

Approved Program Evaluation

Chapter 339 Vocational Education Standards

School Name: Erie County Technical School

Program CIP: Overall Review Report

Program Title: April 2,3,4,5,2006

Directions: All information should be given for the immediate past full school year. Information should be gathered by the administration with assistance by the instructor.

NOTE: *

Indicates one set of documents for the school.

Section 339.4 Program Approval

Academic and industry standards 339.4(b)(1), (4), (9)

- ☒ 1. Identify specific technical standards that this program achieves to include the national or state standards against which they are benchmarked.
- ☒ 2. Identify specific Pennsylvania academic standards or anchor assessments (i.e., math, language arts, science) that this program achieves.
- ☒ 3. Identify specific career development standards and the national or state standards against which they are benchmarked.
- ☒ 4. Provide the program's scope and sequence, which indicates academic and technical courses offered in each year of the program.

Commendations: The Erie County Technical School program task lists are validated against state/national industry standards where available and approved by the local program Occupational Advisory Committee (OAC). The task list document includes an easy to follow grid that identifies the task, the corresponding state/national industry standard, and the relevant state academic standards.

The Duty/Task list is impressive because all the required data is on one page.

Recommendations: A review of all program duty/task lists indicated that some did not include the Reading and Writing standards; therefore, complete this process for all programs. Graphics Communications and Plastics were two programs that did not include the data.

Corrections:

- ☒ 1. Provide current labor data that supports offering this program to include its place in the local, regional and state economic initiatives.
- ☐ 2. Provide program's plan for updates of equipment and courseware to meet industry standards.

Commendations:

Recommendations:

Web based labor data was provided for each instructional program. A spreadsheet titled "Erie County Technical School Occupational Employment Projections in the Northwest WIA - 2002 to 2012" included 2002 estimated employment, 2012 projected employment, and total 2002 to 2012 employment change. In addition to providing the labor data, the specific "occupational titles and corresponding employment statistics" that justify each Erie County program should be highlighted or identified for each instructional program and documentation should be provided that indicates review of the data by policy makers.

The CTC administration should consider the preparation of equipment/shop facility upgrade plans that cover more than one year, and recommend the plans to the JOC for their approval within the constraints of community resources. The plans would include details of the specific local, state, federal, and business partnership expenditures utilized to accomplish the school's goals of improving equipment and facilities for all CTC programs.

Corrections:

- ☒ 1. Provide evidence that program length is a minimum of 360 hours annually.
- ☒ 2. Provide your course selection handbook to evidence minimum program length.
- ☒ 3. Provide examples of individual student schedules.

Commendations: The Erie web site is a comprehensive digital resource that provides extensive information to students, parents, business clients and the general community. It is a model that should be replicated at other Career and Technical Centers. A significant feature of the site is the career data provided for both students and parents. The material includes a course description, employment opportunities, opportunities for post-secondary training, post-secondary partners, and any National Skill Standards that have been implemented. As additional links, a "Program Course Guide and Duty Task List" documents can be accessed. These documents include course prerequisites and the sequence of courses, ranging from 15 hours to 45 hours that comprise the CTC three-year half-day programs. Every student receives 120 hours of instruction each quarter, a total of 480 hours for the year plus a 15-hour professional skills course (soft skills). The 495 hours over three years totals 1485 hours of instruction. This material is an excellent digital "course selection handbook" and provides ample documentation that the minimum program length of 360 hours is being met.

Recommendations:

Corrections:

Teacher certification 339.4 (b)(6)

- ☒ 1. Provide a copy of the teaching certificates or licenses for each instructor teaching classes in this program (Chapter 49).
- ☒ 2. Provide a copy of additional certifications that the instructor holds.

Commendations: All instructors have appropriate teaching certificates or required licensing credentials. Also of note are the program or teacher certifications such as Oracle, GATF, PrintED, ASE, and Serve Safe.

Recommendations:

Corrections:

Resource material 339.4(7)

- ☐ 1. List JOC/Board approved textbooks and/or additional reference materials used within this program.
- ☐ 2. List technology and software purchased for this program within the past full year.

Commendations:

Recommendations: Although current textbooks, resource materials, and software were evident, we would recommend preparing individual program inventory lists of materials and conduct annual resource material approval by the JOC.

Corrections:

☒ 1. Describe the support services available to all programs.

☒ Identify pull-out opportunities for accommodation, remediation or enrichment.

☒ Identify push-in services (other professionals come into the classroom and reinforce instruction) for accommodation, remediation or enrichment.

Commendations: A Special Populations Supervisor oversees the admissions and retention of special learners. District personnel work cooperatively with the CTC staff in the identification of qualified students. Placements appear to be focused on the student's ability to benefit from the program and there is evidence that district personnel have an excellent working relationship with the ECTS staff. Evidence is also available that district staff work cooperatively in solving problems when placements do not work and there is reason to return a student to the high school. All students are tested utilizing the "Career Planning Associates" materials that provide grade equivalents for math and reading and a five point scale on indicators including: spatial relations, clerical perception, color discrimination, manual dexterity, etc. Scores are not utilized to exclude students, but rather to facilitate an informed placement. Push-in services are provided by a math instructor for every program and six instructional aides provide help to special learners. A "Professional Skills" course is also provided to every student.

Recommendations:

Corrections:

Academic preparation 339.4(b)(9)

- ☐ 1. Indicate prerequisites for admission to program.
- ☒ 2. Provide examples of student transcripts.

Commendations: A new student selection/admissions process for 2006-2007 includes student transcripts as part of the documentation. A sampling of 12 application packages from new students indicated that transcripts were included as part of the enrollment package

Recommendations:

Corrections: We suggest the preparation of scope and sequences documents for student's grades 9-12 to include the recommended academic courses that would be useful and appropriate for every career and technical program. The scope and sequence documents provide the required prerequisites that should be completed prior to enrollment at Erie County Technical School, as well as, the academic courses that should be taken while attending the program. These materials are extremely beneficial as counseling tools and can be a clear focus for academic integration.

Articulation between secondary and postsecondary institutions 339.4(b)(10), and 339.22

- ☐ 1. Describe dual enrollment opportunities for students in this program.
- ☒ 2. Provide copies of all current articulation agreements.

Commendations: A review of documents indicated that over fifty articulation agreements are on file and instructors are very much aware of their significance.

Recommendations: Implement a student guidance and tracking system that promotes the benefits of articulation and dual enrollment, as well as, documenting the number of students participating in articulation agreements and completing the post-secondary programs.

Corrections: Review the potential of implementing Tech Prep partnerships with some post-secondary schools and include the sending high schools for advanced academics. This strategy could improve the benefits from articulation and implement dual enrollment opportunities for the students.

Program sponsorship and involvement in Career and Technical Student Organizations 339.4(b)(11)

- ☒ 1. Provide a roster of Career and Technical Student Organization members.
- ☐ 2. Identify partnerships with community businesses or organizations and indicate how they benefit this program.

Commendations:

Recommendations: Encourage more students to participate in Skills USA (currently approx. 10%) and review the potential to add additional CTSO's including HOSA and FCCLA. Expand the PR function to increase the promotion of youth organization involvement in the community. .

Corrections:

Joint planning with sending schools 339.4(b)(13)

- ☒ 1. Provide minutes of the various advisory committees, including the Professional Advisory Committee and if applicable principal and guidance counselors' advisory committees.
- ☒ 2. Provide above advisory committee rosters, minutes, recommendations, and administration response or actions for the past two years.

Commendations: Minutes of Professional advisory Committee meetings were on file for more than five years. The web based minutes for 2004 and 2005 were reviewed and indicated considerable involvement with sending district superintendents on topics including: labor market surveys from the manufacturers association, budget details, information updates on student accomplishments, state and national trends, new program considerations, articulation agreement updates, and other topics too numerous to mention. The minutes reflected extensive effort on the part of the administration to maintain strong communications with the superintendents and to document recommendations and administrative response to those recommendations. Also available were minutes of Guidance meetings which reflected a strong partnership between district personnel and ECTS staff.

Recommendations:

Corrections:

- ☒ 1. Provide a brief description of the end-of-program assessment given. Indicate the number of students who took the test. Indicate the number of students who earned:
- ☒ Pennsylvania skills certificates.
 - ☒ Industry skills certificates (include certification title).
- ☒ 2. Provide a copy or list of certifications issued by industry organizations.
- ☐ 3. Provide 8th and 11th grade PSSA academic achievement results.
- ☐ 4. Describe value-added assessments (assessment over time that gives a longitudinal assessment of student achievement).
- ☐ 5. Provide student attainment data of secondary school diploma or recognized equivalent.
- ☐ 6. Provide student placement and completion data.
- ☐ 7. Provide nontraditional enrollment and completion data.

Commendations: ECTS has implemented numerous strategies to improve the math and reading performance of its students. ECTS personnel have attended Governor's Institutes on strategies to improve math and reading. A two-day staff development program on 8/25/05 and 8/26/05 utilized Todd Luke to present the Max Literacy Skills Training that has stimulated new teaching strategies in numerous programs such as Culinary, Child Care, Auto Tech and the Construction programs. ECTS has also taken the initiative to add a math teacher to provide remediation based on its own assessment tools.

Recommendations: Review end of program NOCTI scores and performance on state/national certification assessments and implement a remediation program when necessary. Communicate end of program scores and remediation results to the superintendents, JOC, and staff.

Corrections: The review indicated that district personnel have not provided 8th and 11th grade PSSA scores for students in attendance at the ECTS; therefore, a plan to improve ECTS student performance on academic standards is not possible. On its own the school has implemented numerous strategies to improve the math and reading performance of its students. The ECTS administration should continue with these efforts and further formalize the process by preparing a plan to improve student academic performance on the standards. The plan should include a review of PSSA scores of students attending the ECTS. The superintendents would need to support this effort by providing the 8th and 11th grade scores for their students attending ECTS. The PSSA scores should be utilized to focus specific teaching strategies designed to improve academic performance within vocational programs. Staff development programs need to be implemented to prepare the instructors for the academic integration process. Additionally academic teachers from the districts could work with the ECTS teachers to cooperatively improve student performance.

- ☒ 1. Provide copies of student Educational and Occupational Objectives for a Student Enrolled in an Approved Vocational-Technical Program as updated annually.

Commendations: Student files provided evidence that the student career objective was on file and contained all required elements.

Recommendations:

Corrections:

PLANNING

Local advisory committee 339.13

- ☐ 1. Provide Local Advisory Committee roster, recommendations and administration response or actions for the past five years

Commendations:

Recommendations:

Corrections: The General Advisory committee roster was provided which included fifteen members representing sending district personnel, community agency representatives, post-secondary/trade school representatives, labor leaders, and business leaders from large and small firms. Agendas were provided for 11/30/99, 1/25/2000, 3/28/2000, 5/23/2000, 3/20/2000. Minutes to support the agendas were not provided; therefore, it was not possible to determine if recommendations provided by the committee were implemented or responded to by the administration. Chapter 339.13; 339.15 requires current rosters, agendas and minutes be on file for the last five years and the minutes must clearly reflect an attempt by the administration to respond to recommendations or provide reasons why action cannot be taken. The General Advisory Committee must be reinstituted with the appropriate representative membership from the community, regular meetings scheduled and supported by agendas with detailed minutes that reflect the actions taken by the administration to implement recommendations.

Occupational advisory committee 339.14

- ☒ 1. Provide Occupational Advisory Committee roster, recommendations and administration response or actions for the past five years.
- ☐ 2. Indicate that OAC memberships have been approved by the JOC/Board (Chapter 4).
- ☒ 3. Indicate that OAC membership is a majority business/industry composition

Commendations:

Recommendations: A review of OAC rosters and minutes for all programs indicated that most programs were in compliance with membership, recordkeeping and annual meetings. Committee membership must be approved by the JOC and records did not indicate that this requirement was being met. Administrative oversight is necessary to implement the following:

Conduct and document a minimum of one OAC meeting per year and maintain documentation of the minutes, agendas and membership rosters for a five year period of time.

The membership of each OAC must be approved annually by the JOC. Improve the current system of administrative response to OAC recommendations and formalize the process to take OAC recommendations to the JOC for formal action.

Assure that the OAC membership includes a minimum of 51% majority of business/industry members.

Corrections: The JOC must approve OAC committee members.

Minutes 339.15

- ☐ 1. Provide copies of the official minutes of the advisory, occupational advisory, and administrative committee meetings for the past five years.

Commendations:

Recommendations: Develop a standardized OAC meeting minute form and maintain in a central location for easy access and filing for a minimum of five years.

Corrections:

CURRICULUM

Admissions 339.21

- ☒ *1. Describe how your admissions policy and procedure are unlimited and non-discriminatory.
- ☒ *2. Describe how recruitment program exemplifies freedom from occupational stereotypes.
- ☒ *3. Describe how guidance personnel provide necessary information so students can make informed decisions.
- ☒ *4. Describe selection and appropriate program placement procedure.
- ☒ *5. Provide a copy of the appeal process if a student is denied admissions.
- ☒ *6. Describe how the program instructor participates in an IEP process.

Commendations: The JOC has approved policy that clearly describe a non-discriminatory procedure for admissions. In addition the administration has implemented a new process for recruiting and admitting students. The new system is being piloted with four districts and a sampling of applications were reviewed for 2006-2007. The Admissions Coordinator provides recruitment presentations to all 9th grade students. Potential applicants visit the ECTS program cluster of their choice and select two programs for ½ hour visits followed by a tour of the remaining programs in the cluster. Students complete an application that requires brief writing samples and two recommendations from instructors of their choice. The instructors complete forms that include ratings on cooperation, attitude, learning rate, resourcefulness, interest, initiative, responsibility, punctuality, quality of output, safety, and quantity of work. The district counselor also completes a recommendation that includes the required transcripts. The ECTS teaching staff within the cluster review the applications and rate the students.

Recommendations:

Corrections:

- ☒ 1. Provide the occupational analysis used to determine student competencies.
- ☒ 2. Provide a course outline, syllabus, or competency list for each of the courses listed on this program's program approval submission. Include performance objectives where appropriate.
- ☒ 3. Document program alignment with Classification of Instructional Program (CIP)
- ☒ 4. Show that planned instruction includes integration of academics, career development and technical curricula.
- ☒ 5. List work-based learning opportunities that students in this program participate in during the last full year.

Commendations: The task grid is the course outline that lists the national credentials utilized as the occupational analysis for each program. The course description materials contained on the web site reflect a strong alignment with CIP descriptors. The integration of academics is delivered by a mathematics instructor who provides direct instruction to students, as well as, support to instructors in providing student remediation within each program. The mathematics instructor implements an assessment that is correlated to academic standards and designs instruction to remediate the deficiencies. The mathematics instructor is also responsible for trying to diminish the disconnect between the math applications utilized in the vocational-technical shops and the application formulas utilized on PASSA assessments.

Recommendations:

Corrections: Provide staff development to help program instructors deliver more academic instruction within their programs. The integration of academics and improved performance on state standards are state priorities; therefore, CTE must implement strategies to help with these initiatives.

- ☒ 1. Identify the goals of your safety instruction and describe how it is presented.
- ☒ 2. Indicate how program policy and safety measures have been developed and implemented.
- ☐ 3. Provide evidence that class enrollment is appropriate to laboratory size.

Commendations: A comprehensive school-wide "safety plan" has been developed and approved by the JOC on 2/21/2004. The plan covers the following major topics: Goals, Mission, What Makes a School Safe? Reducing Incidents, Reducing Incidents in Specific Time Periods, Reducing Crimes in Specific Locations, Reducing Crimes by Specific Persons, Reducing Dangers that Threaten School Security, Roles and Responsibility of Personnel, Security Issues Guidelines, Guidelines for Dealing with Person Initiated safety and Security Issues, Guidelines for Dealing with Specific Environmentally Initiated Safety and Security Issues, School-wide Crisis Response, Level IV Crisis Intervention.

Recommendations: Additions to the comprehensive school-wide "safety plan" should be developed to cover additional topics including, but not limited to: school-wide safety rules, use of safety glasses, MSDS, signage, universal precautions, use and storage of flammable liquids/gasses, proper installation and guarding of equipment, first aide/CPR, safety inspections of programs and corrective action steps, and other relevant topics identified by a committee of representatives of the school staff, as well as, outside representatives from industry.

Corrections: Change filters in the Masonry program more frequently.

The need to reduce clutter is evident, i.e. construction, collision repair.

Review number of students in computer networking to ensure all students have adequate work space.

Cooperative education 339.29

- ☒ 1. Show alignment with the Pennsylvania Department of Education (PDE) guidelines.

Commendations: The Co-Op program reflects a thorough alignment with PDE guidelines as specified in pages 20-21 of Chapter 339. A review of student files indicated that training agreements, training plans, training assessments by employers, monthly visits by the Co-Op supervisor, and monthly meetings at the school are implemented for all students participating in CO-OP, Shadowing or an Internship. All students participating in these programs are required to take the NOCTI assessment prior to graduation. A review of visitation logs indicated that the Co-OP supervisor visited students on a monthly schedule. The Co-Op supervisor has taken the initiative to prepare two brochures to explain the program to potential employers, as well as, students and parents.

The Travel Planning Services program is commended for utilizing the Marriott hotel as a learning laboratory.

Recommendations:

Corrections: Students must receive classroom instruction a minimum of twice a month; therefore, student schedules must be changed to assure that they return to the school twice a month. The one visit currently in place must be changed.

Student organizations 339.30

- ☒ 1. Provide a copy of the charters between the national organization and the school entity.
- ☒ 2. Describe opportunities for students to participate in the community to include service learning, CTSO projects, job shadowing, or mentoring.

Commendations: The Skills USA Charter is on File.

Recommendations:

Corrections: Expand opportunities for more students.

*GUIDANCE

Plan 339.31

- ☐ *1. Describe the assistance provided to students to establish a career plan.

Commendations:

Recommendations:

Corrections: A career plan should be implemented for all CTE students. The plan should include, but not limited to the following: a formal portfolio maintained for each student that includes career interest surveys, a formal study outline to pursue several careers within a cluster, an in-depth study outline to pursue a specific career which includes interviews of incumbent workers and mandatory job shadowing for all students. The portfolio project and the fifteen hour professional skills course currently offered by ECTS are commendable and should certainly be retained as key components to an expanded career plan system.

Services 339.32

- ☒ *1. Describe the assistance provided to students for transition to work and postsecondary opportunity.
- ☒ *2. Describe this program's process for informing and involving instructors and parents.
- ☐ *3. Provide a sampling of student career plans.
- ☒ *4. Provide student orientation procedures.

Commendations: The Guidance and Instructional Support staff provide an "An Advanced Training Day" that includes 45 to 50 post-secondary recruiters. Guidance personnel also coordinate visits of recruiters from colleges, the armed forces and employers. Instructors and parents are informed by traditional methods (e-mail, brochures, PA announcements and personal contact). Excellent transition to work has been documented under 339.29, Cooperative Education.

Recommendations:

Corrections Implement a career plan system as detailed under 339.31.

PERSONNEL

Certification 339.41

- ☒ *1. Provide a copy of the professional certificates or licenses for each administrator and any additional personnel overseeing the CTE programs (Chapter 49).
- ☒ *2. Provide a copy of the in-service plan that ensures professional personnel will keep up with the technology and remain current with practices and standards of their professional areas.

Commendations: All administrators and personnel with oversight responsibilities hold appropriate certification. The Director holds Director and Superintendent certification, the Principal holds Secondary Principal certification, the Guidance Counselor holds Secondary School Guidance, as well as, Secondary Principal certifications, the two Cooperative Education staff members are correctly certified in Cooperative Education, the Supervisor of Instructional Support for Special Population Students holds Mental and/or Physically Handicapped certification and the Supervisor of instructional support for Curriculum holds a Supervisor of Vocational Education Certification.

The Act 48 Professional Development Plan is approved for 2001 to 2007. The New Teacher Induction plan is included in the Act 48 plan. Both plans contain the required components and a review of the August 25-26 and 29-30, 2005 staff development day topics reflect an attempt to implement the Act 48 action plans. A review of Act 48 records for all staff members indicates that all personnel are completing requirements.

Recommendations:

Corrections:

FACILITIES

Learning environment 339.51 and Contemporary equipment 339.53

- ☒ 1. Provide evidence to show that equipment is comparable to industry standards.
- ☒ 2. Provide evidence to show that facilities are comparable to industry standards.
- ☐ 3. Provide equipment budget with designation of local, state and federal funds

Commendations:

Recommendations:

Corrections: The administration should prepare multi year equipment and facility upgrade plans and recommend, within reasonable community constraints, implementation of the plans to the JOC. The plans should include details of the specific local, state, federal, and business partnership expenditures utilized to accomplish the school's goals. It should be noted that state funding can be attained; however, a local match is usually required. Annual planning for equipment with sufficient local funding can maximize the community's resources.

Summary

It was evident that the administration and numerous staff members expended a great deal of time in preparation for the review. Our team members were impressed with your utilization of digital files to document the approval items. We also wish to acknowledge the exceptional representation by the JOC President, Superintendent of Record and numerous staff members at the exit report. We also wish to note that the professionalism, quick response to questions and requests for materials, courtesy, and hospitality were all commendable. The school has much to be proud of as documented by the sixteen commendations. Many of those commendations detail programs, services or procedures that are certainly worthy of replication across the state. The recommendations reflect our effort to provide an analysis of current conditions along with our strategy to facilitate improvement or enhance compliance. The corrections reflect the analysis of current conditions based on available data and/or observations during the visit, and our directions to bring conditions into compliance.

Commendations:

Recommendations:

Corrections: