

# 2013-2014 School Improvement Plan

C<sup>4</sup> Columbus Area Career Connection



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**C<sup>4</sup> COLUMBUS AREA CAREER CONNECTION  
SCHOOL IMPROVEMENT PLAN  
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<b>ACRONYM</b>	<b>EXPLANATION</b>
ADA	American Dental Association
ADM	Average Daily Membership
ASME	American Society of Mechanical Engineers
AUL	Agreed Upon Levels
AWS	American Welding Society
BCSC	Bartholomew Consolidated School Corporation
BMF	Business, Management, & Finance
BPA	Business Professionals of America
C <sup>4</sup>	C <sup>4</sup> Columbus Area Career Connection
CAD	Computer Aided Drafting/Drawing
CAM	Computer Aided Manufacturing
CBI	Competency-Based Instruction
CCIC	Corporation's Continuous Improvement Council
CCNA	CISCO Certified Network Associate
CDA	Child Development Associate certification
CEHS	Columbus East High School
CET	Construction Engineering Technology
CIC	Continuous Improvement Council
CIM	Computer Integrated Manufacturing
CNA	Certified Nursing Assistant
CNC	Computer Numerical Controlled
CNHS	Columbus North High School
CPR	Cardio-Pulmonary Resuscitation
CTE	Career and Technical Education
DOE	Department of Education
DWD	Department of Workforce Development
ELL	English Language Learner
EPA/ECA	End of Pathway Assessment/End of Course Assessment
FACS	Family and Consumer Science
FERPA	Family Educational Rights and Privacy Act
FFA	Future Farmers of America
FCCLA	Family Career & Community Leadership Association
GED	General Education Diploma
GPA	Grade Point Average
HEO	High Expectation Objectives
IACTED	Indiana Association of Career and Technical Directors
ICE	Interdisciplinary Cooperative Education
IDOE	Indiana Department of Education
IEP	Individual Education Plan
(I)HOSA	(Indiana) Health Occupations Students of America
ISR	Indiana Student Reporting System
ISTEP+GQE	Indiana Statewide Test of Educational Progress + Graduation Qualifying Exam
LEA	Lead Educational Agency
LEP	Limited English Proficiency
LRC	Learning Resource Center
LRP	Long Range Plan
MSSC	Manufacturing Skills Standards Council
NATEF	National Automotive Technicians Education Foundation
NOCTI	National Occupational Competency Testing Institute
OFI	Opportunities for Improvement
OJT	On the Job Training
PL221	Public Law 221
POS	Program of Study
SAC	Student Advisory Council
STN	Student Test Number
STW	School-To-Work
SWOT	Strengths Weaknesses Opportunities Threats evaluation cycle
TP	Technology Preparation (Tech Prep)
W/F	Withdraw/Fail
WBL	Work Based Learning

## Preface: Organizational Profile

### P.1. Organizational Description

C<sup>4</sup> Columbus Area Career Connection is a career and technical education program serving four counties, plus part of Johnson County, in Indiana District 41. This program serves students from eight school corporations involving ten different high schools. Within this document you will find much data from the 2011-12 graduating class as our annual follow-up studies are completed in June, one year after the student's graduation. Other data is collected throughout the year and results will be from the 2011-12 or 2012-13 school years as available.

#### P.1.a. Organizational Environment

**P.1.a. (1) Educational Programs and/or Services:** C<sup>4</sup> provides career and technical education skills training to high school students in Bartholomew, Brown, Decatur, Jackson, and portions of Johnson counties. During the 2012-2013 school year, there were 51 C<sup>4</sup> faculty and staff members providing educational services to 2271 students including over 1200 in multi-hour classes. Facilities for C<sup>4</sup> classes are located at Columbus East and Columbus North High Schools as well as the McDowell Education Center. In addition, the community provides worksites for enhanced student learning.

The C<sup>4</sup> program is offered in a career cluster format grouping career areas with similar skill and education requirements. The 10 C<sup>4</sup> clusters include:

- Agricultural Science and Business
- Business Management and Finance
- Communications
- Computer Technology

- Construction Engineering Technology
- Engineering Manufacturing
- Health Sciences
- Human Services
- Protective Services
- Transportation

**P.1.a (2) Organizational Framework:** C<sup>4</sup> is committed to continual improvement processes that focus on student learning and achievement. The program is committed to the BCSC Mission and to the C<sup>4</sup> Vision. The C<sup>4</sup> vision statement has been developed with input from all stakeholders including regional students, faculty, staff, administrators, parents, and community representatives. The vision is used to identify challenges, set goals and develop strategic planning processes.

#### Fig. P.1-1, BCSC Mission

**Deeper Learning is our individualized approach for preparing all learners to succeed in a competitive global economy and democratic society and to tackle the complex issues they will encounter.**

#### Fig. P.1-2, C<sup>4</sup> Vision

**C<sup>4</sup> will connect community resources to provide career education for all students while laying the foundation for life-long learning.**

BCSC's Mission and C<sup>4</sup>'s Vision are continually reviewed to ensure alignment with the Baldrige core values. In addition, C<sup>4</sup> has developed a set of core values or guiding principles that serve as a foundation for all C<sup>4</sup> programs, services and activities. (Fig. P.1-3)

### Fig. P.1-3, C<sup>4</sup> Core Values

- **All students deserve the opportunity to participate in an appropriate C<sup>4</sup> program, regardless of gender, disability, home high school, or academic program.**
- **All students should be adequately prepared for the workplace. A partnership between schools and business/industry is necessary to facilitate that preparation.**
- **All students should be safe at all times and trained to avoid hazards of the classroom/workplace experience.**
- **All students can learn and benefit from applying classroom knowledge/ experiences to problem solving situations in C<sup>4</sup> programs and the workplace.**
- **All students deserve to be respected for their participation in C<sup>4</sup>. Their self-esteem is directly related to achievement.**

C<sup>4</sup>'s improvement plan is communicated to stakeholders through the six challenges identified as critical to the success of the program. (Fig. P.1-4)

### Fig. P.1-4, C<sup>4</sup> Challenges

1. **Accessibility**
2. **Image and Appeal**
3. **Curriculum**
4. **Resources**
5. **Safety**
6. **School Climate**

C<sup>4</sup> is committed to maintaining collaborative working relationships for continual improvement at all levels. To aid in this commitment, C<sup>4</sup> works with eight school corporations including twelve high schools, the Region II Partnership Board, program advisory boards and the BCSC Continuous Improvement Council as vehicles for shared decision-making and school improvement efforts.

### P.1a(3) Faculty and Staff Profile:

During 2012-13, the C<sup>4</sup> employee base consisted of 36 certified teachers, four certified members of the leadership team and 12 support staff members. The instructional staff included 27 with a bachelor's and/or master's degree in education and 18 with a Workplace Specialist (W.S.) designation. Nine of the teachers had both a college degree and a W.S. license.

### P. 1a (4) Facilities and Technology:

Bartholomew Consolidated School Corporation has completed new construction and renovation at Columbus East and Columbus North High Schools. The work added needed classroom spaces, a wireless environment for students and staff, and complete safety accommodations for buses and parent pick-up and drop-off. C<sup>4</sup> facilities will benefit from the extensive project:

At Columbus East - Health Careers and Family & Consumer Sciences remain on the second (resource floor) with expanded and remodeled rooms. In addition, Project Lead the Way Pre-Engineering has moved to the second floor to facilitate integration and collaboration with math and science. The current space in the "I" wing has been renovated and air quality improved.

At Columbus North - All C<sup>4</sup> classrooms have been moved to the southeast corner of the school in a newly renovated "C<sup>4</sup> Suite". The rooms were designed for cross training among manufacturing clusters as well as early childhood development and teacher education. New construction included an automotive work area and the addition of Culinary Arts. The bus

turnaround off Maple Street will enhance student safety and allow a parking zone for C<sup>4</sup> shuttle and participating school buses. The C<sup>4</sup> office space has been located in the former Columbus North main office.

C<sup>4</sup> is a part of the BCSC technology plan and continues to stay abreast of advances in all aspects of technology to ensure that equipment is compatible with that in the workplace. Teams of technical, academic and postsecondary teachers continually revise C<sup>4</sup> curriculum to further integrate academic and technical standards to keep pace with the changing workplace. C<sup>4</sup>'s Website can be found at <http://www.bcsc.k12.in.us/c4>

**P.1a (5) Regulatory:** C<sup>4</sup> adheres to Indiana regulations regarding safety, curriculum, staff certification requirements, hours of operation, accountability, and staff development. C<sup>4</sup> meets the Indiana accountability legislation (Public Law 221) that requires all school corporations to demonstrate continual improvement in student learning. C<sup>4</sup> is also required to adhere to a number of federal laws and regulations such as Americans with Disabilities Act, Title I, Title IX, Special Education, and NCLB. Additionally, the federal Perkins Vocational and Technical Education Act requires that C<sup>4</sup> report on core indicators of student achievement each year. These indicators include state mandated levels in the areas of student academic achievement, occupational skills attainment, completion and placement.

## P.1. (b) Organizational Relationships

**P.1.b (1) Key Stakeholder Groups:** C<sup>4</sup>'s key stakeholders are the student group consisting of grades 9-12 in a five-county region. There were 1845 area students enrolled in multi-hour and single-hour CTE pathway C<sup>4</sup> classes in 2012-13. Reporting for federal funding is based on the career development focus of the multi-hour classes. Figure P.1-6a shows the total 2012-13 enrollments by school.

Fig. P.1-6a C<sup>4</sup> 2012 - 13 Enrollment

<b>C<sup>4</sup> Enrollment by School 2012-2013 (including one-hour students)</b>	
<b>SCHOOL</b>	<b>ENROLLMENT</b>
East	593
North	943
Seymour	73
North Decatur	23
South Decatur	17
Greensburg	15
Edinburgh	51
Hauser	51
Crothersville	35
Brown County	54
<b>TOTAL</b>	<b>1845</b>

In addition to students, other key stakeholders include:

- Parents and family members
- Faculty and staff
- Residents of the regional community
- Area businesses partners
- Post-secondary professionals
- Local, state and national government and regulatory agencies

These stakeholders require that C<sup>4</sup> meet the standards established in its vision and that it exceeds the requirements mandated by the State of Indiana.

### P.1.b (2) Supplier/Partner Relationships:

Examples of key supplier/partner relationships include the BCSC and regional school Transportation Services Departments and the BCSC Maintenance Department. C<sup>4</sup> believes that these supplier/partner relationships are key in its vision to achieve educational excellence for all learners. C<sup>4</sup> currently has over 600 business partnerships in the five-county region supporting numerous curriculums and programming services/activities. Communication mechanisms include telephone, e-mail, written notes, planning meetings, advisory board meetings, website notifications, etc.

## P.2 Organizational Challenges

### P.2.a (1) Competitive Position:

C<sup>4</sup> classes have several competing program electives for student enrollment. Additionally, C<sup>4</sup> secures competitive federal, state, and local grant monies to obtain supplemental funding for programs, services and activities.

### P.2.a (2) Principle Factors That Determine Success:

C<sup>4</sup> acknowledges that the basis for its future success includes its commitment to maintaining a safe, positive, and state of the art environment for all learners and the deployment of Continuous Quality Improvement. Data is collected in all measures of organizational performance to monitor the effectiveness of the strategic planning process and the quality improvement system.

### P.2.b. Strategic Challenges

#### P.2.b (1) Key Strategic Challenges:

There are six challenges identified by C<sup>4</sup> staff and stakeholders that drive C<sup>4</sup> to review its position each year. C<sup>4</sup> has developed action plans to meet these challenges.

#### Accessibility

1. Accessibility of C<sup>4</sup> programs and classes, considering scheduling, transportation and calendar restraints.

#### Image and Appeal

2. Awareness of C<sup>4</sup> opportunities based upon pre-conceived definitions of career/technical education and geographic area.

#### Curriculum

3. Changing needs for interdisciplinary and integrated curriculum based on the expectations of post-secondary institutions and employers.

#### Resources

4. Enhancing student performance through the redesign of programs and facilities and by the efficient and effective management of resources.

#### Safety

5. Providing a working and learning environment that complies with federal and state safety regulations.

#### School Climate

6. Exposing students to an improved learning environment through enhanced faculty and staff satisfaction and motivation.

**P.2b (2) Maintaining Organizational Focus On Performance Improvement:**

The Baldrige Education Criteria for Performance Excellence helps C<sup>4</sup> maintain its performance focus. C<sup>4</sup> conducts a yearly self-assessment that is submitted to the CCIC and a local group of Baldrige-trained examiners for review and comment. Based on their feedback, C<sup>4</sup> institutes improvements. C<sup>4</sup> leadership also conducts quarterly performance review meetings with the governing board of area superintendents and the Regional Partnership Board. Staff members have been trained to

review progress more frequently (daily, weekly, and monthly). Additionally, the Indiana Department of Workforce Development establishes C<sup>4</sup> measures of performance each year.

C<sup>4</sup> has established a culture that values organizational and personal learning (continual improvement toward high standards) through its Long Range Plan that is developed every five years. The Long Range Plan for 2010-15 was developed during 2009. (The C<sup>4</sup> Long Range Plan may be accessed at the C<sup>4</sup> website, under “Publications,” or requested from the C<sup>4</sup> office.)



# I.0 Leadership

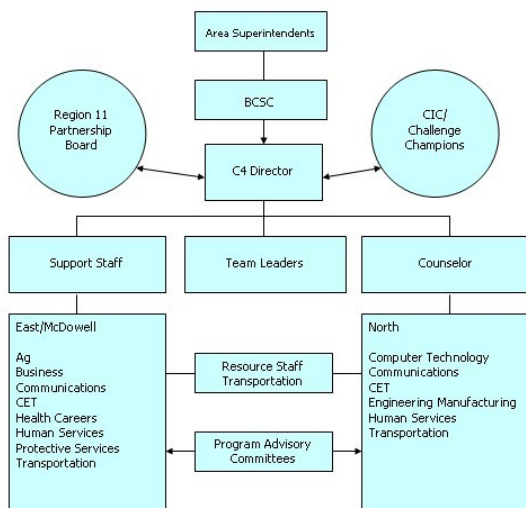
## I.1 Senior Leadership

### I.0 Guidance and Organizational Sustainability:

Leadership aligns with and has responsibility for the other six categories of the Baldrige improvement system. C<sup>4</sup> Columbus Area Career Connection has developed a culture that shares leadership among administrators, teachers, support staff, and students (internal focus) and important external stakeholders (parents/guardians, business professionals and community members).

C<sup>4</sup>'s leadership system is aligned with the BCSC model (see Figure I.1-1) and is responsible for setting the future direction of the organization. C<sup>4</sup> senior leaders (director, team leaders and Challenge Champions) are responsible for monitoring progress toward achievement of established goals - the Plan, Do, Check, Improve cycle. Senior leaders also ensure that actions are carried out as planned and that continual improvement becomes an integral aspect of the organizational culture.

Fig. I.1-1



- The area superintendents of the eight school corporations served by C<sup>4</sup> are its governing body. They meet quarterly with C<sup>4</sup> staff and make decisions regarding courses, facilities, enrollment and policies.
- The Regional Partnership Board is a 25-member body representing students, parents/guardians, post-secondary educators, community agencies, and business professionals. This group meets quarterly and provides input on C<sup>4</sup> programs, services, and activities. They also commission third-party evaluations of C<sup>4</sup>.
- The C<sup>4</sup> Director provides leadership and support for all C<sup>4</sup> faculty and staff.
- The C<sup>4</sup> team leaders, counselor, and support staff communicate with and provide support to classroom teachers and students.
- The C<sup>4</sup> Challenge Champions are C<sup>4</sup> staff members who lead a team in establishing goals and objectives to address the needs of stakeholders as determined by the Continuous Improvement Plan.

- Each C<sup>4</sup> cluster has one or more Advisory Boards made up of area employers who review course curriculum and laboratory settings to ensure they reflect current skill requirements and employer expectations.
- The Student Advisory Committee members are student representatives from various C<sup>4</sup> clusters and participating schools who provide C<sup>4</sup> staff with input on programs, services and activities and also assist with special C<sup>4</sup> events.

## **I.1.a Vision and Values**

### **I.1.a (1) Deployment of Vision and Values:**

The C<sup>4</sup> Vision and core values (see Preface) are in alignment with the BCSC Mission and the district-level High Expectation Objectives. The vision is used to identify challenges, set goals and develop strategic planning processes. The core values serve as a foundation for all C<sup>4</sup> programs, services and activities. C<sup>4</sup> assures that the vision is communicated to all stakeholders by displaying it in the C<sup>4</sup> Director's office, C<sup>4</sup> classrooms/labs and support staff offices. The C<sup>4</sup> vision is included in the weekly e-mail announcements to area stakeholders including educators, the governing board and advisory board members. In addition, the vision appears in all C<sup>4</sup> meeting agendas and printed promotional/recruitment tools. The vision and values are displayed on the website and in the Student Handbook that is reviewed with every C<sup>4</sup> student each year.

The C<sup>4</sup> vision and core values provided the driving force behind the C<sup>4</sup> Long Range Plan for Continuous Improvement conducted in 1999, 2005 and 2010. This extensive study of stakeholder input and regional/national trends in career and technical education has provided the C<sup>4</sup> senior leaders with direction in decision-making and operation of the program. The studies have identified six challenges deemed to be critical to the success of the C<sup>4</sup> program. Fig. I.1-2.

**Fig. I.1-2**

- 1. Accessibility**
- 2. Image and Appeal**
- 3. Curriculum**
- 4. Resources**
- 5. Safety**
- 6. School Climate**

Each Challenge has a team, led by two or three C<sup>4</sup> staff members referred to as Champions. The teams prepare a detailed plan of goals, strategies, measures and actions based on the identified needs of the program along with the direction given by the C<sup>4</sup> senior leaders and area stakeholders. The BCSC Mission and HEOs in addition to the C<sup>4</sup> Vision and Core Values are the basis for all decision-making and operation of the C<sup>4</sup> program.

### **I.1.a. (2) Promotion of Legal and Ethical Behaviors:**

The ethical and legal behaviors expected of C<sup>4</sup> students, teachers, administrators and other stakeholders are detailed in the BCSC board policy, the area superintendents' operating agreements, the Regional Partnership Board by-laws, and the C<sup>4</sup> student handbook. The C<sup>4</sup> senior leaders conduct walk-through assessments of educational effectiveness and facility/equipment safety and reviews of all Federal, State and Regional requirements during the yearly planning process. Most importantly, the C<sup>4</sup> leadership team leads by example. The director has sought to hire a diverse staff and has given all C<sup>4</sup> employees numerous opportunities to participate in a variety of challenges. The senior leaders, faculty and staff believe that students are the most important part of the C<sup>4</sup> program and insist that students, teachers and administrators are treated fairly and equitably. The core values are reviewed during the hiring process, new employee training, teacher mentoring program and performance appraisal process.

### **I.1.a (3) Creating a Sustainable Organization:**

The primary way the C<sup>4</sup> senior leaders create a sustainable program is through the involvement of all stakeholders in assessing what is going well, determining what needs improvement, putting plans in place to address concerns, tracking

progress on implementation and monitoring results to see that improvements stay in place. This is the Plan, Do, Check, and Improve approach to improvement. (Figure I.1-3) The leadership team provides key direction for this process, accepting many ideas for improvement and implementation from teachers, students and other stakeholders. Input is received through discussions of graduate follow-up studies and state/federal reports, and the Challenge Team process. The Operating Agreement for the C<sup>4</sup> governing body outlines the responsibilities and expectations of the C<sup>4</sup> career and technical education delivery system. (Copies of the Operating Agreement are available from the C<sup>4</sup> office.)

### **I.1.b (I) Communication and Organization Performance:**

#### **(Ia) Engage Entire Workforce:**

C<sup>4</sup> Senior leaders communicate with and engage the entire workforce through the following groups:

- The Area Superintendents' Board of the school corporations served by C<sup>4</sup>.
- The Regional Partnership Board of representatives from the student body, parents/guardians, community business partners, secondary and post-secondary school educators.
- The Challenge Teams of C<sup>4</sup> staff.
- Program Advisory Boards, made up of area employers.
- Student Advisory Committee of student representatives from various C<sup>4</sup> clusters and area schools.

In addition, a weekly electronic newsletter from the director communicates current

processes and activities within the C<sup>4</sup> clusters. These methods provide opportunities for process, policy, direction, strategy and performance decisions to be made and evaluated.

#### **(Ib) Empower and Motivate:**

C<sup>4</sup> senior leaders monitor performance results continually as new data becomes available. Results of this process become the basis for decisions regarding options for improvement and for recognition of high performance. Students, faculty and staff are recognized for their achievements through personal notes from the director, public mention in the weekly newsletter, and annual awards for perfect attendance and outstanding achievement in the classroom. Because of the elective nature of C<sup>4</sup> classes, student enrollment figures also serve as a reward for high performance by the faculty and staff.

The C<sup>4</sup> leadership team regularly reviews the data listed in the balanced score card (Section 2) reflecting the responsibility of the Challenge Teams. Figure I.1-2 shows the challenges these teams reflect

An example of how the senior leaders and the Challenge Teams use the data is as follows:

- Key academic and skill performance data is reported in the graduate follow-up studies conducted annually by C<sup>4</sup> support staff.
- Local, state and federal trend data is documented along with benchmarking the performance of other area career and technical schools.
- This information is shared with all stakeholders, including the Challenge Champions, through bi-monthly meetings, face-to-face interactions, web site postings and an e-mail newsletter.
- The Champions meet quarterly with their team members to develop,

measure and monitor action plan execution and interim performance results as a part of the strategic planning process.

- C<sup>4</sup> senior leaders assure the work of the Challenge Teams is aligned horizontally and vertically within the three C<sup>4</sup> school sites as well as with the middle schools.

C<sup>4</sup> conducts an annual Satisfaction Survey of its staff, students and community stakeholders. C<sup>4</sup>'s CIC and Challenge Teams use information from these surveys to monitor stakeholder input. CIC/Challenge Team participants are shown in Fig. 1.1-3.

**Fig. 1.1-3**

<b>C<sup>4</sup> CIC/Challenge Team Participants</b>
C <sup>4</sup> Director
C <sup>4</sup> Team Leaders (2)
C <sup>4</sup> Instructors (3)
President of local manufacturing plant
Asst. professor at local post secondary institution
Six Challenge Teams involving 50+ faculty/staff

**1.1.b (2) Focus on Action:**

**(2a) Performance and Vision:**

The C<sup>4</sup> leadership team creates a focus on action to accomplish the organization's objectives, improve performance, and attain its vision through interaction with the area superintendents governing board, the Regional Partnership Board and the C<sup>4</sup> Challenge Teams.

**(2b) Performance Measures:**

C<sup>4</sup> meets the Indiana accountability legislation (Public Law 221) that requires all school corporations to demonstrate continual improvement in student learning. C<sup>4</sup> is also required to adhere to a number of federal laws and regulations such as Americans with Disabilities Act, Title I, Title IX, Special Education, and NCLB. Additionally, the federal Carl D. Perkins Vocational and Technical Education Act requires that C<sup>4</sup> report on core indicators

of student achievement each year. These indicators include state agreed upon levels in the areas of student academic achievement, technical skills attainment, completion and placement. Student performance assessment results from these national, state and local assessments are reviewed annually by the C<sup>4</sup> senior leaders and instructional maps are created based on student needs.

**(2c) Creating Value:**

The C<sup>4</sup> staff and community Satisfaction Surveys provide direct feedback on senior leaders' effectiveness. This information is integrated into the annual performance review and strategic planning process.

**1.2 Governance and Social Responsibility**

C<sup>4</sup> Columbus Area Career Connection senior leaders, faculty and staff realize their responsibilities to community stakeholders as employees of a public entity and as role models. The senior leaders follow regulations and guidelines of the State Board of Accounts, Department of Education (DOE) and Department of Workforce Development (DWD) regarding fiscal responsibility and reporting. Many C<sup>4</sup> faculty and staff members take active roles in civic and community organizations that impact BCSC students and families. This participation provides opportunities to gather input and build relationships in the community.

## 1.2.a. Organizational Governance

1.2.a (1) Governance System: C<sup>4</sup> is governed according to the chart shown in Fig. 1.2-1.

Figure 1.2-1

<b>Area Superintendents</b>	Establishes and approves policies that affect C <sup>4</sup> 's learning community including new course approval, facilities, and enrollment. Authorizes the Director to lead and manage the improvement process for schools and programs as well as the day-to-day operation of the school.
<b>Regional Partnership Board</b>	An advisory committee representing students, parents, community agencies, worksites, post-secondary schools and educators that provide input and evaluation to the director and senior leaders on C <sup>4</sup> programs, services, and activities.
<b>C<sup>4</sup> Director</b>	Continually monitors the School Improvement Process as well as the leadership of day-to-day operation of the school. Administers and monitors state and federal CTE funds. Responsible for the smooth functioning of the school system including a safe environment conducive to learning while maintaining an efficient and skilled operational staff.
<b>Senior Leaders</b>	The senior leaders include a counselor and two team leaders, ensuring that goals and action plans are implemented and that continual improvement is an integral part of the C <sup>4</sup> culture.
<b>Challenge Champions</b>	Provide leadership in establishing goals and action plans for continuous improvement in the six identified challenge areas of access, image, curriculum, resources, safety, and school climate.
<b>Teachers and Support Staff</b>	Teachers provide the instructional expertise in implementing the goals and action plans. Support staff facilitates the smooth operation of C <sup>4</sup> programs through classroom assistance and clerical/accounting services. Teachers and support staff participate with the Challenge Champions and Senior Leaders in providing day-to-day implementation of the strategic goals and action plans.

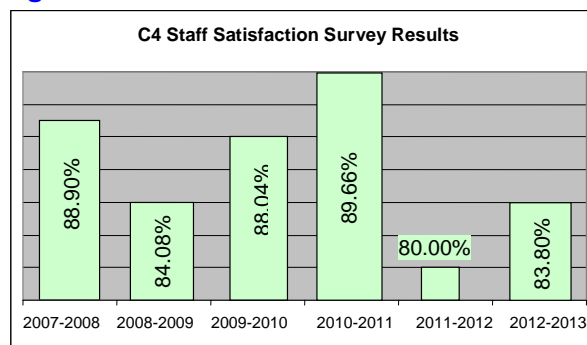
C<sup>4</sup> also monitors key processes annually to ensure procedures are in place for safe environments. C<sup>4</sup> utilizes the community partners to conduct safety inspections of all C<sup>4</sup> facilities. These annual reviews result in a list of any violations found and the recommended response. C<sup>4</sup> and BCSC staff work together to correct the noted safety issues.

### 1.2.a (2) Senior Leader Performance:

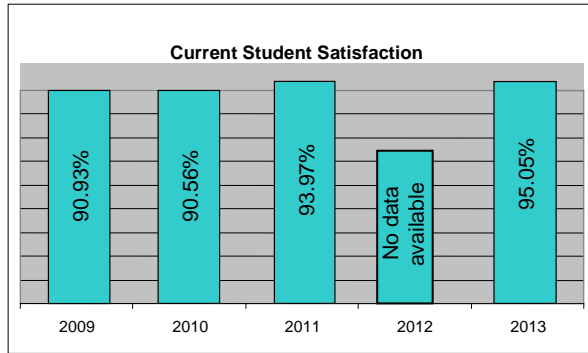
C<sup>4</sup> senior leaders are evaluated annually through a self-evaluation and a formal evaluation by their immediate supervisor. Data from the C<sup>4</sup> satisfaction surveys provide feedback from teachers, staff, students, and community members throughout the region relative to C<sup>4</sup> programs and activities.

Community satisfaction is measured by advisory board responses to student preparation for post-secondary education and the world of work, quality of C<sup>4</sup> facilities and equipment, community partnerships and programming. Figures 1.2-3 and 1.2-4 respectively show the overall satisfaction of C<sup>4</sup> staff and current students with the C<sup>4</sup> program. The student chart is based on a scale of 1-5 with 5 being "Agree" and 1 being "Disagree." The results of these surveys are discussed in Section 7 of this document.

Figure 1.2-3

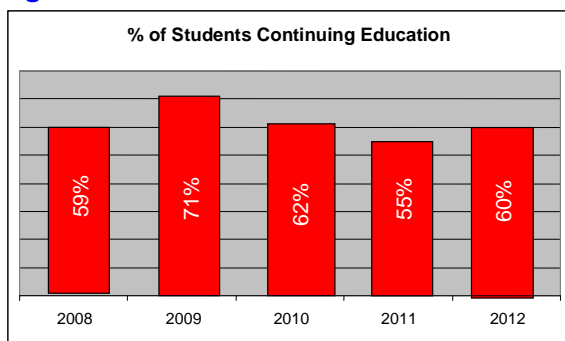


**Figure I.2-4**



C<sup>4</sup> annually conducts a follow-up study of graduates that documents high school graduation, post-secondary enrollment, employment, military service, and wages. The information gathered in these follow-up studies is shared with the program’s governing board of Area Superintendents and the Regional Partnership board to assist in the evaluation of leadership, analysis of instruction and in curriculum planning. An example of the information gathered in the follow-up studies may be found in Figure I.2-5.

**Figure I.2-5**



**I.2.b Legal and Ethical behavior:**

As a public entity whose primary job is teaching, it is essential that C<sup>4</sup> Columbus Area Career Connection monitor legal and ethical practices throughout the organization. A system of checks and balances is in effect for the fiscal accountability of the C<sup>4</sup> program. BCSC is designated the Lead Educational Agency for state and federal grants received by C<sup>4</sup>; therefore, all receipts and expenditures are reviewed by the BCSC Assistant

Superintendent for Financial Services. The Indiana Association of Career and Technical Education Districts and DWD conduct an audit of C<sup>4</sup> finances and programs every three years. In addition, the DOE and DWD conduct periodic financial audits. Information from all of these sources is shared by senior leaders with all stakeholders through public meetings.

The primary responsibility for ethical practice lands with senior leaders in both policy and practice. The senior leaders monitor staff and student behaviors and are required by law to report any inappropriate actions that take place, including reports of child abuse. Statements on diversity, inclusive practices and nondiscrimination clauses are reviewed annually in the C<sup>4</sup> handbook and are included in all C<sup>4</sup> promotional materials. Each C<sup>4</sup> program establishes a set of classroom rules at the beginning of each year focusing on C<sup>4</sup> Core Values including student conduct, performance expectations and safe practices.

**I.2.c. Support of Key Communities:**

C<sup>4</sup> Columbus Area Career Connection is a career and technical education program serving the four counties of Bartholomew, Brown, Decatur, and Jackson as well as the town of Edinburgh in Johnson County. This program enrolls students from eight school corporations involving twelve different high schools. The senior leaders are extensively involved in several professional and community associations throughout the region served by C<sup>4</sup>. (Figure I.2-6)

**Figure I.2-6**

Senior Leader	Affiliations
Director	Indiana Association of Career and Technical Education Directors, College and Career Pathways Project Management Team, Secondary Education Business Advisory Committee, Ivy Tech Community Advisory Committee, Early Childhood



(Director, cont.)	Project Team, CELL, Association for Supervision and Curriculum Development, Indiana Association of Secondary Principals, Turning Point (domestic violence shelter) board member
Team Leaders	Association for Supervision and Curriculum Development, College and Career Transition Initiative, High School Senior Presentation Committee, High School Site Council, Steering Committee for the Smaller Learning Communities Initiative, CELL, Center on Education and Lifelong Learning (CELL) Early College Network National Association of Agricultural Educators, Bartholomew County Farm Bureau, FFA Advisor

C<sup>4</sup> faculty and staff are also actively involved in multiple organizations throughout the area both educationally and socially. Educational examples include memberships in the National Education Association, Indiana State Teachers Association, Columbus Educators Association, National Association for Career and Technical Education, Indiana Association for Career and Technical Education, and numerous content-area professional associations.

Community organization memberships include Volunteers in Medicine, American Red Cross, Housing Partnerships, Hospice of South Central Indiana, Turning Point for Abused and Battered Women, American Heart Association, Mothers March of Dimes, Love Chapel, Utopia Wildlife Rehabilitation and various church-sponsored groups.

C<sup>4</sup> has over 600 community and business partners throughout the five-county region. These partnerships range from advisory board members to student job placement opportunities and all contribute to enhancing and strengthening the C<sup>4</sup>

curriculum to keep it current with industry-based standards.

Additional support of C<sup>4</sup>'s key communities includes dual credit agreements with area and state post-secondary institutions. C<sup>4</sup> has over 74 dual credit or advanced placement agreements with post-secondary schools in the region enhancing student preparation and recruitment efforts for those institutions. Figure 1.2-7 is a sample of these dual credit agreements.

**Figure 1.2-7  
Sample Dual Credit Agreements**

C <sup>4</sup> Course	Post Secondary Institution	Post Secondary Course
Early Childhood Education	Ivy Tech Community College	ECED 100 Intro to Early Childhood Education ECED 101 Health, Safety and Nutrition ECED 103 Curriculum in Early Childhood ECED CDA Process
Culinary Arts	Ivy Tech Community College	HOSP 101 Sanitation and First Aid HOSP 102 Basic Food Theory and Skills HOSP 105 Introduction to Baking
Health Careers Nursing	Ivy Tech Community College	HLHS 100 Intro to Health Careers HLHS 107 Nurse Aide Procedures
Health Careers Dental	Ivy Tech Community College	DENT 102 Dental Materials & Lab 1 DENT 115 Preclinical Practice I DENT 116 Dental Emerg. & Pharm. DENT 122 Clinical Practicum DENT 123 Dental Anatomy DENT 124 Prev. Dentistry/Diet & Nutrition DENT 117 Dental Office Mgmt. DENT 125 Preclinical Practice 2 DENT 129 Dental Materials & Lab 2 DENT 130 Clinical Practicum 2 DENT 131 Basic Integrated Science
Law Enforcement	Vincennes University	LAWE100 Survey of Criminal Justice LAWE 106 Intro to Traffic Control LAWE160 Criminal Investigation LAWE 225 Intro to Forensic Science

## 2.0 Strategic Planning

Numerous C<sup>4</sup> stakeholder groups participate in the strategic planning process. Annual planning begins in May of the previous year with a review of skill, academic and organizational results and the development of goals and strategies. The process continues as the plan is shared with all staff for development of strategies. Results are reviewed quarterly with the governing board of area superintendents and the Regional Partnership Board. C<sup>4</sup>'s planning and review process is based on the following underlying factors that support and guide the C<sup>4</sup> planning process (see Fig. 2.1-1).

Figure 2.1-1

Critical Characteristics of the Strategic Planning Process
An annual planning cycle is followed.
Quarterly reviews by area superintendents are structured to follow the school calendar year.
The program plan is based on stakeholder needs.
Decision-making during the planning process is data driven.
Key leaders and advisory boards provide input during the planning process.
The plan is developed in the context of the BCSC focus of a world-class community learning system, integrated and rigorous curriculum and the six strategic challenges identified for the C <sup>4</sup> program.
Goals, strategies, measures and action plans are shared throughout the organization with the support of key decision makers.
Annual and five-year projections that are aligned with the program plan are developed with stakeholder input.

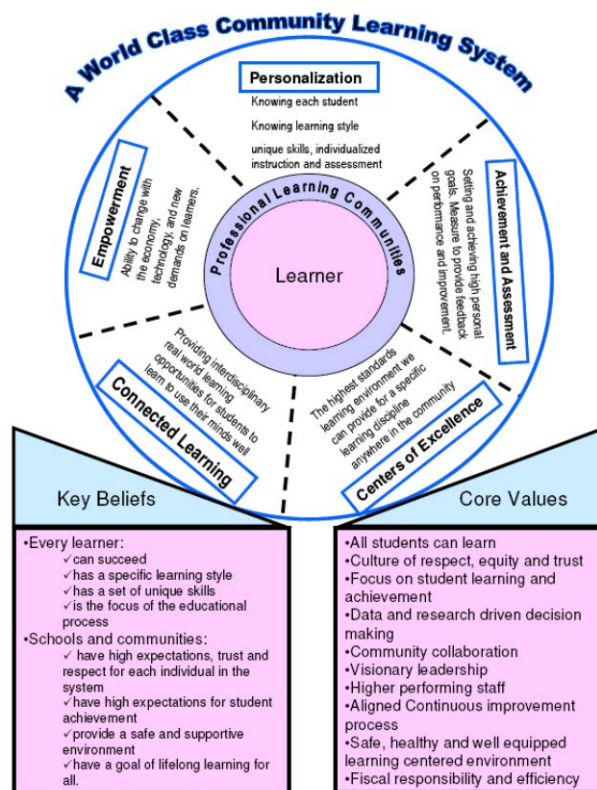
## 2.1 Strategy Development Process

### 2.1.a (I) Overall Strategy Development

**Process:** The annual C<sup>4</sup> Strategic Planning Process reflects BCSC's focus of a deeper learning community (see Fig. 2.1-2) with an emphasis on literacy through the integration of state academic and technical standards in a rigorous and relevant curriculum.

The C<sup>4</sup> Strategic Planning Process is also based on six identified strategic challenges including accessibility; image and appeal; curriculum; resources; safety; and school climate. Projections are set and shared with all staff members who then develop program plans that reflect the C<sup>4</sup> goals and strategies. Results are monitored quarterly by the governing board and advisory committees. Additional stakeholders providing input for the process include participating school administrators, teachers, students, and community members throughout the four-county region. (see Fig. 2.1-3)

Fig. 2.1-2





**Fig. 2.1-3, C<sup>4</sup> Strategic Planning Process**

Task (by month)	J	F	M	A	M	J	J	A	S	O	N	D
Area Superintendents, Regional Partnership Board, and C <sup>4</sup> leadership review action plan results and provide input on the Balanced Scorecard/ Program Dashboard for alignment and improvement.		X			X				X		X	
The program data specialist collects and documents performance data and prepares the required forms.					X				X			
C <sup>4</sup> leadership updates five-year performance projections, confirms or modifies effectiveness of strategies and documents corrective action plans.					X							
C <sup>4</sup> leadership reviews resource requirements to support the strategies and determine sources of resources or determine reallocation of resources (\$, people, time). Align next calendar year budget with strategic plan.				X	X	X	X					
C <sup>4</sup> leadership reviews academic/ organizational performance results and stakeholder input with instructional/ support staff.								X				
C <sup>4</sup> leadership reviews stakeholder input and balanced scorecard strategies with Challenge Champions.	X		X		X				X		X	
Challenge Champions meet with Challenge Teams to develop action plans		X		X				X		X		X
Measure and monitor action plan execution and interim performance results.	X	X	X	X	X	X	X	X	X	X	X	X

**Long Range Plan:** During 2009, C<sup>4</sup> conducted a long-range study of programming and facilities to develop a five-year plan for continuous improvement. In the spring and summer of 2009, a steering committee of area educators and community representatives received input from a variety of stakeholders throughout the region utilizing focus groups, surveys and interviews. This information, along with national and state trends in career and technical education, assisted project consultants in the development of a five-year plan. The plan was shared with regional stakeholders for implementation in the spring of 2010. The plan builds on current C<sup>4</sup> strengths and successes while challenging C<sup>4</sup> to take

advantage of future opportunities in positioning itself for the years ahead.

**First Quarter:** The governing board of area superintendents, Regional Partnership Board and C<sup>4</sup> Director begin the annual strategic planning process in the first quarter of the calendar year. The initial phase involves a review of results from each of the six C<sup>4</sup> CIC challenge groups, new course proposals by the participating schools and recruitment/enrollment efforts for the next school year.

**Second Quarter:** The C<sup>4</sup> leadership team meets with the Regional Partnership Board and the area superintendents to review and evaluate activities and processes from the

past school year. Members provide input on the Balanced Scorecard and Action Plans for the coming year. C<sup>4</sup> leadership reviews resource requirements needed to support the projected goals and strategies in determining the source of the money, personnel and time necessary for implementation. The leadership team then aligns the next calendar year budget with the strategic plan. The leadership team has the responsibility of reviewing the vision that provides a three to five year view of the future. This facilitated process occurs during the end of the year office meeting. By June 1, the C<sup>4</sup> Director submits a program improvement plan to the CCIC for approval.

**Third Quarter:** Upon approval of the Continuous Improvement Plan, the C<sup>4</sup> leadership team meets in early August to allocate resources for the implementation of the Action Plan and Strategies. Information gathered at the spring stakeholder meetings is shared along with BCSC goals and initiatives. C<sup>4</sup> teachers and staff provide input on the goals and objectives of the six strategic challenges for dissemination to the Challenge Team Champions. Challenge Team Champions are C<sup>4</sup> staff members selected to lead the implementation of the C<sup>4</sup> action plan.

In the fall, Challenge Team Champions meet with their Challenge Teams to establish an action plan for the coming year. The Challenge Team members are representatives of the identified C<sup>4</sup> stakeholder groups. The teams develop a plan that includes goals, strategies, measures, and results for all targeted C<sup>4</sup> processes and activities. These plans are then shared with the other Challenge Teams and the

leadership team. Challenge Champions meet bi-monthly with their team members to update progress toward their goals. The leadership team meets with the Challenge Champions during alternate months to monitor team progress and to provide support where necessary.

**Fourth Quarter:** Year-long data is gathered and finalized, then reported to the appropriate parties. Trend data is used to graphically illustrate organizational performance, for example student achievement results for the current year and comparisons to previous years. (See C<sup>4</sup> Balanced Scorecard insert, following this section.) The Governing Board, Partnership Board and Challenge Teams continue to meet during this quarter to review goals strategies, measure and results.

#### 2.1.a (2) Relevant Data and Information:

Relevant data (see Fig. 2.1-4) is a key consideration in the performance review and strategic planning process. A variety of approaches are used to gather input from key stakeholders (surveys, scheduled meetings, plus/delta feedback, etc.) Students, staff and community representatives are involved formally on a yearly basis. In addition, national, state and local stakeholders provide various kinds of data as follows:

- State and national standards from DOE and DWD
- Regulatory requirements and guidelines from grant funding agencies
- Local, state and national evaluators
- Satisfaction data from the stakeholder surveys
- Follow-up studies of C<sup>4</sup> graduates

**Fig. 2.1-4 Examples of Relevant Data and Information**

Source	Examples
Enrollment Data	<ul style="list-style-type: none"> <li>Enrollment data by grade level.</li> </ul>
Attendance Data	<ul style="list-style-type: none"> <li>The number of students attending the program each day.</li> </ul>
Demographic data (OFI)	<ul style="list-style-type: none"> <li>Non-traditional <b>OFI – C<sup>4</sup> will seek ways to include more demographic data including gender, ethnicity, academic status and family income</b></li> <li>Special Needs</li> </ul>
Student Performance Data	<ul style="list-style-type: none"> <li>ECA remediation</li> <li>Career and Technical Certifications</li> <li>Skill proficiency ratings</li> <li>Follow-up studies of program graduates</li> </ul>
Indiana State Standards	<ul style="list-style-type: none"> <li>Used by teachers to plan curriculum and instruction.</li> </ul>
Financial Data	<ul style="list-style-type: none"> <li>Program budget and revenue</li> </ul>
Student/ Stakeholder Input	<ul style="list-style-type: none"> <li>Satisfaction surveys administered yearly to C<sup>4</sup> students, staff, and Advisory Board members</li> </ul>
Baldrige Self-Assessment	<ul style="list-style-type: none"> <li>Validate strengths and identify areas for improvement.</li> </ul>

### 2.1.b. Strategic Objectives

#### 2.1.b (I) Key Short-Term and Long-Term Objectives:

The C<sup>4</sup> goals, strategies, measures and action plans are developed in the context of the six identified strategic challenges and the five BCSC district-level High Expectation Objectives (HEOs).

Stakeholders and C<sup>4</sup> leadership share responsibility in developing the strategic objectives. Performance results from each goal are used to compare C<sup>4</sup>'s current performance with previous years' results and other select vocational districts of similar size and similar characteristics.

Strategies to achieve the goals are developed through data analysis, root cause analysis and benchmarking as described in Section 4. The C<sup>4</sup> strategic objectives are linked to the performance measures as outlined in Section P.2.b. The identified six C<sup>4</sup> strategic challenges are:

1. Accessibility of C<sup>4</sup> programs and classes considering special needs, gender specific challenges, learning styles, scheduling, transportation and calendar restraints
2. Awareness of C<sup>4</sup> opportunities to combat pre-conceived stereotypes of career/technical education and to reach all stakeholders in the four-county region
3. Changing needs for interdisciplinary and integrated curriculum based on the expectations of post-secondary institutions and employers
4. Enhancing student performance through the redesign of programs and facilities and by the efficient and effective management of resources
5. Providing a working and learning environment that complies with federal and state safety regulations
6. Exposing students to an improved learning environment through enhanced faculty and staff satisfaction and motivation

**2.1.b (2) Strategic Objectives:** The C<sup>4</sup> Balanced Scorecard presents annual and on-going goals and measures. The complete scorecard, along with the strategies and action plans, may be found at the end of this section (Fig. 2.1-5). C<sup>4</sup>'s balanced scorecard encompasses skills, organizational performance and results across the program's six strategic challenges.

## **2.2 Strategy Deployment Process**

**2.2.a (1) Action Plan Development and Deployment:** The C<sup>4</sup> Long Range Plan (Page 2.2) plots a course to accommodate the changing needs of our region using available resources. Action plans are developed/modified during the bi-monthly meetings of C<sup>4</sup> leadership and CIC Challenge Teams using the recommendations listed in the Long Range Plan. The plans are also formulated based on input from the team members using Perkins Core Indicators and follow-up data. Upon approval by the governing board of area superintendents and the Regional Partnership Board, the action plans are shared throughout the organization by the C<sup>4</sup> leadership and through the Challenge Team process. Plans are communicated to all staff, advisory committees, students and community groups using electronic newsletters, bulletin boards, web sites, written reports, follow-up studies and the School Improvement Plan. The C<sup>4</sup> Action Plans and Strategies are presented at the end of this section.

**2.2.a (2) Action Plan Resources:** There are several strategies to ensure adequate financial and other resources to support the deployment of the C<sup>4</sup> Action Plans and Strategies. School Corporation budgets are based on a calendar year; therefore, C<sup>4</sup> has knowledge of those available resources before establishing its Action Plans and Strategies for the upcoming school year. Grants are written to support C<sup>4</sup> goals; the resulting activities are developed based on

the funds received. The grant coordinators meet to collaborate on and modify grant resource distribution. The Capital Projects team includes one representative from each cluster to review and approve the requests made by staff for resources the next school year. Major classroom/pathway needs are presented to the cluster members to collaborate on any modifications in capital projects resources during the school year. Approved changes are communicated to C<sup>4</sup> staff. Program advisory boards provide information to the clusters on risks associated with the implementation of the Action Plan.

Monitoring of resources is provided by a full-time C<sup>4</sup> accounting secretary along with financial reviews conducted quarterly by the Regional Partnership Board and area superintendents.

**2.2.a (3) Action Plan Modification:** During the school year, stakeholder groups review and evaluate the action plan as described in the strategic planning process. (Figure 2.1-3 on page 2.2) Requests to modify action plans may occur as a result of these reviews and evaluations by the various stakeholders. Modification requests are shared with the appropriate Challenge Team. Modified and/or new strategies and Action Plan Milestones are shared with the other Challenge Champions at their bi-monthly meetings and are communicated to the team members by their respective Champion.

**2.2.a (4) Key Short and Long Term Action Plans:** Key short and long-term action plans for C<sup>4</sup> include:

increases in:

- Enrollment in high-demand/high-wage programs
- Student academic achievement, technical skills attainment, program completion, placement, non-traditional participation, and non-traditional completion.
- Academic integration

- Post secondary dual credit agreements
- Satisfaction ratings by all stakeholders decreases in:
- Safety violations
- The need for program improvement plans
- Teacher and student absences

Key changes planned to achieve these action plans include:

- Offering online courses
- Continued emphasis on workplace skills certificates such as MSSC, WorkKeys, CNA, CDA, CPR/AED, SENSE, HBI, and OSHA.
- Utilization of Integration Specialist to integrate academic standards into CTE
- Promotion of the Technical Honors diploma
- Increasing participation in dual credit opportunities
- Increasing participation in the Dream It Do It advanced manufacturing awareness campaign
- Participation in the Ec0<sub>15</sub> regionally led Manufacturing Immersion Pathway.
- Increasing the graduation rate by working with the I-Grad initiative.

#### 2.2.a (5) Key Human Resource Plans:

Human resource needs are determined through pre-enrollment, in conjunction with teacher licensing and facility limitations. BCSC staffing meetings are also held in the spring to discuss staffing requirements, enabling staff to be in place before the start of school in August. C<sup>4</sup> staff is housed in comprehensive high schools where they are fully engaged in the initiatives promoted by these schools.

The Columbus Educators Association provides contractual oversight and calendar specifics for certified and non-certified staff. In addition, C<sup>4</sup> grants have human resource requirements for program implementation and provide start up funds and compensation to offset expenses.

**2.2a (6) Key Performance Measures:** The Department of Education establishes priorities for career and technical districts and their staff through core performance indicators as required by the Carl D. Perkins Vocational and Technical Education Act. These include: Academic Achievement (Language Arts and Math), Technical Skills Attainment, Graduation, Student Completion and Placement, and Non-traditional Participation and Completion. Additionally, the C<sup>4</sup> Challenge Team process establishes local priorities for the C<sup>4</sup> staff.

#### 2.2.b. Performance Projection

C<sup>4</sup> annually obtains data from DOE and DWD websites of similar CTE districts to use as benchmarks for performance achievements. This information, as well as knowledge of C<sup>4</sup>'s own performance and capabilities, is used to measure programs as compared to others in Indiana.

**Fig. 2.2-2 CTE District Comparison Data 2011-12 \***

Core Indicator (%)	C <sup>4</sup>	Prosser	Central Nine	Elkhart
Academic Achievement (language arts)	52.82**	54.58**	58.57**	52.56**
Academic Achievement (math)	64.03**	57.50**	63.52**	68.04**
Technical Skills Attainment	75.93**	79.77**	94.93	97.07
Completion	99.68	99.03	99.86	100.00
Graduation (NCLB)	97.25	93.53	94.60	94.74
Placement	94.80	86.04	90.08	87.66
Non-traditional Participation	29.15	34.12	34.14	33.02
Non-traditional Completion	13.33**	21.14	21.39	18.63

\*Information for 2012-13 is not available until the after the due date of this SIP document.

\*\* The Indiana Department of Education and Indiana Department of Workforce Development require a Performance Indicator Improvement Plan for each core indicator level that was not met. C<sup>4</sup> submitted improvement plans for the four targeted indicators and received an approved response from IDOE/DWD.

**Fig. 2.2-3 Local Results of C<sup>4</sup> Follow-Up Study for the Graduates of 2012**

<b>Graduation Rate</b>	<p><b>99.7%</b> - C<sup>4</sup> program completers graduating from high school                      *Third party studies show that C<sup>4</sup> students graduate at a higher rate than the general population.</p>
<b>Diploma Category</b>	<p><b>46%</b> - Advanced Core 40/Core 40 Diploma  <b>20%</b> - General Diploma  <b>16%</b> - Academic Honors Diploma  <b>11%</b> - Technical Honors Diploma</p>
<b>Placement</b>	<p><b>60%</b> - Continuing their education *                      54% attending four-year colleges /universities                      38% attending two-year associate schools                      8% attending trade or business schools                      *<b>74%</b> of those continuing their education are enrolled in higher education related to the training they received in C<sup>4</sup></p> <p><b>65%</b> - Employed                      (many are working <u>and</u> enrolled in post-secondary institutions)</p>
<b>Wages</b>	<p><b>\$10.81</b> – Training-related wage earned by C<sup>4</sup> graduates  <b>\$8.92</b> – Non-training related wage earned by C<sup>4</sup> graduates  <b>\$9.87</b> – Average wage earned by C<sup>4</sup> Graduates (\$2.62 above minimum wage)</p>

## Root Cause Analysis and Corrective Actions:

The Federal Carl D. Perkins Vocational and Technical Education Act require that C<sup>4</sup> report on Core Indicators of student achievement each year. Definitions of the Core Indicators change on a regular basis. The fact that the bar constantly moves creates challenges for meeting data requirements. There is concern that C<sup>4</sup> seems to be a part of a system that does not provide opportunity to review and correct data errors before that data becomes accountable and subject to sanctions.

Many pieces of data are gathered by the State. It is when C<sup>4</sup> is given the opportunity to gather its own data that can prove what it knows to be true. In addition, the National No Child Left Behind regulations do not recognize special needs as exceptions to required definitions.

C<sup>4</sup> is happy to accept special needs students into its programs. C<sup>4</sup> is a natural placement option for all levels of students, with special needs students having an equal place. Because of NCLB regulations, many of the special needs students count as negative for graduation because they have earned a certificate of completion/achievement vs. a regular diploma. Often times the student's disability prohibits required accomplishments. These students, however, stick to their training through course completion. We have conducted third party evaluation studies that show that students who take C<sup>4</sup> classes stay in school at a much higher rate than those students who do not take C<sup>4</sup> classes. The product we are handling is critical to the future of all. C<sup>4</sup> leaves No Child Behind.

**Balanced Score Card - State Core Indicators Data - 2011-2012**

Core Indicators	Goal Focus	State Level	C <sup>4</sup> Level	State Level	C <sup>4</sup> Level
		2010-2011	2010-2011	2011-2012	2011-2012
1S1-Academic Achievement - Language Arts	Meet or exceed the State Approved Level of C <sup>4</sup> students passing the Core 40 Exam in Language Arts	72.44%	71.15	75.00%	52.82
1S2-Academic Achievement - Math	Meet or exceed the State Approved Level of C <sup>4</sup> students passing the Core 40 Exam in Math	70.67%	75.29	73.00%	64.03
2S1-Technical Skill Attainment	Meet or exceed the State Approved Level of C <sup>4</sup> students who achieve technical skill attainment	83.00%	98.04	85.50%	75.93
3S1-Completion	Meet or exceed the State Approved Level of students who complete C <sup>4</sup> programs	90.50%	94.26	91.25%	99.68
4S1-Graduation (NCLB)	Meet or exceed the State Approved Level of students who graduate according to NCLB	92.00%	82.66	93.00%	97.25
5S1-Placement	Meet or exceed the State Approved level of C <sup>4</sup> students who are in a positive placement after graduation.	77.78%	87.17	80.00%	94.8
6S1-Non-Traditional Participation	Meet or exceed the State Approved Level of Non-Traditional students who participate in C <sup>4</sup> programs	20.00%	24.94	30.00%	29.15
6S2-Non-Traditional Completion	Meet or exceed the State Approved Level of Non-Traditional students who participate in C <sup>4</sup> programs	22.00%	13.48	31.00%	13.33



<b>Balanced Score Card - Local /C<sup>4</sup> Follow-Up Data</b>					
<b>C<sup>4</sup> Local Follow-Up Study</b>	<b>Goal Focus</b>	<b>Class of 2009</b>	<b>Class of 2010</b>	<b>Class of 2011</b>	<b>Class of 2012</b>
<b>Graduation</b>	<b>Increase % of C<sup>4</sup> Students who Graduate</b>	<b>96%</b>	<b>98%</b>	<b>99%</b>	<b>98%</b>
Technical Honors		N/A	11%	10%	11%
Academic Honors		21%	19%	7%	5%
Core 40		53%	45%	66%	43%
General		26%	23%	16%	39%
Certificate of Completion		1%	2%	1%	2%
<b>Positive Placement</b>	<b>Increase % of Positive Placements</b>				
Employed		54%	74%	65%	75%
Military		5%	5%	8%	10%
Continuing Education		71%	62%	55%	52%
<b>C<sup>4</sup> Influence</b>	<b>Increase % of Training Related Experience</b>				
Training Related Employment/Military		41%	50%	50%	58%
Continuing Education		71%	68%	73%	78%
<b>Dual Credit</b>	<b>Increase % of C<sup>4</sup> Credit Earned</b>		61%	62%	63%
<b>Student Satisfaction with C<sup>4</sup> Education</b>	<b>Increase Student Satisfaction Rating</b>	4.292	4.411	4.535	4.404

## Balanced Score Card - Local Data - 2012-2013

Goal Focus		Base Line			
		2010-2011	2011-2012	2012-2013	2013-2014
Enrollment - All Multi-Hour and one hour reimbursed, year-long semester 1 classes excluding CARSS & Keystone	Increase enrollment to maximize new facilities	2284	2304	2217	
Retention	Retain 100% of enrolled C <sup>4</sup> Students	72.00%	79%	88.00%	
Return	Re-enroll all eligible students next year within State Pathway	38.74%	51.00%	54.00%	
Certifications	Provide State-Recognized Certification opportunities for students	691	623	490	
Dual Credit	Track number of dual credit offerings and credits earned by C <sup>4</sup> students.		4785	5024	
Safety	Zero major safety issues annually	Annual Audit	Annual Audit	Construction handover	

## C<sup>4</sup> Strategies and Action Plans 2012-2013 - State Core Indicators

BCSC HEO	Core Indicators	Goal Focus	Strategies and Actions	Responsibility	State Agreed Upon Levels
HEO #1	1S1-Academic Achievement - Language Arts	Meet or exceed the State Approved Level of C <sup>4</sup> students passing the Core 40 Exam in Language Arts	<ul style="list-style-type: none"> <li>•Increased utilization of Integration Specialist.</li> <li>•Instructors increase use of reading and writing strategies in daily lessons.</li> <li>•Identification of students at-risk of not passing required ECA's.</li> <li>•C<sup>4</sup> students requiring remediation will be encouraged to attend focus sessions offered by home schools.</li> </ul>	<ul style="list-style-type: none"> <li>•Challenge 3</li> <li>•Integration Specialist</li> <li>•C<sup>4</sup> Instructors</li> </ul>	63.00%
HEO #1	1S2-Academic Achievement - Math	Meet or exceed the State Approved Level of C <sup>4</sup> students passing the Core 40 Exam in Math	<ul style="list-style-type: none"> <li>• Increased utilization of Integration Specialist.</li> <li>•Instructors increase use of math related strategies in daily lessons.</li> <li>•Identification of students at-risk of not passing required ECA's.</li> <li>•C<sup>4</sup> students requiring remediation will be encouraged to attend focus sessions</li> </ul>	<ul style="list-style-type: none"> <li>•Challenge 3</li> <li>•Integration Specialist</li> <li>•C<sup>4</sup> Instructors</li> </ul>	68.50%
HEO #1	2S1-Technical Skill Attainment	Meet or exceed the State Approved Level of C <sup>4</sup> students who achieve technical skill attainment	<ul style="list-style-type: none"> <li>•Curriculum will be aligned with IDOE State Frameworks and certification guidelines.</li> <li>•Instructors will continue compliance to IDOE Pathway certifications. •Instructors will participate in Professional development activities related to certification standards.</li> </ul>	<ul style="list-style-type: none"> <li>•Challenge 3</li> <li>•Integration Specialist</li> <li>•C<sup>4</sup> Instructors</li> <li>•Pathway Specialist</li> <li>•C<sup>4</sup> Team Leaders</li> </ul>	85.00%
HEO #2	3S1-Completion	Meet or exceed the State Approved Level of students who complete C <sup>4</sup> programs	<ul style="list-style-type: none"> <li>•Identify students at risk or not graduating and refer them to IGRAD personnel.</li> <li>•Incorporate academic skills into CTE curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>•Challenge 3</li> <li>•Integration Specialist</li> <li>•C4 Instructors</li> <li>•Pathway Specialist</li> <li>•C4 Team Leaders</li> </ul>	92.00%

## C<sup>4</sup> Strategies and Action Plans 2012-2013 - State Core Indicators

BCSC HEO	Core Indicators	Goal Focus	Strategies and Actions	Responsibility	State Agreed Upon Levels
HEO #1 HEO #2 HEO #3 HEO #4 HEO #5	4S1-Graduation (NCLB)	Meet or exceed the State Approved Level of students who graduate according to NCLB	<ul style="list-style-type: none"> <li>Identify students at risk or not graduating and refer them to IGRAD personnel.</li> <li>Incorporate academic skills into CTE curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>Challenges 1, 2, 3, 4, 5, &amp; 6</li> <li>Integration Specialist</li> <li>C<sup>4</sup> Instructors</li> <li>C<sup>4</sup> Counselor</li> </ul>	94.00%
HEO #1 HEO #2 HEO #3 HEO #4 HEO #5	5S1-Placement	Meet or exceed the State Approved level of C <sup>4</sup> students who are in a positive placement after graduation.	<ul style="list-style-type: none"> <li>Promote positive links between C<sup>4</sup> training, post secondary and career options.</li> </ul>	<ul style="list-style-type: none"> <li>Challenges 1, 2, 3, 4, 5, &amp; 6</li> <li>Integration Specialist</li> <li>C<sup>4</sup> Instructors</li> <li>C<sup>4</sup> Counselor</li> </ul>	82.53%
HEO #2 HEO #4 HEO #5	6S1-Non-Traditional Participation	Meet or exceed the State Approved level of C <sup>4</sup> students who are taking a class in a non-traditional career field.	<ul style="list-style-type: none"> <li>Marketing tools will include information about non-traditional careers.</li> <li>Communication with counselors will promote non-traditional careers.</li> </ul>	<ul style="list-style-type: none"> <li>Challenges 1, 2, 3, 4, 5, &amp; 6</li> <li>Integration Specialist</li> <li>C<sup>4</sup> Instructors</li> <li>C<sup>4</sup> Counselor</li> </ul>	35.00%
HEO #2 HEO #4 HEO #5	6S2-Non-Traditional Completion	Meet or exceed the State Approved level of C <sup>4</sup> non-traditional students who are employed after graduation.	<ul style="list-style-type: none"> <li>Create more positive partnerships with business, industry and community groups.</li> </ul>	<ul style="list-style-type: none"> <li>Challenges 1, 2, 3, 4, 5, &amp; 6</li> <li>Integration Specialist</li> <li>C<sup>4</sup> Instructors</li> <li>C<sup>4</sup> Counselor</li> </ul>	39.00%

## C<sup>4</sup> Strategies and Action Plans 2013-2014 - Local /C<sup>4</sup> Follow-Up Data - Class of 2012

C <sup>4</sup> Local Follow-Up Indicators	Goal Focus	Strategies and Actions	Responsibility	Measurement
<b>Graduation</b>	Increase % of C <sup>4</sup> Students who Graduate			98.00%
Technical Honors		<ul style="list-style-type: none"> <li>•Design marketing tools to promote Honors diplomas.</li> <li>•Increase integration of academic skills into the CTE curriculum.</li> <li>•Integrate Language and Math activities where possible to assist at-risk students.</li> </ul>	<ul style="list-style-type: none"> <li>•Challenges 1, 2, 3, 4, 5, &amp; 6</li> <li>•Integration Specialist</li> <li>•C<sup>4</sup> Instructors</li> <li>•C<sup>4</sup> Counselor</li> </ul>	11.00%
Academic Honors		<ul style="list-style-type: none"> <li>•Design marketing tools to promote Honors diplomas.</li> <li>•Increase integration of academic skills into the CTE curriculum.</li> <li>•Integrate Language and Math activities where possible to assist at-risk students.</li> </ul>	<ul style="list-style-type: none"> <li>•Challenges 1, 2, 3, 4, 5, &amp; 6</li> <li>•Integration Specialist</li> <li>•C<sup>4</sup> Instructors</li> <li>•C<sup>4</sup> Counselor</li> </ul>	5.00%
Core 40		<ul style="list-style-type: none"> <li>•Integrate Language and Math activities where possible to assist at-risk students.</li> </ul>	<ul style="list-style-type: none"> <li>•Challenges 1, 2, 3, 4, 5, &amp; 6</li> <li>•Integration Specialist</li> <li>•C<sup>4</sup> Instructors</li> <li>•C<sup>4</sup> Counselor</li> </ul>	43.00%
General		<ul style="list-style-type: none"> <li>•Students follow the opt-out procedures used in their home schools.</li> </ul>	<ul style="list-style-type: none"> <li>•Challenges 1, 2, 3, 4, 5, &amp; 6</li> <li>•Integration Specialist</li> <li>•C<sup>4</sup> Instructors</li> <li>•C<sup>4</sup> Counselor</li> </ul>	39.00%

## C<sup>4</sup> Strategies and Action Plans 2013-2014 - Local /C<sup>4</sup> Follow-Up Data - Class of 2012

C <sup>4</sup> Local Follow-Up Indicators	Goal Focus	Strategies and Actions	Responsibility	Measurement
Certificate of Completion		•Students follow the home schools' process according to the individual IEP's.	•Challenges 1, 2, 3, 4, 5, & 6 •Integration Specialist •C <sup>4</sup> Instructors •C <sup>4</sup> Counselor	2.00%
<b>Positive Placement</b>	Increase % of Positive Placements			
Employed		•Recruit new business and industry members on C <sup>4</sup> advisory boards.	•Challenges 1, 2, 3, 4, 5, & 6 •Integration Specialist •C <sup>4</sup> Instructors •C <sup>4</sup> Counselor	75.00%
Military		•Include armed forces partners in recruitment activities.	•Challenges 1, 2, 3, 4, 5, & 6 •Integration Specialist •C <sup>4</sup> Instructors •C <sup>4</sup> Counselor	10.00%
Continuing Education		•Include post secondary partners on advisory boards. •Include post secondary partners in recruitment activities.	•Challenges 1, 2, 3, 4, 5, & 6 •Integration Specialist •C <sup>4</sup> Instructors •C <sup>4</sup> Counselor	68.00%
<b>C<sup>4</sup> Influence</b>	Increase % of Training Related Experience			
Training Related Employment/Military	Increase positive placement of students in C <sup>4</sup> classes.	•Encourage more participation from business/industry/military partners with C <sup>4</sup> classes and students.	•Challenges 1, 2, 3, 4, 5, & 6 •Integration Specialist •C <sup>4</sup> Instructors •C <sup>4</sup> Counselor	58.00%

## C<sup>4</sup> Strategies and Action Plans 2013-2014 - Local /C<sup>4</sup> Follow-Up Data - Class of 2012

	C <sup>4</sup> Local Follow-Up Indicators	Goal Focus	Strategies and Actions	Responsibility	Measurement
	Continuing Education	Increase number of C <sup>4</sup> graduates who continue their education	<ul style="list-style-type: none"> <li>•Encourage more participation from post secondary partners with C<sup>4</sup> classes and students.</li> </ul>	<ul style="list-style-type: none"> <li>•Challenges 1, 2, 3, 4, 5, &amp; 6</li> <li>•Integration Specialist</li> <li>•C<sup>4</sup> Instructors</li> <li>•C<sup>4</sup> Counselor</li> </ul>	78.00%
	<b>Dual Credit</b>	Increase number of C <sup>4</sup> Credit Earned	<ul style="list-style-type: none"> <li>•Insure that all possible dual credit agreements are available.</li> <li>•Assist instructors with testing and registration procedures for C<sup>4</sup> students.</li> <li>•Curriculum alignment with post secondary agreements is complete.</li> </ul>	<ul style="list-style-type: none"> <li>•Challenges 1, 2, 3, 4, 5, &amp; 6</li> <li>•Integration Specialist</li> <li>•C<sup>4</sup> Instructors</li> <li>•C<sup>4</sup> Counselor</li> </ul>	5024
	<b>Student Satisfaction with C<sup>4</sup> Education after Graduation (on 5 point scale)</b>	Increase Student Satisfaction Rating	<ul style="list-style-type: none"> <li>•Insure that all students are counseled according to interest in best C<sup>4</sup> class.</li> <li>•Insure that classroom climate is positive and encouraging.</li> </ul>	<ul style="list-style-type: none"> <li>•Challenges 1, 2, 3, 4, 5, &amp; 6</li> <li>•Integration Specialist</li> <li>•C<sup>4</sup> Instructors</li> <li>•C<sup>4</sup> Counselor</li> </ul>	4.404

## C<sup>4</sup> Strategies and Action Plans 2013-2014 - Local Data 2012-2013

C <sup>4</sup> Local Follow-Up Indicators	Goal Focus	Strategies and Actions	Responsibility	Measurement
Enrollment - All Multi-Hour and one hour reimbursed, year-long semester 1 classes excluding CARSS & Keystone	Increase enrollment to maximize new facilities	<ul style="list-style-type: none"> <li>•All current recruitment strategies will continue.</li> <li>•New marketing strategies will be incorporated.</li> <li>•Marketing materials will be disseminated to potential students, parents and counselors.</li> </ul>	<ul style="list-style-type: none"> <li>•Challenges 1, 2, 3, 4, 5, &amp; 6</li> <li>•Integration Specialist</li> <li>•C<sup>4</sup> Instructors</li> <li>•C<sup>4</sup> Counselor</li> </ul>	2217
Retention	Retain 100% of enrolled C <sup>4</sup> Students	<ul style="list-style-type: none"> <li>•Encourage more experiences where students are exposed to adults working in non-traditional careers.</li> </ul>	<ul style="list-style-type: none"> <li>•Challenges 1, 2, 3, 4, 5, &amp; 6</li> <li>•Integration Specialist</li> <li>•C<sup>4</sup> Instructors</li> <li>•C<sup>4</sup> Counselor</li> </ul>	88.00%
Return	100% of students return	<ul style="list-style-type: none"> <li>•Insure that all students are counseled according to interest in best C<sup>4</sup> class.</li> <li>•Insure that classroom climate is positive and encouraging.</li> </ul>	<ul style="list-style-type: none"> <li>•Challenges 1, 2, 3, 4, 5, &amp; 6</li> <li>•Integration Specialist</li> <li>•C<sup>4</sup> Instructors</li> <li>•C<sup>4</sup> Counselor</li> </ul>	54.00%
Certifications	Number of students who earn state or national certifications through C <sup>4</sup> Education	<ul style="list-style-type: none"> <li>•Instructors will insure that curriculum aligns with certification standards.</li> </ul>	<ul style="list-style-type: none"> <li>•Challenges 1, 2, 3, 4, 5, &amp; 6</li> <li>•Integration Specialist</li> <li>•C<sup>4</sup> Instructors</li> <li>•C<sup>4</sup> Counselor</li> </ul>	490
Dual Credit	Number of Dual Credits earned by C <sup>4</sup> students.	<ul style="list-style-type: none"> <li>•Instructors will meet annually with post secondary partners to continue dual credit opportunities.</li> <li>•Instructors will align curriculum with dual credit requirements.</li> </ul>	<ul style="list-style-type: none"> <li>•Challenges 1, 2, 3, 4, 5, &amp; 6</li> <li>•Integration Specialist</li> <li>•C<sup>4</sup> Instructors</li> <li>•C<sup>4</sup> Counselor</li> </ul>	5024



## C<sup>4</sup> Strategies and Action Plans 2013-2014 - Local Data 2012-2013

	C <sup>4</sup> Local Follow-Up Indicators	Goal Focus	Strategies and Actions	Responsibility	Measurement
	Safety	Zero major safety issues annually	<ul style="list-style-type: none"> <li>•Two safety audits will be held annually by local industry specialists.</li> <li>•Instructors and staff will complete steps to insure facilities and equipment are up to all state and local safety codes.</li> </ul>	<ul style="list-style-type: none"> <li>•Challenges 1, 2, 3, 4, 5, &amp; 6</li> <li>•Integration Specialist</li> <li>•C<sup>4</sup> Instructors</li> <li>•C<sup>4</sup> Counselor</li> </ul>	(New construction: safety cleared by contractors at handover)

### 3.0 Customer Focus

BCSC and C<sup>4</sup> Columbus Area Career Connection consider knowledge of student and stakeholder needs essential to their success. This knowledge provides the ability to articulate where performance is meeting goals and where improvement is required. Awareness of student and stakeholder needs is central to achievement of the district’s HEOs and to C<sup>4</sup>’s identified goals. BCSC and C<sup>4</sup> key stakeholder groups include:

- Students (Current, Former and Future)
- C<sup>4</sup> and non-C<sup>4</sup> teachers
- Administrators and other educational personnel in the eight participating school corporations
- Parents/guardians of students
- Regional residents
- Business communities in the five counties served by C<sup>4</sup>
- Post-secondary education
- Government (Local, State and Federal)

### 3.1 Customer Engagement

#### 3.1.a (I) Identification of Student and Stakeholder Needs and Expectations:

C<sup>4</sup> conducts a process for long range planning every five years. The most current Long Range Plan was completed in the spring of 2010 and involved input of needs and expectations from over 1000 stakeholders in the region. C<sup>4</sup> also conducts annual follow-up studies of C<sup>4</sup> graduates. Additional stakeholder input is received through personal contacts and formalized discussions in staff meetings, advisory committees and its Continuous Improvement Council/ Challenge Team format. These groups review the progress of student skill development, plan strategies for improving those skills, oversee the action plans for strategy implementation and monitor the results. Examples of how expectations, needs and results are identified are shown in Fig. 3.1-1.

Fig. 3.1-1

Expectations identified by →	Local, State and National Standards	Frequency
	Guidelines from regulatory and grant funding agencies	Yearly
	Area Superintendents and Regional Partnership Board	Ongoing
	C <sup>4</sup> Long Range Plan	Every 5 years
	Program advisory groups with business and industry representatives	Ongoing
Needs Identified by →	Those Identified Above and Also:	
	Satisfaction data from the various stakeholder surveys	Yearly
	Follow-up studies of C <sup>4</sup> graduates	Yearly
	End of course/End of pathway assessments	Yearly
	Disaggregation Evaluation	Yearly
Results Identified by →	Skill Proficiency Ratings and Occupational Gains	
	Dept. of Workforce Development Core Indicators	Yearly
	Local, state and national certifications	Yearly
	End of course assessments	Yearly

### 3.1.a (2) Key Support Mechanisms:

C<sup>4</sup> monitors its program offerings, activities and services to accommodate the career and technical needs of all students in the area participating schools. C<sup>4</sup> leadership utilizes information derived from this monitoring process as a part of the annual planning process. Examples of C<sup>4</sup>'s monitoring process include:

- Monitoring student enrollment in C<sup>4</sup> course selection to determine preferences and the need to adapt or add sections.
- Administering student surveys.

- Monitoring legislation regarding federal and state career and technical educational requirements.
- Gathering information at advisory board meetings.

The input and information for student course selection is summarized below. In addition, counseling with students is an active part of the skills planning and course development as the C<sup>4</sup> counselor maintains office hours at both BCSC high schools each week during the school year.

**Fig. 3.1-2**

Needs Determination Method	Information Collected and Frequency
<b>STUDENTS</b>	
Student Advisory Committee; student leadership clubs; student satisfaction surveys; ECA results; Long Range Plan	Collected as it becomes available, quarterly and annually; analyzed and made available to area superintendents, Regional Partnership Board, C <sup>4</sup> leadership and CIC/Challenge Teams
<b>TEACHERS/ADMINISTRATORS</b>	
Satisfaction surveys; CIC/Challenge Team format; Capital Projects process; staff evaluations; safety reports; Long Range Plan	Collected as it becomes available and annually; analyzed and made available to C <sup>4</sup> leadership and the CIC/Challenge Teams
<b>PARENTS</b>	
Satisfaction surveys; feedback through parent involvement; feedback through parent-teacher conferences; advisory board meetings; Long Range Plan	Collected as it becomes available, quarterly and annually; analyzed and made available to area superintendents, Regional Partnership Board, C <sup>4</sup> leadership and CIC/Challenge Teams
<b>REGIONAL RESIDENTS</b>	
Input through area Board of School Trustee meetings, advisory board meetings and Long Range Plan.	Collected as it becomes available; analyzed and made available to C <sup>4</sup> leadership and the CIC/Challenge Teams
<b>BUSINESS</b>	
Advisory board meetings; satisfaction surveys; C <sup>4</sup> partnerships including school-to-work programs, mentoring and training sites; Long Range Plan	Collected as it becomes available; analyzed and made available to the C <sup>4</sup> leadership, CIC/Challenge Teams and individual teachers
<b>POST-SECONDARY EDUCATION</b>	
Surveys, student acceptance data, dual credit agreements, alumni feedback, and Long Range Plan	Follow-up study conducted annually; review of dual credit agreements conducted annually
<b>LOCAL, STATE, AND FEDERAL GOVERNMENT FUNDING AND REGULATORY AGENCIES</b>	
	Career and Technical Education standards and requirements collected annually; benchmarking and best practices with other career and technical centers shared annually, third party evaluations every three years.

### 3.1.a (3) Keeping Listening and Learning Current with Changes in Education Community:

C<sup>4</sup> recognizes the importance of keeping learning methods current. All C<sup>4</sup> curriculums are project-based and designed to reflect student needs as well as skill expectations from the business community. Examples of education and community involvement with the planning of C<sup>4</sup> curriculum include:

- Collection of workforce data from national and local sources to help C<sup>4</sup> staff to determine the current needs and expectations for career and technical education.
- Utilization of program advisory boards to guide the curriculum towards real work standards and skill needs.
- Development of business and industry partnerships to assist teachers with the setting of standards, purchasing of equipment and determining curriculum components based upon regional workplace knowledge.

C<sup>4</sup> also utilizes information from external professional sources and organizations to keep learning and listening methods current. These include:

- Development and maintenance of dual credit agreements between C<sup>4</sup> courses and post-secondary institutions to avoid duplication of training and provide advanced placement/dual credit opportunities.
- Development and maintenance of business partnerships at all levels within the program.
- Continuous updating of curriculum through participation in summer internships, regional business visits, curriculum writing/revision workshops and continuing education classes.
- Placement of C<sup>4</sup> students in workplace settings through Work-Based Learning, co-op opportunities, and job shadowing experiences.
- Participation of C<sup>4</sup> leadership in the BCSC High Schools Facility study.

### 3.2 Student and Stakeholder Relationships and Satisfaction

BCSC and C<sup>4</sup> believe that having a clear understanding of who their stakeholders are and how their needs impact the district and program underlies the ability to provide quality educational programs and services within the area.

#### 3.2a Student and Stakeholder Relationship Building

##### 3.2.a (1) Building Relationships:

BCSC and C<sup>4</sup> work proactively to build and maintain mutually beneficial relationships with current and future students, staff, parents/guardians, district residents, local business and post-secondary education.

Fig. 3.2-1 illustrates the objectives and methods of C<sup>4</sup> stakeholder relationships.

**Fig. 3.2-I C<sup>4</sup> Methods to Support Achievement of Key Objectives**

Stakeholder and Key Objectives of Relationships	Methods to Support Educational Delivery
<p>STUDENTS</p> <ul style="list-style-type: none"> <li>• Mutual commitment to educational excellence</li> <li>• Well-prepared student</li> </ul>	<ul style="list-style-type: none"> <li>• Student orientation to C<sup>4</sup> program</li> <li>• Student Advisory Committee</li> <li>• Inclusion in long range planning process</li> <li>• Curriculum aligned to Indiana’s academic and career/technical standards</li> <li>• Applications-based instruction</li> <li>• School to work opportunities</li> <li>• Local, state and national skill certification</li> <li>• Student leadership opportunities through skill organizations</li> <li>• School newspaper inserts and articles; C<sup>4</sup> Website</li> <li>• Dual credit opportunities</li> </ul>
<p>TEACHERS, ADMINISTRATORS AND SUPPORT STAFF</p> <ul style="list-style-type: none"> <li>• Mutual commitment to educational excellence</li> <li>• Well-prepared educators and staff</li> </ul>	<ul style="list-style-type: none"> <li>• Annual professional development plan</li> <li>• Incentives for continuing education</li> <li>• Participation in the Challenge Team process</li> <li>• Weekly email newsletter and C<sup>4</sup> Website</li> <li>• Career Majors meeting</li> </ul>
<p>PARENTS</p> <p>Active support and involvement in parent’s education</p>	<ul style="list-style-type: none"> <li>• Parent representatives on advisory boards</li> <li>• Parent Night presentations at area schools</li> <li>• Parent representation on textbook adoption committees</li> <li>• Parent involvement with extra-curricular programs and events</li> <li>• Broadcasts on local cable outlet to disseminate C<sup>4</sup> information</li> <li>• C<sup>4</sup> Open House</li> <li>• Newspaper advertisements and articles and direct mailings to parents</li> <li>• C<sup>4</sup> web site/Voice and E-mail for all teachers</li> <li>• Inclusion in long range planning process</li> </ul>
<p>DISTRICT RESIDENTS</p> <p>High quality educational programs for all learners</p>	<ul style="list-style-type: none"> <li>• Representation on advisory boards</li> <li>• Broadcasts on local cable outlet to disseminate C<sup>4</sup> information</li> <li>• Newspaper advertisements, articles and C<sup>4</sup> web site</li> <li>• Regional Board of School Trustees meetings</li> <li>• Inclusion in long range planning process</li> </ul>
<p>BUSINESS</p> <p>Preparation of a qualified workforce</p>	<ul style="list-style-type: none"> <li>• Representation on advisory boards</li> <li>• Participation in career fairs and classroom presentations</li> <li>• Weekly email newsletter and C<sup>4</sup> web site</li> <li>• Partnerships in various school to work opportunities</li> <li>• C<sup>4</sup> representation on economic development and community initiatives</li> <li>• Participation in safety reviews</li> <li>• Inclusion in long range planning process</li> </ul>
<p>HIGHER EDUCATION</p> <p>Seamless education services</p>	<ul style="list-style-type: none"> <li>• Dual credit agreements and shared resources/facilities</li> <li>• Weekly email newsletter and C<sup>4</sup> web site</li> <li>• Participation on advisory boards</li> <li>• Inclusion in long range planning process</li> </ul>
<p>LOCAL, STATE AND FEDERAL GOVERNMENTS AND REGULATORY AGENCIES</p> <p>Educational delivery in accordance with governmental guidelines</p>	<ul style="list-style-type: none"> <li>• Requirements of grant funding agencies</li> <li>• Department of Education and Department of Workforce Development standards and requirements</li> </ul>

### 3.2.a (2) Managing Relationships:

C<sup>4</sup> uses surveys, direct involvement and interaction to manage its relationships with stakeholders. Feedback through a variety of interactions is reviewed at various levels and then translated into improvement actions. Fig. 3.2-2 provides information about how C<sup>4</sup> addresses key stakeholder relationship.

**Fig. 3.2-2 Student and Stakeholder Relationship Management**

How Relationship Needs are Addressed	Program Relationships/ Follow up	Partnerships
<b>STUDENTS</b> <ul style="list-style-type: none"> <li>Applied learning</li> <li>Student leadership opportunities</li> </ul>	<ul style="list-style-type: none"> <li>Report cards and progress reports</li> <li>Leadership/skill contests</li> <li>Annual follow-up study of graduates</li> <li>Complaint resolution process</li> <li>Long Range Plan participation</li> </ul>	<ul style="list-style-type: none"> <li>Student Advisory Committee</li> <li>Student clubs and organizations</li> <li>Certifications</li> <li>Dual credit</li> </ul>
<b>FUTURE STUDENTS</b> <ul style="list-style-type: none"> <li>Demographic data</li> <li>Career planning</li> </ul>	<ul style="list-style-type: none"> <li>Marketing strategies</li> <li>C<sup>4</sup> counselor/paraprofessionals</li> <li>C<sup>4</sup> brochures and curriculum guide</li> <li>Long Range Plan participation</li> </ul>	<ul style="list-style-type: none"> <li>Career/Course Fairs</li> <li>Eighth grade parent nights</li> <li>Career inventories and academies</li> <li>Open house and tours</li> </ul>
<b>TEACHERS</b> <ul style="list-style-type: none"> <li>Open door policy</li> <li>Formal and informal discussions</li> </ul>	<ul style="list-style-type: none"> <li>Scheduled meetings</li> <li>Recognition of performance</li> <li>Concern resolution process</li> <li>Long Range Plan participation</li> </ul>	<ul style="list-style-type: none"> <li>Membership on CIC/Challenge Teams</li> <li>Staff appreciation events</li> <li>Career Majors meeting</li> </ul>
<b>PARENTS</b> <ul style="list-style-type: none"> <li>Open door policy</li> <li>Parent-teacher meetings</li> <li>Advisory opportunities</li> </ul>	<ul style="list-style-type: none"> <li>Participation on advisory boards</li> <li>Representation on committees (curriculum review, textbook adoption, etc.)</li> <li>Complaint resolution process</li> <li>Long Range Plan participation</li> </ul>	<ul style="list-style-type: none"> <li>Membership on Regional Partnership Board</li> <li>Membership on program advisory boards</li> <li>C<sup>4</sup> CIC</li> </ul>
<b>COMMUNITY RESIDENTS</b> <ul style="list-style-type: none"> <li>Open door policy</li> <li>Advisory opportunities</li> </ul>	<ul style="list-style-type: none"> <li>Participation on advisory boards</li> <li>Representation on committees (curriculum review, textbook adoption, etc.)</li> <li>Annual report distributed regionally</li> <li>Long Range Plan participation</li> </ul>	<ul style="list-style-type: none"> <li>Membership on Regional Partnership Board</li> <li>Membership on program advisory boards</li> <li>C<sup>4</sup> CIC</li> </ul>
<b>BUSINESS</b> <ul style="list-style-type: none"> <li>Open door policy</li> <li>Advisory opportunities</li> <li>School to work programs</li> <li>Five county region of Bartholomew, Brown, Decatur, Jackson and part of Johnson</li> </ul>	<ul style="list-style-type: none"> <li>Participation on advisory boards</li> <li>Representation on committees (curriculum review, textbook adoption, etc.)</li> <li>Workplace opportunities for students and teachers</li> <li>Participation in career exploration activities</li> <li>Long Range Plan participation</li> </ul>	<ul style="list-style-type: none"> <li>Membership on Regional Partnership Board</li> <li>Membership on program advisory boards</li> <li>Membership on CIC/ Challenge Teams</li> <li>Co-op and Advanced Placement sites</li> <li>Workplace Internships</li> </ul>
<b>POST-SECONDARY EDUCATION</b> <ul style="list-style-type: none"> <li>Dual credit agreements</li> <li>Advisory opportunities</li> </ul>	<ul style="list-style-type: none"> <li>Participation on advisory boards</li> <li>Representation on committees (curriculum review, textbook adoption, etc.)</li> <li>Participation in dual credit agreement development</li> <li>Long Range Plan participation</li> </ul>	<ul style="list-style-type: none"> <li>Membership on Regional Partnership Board</li> <li>Membership on program advisory boards</li> <li>Formalization of articulation agreements</li> </ul>

**3.2.a (3) Concern/Complaint Resolution Process:**  
 To effectively manage concerns/complaints, C<sup>4</sup> utilizes the BCSC Complaint Resolution Process (Fig. 3.2-3) and the C<sup>4</sup> Staff Concern Resolution Process (Fig. 3.2-4). Students and parents receive guidelines regarding where to take

complaints at the beginning of the school year. Staff is instructed where to direct concerns in each school/program. All complaints are logged and categorized. Program leadership reviews the complaint log as part of the strategic planning process.

**Fig. 3.2-3, BCSC's Complaint Resolution Process**

STEP	ACTION
1	Complainant addresses complaint to teacher or appropriate staff member for discussion. If resolution not attained or assistance is needed, direct complaint to building principal or administrator.
2	Building principal or administrator arrange meeting with complainant and staff member to discuss complaint.
3	If complainant or subject of the complaint is not satisfied with the resolution, Superintendent or designee meet with complainant and appropriate representatives from the school to resolve complaint.
4	<ul style="list-style-type: none"> <li>If complainant is not satisfied with resolution, complainant completes a formal Complaint Resolution form and sends it to the office of the Superintendent or designee.</li> <li>Confirmation that complaint has been received is mailed within five days.</li> <li>Complaint is referred to the Complaint Resolution Committee.</li> </ul>
5	Superintendent, or designee, facilitates Complaint Resolution Committee meeting to resolve complaint.
6	Complaint Resolution Committee recommends appropriate action to superintendent.
7	Superintendent determines what action to take.
8	Superintendent notifies complainant and the subject of the complaint in writing of the action taken within seven days.
9	If complainant or subject of complaint is not satisfied with the resolution, they may make an appeal in writing to the Board of School Trustees.

**Fig. 3.2-4, C<sup>4</sup> Concern Resolution Process**

STEP	ACTION
1	The concerned staff member shall first address the concern to the appropriate team leader for discussion. The team leader shall establish an immediate conference with the complainant for the purpose of timely resolution or clarification.
2	If resolution is not attained or assistance is needed, the concern will be directed to the Challenge 6 committee.
3	The concerned staff member shall next be directed to complete a Challenge 6 Concern form (available on the common drive). The form shall be submitted to the committee over the Internet, to the mailbox of a Challenge 6 committee member, or directly to a Challenge 6 committee member. The concerned staff member will receive confirmation that the form was received. The concerned staff member will determine, by marking the form appropriately, if the concern is to be reviewed immediately or at the next scheduled monthly meeting. If necessary an immediate meeting will be scheduled for discussion and review of the concern.
4	The Challenge 6 committee will meet to discuss the concern; either immediately or at the next scheduled monthly meeting. If possible, a resolution or solution will be decided upon and communicated to the concerned staff member and other appropriate parties. If appropriate the concern will be referred to another Challenge group for further study. If necessary other parties will be consulted and included to determine action.
5	If the concerned staff member is not satisfied by this resolution, the concern shall be referred to the C <sup>4</sup> Director for consideration.
6	If the concerned staff member is not satisfied by this resolution, the concern shall be referred to the BCSC Complaint Resolution Process.

**3.2.a (4) Approaches to Managing Effective Relationships:**

When C<sup>4</sup> student and stakeholder needs change, it is determined how best to respond and deploy a revised approach. The “Plan, Do,

Check, and Improve” process is used and adjustments are made as warranted. If a new practice meets the needs of students and stakeholders, the approach is adopted as common practice, documented and communicated. The staff is trained accordingly.

### 3.2.b Student and Stakeholder Satisfaction Determination

#### 3.2.b (I) Satisfaction Determination:

C<sup>4</sup> determines student and stakeholder satisfaction as described in Fig. 3.2-5.

Fig. 3.2-5

Stakeholders	Satisfaction Determination
Students	<ul style="list-style-type: none"> <li>Members of the Student Advisory Committee discuss and evaluate C<sup>4</sup> programming, services, and activities with C<sup>4</sup> staff. Their input is reflected in the design and implementation of C<sup>4</sup> projects. Members also participate in the Long Range Planning process.</li> <li>C<sup>4</sup> staff conducts an annual follow-up study of C<sup>4</sup> graduates to determine the satisfaction and effectiveness of C<sup>4</sup> classes as these students pursue further education and/or employment.</li> <li>Student enrollment numbers and retention rates in C<sup>4</sup> classes reflect student satisfaction with the appropriateness of the curriculum and instruction.</li> <li>Student attendance, participation, and evaluation of C<sup>4</sup>-sponsored activities such as the Career Fair and student organization activities measure the level of satisfaction and the effectiveness of such activities.</li> <li>Student satisfaction surveys are conducted at the end of each school year.</li> </ul>
Educational Staff	<ul style="list-style-type: none"> <li>Regularly scheduled meetings with all levels of educational staff associated with C<sup>4</sup> provide opportunities for discussion on satisfaction with programming and activities.</li> <li>The C<sup>4</sup> Concern Resolution Policy provides a process for staff to formally express dissatisfaction.</li> <li>Staff participation on the CIC/C<sup>4</sup> Challenge Teams and the Long Range Planning process provide regular opportunities for participants to have input on C<sup>4</sup> programming and activities.</li> <li>Staff satisfaction surveys are conducted annually.</li> </ul>
Parents/Guardians	<ul style="list-style-type: none"> <li>Parent representatives are included on the Regional Partnership Board, individual cluster advisory boards, and the Long Range Planning process providing input and evaluation of C<sup>4</sup> curriculum and activities.</li> <li>Parents/guardians are represented on C<sup>4</sup> textbook adoption committees and actively participate in supporting skill club activities.</li> <li>A parent/guardian must sign-off on the policies and guidelines presented in the C<sup>4</sup> handbook. Parents/guardians demonstrate approval of field trips and other activities by signing release forms.</li> <li>Midterm reports of unsatisfactory work are sent to the parents/guardians of C<sup>4</sup> students for their signature.</li> <li>Parent-teacher conferences provide opportunities for parents/guardians to express satisfaction with C<sup>4</sup> programming/activities.</li> </ul>
Community/ Business	<ul style="list-style-type: none"> <li>The C<sup>4</sup> Long Range Planning process provides an opportunity for community/business representatives to evaluate and make recommendations regarding C<sup>4</sup> programming.</li> <li>The Regional Partnership Board meets quarterly to review C<sup>4</sup> programming and provide input in establishing goals, reviewing and evaluating programs, and strengthening linkages between education and the communities of the five-county region.</li> <li>C<sup>4</sup> representation on community economic development initiatives provides opportunities for these stakeholders to express satisfaction with current career and technical education programming.</li> <li>Individual C<sup>4</sup> clusters and/or programs have an advisory board of area business representatives to review and update curriculum based on current workplace needs.</li> <li>Evaluation of area business school-to-work and internship placements for students/teachers provide opportunities for the sponsoring business to express satisfaction with the C<sup>4</sup> program.</li> </ul>
Post-Secondary Education	<ul style="list-style-type: none"> <li>Representatives are included on the Regional Partnership Board, individual cluster advisory boards, and the Long Range Planning process providing input and evaluation of C<sup>4</sup> curriculum and activities.</li> <li>Higher education representatives serve on C<sup>4</sup> curriculum review and textbook adoption committees.</li> <li>Participation in dual credit development by representatives of higher education and C<sup>4</sup> staff provides opportunities to express satisfaction with C<sup>4</sup> programming.</li> </ul>
Local/state/federal government and regulatory agencies	<ul style="list-style-type: none"> <li>Agencies provide funding to C<sup>4</sup> based on satisfaction with proposed and actual C<sup>4</sup> activities and services.</li> <li>Evaluation of C<sup>4</sup> programming by this group provides C<sup>4</sup> staff with feedback on the appropriateness and effectiveness of services and activities.</li> </ul>



### 3.2.b (2) Following Up On Interactions With Students and Stakeholders:

Faculty, staff and administrators are responsible for following up on interactions with students and other stakeholders in order to get prompt and actionable feedback following complaints. See Figures 3.2-3, BCSC Complaint Resolution Process and 3.2-4, C<sup>4</sup> Concern Resolution Process.

**3.2 b (3) Using Satisfaction Measures and Benchmarks:** C<sup>4</sup> administers student and stakeholder satisfaction surveys annually. Results from these surveys are shared with the program leadership and staff to provide input for the improvement and planning processes. Benchmarking of secondary career and technical education programs in the state was conducted by the Department of Workforce Development in 2008 to establish baseline data. The evaluation is assisting local career and technical districts in the implementation of their school improvement plans. Additionally, C<sup>4</sup> has obtained knowledge of benchmark organizations and related performance achievements. This

information (as well as knowledge of C<sup>4</sup>'s own performance and capabilities) is used to set goals and develop action plans (see Section 2).

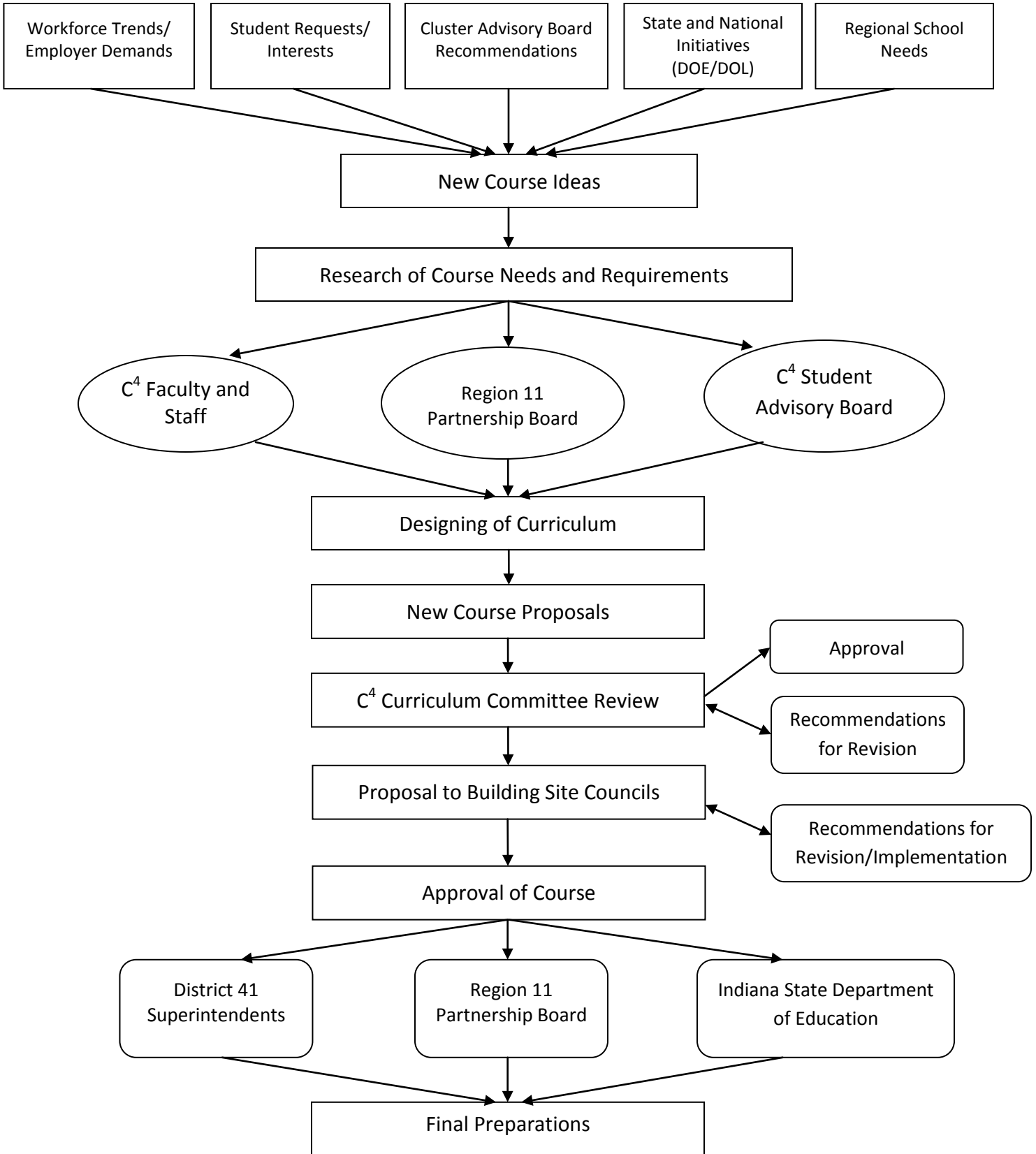
**3.2.b (4) Approaches to Maintaining Satisfaction:** When needs change, C<sup>4</sup> determines how to best respond and pilots a revised approach. The pilot is monitored and adjustments are made when warranted.

**3.2.b (4) Approaches to Maintaining Satisfaction:** When needs change, C<sup>4</sup> determines how to best respond and pilots a revised approach. The pilot is monitored and adjustments are made when warranted. When the new approach is proven to be workable, the practice is standardized and deployed where needed and staff is trained accordingly.

An example involves the process used to determine new course offerings for C<sup>4</sup>. Because of the need to stay abreast of new technology and labor trends, the decision-making about program and course offerings utilizes a variety of stakeholders. See Figure 3.2-7.

Figure 3.2-7

### C<sup>4</sup> Development of New Courses



## 4.0 Information and Analysis

### 4.1 Measurement and Analysis of Organizational Performance

C<sup>4</sup> educational and organizational information is collected and analyzed using a variety of tools. C<sup>4</sup> is not a separate school, therefore desegregation of student academic performance trend data including SAT/ACT, PSAT, graduation rates, dropout rates, attendance, etc. is the responsibility of the students' home schools.

#### 4.1.a (1) Data Integration:

C<sup>4</sup>'s selection and use of data is driven by the six identified strategic challenges from which key performance measures and supporting data have been identified. There are currently two major sources of data collection for C<sup>4</sup>; state mandated performance measures and local C<sup>4</sup> graduate follow-up studies. At the classroom level, data is used to help identify the needs of students entering the class, assess the effectiveness of instruction throughout the year and to define the skills achieved. Data is also used to determine the effectiveness of instructional strategies and the professional development needs of staff.

#### 4.1.a (2) Performance Measures/Indicators:

C<sup>4</sup> uses a Balanced Scorecard to outline key educational and organizational performance objectives and measures. The Balanced Scorecard contains specific short and long-term indicators for accomplishing the six identified challenge objectives (Fig. 4.1-1). C<sup>4</sup> stakeholders include students, teachers, administrators, parents/guardians, and business representatives in the five-county region involving eight school corporations and ten different high schools. In addition, local post-secondary institutions and several state and national funding agencies, including the Department of Education and the Department of Workforce Development, are a part of the C<sup>4</sup> stakeholder base. The C<sup>4</sup> Core Indicators are:

- 1S1 Academic Achievement Language Arts
- 1S2 Academic Achievement Math
- 2S1 Technical Skills Attainment
- 3S1 Completion
- 4S1 Graduation (NCLB)
- 5S1 Placement
- 6S1 Non Traditional Participation
- 6S2 Non Traditional Completion

The six identified Challenges were developed to focus planning, services and activities on addressing the Core Indicators to ensure the success of the C<sup>4</sup> program.

**Fig. 4.1.1 Short Term and Long Term Performance Indicators**

<b>Challenge 1: Accessibility</b> Students will benefit from improved accessibility of C <sup>4</sup> programs and classes through increased scheduling options, use of contemporary methods to deliver instruction, and affirmation from stakeholders.		
Short Term Success Indicators	Performance Data	Long Term Results Measures
<p>Methods of increasing student accessibility include:</p> <ol style="list-style-type: none"> <li>1. Providing supportive opportunities for at-risk students.</li> <li>2. Recruitment efforts focusing on minorities.</li> <li>3. Online learning opportunities.</li> </ol> <p>C<sup>4</sup> instructors will be prepared to provide relevant and appropriate technical skills training following UDL principles.</p>	<p>In the past five years (2008 – 2013), there has been a 20% decrease in multi-hour enrollment. [2008-2009: 1525; 2012–2013: 1228]                      However, in the same time period, single-hour enrollment has grown by 60%. [2008-2009: 285; 2012-2013: 702]</p>	<p>All students requesting enrollment in a C<sup>4</sup> program will be accommodated.</p> <p>All students will achieve 100% attendance in C<sup>4</sup> classes.</p> <p>All students will successfully complete C<sup>4</sup> classes.</p> <p>All students will return to take advanced training or to explore other C<sup>4</sup> program options.</p>
	<b>Challenge Team Highlights for 2012-13</b>	<ul style="list-style-type: none"> <li>• Worked with middle schools and high school in electronic enrollment.</li> <li>• Use of My Big Campus to deliver curriculum to county school students during Fall Break and Spring Break calendar differences.</li> </ul>

**Challenge 2: Image and Appeal**

Students and other stakeholders will develop an increased awareness of C<sup>4</sup> clusters through the improvement of the image and appeal of C<sup>4</sup> programs and activities in the region.

Short Term Success Indicators	Performance Data	Long Term Results Measures
<p>Increases in the number and design of C<sup>4</sup> marketing and promotional tools will increase the awareness of C<sup>4</sup> opportunities for students, parents, educators, and community representatives in the region.</p> <p>The marketing efforts will reflect the various C<sup>4</sup> opportunities available for both traditional and nontraditional students to increase the diversity of C<sup>4</sup> enrollment.</p>	<p>In the past five years (2008 – 2013), there has been a 20% decrease in multi-hour enrollment. [2008-2009: 1525; 2012–2013: 1228] However, in the same time period, single-hour enrollment has grown by 60%. [2008-2009: 285; 2012-2013: 702]</p> <p>There is steady growth in the number of students receiving a Technical Honors diploma (8% in 2013, up from 5% in 2010), as well as an increase in the number of students receiving <u>both</u> Academic and Technical Honors (41 students in 2013, up from 9 students in 2010).</p> <p>Graduation rate of C<sup>4</sup> students was 98% in 2012-13.</p> <p>54% of C<sup>4</sup> students returned for a second year in 2012-13.</p> <p style="text-align: center;"><b>Challenge Team Highlights for 2012-13</b></p> <ul style="list-style-type: none"><li>• Hosted the C<sup>4</sup> Parent Open House.</li><li>• Hosted the All Advisory Committee meeting.</li></ul>	<p>C<sup>4</sup> marketing and promotion efforts will be a model for continued enrollment growth in the C<sup>4</sup> region.</p> <p>All students in the C<sup>4</sup> region will enroll in a C<sup>4</sup> class.</p> <p>Each elementary school will tour C<sup>4</sup> facilities and program offerings.</p>

**Challenge 3: Curriculum, Standards, and Articulation**

Students will be provided with interdisciplinary and integrated curriculum that will enable them to be successful based on the needs and expectations of post-secondary institutions and employers.

Short Term Success Indicators	Performance Data	Long Term Results Measures
<p>Each year C<sup>4</sup> instructors develop and revise curriculum to provide relevant and upgraded instruction.</p> <p>Dual credit agreements are reviewed and/or developed each year.</p>	<p>In 2012-13, 725 students earned 5024 dual credits.</p> <p>The C<sup>4</sup> follow-up study of the 2012 graduates showed 65% in training-related positions and 52% in post-secondary training. Many graduates are doing both. 78% are continuing their education in a C<sup>4</sup> related area of study.</p> <p style="text-align: center;"><b>Challenge Team Highlights for 2012-13</b></p> <ul style="list-style-type: none"> <li>• The Medical Interpreter program of Health Career students completed its third year.</li> <li>• Construction Technology: Electrical was taught for the first time in 2012-13.</li> <li>• Two C<sup>4</sup> teachers served on Indiana Career Pathways revision development and/or piloting.</li> </ul>	<p>C<sup>4</sup> curriculum will follow state CTE pathways.</p> <p>All C<sup>4</sup> students will be employed in training-related positions, enrolled in a post-secondary institution, and/or serving in the military.</p>

**Challenge 4: Resources**

Student performance will improve through the redesign of programs and facilities and by the efficient and effective management of resources.

Short Term Success Indicators	Performance Data	Long Term Results Measures
<p>The C<sup>4</sup> curriculum is aligned with state academic standards. Student performance on ECAs/EPAs and regular skill assessments are used to determine academic and occupational gains.</p> <p>The funding base for C<sup>4</sup> has historically included the BCSC general fund for which C<sup>4</sup> provides an additional pupil count, state and federal grants, and tuition from participating school corporations.</p>	<p>In 2012-13 there were 8 C<sup>4</sup> programs with national, state, or local accreditations and/or certifications.</p> <p>In 2012-13 C<sup>4</sup> regional enrollment reimbursement and grant funds totaled \$2,404,624.</p> <p>Technical skills attainment for 2012-13 was 75.93%.</p> <p style="text-align: center;"><b>Challenge Team Highlights for 2012-13</b></p>	<p>All C<sup>4</sup> programs will utilize current industry-based standards and technology as determined by program advisory boards.</p> <p>All C<sup>4</sup> students taking an End of Pathway Assessment (EPA) or state recognized certification will achieve a passing score.</p> <p>All C<sup>4</sup> students will achieve Indiana performance standards for Core 40 ECAs/EPAs.</p>
	<ul style="list-style-type: none"> <li>• The Capital Projects Team ranked and submitted purchase requests for technology and equipment.</li> <li>• Upgraded classrooms that were not part of the remodel, to provide Extron systems at all locations.</li> </ul>	

**Challenge 5: Safety**

Students will work and learn in an environment that complies with federal and state safety regulations.

Short Term Success Indicators	Performance Data	Long Term Results Measures
<p>A proactive safety plan is in place and is addressed in the student handbook.</p> <p>Community/Independent safety professionals conduct safety inspections of all C<sup>4</sup> facilities. These annual reviews result in a listing of the violations and a recommended response.</p>	<p>Due to Family Educational Rights and Privacy Act (FERPA) regulations, specific incidence information is no longer available. C<sup>4</sup> staff, teachers and students will continue to work to promote safety in the classroom.</p> <p style="text-align: center;"><b>Challenge Team Highlights for 2012-13</b></p> <ul style="list-style-type: none"> <li>• Safety reviews were handled via hand-over from construction personnel.</li> <li>• Reviewed the safety policy and renewed commitment to safe learning environments.</li> </ul>	<p>All C<sup>4</sup> programs will meet the safety standards established by Community/Independent safety professionals.</p>

**Challenge 6: School Climate**  
 Students will be exposed to an improved learning environment through enhanced faculty and staff satisfaction and motivation.

Short Term Success Indicators	Performance Data	Long Term Results Measures
<p>Faculty and staff indicating they are satisfied with their work environment will provide a better learning environment for C<sup>4</sup> students.</p> <p>C<sup>4</sup> students indicating satisfaction with their CTE experience/classes.</p>	<p>In 2012-13 the satisfaction rate reported by C<sup>4</sup> faculty and staff was 84%, an increase from 80% in 2011-12.</p> <p>The satisfaction rate reported by current C<sup>4</sup> students in 2013 was 95%.</p> <p style="text-align: center;"><b>Challenge Team Highlights for 2012-13</b></p> <ul style="list-style-type: none"> <li>• Continued goody bags, birthday cards and C<sup>4</sup> appreciation notes.</li> <li>• Hosted a bus driver appreciation luncheon.</li> <li>• Facilitated an employee appreciation luncheon.</li> </ul>	<p>C<sup>4</sup> faculty and staff will indicate 100% satisfaction with their employment.</p> <p>Current C<sup>4</sup> students will indicate 100% satisfaction with the C<sup>4</sup> program.</p>



**4.1.a (3) Comparative Data Selection**  
 C<sup>4</sup> selects comparative data from exemplary career/technical districts throughout the state for use as benchmarks. C<sup>4</sup> satisfaction surveys to measure satisfaction ratings of staff, students, and community members.

**4.1.a (4) Maintaining a Current Performance Measurement System:** C<sup>4</sup> reviews and analyzes data from Core Indicators and student/staff surveys. Data is collected locally to measure staff, student and community satisfaction. The efficiency and accuracy of this method provides C<sup>4</sup> with a comprehensive performance

measurement that can meet and direct C<sup>4</sup>'s educational service needs and direction. At the state level, data is generated and processed by DWD and DOE to assess the performance of C<sup>4</sup> against the Core Indicators. The district is expected to meet both State and Local Agreed Upon Levels (AULs).

**4.1.b (I) Data Analysis:** Several data analysis tools, common to organizations following total quality management principles, are used by C<sup>4</sup>. Results of this process become the basis for decisions regarding options for improvement. See Figure 4.1-3

**Figure 4.1-3, Data Analysis Tools and Data Use**

Selected Processes	Analysis Tools	How Data are Used
Strategic Planning	Affinity diagrams, consensograms, root cause, impact analysis, multi-voting, weak to strong technical and academic skills standards, benchmarking analysis, futures analysis, and project management tools.	Data provides details about stakeholder needs and expectations, current performance, performance projections, needed programs.
Organizational Performance Reviews	Trend analysis; budget analysis; DOE, DWD and IACTED websites.	Review of historical, current performance, awareness of needed improvements, performance management, scheduling of staff development and resource allocation.
Student Success Process	Review of standardized test data, weak to strong technical and academic skills standards, formative and summative performance data analysis, and ECAs/EPAs.	Data is used to determine students needing academic remediation and skills for EPAs.
Stakeholder Satisfaction	Surveys, questionnaires, focus groups, advisory meetings, content analysis, numerical analysis, disaggregation of data.	Analysis yields data about needs, expectations, and satisfaction. These results are used as input to the planning process.

#### 4.1.b (2 and 3) Communicating and Aligning Results:

Performance result data is communicated through periodic reports and updates from C<sup>4</sup> leadership. Local, state and federal trend data is shared with C<sup>4</sup> faculty and staff, area superintendents and other key stakeholders. Third party evaluations, follow-up studies, and stakeholder evaluations are shared with regional leaders and staff through the strategic planning process described in Section 2. Information is shared weekly through an online e-mail newsletter sent to all teachers, staff, principals, superintendents, and community partners. The Challenge Champions share information, develop goals/strategies and establish measures and timelines. Self improvement plans (SIP) review programs by the CCIC. Feedback documents are developed and presented to the program.

The Challenge Teams and instructors use educational and organizational results as they make decisions about curriculum alignment/technology and curriculum needs. C<sup>4</sup> publishes educational and organizational results.

## 4.2 Information Management

### 4.2.a (1) Data Availability:

The C<sup>4</sup> strategic planning process and resulting information/activities are communicated via e-mail and the C<sup>4</sup> website. C<sup>4</sup> funding agency reports contain results of the C<sup>4</sup> strategic planning process and performance measures. These results are generated and distributed in BCSC third party merged reports, local/regional newspapers and promotional materials utilized at all C<sup>4</sup> levels.

### 4.2.a (2) Hardware and Software Reliability and Ease of Use:

The C<sup>4</sup> Technical Support designee reviews site and program annual improvement plans to ensure alignment with the BCSC Technology Plan. The BCSC plan guides the adoption of new hardware and software and the C<sup>4</sup> Technical Support designee continuously seeks input from users regarding user-friendliness and reliability.

### 4.2.a (3) Maintaining Current Data And Information Availability:

BCSC maintains an on-site supply of "hot spare" units as well as parts for much of the computer, telecom, and AV hardware used within the corporation, including the C<sup>4</sup> program. This includes servers and network electronics. BCSC purchases warranty/maintenance contracts with suppliers that can respond with parts or a replacement in less than one business day.

Files stored on the school's servers (the P: drive) are backed up on a daily basis. Backups are kept for one week then overwritten by the next backup.

### 4.2.a (4) Maintaining Current Hardware and Software:

The BCSC Technology Plan provides a mechanism for gathering information about the latest technology and its use in C<sup>4</sup> classrooms and offices. BCSC provides teacher and student training and support for hardware maintenance and repair. Because of the technical nature of C<sup>4</sup> programming, hardware and software upgrades and maintenance agreements are often purchased as a part of the instructional package.

#### 4.2.b Organizational Knowledge Management:

The 600+ C<sup>4</sup> business partners provide faculty and staff with current workplace standards, requirements and needs.

This information is shared through the Challenge Team format with all C<sup>4</sup> staff. C<sup>4</sup> faculty is encouraged to visit classes in other program areas to observe best practices.

#### 4.2.c Data Integrity:

Fig. 4.2-1 shows how C<sup>4</sup> ensures data integrity, reliability, accuracy, timeliness, security and confidentiality.

**Fig. 4.2-1, Data Management Criteria**

Criteria	How C <sup>4</sup> Achieves the Criteria
Integrity (Validity)	All data collected and used are aligned with the C <sup>4</sup> identified six challenges and the BCSC HEO's / goals.
Reliability	C <sup>4</sup> uses standardized industry-based measures (American Dental Association, Indiana Cosmetology Licensing, First Responders, ASE/NATEF Auto Technician, etc.) to allow for state and national comparisons. The C <sup>4</sup> Core Indicators and graduate follow-up studies focus on the same set of criteria for reliable comparisons from year to year. The same stakeholder satisfaction surveys are used over time to ensure information reliability.
Accuracy	C <sup>4</sup> uses standardized industry-based measures where possible.
Timeliness	All survey data are analyzed and results distributed as soon as the results are available. Formal performance review meetings are conducted annually.
Security/Confidentiality	C <sup>4</sup> staff maintain security and confidentiality of standardized test records, technical skills data, special education-related information and all other potentially sensitive information. Counselors, secretarial staff, administrators and all other staff ensure that no confidential information escapes.

## 5.0 Workforce Focus

### 5.1 Workforce Environment

C<sup>4</sup> builds a workforce environment by recruiting and retaining well qualified, highly motivated, and purposely effective staff.

#### 5.1.a Workforce Capability and Capacity

##### (1) Capability and Capacity

BCSC and C<sup>4</sup> follow the Indiana Department of Education requirements and guidelines for teacher certification and licensing. Open teaching positions are posted with the required license and certifications. Applicants are reviewed and interviewed based on these and other criteria. Past career experiences are critical by bringing real world experiences to the classroom.

BCSC and C<sup>4</sup> conduct a staffing survey each midyear to help determine teachers who plan on leaving the corporation. These results along with the course selections of the incoming students help drive changes in programs and staff. Opportunities for staff to gain new certifications or license are based on this data.

##### (2) New Workforce Members

The BCSC and C<sup>4</sup> teacher selection process is based on the “Teacher Perceiver” developed by the Gallup Company. The process identifies twelve talents of outstanding teachers and provides a structured interview process to aid in selection and development of teachers. The C<sup>4</sup> director has been trained by BCSC as a certified interviewer. BCSC conducts a district orientation for new teachers prior to the start of each school year and C<sup>4</sup> also hosts an orientation day for all staff at the beginning of school. In addition, each first

year teacher is assigned a more experienced teacher as a mentor.

C<sup>4</sup> advertises for staff through the use of the Indiana Department of Education website, the BCSC website, area list serves, live networking, IACTED website, mailings, and university recruitment opportunities.

Hiring staff from diverse backgrounds has been identified as a BCSC and C<sup>4</sup> goal. C<sup>4</sup> may hire teachers of diverse backgrounds with extensive work experience through the Workplace Specialist licensing process. Staff is provided training in diversity and PBIS by the corporation following the guiding principles of UDL and the Teacher Success Rubric. Each district employee must receive training in dealing with blood-borne pathogens and anti-bullying procedures as outlined in State statutes. The Director of Nursing and the Director of Pupil Services monitor employee participation levels respectively.

##### (3) Work Accomplishment

The organization and management of work and jobs begins with the review of the six C<sup>4</sup> Strategic Challenges during the annual planning process. Considerations taken into account include: enrollment, state and federal regulatory requirements, retirements/resignations, technology, course offerings, student needs, economic climate, stakeholder surveys, and available space.

The C<sup>4</sup> career and technical program work system is organized by building site. Senior leadership, technology support and student counseling are available on site. Accounting and transportation support are centrally located at the Director’s office.

C<sup>4</sup> teachers work in career cluster and strategic challenge teams. Work is

managed through cluster meetings, challenge team meetings and building meetings. Team Leaders have day-to-day responsibilities for managing the C<sup>4</sup> faculty and staff in their buildings. The C<sup>4</sup> Director and support team (including Accounting Specialist, Administrative Assistant, Counselor, and Data Management Specialist) provide functional support to the Team Leaders, faculty and staff.

#### (4) Workforce Change Management

C<sup>4</sup> has representatives on the BCSC Continuous Improvement Council and also has its own representative Continuous Improvement Council. These councils keep the direction of the program and employees focused on continuous improvement.

There are quarterly planning meetings each year with the Governing Board of Area Superintendents, the C<sup>4</sup> Director and the support team. Quarterly Administrative Leadership Team meetings provide professional development for district administrators including the C<sup>4</sup> Director. The C<sup>4</sup> Director also attends monthly principal's meetings that provide the opportunity for communication and sharing. Each building principal holds building-wide faculty meetings that include C<sup>4</sup> teachers. At least twice each year, the C<sup>4</sup> staff meets as a group.

C<sup>4</sup> teachers have representatives on the CEA and Support Staff Roundtable. The CEA holds monthly discussion meetings with the BCSC administration. The Support Staff Roundtable, which is comprised of representatives from all categories of support service employees, meets monthly or quarterly with the administration.

The C<sup>4</sup> administration team is a representative body of C<sup>4</sup> staff comprised

of two support staff personnel, two team leaders, one counselor and the director. Several department budget coordinators in FACS, PTLW and Health Careers have leadership roles which help with program evaluation and direction. Each career pathway program has a community based advisory group which provides guidance and direction in curriculum and skills.

Using the data and input from all of the above sources C<sup>4</sup> works to stay agile and flexible in providing career and technical education to the students of BCSC and District 41 on a continued basis. When enrollments decrease the C<sup>4</sup> administration team implements a plan to minimize the impact on the education of the students along with the reduction of staff. When enrollments increase the administration team implements a strategic plan to help the trend continue so additional staff may be hired or the program altered to meet State Department of Education and/or industry standards.

#### 5.1.b Workforce Climate

##### (1) Workplace Environment

C<sup>4</sup> has established the Challenge Team format, targeting areas that affect C<sup>4</sup> programming and stakeholders. These teams are inter-disciplinary and include faculty and support staff representatives who focus on a specific area of improvement, analyze problems and recommend a course of action to improve performance. The Challenge Teams provide a mechanism for cooperation and collaboration to improve student and organizational performance. The C<sup>4</sup> Challenge teams include: Accessibility; Image and Appeal; Curriculum and Standards; Resource Management; Safety and School Climate.

As the C<sup>4</sup> program is located within three BCSC buildings, C<sup>4</sup> teachers follow the disaster plan developed by their respective building. A unique issue for C<sup>4</sup> in disaster planning is the movement of teachers and students between buildings, regional school corporations and community worksites. The C<sup>4</sup> Safety Challenge Team has developed a disaster plan for the notification of participating school corporations, bus drivers, teachers and students who may be in transit or off site during a crisis.

C<sup>4</sup> highlights include 800 MHz radios, CPR trained teachers, cell phones for area bus drivers, Director cell phone, defibrillators, School Resource Officers, Proximity entrance cards, updated air handlers, opportunities for staff to participate in staff initiated exercise opportunities and mental health solutions are available.

## (2) Workforce Benefits and Policies

C<sup>4</sup> follows the benefits and resources package of BCSC generated through a mutual bargaining arrangement following the policies set forth by the State of Indiana and BCSC. In addition to these BCSC Human Resource benefits C<sup>4</sup> provides opportunities for the staff to engage in professional development to become high performing and reflective practitioners, provide opportunities to support student organizations, provide lunch twice a year, select a staff member of the month, honor those who go Above and Beyond at year end as well as opportunities provided by the comprehensive high school administrations of Columbus East and North.

## 5.2 Workforce Engagement

### 5.2.a Workforce Performance

#### (1) Elements of Engagement

C<sup>4</sup> uses the data gathered from the annual and bi-annual staff satisfaction surveys, student surveys, annual the C<sup>4</sup> Follow-up Study, counselor input, Area Superintendents input along with communication with parents and the community to compile a holistic picture of programs, clusters and C<sup>4</sup>. These results help drive the direction to sustain, improve and grow engagement.

#### (2) Organization Culture

C<sup>4</sup> uses several methods of communication and skill sharing to promote cooperation, initiative, and flexibility. A C<sup>4</sup> Standard Operating Procedure (SOP) manual contains examples of all forms and documentation used by the C<sup>4</sup> staff as well as a thorough listing of duties and tasks performed by each position within the C<sup>4</sup> office. The SOP manual has been placed in guidance and administrative offices in all area high schools. The C<sup>4</sup> Director compiles and distributes a weekly electronic newsletter to all staff and numerous other stakeholders throughout the region. It includes information about C<sup>4</sup> programs including recent successes, important dates, and other news items. The C<sup>4</sup> career cluster format encourages the C<sup>4</sup> teachers to team-teach and share expertise by increasing their flexibility and allowing them to teach to their strengths. The use of electronic communication systems, common planning times and common lunch times allow the sharing of ideas, culture and thinking.



### (3) Performance Management

C<sup>4</sup> supports staff with professional development opportunities, encourages staff to investigate new pathways, learning opportunities and engage in community events and organizations. Several opportunities are available during the school year, balanced calendar breaks and summer break provided by C<sup>4</sup> and BCSC. The staff success rubric encourages and rewards those members who attempt and perform at the highly effective level on a regular basis in several categories. Compensation models are included in the benefit package for those staff members who lead CTSO, clubs and budget supply coordinators.

#### 5.2.b Assessment of Workforce Engagement

##### (1) Assessment of Engagement

A Satisfaction Survey is administered by BCSC every other year to determine faculty and staff satisfaction. C<sup>4</sup> is included in this survey and the CIC/Challenge Teams develop a plan of action based on the information provided.

The CEA also monitors satisfaction and work environments including C<sup>4</sup>. Concerns are taken to monthly Discussion Committee meetings for input and resolution.

The Support Staff Roundtable serves as a voice for support staff personnel and includes the C<sup>4</sup> staff. They meet monthly or quarterly and discuss issues important to each group.

C<sup>4</sup> believes that faculty and staff satisfaction is important to the success of student and stakeholder satisfaction as well as student performance. The C<sup>4</sup> School Climate Challenge Team measures faculty and staff satisfaction through the use of an annual online satisfaction survey.

Salaries and benefits for C<sup>4</sup> teachers are discussed according to collective bargaining laws. The district and the CEA conduct surveys to determine issues most important to teachers in the district. These issues include salary, benefits, retirement, and working conditions. In addition, the district superintendent charters research or best-practice teams and the CEA President to research the issues. C<sup>4</sup> representatives serve on these teams and contribute recommendations to the core bargaining team.

C<sup>4</sup> support staff is included in the other BCSC employee groups and have the opportunity to discuss salaries and benefits.

Each employee group has a BCSC grievance procedure available to it and the district office monitors these grievances. The C<sup>4</sup> School Climate Challenge Team has also developed a Concern Resolution Policy for use by faculty and staff. C<sup>4</sup> considers concerns to be a vital source of information in its continual effort to improve education. C<sup>4</sup> believes that everyone benefits when concerns are resolved promptly and informally by the affected parties. The purpose of this policy is to reinforce the seriousness with which C<sup>4</sup> regards all concerns and to outline a procedure for their resolution.

The C<sup>4</sup> CIC and Challenge Teams determine which results of the Satisfaction Surveys are key to the achievement of C<sup>4</sup> goals. Plans of action relative to improvement are then developed. The Area Superintendents Governing Board oversees this process.

The C<sup>4</sup> Challenge Team for School Climate conducts an annual online satisfaction survey for faculty and staff. Results are used by this group to develop or recommend policies and procedures to improve satisfaction ratings. This group

also tracks faculty and staff concerns thorough it's Concern Resolution Policy. The Safety Challenge Team tracks the number of safety violations noted by the safety committee comprised of qualified community partners and the number of classroom accidents requiring outside medical attention. Recommendations for improving the safety of the classroom environment are made by this group based on the results of this data collection. The C<sup>4</sup> Director tracks faculty and staff attendance; recognition is given for perfect attendance. The C<sup>4</sup> Scorecard and Action Plans reflect goals, strategies, measures, results and projections for each of these assessments.

## (2) Correlation with Organizational Results

The C<sup>4</sup> administration team reviews the data from the engagement assessments and works with the team leaders, building principals, budget supply coordinators as well as the CIC team to formulate and implement plans of action to address the areas of concern presented from additional data. The same process is used to evaluate and implement areas of success in different programs areas as appropriate.

## 5.2.c Workforce and Leader Development

### (1) Learning and Development System

Teachers are encouraged to develop their full potential through a variety of methods. The level of education achieved and the years of experience help to determine the benefit package. The staff success rubric sy process is designed to function as a professional growth system. Teachers must identify several goals for professional growth in alignment with building, program and district goals. Summer academies offer professional growth opportunities for teachers at no cost to the teacher. Guidelines for expending C<sup>4</sup> professional

development resources are aligned with the building, program and district goals in accordance with grant requirements.

BCSC administrators, including the C<sup>4</sup> Director, are encouraged to continue professional growth with similar methods. The Administration Success Rubric is tied to professional growth and the director is allotted funds to be used for personal professional growth.

C<sup>4</sup> secures grant funds to support faculty and staff attendance at professional development conferences and workshops throughout the year. These funds also provide summer internships for teachers to experience positions in the workplace where they can gain insights into equipment, employee skills and employer expectations. These internships enable to the teachers to write curriculum reflecting current workplace trends.

Instructional Consultation Teams have been created at two of the C<sup>4</sup> sites, in which protocols are used to improve teacher work.

Support staff is encouraged to utilize their full potential as they apply for positions with increased scope of job function and responsibility. The support staff is also afforded the opportunity to attend professional development conferences and seminars that are connected to their line of work. The support staff is encouraged to participate in district-wide professional development opportunities.

### (2) Effectiveness of Learning and Development

BCSC has created and adopted a BCSC Success rubric system for all sections of the education process. Through the use of the system each individual conducts several self-evaluations as well as formal evaluations of



their part of the educational process. The data collected from the process is used to drive continuous improvement in each area. Staff aligns their goals and learning with the overall goals of the corporation based on data gathered from the success rubric process, advisory input, administration input, and state DOE criteria. Staff has the opportunity to share best practices with other members through presentations at Laptop lunches, faculty meetings, department meetings and professional organizations.

### (3) Career Progression

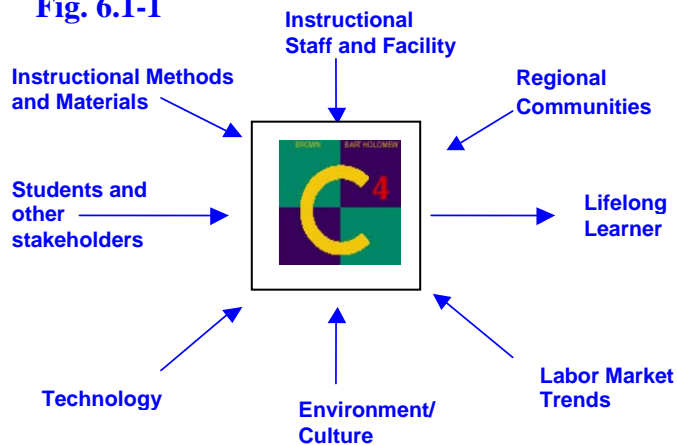
There are opportunities for employees to progress to positions with additional responsibilities and compensation. The position of C<sup>4</sup> Team Leader was created to allow teachers the opportunity to have an entry-level position for administrative work. In addition, C<sup>4</sup> staff members have opportunities to be in leadership roles through the Challenge Champions, budget supply coordinators, Career and Technical Student Organizations, leaders of Critical Friends groups, members of UDL curriculum teams at each high school as well as opportunities presented by the administration of each of the comprehensive high schools.

## 6.0 PROCESS MANAGEMENT

C<sup>4</sup> Columbus Area Career Connection establishes its learning-centered processes by assessing the needs of the students, the regional community and all stakeholders in the education process. In addition, C<sup>4</sup> must consider results from leading career/technical educational research and follow current labor market trends. C<sup>4</sup> also assesses strengths, weaknesses and areas of interest of the instructional staff to plan professional development opportunities in implementing its continuous improvement process.

### 6.1 Factors in C<sup>4</sup> Learning-Centered Processes

Fig. 6.1-1



**6.1.a Determining learning-centered processes and student success:** Learning-centered processes are determined by studying the flow of educational activities and the variables that impact the quality of the learning experience. Fig. 6.1-1 helps to describe what factors are considered in optimizing the learning experience for all C<sup>4</sup> students and stakeholders.

#### 6.1.a. (1) Identifying key learning-center requirements:

Student learner needs are identified using the following criteria:

- Federal and state requirements
- Needs of diverse populations of students
- Student achievement of academic and skill excellence
- Regional expectations
- Labor market trends
- Research-based materials and delivery processes

BCSC has determined the corporation's core processes to be those shown in Fig.6.1-2. As a program administered by BCSC, C<sup>4</sup> participates in and supports these processes as appropriate.

Figure 6.1-2

<b>Hiring the best teachers and administrators to design and implement the educational system.</b>
<b>Selecting, implementing and delivering standards based instructional material.</b>
<b>Determining the optimum instructional delivery method with a focus on the individual student.</b>
<b>Understanding each student's learning style, approach to learning and constantly improving the learning process for each student.</b>
<b>Providing a variety of experiences that enhance learning.</b>
<b>Using multiple assessments for determining skill achievement.</b>

At the C<sup>4</sup> cluster/program level, the learning-centered and support process requirements are based on six Strategic Challenges identified by regional stakeholders through a long-range planning process. These challenges form the basis of the C<sup>4</sup> continuous improvement plan and

include: Accessibility; Marketing and Recruitment; Curriculum, Standards and Articulation; Resources; Safety; and School Climate. The first three are learning-centered challenges and their related processes are shown in Fig. 6.1 – 3.

Figure 6.1-3

Core Education Process	Expected Outcomes
ACCESSIBILITY	<ul style="list-style-type: none"> <li>• The career cluster format of the C<sup>4</sup> program provides accessibility for all students. The areas of learning within each cluster represent a connected set of competencies and skills. Career opportunities within a cluster represent all achievement levels and reflect a wide range of post-high school options.</li> <li>• C<sup>4</sup> provides counseling opportunities for all students interested in seeking information about C<sup>4</sup> classes and provides personal, behavioral and safety counseling for enrolled C<sup>4</sup> students.</li> <li>• Transportation to and from C<sup>4</sup> classes is provided for students in all participating regional schools.</li> </ul>
MARKETING AND RECRUITMENT	<ul style="list-style-type: none"> <li>• C<sup>4</sup> conducts numerous awareness activities throughout the year to inform stakeholders of C<sup>4</sup> opportunities. These activities include career/course fairs, open house events, elementary student tours, and presentations throughout the region.</li> <li>• Multimedia marketing tools such as printed materials, television and newspaper ads, a weekly e-mail newsletter and a website are utilized to inform stakeholders and recruit students into C<sup>4</sup> programs.</li> </ul>
CURRICULUM, STANDARDS AND ARTICULATION	<ul style="list-style-type: none"> <li>• Each C<sup>4</sup> cluster has one or more advisory committees of area employers who review course curriculum and laboratory settings to ensure they reflect current skill requirements and employer expectations.</li> <li>• Curriculum writing opportunities are provided for all C<sup>4</sup> instructors.</li> <li>• New course proposals are accepted based on recommendations from area employers, regional school needs and requests from students.</li> <li>• Dual credit agreements between C<sup>4</sup> and post secondary institutions are developed and maintained to create seamless transitions for students.</li> <li>• Formative and summative assessments of skill proficiency ratings and occupational gains are conducted in all C<sup>4</sup> classes.</li> </ul>

### 6.1.a (2) Determining learning-centered process requirements:

The process requirements are determined through the Strategic Planning Process (Section 2) by conducting Area Superintendents' meetings, working with regional and program advisory boards, involving business partners in the development of curriculum and reviewing of state and federal standards. In addition, teachers participate in program/cluster meetings and meet regularly with the C<sup>4</sup> director. The C<sup>4</sup> director meets monthly with the BCSC secondary principals to review progress on implementation of the school improvement plan and to share ideas.

### 6.1.a (3) Designing processes to meet student/ learner needs:

Process design must reflect desired outcomes. The items identified in Fig. 6.1-4 have been determined to be the desired outcomes and guiding principles for C<sup>4</sup> through the Long Range Plan of Continuous Improvement. The Long Range Plan process, conducted in 1999, 2004 and 2009 involved a study of programming and facilities to develop a five-year plan for continuous improvement of career and technical education in this region. Input was received from a variety of stakeholders throughout the region using focus groups, surveys and interviews to develop this plan. Additionally, each C<sup>4</sup> program establishes a set of classroom rules focusing on the C<sup>4</sup> guiding principles including student conduct, performance expectations and safe practices.

C<sup>4</sup> strives to meet the intellectual, personal, physical, social and career development needs of the students it serves by incorporating the desired outcomes into its curriculum development and delivery system. The C<sup>4</sup> curriculum is competency-

Figure 6.1-4

<p><b>Opportunities for All Students</b> All students deserve the opportunity to participate in an appropriate C<sup>4</sup> program, regardless of gender, disability, home high school, or academic program.</p> <p><b>Skills Achievement</b> All students should be adequately prepared for the workplace. A partnership between schools and business/industry is necessary to facilitate that preparation.</p> <p><b>Occupational Safety</b> All students should be safe at all times and trained to avoid hazards of the classroom/workplace experience</p> <p><b>Critical Thinking and Problem Solving</b> All students can learn and benefit from applying classroom knowledge/ experiences to problem solving situations in C<sup>4</sup> programs and the workplace.</p> <p><b>Respect for Self and Others</b> All students deserve to be respected for their participation in C<sup>4</sup>. Their self-esteem is directly related to their achievement.</p>
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based, aligned with state language arts and math standards, is up-to-date with current economic needs and provides an opportunity for students to earn college credits. The ten career clusters are a broad set of related occupations used to organize career information, instruction and student opportunities. Instructors within each cluster are not responsible for isolated courses of study but focus on how they each can better support and combine their curriculum with that of others.

Positive results of implementing career clusters include an increased emphasis on interdisciplinary integration of academic and technical areas of study. To support the curriculum articulation, C<sup>4</sup> has developed career pathways documents in all clusters. These documents provide a recommended sequence of general/liberal and career/technical courses related to a career focus area that students use as a resource when developing their high school course plans.

#### 6.1.a (4) Key performance measures for control of improvement process:

Through the federal Carl D. Perkins Vocational and Technical Education Act, the Department of Education has established measures of performance for career and technical districts and requires that C<sup>4</sup> report on core indicators of student achievement each year. C<sup>4</sup> also conducts a one-year follow up study of its graduates to document graduation, post-secondary enrollment, employment, and wages. C<sup>4</sup> adheres to Indiana regulations regarding safety, curriculum, staff certification requirements, hours of operation, accountability, and staff development. C<sup>4</sup> meets the Indiana accountability legislation (Public Law 221) that requires all school corporations to demonstrate continual improvement in student learning. C<sup>4</sup> is also required to adhere to a number of federal

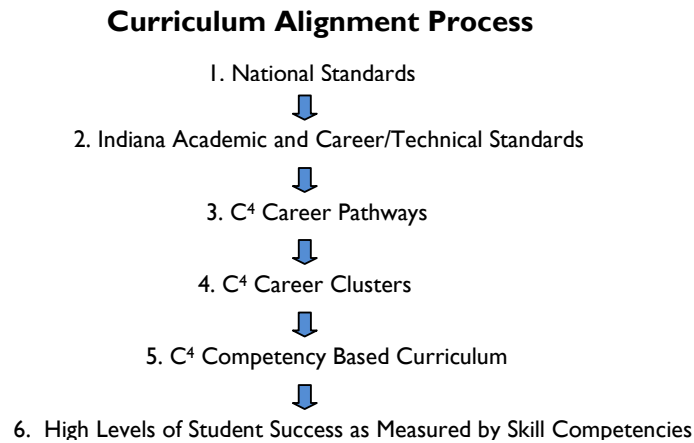
laws and regulations such as the Americans with Disabilities Act, Title I, Title IX, Special Education and No Child Left Behind.

These performance measures provide for the development, implementation and maintenance of an instructional strategy within C<sup>4</sup>. Benchmarking of C<sup>4</sup>'s performance results to other select career and technical districts of similar size in Indiana, including Central Nine, Elkhart, and Prosser has provided information regarding data requirements to support C<sup>4</sup> curriculum.

This information (as well as knowledge of C<sup>4</sup>'s own performance and capabilities) is used to set goals and develop action plans.

Benchmarking visits are conducted with specific organizations to determine the processes used to achieve high levels of performance. In addition, benchmarking of secondary career and technical education programs in the state has been conducted and shared by the Indiana Association of Career and Technical Districts to establish baseline data. The Plan, Do, Check, Improve process and the Plus/Delta assessment tool are used by C<sup>4</sup> to review comparative data. Figure 6.1-7 describes the alignment of the C<sup>4</sup> curriculum to the Indiana and national education standards. This alignment is to ensure all students are taught the essential skills identified by national and state education experts.

**Fig. 6.1-7**



## **6.2 Key Support Processes and Operational Planning**

### **6.2.a. (1&2) Determining and identifying key support processes and requirements:**

The key support processes are determined by identifying those processes that are essential for the safe, efficient and effective delivery of services required to maintain a professional learning community. As noted in Section 6.1.a, the support process requirements for C<sup>4</sup> are based on six

challenges identified by regional stakeholders through a long-range planning process. These challenges form the basis of the C<sup>4</sup> continuous improvement plan and include: Accessibility; Marketing and Recruitment; Curriculum, Standards and Articulation; Resources; Safety; and School Climate. The three C<sup>4</sup> support challenges, their related processes and their purpose/key requirements are shown in Fig. 6.2-1.

Fig. 6.2 – I

C <sup>4</sup> CHALLENGE	SUPPORT PROCESS	PURPOSE/KEY REQUIREMENT
Resource Management	<ul style="list-style-type: none"> <li>• Technology</li> <li>• Financial and Budget Management</li> <li>• Capital Projects</li> </ul>	<ul style="list-style-type: none"> <li>• Provides up-to-date technology for the efficient and effective instruction for students and staff.</li> <li>• Assures efficient and effective spending practice including budgeting, purchasing and grant utilization.</li> <li>• Provides a safe and state-of-the-art environment for student-centered learning. Includes equipment maintenance and replacement when required.</li> </ul>
Safety	<ul style="list-style-type: none"> <li>• Annual Third Party Safety Review</li> <li>• Student Handbook Safety Rules and Guidelines</li> <li>• State and National Credentialing Agency Standards</li> </ul>	<ul style="list-style-type: none"> <li>• Utilizes community partners to conduct safety inspections of all C<sup>4</sup> facilities and note areas of concern.</li> <li>• Requires teachers and students to review safety rules and guidelines included in the C<sup>4</sup> Student Handbook to provide a safe learning environment.</li> <li>• Requires C<sup>4</sup> programs to meet the safety requirements of professional credentialing agencies to maintain certification designation.</li> </ul>
School Climate	<ul style="list-style-type: none"> <li>• Hiring and Evaluation</li> <li>• Professional Development</li> <li>• Recognition</li> </ul>	<ul style="list-style-type: none"> <li>• Provides for the employment of highly qualified teachers and support staff and for the evaluation of C<sup>4</sup> administrative, support and teaching staffs to ensure quality instruction and appropriate support/administrative processes.</li> <li>• Provides professional development and training to all of the C<sup>4</sup> faculty and staff.</li> <li>• Provides for the recognition of exemplary efforts by faculty, staff and students to improve the learning environment.</li> </ul>

6.2.a (3) Process design to meet key requirements:

The key support processes were identified by area stakeholders including students, parents, educators and community members through a long-range planning process conducted in 1999, 2004 and 2009. The plan development involved surveying, interviewing and recording what was important for those who will be affected by the processes. In addition, C<sup>4</sup> needed to

identify what variables can affect the results and how they can be optimized. Ongoing discussions with students, parents, community members and educators affected by the process enable C<sup>4</sup> staff to identify those variables that will impact the quality of the results. Measures of time, productivity, value added and resource requirements are used to assess how well the process is designed.

### 6.2.a (4) Key performance and in-process measures:

Student and stakeholder input is obtained through satisfaction surveys, focus groups and interviewing processes.

### 6.2.a (5) Minimizing cost and preventing errors:

Each support process is based on the principle of value added performance. When appropriate, C<sup>4</sup> encourages auditing and sampling of products and processes to determine how well the process is working and putting corrective action in place when problems are identified. Errors are prevented by using only known quality suppliers and regularly scheduled maintenance and inspection when required. For example, instructional equipment inspections are carried out every year and maintenance records are kept and audited to avoid breakdowns. The C<sup>4</sup> capital projects process provides for repair and replacement of equipment as requested by teachers and approved by the Program Advisory Boards and the capital projects team.

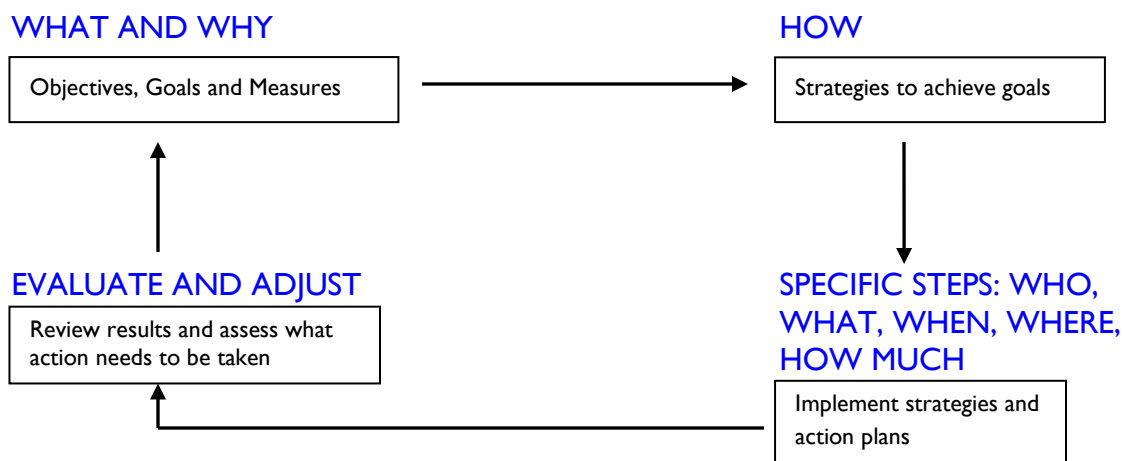
### 6.2.a (6) Organizational learning and innovation:

Organizational learning is carried out in several ways.

- C<sup>4</sup> tracks the results of current instruction and identifies excellent practices within the C<sup>4</sup> program.
- C<sup>4</sup> benchmarks excellent organizations and learns from them what approaches or strategies have made them successful.
- C<sup>4</sup> follows instructional research and published articles about what others have found to be successful.
- C<sup>4</sup> follows the PDCI approach to improvement.

Process innovation results as C<sup>4</sup> determines what strategies will be used at the cluster and program level; benchmarks educational entities who are getting the best results internally or externally; puts action plans in place to implement the identified strategies; measures the results of defining and employing strategies; and looks at trend and gap analysis information to determine the effectiveness of strategies. See Fig. 6.2-2.

Figure 6.2-2





## 6.2.b Operational Planning

### 6.2.b (1) Resource planning and financial risk management:

The resource planning and financial risk management consists of the following Steps and Key Points.

Financial Planning Step	Expected Outcomes
<b>FISCAL PLANNING</b>	<p>The C<sup>4</sup> Director will:</p> <ul style="list-style-type: none"> <li>• Estimate costs of all ongoing financial requirements</li> <li>• Prepare a long range year-by-year plan for the maintenance and replacement of facilities and equipment</li> <li>• Maintain a plan of anticipated local, State, and Federal revenues</li> <li>• Report to the Board any serious financial implications that emerge from the Corporation's ongoing fiscal planning</li> </ul>
<b>BUDGET PREPARATION</b> (Area School Billing)	<p>The C<sup>4</sup> Director will:</p> <ul style="list-style-type: none"> <li>• Utilize official enrollment information from the previous year and State Form 515 to bill area school corporations for the number of students sent to C<sup>4</sup> for instruction</li> <li>• Send tuition bills to participating corporations in November for payment receipt by February 1.</li> <li>• Deposit 73% of payments into BCSC General Fund and 27% in Area Fund</li> </ul>
<b>BUDGET HEARING</b>	<p>The public budget hearing will be conducted in accordance with law</p> <p>The budget approved by the BCSC Board will be made available to the public in the form and at the places required by law</p> <p>The final adoption of the proposed annual budget shall be made by the Board after completion of the public hearing</p>
<p><b>BUDGET IMPLEMENTATION</b></p> <p><i>SUPPLIES AND REPAIR &amp; REPLACEMENT</i></p> <p><i>CAPITAL PROJECTS</i></p>	<p>The BCSC Superintendent shall be authorized to proceed with making financial commitments, purchases, and other expenditures within the limits provided in the budget, School Board policy and legal obligations.</p> <p>Listings of expenditures, appropriate financial reports, and budget comparison reports shall be submitted to the Board to keep members informed as to the status of the budget.</p> <p>The C<sup>4</sup> Director will create budgets for the calendar year divided among the C<sup>4</sup> Career Clusters based on enrollment.</p> <p>The C<sup>4</sup> Director, Resources Challenge Team members, and teacher representatives will develop and share a three-year Technology Plan and a one-year “other equipment” plan with the Assistant Superintendent.</p> <p>A C<sup>4</sup> Capital Projects team of teachers, representing the C<sup>4</sup> Career Clusters and the three C<sup>4</sup> sites, oversees the prioritization and expenditure of funds.</p>

### 6.2.b. (2) Emergency planning:

BCSC establishes a “rainy day fund” each year to assure continuity of services if emergencies arise. The school board approves the plan and the plan is reviewed during the first two months of each calendar year. C<sup>4</sup> needs can qualify for the rainy day fund if they meet locally established criteria.

## 7.0 ORGANIZATIONAL PERFORMANCE RESULTS

### 7.1 Student Learning Results

C<sup>4</sup> is administered by the Bartholomew Consolidated School Corporation and therefore aligns closely with their High Expectation Objectives (HEO). C<sup>4</sup> is operating under their third five-year, Long Range Plan which outlines six challenges. These challenges not only align with the BCSC HEOs, but they also support the State Required Core Indicators for Career and Technical Education.

C<sup>4</sup> is measured by Core Indicators of student performance each year as required by the Carl D. Perkins Vocational and Technical Education Act. Definitions for each Core Indicator were developed by the Department of Workforce Development with guidance from the U.S. Department of Education Office of Vocational and Adult Education. The Indiana Association of Career & Technical Education Districts (IACTED) reviews the definitions, negotiates updates when needed and provides interpretation and support to area directors.

#### Terminology/Definitions for Perkins IV

**CTE PARTICIPANT:** A CTE student who has earned one (1) or more credits in any career and technical education program area.

**CONCENTRATOR:** A student who has earned at least six (6) credits in designated CTE courses in a single state approved Career Pathway.

**PROGRAM SEQUENCE:** A group of at least two related courses, usually in sequential order.

**COMPLETER:** CTE Concentrator who has taken the state-specified End of Pathway Assessment (EPA) in a state approved College and Career Pathway (revised January 2012).

**1S1 Academic Achievement in Reading/Language Arts:** Number of CTE Concentrators who have passed (first time) the English/Language Arts portion of the End of Course Assessment (ECA) for graduation.

**1S2 Academic Achievement in Mathematics:** Number of CTE Concentrators who have passed (first time) the mathematics portion of the ECA.

**2S1 Technical Skill Attainment:** Number of CTE Concentrators and Completers who passed state-approved technical skill assessments defined for Indiana College & Career Pathways.

**3S1 School Completion:** Number of CTE Concentrators who earned a regular secondary school diploma (includes Certification of Completion).

**4S1 Student Graduation Rate (NCLB):** Number of CTE Concentrators who were included as graduates in the state's calculation.

**5S1 Placement:** Number of CTE Concentrators who left secondary education and were placed in post-secondary education or advanced training, military service or employment in second quarter after leaving secondary education.

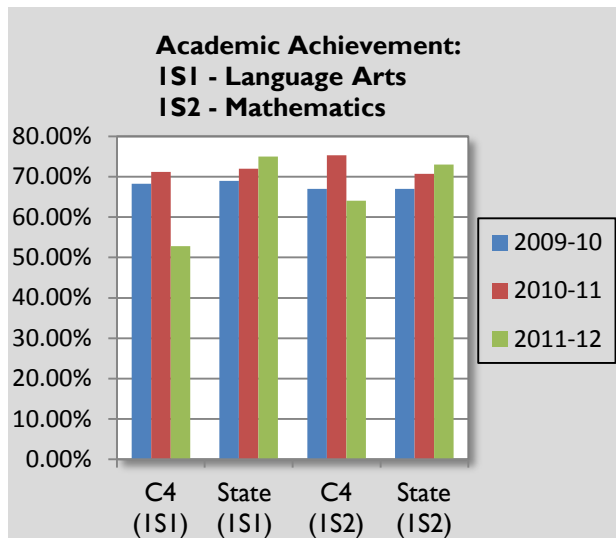
**6S1 Nontraditional Participation:** Number of CTE Participants from underrepresented gender groups who participated in a program leading to employment in non-traditional fields.

**6S2 Nontraditional Completion:** Number of CTE Completers from underrepresented gender groups who participated in a program leading to employment in non-traditional fields.

**HEO #1: Exemplary Academic Achievement**

**C<sup>4</sup> Challenge #3: Curriculum  
ISI & IS2: Academic Achievement**

All students will improve academic skills through the integration of core academic standards in Career & Technical education classes. Success will be measured by student performance on End of Course (state required) Assessments (ECA).



**STRENGTH:** BCSC has adopted UDL principles and practices into all educational areas. UDL plays a key role in C<sup>4</sup> career and technical education; however, academic integration has been a missing link. C<sup>4</sup>'s Integration Specialist focuses on integrating core academic standards into C<sup>4</sup> Career and Technical Education classes to improve student performance on End of Course Assessments (ECA). Through modeling and providing support, the integration specialist enables teachers to continue UDL practices while integrating the core academic standards into their daily curriculum.

**WEAKNESS:** C<sup>4</sup> did not meet the State Core Indicator level for ISI Academic Achievement – Language Arts. These are the students who met the definition of Concentrator, but did not pass the ECA as

sophomores in 2010, who were eligible for graduation in 2012.

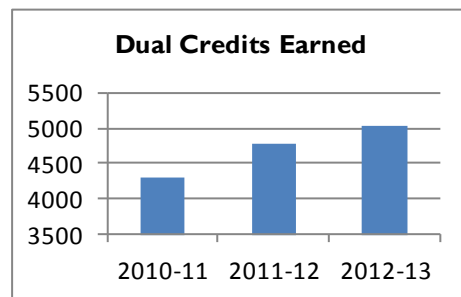
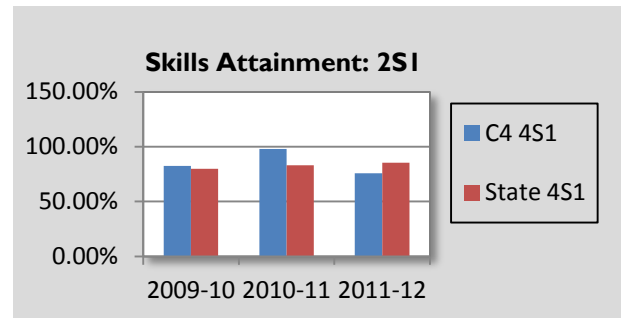
**OPPORTUNITY:** Through the use of new technology and the Integration Specialist, our opportunity is to meet or exceed the State Core Indicators for Academic Achievement in Language Arts and Mathematics.

**THREAT:** The State consequences for not meeting Core Indicators requires a percentage of local Carl D. Perkins funding dollars to be directed toward measures to improve the performance of C<sup>4</sup> against this indicator.

**HEO #1: Exemplary Academic Achievement  
C<sup>4</sup> Challenge #1 & 3 – Access & Curriculum**

**2SI: Technical Skills Attainment**

All students will successfully complete a State required End of Pathways Assessment (EPA). The State has set provisions for dual credit exams, industry recognized certifications or third party test assessments.



**STRENGTH:** BCSC employs qualified, highly trained professionals to lead students in

the educational process. Likewise, C<sup>4</sup> faculty is comprised of many years of teaching and industry-based experience. Close contact with business and industry partners keeps C<sup>4</sup> staff on the cutting edge of new technology and practices in their field.

**WEAKNESS:** The State-mandated third party test assessments involve no hands-on evaluations, rendering them less than appropriate for measuring student skills. The post-secondary dual credit tests are set at the post-secondary level and are geared to students with similar skills yet different educational exposure.

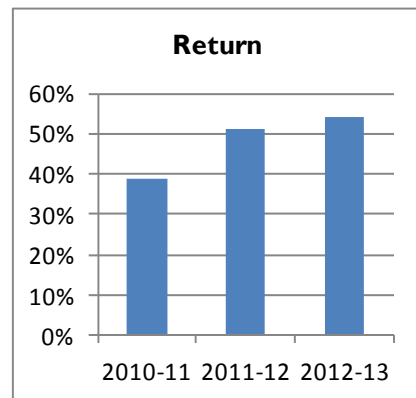
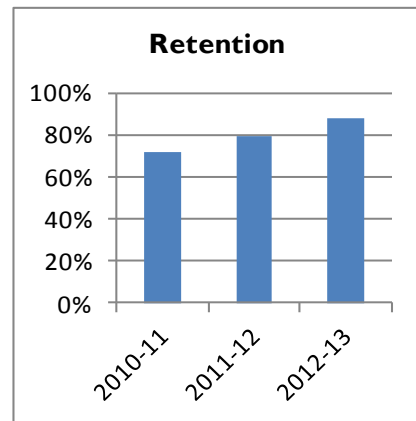
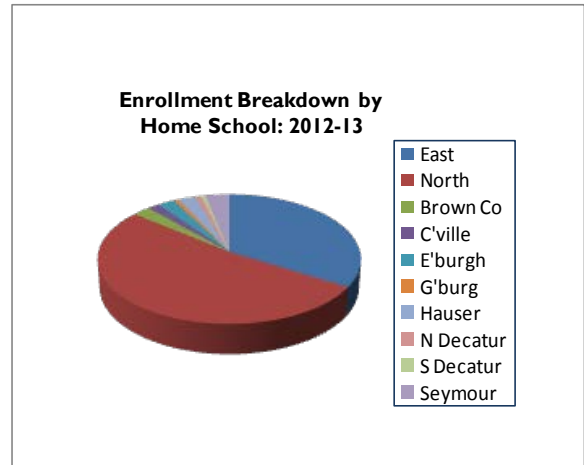
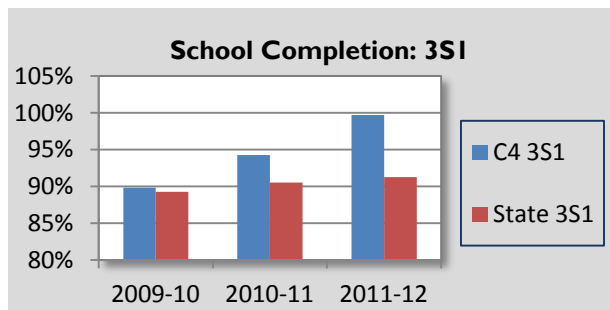
**OPPORTUNITY:** C<sup>4</sup> continues to negotiate with post-secondary institutions to provide more dual credit opportunities for students. The state has offered greater flexibility in test scheduling, allowing students to test throughout the year, in sync with the material being covered.

**THREAT:** The State Crosswalk for funding has removed opportunities for C<sup>4</sup> students to study a program for three years, which limits the amount of Career and Technical training a student receives before EPA testing.

**HEO #2: Aligned Continuous Improvement Process**

**C<sup>4</sup> Challenge #2 – Image & Appeal  
3SI: Completion**

All students will complete a State approved Career and Technical Pathway and participate in a State recognized EPA.



**STRENGTH:** C<sup>4</sup> accepts all students, offers quality programming and employs exceptional teachers, while providing hands-on training with state of the art equipment and facilities for students.

**WEAKNESS:** Retention and Return. Often the reasons for students not staying with C<sup>4</sup> and/or not returning for another

year are out of our control. Reasons include, but are not limited to, students failing classes, moving away from the community, removal from school for disciplinary actions, new diploma requirements, etc. Electives offered at BCSC high schools are plentiful and often students find limited room in their schedules to accommodate their choices, leaving them to make tough decisions.

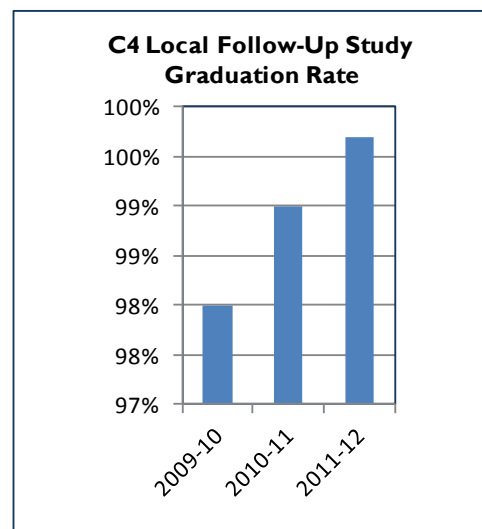
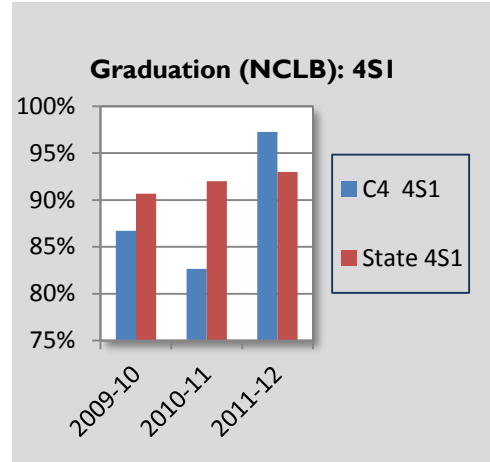
**OPPORTUNITY:** Image and Marketing. The addition of one-hour classes offers student the ability to “sample” courses before committing to a two-year program.

**THREAT:** Additional electives offered by the students’ home schools compete with Career & Technical courses for the student’s limited class time. Funding for Career & Technical Education classes is under constant scrutiny from the State Funding and Pathways. The Carl D. Perkins funding is always under scrutiny at the Federal level.

**HEO #1: Exemplary Academic Achievement, HEO #2 Aligned Continuous Improvement Process, HEO #3: Effective & Efficient Use of Resources, HEO #4: Safe and Healthy Learning Environment & HEO #5: Inclusive Culture of Respect, Equity and Trust**

**C<sup>4</sup> Challenge #1, 2, 3, 4, 5 & 6 – Access, Image & Appeal, Curriculum, Safety, Resources and School Climate**  
**4SI: Graduation (NCLB)**

All students who met the current definition of Concentrator will graduate with a diploma within four years or less of high school.



**STRENGTH:** C<sup>4</sup> provides a motivation for students to stay in high school and graduate. C<sup>4</sup> graduation rates are higher than other schools according to third party studies commissioned by C<sup>4</sup>.

**WEAKNESS:** Elective class survival is dependent upon retaining students for the year and motivating the students to return to complete the College and Career State Pathway.

**OPPORTUNITY:** Utilizing the C<sup>4</sup> Integration Specialist and partnering with area high schools to prepare students to meet the core academic requirements to graduate is a valuable strength of C<sup>4</sup>. To meet the State condition of the Graduation Core Indicator, C<sup>4</sup> has the opportunity to

create training experiences to motivate students to return to C<sup>4</sup> classes. A new partnership with the iGrad program will introduce students to programs that may interest them, thereby providing greater motivation for them to complete high school.

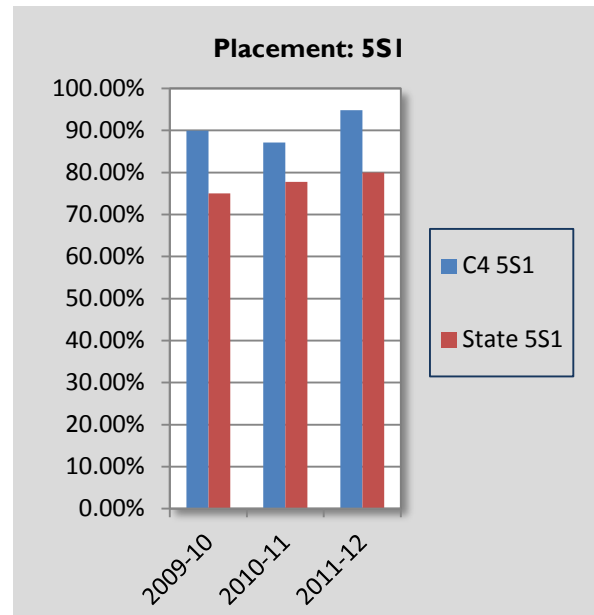
**THREAT:** The school where student became a Concentrator is held accountable for the student’s NCLB graduation. Increased student mobility creates a situation where that student may not have completed his/her CTE education with C<sup>4</sup> or Area District #41. C<sup>4</sup> believes that obligating big dollars to “fix” something that is out of our control is not necessarily focusing on the issue. The issue is with the guidelines of the Graduation Core Indicator placing responsibility for graduation with the school where the student began, and not with the school where the student completed his/her education. Other factors out of the control of C<sup>4</sup> include students’ failing non-CTE courses, family circumstances that interfere with education and more rigorous diploma requirements.

**HEO #1: Exemplary Academic Achievement, HEO #2 Aligned Continuous Improvement Process, HEO #3: Effective & Efficient Use of Resources, HEO #4: Safe and Healthy Learning Environment & HEO #5: Inclusive Culture of Respect, Equity and Trust**

**C<sup>4</sup> Challenge #1, 2, 3, 4, 5 & 6 – Access, Image & Appeal, Curriculum, Safety, Resources & School Climate**

**5SI: Placement**

All students who met the current definition of Concentrator will be engaged in useful economic activity at least by one semester after graduation from high school.



**STRENGTH:** C<sup>4</sup> has strong community partnerships, boasting over 600 active partnerships with area business, industry and post-secondary education.

**WEAKNESS:** 5SI does not look at students associated with C<sup>4</sup> before they left high school; rather the state follows up on any student who was a Concentrator at any time during their high school career.

**OPPORTUNITY:** C<sup>4</sup> provides skill training that matches the demands of the area labor market to provide students the opportunity for successful entry to post-secondary education, the military and employment.

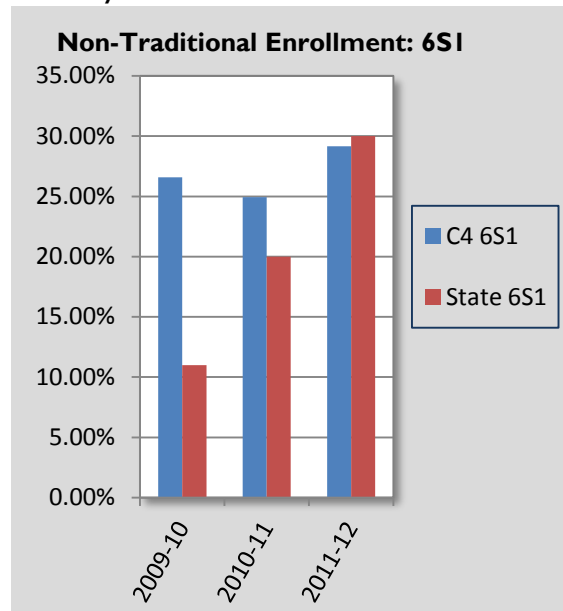
**THREAT:** The fluctuation in the economy directly affects opportunities for students to be competitively employed or continue their education after high school. A sluggish economy can present post-secondary education as an option; however, tuition costs can be a deal breaker for students with little or no financial means to attend.

**HEO #2 Aligned Continuous Improvement Process,  
HEO #4: Safe and Healthy Learning Environment &  
HEO #5: Inclusive Culture of Respect, Equity and Trust**

**C<sup>4</sup> Challenge #1, 2, 3, 4, 5 & 6 – Access, Image & Appeal, Curriculum, Safety, Resources & School Climate**

**6S1: Non-Traditional Placement**

All students who meet the current State definition of non-traditional enrolled in a State defined non-traditional CTE class within an approved College and Career Pathway.



**STRENGTH:** C<sup>4</sup> provides equal opportunity for all students. Recognized by the State, BCSC and the Columbus community embrace diversity.

**WEAKNESS:** With new State requirements, more students have limited room in their schedules for elective classes. Limited space in scheduling, coupled with having to re-take classes due to failure, affects CTE enrollment. Economic trends directly affect the mobility of families. CTE constantly fights the affects of peer pressure to take other classes.

**OPPORTUNITY:** State-of-the-art equipment and facilities promote a positive image of CTE training. Marketing efforts highlighting student success encourages enrollment opportunities.

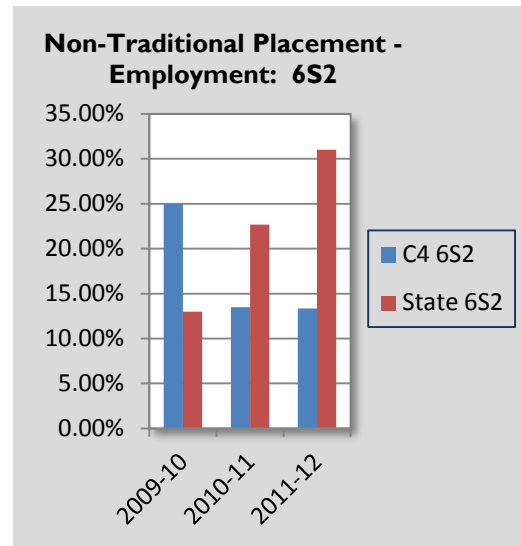
**THREAT:** Myths and stereotyping continue to plague CTE acceptance. C<sup>4</sup> has made headway through appropriate and worthy efforts to thwart the myths; yet, the myths continue.

**HEO #2 Aligned Continuous Improvement Process,  
HEO #4: Safe and Healthy Learning Environment &  
HEO #5: Inclusive Culture of Respect, Equity and Trust**

**C<sup>4</sup> Challenge #1, 2, 3, 4, 5 & 6 – Access, Image & Appeal, Curriculum, Safety, Resources & School Climate**

**6S2: Non-Traditional Completion**

All students taking non-traditional classes will have the opportunity to complete a State pathway and State recognized EPA.



**STRENGTH:** C<sup>4</sup> has open enrollment, providing equal opportunity for all students to access quality CTE training. The majority of non-traditional students who are engaged in C<sup>4</sup> education their senior year are positively placed in employment, military or continued education one year



after high school (according to local C<sup>4</sup> Follow-Up Studies).

**WEAKNESS:** This state Core Indicator only considers non-traditional placement in employment as positive. Continuing education at the post-secondary level in the same non-traditional area is not included in this State calculation; yet the push by the State, business/industry and secondary schools is for students to continue their education.

**OPPORTUNITY:** With the attention government is focusing on equal pay for equal work (Lilly Ledbetter Paycheck Fairness Act), this Core Indicator, as it is calculated, is in direct violation of that philosophy, making this Core Indicator a threat to a trained workforce. Support from Advisory Committees, business/industry and post-secondary partners to modify the definition of this Core Indicator to include post-secondary education plays a major role in C<sup>4</sup> success.

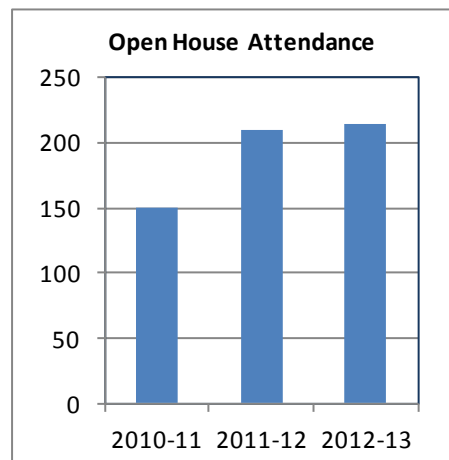
**THREAT:** Local economic trends, peer pressure and stereotyping continue to affect CTE enrollment and student outcomes.

## 7.2 Student and Stakeholder Focused Results

C<sup>4</sup> is in partnership with more than 600 business and industry cohorts. Quarterly meeting sessions are held with the Area Superintendents and the Regional Partnership Board. Annually, C<sup>4</sup> hosts an All Advisory Board event where all Program Advisory members come together to brainstorm future plans. C<sup>4</sup> Teachers are in regular contact with their Program Advisory Boards and conduct meetings throughout each school year.

Formal and informal meetings are held throughout the year with the C<sup>4</sup> Student Advisory Committee. In January of 2013, C<sup>4</sup> hosted its third annual Open House for

incoming and current high school students, their families and friends. Attendance was consistent with the previous year.



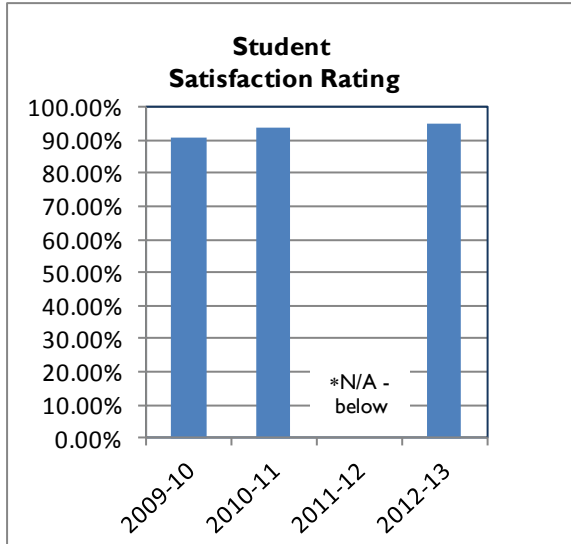
C<sup>4</sup> holds a kick-off breakfast meeting prior to the beginning of each school year. This event welcomes new and returning staff who share opportunities for the coming year. Staff who have gone “Above & Beyond,” as judged by their peers, are recognized.

Each C<sup>4</sup> Cluster provides a donation representing their area to be included in a “Goodie Bag.” Monthly, a C<sup>4</sup> staff member is randomly chosen to receive the “Goodie Bag.”

At the beginning of the second semester, on Records Day, C<sup>4</sup> faculty and staff meet for lunch to reunite and share winter break stories and discuss partnerships for the upcoming semester.

C<sup>4</sup> community partners, local and area school faculty and staff and area superintendents receive a weekly electronic newsletter called C<sup>4</sup> E-announcements. This newsletter highlights student and staff success stories and new happenings in C<sup>4</sup>, featuring a Student of the Month section which is also included on the C<sup>4</sup> Website.





Current C<sup>4</sup> students are polled via an online survey in the spring to gauge their level of satisfaction with their course(s). No data is available for 2011-12 due to construction and the ensuing disruption of classes during the move.

**STRENGTH:** Students enjoy C<sup>4</sup> classes because of the hands on element and the non-traditional classroom. Students appreciate the opportunity to earn dual credit and industry certifications. Students can see for themselves if their career choices are the best options for them before committing to colleges and employers.

**WEAKNESS:** Students need to have time to fit in multiple hour classes. Students taking one credit classes may lose a period/mod if they need to travel to another building. The CTE College and Career Pathways have removed the third year from almost all C<sup>4</sup> programs, which limits work based learning opportunities.

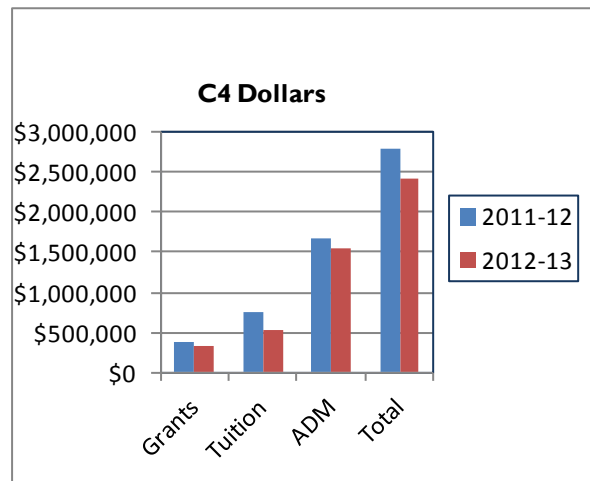
**OPPORTUNITY:** New single credit class offerings are easier to schedule and give students the opportunity to try more classes. There is greater emphasis on Seamless Pathway and STEM. We are working with Community Partners to find opportunities for students to get work

based learning opportunities as part of the CTE College and Career Pathways. The new collaboration with the iGrad program is already providing positive feedback and enrollment opportunities.

**THREAT:** Students have so many elective options to choose from. Changing diploma requirements and the ability to graduate in 3 years limit the time a student have to take C<sup>4</sup> classes. Students who fail their core classes and/or do not meet ECA requirements may need to repeat classes.

### 7.3 Budgetary and Financial Results

C<sup>4</sup> continues to be challenged to provide exemplary education and training with fluctuating funding and rule changes at the State level.



**STRENGTH:** C<sup>4</sup> has long been a leader in the state for sourcing alternate means of funding to provide special projects and opportunities for students and staff. Ec0<sub>15</sub> serves as a valuable partnership resource and has collaborated on several projects with C<sup>4</sup>. As a leader in the State of Indiana, C<sup>4</sup> has been sought out by agencies wishing to introduce funding opportunities to Career & Technical Education. One recent example is Farm Bureau.

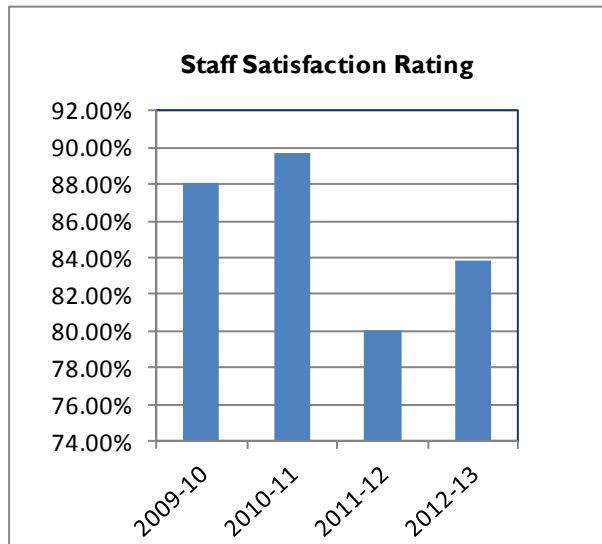
**WEAKNESS:** National economic trends in education are on a downward spiral. Federal and State budgets continue to come under taxpayer scrutiny and funding for education has become an election platform.

**OPPORTUNITY:** Notoriety for C<sup>4</sup> as a leader in the state provides credibility to approach community partners to supplement areas where funding is lacking.

**THREAT:** Funding from all levels of government continues to diminish while the demands continue to grow. Changes to College and Career Pathways from the state affect funding, notably single-credit classes, which offer lower reimbursement than two-credit courses.

#### 7.4 Faculty and Staff Results

C<sup>4</sup> conducts an online survey of staff in the spring to assess the satisfaction and morale during the current school year. The new state evaluation format and new facilities have provided additional challenges.



**STRENGTH:** Diverse Faculty with experience in working inside and outside of an educational environment. Balance of experienced and new teachers enables C<sup>4</sup> to provide the latter with highly motivated and capable mentoring.

**WEAKNESS:** High number of new and young teachers may be overwhelmed. Additional demands on all teachers may threaten morale.

**OPPORTUNITY:** New teachers who are prepared for new evaluation process and UDL expectations are excited to rise to the challenges and demands of the 21st Century classroom.

**THREAT:** As veteran teachers retire, it becomes harder to replace them. More rigorous licensing requirements also limit the applicant pool. Career and Technical teachers have the greatest opportunity to seek employment outside of education.

#### 7.5 Organizational Effectiveness Outcomes

C<sup>4</sup> is in the middle of their third Five-Year Long Range Plan. Six Challenges have been identified as a result of these plans.

##### CHALLENGE I – Access

**STRENGTH:** Provide equal opportunity for all students to participate in all programs.

**WEAKNESS:** Access to C<sup>4</sup> programs is threatened by the change in diploma requirements and the vast number of electives available to students.

**OPPORTUNITY:** C<sup>4</sup>'s creative and flexible scheduling provides opportunities for students to enroll in the class of their choice.

**THREAT:** Decline in enrollment numbers means that fewer programs can be offered, which limits student access to Career & Technical Education.

##### RESULTS:

- Enrollment in multi-hour classes has declined, due to changes in state college and career technical pathways. Enrollment in single-

credit classes has shown a significant increase.

- C<sup>4</sup> operated over 70 bus shuttles per day to transport more than 600 BCSC students to C<sup>4</sup> classes.

### **CHALLENGE 2 – Image and Appeal**

**STRENGTH:** C<sup>4</sup> offers numerous venues, both public and educational, to promote awareness, dispel myths and encourage enrollment.

**WEAKNESS:** Failing to encourage all students, parents and counselors to see the value of participating in a Career & Technical Education class while in high school.

**OPPORTUNITY:** Creative and dynamic marketing in schools and in the community at large.

**THREAT:** Traditional views of vocational education vs. the contemporary view of Career & Technical Education.

#### **RESULTS:**

- 4 Cluster Course Fairs were held.
- The third annual C<sup>4</sup> Open House saw a 30% increase in attendance.
- Elementary counselors and fifth and sixth grade teachers from all local elementary schools toured C<sup>4</sup> classes.
- High school counselors from all local and area schools were invited to a one-day “Counselor Camp” during the summer to experience hands-on projects from C<sup>4</sup> classes.

### **CHALLENGE 3 – Curriculum**

**STRENGTH:** C<sup>4</sup> faculty is connected to community business, industry and post-secondary institutions to develop world class curriculum.

**WEAKNESS:** State mandates for Career & Technical Education limit the possibilities for the local C<sup>4</sup> community.

**OPPORTUNITY:** The C<sup>4</sup> local community supports the philosophy of C<sup>4</sup> education, opening new avenues for providing Career & Technical Education.

**THREAT:** The challenge of constantly battling affects of directives while keeping morale high and students and staff motivated.

#### **RESULTS:**

- C<sup>4</sup> staff is encouraged and accepts the opportunity for Professional Development (Career Majors and career specific events).
- 800 hours of curriculum writing time.
- Many faculty members participated in professional development, including UDL, Laptop Lunches, PBIS, and Structured Facilitated Groups.
- Retention rate of 88%
- Return rate of 54%
- Numerous Dual credit course agreements. Constant fluctuation.
- 5024 total dual credits earned by C<sup>4</sup> students.

### **CHALLENGE 4: Resources**

**STRENGTH:** Newly remodeled facilities within the comprehensive high schools.

**WEAKNESS:** The facilities may limit the amount of growth possible, affecting our ability to implement the latest directives for Career & Technical Education being mandated by the State.

**OPPORTUNITY:** The new facilities allow C<sup>4</sup> Cluster areas to be easily identified by students, promoting awareness and ultimately increasing enrollment.

**THREAT:** Continued changes at the State level impede full utilization of original designs.

#### **RESULTS:**

- Student to PC ratio is about 3:1

- Multiple means of electronic access including iPads, laptops and notebooks and BYOD (Bring Your Own Device).
- Funding generated for BCSC was \$2,404,624, compared to \$2,789,886 the previous year.

## **RESULTS:**

- 18 National Career & Technical Education Honor students
- 27 Outstanding students
- 3 Above & Beyond Awards
- 3 Outstanding Advisory Board Members

## **CHALLENGE 5 – Safety**

**STRENGTH:** Safety is a number one priority in the classroom and an instructional platform for students.

**WEAKNESS:** Corporation enrollment requirements provide challenges in monitoring student use of hazardous equipment.

**OPPORTUNITY:** C<sup>4</sup> utilizes Program Advisory Committee members in the classroom to help alleviate safety concerns. Safety walk-through audits of C<sup>4</sup> facilities are provided by Advisory Members twice each year to ensure student safety.

**THREAT:** If the classroom is not perceived by the student as safe, it affects enrollment, retention and return rates.

### **RESULTS:**

- 100% of all safety violations recorded by the community walk-through audits were corrected.
- Number of C<sup>4</sup> accidents recorded by the school nurse is accessible on the shared P: drive.

## **CHALLENGE 6 – School Climate**

**STRENGTH:** C<sup>4</sup> recognizes outstanding student and staff performance.

**WEAKNESS:** Finding time to celebrate students and staff in areas where they are successful. Identifying areas where students and staff may need additional motivation.

**OPPORTUNITY:** Actively communicate student and staff successes to all C<sup>4</sup> stakeholders.

**THREAT:** Increased demands on staff and students threaten morale and performance in work and in school.