



## ENROLLMENT PROCEDURES

### **Application to MVCTC**

Students may pick up applications to MVCTC in their home school guidance offices after Sophomore Career Exploration Days in December. The application is also available in the Career Planning Guide and [here](#). The student and parents complete the front page of the application and then turn it in to their home school guidance counselor. The home school guidance counselors complete the back of the application supplying important information about the applicant.

Each application should have an attached transcript (which includes first semester grades). Course request sheets need to be completed for both first and second choice programs and attached to the application. IEP students' applications should have the IEP forms attached. The guidance counselors then bring their completed applications to the February Home School Guidance Counselor meeting at MVCTC.

### **Student Admission**

With few exceptions, career programs are limited to 25 students per teacher. This fact, and our attempt to place students into programs where they will be successful (employable), is the basis of our admission procedure.

If a student is not accepted into his/her first choice program, that student may be interviewed to seek out other career program interests. A waiting list is kept for each program, and students are placed as space becomes available.

The MVCTC has dedicated itself to providing equal admission opportunities, equal educational opportunities, and equal employment opportunities to all people without regard to race, religion, color, national origin, ancestry, age, sex, sexual orientation, handicap, marital status, or veteran status.

### **Open Enrollment**

Students who do not attend one of the 27 member schools may apply to MVCTC through Open Enrollment. The Open Enrollment period begins on May 1, and those students are considered for placement into career programs with openings.

### **Acceptance Notices**

Home school guidance counselors pick up acceptance notices at the April Home School Guidance Counselor meeting at MVCTC.

## **Acceptance Packets**

Each accepted student is sent a packet containing important information about forms, fees, etc.

MVCTC will continue to accept student applications throughout the summer.

## **Accepted Students Breakfast/Meeting**

In the spring, the Enrollment Coordinator visits each home school and meets with all newly accepted students. Breakfast is provided for the new students, and this meeting is an opportunity for those students to ask questions and to receive important information.

## **Schedule Pick-Up Night**

Several weeks before school starts, all MVCTC students are invited to attend Schedule Pick Up Night. They will be able to walk around the campus, talk with instructors and staff, and find their classrooms.

## **Project PASS**

Project PASS (Parents Assisting Student Success) was started several years ago and has proven to be very successful. Accepted students who are identified as having 19 or more days absence during their sophomore year or who are more than one (1) credit deficient in graduation requirements are accepted to MVCTC with a "Conditional Acceptance."

These students and their parents are required to attend a Project PASS meeting during the summer, which focuses on their success at MVCTC and beyond. The meeting provides ways the students can increase their school success through good attendance and improved performance in the classroom.

Students review their attendance and credit records with their parents and MVCTC guidance counselors. Then, both the student and his/her parents are asked to sign an Attendance Pledge and/or a Deficiency Pledge. In the Attendance Pledge, the student agrees to meet or exceed the state standard of 95% annual attendance for the school year. In the Deficiency Pledge, the student must indicate how he/she will make-up the deficiency (Summer School, MVCTC Virtual Learning/ or Correspondence Classes).

In 2003-2004, the new students identified as having 19 or more days absences their sophomore year, increased their total attendance by 64%. More than half of those students identified as being credit deficient were able to meet their home school graduation credit requirements.