



Strategic Plan

2020-2023

Mission Statement

The mission of Lively Technical College is to provide career-oriented education for the community.

Our Vision

Our vision is to lead workforce training by utilizing industry driven educational solutions and community partnerships to equip students to meet the needs of local and global employers.

Our Goals

 Goal #1
Teaching & Learning

 Goal #2
Student Access

 Goal #3
Community Involvement

 Goal #4
Professional Practices



Lewis M. Lively, a local businessman, established Lively Technical College (LTC) in 1937 with the hope that the vocational school would provide individuals with the education and training needed to obtain gainful employment and earn a living. The school opened with one full-time and one half-time instructor and 52 students.

Located in Tallahassee, LTC occupies two sites, including the main campus and the campus at the Tallahassee Regional Airport. LTC also offers dual enrollment programs at Rickards High School, Godby High School, Chiles High School, SAIL High School, Lincoln High School and Wakulla High School. Part-time career enhancement courses for city, county, and state governmental agencies, as well as private businesses, are often held at the hosts' own facilities and/or on the LTC campus.

LTC welcomes the opportunity to serve teens and adults. The faculty and staff are dedicated to serving their students and bring a diverse complement of educational programs and work experiences to their students. This broad range of expertise ensures LTC's ability to provide students with the work-based knowledge, on-the-job skills, positive work attitudes, and employability skills that lead to a successful career.

LTC utilizes a variety of educational delivery methods, including classroom lecture, computer-assisted instruction, audio-visual instruction, hands-on learning opportunities, one-on-one instruction, laboratory instruction, work-based learning and in some programs, distance education. LTC's programs which provide distance education or a hybrid of distance and traditional face-to-face learning, use technology to provide instruction to students who are separated from their instructor, synchronously or asynchronously. Some courses require students to achieve competency in skills within a specified time frame, while many other courses are individualized, self-paced programs that allow students to progress and achieve competency in skills according to their abilities. LTC's mission and vision guide our institution as we are committed to being a leader in workforce training by maximizing value for students, employers and our region through education excellence.

LTC believes that our institution is the leading provider of career and technical training in our region. Our "Career in a Year" educational opportunities offer students affordable training designed to meet the needs of local and global employers. Our program structure is competency-based, often self-paced, and contextualized. It is designed to prepare students for licensures, industry certifications, and work. Our strategic plan ensures that our educational programs are market driven, responsive to business and industry needs, cost effective and focused on results.

Purpose

This Strategic Plan is the result of a year-long process that involved input from employees, students and members of the community. As an institution, we have collaborated to develop strategic goals and action plans which build on the foundation we have established with our mission and vision. This plan is designed to be a living document, one which will provide clear direction for the college over the next three years, yet be flexible enough to allow for changes as the community around us evolves.

As we work together to achieve the goals and strategies for success found in this Strategic Plan, LTC seeks to continuously improve upon our past successes as we look to develop new and cutting-edge processes, plans and procedures to stay competitive in the future. As our economy becomes more advanced and globally connected, LTC understands that our institution must be committed to preparing students to live and work in an ever changing environment that requires both technical and soft skills.

The Strategic Plan is reviewed and updated annually by faculty and staff, our school district, School Advisory Committee and administrative team.

Pandemic Impact

In the wake of extreme economic uncertainty as a result of the coronavirus pandemic, LTC expects to see an impact with enrollment numbers over the next few years. The pandemic has sent unprecedented shocks through the higher education system and as a result, institutions must adapt to serve their students and communities. In an attempt to best serve the needs of students, LTC will begin the process of reviewing program delivery models to offer distance, hybrid and traditional programs.

LTC also understands that completion and placement rates may be impacted as students face uncertainty with employment in the area which may be impacted as a result of business closures and layoffs. Additionally, we recognize that the exact supports students will require remain unclear, certainly increased financial assistance is a definite and current need. LTC is ready to adopt and adapt policy and procedures more flexibly than in any other year to meet the needs of our students.



Goal #1 Teaching & Learning:

Ensure quality instruction and prepare students for a lifetime of success.

Objectives:

LTC's accreditation through the Council on Occupational Education (COE) requires LTC to annually evaluate program outcomes through a systematic plan for assessing program effectiveness, efficiency, and relevance by achieving specified quantitative requirements with respect to program completion rates, placement and licensure.

- All programs will maintain a minimum of 60% for their completion rate as determined by COE. Programs will look to increase completion rates annually by 2%.
- All programs will maintain a minimum placement rate of 70% as determined by COE. Programs will look to increase placement rates annually by 2%.
- Licensure rates, for applicable programs, will maintain a pass rate of 70% or higher as determined by COE. Programs will look to increase licensure pass rates annually by 2%.

Action Plan and Strategies for Success:

Completion Rates

- Review program of study from the LTC Catalog, DOE Frameworks and course syllabus with all students.
- Instructors will use FOCUS Student Information System to track students' Occupational Completion Points (OCP'S) as they progress through the program of study.
- Monitor student progress and intervene to ensure students remain on track to completion.
- Instructors will record student progress, in the form of completed OCPs submitted to the registrar.
- Provide work-based activities in all programs to include job shadowing opportunities, lab activities, externships and internship experiences.
- Student Services will provide academic counseling for students who exhibit poor attendance and/or fail to make academic progress in a timely manner.
- Student Services will offer student-based workshops throughout the academic term focused on soft-skills, professionalism and study skills.
- Staff development on topics including Students with Disabilities (IEP & 504 information) and Diverse Populations will be provided during preplanning and throughout the year to assist instructional staff with teaching strategies.

Goal #1 Teaching & Learning continued

Placement Rates

- The Learning Resource Center will maintain a job board with available positions in our community/region.
- Student Services will offer student workshops each term focused on resume writing and interviewing skills.
- Information will be provided to students on local hiring fairs, open positions and services offered through community partners including CareerSource Capital Region.
- Staff will track job placement information and record in the FOCUS Student Information System.

Licensure Rates

- Provide specific skills training sessions for students prior to sitting for licensure exams.
- Follow-up with individual students after sitting for licensure exams. Instructors will use student exam feedback to inform future instruction.





Goal #2 Student Access:

Increase opportunities for students access and reduce barriers to enrollment.

Objective:

LTC seeks to attract more students to career and technical fields by providing instructional programs and courses that serve the intellectual and career needs of our community and the needs of business and industry.

Action Plan and Strategies for Success:

- Partner with the K-12 schools to support a seamless alignment between high school programs and increase dual enrollment participation.
- Expand opportunities for students to continue their education by increasing program articulation agreements with other higher education institutions.
- Evaluate program offerings to identify areas of growth to expand and develop programs.
- Develop program models that provide stackable credentials providing multiple occupational pathways.
- Expand learning opportunities through innovative instructional delivery methods.
- Reduce financial aid barriers by increasing the number of scholarships available to students.
- Providing on campus solutions for financial barriers for enrollment through Capital Region CareerSource, Veteran's Affairs and Vocational Rehabilitation counseling and referrals.



Goal #3 Community Involvement

Strengthen and expand community partnerships to benefit student outcomes.

Objective:

LTC understands that the needs of our regions workforce drive our educational programs and we are committed to working with regional partners to develop solutions to address workforce gaps and create a talent pipeline in key employment sectors.

Action Plan and Strategies for Success:

- Review and align program offerings to reflect regional labor market data.
- Analyze effectiveness of current marketing initiatives to meet market demand.
- Communicate impact of workforce education programs and job placement to the community.
- Administration will support and increase staff engagement and participation with community partners, business, industry, economic development leaders and Chamber of Commerce representatives.
- Increase the number of shadowing opportunities, Open House events and provide on-going access to campus tours.
- Enhance social media platforms with dissemination of positive narratives from students, employees, alumni and school partners.
- Work with business and industry leaders to expand apprenticeship, externship and other work-based learning opportunities.
- Evaluate and improve occupational advisory committees and include employers of past graduates.
- Formalize and communicate program advisory committee expectations.





Goal #4 Professional Practices:

Provide a learning community in which students, faculty and staff strive for excellence and growth.

Objective:

LTC seeks to foster continuous growth and professional development of faculty and staff and maintain high levels of professionalism, achievement, and health and safety practices.

Action Plan and Strategies for Success:

Student Focus

- Provides comprehensive student support services to include academic remediation, study skills, mental health counseling, and interventions.
- Expand learning support resources, career counseling and program advisement.
- Provide learning experiences using a variety of methods, approaches, scheduling options, and technologies that enable students with different learning styles to be successful.

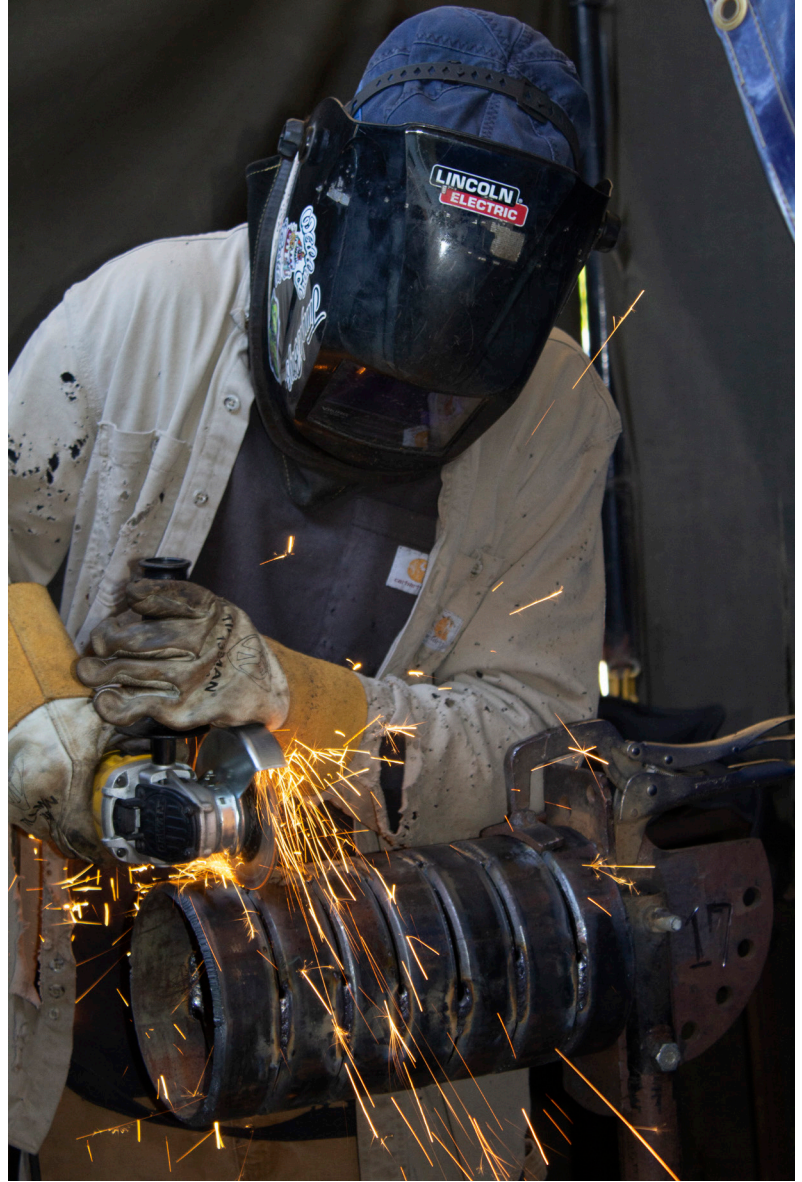


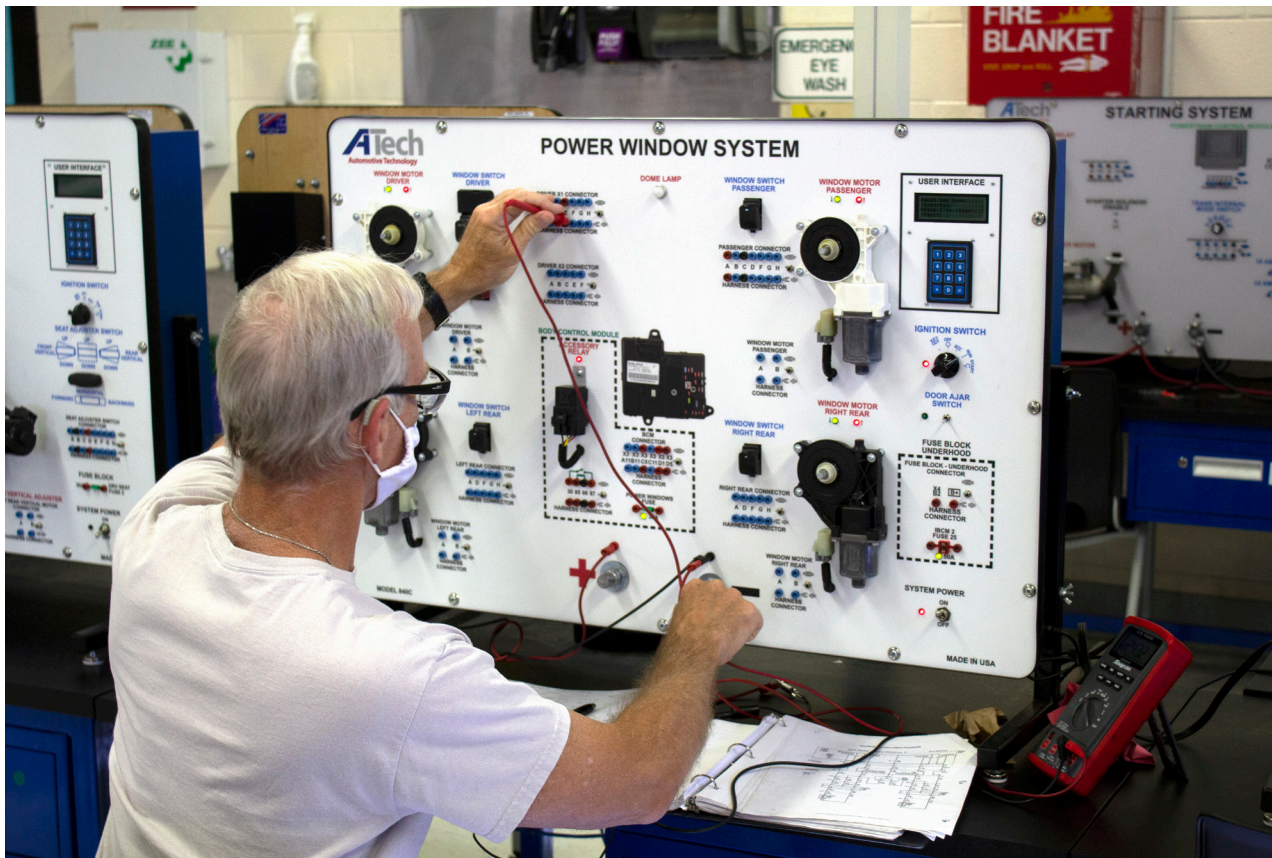
Goal #4 Professional Practices continued

- Develop and implement early interventions to support students' opportunities for success.

Instructor/Staff Focus

- Attract, hire, and retain diverse faculty and staff.
- Expand employee orientation, onboarding, and mentoring.
- Identify faculty training opportunities aligned to program goals, school mission and vision.
- Coordinate training and knowledge of professional opportunities for faculty and staff through collaborative meetings.
- Improve communication with faculty and staff with regular meetings involving all school personnel.
- Develop deliberate practice plans and student learning objectives that promote professional growth and encourage innovative instruction.
- Provide ongoing feedback to instructors to improve professional practice.
- Utilize Leon LEADS performance appraisals effectively
- Integrate the Canvas course management system to support online learning and teaching in all programs/courses.
- Build a school culture and climate devoted to promote industry standard health and safety practices in every program.





Financial Resources

Financial resources will be allocated to achieve goals as outlined in the strategic plan. Annual review of federal, state and local funding will determine how distribution of dollars are assigned to achieve school objectives.

Administration meets annually with all program instructors to determine program specific needs to the upcoming fiscal year. Administration performs a needs-assessment based on the items needed and prioritizes funding based on the most critical of needs. Program needs are predominately met with the funding assessed to students in the form of tuition and fees. If additional funding is necessary, LTC utilizes the state appropriation, as well as grant funding to accommodate the needs of the program. In the rare occasion that all of the needs cannot be met with funding available for the given year, a rotational funding plan is maintained to ensure a plan for all needs are met as soon as possible.

Action Steps Aligned with Strategic Plan:

- Implement a planning and budgeting process in which key stakeholders gather information on academic performance and cost structure, and establish a budgeting process utilizing data to optimize resource allocation.
- Develop an expenditure priority list.
- Define long-term capital needs plan.
- Analyze quarterly financial reports to the same quarter from previous year to ensure proper resource allocation.

Annual Projected Resources:

Workforce Development State Appropriation: Funds allocated to LTC for the operation of workforce education programs. Funding for all workforce education programs from the state appropriation is based on cost categories, performance output measures, and performance outcome measures. To ensure equitable funding for all school district workforce education programs and to recognize enrollment growth, the Department of Education shall use the funding model developed by the District Workforce Education Funding Steering Committee to determine each district's workforce education funding needs.

Student Fees (Tuition): For all other workforce education programs, state funding shall equal 75 percent of the average cost of instruction with the remaining 25 percent made up from student fees. Fees for courses within a program shall not vary according to the cost of the individual program, but instead shall be based on a uniform fee calculated and set at the state level, as adopted annually by the State Board of Education, unless otherwise specified in the General Appropriations Act.

Industry Certification Funding: The State Board of Education to approve annually a list of industry certifications appropriate for postsecondary programs. This list will be known as the "CAPE Postsecondary Industry Certification Funding List". If funds are designated in the General Appropriations Act, this list shall contain a designation of performance funding eligibility. School districts are eligible for performance funding for students who earn an initial industry certification from the incorporated list with an approved funding designation in the occupational areas identified in the General Appropriations Act.

The Strengthening Career and Technical Education for the 21st Century Act (Perkins): The federal legislation that funds career and technical education (CTE). The purpose is to develop more fully the academic knowledge and technical and employability skills of students enrolled in CTE programs of study.



Strategies for Evaluating Progress Toward Achieving Objectives

Reviewing the Strategic Plan is a very thorough process involving analysis of multiple data source and in-depth conversations with instructors, students, advisory council members and staff. LTC's strategic plan represents the goals we feel best support our organizational development, growth and the needs of the region we serve.

LTC reviews the goals identified in our Strategic Plan throughout the year. The plan is reviewed by all stakeholders in September and February (following submission of the COE Annual Report) with a deep review during June and July as data for the academic year is finalized.

Strategies for Evaluating Progress Towards Achieving Objectives:

- The objectives are reviewed annually to ensure they are appropriate and best represent the schools guiding mission and vision.
- Input through student and staff surveys and other student services workshops, seminars and forums is reviewed to both guide the development of and assist with the evaluation the Strategic Plan.
- Educational partners and advisory committee members provide input into the development and evaluation of the Strategic Plan.



Strategies for Evaluating Progress
Toward Achieving Objectives

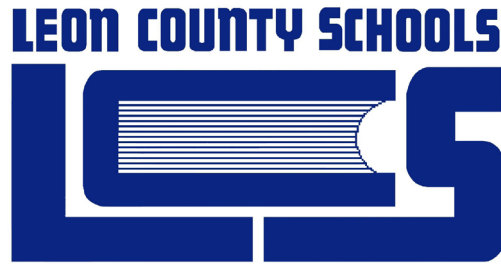
Strategies for Evaluating Progress Toward Achieving Objectives continued

Specific Data Elements Reviewed:

- Council on Occupational Education (COE) Annual Report
- Integrated Postsecondary Education Data System (IPEDS) Reports
- Student Exit Survey
- Staff Climate Survey
- Industry Certification/Licensure Reporting
- FOCUS Completion, Placement and Licensure Reports
- Florida Educational Training Placement Information Program Report (FETPIP)
- Occupational Completion Points (OCP's) Reports
- State Workforce Development Information Systems (WDIS) Reports
- Annual Safety and Security Report
- Financial Audits

LTC will publish an annual report that documents the evaluation toward achieving objectives identified in the Strategic Plan. The annual report will be available on the website. The Strategic Plan is designed to be a living document, one which will provide clear direction for the college over the next three years, yet be flexible enough to allow for changes as the community around us evolves.





Nondiscrimination Notification and Contact Information

"No person shall on the basis of sex (including transgender, gender nonconforming and gender identity), marital status, sexual orientation, race, religion, ethnicity, national origin, age, color, pregnancy, disability, military status or genetic information be denied employment, receipt of services, access to or participation in school activities or programs if qualified to receive such services, or otherwise be discriminated against or placed in a hostile environment in any educational program or activity including those receiving federal financial assistance, except as provided by law." No person shall deny equal access or a fair opportunity to meet to, or discriminate against, any group officially affiliated with the Boy Scouts of America, or any other youth group listed in Title 36 of the United States Code as a patriotic society. Admission policies and practices are outlined in the Lively Technical College Course Catalog and Student Handbook, as well as at www.livelytech.com.

An employee, student, parent or applicant alleging discrimination with respect to employment, or any educational program or activity may contact:

Dr. Kathleen L. Rodgers
Equity Coordinator (Students) and Title IX Compliance Officer
Leon County School District
2757 West Pensacola Street
Tallahassee, Florida 32304
(850) 487-7306
rodgersk@leonschools.net

Deana McAllister, Labor and Relations Equity Coordinator (Employees)
(850)487-7160
mcallisterd@leonschools.net

A student or parent alleging discrimination as it relates to Section 504 of the Rehabilitation Act may contact:

Jennifer Benton, 504 Specialist
(850) 487-7317
bentonj@leonschools.net

Leon County Schools offers the following career and technical programs, including career academies wherein students may earn industry certification: Automotive Service Technology 1 & 2, Automotive Maintenance and Light Repair Technician, Aviation Airframe Mechanics, Aviation Powerplant Mechanics, Baking & Pastry Arts, Barbering, Building Trades & Construction Design Technology, Cosmetology, Diesel Maintenance Technician, Diesel Systems Technician 1 & 2, Digital Design 1&2, Digital Media/Multimedia Design, Electricity, Facials Specialty, Fundamental Foodservices Skills, Heating, Ventilation, Air Conditioning/Refrigeration (HVAC/R) 1 & 2, Industrial Pipefitter, Legal Administration Specialist, Medical Administrative Specialist, Medical Assisting, Nails Specialty, Patient Care Technician, Practical Nursing, Professional Culinary Arts & Hospitality, Transit Technician 1 & 2, Welding Technology, and Welding Technology Advanced. Please see the LTC course catalog for all admission requirements and a comprehensive list of all post-secondary programs.

The district prohibits discrimination in the terms and conditions of employment, and in access to educational programs and activities, and prohibits harassment of any individual or group on the basis of race, color, national origin, religion, sex, age, disability, marital status, sexual orientation or genetic information (and other protected classes included in the district's nondiscrimination policies).

Lack of English language skills will not be a barrier to admission and participation. The district may assess each student's ability to benefit from specific programs through placement tests and counseling, and, if necessary, will provide services or referrals to better prepare students for successful participation.



Main Campus: 500 N. Appleyard Drive, Tallahassee, Florida 32304
Aviation Campus: 3290 Capital Circle SW, Tallahassee, Florida 32310
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