

Director's Report October 2004

Construction Trades Presentation. October marks the first month where the Operating Committee will see a presentation about one of our programs. Dave Yanosko and Charlie Lytle, Construction Trades faculty, have volunteered to be the first presentation. Even though we conduct a new board member orientation, it is important all board members stay current with our curriculum, facilities and faculty. These presentations will help accomplish this.

ILWD Grant. We received notice on October 13 that PDE approved our Innovative Learning and Workforce Development grant application. The Bureau of Career and Technical Education makes this grant available to career and technical schools. The grant focuses on:

- Enhancing and facilitating the development and implementation of partnerships with postsecondary institutions, business, industry, labor and community groups.
- Enhancing and facilitating skill attainment and/or certification for proficiency that is based on occupational analysis and academic standards.
- Enhancing integrated learning that gives students the occupational and academic skills and knowledge required to perform successfully in the workplace.

Our 2004-2005 grant application of \$50,000 mirrors our 2003-2004 grant and focuses on curriculum development. This year's grant will allow us to work with the remaining nine programs in reviewing and revising duty and task lists, program guides and course syllabi. This year's grant should allow us to finish our curriculum development action plan.

Adults in the Secondary Program. On Monday, October 11, Elaine Shaffer, Mary Ellen Camp, Neil Donovan and the director visited the Altoona Area Career and Technology Center to talk with faculty and staff about Altoona's "intergenerational" program. We were able to talk with the director, assistant director, adult education director and three faculty members. Altoona has been enrolling adults into its secondary program since the mid 1980's. This year they have approximately 40 adults enrolled in various programs. All of the staff members we talked with were comfortable and pleased with the "combined" enrollments. The one negative point that stood out amongst the teachers was the adults were sometimes impatient when they needed assistance from faculty members (as the teachers worked with other students).

The Altoona trip is the second school ECTS faculty and staff members have visited to gather information on adults in the secondary program. The other school was the Francis Tuttle Career Center in Oklahoma City. In both schools, the presence of adults in the secondary program was viewed as a positive influence. These visits reinforce our strategic vision to include adults as one of our customers. The Altoona visit answered many questions about adults in the secondary program. The next step in the process of enrolling adults in the high school program is acquiring an accreditation that allows adult students to access student financial aid.

Recruitment, Application, Admission & Enrollment. Our strategic anchors focus on academically proficient students and “keeping the right students.” We have challenged our Leadership Council (a group of faculty and staff members) to review and assess our enrollment system. The enrollment system has four distinct processes: Recruitment, Application, Admission and final Enrollment. The Leadership Council will be looking for ways to improve each of these processes with the intent of attracting more students whom are academically proficient and opening up enrollments for students that may be blocked from attending the technical school.

Rigor & Relevance. In an effort to assess the quality (i.e., rigor and relevance) of the instruction that occurs daily in our classrooms and laboratories, the administrative staff is reviewing weekly assignments given by our faculty. Faculty members submit a sample (three or four) of assignments they have used that week. Administrative staff members then review assignments based on criteria detailed in a rubric. The entire effort is to assess the level of rigor and relevance occurring in our classrooms.