acquire skills necessary to be successful. But student assessment is only part of the picture. We cannot expect our students to meet or exceed standards if the instruction, facilities, equipment and opportunities do not. We must keep the occupational and technical content of the programs reflective of the knowledge and skills requisite for success, regardless of future goals. This not only includes programmatic updates, but requires faculty and staff to keep their education and training current as well. This must be continually analyzed, updated and flexible. To determine which needs to be modified, instructors rely on several factors. Program instructors are active in continuing their education in their field as well as related areas. They also meet regularly with their advisory committees to keep current with the needs of business and industry. This information is passed on to the students and their parents, as well as incorporating any specific requests students may have for skill development. Instructors at the Center realize the pivotal role business partners and advisory committees play in the continuation and improvement of their programs, the Center as a whole and the future of the students. Not only have the individual programs held advisory meetings, the Center holds school wide meetings. The purpose is to initiate a sense of community among the programs and to develop a school-wide network for students, parents, instructors, business partners and community members to access. When all stakeholders are involved in the process, it becomes a powerhouse of human and economic resources.

The Center uses many methods to evaluate if the needs of the stakeholders are being met. Each year the Center mails out employer satisfaction surveys to determine how well the Center is performing. At the same time, student satisfaction surveys are being conducted. There are two types of surveys administered to students. The first survey is given to program completers to learn how students feel about their education at the Center. The second survey is given to all students. This survey is individually developed by each instructor and the results are more specific to the individual program. The county level survey has been replaced by a school level needs assessment that addresses all areas of facilities and instruction. The High Schools That Work Teacher Survey information is also utilized in evaluating instruction and programs. Formal staff evaluation plays a pivotal role in program evaluation. Strengths and weaknesses are considered and plans of improvement are written if necessary.

**PROGRAM EVALUATION**

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Attitudes and input from parents are gleaned through parent/teacher meetings, phone calls, IEP meetings, Open House and additional forms of contact. The Center is developing a parent survey to be implemented for the 2010-2011 term and instructors are considering reinstating the two parent orientation meetings that were held each semester.

All feedback gathered is reported and used to recognize excellence in achievement and provide a foundation for meaningful improvement.

**ACCESS, NONDISCRIMINATION,  
AND SUPPORT FOR SPECIAL POPULATIONS**LEA: WYOMING COUNTYFiscal Year: 2011  
(7-1-10 - 6-30-11)

Describe how equitable access to career and technical education programs will be provided to students who are members of special populations; how special populations students will be assisted in meeting state adjusted levels of performance; and how special population students will not be discriminated against on the basis of their special population status. Include in your description steps to be taken in support of persons experiencing barriers due to gender, race, national origin, color or race.

The Wyoming County Career and Technical Center has a support system in place for those students needing specialized instructional techniques to ensure successful learning takes place. The Center has two master level special education teachers that make up the Special Vocational Resource Staff. These teachers are responsible for the vocational assessment of all special education students in Wyoming County. They attend the IEP meetings with assessment results and placement recommendations. The resource teachers, in conjunction with the technical instructors write the IEP's for the students entering their programs. The Resource Staff identifies students considered special populations for the instructors and provide them with pertinent information. The Resource teachers assure confidentiality, meet with the technical instructors daily, assist students based on need and keep current on issues affecting all students.

While attending the Center in a regular program, special needs students are expected to fully participate in the classroom and lab activities. The standards are not lowered, nor are the goals and objectives modified to meet student needs. Instead, strategies are employed to ensure that the special needs students are successful in their chosen program. Either through collaboration with the technical instructor or providing services directly to the student, the Resource staff offer accommodations in presentation of the material not modification in the information itself.

Special needs students placed in regular technical programs must meet the same standards on assessment as other students in the program. It is the responsibility of the Resource staff to assist in preparing students to take the standardized assessment. The Center's Special Populations Coordinator analyzes the assessment results and reports information concerning those students identified as special needs. Since 1997, students with special needs have performed commensurate with their peers, and for the past few years the special needs students have out performed their regular education peers.

The Resource staff also identifies those students who are considered academically and economically disadvantaged. These students have the same opportunity to receive assistance if the need arises. Students identified as talented and gifted are monitored to assure that they are being challenged and are provided the opportunities to advance at an

**ACCESS, NONDISCRIMINATION,  
AND SUPPORT FOR SPECIAL POPULATIONS**LEA: WYOMING COUNTYFiscal Year: **2011**  
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accelerated rate. All students are given the same opportunity to reach their potential in their chosen field.

Many of the special populations students are successful and productive. They have met standards set forth by state, federal and industry mandates. While enrolled at the Center, they have received recognition as Student of the Month, Outstanding Student for their technical program, participate in internships, Skills USA participants (medal winners) and National Technical Honor Society inductees. Our students identified as special populations earn EDGE credit and go on to post secondary training and many go straight into the workforce.

Physical barriers were remediated several years ago. There are ramps from the parking lot to the sidewalks and the entire facility is composed of single story structures, eliminating the need for elevators. New restrooms have been designed to accommodate individuals with handicaps (specifically for wheelchair accessibility). The door handles have been changed from knobs to levers and all restrooms have been refitted to accommodate wheelchairs (stalls enlarged, motion-sensor sinks and commodes).

The fundamental concept of least restrictive environment is used in conjunction with the determination of strengths and weaknesses of a student identified as special populations through the individual assessment results. Placement in technical education programs must follow the same due process as does regular education, since regular education is inclusive of technical education. Cooperation between technical education and special education has led to appropriate placement and required services. Placement decision meetings are held in the spring to provide an opportunity to plan and have in place any support service that a student would need when the student starts school in the fall. Instructors are aware of identified students' strengths and weaknesses and cooperatively plan instructional methods with the support staff.

Placement decisions regarding technical education for identified students are assessment based. No single test instrument may be the sole criterion for placement. A combination of achievement and ability assessments (Woodcock-Johnson R and WISCIII) from special education coupled with learning styles, vocational aptitude and occupational interest inventories from vocational assessment. All are used to make appropriate, realistic and successful technical placement. After placement is determined, and IEP is written to meet the student's needs. The IEPs address curricular, physical, remedial, instructional and support concerns. The Special Vocational Resource Staff attend every placement meeting where technical education is an option. By following the policies and procedures set forth by Policy 2419: Regulations for the Education of Exceptional Children, equitable access is assured. The array of vocational assessment instruments which may be used to assess special populations are:

**ACCESS, NONDISCRIMINATION,  
AND SUPPORT FOR SPECIAL POPULATIONS**LEA: WYOMING COUNTYFiscal Year: 2011  
(7-1-10 - 6-30-11)**Academics**

Apticom General Educational Development Battery – The Apticom provides assessments in the areas of language and math development with results given in Levels 1 to 4 which are equivalent to grades 1 through 12+.

It should be noted that the Wyoming County Career and Technical Center has worked cooperatively with the Special Education Department in exchanging assessment data on certain students who are members of special populations to provide the most appropriate, least restrictive placement.

**Aptitude**

Apticom Aptitude Battery – This battery uses 11 timed subtests in a virtually non-reading presentation. Results are given as raw scores, standard scores, and percentiles, with recommendations being made by comparing the student's standard scores to cut-off scores on the DOT. The test was normed on average adults. Additional assessment may be required depending upon the severity of the handicap. The Center has McCarron – Dial, Skills Assessment Modules, Talent Assessment Profile and Vocational Transit.

**Occupational Interest**

Apticom Interest Battery – This battery uses 162 statements representing 12 occupational interest areas. The student selects which occupations best suit their interest. Each of the 12 interest areas are scored as low, medium and high levels.

The Pictorial Inventory of Careers is used with some students because of the nonverbal presentation.

**Learning Styles**

C.I.T.E. Learning Styles – This inventory administers 45 statements that assess the major sensory modalities of learning. Nine learning styles are developed from the statements to give the instructor and the student additional data in setting up a successful technical program.

**Remediation and Acceleration of Academic Skills**

The math-language lab is being continued during the 2010-2011 school year. The program is designed to continue the development of basic academic skills and acceleration of more advanced students. The math-language lab teacher focuses on math and reading concepts with a strong emphasis on developing computer literacy skills. The program will be directed toward those students who need additional academic skills training and those who will benefit from advanced skill training.

**ACCESS, NONDISCRIMINATION,  
AND SUPPORT FOR SPECIAL POPULATIONS**LEA: WYOMING COUNTYFiscal Year: **2011**  
**(7-1-10 - 6-30-11)****Special Populations Coordinator**

The special populations coordinator position is being continued during the 2010-2011 school year. The special populations coordinator responsibilities are:

1. Assist in the development of the LEA Plan
2. Facilitates determination of student eligibility as a member of special populations
3. Facilitates assessment
4. Facilitates support services for members of special populations
5. Serves as liaison between Technical and Special Education
6. Serves as a member of the IEP committee when technical education is an educational placement option
7. Developing technical IEP's
8. Maintaining and updating technical IEPs

The Wyoming County Career and Technical Center has always prided itself on providing an equal and quality education for all students enrolled in every program. The special populations students comprise approximately 33% of the total enrollment and those identified as disadvantaged make up about 57% of the total enrollment.

Those students identified as being in a minority category because of gender, race, color or national origin have the same opportunities as any other student enrolled in the Center. Although this group, excluding gender, comprises less than one percent of the total population, these students are afforded every service that any student has access. The Center is diligent in making sure that each and every student has every opportunity made available to them to allow their educational experience to be fulfilling and successful.

Evidence of the supportive environment can be found in the achievement of all our students and the recognition the school has received as School of Excellence and Exemplary School. We have also garnered commendations from the Office of Civil Rights on providing a supportive and barrier free environment for all students.

## PREPARATION FOR NONTRADITIONAL FIELDS

LEA: WYOMING COUNTYFiscal Year: 2011  
(7-1-10 - 6-30-11)

Describe how funds will be used to promote preparation for nontraditional training and employment in high skill, high wage occupations, particularly for individuals who are members of special populations.

The Wyoming County Career and Technical Center has had and does have students enrolled in nontraditional training programs, "occupations or fields of work for which individuals from one gender comprise less than 25 percent of the individuals employed in each such occupation or field of work." The Center has had and does have male students enrolled in Pro Start, Health Services Assistant, Licensed Practical Nursing and Cosmetology. The Center has had and does have female students enrolled in Automotive Technology, Building Construction, Welding Technology, Electronic Technology and Industrial Equipment Maintenance. Cisco and Oracle Academies, Drafting/CAD, and Graphic Communications have always had male and female students enrolled. The Center currently has male special needs students enrolled in Pro Start, Health Services Assistant and Cosmetology. A male student who was identified as special populations while in high school transitioned and graduated from the LPN program. The Center currently has female special needs students enrolled in Diesel Equipment Technology, Building Construction, Electrical Technology, and Electronic Technology.

Active, focused recruitment of students into nontraditional training and employment has not been a component of the enrollment process in the past. The Center enrolls students based on interest and every student that has selected nontraditional programs has had every accommodation made to ensure a positive, successful experience.

The recruitment process at the Wyoming County Career and Technical Center involves several components. One component of recruitment is the visitation of the Guidance Counselor to the middle schools. The counselor presents the programs offered at the Center and discusses nontraditional training with the 7<sup>th</sup> and 8<sup>th</sup> grade students. They then visit the Center, and during the tour the instructors also address nontraditional training and employment opportunities. These students are then enrolled in the Center's summer school program. Male and Female students enroll in every program. Another recruitment activity is the presentation made to the 10<sup>th</sup> graders during their enrollment in the Introduction to the Majors class. The Center's guidance counselor, instructors, and business partners make presentations about the Center, individual programs and employment opportunities. Nontraditional training and employment topics are discussed. When the 10<sup>th</sup> graders come to the Center for visitation (they spend half the day visiting three selected programs), they are encouraged to visit a nontraditional program as one of their three selections.

**PREPARATION FOR NONTRADITIONAL FIELDS**LEA: WYOMING COUNTYFiscal Year: **2011**  
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The Career Exploration Program is another recruitment tool utilized by the Center, and provides an additional opportunity for providing information on nontraditional training and employment opportunities. Students from the two county high schools may enroll in any technical program, based on interest, for two blocks one semester or one block for two semesters. The program was designed for students to be given the opportunity to explore two separate technical programs. Students are encouraged to use one choice in a nontraditional area. The Center has had several students to take advantage of this opportunity to explore nontraditional occupations.

The Wyoming County Special Education Department sponsors a transition fair each spring for 11<sup>th</sup> and 12<sup>th</sup> students identified as special populations. It is held on the Wyoming Campus of Southern West Virginia Community and Technical College. The Center is represented and encourages students to enroll for postsecondary training and encourages them to consider nontraditional programs.

Another component of the recruiting system is the parent nights held at each high school through the year. The high schools hold parent orientation and informational nights for 9<sup>th</sup>, 10<sup>th</sup>, and 12<sup>th</sup> grade students. The Center is invited to present the training programs available and nontraditional choices are a part of that presentation.

The last major avenue used for recruitment by the Center is the newly established Student Ambassador Program. Students, who are enrolled technical programs, promote the Center and its opportunities at their home high schools, community events, school events, etc. Students address the nontraditional training opportunities and benefits of nontraditional employment. Students enrolled in nontraditional programs and students identified as special populations are also included as student ambassadors.

The Center does not set aside Perkins funding for these activities. These activities are supported by county board, local and donated monies.

**CAREER GUIDANCE AND ACADEMIC COUNSELING**LEA: WYOMING COUNTYFiscal Year: 2011  
(7-1-10 - 6-30-11)

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

The two county high schools employ two certified counselors each, one being designated to specifically address the needs for those students identified as special needs. The Wyoming County Career and Technical Center employs one certified counselor and addresses the needs of all students. The special education department in Wyoming County employs two certified counselors to address the needs of the special populations students enrolled in the county system, one being designated for those students enrolled in courses at the Career and Technical Center. Two Special Vocational Resource Teachers work closely with all counselors to provide the services and support services necessary for a successful educational experience for special needs students. Transition and post secondary services are addressed and outside entities are included in this process.

The counselors at the high schools provide career information to all students. Once enrolled at the Wyoming County Career and Technical Center, the counselor at the Center becomes their primary contact. The Center's counselor provides individual counseling on issues ranging from taking the ACT college entrance exam, scheduling problems at the home high school, difficulties at home and at school. The counselor visits each program on a regular basis and frequently addresses the students on employability skills and attendance. The counselor is the chair of the Attendance Committee and has developed an incentive program.

The Center's counselor schedules and organizes all visitations by students. This includes scheduling and organizing guest speakers and presenters from business and industry, the military and postsecondary education/training institutions. Scholarship searches and financial aid assistance has begun to play a large part of the counselor's duties. With an increase in the number of our students attending some type of postsecondary training, there has been a jump in the request for assistance.

The Center's counselor attends all training available to counselors in general and those sessions pertaining to technical education specifically. The Center supports the professional development activities as it directly impacts the quality of education the Center provides its students.

**IMPROVING CTE STAFF RECRUITMENT AND RETENTION**LEA: WYOMING COUNTYFiscal Year: 2011  
(7-1-10 - 6-30-11)

Describe efforts to recruit and retain career and technical educators, career guidance and academic counselors, including members of groups underrepresented in the teaching profession, and the transition of individuals to teaching from business and industry.

The actual hiring practices for any employee at the Wyoming County Career and Technical Center must follow the policies and procedures set forth by the West Virginia Department of Education and the Wyoming County Board of Education. Anyone applying for a position with the Wyoming County Board of Education must follow the county policy of application and interview.

That being said, the Wyoming County Career and Technical Center has one main tool used for recruitment. When the Center was built in 1974, the county superintendent was committed to providing quality technical education to the students of Wyoming County. Therefore, when the teaching positions were posted, it was decided to set the beginning salaries at Master's Level plus twelve years of experience. This was done to entice the best of business and industry into the teaching profession, and it worked. The Center has long experienced quality and a dedicated teaching staff. This rate of pay is offered at no other Technical Center in the state.

An indirect recruitment tool is the fact the Center has enjoyed a reputation of providing quality education and training. Our students and instructors have received local, state and national recognition for excellence. The Center itself has been the recipient of the WV School of Excellence two times, Exemplary School and is consistently a high achieving school. Those considering a career in education find themselves drawn to such places.

Retention of faculty and staff is another issue altogether. In addition to offering an advanced status salary, the Center is committed to providing other types of assistance to encourage instructors to continue their requirements for maintaining employment. The county and the Center help by providing substitutes when instructors must be absent to meet a continuing education requirement. Additionally, the Center actively pursues funding sources to help defray the cost of classes, workshops and travel. A network within the Center has been developed to assist new instructors with course work and resources necessary to complete their teacher education training. The county provides paid mentor positions for new employees and the mentors are technical instructors. There is also an informal system of mentoring that takes place. The attitude of community is pervasive throughout the Center.

Lastly, a key element in retaining quality instructors at the Center is that site-based management is utilized. Instructors are involved in every facet of the daily workings of the school. When teachers are allowed to be analyzers, decision makers and problem solvers,

**IMPROVING CTE STAFF RECRUITMENT AND RETENTION**

LEA: WYOMING COUNTY

Fiscal Year: **2011**  
**(7-1-10 - 6-30-11)**

ownership becomes a powerful incentive for follow through.

There has been one incidental retention factor that has occurred that could have never been planned. All but one of the new instructors has been a graduate of the Wyoming County Career and Technical Center. By at one time being a student, and later returning as an instructor, new teachers feel they start with a vested interest in their program. They have first hand knowledge of what the Center has done for them personally, and professionally and are eager to pass this and their knowledge on to our future young professionals. Two of the Center's seniors have been inquiring what it takes to become an instructor at the Center. This is truly teacher recruitment and retention.

**PREPARATION FOR HIGH SKILL, HIGH WAGE, HIGH DEMAND OCCUPATIONS FOR SPECIAL POPULATIONS**LEA: WYOMING COUNTYFiscal Year: 2011  
(7-1-10 - 6-30-11)

Describe how activities will be provided 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.

As mentioned throughout this document, there is in place, a sequential and comprehensive system in place for recruitment. Beginning in the seventh grade and continuing through the twelfth grade, all students are given multiple presentations of the programs and opportunities available at the Center. Visitations, tours, job shadowing experiences and the Career Exploration program provide more in depth experiences for all students. Students that are identified as special populations participate in these activities as well as being “double dosed” with information and career planning by the Special Education teachers at their home high schools and the Center.

Beginning in the tenth grade, special populations students are given a battery of vocational assessment and inventories to begin the process of providing appropriate and quality technical education, with the end result being transition into employment or post secondary education. The Special Vocational Resource staff administers the assessment, attends the placement meetings with recommendations, writes the technical IEP’s (with input from the instructors of content), ensures the implementation of the IEP and monitors student progress.

The belief of the faculty at the Center is that every student enrolled in each program has the same opportunity to achieve and be successful in their chosen field. Those students identified as special populations are required to participate using the same CSO’s, materials and assessment as their general education peers. We do not begin by “watering down” or lowering the standards and requirements to meet the needs of the students. Instead, special needs students are expected to meet the same requirements and standards as every other student in the program. The difference being, accommodations are made in the method and presentation of the material. Extra time and help is made available to any student who needs it.

There are several assistance programs in place to assist students who made need a little “extra” to achieve their potential. One such program is peer tutoring. This is implemented in every program at the Center. Peer mentoring is also used and it is a more intense version on the tutoring program. All students have the Resource Lab available for assistance with remediation or acceleration in math and language. The Resource Lab teacher also works with students on developing resumes and what it takes to develop a professional portfolio. These activities are reinforced by the Instructors of Content and the Special Vocational Resource teachers do additional follow up with the special needs students.

**PREPARATION FOR HIGH SKILL, HIGH WAGE, HIGH DEMAND OCCUPATIONS FOR  
SPECIAL POPULATIONS**

LEA:           **WYOMING COUNTY**          

Fiscal Year: **2011**  
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The Internship program is available to any student who meets the criteria and many of the students participating are those identified as special needs. Many of these experiences lead to permanent employment. Special needs students are members of the National Technical Honor Society and are members and competition participants in SKILLS USA. Many of the medals winners for our Center have been special needs students. There have been many years when special needs students have qualified and represented our school at the Ford AAA competition.

Senior projects have become a large part of the final grade for our completers. The students identified as special needs are required to participate in this activity. Each program has its own method of determining which projects are completed, and most projects have individual and team work components. These projects are to be completed by Open House and are on display for the families, business partners and community members to view.

Transitional services are available to all students and the Center is involved with many outside agencies to ensure that all student needs are being met. Students identified as special populations are referred to the Department of Rehabilitative Services at the beginning of their senior year. A representative is invited to their IEP meeting the previous spring and options for assistance are discussed. They are provided assistance with continuing their education or with entry into the workforce. The Center also works with Integrated Resources, DHHR, Mental Health and private programs to provide smooth transition into life after high school. This cooperative service includes those persons who may have lost their job and are returning for training, single parents that need to return to the workforce and displaced homemakers that may have never worked outside the home and are in need of skill development.

The Center works diligently to provide a quality educational experience for every student that enters a single course or a program completer. We do not allow any type of impairment or disability to interfere in providing equal opportunities for anyone enrolled in our facility. This dedication is evident in student achievement, test scores, placement rate and student satisfaction. The goal for all of our students is to provide them with the tools to become happy, self-sustaining adults, to instill the love of learning and the realization that education does not stop at the point of graduation.

## LOCAL CAREER/TECHNICAL EDUCATION ADVISORY COUNCIL

LEA: WYOMING COUNTYFiscal Year: 2011  
(7-1-10 - 6-30-11)

List below those persons who have been appointed to serve on the local advisory council for career/technical education. Use two lines for each person, if necessary, to provide: Name, home address, place employed, and (if there is no objection), the race and gender of the individual. Use additional pages as necessary. Be sure the additional pages bear the name of the LEA.

Members	Address	Company and Position	Race	Gender
Randall Topping	Route 2 Box 10 Oceana, WV 24870	Cleveland Cliffs Maintenance Foreman	W	M
Juanita Mullins	Box 149 New Richmond, WV 24867	Wyoming Continuous Care Director of Nursing	W	F
Gerald Scott	P. O. Box 387 Pineville, WV 24874	DRS Retired	W	M
David Lord	Box 638 Pineville	SWVCTC Campus Director	W	M
Ira Cook, Jr.	Box 163 Matheny, WV 24860	Wyoming Co. BOE Retired	W	M
Mary Catherine Brooks	Box 999 Pineville, WV 24874	Wyoming County Report Editor-In-Chief	W	F
Jody Cook	Box 1000 Pineville, WV	State Farm Insurance Agent	W	M
Vicki Clay	Box 12 Pineville, WV 24874	Wyoming Co. BOE Counselor	W	F
Dylan Saunders	316 Howard Avenue Mullens, WV 25882	DRS Counselor	W	M
Fred Hatcher	Box 342 Matheny, WV 24860	Peoples Bank Retired	W	M

## LOCAL CAREER/TECHNICAL EDUCATION ADVISORY COUNCIL

LEA: WYOMING COUNTYFiscal Year: 2011  
(7-1-10 - 6-30-11)

Members	Address	Company and Position	Race	Gender
Kim Keeney	Box 937 Oceana, WV 24874	Wyoming Co. BOE	W	F
Patty Lucas	Box 149 New Richmond, WV 24867	Wyoming Continuous Care Administrator	W	F
Phyllis Repass	HCR 72, Box 200 Pineville, WV 24874	Wyoming Co. BOE Principal	W	F
Frank Mann	P. O. Box 69 Pineville, WV 24874	Wyoming Co. BOE Assistant Superintendent	W	M

I certify that this advisory council met and was consulted in the development of this plan.

\_\_\_\_\_  
Career/Technical Education Administrator

LEA: WYOMING COUNTY

Fiscal Year: **2011**  
**(7-1-10 - 6-30-11)**

**CONCENTRATIONS TO BE DISCONTINUED**  
2009-2010

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Fac. Code	Name of School	WVEIS Code	Level	Reason for Closure
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Not Applicable

**CONCENTRATIONS TO BE MODIFIED**  
2009-2010

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Fac. Code	Name of School	WVEIS Code	Level	Modification Planned
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Not Applicable

APPLICATION FOR APPROVAL OF CONTINUING SECONDARY  
TECHNICAL EDUCATION CONCENTRATIONS

LEA: WYOMING COUNTY School Year: 2010-2011

Fac. Code	WVEIS Code	Name of Instructor	Days Empl.	% Time	Four required courses offered <u>during next two school years?</u>		Credential #
					Yes	No	
<u>98507</u>	<u>0990</u>	<u>Green, Karen</u>	<u>200</u>	<u>100</u>	<u>NA</u>	<u>      </u>	<u>      </u>
<u>98507</u>	<u>1400</u>	<u>Lewis-Smith, Tracy</u>	<u>200</u>	<u>100</u>	<u>      </u>	<u>X</u>	<u>      </u>
<u>98507</u>	<u>2400</u>	<u>Position Posted</u>	<u>200</u>	<u>50</u>	<u>NA</u>	<u>      </u>	<u>      </u>
<u>      </u>	<u>      </u>	<u>      </u>	<u>      </u>	<u>      </u>	<u>      </u>	<u>      </u>	<u>      </u>
<u>      </u>	<u>      </u>	<u>      </u>	<u>      </u>	<u>      </u>	<u>      </u>	<u>      </u>	<u>      </u>
<u>      </u>	<u>      </u>	<u>      </u>	<u>      </u>	<u>      </u>	<u>      </u>	<u>      </u>	<u>      </u>
<u>      </u>	<u>      </u>	<u>      </u>	<u>      </u>	<u>      </u>	<u>      </u>	<u>      </u>	<u>      </u>
<u>      </u>	<u>      </u>	<u>      </u>	<u>      </u>	<u>      </u>	<u>      </u>	<u>      </u>	<u>      </u>
<u>      </u>	<u>      </u>	<u>      </u>	<u>      </u>	<u>      </u>	<u>      </u>	<u>      </u>	<u>      </u>
<u>      </u>	<u>      </u>	<u>      </u>	<u>      </u>	<u>      </u>	<u>      </u>	<u>      </u>	<u>      </u>
<u>      </u>	<u>      </u>	<u>      </u>	<u>      </u>	<u>      </u>	<u>      </u>	<u>      </u>	<u>      </u>
<u>      </u>	<u>      </u>	<u>      </u>	<u>      </u>	<u>      </u>	<u>      </u>	<u>      </u>	<u>      </u>
<u>      </u>	<u>      </u>	<u>      </u>	<u>      </u>	<u>      </u>	<u>      </u>	<u>      </u>	<u>      </u>
<u>      </u>	<u>      </u>	<u>      </u>	<u>      </u>	<u>      </u>	<u>      </u>	<u>      </u>	<u>      </u>

Signature(s) of County Superintendent(s): \_\_\_\_\_  
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APPLICATION FOR APPROVAL OF CONTINUING SECONDARY  
TECHNICAL EDUCATION CONCENTRATIONS

LEA: WYOMING COUNTY School Year: 2010-2011

Fac. Code	WVEIS Code	Name of Instructor	Days Empl.	% Time	Four required courses offered <u>during next two school years?</u>		Credential #
					Yes	No	
<u>98508</u>	<u>0990</u>	<u>Dixon, Donna</u>	<u>200</u>	<u>100</u>	<u>NA</u>	<u></u>	<u></u>
<u>98508</u>	<u>1400</u>	<u>Rinehart, Nancy</u>	<u>200</u>	<u>100</u>	<u></u>	<u>X</u>	<u></u>
<u>98508</u>	<u>2400</u>	<u>Position Posted</u>	<u>200</u>	<u>50</u>	<u>NA</u>	<u></u>	<u></u>
<u></u>	<u></u>	<u></u>	<u></u>	<u></u>	<u></u>	<u></u>	<u></u>
<u></u>	<u></u>	<u></u>	<u></u>	<u></u>	<u></u>	<u></u>	<u></u>
<u></u>	<u></u>	<u></u>	<u></u>	<u></u>	<u></u>	<u></u>	<u></u>
<u></u>	<u></u>	<u></u>	<u></u>	<u></u>	<u></u>	<u></u>	<u></u>
<u></u>	<u></u>	<u></u>	<u></u>	<u></u>	<u></u>	<u></u>	<u></u>
<u></u>	<u></u>	<u></u>	<u></u>	<u></u>	<u></u>	<u></u>	<u></u>
<u></u>	<u></u>	<u></u>	<u></u>	<u></u>	<u></u>	<u></u>	<u></u>
<u></u>	<u></u>	<u></u>	<u></u>	<u></u>	<u></u>	<u></u>	<u></u>
<u></u>	<u></u>	<u></u>	<u></u>	<u></u>	<u></u>	<u></u>	<u></u>
<u></u>	<u></u>	<u></u>	<u></u>	<u></u>	<u></u>	<u></u>	<u></u>
<u></u>	<u></u>	<u></u>	<u></u>	<u></u>	<u></u>	<u></u>	<u></u>

Signature(s) of County Superintendent(s): \_\_\_\_\_  
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**APPLICATION FOR APPROVAL OF CONTINUING SECONDARY  
TECHNICAL EDUCATION CONCENTRATIONS**

LEA: WYOMING COUNTYSchool Year: 2010-2011

Fac. Code	WVEIS Code	Name of Instructor	Days Empl.	% Time	Four required courses offered <u>during next</u> <u>two school years?</u>		Credential #
					Yes	No	
<u>98701</u>	<u>BM1930</u>	<u>Weaver, Gary</u>	<u>210</u>	<u>50</u>	<u>X</u>	<u>    </u>	<u>25</u>
<u>98701</u>	<u>ET1620</u>	<u>Jarrell, David</u>	<u>210</u>	<u>100</u>	<u>X</u>	<u>    </u>	<u>11</u>
<u>98701</u>	<u>ET1640</u>	<u>Weaver, Gary</u>	<u>210</u>	<u>50</u>	<u>X</u>	<u>    </u>	<u>6</u>
<u>98701</u>	<u>ET1720</u>	<u>Spears, Eddie</u>	<u>210</u>	<u>100</u>	<u>X</u>	<u>    </u>	<u>33</u>
<u>98701</u>	<u>ET1760</u>	<u>Thomas, Frankie</u>	<u>210</u>	<u>100</u>	<u>X</u>	<u>    </u>	<u>1</u>
<u>98701</u>	<u>ET1780</u>	<u>Morgan, Richard</u>	<u>210</u>	<u>100</u>	<u>X</u>	<u>    </u>	<u>5</u>
<u>98701</u>	<u>ET1820</u>	<u>McKinney, David</u>	<u>210</u>	<u>100</u>	<u>X</u>	<u>    </u>	<u>3</u>
<u>98701</u>	<u>ET1870</u>	<u>McKinney, Daniel</u>	<u>210</u>	<u>100</u>	<u>X</u>	<u>    </u>	<u>2</u>
<u>98701</u>	<u>ET1980</u>	<u>Hatfield, Jason</u>	<u>210</u>	<u>100</u>	<u>X</u>	<u>    </u>	<u>8</u>
<u>98701</u>	<u>FH1830</u>	<u>Cook, Matt</u>	<u>210</u>	<u>100</u>	<u>X</u>	<u>    </u>	<u>34</u>
<u>98701</u>	<u>HE0710</u>	<u>Brooks, Ruth</u>	<u>210</u>	<u>100</u>	<u>X</u>	<u>    </u>	<u>17, 51, 52</u>
<u>98701</u>	<u>HE0710</u>	<u>Evans, Lynda</u>	<u>210</u>	<u>100</u>	<u>X</u>	<u>    </u>	<u>17, 51, 52</u>
<u>98701</u>	<u>HU1010</u>	<u>Manning, Kathy</u>	<u>210</u>	<u>100</u>	<u>X</u>	<u>    </u>	<u>20</u>
<u>98701</u>	<u>HU1730</u>	<u>McCann, Marla</u>	<u>230</u>	<u>100</u>	<u>X</u>	<u>    </u>	<u>23</u>
<u>98701</u>	<u>HU1730</u>	<u>Younce, Sherry</u>	<u>230</u>	<u>100</u>	<u>X</u>	<u>    </u>	<u>23</u>
<u>98701</u>	<u>3155</u>	<u>Cole, Rhonda</u>	<u>200</u>	<u>100</u>	<u>NA</u>	<u>    </u>	<u>NA</u>
<u>98701</u>	<u>7627 (C)</u>	<u>Staff</u>	<u>200</u>	<u>100</u>	<u>NA</u>	<u>    </u>	<u>    </u>

Signature(s) of County Superintendent(s): \_\_\_\_\_

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APPLICATION FOR APPROVAL OF CONTINUING ADULT PREPARATORY CONCENTRATIONS

LEA: WYOMING COUNTY School Year: 2010-2011

Fac. Code	WVEIS Code	Name of Instructor	Days Empl.	% Time	Salary	MONTHLY Tuition	**Other Costs
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98701	0776	Browning, Susan	240	100		\$150	\$1,275
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Concentration Name Used Locally: Licensed Practical Nursing Credential Number: 37

98701	0776	Lane, Sue	240	100		\$	\$
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Concentration Name Used Locally: Licensed Practical Nursing Credential Number: 37

98701	0776	Martin, Andrea	240	50		\$	\$
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Concentration Name Used Locally: Licensed Practical Nursing Credential Number: 37

98701	Sec 0776	Shrewsberry, Violet	240	50		\$	\$
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Concentration Name Used Locally: \_\_\_\_\_ Credential Number: \_\_\_\_\_

					\$	\$	\$
--	--	--	--	--	----	----	----

Concentration Name Used Locally: \_\_\_\_\_ Credential Number: \_\_\_\_\_

					\$	\$	\$
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Concentration Name Used Locally: \_\_\_\_\_ Credential Number: \_\_\_\_\_

**Total FTE 3 Total Salary \$ 146,158**

Signature(s) of County Superintendent(s): \_\_\_\_\_  
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 \_\_\_\_\_  
 \_\_\_\_\_

\*\*INCLUDE books, supplies, uniforms, lab fees, etc.

**APPLICATION FOR APPROVAL OF  
CONTINUING ADMINISTRATIVE AND SUPPORT SERVICES**

LEA: WYOMING COUNTY

School Year: 2010-2011

Facility Code	Name of Person	Job Title	Days Empl.	Percent Time
98701	8045 Phyllis D. Repass	Principal	225	100
98701	0005 Donna Harmon	Counselor	210	100
98701	8017 Shelia Mann	Special Vocational Resource Instructor & Special Populations Coordinator	210	100
98701	8017 Rhonda Loving	Special Education Instructor	200	100
98701	8017 Marsha Stevens	Special Vocational Resource Instructor	200	100
98701	Ellen Brown	Secretary	220	100
98701	Violet Shrewsbury	Secretary	240	50

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Signature(s) of County Superintendent(s)

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**TECHNICAL EDUCATION ADULT PART-TIME CLASSES**

LEA: WYOMING COUNTY

Fiscal Year: **2011**  
**(7-1-10 - 6-30-11)**

In the table below, estimate the number of clock hours of instruction to be offered in adult part-time classes in 2010-2011.

<u>INSTRUCTION AREA</u>	<u>CLOCK HOURS PLANNED</u>
OCCUPATIONAL:	FY-2011
Agriculture	_____
Marketing	_____
Health Occupations	<u>150</u>
Family & Consumer Science Occupations	<u>50</u>
Office Occupations	_____
Technical/Industrial Occupations	<u>350</u>
TOTAL	<u>550</u>