

Director's Report May 2004

2004-2005 Applications & Enrollment. The superintendents reviewed enrollments and applications for the 2004-2005 school year. Based on Administrative Procedure 126, the superintendents are recommending that the Tool & Die program be reduced to a one-half time program. They also discussed the Networking Technologies program and their recommendation is maintain that program on a half-time basis. There was also discussion about the 120 students whose applications the technical school was unable to accept.

Skill Center Building 2004-2005. At the May Professional Advisory Council meeting, the superintendents voted to recommend to the Operating Committee that the North Coast lease be non-renewed and that all available classroom space at the Skill Center be made available for the Erie County Academy for Collegiate and Advanced Studies. The projected lease rate will be approximately \$30,000. The lessee will be the Intermediate Unit #5 on behalf of the eight school districts participating in the ECACAS.

City & County CTE Collaboration. ECTS counselors were notified of the City and County's intent to share program enrollments. The counselors were advised they could ask wait list students in Cosmetology and Commercial Art if they would be interested in attending the City's programs. To date, eight students have expressed an interest in attending the City's Cosmetology program--North East (4), Girard (3), and Fairview (1). Mr. Kranking was notified of the students' interest. We are still waiting for a reply.

Administrative Reviews. The director is currently conducting performance reviews with the administrative staff. The process involves a self-assessment by each administrator that is then compared with the director's assessment. The assessment process leads to salary recommendations for the 2004-2005 school year.

SARCC President Visits. On Friday, April 30, our Career Alternative Education Program (CAEP) hosted a site visit from the Sarah A. Reed Children's Center's new president, Mr. James Mando. SARCC is the private provider of educational and behavioral support services for the CAEP. Mr. Mando previously worked with the Chautauqua Institution.

Customer Satisfaction. The faculty and staff will be administering two new measures of customer satisfaction this spring. In the next couple of weeks, each student will be asked by their instructor to complete a *Student Satisfaction Survey*. Historically, faculty has voluntarily conducted the survey. This year's administration of the survey will be the first time when every teacher has participated.

The second measure of satisfaction we will administer is a parent satisfaction survey. In cooperation with the faculty, each student will be sent home with and asked to return a survey completed by a parent or guardian. The 21-question survey seeks general information about the performance of the school. You may review a copy of the survey in the supplemental information section of the board packet.

Graphic Communications Program Accreditation. Mr. Joe Salorino and Mrs. Lisa Sorensen hosted three business representatives and a graphic communications teacher for an on-site accreditation visit on May 13. The Graphic Arts Research and Educational Foundation oversees the program accreditation of secondary and post-secondary graphic communication programs across the United States. Although the final report is due to arrive in a couple of weeks, the remarks from the visiting team at the closing meeting were very positive. Should the graphic communications program attain PrintEd accreditation, it will be the 13th program at ECTS to acquire a nationally recognized skill standard certification.

Commercial Art and Culinary Arts Portfolio Review. On May 13, these two programs held their annual senior portfolio review. As has been their reputation, the students from both programs, and their teachers, did an excellent job of presenting their portfolios. The director would like to note the attendance of four superintendents and two board members. Overall, there were seven school districts represented at the portfolio review.

The director would also like to note that each of our programs and their respective teachers conduct noteworthy senior portfolio reviews—all of which involve business and industry, sending school district and ECTS representatives. The faculty set very high expectations for the quality of the portfolios and the students' presentation of their portfolio.

Summer Curriculum Development. Faculty and staff will be undertaking an extensive effort in curriculum review and development during June. The effort will follow two aspects.

The first aspect is a two-week, 80-hour review and modification of the curriculum. Faculty will address five areas as they review and modify their curricula. First, they will reorganize the course outline into 45-hour modules (or some combination of 15 hours), much like you would see at the technical or community college level. The second and third areas addressed by faculty will be crosswalks between the course outline and mathematics standards and national skill standards. The fourth area addressed will be Reading in the content of their program. The faculty will identify areas within their course outlines where reading is a necessary skill for success on the job. They will also identify areas within their curriculum where reading plays a major role as an instructional method. The last area faculty will focus on are pre-requisites they feel are essential for a prospective student to possess for success in their program. These pre-requisites will include characteristics, traits, interests, skills and academic performance levels.

The second aspect of summer curriculum development will be a 30-hour effort to enhance the curriculum in a manner decided by the teacher. Faculty will be asked to give consideration to the pre-requisites as part of their effort. However, the use of the time is at the discretion of the teacher. They could align curricula with a national standard, expand a particular section of their curriculum or develop some kind of instructional aid.