



# **Creating New Career Opportunities**

**A Strategic Vision for the  
Erie County Technical School  
2001-2007**

**Striving for Excellence in  
Career and Technical Studies**

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# Creating New Career Opportunities

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A Strategic Vision for the  
Erie County Technical School  
2001-2007

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## Board of Directors

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### **Board Member**

### **School District**

|                                |                                    |
|--------------------------------|------------------------------------|
| James Bucksbee, Chairperson    | General McLane School District     |
| James Sonney, Vice-Chairperson | Harbor Creek School District       |
| Marilyn Vargulich, Treasurer   | Girard School District             |
| Suzie Rosendahl                | Fairview School District           |
| Lewis Dove                     | Fort LeBoeuf School District       |
| Thomas Loftus                  | Iroquois School District           |
| Joseph Cuzzola                 | Millcreek Township School District |
| George Sucha                   | North East School District         |
| Mary Jo Light                  | Northwestern School District       |
| Jon Barnes                     | Union City Area School District    |
| Charlotte Kolesar              | Wattsburg Area School District     |

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## Participating School Districts

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### **District**

### **Superintendent**

|                                    |                       |
|------------------------------------|-----------------------|
| Fairview School District           | Mr. Larry Kessler     |
| Fort LeBoeuf School District       | Dr. Michelle Campbell |
| General McLane School District     | Dr. Therese Walter    |
| Girard School District             | Mr. Walter Blucas     |
| Harbor Creek School District       | Dr. David Smith       |
| Iroquois School District           | Dr. Joseph Buzanowski |
| Millcreek Township School District | Dr. Verel Salmon      |
| North East School District         | Dr. Judy Miller       |
| Northwestern School District       | Dr. Lynn Corder       |
| Union City Area School District    | Dr. Robert McGinley   |
| Wattsburg Area School District     | Mr. Frank Bova        |

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## Core Team Members

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### Joint Operating Committee Representatives

Doug Tuttle, Chairperson..... North East School District

Joe Cuzzola ..... Millcreek Township School District

### Parent & Student Representatives

Kathie Vaydanich, Parent ..... Millcreek Township School District

Kathleen Stark, Student, Graphic Communications ..... Fort LeBoeuf School District

### Business & Industry Representatives

Phil Simon, Chief Executive Officer ..... Northwest PA Workforce Investment Board

Scott Kastel, Corporate Leader of Human Resources ..... PHB, Inc.

### Associate School District Representatives

Walter Blucas, Superintendent..... Girard School District

Lynn Corder, Superintendent..... Northwestern School District

Don Ickes, Principal..... General McLane School District

Dave Reuter, Guidance Counselor..... Harbor Creek School District

### Administrative & Instructional Staff Representatives

Aldo Jackson ..... Director

Neil Donovan ..... Principal

Paul Fritz ..... Business Manager

Steve Sceiford ..... Facilities Manager

Thomas Craig..... Technology Manager

Patty Palo ..... Student Services Coordinator

Elaine Shaffer..... Student Services Coordinator

David Yanosko..... Construction Trades Instructor

### Facilitator

Don Moore ..... Decision Associates

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## Introduction

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For over 30 years, the Erie County Technical School has been one of our region's primary providers of technical training and career development. As with any organization with tenure this long, we have had our successes and we have had our challenges. However, it is safe to say that the Erie County Technical School is a better school today than it has been at any time in our history. Enrollments are at an all time high in our high school programs. Demographics on these students tell us we are attracting a higher caliber student. Our teachers and staff are some of the most technically competent and dedicated associates in vocational-technical education. The campus represents one of the safest and cleanest technical schools in our region. The school's training laboratories are well equipped and genuinely represent what students will experience once they enter the workforce. The communities we serve can take pride in the opportunities and accomplishments of this technical education school.

Despite all of the positive features and accomplishments of the Erie County Technical School, *we can do better*. There are large segments of the high school population that should be acquiring some form of technical training through us. There are business and industrial sectors that desperately need trained workers for which we provide no training. We are challenged to keep pace with the changing technology and skill sets for other sectors. Our curricula and services could be more responsive to the needs of our primary customers—students and industry. Our faculty and staff could be better equipped to deal with diverse student populations and emerging technologies. We should be able to demonstrate that quality exists in every facet of our operation. We want to be better than we were yesterday. We will be better!

This strategic plan charts the course for us to become a better organization. It demonstrates our commitment to strive to be a more customer-focused, higher quality, and more operationally efficient organization. During the next six years, this document will serve as a reference point to gage our growth and progress—to see if we are still on course or there is a need to alter our course. The strength of this strategic plan lays in the realities and the premises our strategic planning Core Team identified. We asked our customers to speak, and we made a point to listen. We double-checked the Core Team's conclusions with their

respective customer groups. We wanted to verify our plan is properly charted and will fulfill the needs of our customers. We want this plan to make us more customer-focused. This plan should push our products and services to a higher degree of quality. We should also be more operationally efficient at the end of this plan. Ultimately, this plan will make the Erie County Technical School a better organization.

The Erie County Technical School offers training programs at various levels, including middle school, secondary and postsecondary. This strategic plan focuses solely on the programs and services available to high school students through our secondary program.

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### **Mission**

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The mission of the Erie County Technical School is to educate people to have the skills and attitudes to be successful in their choices of career paths by providing a cooperative educational environment.

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### **Vision**

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Our vision spells out what we expect the Erie County Technical School to look like after we implement this strategic plan. Our vision is:

*The Erie County Technical School, while continuing to serve our existing students, will serve the career preparation needs of new groups of students. We expect to serve more students who will pursue postsecondary education, as well as those who have yet to decide on their career or educational plans. Students will come to our school because we offer programs that help them pursue their career paths, lead them to respected occupations, and emphasize the need for lifelong learning.*

*We also expect to serve as the hub for career development of all students in our service area. It is imperative that students at all grade levels participate in a coordinated career development program so that they make informed career decisions. In support of this career development program and our overall mission, we will work to convince students, their parents and the public that career and technical education is good for everyone.*

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## **Programs and Services: Our Product Definition**

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### **Technical Training**

Over the past several years, we have endeavored to adopt a corporate atmosphere to our daily operations. For the most part, this has entailed changing the educational culture to think in terms of products, services and customers. It has also included an emphasis on the need to market the school to our potential and current customers. Hence, while we may talk programs and services within an educational context, we are talking about our products and services in a corporate sense.

Our primary product is technical training. We have further defined our product to be the curricula we have developed that we offer to students, both high school and adult. Like any product on the consumer or industrial market, our product, our curricula must undergo a specified design, development, verification and implementation process. We must also take that product to “market” and see if students enroll in our programs. Within our primary product, we offer programs at three levels: middle school alternative education, high school occupational education and adult continuing technical training.

### **Instructional Support Services**

Guidance. In order for many of our students to be successful while enrolled at the school, they require some form of instructional support. At some point in their time with us, all of our students need assistance with either personal or career guidance. Through our student services coordinators, we provide assistance with personal matters and career planning decisions.

Special Education. Approximately 25% of our student population possesses some disability. The disabilities range from a minor learning disability with reading or mathematics to acute physical or emotional disabilities. In collaboration with our associate school districts and our intermediate unit, and largely through a federal grant (Carl A. Perkins Applied Technology and Vocational Education Grant), we assist these students. Typical services that we provide include assistance with academic organizational skills;

reinforcement of reading, comprehension and mathematics; and emotional or physical support. Most of these students experience a large degree of success in our training programs because of this assistance and the unique learning environment of the school.

## **Transition Services**

One of our primary functions and a key principle of what we do is the successful transition of our students into the workforce or continuing education. Through our student services coordinators and other coordinators, we provide the necessary services to ensure our students are successful in their transitions.

Job Placement. Our student services coordinators actively work with local businesses to ascertain and develop job placement opportunities for our students. The Erie County Technical School has many long and respected relationships with local employers. These established relationships set a foundation for the consistent placement of our students. The school and these employers regularly turn to each other to meet their respective needs. The coordinators also work to establish new relationships with prospective employers. Through either direct contacts or referrals, the coordinators attempt to develop creditable placement opportunities for our students that also fulfill the employment needs of the business community. Historically, the Erie County Technical School has succeeded in placing over 75% of our graduates directly into the workforce in respectable wage-earning positions.

Articulation Agreements. Understanding that continuing or lifelong learning is an imperative in the workplace, the Erie County Technical School has invested heavily in the development of articulation agreements with postsecondary educational institutions across the Commonwealth and throughout our tri-state region. These articulation agreements give our students college credits for the secondary vocational programs they complete. The agreements consistently translate into savings of time and money for our students as they pursue their postsecondary educations. As of the 2001-2002 school year, the school has over 70 agreements that cover 17 of our 19 programs. The only programs without agreements are those that are new to our curricular offerings this year. Efforts are underway to establish agreements for these programs as well.

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## **Students & Businesses: Our Customer Definition**

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In marketing terms, the Erie County Technical School has two primary customers. Each has unique needs and desires. In essence, they are at opposite ends of a supply and demand chain. It is our responsibility to bring them together. It is also our responsibility to understand these two customers and fulfill their needs and desires. Our mission is to satisfy our customers with our products and services—with our curricula, instructional support services and transition services.

### **High School Students**

There are several reasons why high school students decide to attend the technical school. Generally, one could describe technical school students as those who have a strong sense of what they want to do after they graduate from high school. If our placement figures are any indication, 75% of our students enter the workforce immediately upon graduation. Another 15% pursue postsecondary education, typically at the two-year or associate degree level. Another 5% of our students enter the military after high school and the remaining 5% do none of the above.

Because of the types of training we offer, the majority of our graduates enter the trades or technical occupations. Purposefully, those students who transition into postsecondary education typically do so for technical or supervisory occupations.

As we further define our customers, we have found that most of our students predominately come from the lower two quadrants of the high school population. They tend to enroll in the “general academic” track at their sending schools. They participate in and generally perform well in the core academic requirements, but rarely schedule more advanced academic classes. Those who do pursue higher-level academic classes typically experience above-average success in those classes. Our students can also be described as having good attendance records. An analysis of our attendance pattern indicates that our population as a whole has an attendance rate around 90%. While we would like to see this rate at or above 95%, what we have found is a few individuals with poor attendance rates who drag down the average rate.

We have found that our students are especially well behaved and motivated. When given the opportunity, they take part in community service, extra curricular and leadership opportunities. Athletes, band members, club members, fire department volunteers, boy and girl scouts and youth group leaders can all be found among the student body at the Erie County Technical School. They find success for the first time in their academic and personal affairs.

## **Business & Industry**

Our other primary customer is business and industry. This customer is looking for trained and reliable employees. This customer encompasses the major industrial sectors (manufacturing, construction, transportation, government, health care, communication and information, retailing and service). The skill set each of these industries requires is unique. We strive to satisfy each sector's needs for a technically competent labor force by keeping our curricula current to nationally recognized industry standards.

This customer has multiple demands. Besides technical competence, business and industry also seek employees that possess above-average academic skills and respectable employability skills. Frequently cited employability skills include problem solving, teamwork, regular attendance, attention to detail and quality, personal hygiene and the ability to work independently and with others. Today's jobs, and the jobs of the future, require employees to be able to communicate and calculate with above-average proficiency. Employees are expected to regularly read from and work with technical manuals and complex job specifications; to provide written and verbal reports on the status of projects and their jobs; and to perform accurate calculations relative to material usage, production costs and product or service performance. Businesses frequently report on the losses to their bottom-line due to the lack of basic academic skills in their labor force.

There are also other demands business and industry make besides technical and academic skills. Increasingly, employers are placing greater emphasis on the employability skills of their associates. These are the kind of skills that employers find hard to overlook.

Finally, employers expect that employees not only have employability skills, but the ability to continue to learn, both in a "taught" environment and in a "self-teaching" mode. In

many occupations, skills are becoming obsolete in a few years; an employee who fails to learn new skills will quickly become unemployable. Perhaps the most highly regarded employee is the one who recognizes the need for training and shows the initiative to obtain it.

Business and industry is a unique customer. They have a very clear picture of their expectations. They expect the educational system and vocational-technical education in particular to provide them with a workforce that meets their needs.

## **Other Important Customers**

Although high school students and business and industry get most of our attention, there are other benefactors of what we offer. The eleven school districts that send students to the school are an important customer. They pay the “tuition” for our students that covers our operational costs. They expect a quality return on their investment. The Erie County Technical School is the vocational-technical education department for each of the schools. They want this “department” to reflect the same high quality they expect to see in their mathematics, science, English, music and art departments.

Postsecondary educational institutions are also important customers. Like business and industry, they receive the students we educate. They also seek technically trained and academically qualified students to participate in their educational programs. If students know more leaving high school, then they can study deeper into a postsecondary curriculum.

Lastly, the public and our communities are our customers. They are looking for young people who will be good citizens—students who will take part in civic and social organizations. They are looking for people who will give to their communities and make them better places to live and work.

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## **Strengths & Challenges**

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This section summarizes the strengths that will propel and the challenges that could deter us. A few characteristics of the Erie County Technical School will facilitate the implementation of this strategic plan and the achievement of the goals we have set. We recognize them, as do our customers. They give our operation confidence and stabilize our

relationships. They are our strengths. These strengths include our partnerships, our quality staff and our successful graduates. Other difficulties and environmental factors keep us from achieving our mission and vision. We have identified these as our challenges and plan to keep them from hindering our progress.

## **Strengths**

Partnerships. The Erie County Technical School is the vocational-technical education department of 11 schools districts. We firmly believe that our partnerships with our affiliate school districts are our strongest asset. These relationships have nurtured over time through mutual respect and service. School board members, superintendents, principals and guidance counselors can count on each other. As this strategic plan evolves, these partnerships will be critical to our success.

Quality Instructional & Support Staff. The success of our students and the success of a program pivot on the instructor. Great teachers provide opportunities for their students to experience success. We have great teachers, teachers who exude two primary characteristics. First, our teachers demonstrate the ability to creatively present their curriculums. Their classrooms and laboratories are places of active learning. Students walk away each day feeling they *learned* something and *did* something. The instructors engage their students in the learning process and push them toward rigorous activities. Second, our teachers demonstrate a sincere interest in their students. They are concerned about and play a role in their academic and personal lives. Their students are motivated to new heights of personal, academic and professional achievement.

For these reasons, we believe that our staff possesses characteristics representative of great teachers. We also believe that a quality staff and a quality work environment attract other quality people. We invite all of our staff members to play an important role in the selection of new personnel. Good people know what to look for in potentially good hires. A large part of our success can be directly attributed to the high quality of our staff members—both instructional and support.

Successful Graduates. Many of the technical school's graduates have gone on to become successful business owners, teachers, nurses, airline pilots and even lawyers. By no means are we training for these occupations. However, if you talk with these graduates, they will tell you that their experience at the Erie County Technical School set the stage for them to achieve success. As noted by one Core Team member, "This school turns kids on!" We do not measure our success by the number of lawyers, nurses or teachers that come from our ranks. What we do measure is the number of graduates who are employed in respectable and valued occupations in the fields for which they were trained. Moreover, when you use that standard to measure our success, then you find we have many successful graduates.

Our strategic planning Core Team was keenly aware of these successful graduates. That is why you will see they have recommended that the school use these graduates to promote the value of the Erie County Technical School.

## **Challenges**

Public Awareness. The public at large knows little about our successful students, graduates and programs. We must therefore market ourselves. To market properly, one must understand their customers and align marketing campaigns to reach their customers. However, marketing and public relations are sophisticated and expensive ventures. Properly designed and implemented campaigns require significant personnel and financial investments. If this strategic plan is to be successful, then there must be a firm commitment to make the necessary investments to persuade the public of the valuable opportunities available through career and technical education and the Erie County Technical School.

Serving New Groups of Students. There are students and parents who perceive vocational-technical education as a career path that leads only to employment, rather than a path to postsecondary education. We are challenged to continue to serve our existing students while expanding our base to include more students who plan to attend 2- or 4-year institutions and those students who are undecided about their career plans. These potential customers often lack the necessary academic preparation or the career orientation to begin collegiate studies. As suggested during our Core Team meetings, when these new students

see the technical school as the “best path” to their careers, they will enroll. We must design and deliver technical training programs that parents and students perceive as viable career preparation options.

Choice and Competition. While we may not readily recognize or admit it, the Erie County Technical School does face competition for enrollees. We know we are a school of choice. Students choose to attend this school. However, there are potential competitors for students, such as the Ford Academy of Manufacturing Sciences, the Tech Prep initiative, the McDowell Academy and other school-to-work programs.

There is also the strong possibility that local businesses and industry could develop career preparation programs designed for high school students. Pennsylvania’s school initiatives lead to the possibility of local businesses or postsecondary schools establishing career or industrial programs that attract students toward charter-based technical training programs. Many colleges permit high school students to enroll in classes for high school and degree credit, and could extend this practice to enrolling students in technical classes.

Changes in the Local Labor Force. When compared to the economic composition of other metropolitan areas, Erie County has a larger percentage of manufacturing than average. However, Erie County’s economic makeup is changing. In previous times, manufacturing represented over 30% of the economic output in our county. Today, that foothold is slipping away and is giving way to the service, finance, insurance and retailing segments, a trend also observed in the U.S. economy. As manufacturing experiences a downturn in employment, fewer young people enter the field. The challenge we face is being able to respond to the changing economic landscape. As student demand for manufacturing-based programs softens, we must be prepared to transform the school’s resources into a different mix of occupational training that better reflects our evolving economy.

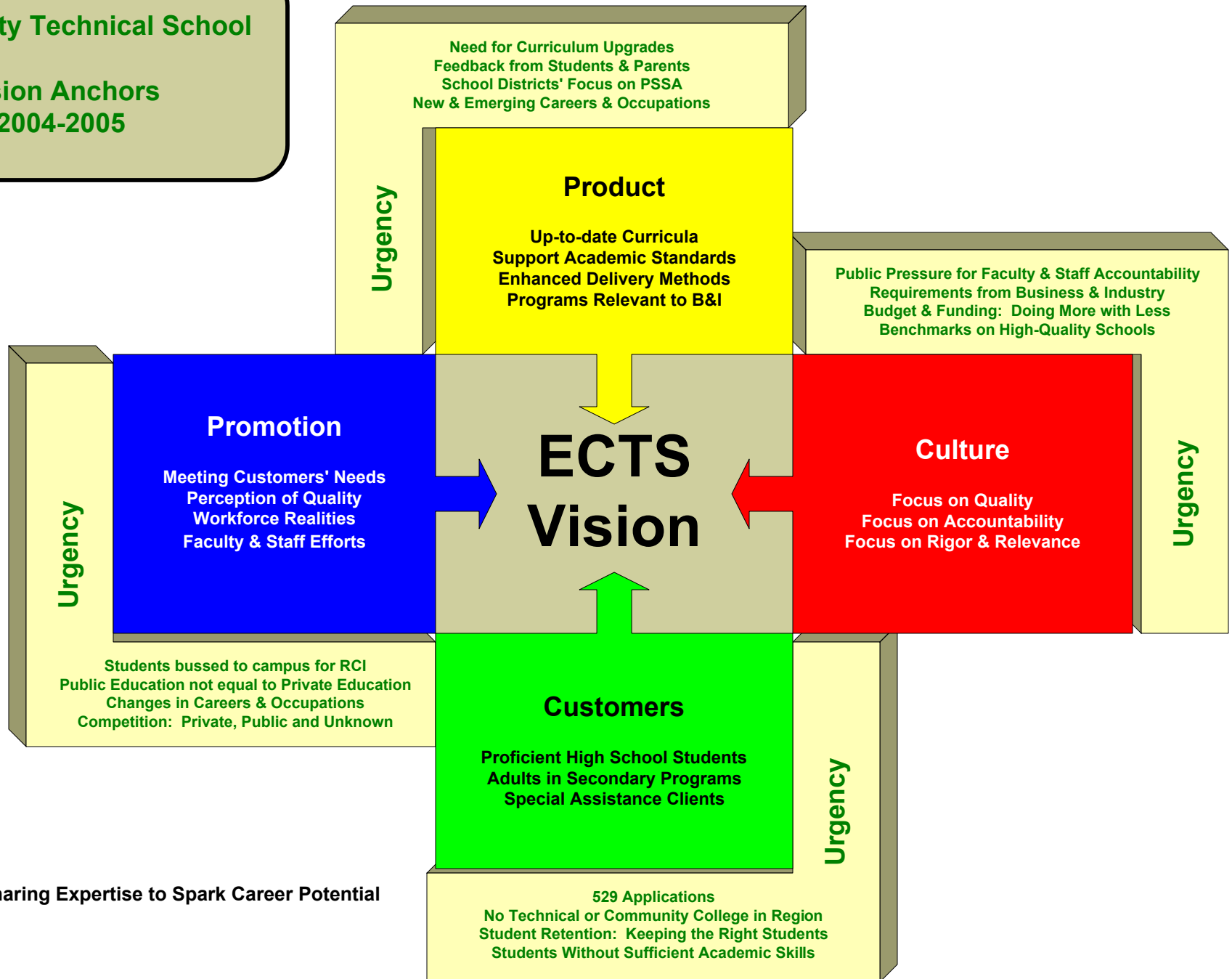
Funding. There are two aspects to funding challenges. One, which we do not consider a serious challenge, is the overall financial health of the school. The financial prospects of the school would be excellent in a steady state funding model. However, the political economy of education is anything but steady. What we do consider a challenge is

the availability of the financial resources necessary to carry out this strategic plan. These ideas will require additional funds. For the past three years, the school has operated on a zero-increase budget. Despite a recent effort to establish a fund balance, our reserves are insufficient to completely fund the goals called for in this plan. The challenge therefore is to garner the support necessary to financially support this plan's recommendations. The probability is good that the funding can be acquired through existing local sources. What we must demonstrate to the participating school districts is the need for "new career opportunities" and the "added value" achieved through these opportunities.

The Erie County Technical School does not discriminate based on age, race, color, national or ethnic origin, sex, or disability in employment or in the administration of any of its education programs and activities in accordance with applicable federal statutes and regulations. Inquiries should be directed to Title IX and Section 504 Coordinator, Erie County Technical School, 8500 Oliver Road, Erie, PA 16509-4699 or (814) 864-0641.

## Erie County Technical School

**Vision Anchors  
2004-2005**



**Our Passion: Sharing Expertise to Spark Career Potential**

## **Erie County Technical School Strategic Plan Mid-point Review**

### **Refocusing Our Vision**

In his book *Leading Change*, John Kotter discusses an eight-stage process for transforming organizations and implementing change successfully. Two stages of Kotter's process include "establishing a sense of urgency" and "communicating the change vision." In an effort to clarify the technical school's vision and to aid in the communication of the vision, the administrative staff developed a set of vision anchors (*see the graphic representation which accompanies this document*). The vision anchors are the mainstay components of the school's vision. And, they are the aspects of the school calling out for the most attention. The vision anchors simplify the vision into four categories that are easily recalled and communicated. Each of the anchors is surrounded by "urgencies." The urgencies, being both positive and negative in nature, are the external and internal reasons for refocusing the school's vision—for refining the way the school operates.

The four vision anchors adopted for the school are *Product*, *Customers*, *Promotion* and *Culture*. Other than Culture, the other anchors are discussed in the current strategic plan. Each of the anchors has underlying activities or conditions that define and describe the anchor. A brief discussion of each anchor follows.

#### Product

The Erie County Technical School is a provider of *technical training*. There are many facets to our product including qualified personnel, planned curricula, teaching resources, facilities and equipment, financial resources and student support services. One area we would like to focus on in this strategic vision is *instructional delivery methods*. The desired features and action steps for this initiative are detailed in our quality action plan, *Great Career & Technical Education*, Best Practice B, Teachers as Instructional Managers (*see the attached document*). Another area where we intend to concentrate our efforts is "up-to-date" curricula. Our curriculum documents are a weakness for the school. We have taken the first steps in upgrading our curricula. The desired state and action steps for this initiative can be found in the quality action plan under Best Practice A, Nationally Accredited

Programs. Part of this initiative is to make our technical training more relevant to business and industry standards.

Academic standards have become a major influence on our product. This external influence has swelled in the past three years. Our students and participating school districts are dealing with accountability issues brought about by state and federal legislation. Despite the relative newness of this factor, our quality action plan does include strategies to enhance the academic content within our technical training. Best Practice E, Integrated, Contextual Academics depicts an extensive plan to “support academic standards.”

### Customers

The concept of customers has grown at the technical school in recent years. The growth is due in large part to the progress of our quality management system. Identifying and meeting the customer’s needs has become more prevalent. There are three particular groups of customers whose needs we expect to meet.

The first group is high school students with proficient or higher academic skills. Creating urgency for this initiative is an analysis of our current student population which reflects a dramatically different circumstance. More urgency can be found in the needs of business and industry. The business community values academic skills. When technical skills are coupled with higher level academic skills, the individual student and the business owner wins. The essence of this initiative is to attract and retain students with higher levels of academic proficiency.

A second customer group we plan to offer technical training to will be adults. While we meet some of the adult technical training needs with our Regional Career & Technical Center part-time, short-term programming, there is still a large group of adults in our region who need and are looking for more extensive technical training. This initiative is further highlighted by the urgency found in the lack of a community or technical college in northwest Pennsylvania. Despite recent disappointments with adult fulltime training, the technical school is capable of offering fulltime training to adults. And we can do so and still

overcome or avoid the hazards which led to our recent disappointments. One means to accomplish this is to co-enroll adults and high school students into the same programs.

The relevance and sophistication of the training offered in our high school programs is “good enough” to meet the needs of adults. This is especially true in the second and third years of training in our programs. Enrolling adults into the same classes with high school students will also modify the classroom environment. Other schools using a co-enrollment model have found that adults bring about a more serious and improved classroom environment. Another distinct advantage to the co-enrollment model is finances. Financial well-being was a major issue in our recent adult training failures. In the co-enrollment model, there is virtually no additional cost to enrolling adults into the high school programs. In fact, the tuition received by enrolling adults could have a significant, positive impact on the financial well-being of the technical school. The hope lies in results experienced by the Greater Altoona Career & Technology Center. The Greater Altoona CTC enrolls about 100 adults every year. Their average tuition for adult students is \$5,000. A quick calculation tells us a school could realize an additional \$500,000 annually in revenue.

The final group identified in the customer anchor is *special assistance clients*. The technical school and Regional Career & Technical Center have long histories of serving those in need. Be they delinquent middle school youth served by our career alternative education program, special population students served in our high school program or displaced homemakers served by our New Choices/New Options program, we have found a way to assist them in their special circumstances. The Erie County Technical School remains committed to this service.

### Promotion

The third anchor of our refocused vision is promotion. This is not a new focus for the technical school. However, there is a combination of urgencies and initiatives we think will help us dramatically improve our marketing and public relations efforts, and hopefully, improve our enrollments. It should be noted that the technical school does not necessarily

see itself facing a low enrollment issue. During our most recent enrollment period, we received over 500 applications. Of those 500 applications, we turned away over 130 students due to over enrollments in some of our programs. The issue is not one of enrollment, but rather one of *admission* and *retention*.

The promotional effort has more to do with attracting more academically proficient students. In order to accomplish this, our promotional efforts have to take on a new and different approach. For one, high school students and their parents need to understand “workforce realities.” The realities are only a limited number of jobs require a four-year college degree and the majority of individuals that seek a four-year college degree fall short of acquiring one. The most reasonable career pathway for most individuals is a combination of technical training either at the secondary or post-secondary level. This typically equates to two years or less of post-secondary education.

Another new and different approach entails the efforts of our faculty and staff. Historically promotion and recruiting have been the responsibility of one individual. Our new approach has to involve faculty and staff in all aspects of promotion from meeting the individual needs of our customers, to enhancing the perception of quality in our education and training, to playing a more active role in the actual recruitment of students to “our school and programs.”

### Culture

The final anchor in our vision is culture. There has been some debate as to how we should label this anchor. Should we call it organizational culture, or school climate, or school environment? People tend to grow nervous when there is talk about changing their culture. The reality is the philosophy and principles of any organization are its culture. Both our philosophy and principles need to adapt to the urgencies challenging the school.

Part of the need to concentrate on our school or organizational culture has been pushed upon us by public and legislative pressure. The No Child Left Behind mandates and our Commonwealth’s tax referendum and academic standards are forcing schools to be more

accountable. Public education is condemned in the editorial columns everyday. There are ways to confront the public scrutiny.

By incorporating three elements and making them prominent parts of our culture, the Erie County Technical School will stand above the scrutiny. The first element to heighten in our culture is *quality*. The efforts invested in our quality management system over the past couple of years have headed us in the right direction. It has also “paid dividends” and promises to pay “bigger dividends” in the future. The results experienced so far include more awareness of and responsiveness to customer’s needs, an operational mode where systems and processes are integrated, a leadership model with shared responsibility and a decision-making model based on data collection and analysis. The end result--quality is unquestionable.

The cultural element alongside quality is accountability. Despite the accountability challenges forced upon schools, what is more challenging is accountability placed upon one’s self. Due in part to our quality management system, the technical school has embraced a set of accountability measures which surpass any mandates. In our *Key Indicators of Performance Success*, every major aspect of our operation is measured and evaluated. The standards we set far exceed those set for us. Remaining accountable to our standards and the standards of others is vital to our future success.

The final cultural element, rigor and relevance, focuses on our primary purpose—instruction. Amongst all of the time, energy and resources expended at the technical school we must remain focused on instruction. Of all the initiatives we have undertaken recently, none of them truly focused on instruction. Albeit a surprising realization, it is true. Customer satisfaction, curriculum development, energy conservation, technology improvements—none of them truly focused on instruction. Our rigor and relevance assessment is just the first of many steps the technical school has to take to improve the quality of instruction that occurs in our classrooms everyday. The assessment will help us identify our “current state” of instruction. This piece of information is vital to the design and implementation “action steps” we will take to reach our “desired state.” Once we are able to

truly improve the daily instruction that occurs in our classroom, then it is likely we will also realize the potential identified in our other vision anchors.

### **Summary**

The strategic plan we developed in 2001 is a good plan. It helped us identify our strengths, weaknesses and potential. While the action steps in the original plan addressed the issues contained in the plan, they under-propelled the technical school to its full potential. Fortunately, the technical school addressed this weakness in 2002 with the development of our quality action plan, *Great Career and Technical Education*. A review of this document clearly illustrates to the reader where the Erie County Technical School is headed and how it intends to get there. The creation of the “vision anchors” through this mid-point strategic review will further propel us to our potential. The vision anchors have helped us account for trends and realities that have occurred since the original strategic plan was developed.

This strategic mid-point review has also helped us realize circumstances do change and plans must change with them. It is certain with each passing year our circumstances will continue to change—either by our own actions or the actions of others. It is therefore certain our strategic plan, our quality action plan, and perhaps even our vision anchors will have to change as well. With these plans and anchors already in place, and the elements and initiatives they contain, it is certain the Erie County Technical School will respond for the better.

**Erie County Technical School  
Quality Action Plan  
Great Career & Technical Education**

| <b>Best Practice A. Nationally Accredited Programs</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                               |                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                    |                                                                                                           |
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| <b>Vision Anchors: Product and Culture</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                               |                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                    |                                                                                                           |
| <b>Desired State</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                               |                                                                                                                                       | <b>Current State</b>                                                                                                                                                                                                                                                                                                                               |                                                                                                                                    |                                                                                                           |
| <ul style="list-style-type: none"> <li>• All programs participate in national skill standard certifications</li> <li>• All teachers and all capable students participate</li> <li>• Have the standard recognized by businesses and industries at a local level</li> <li>• Increase students' transition and employability</li> <li>• Meet industry's need for a skilled workforce locally and nationally</li> <li>• Attract students with academic and technical skills necessary to attain the certification</li> </ul> |                                                                                                                                                               |                                                                                                                                       | <ul style="list-style-type: none"> <li>• ISO certified</li> <li>• Ten of 19 programs have accreditations</li> <li>• Seven other programs in planning state for accreditation</li> <li>• Some teacher certifications</li> <li>• Limited student certifications</li> <li>• Program improvements noted from current program accreditations</li> </ul> |                                                                                                                                    |                                                                                                           |
| <b>Action Step</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>Solutions/Examples</b>                                                                                                                                     | <b>Responsible Party</b>                                                                                                              | <b>Time Line</b>                                                                                                                                                                                                                                                                                                                                   | <b>Financial Resources</b>                                                                                                         | <b>Other Resources</b>                                                                                    |
| 1. Identify national accreditations for all programs                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <ul style="list-style-type: none"> <li>• Elicit support of national organizations</li> </ul>                                                                  | <ul style="list-style-type: none"> <li>• Skill Standards Coordinator</li> <li>• Director</li> </ul>                                   | <ul style="list-style-type: none"> <li>• 2003-2004 School Year</li> <li>• Ongoing until complete</li> </ul>                                                                                                                                                                                                                                        |                                                                                                                                    | <ul style="list-style-type: none"> <li>• Repository of National Standards</li> <li>• PDE/BCTE</li> </ul>  |
| 2. Conduct curriculum reviews and development                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <ul style="list-style-type: none"> <li>• Create modularized course outlines</li> <li>• Model after Frances Tuttle Programs</li> </ul>                         | <ul style="list-style-type: none"> <li>• Curriculum Coordinator</li> <li>• Skill Standards Coordinator</li> <li>• Teachers</li> </ul> | <ul style="list-style-type: none"> <li>• 2003-2004 School Year</li> <li>• Ongoing until complete</li> </ul>                                                                                                                                                                                                                                        | <ul style="list-style-type: none"> <li>• \$50,000 Annually (Innovative Learning &amp; Workforce Development Grant)</li> </ul>      |                                                                                                           |
| 3. Establish a Curriculum Coordinator Position                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <ul style="list-style-type: none"> <li>• Curriculum Coordinator Position</li> </ul>                                                                           | <ul style="list-style-type: none"> <li>• Director</li> <li>• Human &amp; Quality Resources Coordinator</li> </ul>                     | <ul style="list-style-type: none"> <li>• 2003-2004 School Year</li> </ul>                                                                                                                                                                                                                                                                          | <ul style="list-style-type: none"> <li>• \$60,000 (Salary and Benefits)</li> <li>• Existing funding reallocated—Perkins</li> </ul> | <ul style="list-style-type: none"> <li>• Couple job duties with special education coordination</li> </ul> |
| 4. Collaborate with businesses to attain program accreditation                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <ul style="list-style-type: none"> <li>• Bay Harbour Electric Partnership Example</li> </ul>                                                                  | <ul style="list-style-type: none"> <li>• Placement Coordinator</li> <li>• Skill Standards Coordinator</li> </ul>                      | <ul style="list-style-type: none"> <li>• Ongoing</li> </ul>                                                                                                                                                                                                                                                                                        | <ul style="list-style-type: none"> <li>• \$5,000 annually</li> <li>• New expense</li> </ul>                                        | <ul style="list-style-type: none"> <li>• Occupational Advisory Committees</li> </ul>                      |
| 5. Collaborate with businesses to attain teacher certification                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <ul style="list-style-type: none"> <li>• Bay Harbour Electric Partnership Example</li> </ul>                                                                  | <ul style="list-style-type: none"> <li>• Community Relations Coordinator</li> <li>• Teachers</li> </ul>                               | <ul style="list-style-type: none"> <li>• Ongoing</li> </ul>                                                                                                                                                                                                                                                                                        | <ul style="list-style-type: none"> <li>• See #3 above</li> </ul>                                                                   | <ul style="list-style-type: none"> <li>• Occupational Advisory Committees</li> </ul>                      |
| 6. Collaborate with business to attain student certification                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <ul style="list-style-type: none"> <li>• Fund certification testing for students</li> <li>• Expand school year to help students with certification</li> </ul> | <ul style="list-style-type: none"> <li>• Business &amp; Industry</li> </ul>                                                           | <ul style="list-style-type: none"> <li>• Ongoing</li> </ul>                                                                                                                                                                                                                                                                                        | <ul style="list-style-type: none"> <li>• See #3 above</li> </ul>                                                                   | <ul style="list-style-type: none"> <li>• Occupational Advisory Committees</li> </ul>                      |

**Erie County Technical School  
Quality Action Plan  
Great Career & Technical Education**

| <b>Best Practice B. Teachers as Instructional Managers</b>                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                |                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                           |                                                                                                |
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| <b>Vision Anchors: Culture, Product and Promotion</b>                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                |                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                           |                                                                                                |
| <b>Desired State</b>                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                |                                                                                                                                                                          | <b>Current State</b>                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                           |                                                                                                |
| <ul style="list-style-type: none"> <li>• More emphasis on student-centered, teacher-managed instruction</li> <li>• Students (adult and high school) able to move through curriculum independently or in small groups</li> <li>• Small group instruction rather than large group instruction</li> <li>• Flexibility in curriculum to allow open-entry, open-exit</li> <li>• Students interact with a variety of instructional media</li> </ul> |                                                                                                                                                                                                |                                                                                                                                                                          | <ul style="list-style-type: none"> <li>• Instructors use a limited variety of instructional management techniques</li> <li>• Instructors spend an inordinate amount of time with classroom management</li> <li>• Instructional focus is teacher-centered</li> <li>• Students tend to move through curriculum in large groups</li> </ul> |                                                                                                                                                                           |                                                                                                |
| <b>Action Step</b>                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>Solutions/Examples</b>                                                                                                                                                                      | <b>Responsible Party</b>                                                                                                                                                 | <b>Time Line</b>                                                                                                                                                                                                                                                                                                                        | <b>Financial Resources</b>                                                                                                                                                | <b>Other Resources</b>                                                                         |
| 1. Conduct curriculum reviews and development                                                                                                                                                                                                                                                                                                                                                                                                 | <ul style="list-style-type: none"> <li>• Create modularized course outlines</li> <li>• Monroe and Lancaster County Technical Schools</li> <li>• Model after Frances Tuttle Programs</li> </ul> | <ul style="list-style-type: none"> <li>• Curriculum Coordinator</li> <li>• Teachers</li> </ul>                                                                           | <ul style="list-style-type: none"> <li>• 2003-2004 School Year</li> <li>• Ongoing until complete</li> </ul>                                                                                                                                                                                                                             | <ul style="list-style-type: none"> <li>• See Best Practice A, Action Step 1</li> </ul>                                                                                    |                                                                                                |
| 2. Conduct staff development in instructional methods                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                | <ul style="list-style-type: none"> <li>• Human &amp; Quality Resources Coordinator</li> <li>• Curriculum Coordinator</li> <li>• Principal</li> <li>• Teachers</li> </ul> | <ul style="list-style-type: none"> <li>• 2004-2005 School Year</li> <li>• Ongoing until complete</li> </ul>                                                                                                                                                                                                                             | <ul style="list-style-type: none"> <li>• \$5,000 Annually</li> <li>• Additional expense in existing staff development</li> <li>• Ongoing</li> </ul>                       | <ul style="list-style-type: none"> <li>• Intermediate Unit Staff Development Series</li> </ul> |
| 3. Acquire a variety of alternative instructional resources                                                                                                                                                                                                                                                                                                                                                                                   | <ul style="list-style-type: none"> <li>• Internet</li> <li>• CD-ROMs</li> <li>• Audio-Video</li> <li>• Published materials</li> </ul>                                                          | <ul style="list-style-type: none"> <li>• Curriculum Coordinator</li> <li>• Information Systems &amp; Technology Manager</li> <li>• Teachers</li> </ul>                   | <ul style="list-style-type: none"> <li>• 2003-2004 School Year</li> <li>• Ongoing</li> </ul>                                                                                                                                                                                                                                            | <ul style="list-style-type: none"> <li>• \$10,000 Annually</li> <li>• Additional expense in existing instructional materials</li> <li>• Ongoing until complete</li> </ul> |                                                                                                |

**Erie County Technical School  
Quality Action Plan  
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| <b>Best Practice C. Marketing &amp; Public Relations</b>                                                                                                                                                    |                                                                                                                                                                                                                                   |                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                |                                                                                                            |
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| <b>Vision Anchors: Promotion</b>                                                                                                                                                                            |                                                                                                                                                                                                                                   |                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                |                                                                                                            |
| <b>Desired State</b>                                                                                                                                                                                        |                                                                                                                                                                                                                                   |                                                                                                                                                        | <b>Current State</b>                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                |                                                                                                            |
| <ul style="list-style-type: none"> <li>• A waiting list in every program</li> <li>• Demand for our students by business and industry</li> <li>• Community awareness of what ECTS does and offers</li> </ul> |                                                                                                                                                                                                                                   |                                                                                                                                                        | <ul style="list-style-type: none"> <li>• We have: <ul style="list-style-type: none"> <li>▪ School brochures</li> <li>▪ Video tape</li> <li>▪ Newspaper articles</li> <li>▪ Presentation in home school classrooms</li> <li>▪ Fall Fest</li> <li>▪ Public relations agency used to market ECTS</li> <li>▪ Website</li> </ul> </li> </ul> |                                                                                                                                                                                                |                                                                                                            |
| <b>Action Step</b>                                                                                                                                                                                          | <b>Solutions/Examples</b>                                                                                                                                                                                                         | <b>Responsible Party</b>                                                                                                                               | <b>Time Line</b>                                                                                                                                                                                                                                                                                                                        | <b>Financial Resources</b>                                                                                                                                                                     | <b>Other Resources</b>                                                                                     |
| 1. Improve program quality                                                                                                                                                                                  | <ul style="list-style-type: none"> <li>• See Best Practices A, B and E</li> </ul>                                                                                                                                                 | <ul style="list-style-type: none"> <li>• All Campus Faculty and Staff</li> </ul>                                                                       | <ul style="list-style-type: none"> <li>• Ongoing</li> </ul>                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                | <ul style="list-style-type: none"> <li>• Current use of ISO</li> <li>• National Skill Standards</li> </ul> |
| 2. Develop and conduct a planned marketing and public relations campaign                                                                                                                                    | <ul style="list-style-type: none"> <li>• Radio, TV and newspaper advertisements</li> <li>• Use of booths at county fairs and mall</li> <li>• Mass mailings</li> <li>• Video and CD-ROM</li> <li>• Interactive Web Page</li> </ul> | <ul style="list-style-type: none"> <li>• Community Relations Coordinator</li> </ul>                                                                    | <ul style="list-style-type: none"> <li>• Ongoing</li> </ul>                                                                                                                                                                                                                                                                             | <ul style="list-style-type: none"> <li>• \$25,000 Annually</li> <li>• Existing funding</li> </ul>                                                                                              | <ul style="list-style-type: none"> <li>• Local college internships</li> </ul>                              |
| 3. Establish a Community Relations Coordinator                                                                                                                                                              | <ul style="list-style-type: none"> <li>• Community Relations Coordinator</li> </ul>                                                                                                                                               | <ul style="list-style-type: none"> <li>• Joint Operating Committee</li> <li>• Director</li> <li>• Human &amp; Quality Resources Coordinator</li> </ul> | <ul style="list-style-type: none"> <li>• Establish 2004-2005 School Year</li> </ul>                                                                                                                                                                                                                                                     | <ul style="list-style-type: none"> <li>• \$50,000 (Salary &amp; Benefits)</li> <li>• Existing funding reallocated—Public Relations Contract &amp; Placement/Recruitment Coordinator</li> </ul> |                                                                                                            |
| 4. Conduct summer camps or classes                                                                                                                                                                          | <ul style="list-style-type: none"> <li>• Lehigh Career &amp; Technical Institute Summer Program</li> </ul>                                                                                                                        | <ul style="list-style-type: none"> <li>• To Be Determined—contract position</li> </ul>                                                                 | <ul style="list-style-type: none"> <li>• Establish 2005-2006 School Year</li> <li>• Ongoing thereafter</li> </ul>                                                                                                                                                                                                                       | <ul style="list-style-type: none"> <li>• Self-supporting through summer camp tuitions</li> </ul>                                                                                               | <ul style="list-style-type: none"> <li>• Workforce Investment Board Request for Proposals</li> </ul>       |

**Erie County Technical School  
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| <b>Best Practice D. Co-Enrollment of Adults</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                         |                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                             |                                                                                                               |
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| <b>Vision Anchors: Customer, Culture and Product</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                         |                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                             |                                                                                                               |
| <b>Desired State</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                         |                                                                                                                                      | <b>Current State</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                             |                                                                                                               |
| <ul style="list-style-type: none"> <li>• Adult and high school students enrolled in the same programs</li> <li>• An instructional environment that is stronger, more adult-like because of the presence of adults</li> <li>• An improved image of career and technical education because of the “postsecondary prestige”</li> <li>• Improved economies from a dual-purpose training operation</li> <li>• Teachers become instructional managers</li> <li>• Availability of Associate Degrees</li> </ul> |                                                                                                                                                                         |                                                                                                                                      | <ul style="list-style-type: none"> <li>• Currently no means for adults to enroll in high school programs</li> <li>• Adults are already in the building for other programming (NC/NO)</li> <li>• Board policy allows for adults to attend high school programs</li> <li>• No programs are accredited for adult training</li> <li>• Reputation and perception of training is weak in the eyes of adults</li> <li>• Adults don’t know the value of what they’ll learn</li> </ul> |                                                                                                                                                             |                                                                                                               |
| <b>Action Step</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>Solutions/Examples</b>                                                                                                                                               | <b>Responsible Party</b>                                                                                                             | <b>Time Line</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>Financial Resources</b>                                                                                                                                  | <b>Other Resources</b>                                                                                        |
| 1. Develop courses with adult interest and certification                                                                                                                                                                                                                                                                                                                                                                                                                                                | <ul style="list-style-type: none"> <li>• Change/update current curriculum</li> <li>• Develop flexibility to meet community needs</li> </ul>                             | <ul style="list-style-type: none"> <li>• Curriculum Coordinator</li> <li>• RCTC Manager</li> <li>• Teachers</li> </ul>               | <ul style="list-style-type: none"> <li>• 2003-2004 School Year</li> <li>• Ongoing until complete</li> </ul>                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                             | <ul style="list-style-type: none"> <li>• Workforce Investment Board</li> <li>• See Best Practice G</li> </ul> |
| 2. Conduct staff development                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <ul style="list-style-type: none"> <li>• Adult learning theory, etc.</li> </ul>                                                                                         | <ul style="list-style-type: none"> <li>• Human &amp; Quality Resources Coord.</li> <li>• RCTC Manager</li> <li>• Teachers</li> </ul> | <ul style="list-style-type: none"> <li>• 2004-2005 School Year</li> <li>• Ongoing until complete</li> </ul>                                                                                                                                                                                                                                                                                                                                                                   | <ul style="list-style-type: none"> <li>• See Best Practice B, Action Step 2</li> </ul>                                                                      | <ul style="list-style-type: none"> <li>• See Best Practice B</li> </ul>                                       |
| 3. Enroll first adults into selected high school programs                                                                                                                                                                                                                                                                                                                                                                                                                                               | <ul style="list-style-type: none"> <li>• Advertise</li> <li>• Examine and develop a behavior policy</li> <li>• Training available on part- or fulltime basis</li> </ul> | <ul style="list-style-type: none"> <li>• RCTC Manager</li> <li>• Curriculum Coordinator</li> <li>• Teachers</li> </ul>               | <ul style="list-style-type: none"> <li>• 2005-2006 School Year</li> <li>• Ongoing until complete</li> </ul>                                                                                                                                                                                                                                                                                                                                                                   | <ul style="list-style-type: none"> <li>• Existing funding—RCTC</li> </ul>                                                                                   | <ul style="list-style-type: none"> <li>• RCTC Student Handbook</li> <li>• See Best Practice B</li> </ul>      |
| 4. Attain accreditation for all programs                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <ul style="list-style-type: none"> <li>• COE, Middle States or PDE</li> <li>• Mercer County Career Center</li> </ul>                                                    | <ul style="list-style-type: none"> <li>• Curriculum Coordinator</li> <li>• RCTC Manager</li> </ul>                                   | <ul style="list-style-type: none"> <li>• 2004-2005 School Year</li> <li>• Ongoing until complete</li> </ul>                                                                                                                                                                                                                                                                                                                                                                   | <ul style="list-style-type: none"> <li>• \$10,000 (initial accreditation)</li> <li>• \$3,000 annually (accreditation fee)</li> <li>• New expense</li> </ul> |                                                                                                               |
| 5. Clarify and obtain funding/subsidy stream                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <ul style="list-style-type: none"> <li>• Community college or technical institute designation</li> </ul>                                                                | <ul style="list-style-type: none"> <li>• Director</li> <li>• RCTC Manager</li> <li>• Business Manager</li> </ul>                     | <ul style="list-style-type: none"> <li>• 2004-2005 School Year</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                             | <ul style="list-style-type: none"> <li>• PDE</li> </ul>                                                       |

**Erie County Technical School  
Quality Action Plan  
Great Career & Technical Education**

| <b>Best Practice E. Integrated, Contextual Academics</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                     |                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                    |                                                                                                                                                       |
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| <b>Vision Anchors: Product and Customer</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                     |                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                    |                                                                                                                                                       |
| <b>Desired State</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                     |                                                                                                                                                                          | <b>Current State</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                    |                                                                                                                                                       |
| <ul style="list-style-type: none"> <li>• CTE students with proficient or above academic skills</li> <li>• CTE students pass PSSA's (Reading, Writing, Mathematics)</li> <li>• Academic instruction relevant to CTE program</li> <li>• Academic credit for CTE content related to academic content</li> <li>• Pull-out and push-in approaches to academic instruction</li> <li>• Improve students' perception of academic instruction</li> <li>• Students acknowledge applied academic instruction</li> <li>• Integrated academic instruction reflects the high academic demands of the workplace</li> </ul> |                                                                                                                                                                     |                                                                                                                                                                          | <ul style="list-style-type: none"> <li>• Mathematics program is in place</li> <li>• Professional Skills and math programs are models</li> <li>• Some sending schools try to integrate with vocational education (i.e. writing related to vocational education)</li> <li>• Senior projects in home school related to career and technical school</li> <li>• Students lack academic skills—PSSA evidence</li> <li>• Business and industry have academics as a high priority</li> <li>• Student perception of academics is low and unwelcome</li> <li>• Students take the easy route in terms of academics if allowed</li> </ul> |                                                                                                                                    |                                                                                                                                                       |
| <b>Action Step</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>Solutions/Examples</b>                                                                                                                                           | <b>Responsible Party</b>                                                                                                                                                 | <b>Time Line</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>Financial Resources</b>                                                                                                         | <b>Other Resources</b>                                                                                                                                |
| 1. Enroll students with above basic academic proficiency                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <ul style="list-style-type: none"> <li>• Establish academic prerequisites</li> <li>• Cumberland Perry Admissions Policy</li> </ul>                                  | <ul style="list-style-type: none"> <li>• Principal</li> <li>• Student Services</li> </ul>                                                                                | <ul style="list-style-type: none"> <li>• 2004-2005 School Year</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                    | <ul style="list-style-type: none"> <li>• 24 PS 18—1850.1 (16) Organization &amp; operation of schools</li> </ul>                                      |
| 2. Implement a Reading Improvement Program                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <ul style="list-style-type: none"> <li>• Reading in the content/program areas</li> <li>• Coach teachers to improve reading</li> <li>• Team teach lessons</li> </ul> | <ul style="list-style-type: none"> <li>• Reading Resource Coordinator</li> <li>• Curriculum Coordinator</li> <li>• Teachers</li> </ul>                                   | <ul style="list-style-type: none"> <li>• 2004-2005 School Year</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <ul style="list-style-type: none"> <li>• \$5,000 annually</li> <li>• New expense</li> </ul>                                        | <ul style="list-style-type: none"> <li>• Coordinated with Staff Development</li> <li>• IU Reading Institute</li> <li>• PA Literacy Council</li> </ul> |
| 3. Establish a Reading Resource Position                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <ul style="list-style-type: none"> <li>• Reading Resource Coordinator</li> </ul>                                                                                    | <ul style="list-style-type: none"> <li>• Director</li> <li>• Human &amp; Quality Resources Coordinator</li> </ul>                                                        | <ul style="list-style-type: none"> <li>• 2004-2005 School Year</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <ul style="list-style-type: none"> <li>• \$60,000 (Salary and Benefits)</li> <li>• Existing funding reallocated—Perkins</li> </ul> | <ul style="list-style-type: none"> <li>• Couple job duties with special education teacher</li> </ul>                                                  |
| 4. Conduct curriculum reviews and development                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <ul style="list-style-type: none"> <li>• Establish a vocational-academic curriculum matrix</li> </ul>                                                               | <ul style="list-style-type: none"> <li>• Curriculum Directors</li> <li>• Curriculum Coord.</li> <li>• Reading &amp; Math Resource Persons</li> <li>• Teachers</li> </ul> | <ul style="list-style-type: none"> <li>• 2003-2004 School Year</li> <li>• Ongoing until complete</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <ul style="list-style-type: none"> <li>• See Best Practice A, Action Step 1</li> </ul>                                             | <ul style="list-style-type: none"> <li>• PA Academic Standards</li> </ul>                                                                             |
| 5. Conduct staff development in reading instruction                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                     | <ul style="list-style-type: none"> <li>• Human &amp; Quality Resources Coord.</li> <li>• Reading Resource Person</li> </ul>                                              | <ul style="list-style-type: none"> <li>• 2004-2005 School Year</li> <li>• Ongoing</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <ul style="list-style-type: none"> <li>• \$5,000 annually</li> <li>• Existing funding—ILWD Grant</li> </ul>                        | <ul style="list-style-type: none"> <li>• IU Reading Institute</li> <li>• PA Literacy Council</li> </ul>                                               |

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| <b>Best Practice E. Integrated, Contextual Academics (continued)</b>                       |                                                                                                                                                                                                                                        |                                                                                                                                                                                                                      |                                                                                               |                                                                                                           |                                                                                                          |
|--------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|
| <i><b>Action Step</b></i>                                                                  | <i><b>Solutions/Examples</b></i>                                                                                                                                                                                                       | <i><b>Responsible Party</b></i>                                                                                                                                                                                      | <i><b>Time Line</b></i>                                                                       | <i><b>Financial Resources</b></i>                                                                         | <i><b>Other Resources</b></i>                                                                            |
| 6. Conduct pre-and post-assessments of student performance                                 | <ul style="list-style-type: none"> <li>• Reading</li> <li>• Mathematics</li> <li>• Writing</li> </ul>                                                                                                                                  | <ul style="list-style-type: none"> <li>• Curriculum Coordinator</li> <li>• Reading &amp; Math Resource Persons</li> </ul>                                                                                            | <ul style="list-style-type: none"> <li>• 2004-2005 School Year</li> <li>• Annually</li> </ul> | <ul style="list-style-type: none"> <li>• \$10,000 (assessment set-up costs)</li> </ul>                    | <ul style="list-style-type: none"> <li>• 8<sup>th</sup> Grade PSSA Results</li> </ul>                    |
| 7. Implement a Technical Communications Program (written & verbal)                         | <ul style="list-style-type: none"> <li>• Consider published packages</li> <li>• Offer on-line content</li> </ul>                                                                                                                       | <ul style="list-style-type: none"> <li>• Technical Communications Resource Person</li> </ul>                                                                                                                         | <ul style="list-style-type: none"> <li>• 2006-2007 School Year</li> </ul>                     | <ul style="list-style-type: none"> <li>• \$5,000 annually</li> <li>• New expense</li> </ul>               |                                                                                                          |
| 8. Establish a Technical Communications Resource Position                                  | <ul style="list-style-type: none"> <li>• Technical Communications Resource Person</li> </ul>                                                                                                                                           | <ul style="list-style-type: none"> <li>• Director</li> <li>• Human &amp; Quality Resources Coordinator</li> </ul>                                                                                                    | <ul style="list-style-type: none"> <li>• 2006-2007 School Year</li> </ul>                     | <ul style="list-style-type: none"> <li>• \$60,000 (Salary and Benefits)</li> <li>• New expense</li> </ul> |                                                                                                          |
| 9. Make academic credit available based on academic content in career & technical programs | <ul style="list-style-type: none"> <li>• Establish a vocational-academic curriculum matrix</li> <li>• Offer academic credit to high school students for CTE programming</li> <li>• Coordinate with sending school districts</li> </ul> | <ul style="list-style-type: none"> <li>• District Curriculum Coordinators</li> <li>• Curriculum Coordinator</li> <li>• Mathematics Resource Person</li> <li>• Reading Resource Person</li> <li>• Teachers</li> </ul> | <ul style="list-style-type: none"> <li>• 2005-2006 School Year</li> </ul>                     |                                                                                                           | <ul style="list-style-type: none"> <li>• Tri-County Intermediate Unit Curriculum Coordinators</li> </ul> |

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| <b>Best Practice F. Regional Collaboration</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                              |                                                                                              |
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| <b>Vision Anchors: Culture, Product and Customer</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                              |                                                                                              |
| <b>Desired State</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                      | <b>Current State</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                              |                                                                                              |
| <ul style="list-style-type: none"> <li>• Full coordination of career &amp; technical education from ECTS</li> <li>• Programming should include some form of publicly funded post-secondary technical training</li> <li>• Consumer &amp; Family Sciences and Technology Education should be based on career exploration</li> <li>• There should be inter-district coordination of Consumer &amp; Family Science and Technology Education</li> <li>• The Erie County Technical School is excellent example of collaboration</li> </ul> |                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                      | <ul style="list-style-type: none"> <li>• Intermediate Unit coordinates some CTE programs (STW, Tech Prep, 3Com)</li> <li>• There are no technical training opportunities for adults in many trade areas</li> <li>• There are CTE programs in several sending districts (e.g. agriculture education, business education, FAMS, child care, 3Com)</li> <li>• There is a bleak reality to share and coordinate limited resources</li> <li>• There is virtually no collaboration between the City and County CTE</li> </ul> |                                                                                                              |                                                                                              |
| <b>Action Step</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>Solutions/Examples</b>                                                                                                                                                                                                                               | <b>Responsible Party</b>                                                                                                                                                                                                             | <b>Time Line</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>Financial Resources</b>                                                                                   | <b>Other Resources</b>                                                                       |
| 1. Combine secondary and postsecondary technical training into one operation (dual enrollment)                                                                                                                                                                                                                                                                                                                                                                                                                                       | <ul style="list-style-type: none"> <li>• Build flexibility into course content</li> <li>• Sequence programming for adult availability</li> <li>• Collaborate with community or technical college</li> <li>• Lancaster County — co-enrollment</li> </ul> | <ul style="list-style-type: none"> <li>• School Boards</li> <li>• Joint Operating Committee</li> <li>• Superintendents</li> <li>• Director</li> <li>• RCTC Manager</li> <li>• Postsecondary School or Technical Institute</li> </ul> | <ul style="list-style-type: none"> <li>• 2005-2006 School Year</li> <li>• Ongoing until complete</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                             | <ul style="list-style-type: none"> <li>• \$25,000 (set-up and legal costs)</li> <li>• New expense</li> </ul> | <ul style="list-style-type: none"> <li>• See Best Practice D</li> </ul>                      |
| 2. Develop inter-district cooperation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <ul style="list-style-type: none"> <li>• Coordinate CTE with RCI</li> <li>• Coordinate City &amp; County secondary CTE programs</li> </ul>                                                                                                              | <ul style="list-style-type: none"> <li>• School Boards</li> <li>• Joint Operating Committee</li> <li>• Superintendents</li> </ul>                                                                                                    | <ul style="list-style-type: none"> <li>• 2003-2004 School Year</li> <li>• Ongoing until complete</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                              | <ul style="list-style-type: none"> <li>• Transportation services</li> </ul>                  |
| 3. Districts transfer responsibility for CTE programming                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <ul style="list-style-type: none"> <li>• Provide cooperative education and work-based services to sending districts</li> <li>• Establish sending-school-based CTE programs</li> <li>• Great Oaks, Cincinnati</li> </ul>                                 | <ul style="list-style-type: none"> <li>• School Boards</li> <li>• Joint Operating Committee</li> <li>• Superintendents</li> <li>• Director</li> </ul>                                                                                | <ul style="list-style-type: none"> <li>• 2005-2006 School Year</li> <li>• Ongoing until complete</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                             | <ul style="list-style-type: none"> <li>• \$10,000 (legal set-up costs)</li> </ul>                            | <ul style="list-style-type: none"> <li>• Legal Assistance</li> <li>• See #1 above</li> </ul> |

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| <b>Best Practice F. Regional Collaboration (continued)</b>                                                  |                                                                                                                                                                                                                                                           |                                                                                                                                                           |                                                                                                         |                                                                                 |                                                                                                                                                                                       |
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| <i><b>Action Step</b></i>                                                                                   | <i><b>Solutions/Examples</b></i>                                                                                                                                                                                                                          | <i><b>Responsible Party</b></i>                                                                                                                           | <i><b>Time Line</b></i>                                                                                 | <i><b>Financial Resources</b></i>                                               | <i><b>Other Resources</b></i>                                                                                                                                                         |
| 4. Establish a Pre-vocational program (middle or early high school)                                         | <ul style="list-style-type: none"> <li>Existing School-to-Career programs in region</li> </ul>                                                                                                                                                            | <ul style="list-style-type: none"> <li>Superintendents</li> <li>Director</li> <li>Curriculum Directors</li> </ul>                                         | <ul style="list-style-type: none"> <li>2005-2006 School Year</li> <li>Ongoing until complete</li> </ul> | <ul style="list-style-type: none"> <li>\$25,000</li> <li>New expense</li> </ul> | <ul style="list-style-type: none"> <li>School-to-Career Partnership</li> <li>Tech Prep Consortium</li> <li>Family &amp; Consumer Sciences and Technology Education classes</li> </ul> |
| 5. Establish a three-county career & technical education administrative consortium (Erie, Crawford, Warren) | <ul style="list-style-type: none"> <li>Curriculum Coordination</li> <li>Business &amp; Industry Partnerships</li> <li>Equipment, Supplies &amp; Materials Purchasing</li> <li>Administrative Services</li> <li>Lehigh-Carbon County Consortium</li> </ul> | <ul style="list-style-type: none"> <li>School Boards</li> <li>Joint Operating Committee</li> <li>Superintendents</li> <li>Vocational Directors</li> </ul> | <ul style="list-style-type: none"> <li>2006-2007 School Year</li> </ul>                                 |                                                                                 | <ul style="list-style-type: none"> <li>Workforce Investment Board</li> </ul>                                                                                                          |

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| <b>Best Practice G. New &amp; Emerging Career &amp; Technical Programs</b>                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                         |                                                                                                                       |                                                                                                                                                     |                                                                                                               |                                                                                                                                                    |
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| <b>Vision Anchors: Product, Customer and Promotion</b>                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                         |                                                                                                                       |                                                                                                                                                     |                                                                                                               |                                                                                                                                                    |
| <b>Desired State</b>                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                         |                                                                                                                       | <b>Current State</b>                                                                                                                                |                                                                                                               |                                                                                                                                                    |
| <ul style="list-style-type: none"> <li>• Technical training programs that are of interest to high school students and adults</li> <li>• Technical training programs that meet the needs of business and industry locally and beyond</li> <li>• Incorporate new programs that come with a national certification</li> </ul> |                                                                                                                                                                                                                                                         |                                                                                                                       | <ul style="list-style-type: none"> <li>• Good programs in place</li> <li>• Need to stay current with technology and occupational changes</li> </ul> |                                                                                                               |                                                                                                                                                    |
| <b>Action Step</b>                                                                                                                                                                                                                                                                                                         | <b>Solutions/Examples</b>                                                                                                                                                                                                                               | <b>Responsible Party</b>                                                                                              | <b>Time Line</b>                                                                                                                                    | <b>Financial Resources</b>                                                                                    | <b>Other Resources</b>                                                                                                                             |
| 1. Public Safety Services (Firefighter/EMT)                                                                                                                                                                                                                                                                                | <ul style="list-style-type: none"> <li>• Senior-only Program</li> </ul>                                                                                                                                                                                 | <ul style="list-style-type: none"> <li>• Curriculum Coordinator</li> <li>• Occupational Advisory Committee</li> </ul> | <ul style="list-style-type: none"> <li>• 2005-2006 School Year</li> </ul>                                                                           | <ul style="list-style-type: none"> <li>• \$100,000 (start-up costs—equipment, materials, supplies)</li> </ul> | <ul style="list-style-type: none"> <li>• Erie County Firefighting Grounds</li> <li>• Local Fire Departments</li> </ul>                             |
| 2. Natural Resources & Environmental Services                                                                                                                                                                                                                                                                              | <ul style="list-style-type: none"> <li>• Three-year Program</li> </ul>                                                                                                                                                                                  | <ul style="list-style-type: none"> <li>• Curriculum Coordinator</li> <li>• Occupational Advisory Committee</li> </ul> | <ul style="list-style-type: none"> <li>• 2005-2006 School Year</li> </ul>                                                                           | <ul style="list-style-type: none"> <li>• \$50,000 (start-up costs—equipment, materials, supplies)</li> </ul>  | <ul style="list-style-type: none"> <li>• Asbury Woods</li> <li>• Presque Isle State Park</li> <li>• D.E.P</li> </ul>                               |
| 3. Health Technician Services                                                                                                                                                                                                                                                                                              | <ul style="list-style-type: none"> <li>• Three-year Program or Senior-only Option <ul style="list-style-type: none"> <li>▪ Radiology</li> <li>▪ Respiratory</li> <li>▪ Surgical</li> <li>▪ Pharmaceutical</li> <li>▪ Medical Lab</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• Curriculum Coordinator</li> <li>• Occupational Advisory Committee</li> </ul> | <ul style="list-style-type: none"> <li>• 2006-2007 School Year</li> </ul>                                                                           | <ul style="list-style-type: none"> <li>• \$100,000 (start-up costs—equipment, materials, supplies)</li> </ul> | <ul style="list-style-type: none"> <li>• Local hospitals</li> <li>• Coordinated with Medical Assistant Services</li> </ul>                         |
| 4. Electronic Commerce Services                                                                                                                                                                                                                                                                                            | <ul style="list-style-type: none"> <li>• Senior-only Program</li> </ul>                                                                                                                                                                                 | <ul style="list-style-type: none"> <li>• Curriculum Coordinator</li> <li>• Occupational Advisory Committee</li> </ul> | <ul style="list-style-type: none"> <li>• 2006-2007 School Year</li> </ul>                                                                           | <ul style="list-style-type: none"> <li>• \$25,000 (start-up costs—equipment, materials, supplies)</li> </ul>  | <ul style="list-style-type: none"> <li>• Coordinated with Networking Technologies and Computer Information Systems</li> </ul>                      |
| 5. Digital Publishing Services                                                                                                                                                                                                                                                                                             | <ul style="list-style-type: none"> <li>• Senior-only Program</li> </ul>                                                                                                                                                                                 | <ul style="list-style-type: none"> <li>• Curriculum Coordinator</li> <li>• Occupational Advisory Committee</li> </ul> | <ul style="list-style-type: none"> <li>• 2006-2007 School Year</li> </ul>                                                                           | <ul style="list-style-type: none"> <li>• \$25,000 (start-up costs—equipment, materials, supplies)</li> </ul>  | <ul style="list-style-type: none"> <li>• Coordinated with Networking Technologies, Computer Information Systems and Electronic Commerce</li> </ul> |

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| <b>Best Practice G. New &amp; Emerging Career &amp; Technical Programs (continued)</b> |                                                                                                                                                                                                                                                      |                                                                                                                       |                                                                           |                                                                                                               |                                                                                                                                     |
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| <i><b>Action Step</b></i>                                                              | <i><b>Solutions/Examples</b></i>                                                                                                                                                                                                                     | <i><b>Responsible Party</b></i>                                                                                       | <i><b>Time Line</b></i>                                                   | <i><b>Financial Resources</b></i>                                                                             | <i><b>Other Resources</b></i>                                                                                                       |
| 6. Legal Office & Paralegal Services                                                   | <ul style="list-style-type: none"> <li>• Senior-only Program</li> </ul>                                                                                                                                                                              | <ul style="list-style-type: none"> <li>• Curriculum Coordinator</li> <li>• Occupational Advisory Committee</li> </ul> | <ul style="list-style-type: none"> <li>• 2006-2007 School Year</li> </ul> | <ul style="list-style-type: none"> <li>• \$25,000 (start-up costs—equipment, materials, supplies)</li> </ul>  |                                                                                                                                     |
| 7. Medical Information Services                                                        | <ul style="list-style-type: none"> <li>• Senior-only Program</li> </ul>                                                                                                                                                                              | <ul style="list-style-type: none"> <li>• Curriculum Coordinator</li> <li>• Occupational Advisory Committee</li> </ul> | <ul style="list-style-type: none"> <li>• 2007-2008 School Year</li> </ul> | <ul style="list-style-type: none"> <li>• \$25,000 (start-up costs—equipment, materials, supplies)</li> </ul>  |                                                                                                                                     |
| 8. Pre-Engineering Sciences                                                            | <ul style="list-style-type: none"> <li>• Three-year Program or Senior-only Option</li> <li>• Four Disciplines: <ul style="list-style-type: none"> <li>▪ Mechanical</li> <li>▪ Electrical</li> <li>▪ Chemical</li> <li>▪ Civil</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• Curriculum Coordinator</li> <li>• Occupational Advisory Committee</li> </ul> | <ul style="list-style-type: none"> <li>• 2007-2008 School Year</li> </ul> | <ul style="list-style-type: none"> <li>• \$100,000 (start-up costs—equipment, materials, supplies)</li> </ul> |                                                                                                                                     |
| 9. Biotechnology Sciences                                                              | <ul style="list-style-type: none"> <li>• Three-year Program or Senior-only Option</li> </ul>                                                                                                                                                         | <ul style="list-style-type: none"> <li>• Curriculum Coordinator</li> <li>• Occupational Advisory Committee</li> </ul> | <ul style="list-style-type: none"> <li>• 2007-2008 School Year</li> </ul> | <ul style="list-style-type: none"> <li>• \$100,000 (start-up costs—equipment, materials, supplies)</li> </ul> | <ul style="list-style-type: none"> <li>• Pennsylvania Life Sciences Project</li> </ul>                                              |
| 10. Nanotechnology Sciences                                                            | <ul style="list-style-type: none"> <li>• Three-year Program or Senior-only Option</li> </ul>                                                                                                                                                         | <ul style="list-style-type: none"> <li>• Curriculum Coordinator</li> <li>• Occupational Advisory Committee</li> </ul> | <ul style="list-style-type: none"> <li>• 2007-2008 School Year</li> </ul> | <ul style="list-style-type: none"> <li>• \$250,000 (start-up costs—equipment, materials, supplies)</li> </ul> | <ul style="list-style-type: none"> <li>• Local Economic Development Organizations</li> <li>• PSU Nanofabrication Network</li> </ul> |
| 11. HVAC Technologies                                                                  | <ul style="list-style-type: none"> <li>• Three-year Program</li> </ul>                                                                                                                                                                               | <ul style="list-style-type: none"> <li>• Curriculum Coordinator</li> <li>• Occupational Advisory Committee</li> </ul> | <ul style="list-style-type: none"> <li>• To Be Determined</li> </ul>      | <ul style="list-style-type: none"> <li>• \$100,000 (start-up costs—equipment, materials, supplies)</li> </ul> |                                                                                                                                     |
| 12. Equine Sciences                                                                    | <ul style="list-style-type: none"> <li>• Three-year Program</li> </ul>                                                                                                                                                                               | <ul style="list-style-type: none"> <li>• Curriculum Coordinator</li> <li>• Occupational Advisory Committee</li> </ul> | <ul style="list-style-type: none"> <li>• To Be Determined</li> </ul>      | <ul style="list-style-type: none"> <li>• \$50,000 (start-up costs—equipment, materials, supplies)</li> </ul>  | <ul style="list-style-type: none"> <li>• Horse Racing Track</li> </ul>                                                              |

**Anticipated Program Implementation & Skill Center Renovation Timeline:** 2004-2005—PDE PlanCon; 2005-2006—Skill Center Renovation; 2006-2007—New Program Implementation