



College and Career Transitions Initiative

CCTI IMPROVEMENT PLAN

Site Partnership:

Lehigh Carbon Community College

03/30/2007

Outcome #1: Decreased need for remediation at postsecondary level

Strategy	Target Group	Action Steps	Deadline for each step
A. Develop and Deliver a one-week long training in academic literacy for science, math and technology teachers	HS and MS Teachers and to provide instruction for HS and MS students and Administrators to provide support for teachers	1A. Provide conceptual and pragmatic in-service in the member school districts.	On-Going
		2A. Develop a timeline for delivery of major academic literacy training steps	5/03 - Completed
		3A. Advertise one-week summer training institute for science, math and technology teachers Summer 4 Institute	On-Going
		4A. Train Science, Math and Technology Teachers	On-Going
		5A. Teacher-trainee participants will identify classes for which they will use academic literacy strategies/help facilitate demographics, set up enrollment forms, identify level	On-Going
		6A. Revise Data collection model	On-Going
		6A.1. Present new model to Linda Montgomery for approval	7/05 Completed
		6A.2. Present new model to Superintendents and C and I council for approval	8/05 – 9/05 -Completed
		6A.3. Collect data including where possible retro data	On-Going
		7A. Obtain HS wide average 11 th grade math and reading PSSA test scores	On-Going
		8A. Conduct data analysis (aggregate data)	On-Going
		9A. Report findings to CCTI as required	On-Going
		B. Induct and facilitate teacher leaders to participate in the Nat'l Institute on Reading Apprenticeship from West End, Inc.	HS and MS Teachers and to provide instruction for HS and MS students and Administrators to provide support for teachers
2B. Send teacher leaders to NIRA Level 2 training (Note this is new)	7/05 – and On-Going		
3B. NIRA Follow-up training	2/04 - Completed		

Strategy	Target Group	Action Steps	Deadline for each step
		4B. Prepare turn-key training program for summer (4) for science, math and technology teachers.	On-Going
C. Develop "Level 2 Train the trainer" training program	Teachers to provide turn-key training for other teachers	1C. Provide conceptual and pragmatic in-service in the member school districts.	On-Going
		2C. Develop a timeline for delivery of major academic literacy training steps	On-Going
		3C. Advertise one-week summer training institute for teachers who have undergone initial RA training	On-Going
		4C. Train teachers to lead professional development of other trainers	On-Going
		5C. Prepare turn-key training program for summer (4) for science, math and technology teachers.	On-Going
D. Plan for On-going support by trainer coordinator	HS and MS Teachers and to provide instruction for HS and MS students and Administrators to provide support for teachers	1D. Facilitate 3 coordination sessions with West-Ed trained teachers	On-Going
		2D. Enjoin teachers for future training institutes for content area colleagues	On-Going
		3D. Design and plan a faculty support model for academic literacy to increase success	On-Going

Outcome #2: Increased enrollment and persistence in postsecondary education

Strategy	Target Group	Action Steps	Deadline for each step
Develop and Deliver science/technology dual enrollment course(s) in the focused area (i.e. a Introduction to Biotechnology and/or a Nanofabrication program Survey Course)	HS and MS Teachers and to provide instruction for HS and MS students and Administrators to provide support for teachers	1. Discuss with the Science Coordinator dual enrollment course alternatives	5/03-7/03 Completed (Biotech) 8/04 Completed (Nanotech)
		2. Meet with the Academic Dean and Vice President of Faculty to obtain their input and support for dual enrollment course development alternatives	10/04 Completed (Nanotech)
		3. Have a collaborative meeting of college and high school science faculty to brain storm, topics and logistics of presenting a nanofabrication program course(s) in the high school as well as college setting. (High School teachers are required to have a minimum of a Masters degree in their content area.)	7/03 Completed (Biotech) 11/04 (Nanotech)
		4. Have the concept of the new course reviewed by the appropriate college committees to insure that it meets the college rationale and standards to be developed into a new course	9/03 – 6/04 Completed (Biotech) 6/05 – 8/05 Completed (Nanotech)
		5. Have college faculty write the new course with HS teacher input as applicable	On-Going
		6. Have the completed course approved by the appropriate college committees.	9/06-6/07 (Nanotech)
		7. Pilot the course in the college.	9/03 – 6/04 Completed (Biotech) 6/05 – 8/05 Completed (Nanotech)
		8. Provide workshops for teachers to learn how to teach and deliver nanoscience and biotechnology courses	On-Going
		9. Pilot the course at partner high schools with close collaboration with HS faculty.	9/06-6/07 (Nanotech)
		10. Expand the course to other high schools in our two county system , continuing the mentoring program	9/06-+ (Biotech) 9/07-+ (Nanotech)

Outcome #3: Increased academic and skill achievement at secondary and postsecondary levels

Strategy	Target Group	Action Steps	Deadline for each step
A. Develop and Deliver a one-week long training in academic literacy for science, math and technology teachers	HS and MS Teachers and to provide instruction for HS and MS students and Administrators to provide support for teachers	1A. Provide conceptual and pragmatic in-service in the member school districts.	On-Going
		2A. Develop a timeline for delivery of major academic literacy training steps	5/03 - Completed
		3A. Advertise one-week summer training institute for science, math and technology teachers Summer 3 Institute	On-Going
		4A. Train Science, Math and Technology Teachers	On-Going
		5A. Teacher-trainee participants will identify classes for which they will use academic literacy strategies/help facilitate demographics, set up enrollment forms, identify level	On-Going
		6A. Revise Data collection model	On-Going
		6A.1. Present new model to Linda Montgomery for approval	7/05 Completed
		6A.2. Present new model to Superintendents and C and I council for approval	8/05 – 9/05 Completed
		6A. 3. Collect data including where possible retro data	On-Going
		7A. Obtain HS wide average 11 th grade math and reading PSSA test scores	On-Going
		8A. Conduct data analysis (aggregate data)	On-Going
		9A. Report findings to CCTI as required	On-Going
B. Induct and facilitate teacher leaders to participate in the Nat'l Institute on Reading Apprenticeship from West End, Inc.	HS and MS Teachers and to provide instruction for HS and MS students and Administrators to provide support for teachers	1B. Define and advertise the NIRA with Institute participants	On-Going
		2B. Send teacher leaders to NIRA training	7/05 – On-Going
		3B. NIRA Follow-up training	2/04 - Completed
		4B. Prepare turn-key training	On-Going

Strategy	Target Group	Action Steps	Deadline for each step
		program for summer (4) for science, math and technology teachers.	
C. Develop "Level 2 Train the trainer" training program	HS and MS Teachers and to provide instruction for HS and MS students and Administrators to provide support for teachers	1C. Provide conceptual and pragmatic in-service in the member school districts.	On-Going
		2C. Develop a timeline for delivery of major academic literacy training steps	On-Going
		3C. Advertise one-week summer training institute for teachers who have undergone initial RA training	On-Going
		4C. Train teachers to lead professional development of other trainers	On-Going
		5C. Prepare turn-key training program for summer (4) for science, math and technology teachers.	On-Going
D. Plan for On-going support by trainer coordinator	HS and MS Teachers and to provide instruction for HS and MS students and Administrators to provide support for teachers	1D. Facilitate 3 coordination sessions with West-Ed trained teachers	On-Going
		2D. Enjoin teachers for future training institutes for content area colleagues	On-Going
		3D. Design and plan a faculty support model for academic literacy to increase success	On-Going
E. Develop and Deliver science/technology dual enrollment course(s) in the focused area (i.e. a Introduction to Biotechnology and/or a Nanofabrication program Survey Course)	HS and MS Teachers and to provide instruction for HS and MS students and Administrators to provide support for teachers	1E. Discuss with the Science Coordinator dual enrollment course alternatives	4/03 Completed (Biotech) 10/04 Completed (Nanotech)
		2E. Meet with the Academic Dean and Vice President of Faculty to obtain their input and support for dual enrollment course development alternatives	5/03 Completed (Biotech) 4/04 Completed (Nanotech)

Strategy	Target Group	Action Steps	Deadline for each step
		3E. Have a collaborative meeting of college and high school science faculty and industry representatives to brain storm, topics and logistics of presenting a nanofabrication program course(s) in the high school as well as college setting. (High School teachers are required to have a minimum of a Masters degree in their content area.)	6/04-1/05 Completed (Nanotech)
		4E. Have the concept of the new course reviewed by the appropriate college committees to insure that it meets the college rationale and standards to be developed into a new course	5/03-7/03 Completed (Biotech) 1/05 Completed (Nanotech)
		5E. Have college faculty write the new course with HS teacher input as applicable	10/04 Completed (Nanotech)
		6E. Have the completed course approved by the appropriate college committees.	7/03Completed (Biotech) 11/04 (Nanotech)
		7E. Pilot the course in the college.	9/03 – 6/04 Completed (Biotech) 6/05 – 8/05 Completed (Nanotech)
		8E. Provide workshops for teachers to learn how to teach and deliver nanoscience courses	11/05 and 1/06
		9E. Pilot the course at partner high schools with close collaboration with the HS faculty	9/06 – 6/07 (Nanotech)
		8E. Expand the course to other high schools in our two county system continuing the mentoring program	9/06-+ (Biotech) 9/07+ (Nanotech)
F. Work to Link High School Career Pathways with the College programs	High School Students	1. Expand the career pathway/ college programs that are available on-line for students to all the ones offered by the college in the STEM cluster	On-going

Outcome #4: Increased attainment of postsecondary degrees, certificates, or other recognized credentials

Strategy	Target Group	Action Steps	Deadline for each step
A. Increase communication between secondary and postsecondary institutions. Especially regarding college science program offerings, 4 year degree articulations and dual enrollment course opportunities	Guidance Counselors, administrators and teachers	1A. Provide for multiple communications and marketing with guidance counselors, administrators, and content area teachers presenting our science program offerings and dual enrollment program(s)	On-Going
		2A. Engage admissions counselors in the use of marketing materials with sending high schools	On-Going
B. Market our program to students, parents and schools	Parents, Students and Teachers	1B. Present materials on science, technology and math programs at local high school college career fairs	On-Going
		2B. LCCC has been selected by the prestigious PA Governor's School to present a one-day workshop that is being coordinated through the CCTI office. This program is for under-represented 9 th and 10 th grade urban and rural students and their parents and the topics for the program will focus on bio and nano-technology and the transition between high school and college or careers.	April, 2006 Completed
		3B. Present program offerings to current LCCC students	On-Going
C- E. Deliver our product as defined in outcomes 1 and 2	HS and MS Teachers and to provide instruction for HS and MS students and Administrators to provide support for teachers	1A. Provide conceptual and pragmatic in-service in the member school districts.	On-Going
		2A. Develop a timeline for delivery of major academic literacy training steps	5/03 - Completed
		3A. Advertise one-week summer training institute for science, math and technology teachers Summer 3 Institute	On-Going
		4A. Train Science, Math and Technology Teachers	On-Going
		5A. Teacher-trainee participants will identify classes for which they will use academic literacy strategies/help facilitate demographics, set up enrollment forms, identify level	On-Going
		6A. Revise Data collection model	On-Going
		6A.1. Present new model to Linda	7/05 Completed

Strategy	Target Group	Action Steps	Deadline for each step
		Montgomery for approval	
		6A.2. Present new model to Superintendents and C and I council for approval	8/05 – 9/05 - Completed
		6A. 3. Collect data including where possible retro data	On-Going
		7A. Obtain HS wide average 11 th grade math and reading PSSA test scores	On-Going
		8A. Conduct data analysis (aggregate data)	On-Going
		9A. Report findings to CCTI as required	On-Going
	HS and MS Teachers and to provide instruction for HS and MS students and Administrators to provide support for teachers	1B. Define and advertise the NIRA with Institute participants	On-Going
		2B. Send teacher leaders to NIRA Level 2 training	On-Going
		3B. NIRA Follow-up training	2/04 - Completed
		4B. Prepare turn-key training program for summer (3) for science, math and technology teachers.	On-Going
	HS and MS Teachers and to provide instruction for HS and MS students and Administrators to provide support for teachers	1C. Provide conceptual and pragmatic in-service in the member school districts.	On-Going
		2C. Develop a timeline for delivery of major academic literacy training steps	On-Going
		3C. Advertise one-week summer training institute for teachers who have undergone initial RA training	On-Going
		4C. Train teachers to lead professional development of other trainers	On-Going
		5C. Prepare turn-key training program for summer (4) for science, math and technology teachers.	On-Going
	HS and MS Teachers and to provide instruction for HS and MS students and Administrators to	1D. Facilitate 3 coordination sessions with West-Ed trained teachers	On-Going

Strategy	Target Group	Action Steps	Deadline for each step
	provide support for teachers		
		2D. Enjoin teachers for future training institutes for content area colleagues	On-Going
		3D. Design and plan a faculty support model for academic literacy to increase success	On-Going
		1E. Discuss with the Science Coordinator dual enrollment course alternatives	4/03 - Completed (Biotech) 10/03 - Completed (Nanotech)
	HS and MS Teachers and to provide instruction for HS and MS students and Administrators to provide support for teachers s	2E. Meet with the Academic Dean and Vice President of Faculty to obtain their input and support for dual enrollment course development alternatives	5/03 – Completed (Biotech) 4/04 - Completed (Nanotech)
		3E. Have a collaborative meeting of college and high school science faculty to brain storm, topics and logistics of presenting a nanofabrication program course(s) in the high school as well as college setting. (High School teachers are required to have a minimum of a Masters degree in their content area.)	6/04 – 1/05 Completed (Nanotech)
		4E. Have the concept of the new course reviewed by the appropriate college committees to insure that it meets the college rationale and standards to be developed into a new course	5/03-7/03 Completed (Biotech) 8/04 Completed (Nanotech)
		5E. Have college faculty write the new course with HS teacher input as applicable	10/04 Completed (Nanotech)
		6E. Have the completed course approved by the appropriate college committees.	7/03 Completed (Biotech) 11/04 (Nanotech)
		7E. Pilot the course in the college.	9/03 – 6/04 Completed (Biotech) 6/05 -8/05 Completed (Nanotech)
		8E. Provide workshops for teachers to learn how to teach and deliver biotechnology and nanoscience courses	11/05 and 1/06 – On-going
		9E. Pilot the course at partner high schools with close collaboration with HS faculty.	9/05-6/06 (Nanotech)
		10E. Expand the course to other high schools in our two county system , continuing the mentoring program	9/05-+ (Biotech) 9/06-+ (Nanotech)

Outcome #5: Increased entry into employment or further education

Strategy	Target Group	Action Steps	Deadline for each step
A. Expand industrial contacts	Industrial Partners and community	1A. Expand the number of industrial partners to communicate the CCTI project and enjoin their support in this initiative	11/03 –On-going
		2A. Explore new partnership roles including: equipment and lab sharing, internship, etc.	11/03-On-going
B. Expand college articulations	4 year partners	B1. Pursue current 4 year college partners to develop new articulations in science /technology and math	11/03-On-going
		B2. Pursue new 4 year college partners to develop articulations in science/technology and math	11/03-On-going