##### THE PROFILE OF THE INSTITUTION

*In this section, describe the institution, the trends that relate to assessing the success of the institution and its programs, and how those trends should inform strategic planning for growth and improvement for the next five years.*

A. THE INSTITUTION

A.1. Provide (or attach) a brief history of the institution.

The Hazleton Area Career Center (HACC) was established in 1970 to provide students with both vocational and academic training in a variety of occupations. This training was designed to equip students with entry level skills necessary to compete in the work force. The HACC’s educational complex housed training modules or shops that offered practical experience in fields like construction, machinery, data processing, automotive, drafting, plumbing, carpentry, electronics, cosmetology, horticulture, and culinary as well as academic classrooms for curriculum instruction. They also debuted a post-secondary program in Licensed Practical Nursing (LPN).

From the beginning, the vocational process began at the 10th grade level as students explored careers based upon individual interests and abilities. Students enrolled in special clusters to explore a variety of occupations. The original career clusters encompassed the following areas:

* Building/Construction
* Commercial Printing
* Restaurant Services
* Beauty Services
* Health and Human Services
* Automotive Services
* Manufacturing
* Data Processing

In 1996, the HACC experienced a building renovation and added the following courses to the vocational secondary program:

* Child Care
* Law Enforcement
* Nursing and Health Careers
* Broadcast Communications
* Graphic Communications

Today, the HACC educates more than 760 students and employees more than 75 administrators, faculty and staff. They maintain associations with the Southern Regional Education Board (SREB) and High Schools That Work.

A.2. Describe how the institution is organized to accomplish its mission. Describe the institution’s campus(es), additional locations, divisions, levels for instruction, etc. Evaluate the effectiveness of how the institution is organized to achieve its mission, philosophy, beliefs, and or objectives.

The HACC educational complex is organized into academic classes and training modules or shops that provide hands-on experience in 18 vocational fields. The ninth grade students engage in career exploration and then enroll in specific shop course Grades 10 – 12. The institution is very effective in achieving the HACC’s mission and purpose by educating all students to become self-directed, life long learners and responsible, contributing members of society.

A.3. Description of the Institution

|  |  |
| --- | --- |
| Official Name of the Institution | Hazleton Area Career Center |
| Address of the Main Campus (street address, city, state, zip code) | 1451 West Twenty-Third StreetHazleton, PA 18202 |
| Telephone Number of Main Campus | 570-459-3221 |
| Fax Number of Main Campus | 570-459-3181 |
| E-mail Address of Head of the Institution | hermanl@hasdk12.org |
| Website Address for the Institution | www.hasdk12.org |
| Type of Organization (check all that apply) |       | Public |
|       | Independent |
|       | Not for Profit |
|       | Proprietary |
|       | Religious |
|       | Academic |
| X | Career and Technical |
|       | Secondary Students |
|       | Postsecondary Students |
| Names and Addresses of All Branch Campuses | Name:      Address:             |
| Name:      Address:             |
| Name:      Address:             |
| Names and Addresses of All Extension Classrooms | Name:      Address:             |
| Name:      Address:             |
| Name:      Address:             |
| Names and Addresses of All Auxiliary Training Sites | Name:      Address:             |
| Name:      Address:             |
| Name:      Address:             |
| Year Institution Began Operating | 1970 |
| Date Charter/License to Operate Granted |       |
| Year of First Graduating Class for Secondary Students | 1970 |
| State/Agency Granting License to Operate |       |
| Diplomas/Certificates Institution is Licensed to Grant |       |
|       |
|       |
|       |
|       |
|       |
|       |
|       |
|       |
|       |
| Calendar System (quarter, semester, trimester, 12-month, other) | semester |
| Other (Indicate): |  |
|       |       |

A.4. Provide a brief history of the institution. Include key milestones and developments in the life of the institution.

The Hazleton Area Career Center (HACC) was established in 1970 to provide students with both vocational and academic training in a variety of occupations. This training was designed to equip students with entry level skills necessary to compete in the work force. The HACC’s educational complex housed training modules or shops that offered practical experience in fields like construction, machinery, data processing, automotive, drafting, plumbing, carpentry, electronics, cosmetology, horticulture, and culinary as well as academic classrooms for curriculum instruction. They also debuted a post-secondary program in Licensed Practical Nursing (LPN).

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* Child Care
* Law Enforcement
* Nursing and Health Careers
* Broadcast Communications
* Graphic Communications

Today, the HACC educates more than 760 students and employees more than 75 administrators, faculty and staff. They maintain associations with the Southern Regional Education Board (SREB) and High Schools That Work.

A.5. FACULTY AND STAFF: *Indicate the current number of full- and part-time members of the faculty and staff in each of the positions indicated below. Count each person only one time.*

FOR THE 12-MONTH PERIOD FROM August/2010 TO June/2011

 Month/Year Month/Year

|  | Full-Time | Part-time | Total Full-Time Equivalent |
| --- | --- | --- | --- |
| PROFESSIONAL STAFF: |  |  |  |
| Administrators | 2 |       | 2 |
| Classroom instructors | 52 |       | 52 |
| Special needs teachers | 13 |       | 13 |
| Guidance/college/career counselors | 2 |       | 2 |
| Specialists and consultants | 1 |       | 1 |
| Technology services personnel |       |       |       |
| Information resources/ library personnel |       |       |       |
| Health services personnel | 1 |       | 1 |
| SUPPORT STAFF: |  |  |  |
| Paraprofessionals and aides | 11 | 4 | 11 |
| Secretaries and clerks | 3 |       | 3 |
| Custodial/maintenance personnel | 8 |       | 8 |
| Maintenance personnel |       |       |       |
| Food services personnel | 8 | 4 | 8 |
| Security personnel | 2 |       | 2 |
| Other:       |       |       |       |

**A.5.a. Describe significant trends in size of the staff that have had or may have an impact on the education program, provision of student services, personnel, facilities or finances.**

We were able to add four additional academic teachers to lower class size at the Career Center to improve student achievement.

A.6. EXPERIENCE OF THE STAFF: *Indicate the total years of experience members of the staff have in the job role in which they currently serve. Include years of service in the same role at other institutions. Count each person only one time.*

|  | 0-1 Years | 2-5 Years | 6-10 Years | 11-20 Years | over 20 Years |
| --- | --- | --- | --- | --- | --- |
| PROFESSIONAL STAFF: |  |  |  |  |  |
| Administrators |       |       |       | 1 | 1 |
| Classroom instructors | 7 | 7 | 11 | 13 | 14 |
| Special needs teachers |       | 5 | 2 | 2 | 4 |
| Guidance/college/career counselors |       |       | 1 |       | 1 |
| Specialists and consultants |       |       | 1 |       |       |
| Technology services personnel |       |       |       |       |       |
| Information resources/ library personnel |       |       |       |       |       |
| Health services personnel |       |       |       | 1 |       |
| SUPPORT STAFF: |  |  |  |  |  |
| Paraprofessionals and aides | 2 | 2 | 8 | 3 |       |
| Secretaries and clerks | 1 |       | 1 |       | 1 |
| Custodial/maintenance personnel |       | 2 | 4 | 1 | 1 |
| Maintenance personnel |       |       |       |       |       |
| Food services personnel | 4 | 1 | 5 | 1 | 1 |
| Security personnel |       | 1 | 1 |       |       |
| Other:       |       |       |       |       |       |

**A.6.a. Describe significant trends in experience of the staff that have had or may have an impact on the education program, provision of student services, personnel, facilities or finances.**

Our staff has had professional development in the areas of bullying, data, and use of PA SAS. Our Care Team assists students needs in academic and behavioral issues.

A.7. ACADEMIC PREPARATION OF PROFESSIONAL STAFF: *Indicate the level of professional preparation in each category. Count each person only one time, indicating the highest level of professional preparation.*

|  | Associate’s or No Degree | Bachelors’ Degree | Bachelor’s Degreeplus hours | Master’s Degree | Master’s Degree plus hours | Doctorate |
| --- | --- | --- | --- | --- | --- | --- |
| Administrative Staff |       |       |       |       | 2 |       |
| Instructional Staff | 3 | 9 | 11 | 4 | 41 |       |
| Student Services Staff |       |       |       |       |       |       |

**A.7.a. Describe significant trends in the academic preparation of the staff that have had or may have an impact on the education program, provision of student services, personnel, facilities or finances.**

Professional development to prepare staff in current educational trends such as: Data and differentiated instruction styles.

A.8. PROFESSIONAL CERTIFICATION OF PROFESSIONAL STAFF: *Indicate the number of persons on the staff with each type of professional certification.*

|  | No Certificate | Emergency Certificate | ElementaryLevel Certificate | Middle Level Certificate | Secondary Level Certificate | AdministrativeCertificate |
| --- | --- | --- | --- | --- | --- | --- |
| Administrative Staff |       |       |       |       |       |       |
| Instructional Staff |       | 1 |       |       |       |       |
| Student Services Staff |       |       |       |       |       |       |

**A.8.a. Describe significant trends in the professional certification of the staff that have had or may have an impact on the education program, provision of student services, personnel, facilities or finances.**

Our certifications are in compliance with Pennsylvania standards.

A.9. STAFF DEMOGRAPHIC TRENDS: *Complete the following chart to show changes in staff demographics.*

|  |  |  |
| --- | --- | --- |
| **Race/Ethnicity** | **Percent of Staff in****Current Year** | **Percent of Staff Two****Years Ago** |
| **African-American** |       |       |
| **Asian** |       |       |
| **Caucasian/White** | 98% | 99% |
| **Hispanic** | 2% | 1% |
| **Native American Indian** |       |       |
| **Other:** |       |       |
| **Other:** |       |       |
| **TOTAL** | **100%** | **100%** |

|  |  |  |
| --- | --- | --- |
| **Gender** | **Percent of Staff in****Current Year** | **Percent of Staff Two****Years Ago** |
| **Female** | 71% | 70% |
| **Male** | 29% | 30% |
| **TOTAL** | **100%** | **100%** |

**A.9.a. Describe significant trends in the demographics of the staff that have had or may have an impact on the education program, provision of student services, personnel, facilities or finances.**

N/A

A.10. STAFF TURNOVER:

A.10.a. Indicate the percentage of each category below that were new hires (or assumed a new position) in the year indicated.

|  | Percent New Hires Three Years Ago | Percent New Hires Two Years Ago | Percent New Hires One Year Ago |
| --- | --- | --- | --- |
| Administrative Staff |      % |      % |      % |
| Instructional Staff | 3.6% | 1.8% | 6.3% |
| Student Services Staff |      % |      % |      % |
| Support Staff |      % |      % |      % |
| TOTAL | 100% | 100 | 100% |

A.10.b. Indicate the percentage of each category below that left the staff in the year indicated.

|  | Percent Changeover Three Years Ago | Percent Changeover Two Years Ago | Percent Changeover One Year Ago |
| --- | --- | --- | --- |
| Administrative Staff |      % |      % |      % |
| Instructional Staff |      % |      % |      % |
| Student Services Staff |      % |      % |      % |
| Support Staff |      % |      % |      % |
| TOTAL | 100% | 100 | 100% |

**A.10.c. Describe significant trends in staff turnover that have had or may have an impact on the education program, provision of student services, personnel, facilities or finances.**

There has not been significant turnover in the Career Center staff that would have a major impact on programming.

##### B. THE COMMUNITY

B.1. Describe briefly the community in which the institution is located and its major characteristics, including geographic location and its socioeconomic and demographic composition. Describe key characteristics of the community that affect the mission of the institution and its programs.

. The Hazleton Area Career Center (HACC) is located in Northeastern Pennsylvania, just two hours north of Philadelphia and twenty minutes from the city of Wilkes-Barre in Luzerne County. This region is known for beautiful mountains, lakes, and outdoor activities. Originally, this area was rich in the trade of coal mining and there is still evidence of how this industry impacted the culture. The socioeconomic factors that exist within the population cut across all status lines from poverty, middle class, and wealth. Overall, this area offers a good quality of life within a more depressed economy. The demographic composition has undergone a drastic change in the last seven years with a decrease in the White population and an increase in Hispanic peoples.

B.2. Describe any significant changes in the characteristics of the community occurring during the last five years that have had an impact on the mission and programs of the institution. Indicate any changes that are expected to occur during the next five years.

This change in the demographic composition of the area has been the biggest challenge facing the HACC because it has changed the dynamics of this society. Over the past few years, there has also been a significant increase in crime and drugs and these two issues also impact the HACC.

In the next few years, the budget cuts implemented by Governor Corbett will have the greatest impact on the HACC mission and programs as the entire school district needs to realign, repurpose, and reallocate resources, faculty, and monies.

B.3. Describe organizations and individuals in the community that regularly provide learning experiences or other services to assist the institution in achieving its mission (include businesses, service organizations, parent and alumni organizations, etc.).

The HACC is guided by the business community through the Occupational Advisory Program that influences the curriculum for each vocational shop. The business professionals work with the faculty to maintain industry standards, skills, and practices. The school district also works with the Pennsylvania Department of Education on standards, professional development, and best practice programs. There is also a business partnership program for engineering students and health career internships with two local hospitals.

B.4. List other educational institutions considered to be the institution’s competitors. Include an evaluation, based on evidence, of how well the institution’s overall performance compares to each competitor.

|  |  |
| --- | --- |
| Competitor | Comparison of Performance |
|  | Favorable | Not Favorable |
| N/A |       |       |
|       |       |       |
|       |       |       |
|       |       |       |
|       |       |       |

B.5. List educational institutions with which the institution has articulation and/or dual enrollment agreements.

|  |  |  |
| --- | --- | --- |
| Institution | Effective | Not Effective |
| Luzerne County Community College | X |       |
| Penn State Hazleton | X |       |
| Penn College | X |       |
| Lackawanna Community College | X |       |
| Ohio College of Diesel Tech | X |       |

**B.6. Evaluate the quality of the school’s climate[[1]](#footnote-1) for the following stakeholder groups. If a survey is used to assess attitudes and opinions, describe the significant findings of the survey and the implications.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Group** | **Exceeds Expectations** | **Satisfactory** | **Needs****Improvement** | **Unsatisfactory** |
| **Students** | X |       |       |       |
| **Faculty and Staff** | X |       |       |       |
| **Parents** | X |       |       |       |
| **Community Members** | X |       |       |       |

**B.6.a. Provide a description of proposed improvements and/or corrective actions that need to be taken if a rating of “Needs Improvement” or “Unsatisfactory” is assigned. Include a description of actions that have been initiated or are formally planned.**

N/A

B.7. Evaluate the level and quality of participation in and support for the work and life of the school by the stakeholder groups listed.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Group** | **Exceeds Expectations** | **Satisfactory** | **Needs****Improvement** | **Unsatisfactory** |
| **Parents** | X |       |       |       |
| **Community Members** | X |       |       |       |
| **Business Community** | X |       |       |       |

**B.7.a. Provide a description of proposed improvements and/or corrective actions that need to be taken if a rating of “Needs Improvement” or “Unsatisfactory” is assigned. Include a description of actions that have been initiated or are formally planned.**

N/A

**B.8. Evaluate the quality of the school’s relationships with local authorities and government agencies.**

|  |  |
| --- | --- |
| X | Exceeds Expectations |
|       | Satisfactory |
|       | Needs Improvement |
|       | Unsatisfactory |

**B.8.a. Provide a description of proposed improvements and/or corrective actions that need to be taken if a rating of “Needs Improvement” or “Unsatisfactory” is assigned. Include a description of actions that have been initiated or are formally planned.**

N/A

**B.9. Evaluate the quality of the school’s efforts to foster a positive relationship with the overall community.**

|  |  |
| --- | --- |
| X | Exceeds Expectations |
|       | Satisfactory |
|       | Needs Improvement |
|       | Unsatisfactory |

**B.9.a. Provide a description of proposed improvements and/or corrective actions that need to be taken if a rating of “Needs Improvement” or “Unsatisfactory” is assigned. Include a description of actions that have been initiated or are formally planned.**

N/A

1. Climate—The overall atmosphere, mood, and spirit of the institution; includes such issues as the environment for learning and teaching, how welcome individuals feel in the institution, the quality of relationships, and the perceived level of satisfaction with the institution and its programs and services. Climate includes the intended way of working and living together that shapes the behavior of the individuals within the institution and its community. Traditions, language, history, and customs are all a part of the culture of the institution as are the shared values and attitudes of parents, the staff, and students. [↑](#footnote-ref-1)