



Administrative Retreat 2009-2010

**Excellence in
Career and Technical Studies**

**Erie County Technical School
2009-2010
Management Review & Administrative Retreat**

Agenda

<i>Tuesday, June 16, 2009</i>		
Management Review		
8:30 – 9:00	a. Quality Policy Review	Pg.
9:00 – 9:30	b. Audit Results Review	Pg.
9:30 – 10:00	c. Corrective Actions Review	Pg.
10:00 – 10:15	Break	
10:15 – 11:00	d. Key Indicators of Performance Success	Pg.
11:00 – 11:20	e. Graduate Follow-up Review	Pg.
11:20 – 11:45	f. Special Education Review	Pg.
11:45 – 12:30	Lunch	
12:30 – 1:30	g. Operations & Management Survey	Pg.
1:30 – 1:45	Break	
1:45 – 2:15	h. Student Satisfaction Survey	Pg.
2:15 – 3:00	i. NOCTI Performance 'National Norm' Review	Pg.
	j. NOCTI Performance 'Proficiency Level' Review	Pg.
3:00 – 4:00	k. Strategic Plan Review	Pg.
	l. Priority Action Plan Review	Pg.
<i>Wednesday, June 17, 2009</i>		
Issues Review		
8:30 – 10:00	Consideration—Guidance & Advisement Consideration—Going Green—Improved Recycling Consideration—Laptops for Teachers Consideration—Literacy & Numeracy Consideration—Marketing & Retention Plans Consideration—Feasibility Study Consideration—Food Service Consideration—Other	
10:00 – 10:15	Break	
10:15 – 11:30	Consensus on the Priorities	
11:30 – 12:30	Lunch	
12:30 – 3:30	Action Plan to Address Priority 1	Pg.
<i>Thursday, June 18, 2009</i>		
8:30 – 11:30	Action Plan to Address Priority 2	Pg.
11:30 – 12:30	Lunch	
12:30 – 2:00	Action Plan to Address Priority 3	Pg.
2:00 – 3:30	Action Plan to Address Priority 4	Pg.



Quality Policy

The Erie County Technical School is committed to providing career and technical education that exceeds the expectations of our customers while continually measuring our progress and improving our programs and services.

AUDIT SUMMARY LOG 2008-2009				
Process	Area Audited	Improvement Opportunities	Corrective Action Required	Strengths
Quality Management Services	Management Responsibility, Internal auditing, customer satisfaction, Improvement	Clarification needed on internal auditing procedures. Internal audit report recommendations should be put into the system on a CAR. Investigate issues in document control. Attempt to document how many students are using post-secondary articulation agreements.	None	QMS discussion weekly in Admin staff. Data collected and analyzed annually. Customer satisfaction surveys completed and analyzed annually. Focus on continuous improvement. IDO system keeps focus on key elements and processes. One person felt there was lack of energy and enthusiasm toward ISO auditing. When asked if there was, two other people interviewed said "No. it has become engrained. Because the QMS system works it has just become part of what we do. DACUM workshops help to keep focus on our product, technical training. Customer satisfaction results play back into improvements. Culinary Arts change in restaurant schedule. Internal audits are going well, process approach makes sense. Corrective action process is effective. After initiating a CAR one interviewee stated that the response was timely and effective.
Resource Management	Human Resources, Facility Services, Technology Services, Financial Services	Training feedback form needs to be updated. Modify the 90 checklist for the classified unit. NOCTI tests need to be determined in January. Test don match past procedures so calibrations are not correct. Steve needs to start his calibration checks around Feb. Not enough time has been given before tests are given to students. Labs that take customer property in for repair do not all use the orange Customer Property Tag and are out of them.	NOCTI tests need to be ordered earlier in the year for calibration purposes.	Audit process was positive with each person knowing their processes and following through well. The process for determining necessary staff training is determined by input by dept heads, evaluations and generalized needs. IT department also has input based on output needs training is currently being offered to the secretarial staff. Feedback after training is important. Currently conducting a feasibility study which is apart of our Infrastructure and Work Environment needs. The process starts with the Superintendents. It is felt that the school cannot move forward because of the lack of space for more offerings. Surveys from students, staff, and JOC help give input on those needs. PDE requires the feasibility study first then it is decided from whether we warrant state funds. Right now we are in the beginning the process. The director's oversight of the campus is through KIPS chart, Admin staff meetings, surveys and action plans. The action plan this year focused on 4 areas, numeracy, literacy, SchoolIDEX and school safety. The Facility Manager works with the staff on building needs for work equipment as well as calibration of equipment.

Curriculum	Curriculum Design, Delivery and Review	Budget funding to develop curriculum (DACUM) at ECTS, in addition to the high priority occupations that have been funded by grants in the past. Local funding is being used 2008-2009 with no grant funding available. Set a schedule to regularly review curriculum and practices. Continue SchoolDESK review committee and communicate results. Improve deployment of math/literacy program. Add one year HVAC program.	None noted	Curriculum developed by instructors used in the classroom is documented and correlated with SchoolDESK data and reporting. Instructors audited understand the curriculum process. DACUM works well for generating new curriculum ideas and employer/workplace authentication.
Student Services	Recruitment and Enrollment	Compare rating score on the application with success in the program.	None	Process is comprehensive and involves the appropriate personnel affected by the process. Instructors have their chance to WOW students on a visitation day scheduled with the home districts. Most districts send all 9th grade students to ECTS for a visit. Applications are distributed to all visitors after their tour. Instructors have the opportunity to review all applications for rating. This info is used to discuss appropriate placement as well as information on the students for the instructors prior to entrance in to the program.
Student Services	Attendance	The audit team suggests writing a work instruction for entering attendance in SchoolDESK. The instructors don't fully understand the current procedure of entering attendance. There is no uniformity on how they record and chance absences. Some don't even know they have the access to make changes after the initial absence date passes. It should be clarified whether this is the secretary's or the instructor's responsibility. An absenteeism "flag system" to help instructors remember to make changes after the 3 day requirement would be helpful. Audit team encourages principal to pursue his plans to work with the home schools and their district justices. Inform the faculty of such resources as the Faculty and Staff Manual and the SchoolDESK manual.	Update policy and procedures 8.2, 7.5 and 7.5.3 to correct terminology (i.e. PIMS)	The auditors observed great office interaction among the principal, secretaries and the guidance counselor. Everyone seems to be aware of their roles and the critical info others on staff need to know and act upon. They communicate well through the notes in SchoolDESK. A great deal of progress has been made this year in the follow-up procedures to 10-15 absences. This includes sending letters home, as well as counseling and disciplinary actions.

Student Services	Guidance	It would be helpful to have and itemized listing of counseling services available to students. Maybe this could be published in the Student and Faculty Manuals.	KIPS chart should be updated to reflect responsibility more accurately. Job descriptions are outdated. Policy 7.2, Procedure 7.5.3 need updated with correct terminology.	The ECTS Guidance Counselor is aware of community resources available to help students. She has a nice referral system that appears to be quite effective. She also communicates well with other support staff and instructors through the notes section of SchoolDESX.
Student Services	Placement and follow-up	As mentioned in the 2008 audit Elaine doesn't have access to all students in SchoolDESX. This creates 2 problems She doesn't have access to the student information before students are placed on coop. She is not able to enter grades. This also results in a transcript for the student that does not reflect the coop experience. Elaine may adjust seminar topics depending on results of the NOCTI test. Allow more people to go out and find job openings. Eliminate the time card and get the info from the students pay stub or electronically.	None	At the time of the audit, 51 students were in the coop or DO program. Students enrolled in the coop program and 2nd level students have a solid understanding of the process used to place students. Student feedback is positive. The graduate survey indicates that there are more than 50% of graduates in post-secondary programs. Current coop students are motivating younger students to excel to achieve a coop placement. The record keeping is very thorough. A change was made to the evaluation process as a result of customer feedback.

Revision Date 6/9/2009							Actual Performance						Target
Key Processes	Service or Operation	Performance Objective	Performance Measure	Performance Criteria	Criteria Schedule	Data Manager	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	
Product Realization	Curriculum Design	Curriculum Reliability	NOCTI Exam Scores (Written) **new version of test, normative data unavailable	80% of students perform at or above the national norm	May 1	SISS-- Curriculum	Benchmark Missed		Progress Achieved		Benchmark Achieved		≥ 80% or improved
				Auto Body			83%	100%	100%	75%	83%	75%	
				Automotive Technologies			-	77%	72%	74%	82%	67%	
				Early Childhood Education			89%	80%	78%	86%	71%	63%	
				Art and Design			-	78%	94%	79%	100%	**	
				Computer Information Sys			78%	83%	100%	100%	89%	91%	
				Construction Trades			88%	100%	92%*	89%	93%	75%	
				Cosmetology			91%	75%	80%*	54%	62%	88%	
				Culinary Arts			89%	100%	100%*	75%	71%	40%	
				Drafting & Design			87%	71%	88%	78%	89%	64%	
				Electrical Engineering			50%	44%	25%	10%	43%	**	
				Electronics			57%	100%	75%	100%	50%	78%	
				Facilities Maintenance			78%	67%	75%	33%	50%	**	
				Graphic Communications			57%	43%	73%	100%	43%	14%	
				Health Assistant			100%	93%	88%	62%	82%	71%	
				Hospitality Management			-	78%	67%	55%	65%	31%	
				Metal Fabrication			67%	89%	13%*	73%	56%	33%	
				Networking Technologies			-	56%	20%*	0%	33%	58%	
				Tool & Die			100%	100%	100%	100%	0%	25%	
	Curriculum Review	Curriculum Validity	Craft Advisory Committee Minutes	Each CAC endorses curriculum	May 1	Principal	Yes	Yes	Yes	Yes	Yes	Yes	Yes
		Student Satisfaction	Student Satisfaction (High School)	90% of areas evaluated achieve a grade of B or better	June 1	CHQR	96%	95%	100%	100%	100%	100%	90%
		Student Satisfaction	Student Satisfaction (RCTC)	90% of areas evaluated achieve a grade of B or better	Quarterly	RCTC Manager	n/c	n/c	96%	n/c	88%		90%
		Student Participation-- RCTC	Number of Adult Students Enrolled	Number of students enrolled increases by 3% from the prior year	July 1	RCTC Manager	26%	-19%	10%	-4%	11%		≥ 3%
			Number of Courses Operated	Number of courses run increases by 2% over prior year			11%	-7%	11%	-6%	6%		≥ 2%
			Revenues v. Expenses	Revenues exceed Expenses by 5%			55%	13%	96%	-15%	46%		≥ 5%

Erie County Technical School
Quality Management System
Performance Indicators

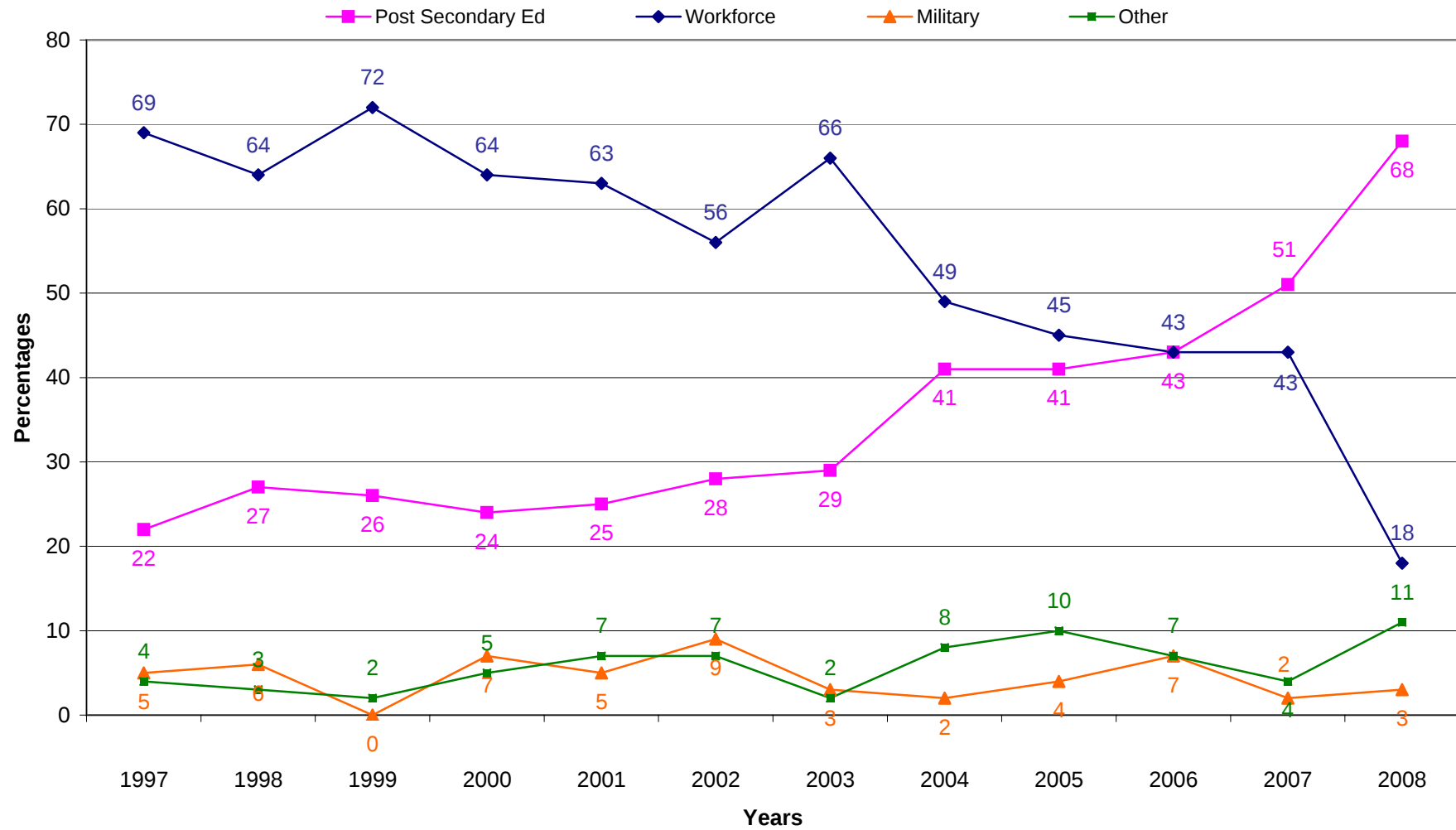
Revision Date 6/9/2009							Actual Performance						Target
Key Processes	Service or Operation	Performance Objective	Performance Measure	Performance Criteria	Criteria Schedule	Data Manager	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	
Student Services	Guidance Services	Attendance Rates	Periodic Attendance Reports-- Campus	Average daily attendance is greater than 95%	Quarterly	Guidance Counselor	93%	93%	n/c	93%	93%		95%
		Retention Rates	Periodic Enrollment Reports-- Campus	92% of the students remain enrolled			68%	94%	97%	92%	94%		92%
		Enrollment Share	Enrollment Compared to Population	Enrollment equals 15% of ADM or a .25 point increase	August 1		13.4%	13.2%	13.1%	13.0%	12.7%		15%
		Customer Satisfaction	Student Satisfaction Survey	Areas achieve a grade of B or better	June 1		2.96	3.00	3.22	3.33	3.30	2.95	>2.68
	Placement Services	Co-op Participation	Co-op Participation Rate	30% of seniors participate in co-op	January 1 & June 1	Placement Coord.	18%	33%	28%	30%	29%	25%	30%
		Transition Rates	Workforce, Military or Postsecondary	90% of all graduates attain transition-- Campus	June 1		92%	92%	93%	96%			90%
		Customer Satisfaction	Student Satisfaction Survey	Areas achieve a grade of B or better	June 1	CHQR	3.00	3.1	3.27	3.15	3.25	2.90	> 2.68
Resource Management	Fiscal Support Services	Annual Budget Consistency	Degree to Spending Plan	Major accounts are within 10% of quarterly fractional equivalent	Quarterly	Business Manager	Yes	Yes	Yes	Yes	Yes	Yes	Yes
		Audit Compliance	Audit Reports	Two or fewer findings and 6 or fewer recommendations	October 1		Yes	Yes	Yes	Yes	Yes	Yes	Yes
	Technology Services	Repair Request Response	Response to Maint. Requests	90% of requests have an ave. age of less than 7 days	January 1 & June 1	IST Manager	92%	93%	n/c	85%	91%		90%
	Facilities Support Services	Facilities Cleanliness & Safety	Inspection Reports-- External	Compliance reports contain no critical violations.	June 1	Facilities Manager	Yes	Yes	Yes	Yes	Yes	Yes	Yes
		Repair Request Response	Response to Maint. Requests	Average age of pending requests is less than 7 days	January 1 & June 1		9.5	6.19	Yes	Yes	5.79	5.79	< 7
		Customer Satisfaction	Custodial & Maintenance Survey	90% of areas evaluated achieve a grade of B or better	June 1		n/c	Yes	Yes	3.39	Yes	Yes	90%
	Food Services	Facility Cleanliness	Internal & External Inspections	Compliance reports contain no critical violations.	June 1	Food Svc. Manager	Yes	Yes	Yes	Yes	Yes	Yes	Yes
		Customer Satisfaction	Food Service Satisfaction Survey	90% of areas achieve a grade of B or better	January 1 & June 1		70%	n/c	67%	100%	80%	60%	90%
	Human Resources	Staff Development -Non-Certified	Log of Hours	90% participate in at least 6 hours of training	June 1		35%	48%	30%	48%	44%	88%	90%

n/c: data not collected

Erie County Technical School
 Quality Management System
 Performance Indicators

Revision Date 6/9/2009							Actual Performance						Target
Key Processes	Service or Operation	Performance Objective	Performance Measure	Performance Criteria	Criteria Schedule	Data Manager	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	
Quality Management System	Administrative Services	Instructional Leadership	Operations & Management Survey	90% of areas achieve a grade of B or better	May 30	Director	71%	81%	93%	89%	90%		90%
	Internal Auditing	Timely Audits	Audit Schedule	100% of all internal audits completed per schedule	June 1	CHQR	100%	83%	100%	100%	100%	100%	100%
	External Auditing	QMS Compliance	Audit Citations	Two or fewer audit citations from the auditor	October 1		2	0	2	0	0	0	≤ 2
	Improvement	Open Improvement Requests	Response to Improvement Requests	Aging summary of requests decreases by 3% from prior period	Annually	CHQR	25%	50%	15%	12%	30%		≥ 3%

Erie County Technical School Placement Trends--1997 to 2008



Erie County Technical School 2008 Graduate Follow-up

[illegible]

GRADUATE QUESTIONNAIRE COMPILATION

2008 Erie County Technical School Graduates

Survey completed in the Spring of 2009

34/238 = 14% Response Rate

EMPLOYMENT & BENEFITS**1. Are you employed?****Yes** (24 responses)**No** (9 responses)**If no, are you looking for work?****Yes** (7 responses)**No** (5 response)**If you are presently employed, please tell us about your job:**

(AUT) I work 40 hrs/wk at Goodwill's Automotive as a mechanic. I earn \$300/wk.

(AUT) I work 43 hrs/wk at Gary Miller Dodge as an auto technician. I earn \$8/hr.

(CIS) I work at Barbatos as a crew member averaging 23 hrs/wk. I earn \$7.40/hr.

(COS) I work 32 hrs/wk in the Sears Salon as a stylist. I earn \$7.15/hr.

(COS) I work 30 hrs/wk as a stylist at "On the Avenue" I make \$250-\$300/wk.

(CNT) I work 40-50 hrs/wk for Bill Wagner as a machine operator. I gross \$400/wk.

(CUA) I work 10 hrs/wk at Bob Jones University on the ROTC clean up crew. I make \$50-\$60/wk.

(CUA) I work 22 hrs/wk in the bakery at Giant Eagle. I make \$7.45/hr.

(CUA) I work 38 hrs/wk at Cracker Barrel as a grill cook. I make \$210/wk. (\$10/hr)

(DDE) I work 15 hrs/wk as a Drafter & Engineering Intern at Lord Corporation. I make \$11.75/hr.

(ECE) I work 16 hrs/wk at Peek 'n Peak doing counterwork. I make \$7.15/hr.

(ECE) I work 24 hrs/wk as a residential aide at the Gertrude Barber Center making \$10.50/hr.

(ECE) I work 14 hrs/wk in daycare at Nautalis. I earn \$7.15/hr.

(EET) I work 40 hrs/wk as an electrician with Chernichky Electric. I make \$350/wk.

(ELC) I work 20 hrs/wk as a stock clerk at Giant Eagle. I earn \$7.15/hr.

(FMT) I work 40 hrs/wk for WMT Spaeder as a MES Pipefitter. I gross \$410/wk.

(FMT) I work 32 hrs/wk in hot foods at Giant Eagle making \$7.45/hr.

(GRA) I work 19 hrs/wk at McDonalds grilling fast food. I earn \$7.50/hr.

(GRA) I work 35 hrs/wk at Olive Gardens as a dishwasher. I earn \$9/hr.

(GRA) I work 10 hrs/wk at Thayer Power & Communication in fleet maintenance. I earn \$10/hr.

(HEA) I work 16-20 hrs/wk as a manager. I make \$7/hr.

(MTF) I work 20 hrs/wk as a clerk at Rite Aid at \$7.25/hr.

(TDI) I work 20 hrs/wk at Snap-tite as a machinist. I earn \$8.75/hr.

(THM) I work 40 hrs/wk at Ast Global in Shipping. I earn \$7.50/hr.

Do you have benefits?**Yes** (7 responses; I get my gym membership free)**No** (19 responses)

If yes, check all that apply:

Medical (6 responses)
Dental (4 responses)
Vision (3 responses)
Retirement Pension or 401(k) (2 responses)
Life Insurance (1 responses)
Paid Continuing Education (2 responses)

Do you pay towards your medical plan?

Yes (2 responses - \$2.50/wk; \$2.54/wk)
No (3 responses)

2. Is your current employment related to your training at ECTS?

Yes (10 responses)
No (15 responses)

If not, why are you not currently employed in a related field?

(CIS) I am currently getting a higher degree in Computer Information Systems.

(CNT) No jobs.

(CNT) I am attending college at Mercyhurst NE

(COS) I applied at Penney's, but they are not hiring until March. I am raising a son.

(CUA) I am in a student work study program – I am on a scholarship.

(ECE) Not enough time – I can only work weekends.

(ECE) Better pay at my current job.

(ELC) I was laid off from my job at Lighthouse Electric.

(FMT) I am in college, I would need part time.

(FMT) I am no longer interested in this field.

(GRA) I am at Tri State Business Institute furthering my education.

(GRA) Graphics was not the thing for me.

(GRA) I am continuing my education in art at Edinboro University.

(HEA) I am in nursing school – the program did not give me any kind of certificate so that I would be able to work in my field.

(MTF) I am in college for a different field.

(NWT) I joined the army reserve and am being sent to Iraq in April

(THM) I'm not sure if that's what I really want to do right now.

3. Is this the first job you have had since graduation?

Yes (13 responses)
No (12 responses)

If no, how many jobs have you had since graduation?

1 job (8 responses)
2 jobs (2 responses; both companies were owned by the same person)
3 jobs (1 responses)

4 jobs (0 response)

5 jobs (0 response)

4. Is your present job a Co-Op placement?

Yes (5 responses)

No (19 responses)

If no, how did you find your current job?

(CIS) I applied.

(CNT) Friend.

(COS) Through Tri State

(COS) I went to the mall and walked around town putting applications in.\

(CUA) From my sister's boyfriend.

(ECE) Newspaper, word of mouth.

(ECE) Referred by a friend.

(ECE) From my brother.

(ELC) From parents.

(FMT) Through contacts.

(GRA) Friend.

(GRA) Walk in.

(GRA) Family member.

(HEA) I've worked there for three years.

(NWT) Walk in

(THM) A family member works here and offered me the job.

5. How much is your job like the type of work you thought you would be doing?

Exactly like what I thought I would be doing after high school. (6 responses)

Somewhat like what I thought I would be doing after high school. (11 responses)

Not at all like what I thought I would be doing after high school. (5 responses)

I didn't have any definite ideas on what I would be doing. (5 responses)

6. How much do you like (or dislike) your current job?

I like it very much (12 responses)

I like it somewhat (6 responses)

I neither like, nor dislike it (4 responses)

I dislike it somewhat (2 response)

I dislike it very much (1 response)

7. At this point in my life,

I continue to live with my parents (23 responses)

I live on my own (4 responses)

I share living expenses with friends (0 responses)

8. Other:

(DDE) I live on campus.
 (ECE) I am in college.
 (ECE) I live on campus.
 (FMT) I live with my girlfriend.

9. How do you get to work?

Drive	(21 responses)
Ride with someone	(2 responses)
Walk	(5 responses)
Public transportation	(0 responses)
Other	(0 responses)

CONTINUING EDUCATION & MILITARY**10. Are you continuing your education?**

Yes (23 responses)
No (10 responses)

(AUT) Community College of Allegheny County – 12 cr hrs/sem in the Chrysler Automotive Program.
 (CIS) Erie Business Center for Information Technology, full time.
 (COS) Tri State; I'm finishing my schooling – it was an all day program five days a week for 5 months. I am completing the Cosmo Education Program (teaching program).
 (CNT) I went to school for one semester at Lee University taking 14 credits in Youth Ministry.
 (CNT) Mercyhurst NE; 15 cr hrs/sem; Criminal Justice/Law Enforcement Concentration
 (CUA) Tri State; massage therapy
 (CUA) Bob Jones University; 18 cr hrs/sem; Culinary Arts.
 (CUA) Art Institute of Minneapolis; 28 cr hrs/sem; Baking & Pastry
 (CUA) Connecticut Culinary Institute, Baking and Pastry
 (DDE) Penn State Behrend; 18 cr hrs/sem; Mechanical Engineering
 (ECE) Edinboro University; 18 cr hrs/sem; Elementary/Special Education
 (ECE) Penn State Behrend, 17 cr hrs/sem; Nursing
 (ECE) Edinboro University; 18 cr hrs/sem; Elementary/Special Education
 (ELC) Erie Institute of Technology in Computer Electronics Technology.
 (FMT) Local 47 Apprentice School.
 (FMT) Tri State; Welding and Metal Fabrication
 (FMT) Tri State Business Institute; HVAC-R
 (GRA) Tri State Business Institute; Digital Multimedia and Graphic Design.
 (GRA) EIT; multi media graphic design
 (GRA) Edinboro University; 15 cr hrs/sem; Fine Arts Major
 (HEA) Mercyhurst NE; 13 cr hrs/sem; RN Program
 (HEA) Penn State Behrend; 18 cr hrs/sem; RN Program
 (MTF) Jamestown Community College; 14 cr hrs/sem; Professional Piloting
 (TDI) EIT; CNC Programmer

Did you take advantage of an articulation agreement between ECTS and the post-secondary school you are attending?

Yes (3 responses)

No (24 responses)

10. Are you in the military?

Yes (1 responses – Army Reserves)

No (31 responses)

YOUR COMMENTS ON ERIE COUNTY TECHNICAL SCHOOL

How well (or poorly) did your lab at ECTS prepare you for your present job?

Excellent (10 responses)

Above Average (5 responses)

Average (9 responses)

Below Average (2 responses)

Poor Preparation (0 response)

(HEA) I don't have a job yet, but ECTS really helped me prepare for nursing school.

11. What additional training could ECTS add to better prepare you?

(AUT) Add automotive diagnosis to the Automotive Program.

(CIS) It's a good program.

(COS) More clients in the salon for more experience.

(CNT) None.

(CNT) Writing skills are needed.

(CUA) Leadership, business management.

(CUA) More learning about short order/line cooking. Maybe even have a lab like that.

(DDE) I think it was a well-rounded education.

(ECE) Cover more information on special needs kids.

(ECE) N/A I really enjoyed attending ECTS.

(ECE) Nothing – it was a great experience.

(EET) It is good the way it is if students want to learn.

(ELC) More heavy duty components and self wiring.

(FMT) Everything was satisfactory.

(FMT) Nothing.

(GRA) Nothing.

(GRA) To have a better workplace.

(GRA) My training didn't relate to my current position.

(GRA) As a taxpayer, I just think ECTS should have an animal-related lab, or agriculture class. I know that some sending schools have these classes, but McDowell does not. I know that farming is somewhat dying but we will always need people to take care of livestock. I hope you will find a need for this class.

(HEA) If we were to have clinical training, we would be able to get a job in our field when we graduate

(HEA) Clinical experience.

(MTF) More job interviewing preparation.

- (NWT) More hands-on experience.
- (TDI) More hands-on, more blueprint reading

12. What benefited you most at ECTS?

- (AUT) The instructors' willingness to help.
- (CIS) Being able to have a head start.
- (CNT) Everything.
- (CNT) The work ethic that is learned in Construction Trades.
- (COS) Business.
- (COS) Learning my trade so I can have a job right out of high school.
- (COS) I saved a lot of money.
- (CUA) Having hands-on projects.
- (CUA) The hands-on experience and the interaction with teachers and students.
- (CUA) Mrs. Carr's class.
- (CUA) I learned the basics of cooking. I learned how to work with all kinds of people. I love culinary.
- (DDE) The opportunity to go out and enhance my learning on the job.
- (ECE) Hands-on training.
- (ECE) Really working with kids.
- (ECE) The freedom the students have, my teacher (Mrs. Erdman) and the learning process.
- (ECE) Meeting new friends and learning new things that will help me in the future.
- (EET) Teachers.
- (ELC) The interaction with the other students in the labs.
- (FMT) Support from the excellent staff at ECTS.
- (FMT) My teacher.
- (FMT) Learning a little bit about everything.
- (GRA) Projects, certificate.
- (GRA) Working for what I like to do.
- (GRA) Learning responsibility.
- (HEA) Hands on practice in the lab that reinforced the bookwork.
- (HEA) Medical terminology, A&P.
- (MTF) Resume preparation and work ethics.
- (TDI) Hands-on experience & training.
- (TDI) Working with the machines, I enjoyed the projects.

13. What did you like least about ECTS?

- (AUT) Nothing.
- (CIS) The level of challenge.
- (CNT) Our daily points were very easily taken away.
- (CNT) Rude students, the ones who ruin things for the rest of the students.
- (CUA) Nothing.
- (CUA) The drama among students.
- (CUA) Math class.
- (DDE) The common misconception at home school that a technical education was inferior.
- (ECE) Only coming half a day.
- (ECE) All the paperwork.
- (ECE) Paperwork.
- (EET) Everything was good.
- (ELC) The massive amount of lectures.

- (FMT) It was only half-day.
- (FMT) The bus ride.
- (FMT) The bad food.
- (GRA) Rules, especially Internet privilege rules.
- (GRA) Does not apply.
- (GRA) Breaks.
- (HEA) The fact that we don't get a certification – that would enable us to work in our field when we graduate.
- (HEA) Not being able to have a clinical experience.
- (MTF) Equipment.
- (TDI) Learning from a book.
- (TDI) Not enough machines to go around.

14. If you could go back to ninth grade, what would you do different in high school?

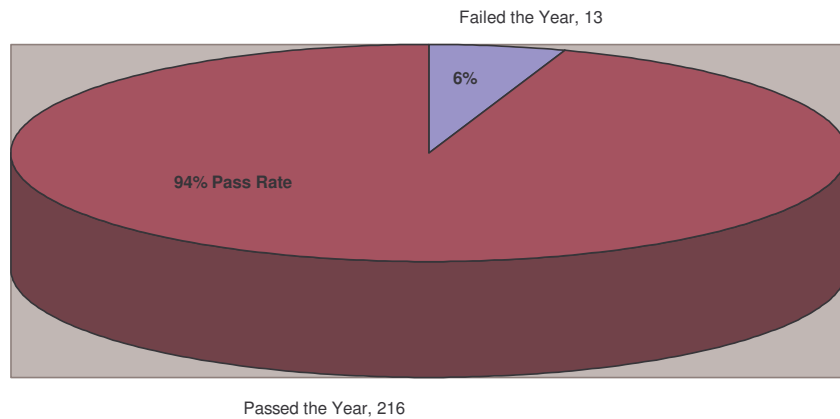
- (AUT) Nothing.
- (CIS) Probably look a little more into Networking.
- (CNT) Work harder.
- (CNT) I would have taken higher level courses.
- (COS) Nothing, I'd do the same thing, but maybe study longer and harder.
- (COS) Study more.
- (COS) Nothing. Tech was the best decision of my high school career.
- (CUA) Try harder.
- (CUA) Pay more attention in classes and make sure I passed them and gave it all my effort.
- (CUA) I would get more involved in extra curricular activities and push myself to take harder classes.
- (CUA) Pay attention and do my homework.
- (DDE) I wouldn't do anything different. I am very satisfied with my choice.
- (ECE) No regrets. Nothing.
- (ECE) Apply myself and put more effort into my classes.
- (ECE) I would be more open and take it more seriously.
- (ECE) Not have my whole world centered around my boyfriend.
- (EET) I don't know.
- (ELC) I would seriously look at all fields before choosing.
- (FMT) I would have enrolled in my ECTS lab in 10th instead of 11th grade.
- (FMT) Try harder.
- (FMT) Not get kicked out.
- (GRA) Get better grades and set goals.
- (GRA) Pay more attention to things.
- (GRA) Start Tech in my 10th grade year.
- (GRA) Take a lab that would be more beneficial to me after high school.
- (HEA) I would have studied harder and committed more to memory – instead of memorizing the day before the test.
- (HEA) I don't think I would do anything different.
- (MTF) Take another language class.
- (NWT) Pass with better grades.
- (TDI) Start Tech one year earlier.
- (TDI) Study harder and hand in assignments better. Keep my weight down.

15. What “one thing” would you suggest ECTS tell potential students to convince them to enroll at the technical school?

- (AUT) ECTS really prepares you for the future.
- (CIS) That it helps a lot in the long run for college.
- (CNT) I have no regrets going there.
- (CNT) No one can take knowledge away from you.
- (COS) It's a lot of fun but a lot of hard work. It was worth it all the same.
- (COS) I saved so much money. Technical schools (ie Tri State) after high school can cost as much as college.
- (CUA) Great life experience – did me good in the long run.
- (CUA) You have lots of fun and you learn new things.
- (CUA) Enrolling in ECTS will prepare you for any type of job that you consider entering into. It will help you find what you are good at and help set your future into motion.
- (CUA) Coming here could change your life.
- (DDE) A technical education is a stepping stone to the future. It gives you the edge over other students when continuing your education or entering the workforce.
- (ECE) The experience is amazing.
- (ECE) You'll love it! Great friends are made, great teachers and you get to do what you love.
- (ECE) It's a great opportunity and if you don't want to keep doing that for a career, you could always have something to fall back on.
- (ECE) There is lots of paperwork. They should take advantage of their education.
- (EET) If you choose this program, you want to learn and then do it. If you don't want to, don't even waste your time. If you need just credits, don't even think about it. Good luck with your graduation!
- (ELC) Having a specific skill makes you valuable to an employer.
- (FMT) It will alter your life.
- (FMT) Find the job you like and you will not regret attending ECTS.
- (FMT) Prepare for your future.
- (GRA) Pick a lab that you see yourself finishing and stay with it for three years.
- (GRA) It is beneficial.
- (GRA) It is a great school.
- (GRA) You can tell them I played in a band at ECTS to get people to join in!
- (HEA) If you plan on going into the medical field everything you learn in class will benefit you when you go to school – make sure you study hard.
- (HEA) Hands-on practical learning is the best way to learn.
- (MTF) America needs more skilled workers.
- (TDI) Free training, like free college.
- (TDI) It's a career choice. It's your future.
- (THM) It is nice with nice staff members and a lot of hands-on time.

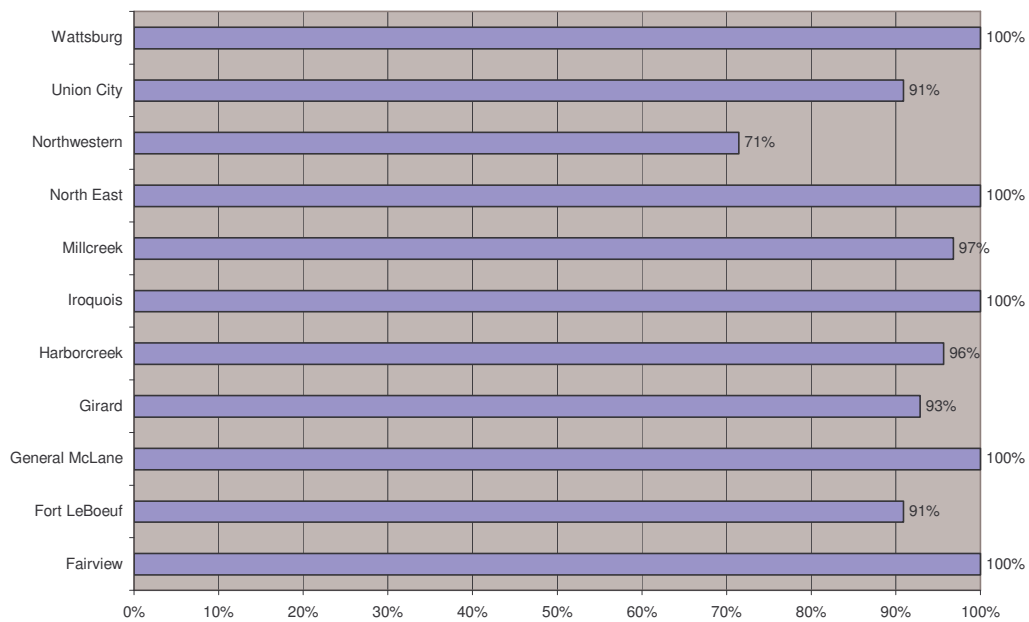
Special Education Analysis
June 2009

**ECTS Pass Rate for Students with Disabilities, 2008-2009
Year-End Analysis**



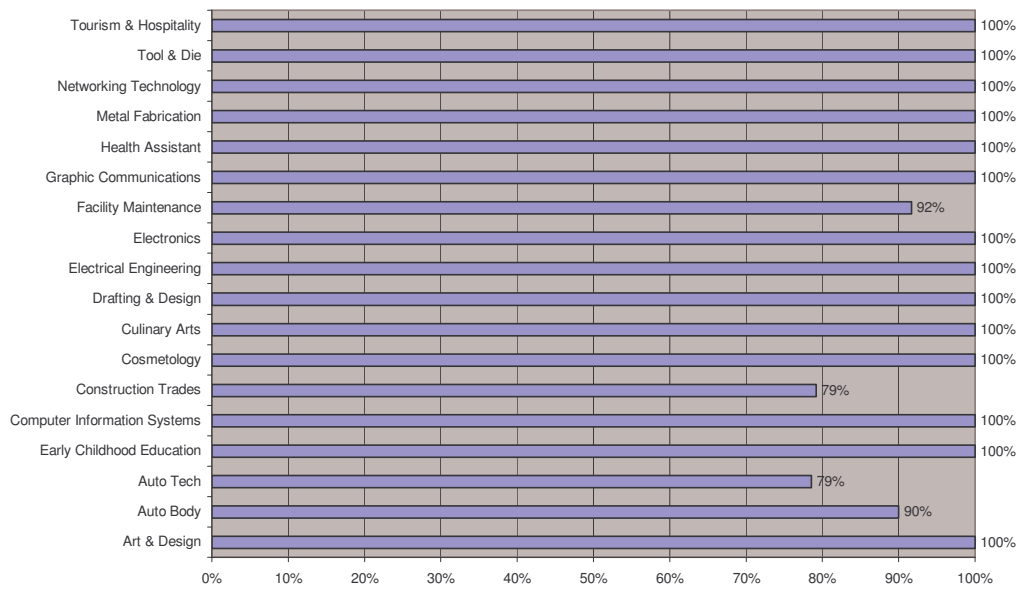
229 Students at Year-End

**Pass Rates for ECTS Students with Disabilities, 2008-2009 by District
Year-End Analysis**

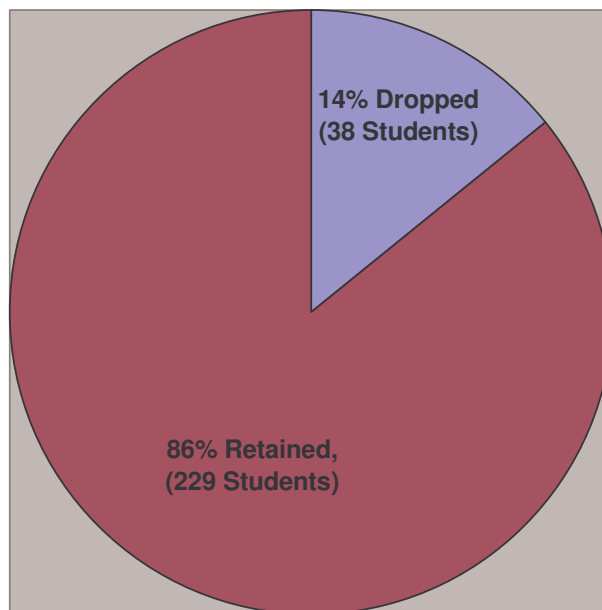


Special Education Analysis
June 2009

**Pass Rate for ECTS Students with Disabilities, 2008-2009 by Program
Year-End Analysis**



**ECTS Students with Disabilities
Retention Rate Analysis 2008-2009**



Total Students with
Disabilities Enrolled, 267

1. Overall Performance Rating							
	A	B	C	D	F	Rating Average	Response Count
School Board	39.0% (16)	51.2% (21)	9.8% (4)	0.0% (0)	0.0% (0)	3.29	41
Director	56.1% (23)	31.7% (13)	7.3% (3)	4.9% (2)	0.0% (0)	3.39	41
Principal	73.2% (30)	26.8% (11)	0.0% (0)	0.0% (0)	0.0% (0)	3.73	41
RCTC Manager	35.3% (12)	50.0% (17)	8.8% (3)	2.9% (1)	2.9% (1)	3.12	34
Business Manager	68.3% (28)	22.0% (9)	7.3% (3)	2.4% (1)	0.0% (0)	3.56	41
Facilities Manager	46.3% (19)	39.0% (16)	12.2% (5)	2.4% (1)	0.0% (0)	3.29	41
Information Systems and Technology Manager	46.3% (19)	39.0% (16)	14.6% (6)	0.0% (0)	0.0% (0)	3.32	41
Human Resources and Quality Coordinator	45.0% (18)	25.0% (10)	22.5% (9)	5.0% (2)	2.5% (1)	3.05	40
Instructional Support Supervisor--Curriculum	56.1% (23)	31.7% (13)	9.8% (4)	0.0% (0)	2.4% (1)	3.39	41
Instructional Support Supervisor--Literacy	65.9% (27)	26.8% (11)	7.3% (3)	0.0% (0)	0.0% (0)	3.59	41
Faculty	50.0% (20)	40.0% (16)	7.5% (3)	0.0% (0)	2.5% (1)	3.35	40
	answered question						41
	skipped question						0

2. Rating of the "learning culture" in the school

ECTS Administrative Retreat--2009-2010

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	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	Rating Average	Response Count
Learning is the main priority at the school.	39.0% (16)	51.2% (21)	2.4% (1)	7.3% (3)	0.0% (0)	3.22	41
The quality of education is improving from year to year.	39.0% (16)	41.5% (17)	12.2% (5)	7.3% (3)	0.0% (0)	3.12	41
ECTS is safe and secure.	40.0% (16)	50.0% (20)	7.5% (3)	0.0% (0)	2.5% (1)	3.25	40
The school handles behavioral problems effectively.	41.5% (17)	56.1% (23)	2.4% (1)	0.0% (0)	0.0% (0)	3.39	41
Students are motivated to learn.	7.5% (3)	72.5% (29)	10.0% (4)	10.0% (4)	0.0% (0)	2.78	40
Faculty members are knowledgeable in their subject areas.	51.2% (21)	41.5% (17)	4.9% (2)	2.4% (1)	0.0% (0)	3.41	41
Faculty members care about the educational needs of the students.	43.9% (18)	48.8% (20)	2.4% (1)	4.9% (2)	0.0% (0)	3.32	41
The principal actively works to meet the student body's needs.	56.1% (23)	41.5% (17)	2.4% (1)	0.0% (0)	0.0% (0)	3.54	41
Parents take responsibility for their children's behavior.	2.5% (1)	37.5% (15)	32.5% (13)	27.5% (11)	0.0% (0)	2.15	40
Parents are satisfied with the education students receive.	19.5% (8)	61.0% (25)	19.5% (8)	0.0% (0)	0.0% (0)	3.00	41
School operations are cost-effective.	26.8% (11)	56.1% (23)	9.8% (4)	7.3% (3)	0.0% (0)	3.02	41
Necessary supplies are available to support instruction.	34.1% (14)	63.4% (26)	2.4% (1)	0.0% (0)	0.0% (0)	3.32	41
Decision-management is carried out effectively.	27.5% (11)	55.0% (22)	12.5% (5)	5.0% (2)	0.0% (0)	3.05	40
	answered question						41
	skipped question						0

3. Key Performance Indicators

ECTS Administrative Retreat--2009-2010

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	A	B	C	D	F	Rating Average	Response Count
The board's knowledge of the educational needs of students	22.0% (9)	48.8% (20)	24.4% (10)	4.9% (2)	0.0% (0)	2.88	41
The school board's ability to establish effective policies	26.8% (11)	51.2% (21)	22.0% (9)	0.0% (0)	0.0% (0)	3.05	41
The director's work as an instructional leader	47.5% (19)	30.0% (12)	17.5% (7)	5.0% (2)	0.0% (0)	3.20	40
The director's work as a chief school administrator	58.5% (24)	26.8% (11)	9.8% (4)	4.9% (2)	0.0% (0)	3.39	41
The principal's work as an instructional leader	63.4% (26)	36.6% (15)	0.0% (0)	0.0% (0)	0.0% (0)	3.63	41
The principal's work as a manager of faculty and staff	70.7% (29)	26.8% (11)	2.4% (1)	0.0% (0)	0.0% (0)	3.68	41
The faculty's attitudes about their jobs	29.3% (12)	58.5% (24)	9.8% (4)	0.0% (0)	2.4% (1)	3.12	41
Amount of time dedicated to technical education	25.0% (10)	50.0% (20)	15.0% (6)	10.0% (4)	0.0% (0)	2.90	40
Amount of time dedicated to academic instruction	30.8% (12)	51.3% (20)	15.4% (6)	2.6% (1)	0.0% (0)	3.10	39
Parents' efforts in assisting with the learning process	5.0% (2)	37.5% (15)	37.5% (15)	17.5% (7)	2.5% (1)	2.25	40
Parents' participation in school activities	5.1% (2)	25.6% (10)	46.2% (18)	20.5% (8)	2.6% (1)	2.10	39
School's relationships with community groups	15.0% (6)	60.0% (24)	22.5% (9)	2.5% (1)	0.0% (0)	2.88	40
Public's perception of ECTS	9.8% (4)	39.0% (16)	39.0% (16)	12.2% (5)	0.0% (0)	2.46	41
School's use of technology as an instructional tool	22.5% (9)	62.5% (25)	12.5% (5)	2.5% (1)	0.0% (0)	3.05	40
School's use of technology for administrative purposes	43.9% (18)	46.3% (19)	9.8% (4)	0.0% (0)	0.0% (0)	3.34	41
Condition of ECTS facilities	48.8% (20)	43.9% (18)	7.3% (3)	0.0% (0)	0.0% (0)	3.41	41
	answered question						41

4. Core Services								
	A	B	C	D	F	N/A	Rating Average	Response Count
Instructional services	38.5% (15)	51.3% (20)	7.7% (3)	0.0% (0)	0.0% (0)	2.6% (1)	3.32	39
Academic Instructional services	32.5% (13)	52.5% (21)	7.5% (3)	2.5% (1)	0.0% (0)	5.0% (2)	3.21	40
Curriculum Development services	45.0% (18)	40.0% (16)	5.0% (2)	5.0% (2)	2.5% (1)	2.5% (1)	3.23	40
Guidance services	32.5% (13)	45.0% (18)	15.0% (6)	5.0% (2)	0.0% (0)	2.5% (1)	3.08	40
Admission services	32.5% (13)	37.5% (15)	20.0% (8)	2.5% (1)	5.0% (2)	2.5% (1)	2.92	40
Placement services	37.5% (15)	45.0% (18)	12.5% (5)	0.0% (0)	2.5% (1)	2.5% (1)	3.18	40
Special Education services	42.5% (17)	45.0% (18)	10.0% (4)	0.0% (0)	0.0% (0)	2.5% (1)	3.33	40
Instructional Aide services	42.5% (17)	45.0% (18)	10.0% (4)	0.0% (0)	0.0% (0)	2.5% (1)	3.33	40
Reading Support services	43.6% (17)	51.3% (20)	2.6% (1)	0.0% (0)	0.0% (0)	2.6% (1)	3.42	39
Math Support services	43.6% (17)	51.3% (20)	2.6% (1)	0.0% (0)	0.0% (0)	2.6% (1)	3.42	39
Maintenance services	57.5% (23)	32.5% (13)	10.0% (4)	0.0% (0)	0.0% (0)	0.0% (0)	3.48	40
Clerical services	57.5% (23)	32.5% (13)	5.0% (2)	2.5% (1)	2.5% (1)	0.0% (0)	3.40	40
Custodial services	62.5% (25)	35.0% (14)	2.5% (1)	0.0% (0)	0.0% (0)	0.0% (0)	3.60	40
Transportation services	26.3% (10)	26.3% (10)	7.9% (3)	0.0% (0)	0.0% (0)	39.5% (15)	3.30	38
Human Resources services	40.0% (16)	25.0% (10)	25.0% (10)	7.5% (3)	0.0% (0)	2.5% (1)	3.00	40
Food services	35.9% (14)	38.5% (15)	15.4% (6)	10.3% (4)	0.0% (0)	0.0% (0)	3.00	39

ECTS Administrative Retreat - 2009-2010 Staff Development services	32.5% (13)	45.0% (18)	15.0% (6)	5.0% (2)	0.0% (0)	2.5% (1)	3.08	40
Technology & Information services	42.5% (17)	42.5% (17)	15.0% (6)	0.0% (0)	0.0% (0)	0.0% (0)	3.28	40
Purchasing services	61.5% (24)	30.8% (12)	5.1% (2)	0.0% (0)	2.6% (1)	0.0% (0)	3.49	39
Financial Management services	60.0% (24)	35.0% (14)	0.0% (0)	2.5% (1)	2.5% (1)	0.0% (0)	3.48	40
Quality Management System	35.9% (14)	41.0% (16)	15.4% (6)	0.0% (0)	2.6% (1)	5.1% (2)	3.14	39
Public Relations services	21.1% (8)	26.3% (10)	21.1% (8)	21.1% (8)	5.3% (2)	5.3% (2)	2.39	38
Adult Education services	25.0% (9)	36.1% (13)	16.7% (6)	8.3% (3)	0.0% (0)	13.9% (5)	2.90	36
Overall grade for operations of ECTS	30.0% (12)	60.0% (24)	10.0% (4)	0.0% (0)	0.0% (0)	0.0% (0)	3.20	40
	answered question							40
	skipped question							1

5. Please share any other comments you feel are important or that clarify your rating of any item.		
		Response Count
		6
	answered question	6
	skipped question	35

Comment Text	Response Date
 Find 1. Curriculum development is not as it is implied. We don't work on improving it's content we work on putting everything into "classes".	Wed, 5/27/09 11:28 AM
 Find 2. I think we do a great job. I think our jobs will become more rewarding and many of will take more pride in what we do as the public perception of our facility and their appreciation for the quality of technical education we provide (even comparitively) is improved.	Wed, 5/27/09 8:35 AM
 Find 3. Having the opportunity to be in the county schools has really made me recognize the value of ECTS and the nice atmosphere and facility we have.	Thu, 5/21/09 12:48 PM
 Find 4. The Sequence charting & time frame are very restricting and should not apply to vocational high school students because it does not allow for slower learners or spending more time on some topics if opportunity if something else develops that can be used for educational purposes.	Thu, 5/21/09 12:08 PM
 Find 5. Guidance: I think guidance should actively help students with post seconday. I think guidance should know all students, and form some sort of relationship with students. Food Service: I think we should offer students more food variety, not just raw veggies & PB&J - no styrofoam & an effort to recycle. Public Relations: Other than what Jeff does on the web, it seems we have no services to let the community know about what we accomplish here.	Thu, 5/21/09 8:48 AM
 Find 6. It is a pleasure to work with the staff and administration at ECTS.	Thu, 5/21/09 8:10 AM
10 responses per page 	

	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	N/A	Rating Average	Response Count
Support provided to me for the literacy effort met my needs.	20.5% (8)	38.5% (15)	15.4% (6)	2.6% (1)	0.0% (0)	23.1% (9)	3.00	39
Support provided to me for the numeracy effort met my needs.	17.9% (7)	38.5% (15)	17.9% (7)	2.6% (1)	0.0% (0)	23.1% (9)	2.93	39
	answered question							39
	skipped question							2

7. What additional information or service would you find helpful regarding literacy or numeracy?

		Response Count
		8
	<i>answered question</i>	8
	<i>skipped question</i>	33

8. Do you have sufficient time for planning curriculum and instruction for your program?

		Response Percent	Response Count
Yes		47.5%	19
No		15.0%	6
Does Not Apply		37.5%	15
	answered question		40
	skipped question		1

	Comment Text	Response Date
 Find	1. I agree with what we are doing. I little is good but more is not always better.	Wed, 5/27/09 11:54 AM
 Find	2. I think we're leading the pack in CTE.	Tue, 5/26/09 3:28 PM
 Find	3. make assignments lab-based so they aide the curriculum / do not send teh same problems for teh exam that were used in teh practice sessions	Fri, 5/22/09 2:29 PM
 Find	4. None at this time.	Thu, 5/21/09 12:27 PM
 Find	5. We need a computer lab for students to work on writing and reading remediation.	Thu, 5/21/09 11:45 AM
 Find	6. Eliminating it. There is enough reading and writing imbedded in the current curriculum to satisfy all state requirements. The addition of more academics has negatively impacted my program by effectively shortening the amount of time that I have to teach students what they have come here to learn and what is outlined in the course sequence.	Thu, 5/21/09 10:02 AM
 Find	7. Some type of test out for students that do not need these services because they are already proficient or advanced. This would allow them to focus on their ECTS program.	Thu, 5/21/09 8:50 AM
 Find	8. A viable reason to give seniors who have taken PSSA's, SAT's, ACT's as to why they must still participate in the literacy drills. Could their time be spent on writing essays for college entrance applications, or creating essays required for their senior projects?	Wed, 5/20/09 3:29 PM
10 responses per page 		

9. In what one or two ways could the operational efficiency of ECTS be improved?

ECTS Administrative Retreat--2009-2010

		Response Count
		13
	<i>answered question</i>	13
	<i>skipped question</i>	28

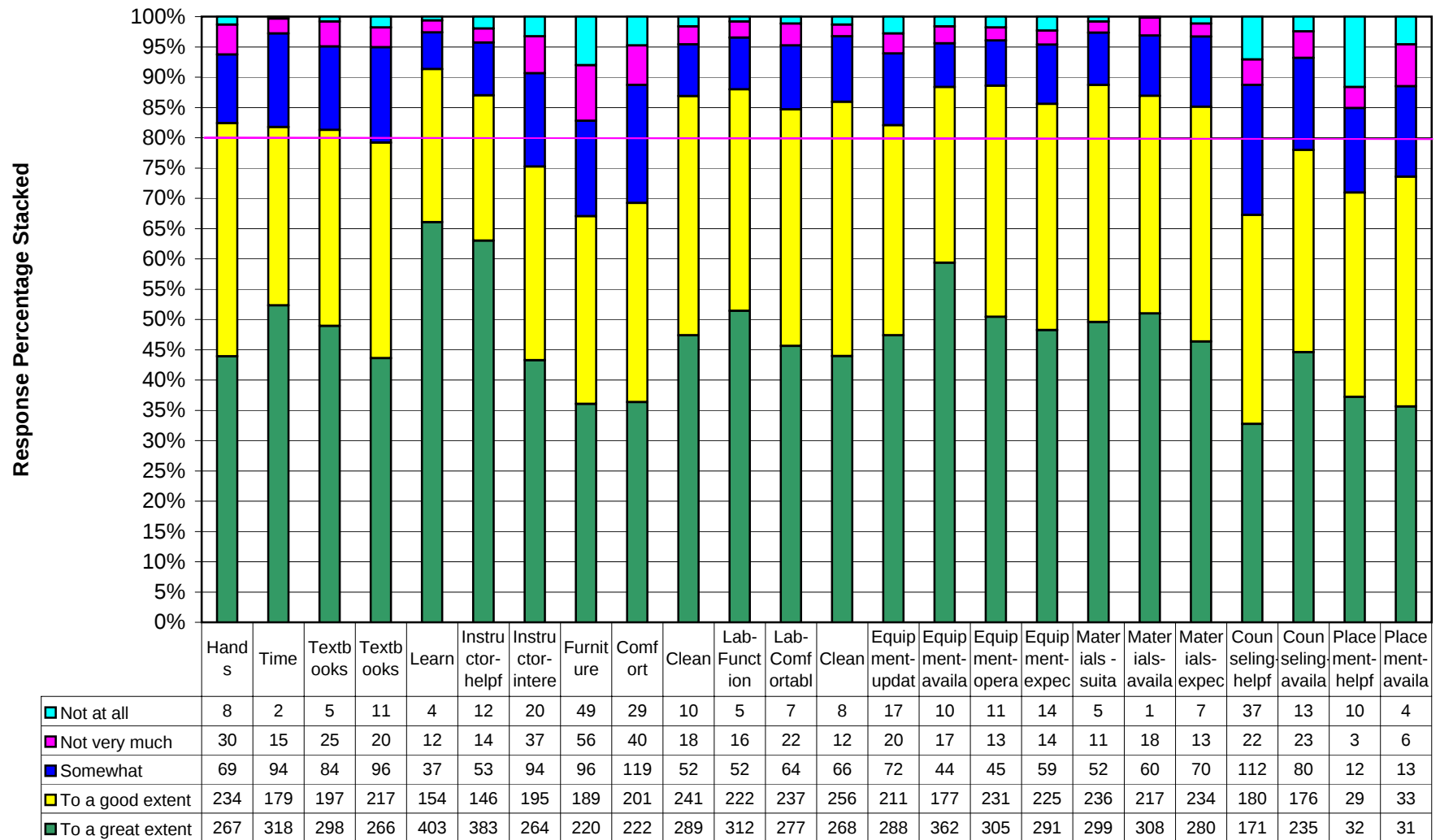
10. What would have to be done for you to give an "A" for ECTS operations?

		Response Count
		14
	<i>answered question</i>	14
	<i>skipped question</i>	27

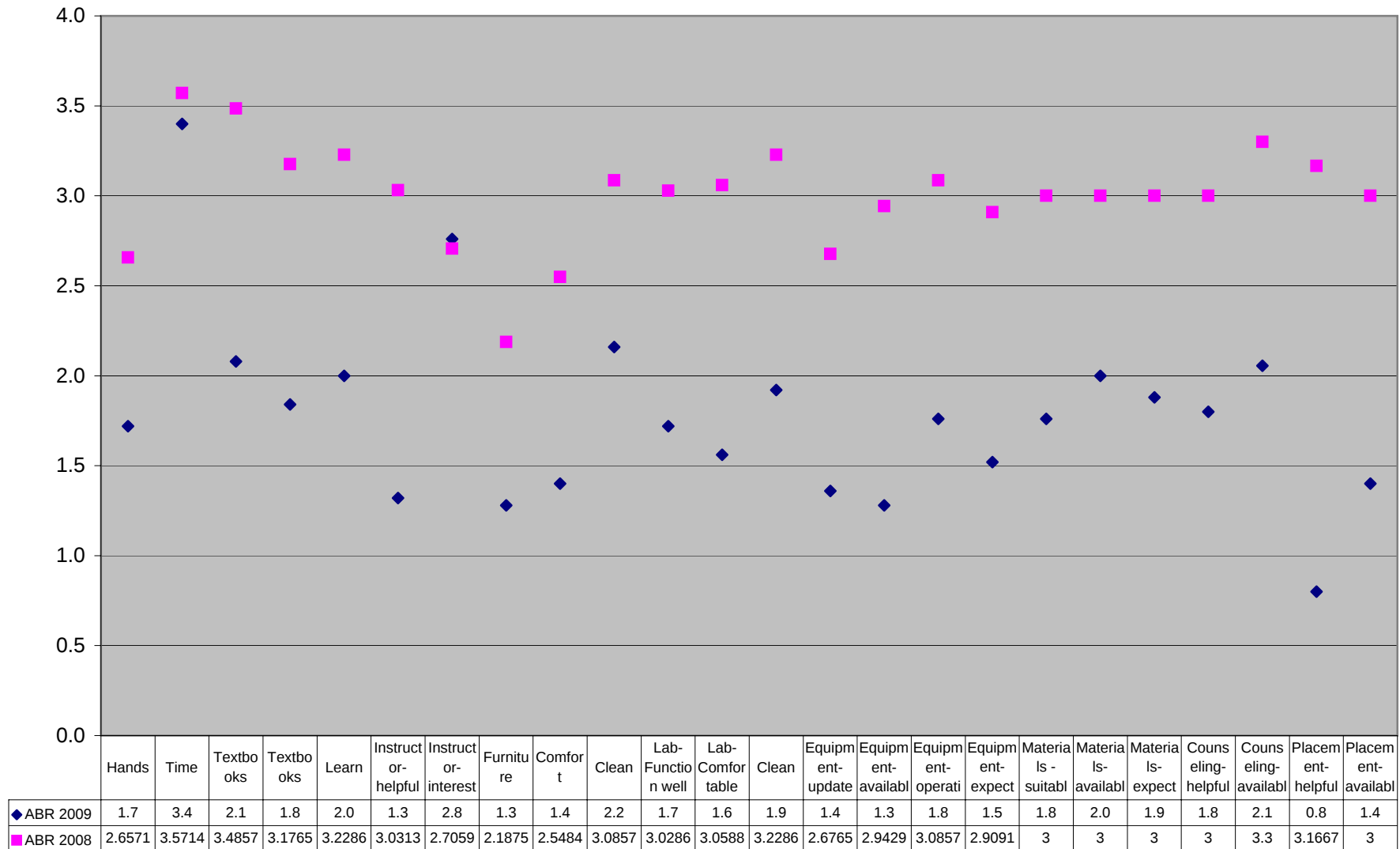
	Comment Text	Response Date
 Find	1. In addition to this survey, use other methods to find out what staff members think. Grades don't communicate actual concerns.	Thu, 5/28/09 1:15 PM
 Find	2. We have tried the "class" system for several years and I feel that we have tried to make the system work. In theory the system sounds good. With the clients that we service, the system doesn't offer enough flexibility to be functional. I would like to return to quarterly grading system that is easily understood by the Students, Parents and the sending districts. There are too many problems with this system to discuss in this forum.	Wed, 5/27/09 11:54 AM
 Find	3. More checks and balances for internal operational processes. The mundane day to day repetative tasks.	Wed, 5/27/09 8:37 AM
 Find	4. Continue to expect the best of all ECTS employees.	Tue, 5/26/09 3:28 PM
 Find	5. I believe that we should admit that the class hours have been a failure and move on. The staff has been dutiful and tried this for several years. We have wasted much time resources and taxpayer money to try this and still very little success. I'm not aware of any other CTE high school the use this academic model for technical training. If this was a better idea everyone else would be doing it as well. We are in the business of teaching skills; all students learn those skills at a different pace, especially when you mix in the special needs population. It can be down right dangerous to move students along faster that their abilities allow. The class hours does a great disservice to our students.	Tue, 5/26/09 7:52 AM
 Find	6. 1. more aide time in teh labs to stay after the students that need monitoring 2. Have an excuse box in the office and have someone there go back into Schooldesx to change the status of absences	Fri, 5/22/09 2:29 PM
 Find	7. It would be nice to have the staff together more often to share what is happening throughout the building.	Thu, 5/21/09 12:48 PM
 Find	8. Stop using the Sequence chart.	Thu, 5/21/09 12:27 PM
 Find	9. We need another laptop cart for academics.	Thu, 5/21/09 11:45 AM
 Find	10. Go back to the full day week or two week about schedule. Many of our students spend nearly as much time on the bus as they do in our labs. There would also be a savings to some of the sending schools due to reduced transportation costs. Drop the class schedule. We have tried diligently to make this system work yet due to many factors including increased time needed for literacy, math, PSSA Testing, increased learning disabled student populations and the limitations of SchoolDesx the system has become a costly clerical nightmare.	Thu, 5/21/09 10:02 AM
 Find	11. Abetter plan for math and reading instruction. I don't know the answer but would participate in finding a solution.	Thu, 5/21/09 8:50 AM
 Find	12. The entire operation?? Facilities manager should acknowledge he does not know every person's job in the school, and be willing to accept that working as a group we are stronger.	Thu, 5/21/09 8:49 AM
 Find	13. I think that ECTS has a long way to go concerning admissions - in particular recruiting. Maybe the hired marketing firm will be able to help in this area.	Wed, 5/20/09 3:29 PM
25 responses per page		

	Comment Text	Response Date
 Find	1. more support from the home schools with students that are not ready for the freedom of ECTS. Not seeing ectcs as a pawn in home school politics.	Thu, 5/28/09 6:23 PM
 Find	2. Keep improving on what we have.	Thu, 5/28/09 1:15 PM
 Find	3. I need to respond to # 8. I do some of my planning and instructional work between sessions but most of it is done before or after school hours.	Wed, 5/27/09 11:54 AM
 Find	4. If we could nudge the attitude of the faculty as a whole, to a point where there is more conversations about how great this school is, and how well we do things, more often than the complaining about things they many times lack perspective on, the whole social morale around the campus will improve, and result in a happier, more efficient school. I realize this is easier said than done, but in these times, we have alot to be greatful for.	Wed, 5/27/09 8:37 AM
 Find	5. I did give ECTS an A overall.	Tue, 5/26/09 3:28 PM
 Find	6. I believe that we should admit that the class hours have been a failure and move on. The staff has been dutiful and tried this for several years. We have wasted much time resources and taxpayer money to try this and still very little success. I'm not aware of any other CTE high school the use this academic model for technical training. If this was a better idea everyone else would be doing it as well. We are in the business of teaching skills; all students learn those skills at a different pace, especially when you mix in the special needs population. It can be down right dangerous to move students along faster that their abilities allow. The class hours does a great disservice to our students.	Tue, 5/26/09 7:52 AM
 Find	7. Internet is presently worthless as a classroom tool because it is so blocked - not considering any web-based instruction because of that. Not enough computers in the classroom and the ones that are there sometimes are not very capable. Teacher tech skills (computer, scanner, projector, etc.) are not taught and are learned only in a patchwork manner. Math / literacy should be lab oriented so the time spent aides curriculum. More aides and aide time for students who are struggling. Not enough teacher time to address all student needs effectively.	Fri, 5/22/09 2:29 PM
 Find	8. See above.	Thu, 5/21/09 12:27 PM
 Find	9. We need a couple more rooms.	Thu, 5/21/09 11:45 AM
 Find	10. Restore the schools public image. We have the best staff and some of the best programs in the STATE yet we seem to be the best kept secret in area education. Forget about the community college, forget about politics and lets concentrate on promoting to the public who we are and what educational services we currently offer and provide for the community at large NOW.	Thu, 5/21/09 10:02 AM
 Find	11. Bathrooms need to be cleaner, cafeteria needs serious attention, recycling efforts increased	Thu, 5/21/09 8:50 AM
 Find	12. Improving our guidance services. Improving our food services and recycling efforts. Push ECTS on the community, BE PROUD.	Thu, 5/21/09 8:49 AM
 Find	13. In most areas we are headed in the right direction. I would assign an A grade.	Thu, 5/21/09 8:13 AM
 Find	14. Better staff morale.	Wed, 5/20/09 6:24 PM

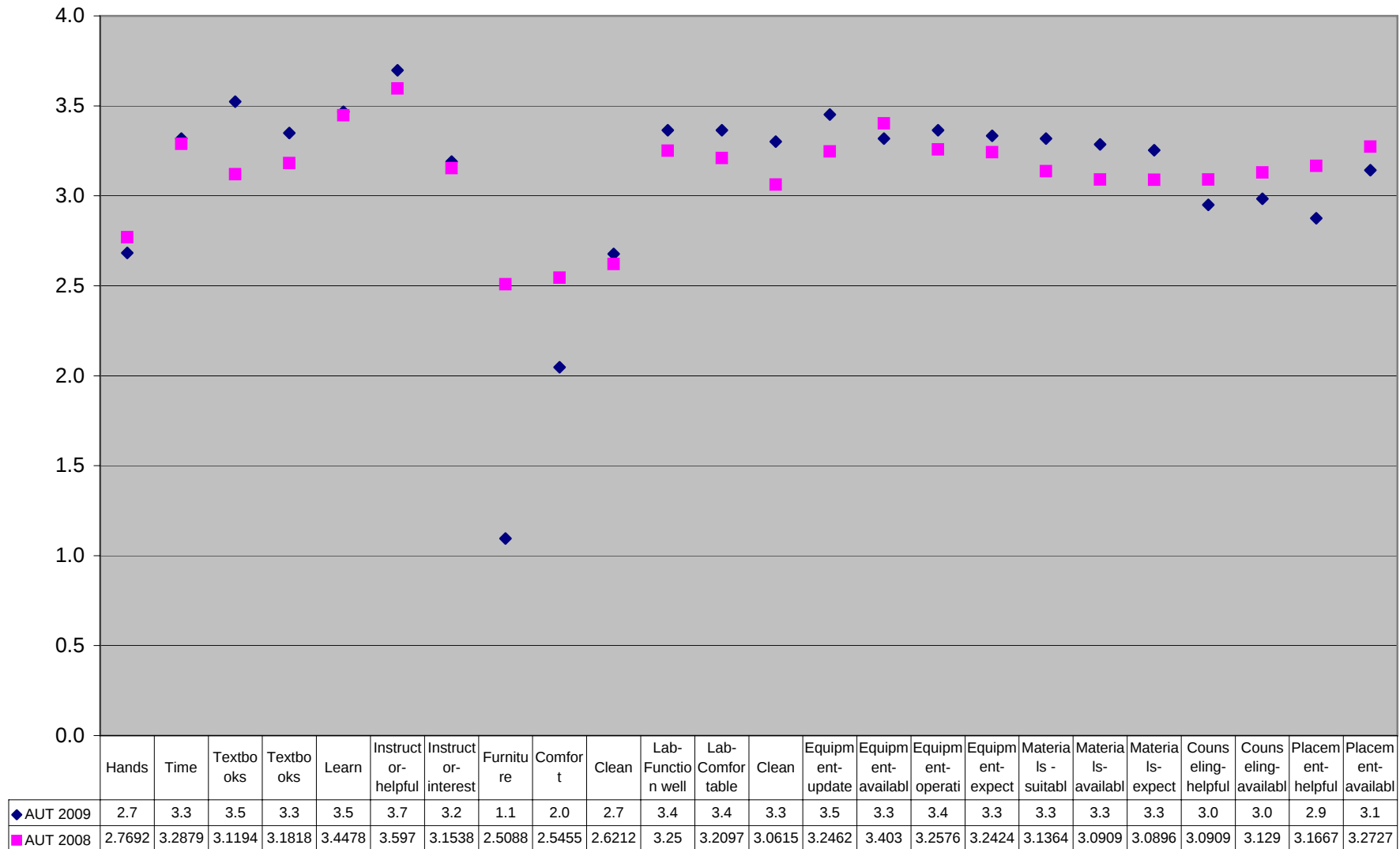
Student Satisfaction 2008-2009



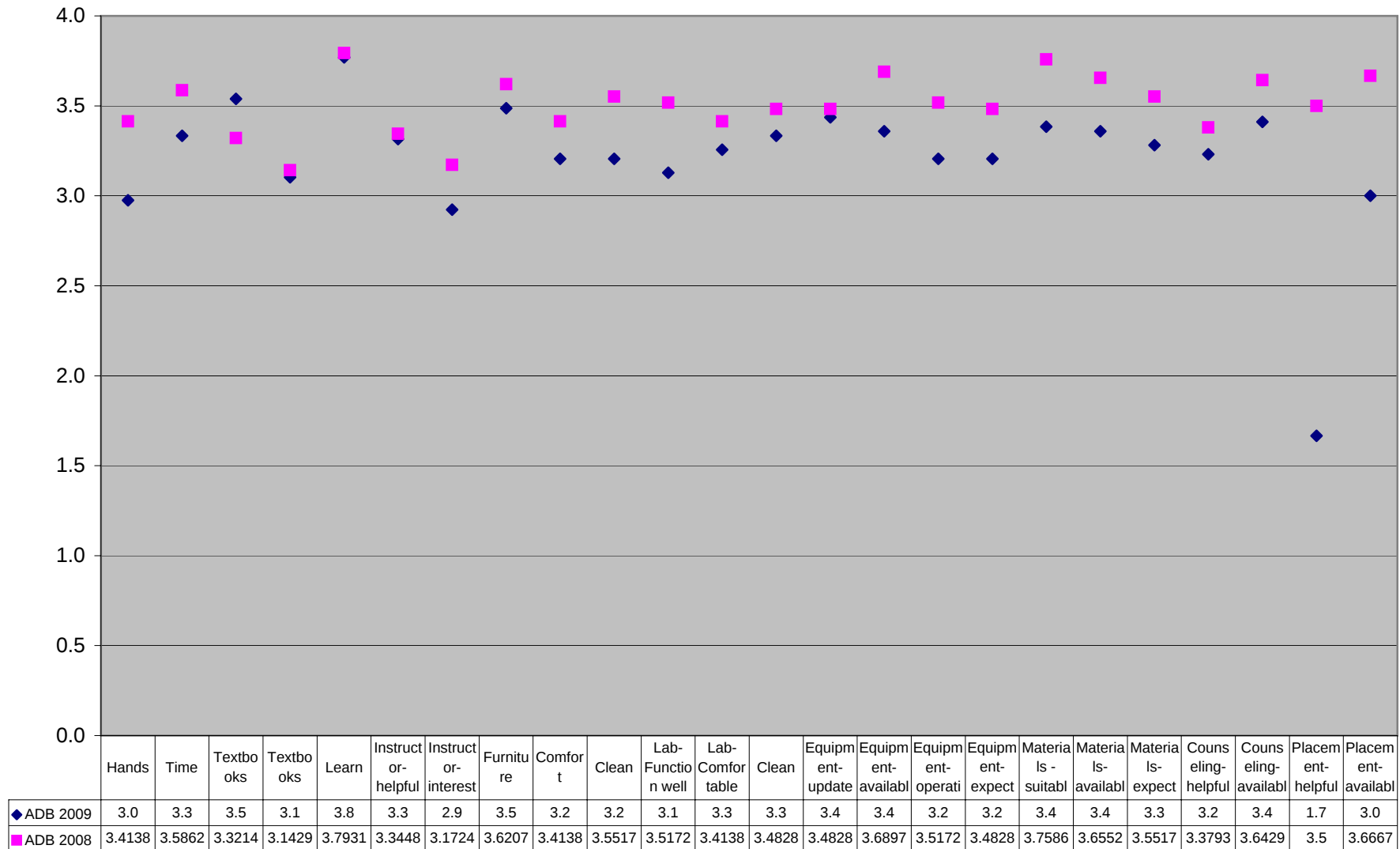
ABR 08 vs 09



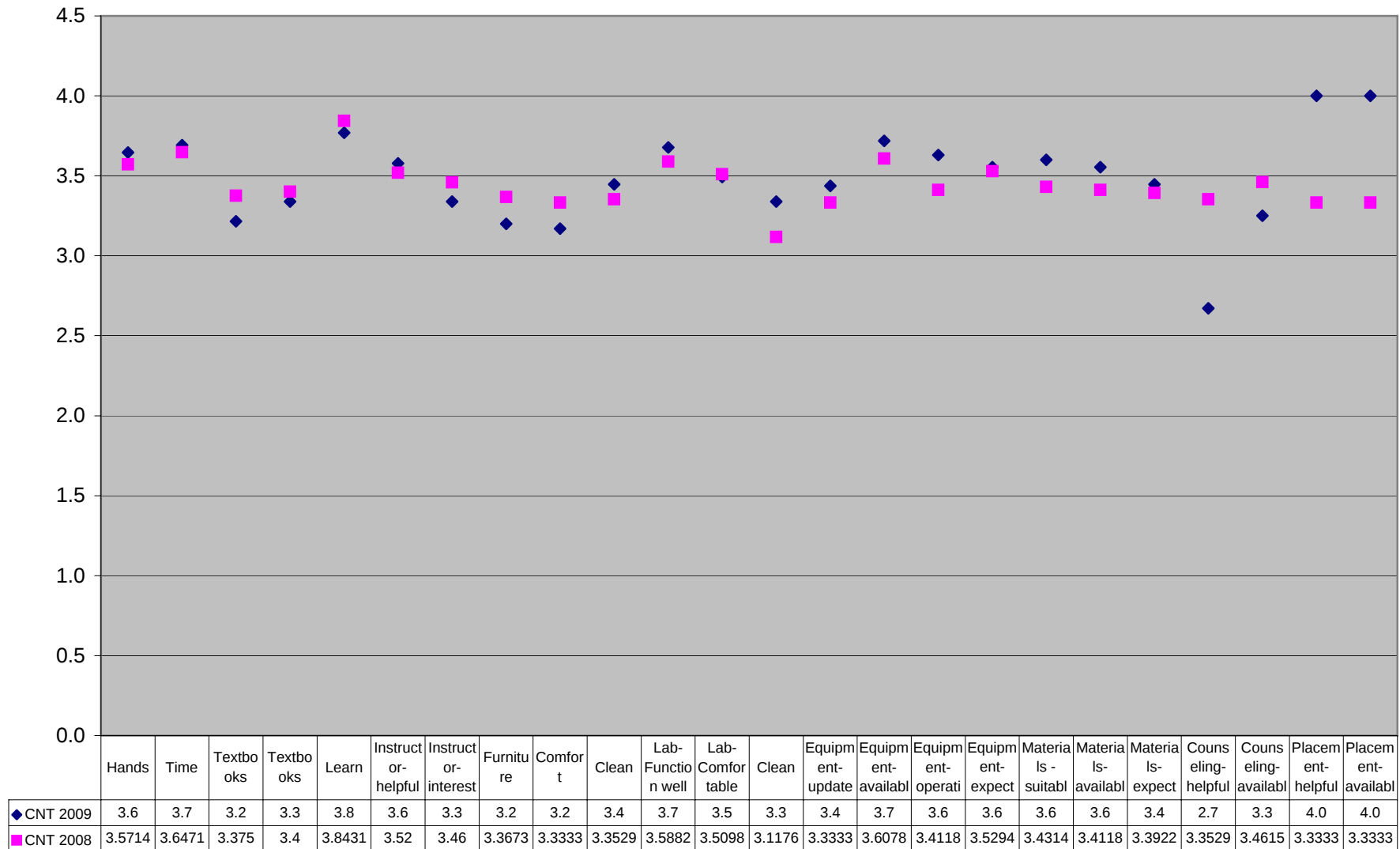
AUT 08 vs 09



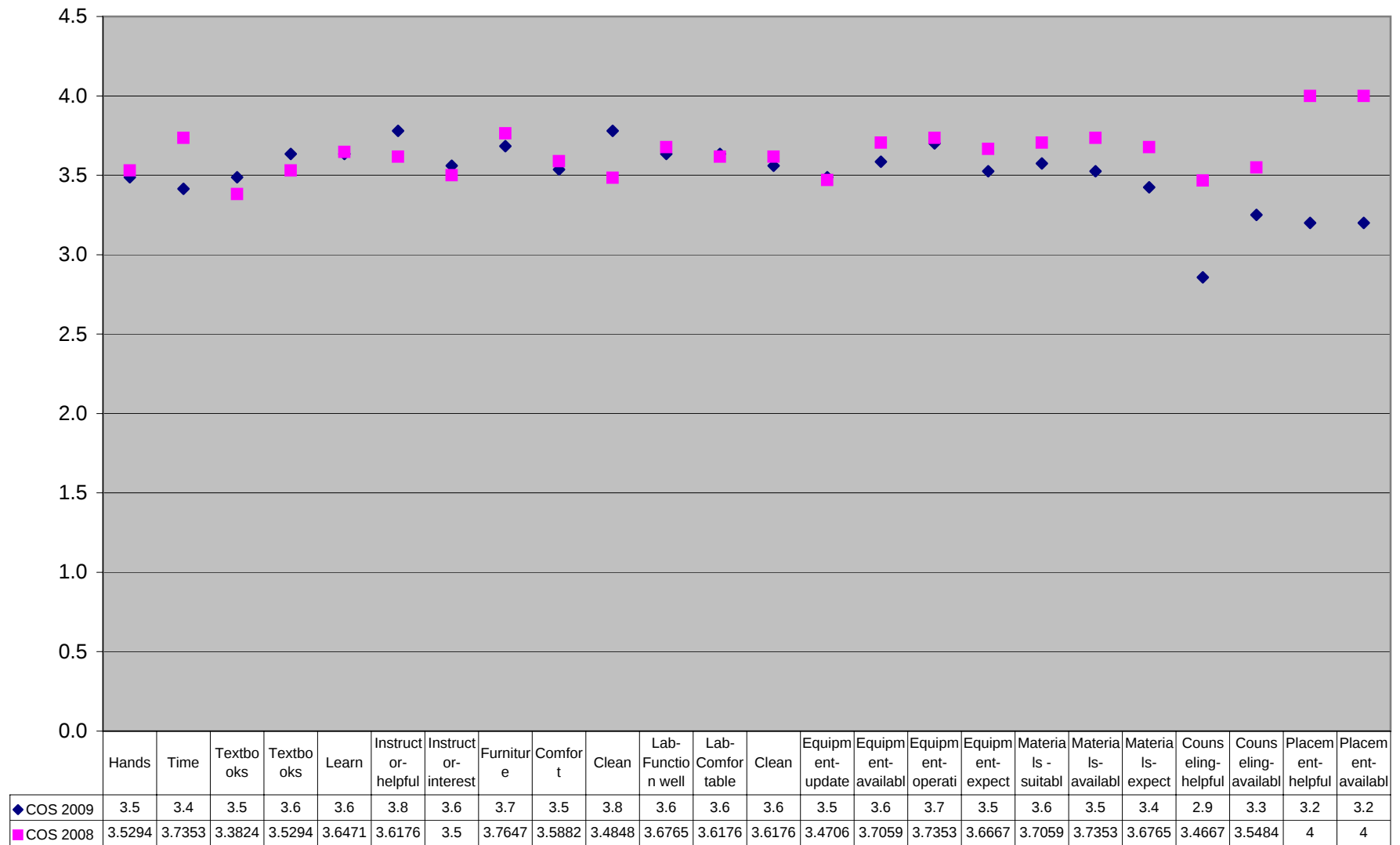
ADB 08 vs 09



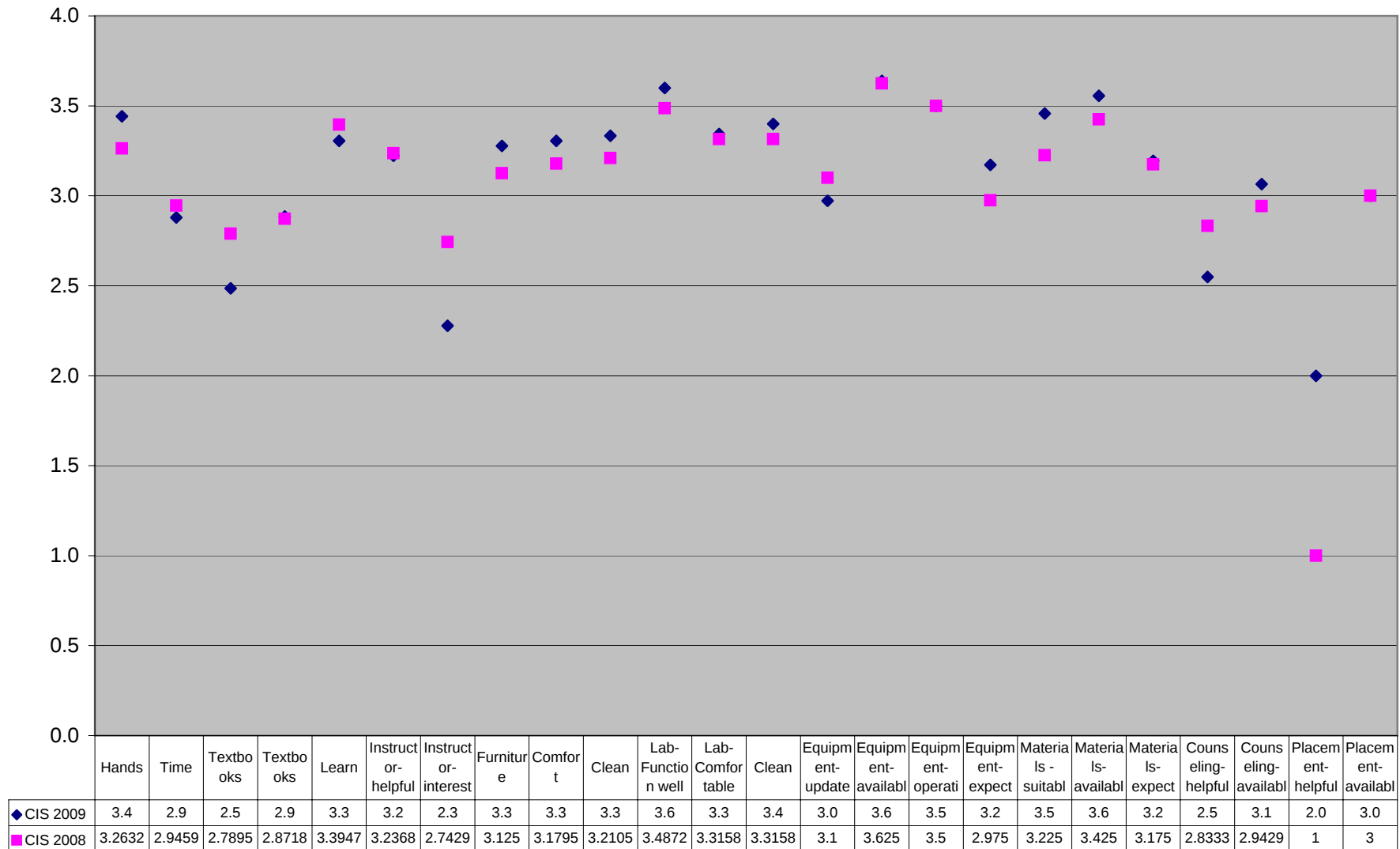
CNT 08 vs 09



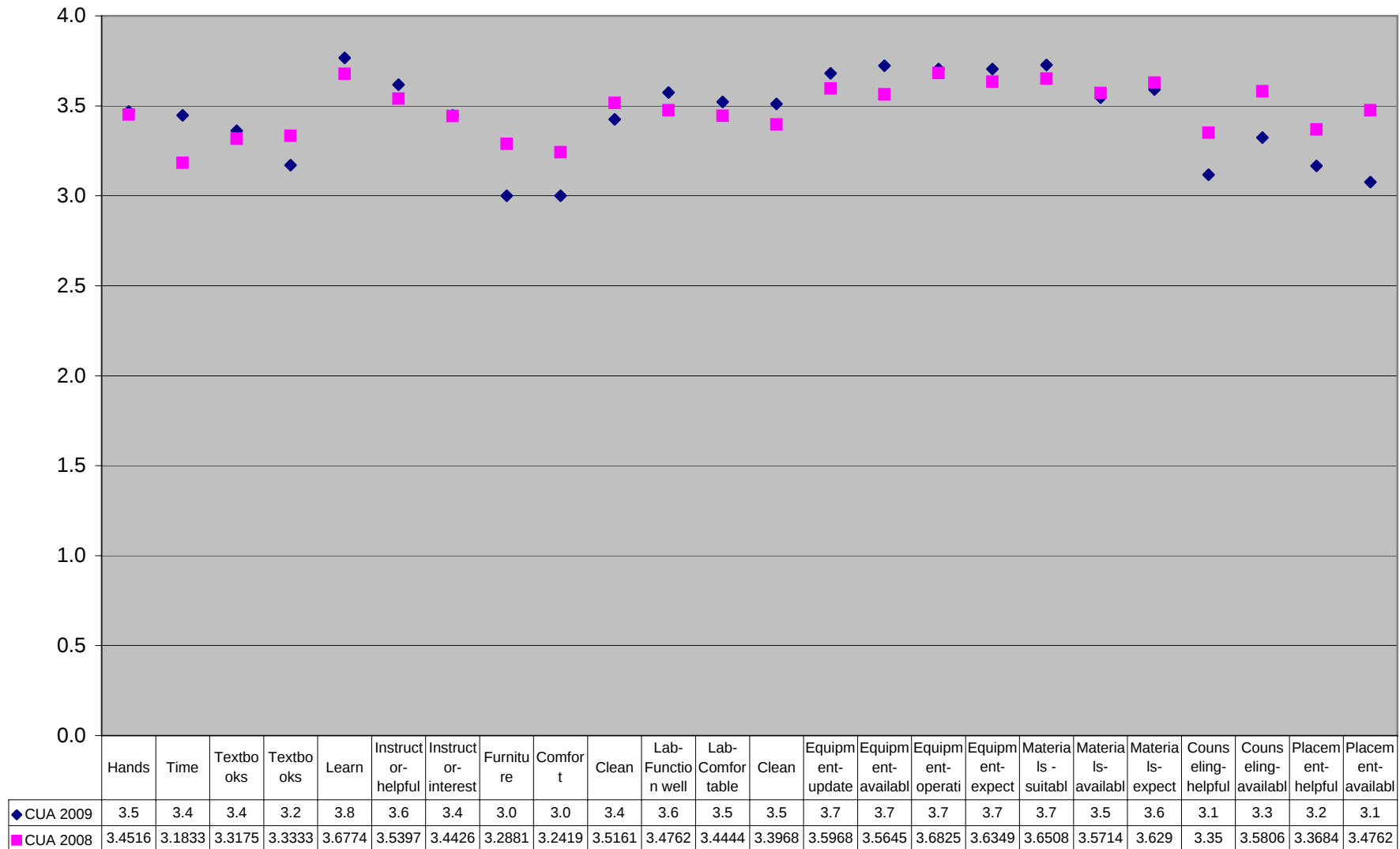
COS 08 vs 09



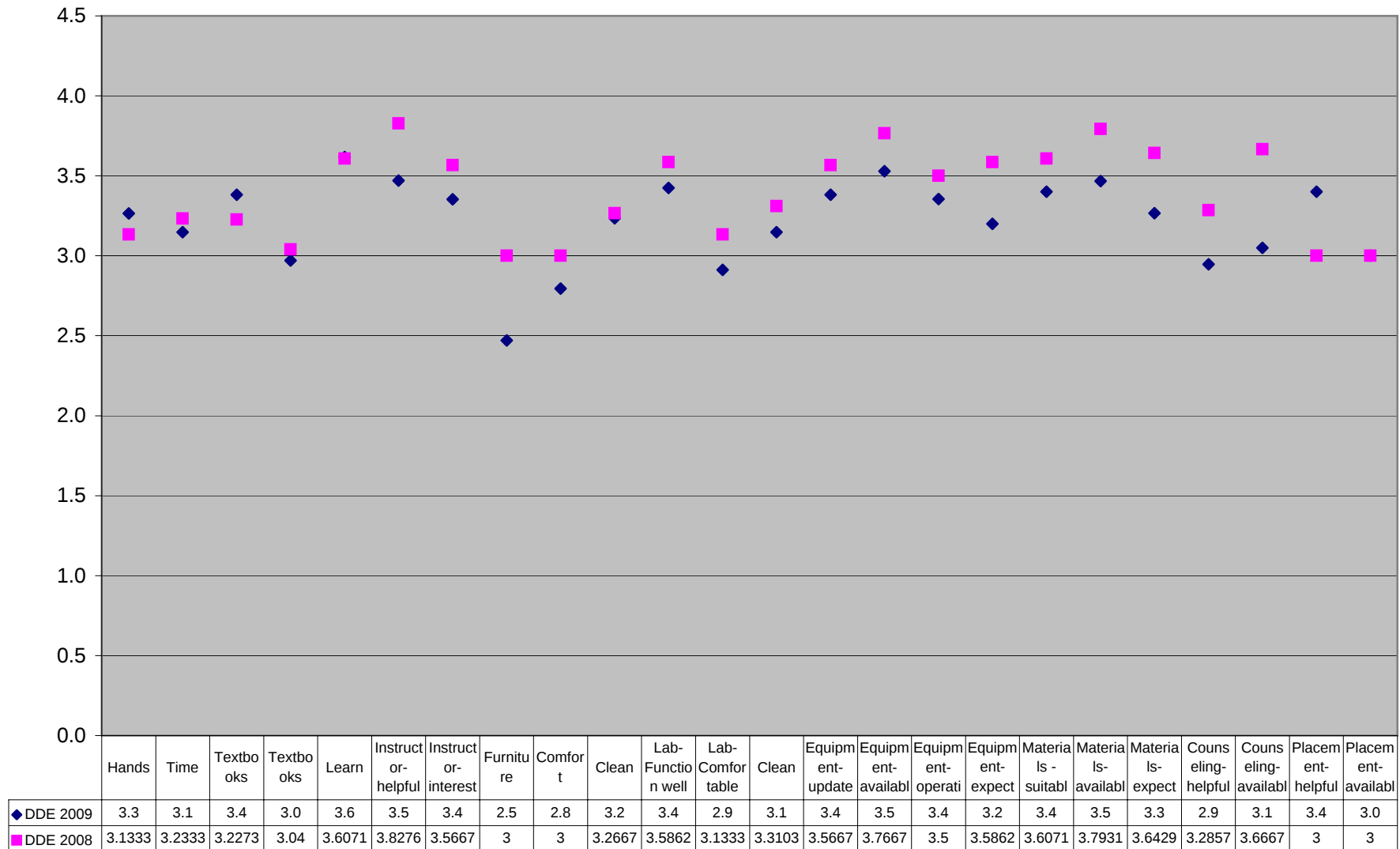
CIS 08 vs 09



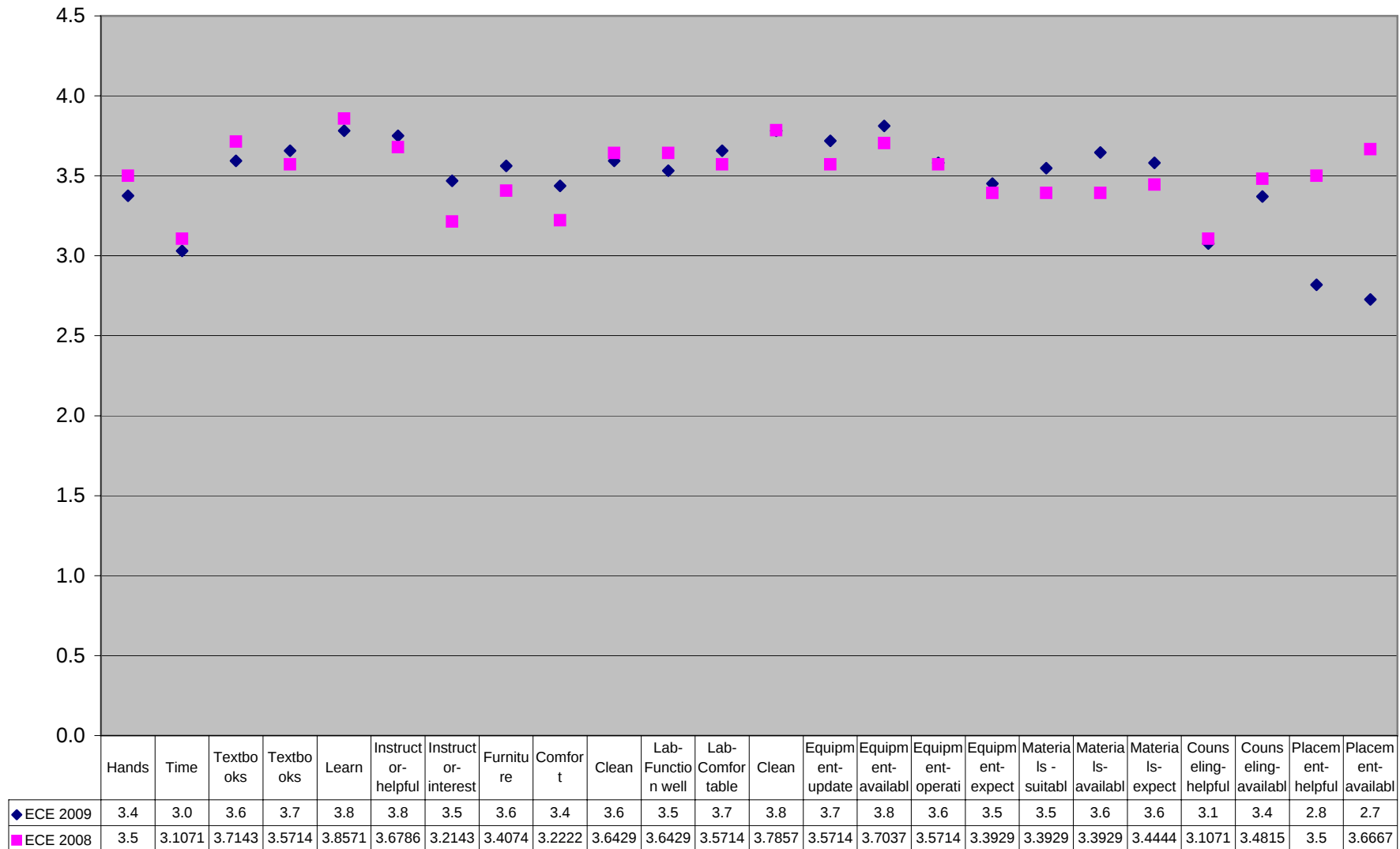
CUA 08 vs 09



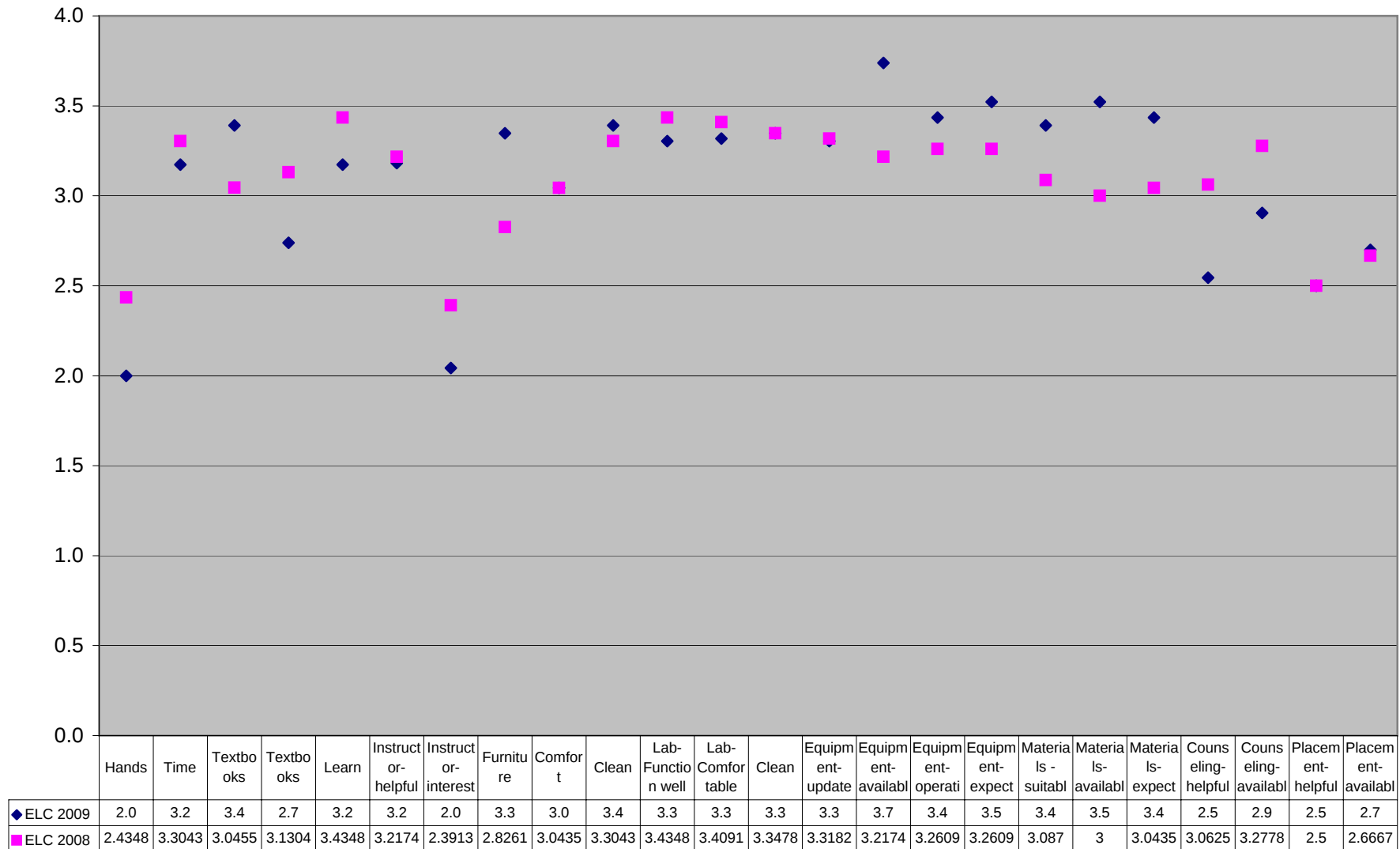
DDE 08 vs 09



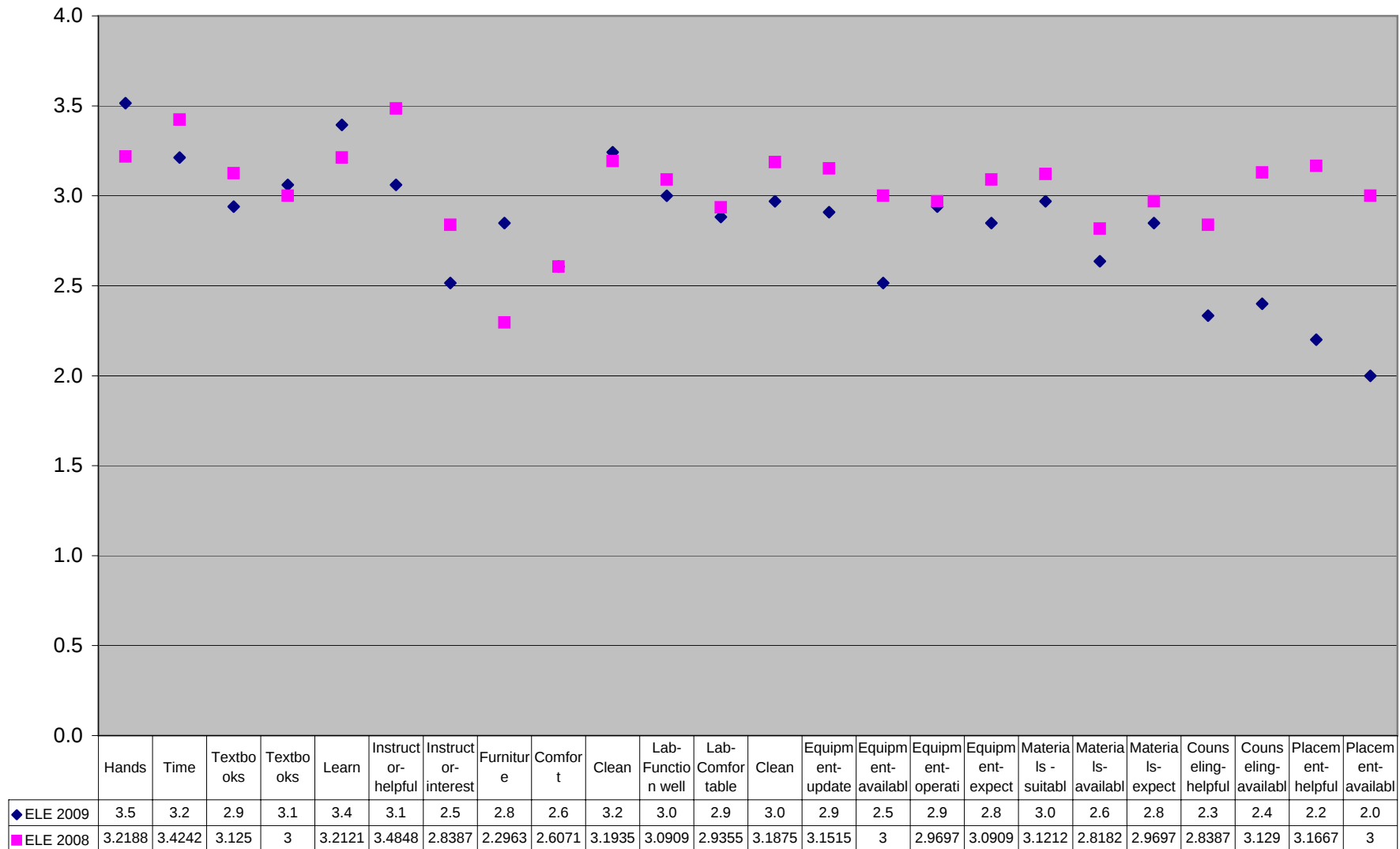
ECE 08 vs 09



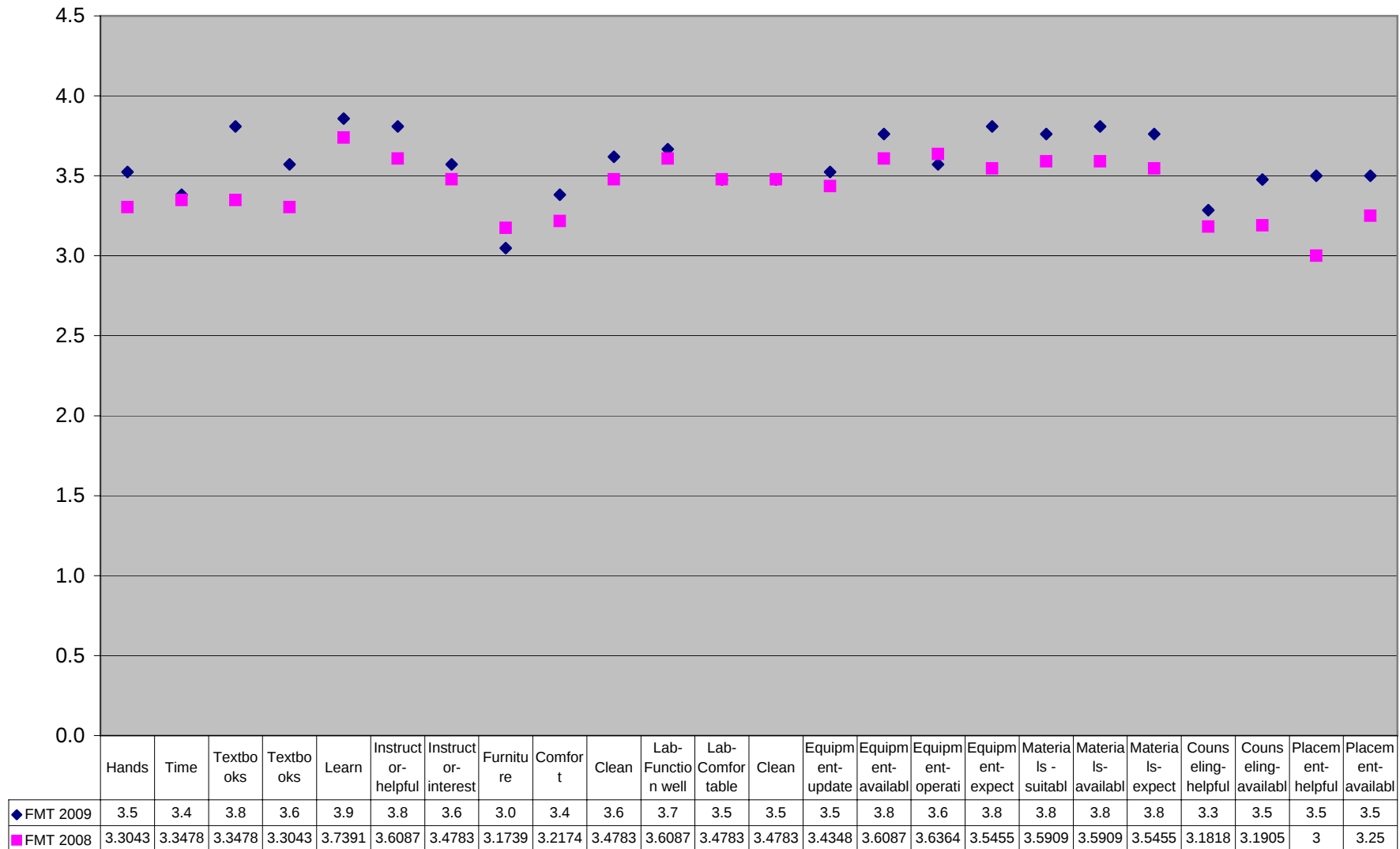
ELC 08 vs 09



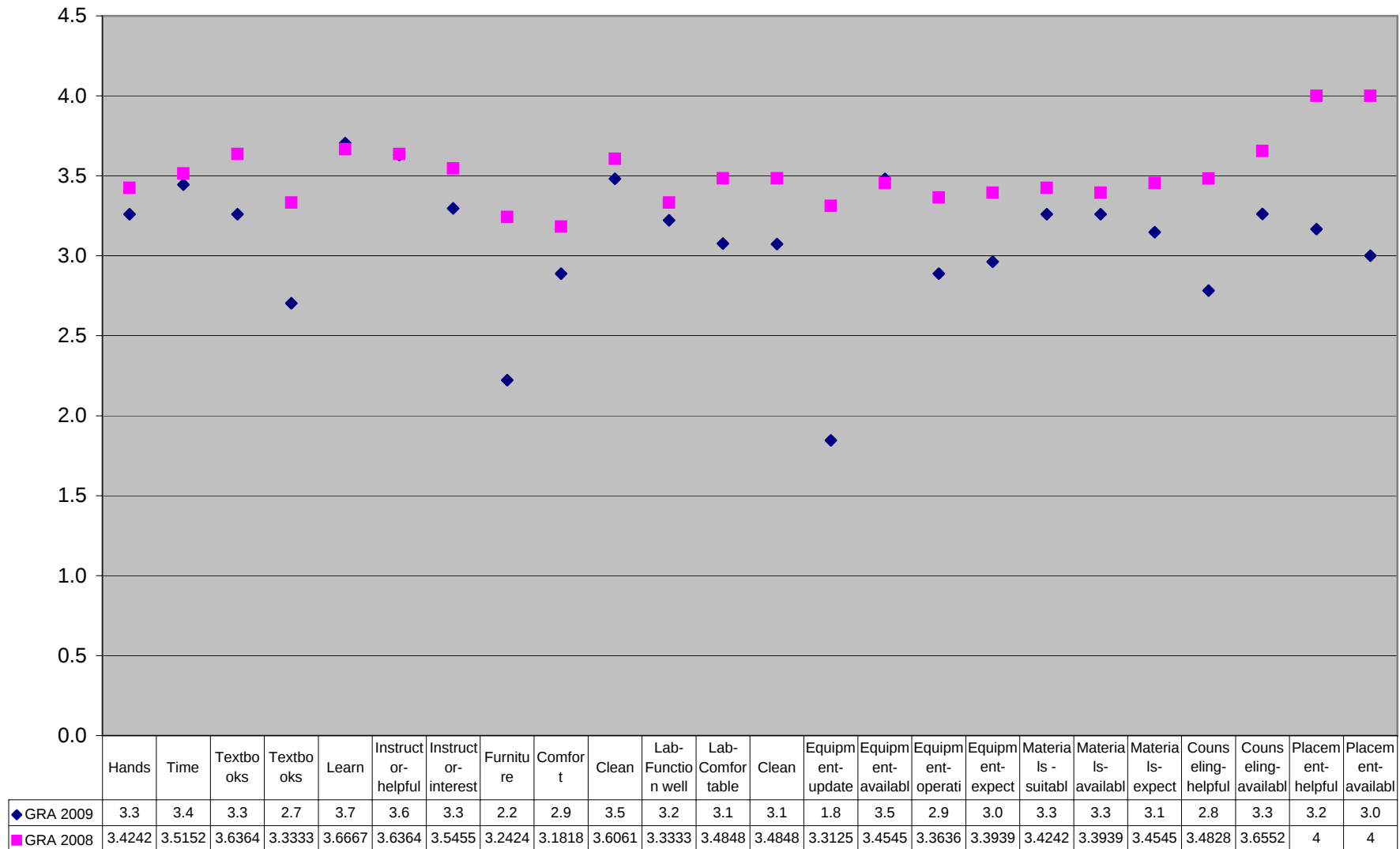
ELE 08 vs 09



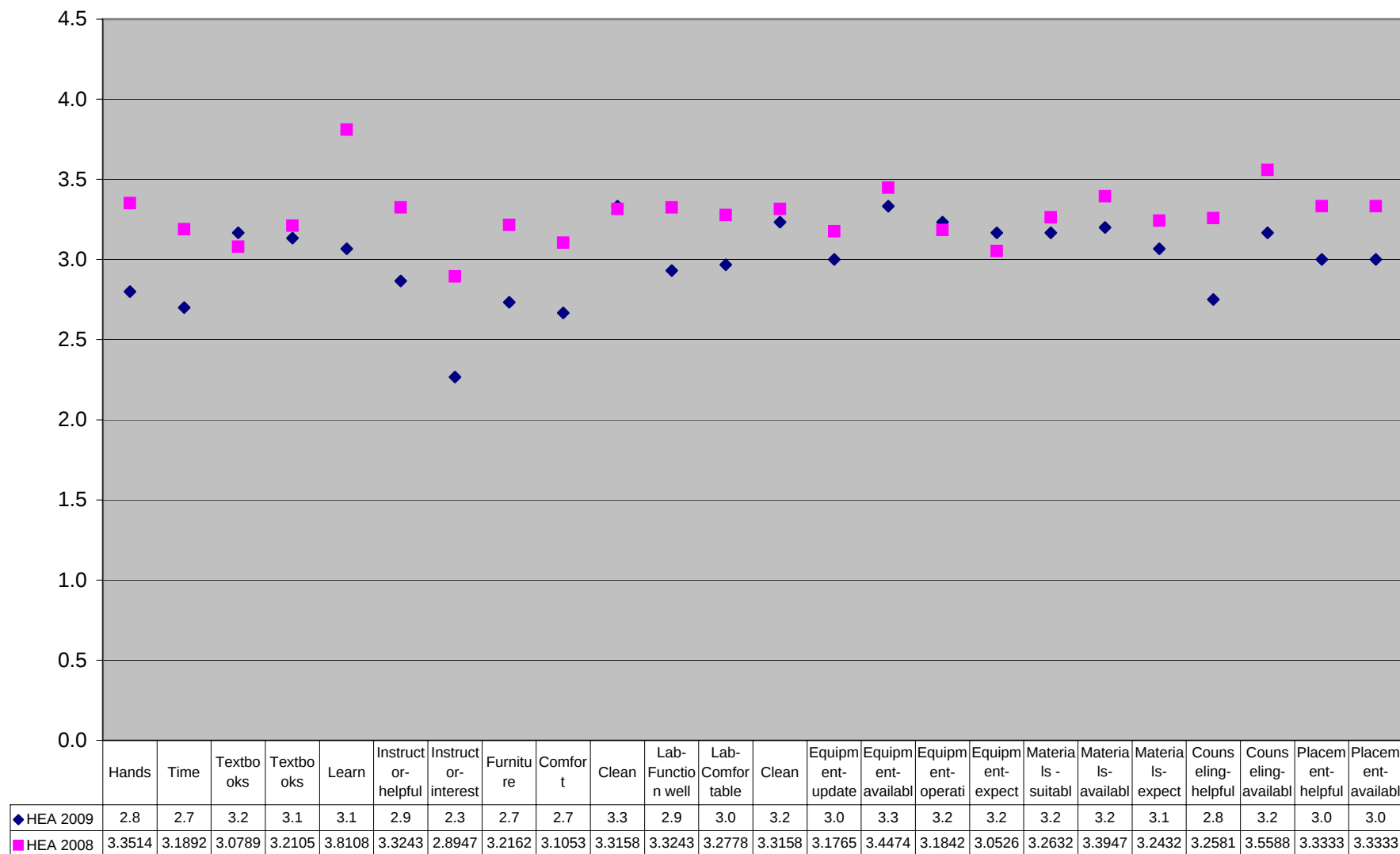
FMT 08 VS 09



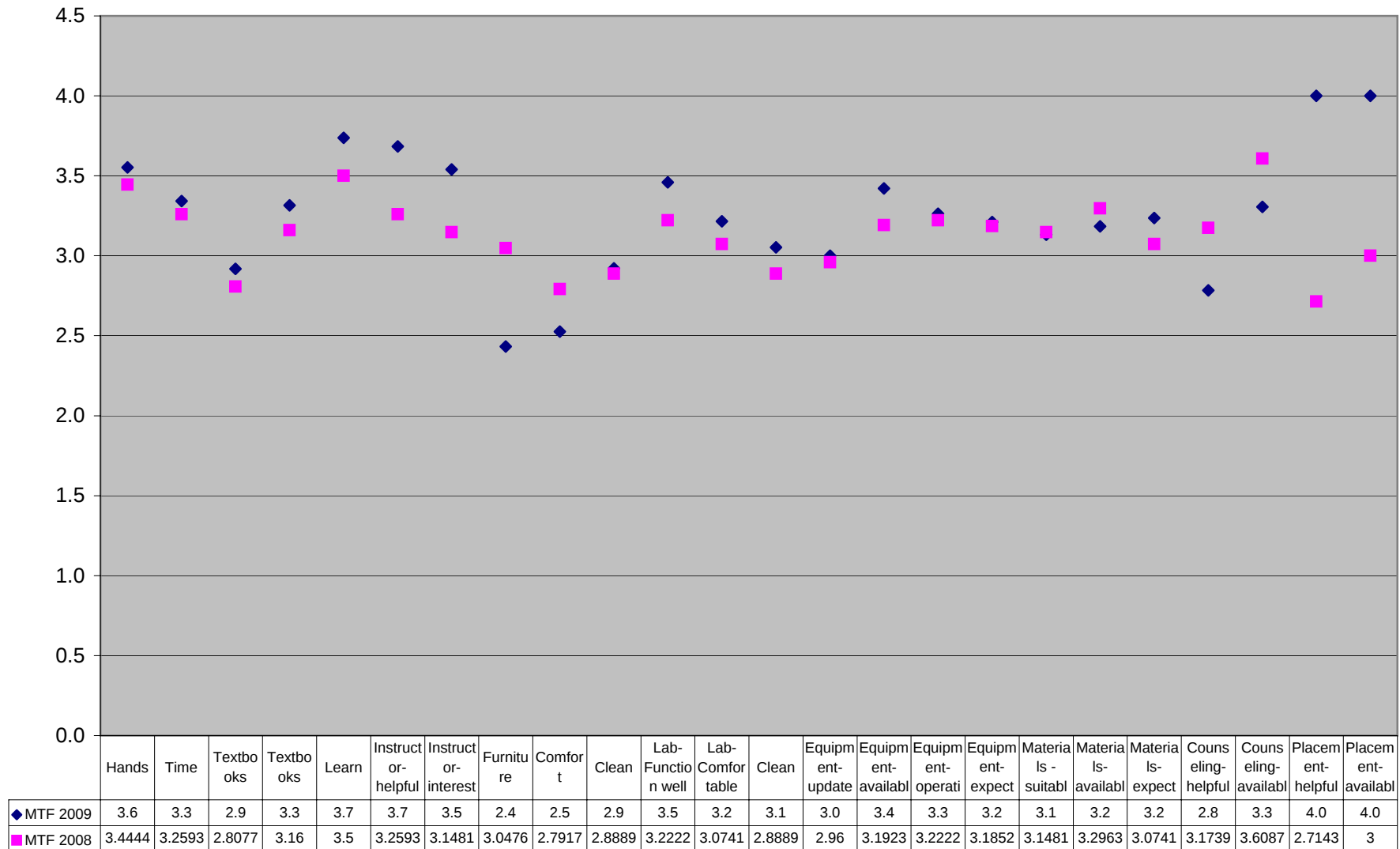
GRA08 vs 09



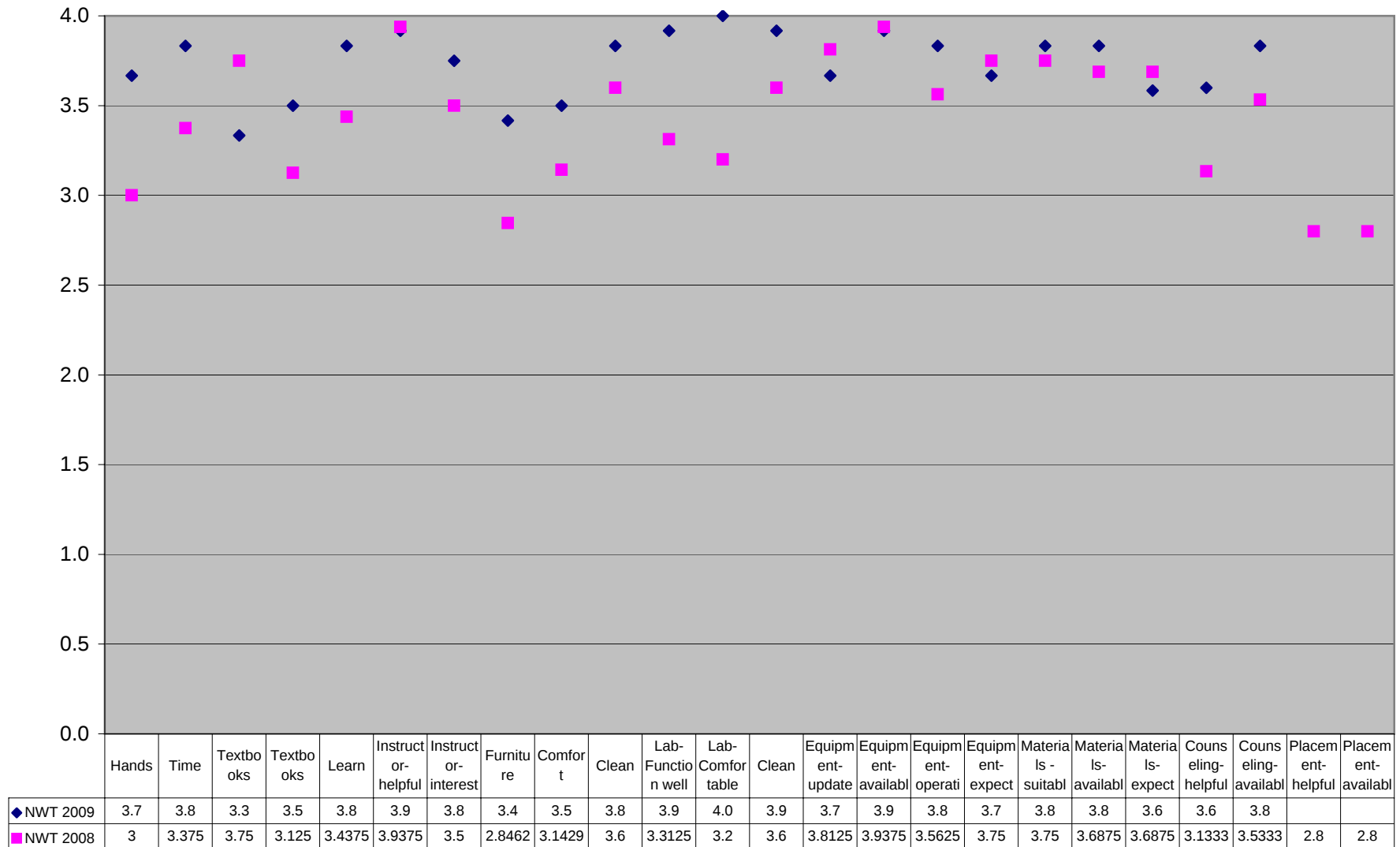
HEA 08 vs 09



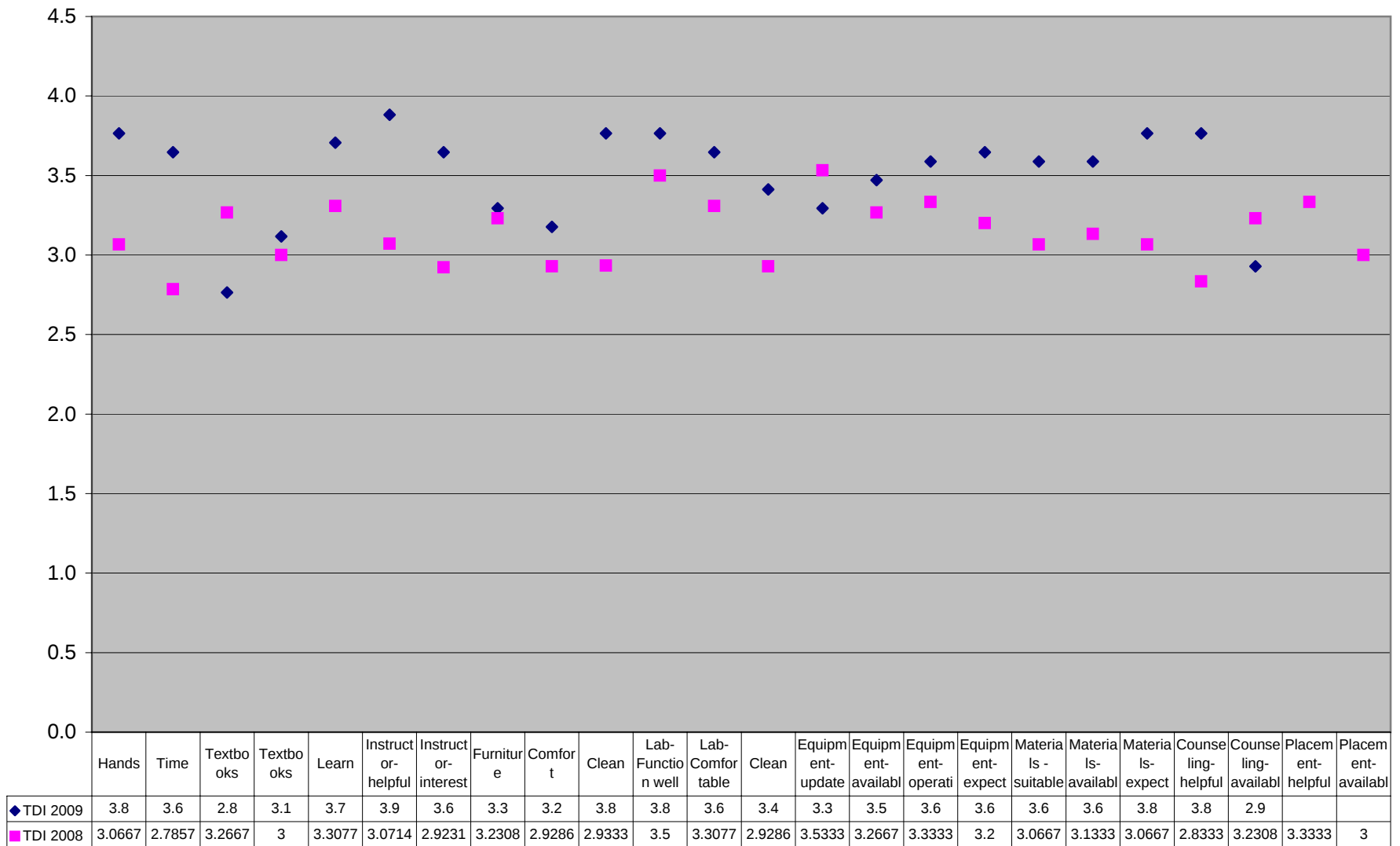
MTF 08 vs 09



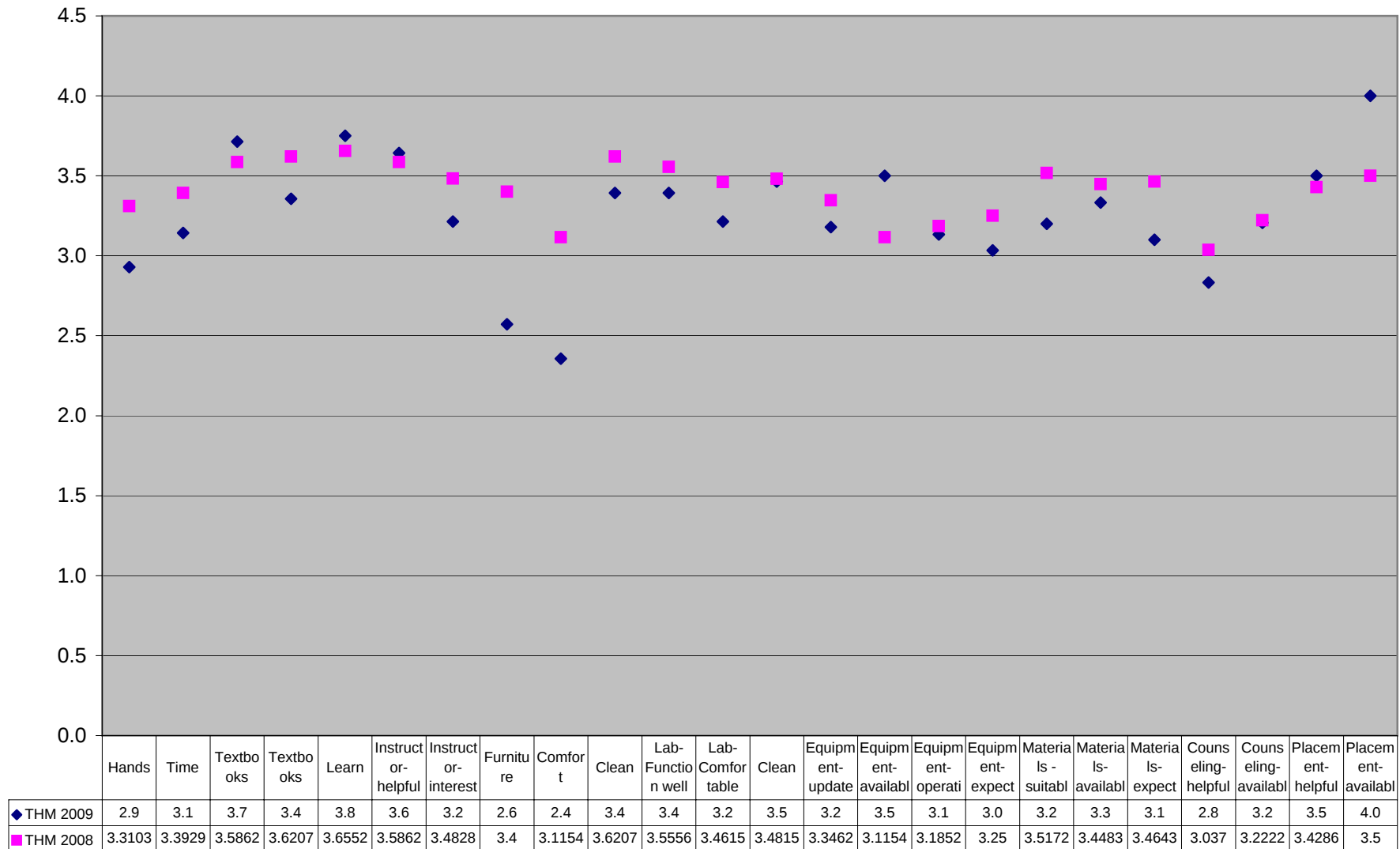
NWT 08 vs 09



TDI 08 vs 09



THM 08 vs 09



Please list any suggestions that will help us improve the training program.	
Answer Options	Response Count
	223
<i>answered question</i>	223
<i>skipped question</i>	390

Atmosphere

A/C in upper theory room.
 Air conditioning, projector and some seats
 Better chairs, air conditioning in the upper theory room.
 Air conditioning
 More depth, get more technical
 More comfortable
 It is too cold and I can't concentrate.
 Heat in classrooms. Overhead projector on ceiling. Be fair to all students.

Breaks

Longer breaks; ten minutes isn't enough to get food and eat it too.
 If we took break because we need it.
 Break on Monday
 Break on Monday
 Better food and longer breaks.
 If we could actually do a lot of things and go to break.

Computers

Better computers and seats
 Updated computers.
 More computers
 It would be more convenient if the printer in our lab worked properly all the time.
 There are only a few minor things I would consider needing changed, the computers are considerably slow but useable
 Better computers, don't lock games
 Have more laptops available
 Updated lab computers
 More new computers, software.

Materials and Equipment

Robots
 New blow dryers
 Better equipment
 Working lab boards and the equipment you need for them.
 Higher technology machines
 Newer machines
 New materials
 Need more supplies
 More equipment- second instructor
 More equipment and an additional instructor
 Better computers so that there wouldn't be days that we get less work done
 Better computers
 A CNC machine
 New tools, more heavy equipment, more booths
 New tools
 More welders
 New helmets
 We need a press break.
 Water welding
 Press brake
 Up-to-date software/hardware
 New computers
 Different kind of sanders, newer mills, more drill bits (range and quality)

New tools
 New equipment
 New equipment, new teaching method
 Better tools, up-to-date tools, more supplies
 Custom paint
 New equipment, updated information
 New equipment
 Better equipment
 Up to date equipment. Education before discipline.
 Make sure we have all supplies available & up to date
 Bigger budget for more interesting foods
 Flat screen

Furniture

New seats would be awesome and maybe a projector.
 New chairs and air conditioning please.
 Better chairs Air conditioning
 Way better chairs
 Stools for work benches
 Chairs at the work area. Two teachers
 Different furniture
 We need new seats in the classrooms

Learning

Better product theory More master color classes where a professional comes in to demonstrate
 Advanced coloring & cutting techniques for advanced students
 Night class tutoring once a week, one on one learning.
 Base the learning to the program we are in.
 Study more often in free time that is available.
 Electronics text books contain a lot of knowledge, but a lot of things are not explained, such as definitions in chapters
 More time allotted for the Leadership and Total Quality Management Portions of ECTS
 More theory
 Have more time to do book work in class.
 A little more explaining on theory
 More time lecturing and taking notes rather than working on independent book work.
 More time in the shop
 Could have more movies that will help us understand and have a look at what we are doing.
 More time in the kitchen, less going to different classes.
 More hands on, more fun
 Spend a little more time showing us how to do our projects.
 More work
 Very well instructed
 I am not quite sure that so much time is really needed to study Cobol
 Do languages that are more fun. More C++ : to have everyone in the class work on one huge program.
 More admin privileges, some programs wont run due to limited privileges.
 Program in real time situations. Doing programs is fine but very repetitive. I think it would be cool
 Do more FUN assigned activities
 More work
 More on what you want to do at the hotel instead of the teacher putting you in the same thing for 2 months.
 I feel my lab is shifting to be too much like gr: but I feel I'm on a computer more now instead of being a hands on artist.
 I feel there is too much repetitiveness throughout. Try to get into more detail quicker.
 Slow down a little
 Instructional Videos
 More all day events
 Demonstrations
 More interesting teaching style
 Possibly less homework
 Less homework
 More time to study the book. We only get maybe an hour, not even, the whole week and we can't take them home.
 More fun projects!

Less mean people. Talk to me like I'm a person, not a stupid kid.
 More hands on activities.-6
 More help
 I think the projects should be explain a little more than just showing us and taking notes.
 Let the students decide what they would like to learn in their program
 More art related stuff instead of Photoshop and theory
 Less book work.
 More time in the shop with cars
 More shop time-5
 Less paperwork, more reading
 More grilling
 More out-of-class work.
 Learn more, different colored outfits
 When learning about the body, make things more visual.

Miscellaneous

Let us know why we have a low grade in class.
 We should be able to get certified for taking this program.
 We need more hands on, out of the class room, in the work force experiences.
 Have counselor here at all times.
 Different color uniforms! Less time spent on stuff that doesn't go with our actual lab.
 You're doing fine.
 Teacher's helpers (aides)
 A second teacher to make sure everything can be checked
 Allowing hoodies to make it more comfortable. More seating in work areas
 Let us wear hoodies.
 One on one with the teacher. The option to listen to music in class.
 Teach us the samples
 More job sites
 Having a nurse close by all the time.
 More time
 Add more "school spirit" stuff. It makes the school more legit and not like a blow off.
 Student aide with welding knowledge
 S.S.S - Students Supporting Students counseling
 More PC
 More fun
 Newer books
 Everything is fine
 Mr. Craft is an amazing teacher! Build a bigger classroom.
 More paper for students to take notes with.
 I'd appreciate being treated as an equal rather than a usual teacher-student relationship
 The lab is really great.
 Have more up to date books
 Create a positive learning environment everyday.
 Allow more time, fix loud beeping monitor
 Explain more on the programming sometimes I didn't understand until I asked a friend/another student
 Doing a great job.
 Updated books
 Stop letting kids come to the lab that don't want to learn how to cook
 Don't have students who just goof around
 Keep out people who do not need to be here
 Have the teacher make up the test
 Green room
 I think a hand washing station would be very helpful.
 A place for children to wash their hands in the lab, other than the bathroom.
 A hand washing station.
 Look into who gets into tech more because I feel a lot of students are here goofing off and here for the wrong reasons.
 Well our lab is often very boring as we sit and do our work. Many students have music playing devices and we

Reading and Math

Take a test so that if you score proficient you don't have to do math or the reading assignments.

Math is taking away from our theory time leaving us with more work to be done.

Spend less time on Math and English or teach math that applies to us! More time in notes and learning info with teacher.

I think all the extra things we do in class should stop! We are wasting our time, not learning the things we actually need.

Less math

No math-4

More help on the math. we have home school we don't need reading and math here!

To do less math and stuff in morning so we have more time to work.

Instead of every other day with math and reading, make it one week math and the other reading.

Less Theory - we know this stuff, let us work on the things we need to get done! As long as

No math or reading-3

No weekly math tests and less book work

The reading and math is a waste of time; I could spend it being more constructive

Don't use so much time for math and reading We don't need to take time here to do that.

Keep it related to the lab & not home school

More time on subject

Offer more elective classes so that we can have more variety here other than reading and math.

Make math more challenging

Make math harder

Not a big fan of doing math problems, that's meant for home school.

More room in theory.

Space

Bigger locker room-5

A bigger lab

Bigger theory room

A bigger preschool

Bigger lab, updated tools. Need better ventilation in theory room.

Culinary classroom needs new desks.

Get a bigger room, also hire another teacher so there will be two teachers in the lab.

Another instructor to help Mr. Cyphert

More room in theory.

Chairs at the work area. Need 2 teachers. Laptops.

Time

More time.-5

Networking should be three years

Longer class periods at Tech

I like the program and I love the fact that you can choose AM or PM. It helps me because I'm in band. I wish I could stay all day.

Have us stay here for a full day of school instead of coming half a day. Have tech for a full week

English and math here.-2

All day school here-4

Go two weeks here, then two weeks at home school

Copy of ECTS Customer Satisfaction Survey 2009	
What course content would you like to see in your program that we currently do not present?	
Answer Options	Response Count
	140
<i>answered question</i>	140
<i>skipped question</i>	473

Four wheelers and motorcycles	3
Butchering	2
Corrective color	
Criminal Justice	2
Diesel	9
An engine dyno	2
More ethnic hair techniques	2
Fashion design, Modeling	2
frame machine, upholstery, custom paint	3
Grilling	
I would like to see more on makeup & coloring	
I would like to see more photography and use of the darkroom	10
Microsoft silver light	3
Small engine	
Video game designing.	2
Japanese cooking	2
World foods	
Maybe some language experience	
Robots virtual reality	
More computer interior electronics	
I think we should have clinicals.	
I would like to be able to have more class trips out of the classroom in to the health field.	
A dance program	
Pre-natal teaching	
More on EMS	
More on medicines, good programs for our school to look at.	
Doom	
Work with the servers more.	
Equine Science	
Protective Services	
Pastry (besides cookies)	
11th grade co-op	
Build actual HVAC	
More on dry walling	
ROTC program	
Automotive electric courses	
Macromedia flash	
More knowledge of other programming languages that are out there.	
Just more web design.	
Machine operation	
Interior design	
A choice of metal fabrication or sheet metal	
New helmets	
Oxy-acetylene welding	
Underwater welding.	
game design	
CG - multimedia	
Better press!	
Photography	
Video game design	

Our own project, whatever we want
 More design work
 Multimedia/animations
 More hotel days.
 glass, interior trim
 Small motor repair, e.g., ATV, snowmobile
 Customizing
 3D design & storyboarding.
 Sculpting, ceramics
 Agriculture
 More time w/ projects; less time making student lunches/deli.
 DOS/Batch file programming
 Laptops
 More about owning a business.
 Fashion design or magazine editor
 I think we should have the options to electives instead of math. We should be able to test out of math if we don't need it.
 Massage therapy
 More film work, actually developing camera film instead of shooting it.
 Mac computers
 Free hand work
 I think we should all travel to a great hotel in New York City or something.
 Put academics as a choice to stay at ECTS all day!
 A section on careers other than hotels, but in the same field
 Go to nice hotels that actually appreciate the work we do for them. They take us for granted and boss us around.
 CPR safety course
 Maybe one that has to do with the law
 I would like to keep the dark room
 Less computer work more drawing packets
 More drawing and less computer
 Less computers more art
 A race driving class
 Social Worker (things)
 More aftermarket work

Copy of ECTS Customer Satisfaction Survey 2009	
Please list any comments you feel are important for us to hear.	
Answer Options	Response Count
	153
<i>answered question</i>	153
<i>skipped question</i>	460

Need air conditioning in the upper theory class.

Air conditioning

Better chairs

Better furniture

We would like to get the overhead put up soon, technology is failing.

Chairs

Non broken chairs

New chairs

Don't turn on AC in the winter then take our hoods and coats away

Need new chairs in the classroom

I think that this is a great program

After basics, learn more advanced techniques.

I think the cosmetology lab is great the way it is

Classrooms need to be painted different color.

Class trips

Water leaks should not affect our budget

I like this program and I think it is going to help me throughout college.

An all school activity would be really nice.

The math and reading thinks we do before our class waste a lot of time that we need for our lab.

If you make us do writing, reading and math the most you can do is to give us stuff that pertains to our job so we are actually learning something. What's the point of doing stuff we already know. Give us something we need, based on our lab.

We shouldn't have to do all the PSSA reading, writing and math shouldn't have to be done at ECTS.

We come here to learn our lab, not learn for the PSSA.

I think that the PSSA help is completely pointless & I don't come here for that. I came here for nursing.

The math worksheets do not pertain to Health Care. Give us math that pertains to health care.

Make the Networking technologies class more than just one year, so more can be done and other students can join, other than seniors.

The class is great

Mr. Cyphert makes the material easy to understand. He makes class interesting and treats everyone fair. I actually look forward to coming to school now.

We need to have hand lotion because skin dries out easily in our lab. Mr. Cyphert is well trained and a good motivator. Perfect instructor!

We need break

No math. Good job.

Need more corner blocks

Class is great.

Mr. Lytle & Yanosko were great teachers

I think this class is great.

The instructors are doing a good job

Mr. Lytle and Mr. Yanosko are great.

Mr. Lytle and Mr. Yanosko make it enjoyable here.

Bigger locker room

Teachers are willing to help in any way they can. You can talk one-on-one if you need to.

Bigger locker rooms.

Less drama and harder workers.

I'm really happy that we can come to ECTS for no cost and we get a real feel for the outside world.

Mr. Masello generally does a great job at teaching us Facility Maintenance.

I love the class. It makes my day go faster and easier

Mr. Massello is a very good teacher.

Love Tech

The hoodie rule isn't needed

We should be allowed to wear hoodies, every other lab can so I don't see why we cant

Get a better grading scale

It is not comfortable in the classroom without hoodies on.

Hoodies should be allowed.

It is hard to check projects with one teacher

We should be able to wear hoodies

That we can wear hoodies in the classroom

Sometimes it takes a long time to get a check off.

Some upgrades to our computers to reduce the bulkiness that they present. Although this is more of a commodity it would be nice.

Time must be added to explore what we are learning. Memorizing samples and books is not an easy way for many people to learn.

I think it would be nice to have been able to take an audio visual editing class here.

and not enjoy 15 minutes would be better and not enjoy 15 minutes would be better.

Let us listen to music in class

Flat screen monitors.

Great school!

Good class

Tech should loosen up a little. Everyone is strict. It's ridiculous. Makes us feel like 5 year olds. If this can be compared to a "college" experience, it should that way, not like kindergarten where we ask to wash our hands.

Mr. Cyphert is a good instructor!

This is a great lab

Need more welders

Break every day

Good class.

better computers

It is ridiculous that we have to do math & reading at this school we are supposed to learn the material in our field.

No more math or reading! That's why we attend home school!

comfortable chairs

This is a lot of fun to learn here.

I think the class is fun and I learn a lot

I think we should be able to have more time on a chapter if we don't really understand it.

The break lines are long and usually when I got break food I have to throw it away. I think break should be at least 20 min.

People are mean to each other.

More options on what you personally feel comfortable doing at the hotel.

The room is kind of cramped, a bigger room would help.

Need more comfortable furniture

Mr. Craft should have a projector like Mrs. Carr has.

More break time

Provide tools for students, spend less time in theory room, work on projects at the same time rate as in a real shop.

Better classroom furniture, need to spend more time on relevant material

Great school

Provide tools, more up-to-date instruction

I want this to stay as an Art & Design class, not a graphics class.

Hard to clean brushes because the warm water in the bathroom is temperamental.

Always cold in our lab.

I think Tech is great and I am glad that I had the opportunity to come here.

Maybe have time to do other school programs and clubs

Keep up the excellent service in providing us with this school and what it has to offer.

Overall, our lab is awesome

I have already taken the PSSAs

I like how Mr. Hewitt makes us flow chart and then he checks and then we write down the program.

Thank you for helping prepare us to go into the work/college field.

We need more activities like the one in C++ where we built the house.

Overall good program just needs to stop being too repetitive and get into more detail with programming.

Mr. Hewitt teachers slower than most doing somewhat the same stuff over again even once we are accustomed to it.

Mr. Hewitt is a wonderful teacher.

I like this class a lot and I hope to make outstanding senior.
This school is great we need school here all day.
It is awesome.
All is good.
culinary needs bigger locker rooms
I love this lab; it is great!
Lots of drama at ECTS Need break on Mondays
I don't think we should have to take math here that we already know how to do.
If we know it we shouldn't have to relearn it.
I really enjoy ECTS
I really like this school and think it is great, the teachers are really good, patient and caring too.
Math and reading don't work.
Great program
A book to take home.
This school should look more carefully at the applicants. Less academics, and don't be so strict with us.
I enjoy it because it makes the day shorter.
I think we should be allowed to get lunch.
Mrs Sargent is a great teacher she is always willing to help.
More space
Need more paper!
As seniors, we don't want to take time out of our class to learn how to read or do math. We've done it all before.
This is a great school. It has taught me a lot of things I can use in my life.
It is all good.
I think all kids should be able to eat lunch here.
You did great!
Mr. Craft is an awesome teacher and he helps you when you need help
Some staff are mean and rude
Limit the reading and theory time. That's mostly all we did and this is a hands on school.
There should be more creative and color hands-on (painting, graffiti, drawing assignments)
New books
We need to go to break more.
Hats on at a lunch
Take students feelings into consideration and listen to their opinions.
I like this school much more than home school. I also hate getting back to home school late and missing part of class.
Cell phones shouldn't matter
Cell phones ipods to use in shop when we are working on them
Teachers are excellent. They deserve more credit than they get. They put up with a lot.
The use of cell phones, ipods and break on Monday
We should be allowed to wear hoodies and no uniform in theory
More locker room
Need better vehicles to work on
Amazing
Overall the autotech program has been a great learning experience.
Math needs to be challenging. I think you should have different levels of math here. It's all too simple.
Make the math harder.
I think we should be able to decide if we wanted to go back or stay.
Need to enforce rules more, like language; people are constantly swearing, and no one cares.
Better chairs for the theory room
I enjoy this class very much
It is very cold in our lab
Our lab is very cold. Later and longer break time.
The room is very cold all the time.
We could use new chairs and more equipment
It's very cold! Having a little more time for break, and for Harbor Creek to eat lunch here.
This is a great school with great teachers. I enjoy being here.
I like this class
I think that the program is great and you don't need anything else.
No extra courses! I get that at home school.
All day school!

A lot more freedom

More seating where we are working.

Much of what I expect from this class is presented although some of the textbooks are badly outdated,
which makes the learning process hard. Some new books are badly needed.

Put academics as a choice to stay at ECTS all day!

I like it as it is.

If ECTS was all day with core classes

First year go more in-depth with different fields of health.

Go more in-depth the first year.

I think we should be able to go to other places to see how the mechanics do things,

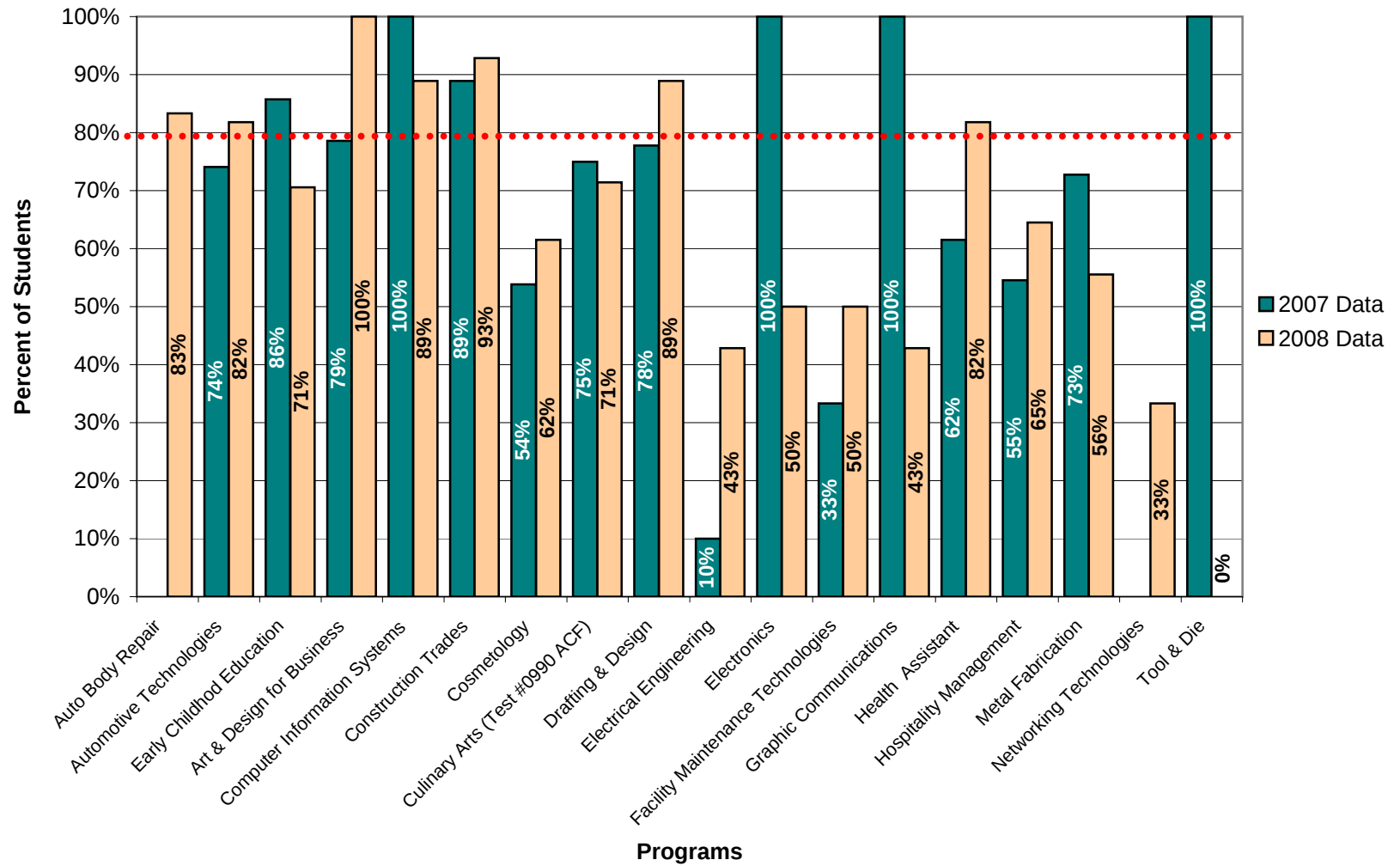
Better explanation, not just out of the book; use own words.

I like the course content

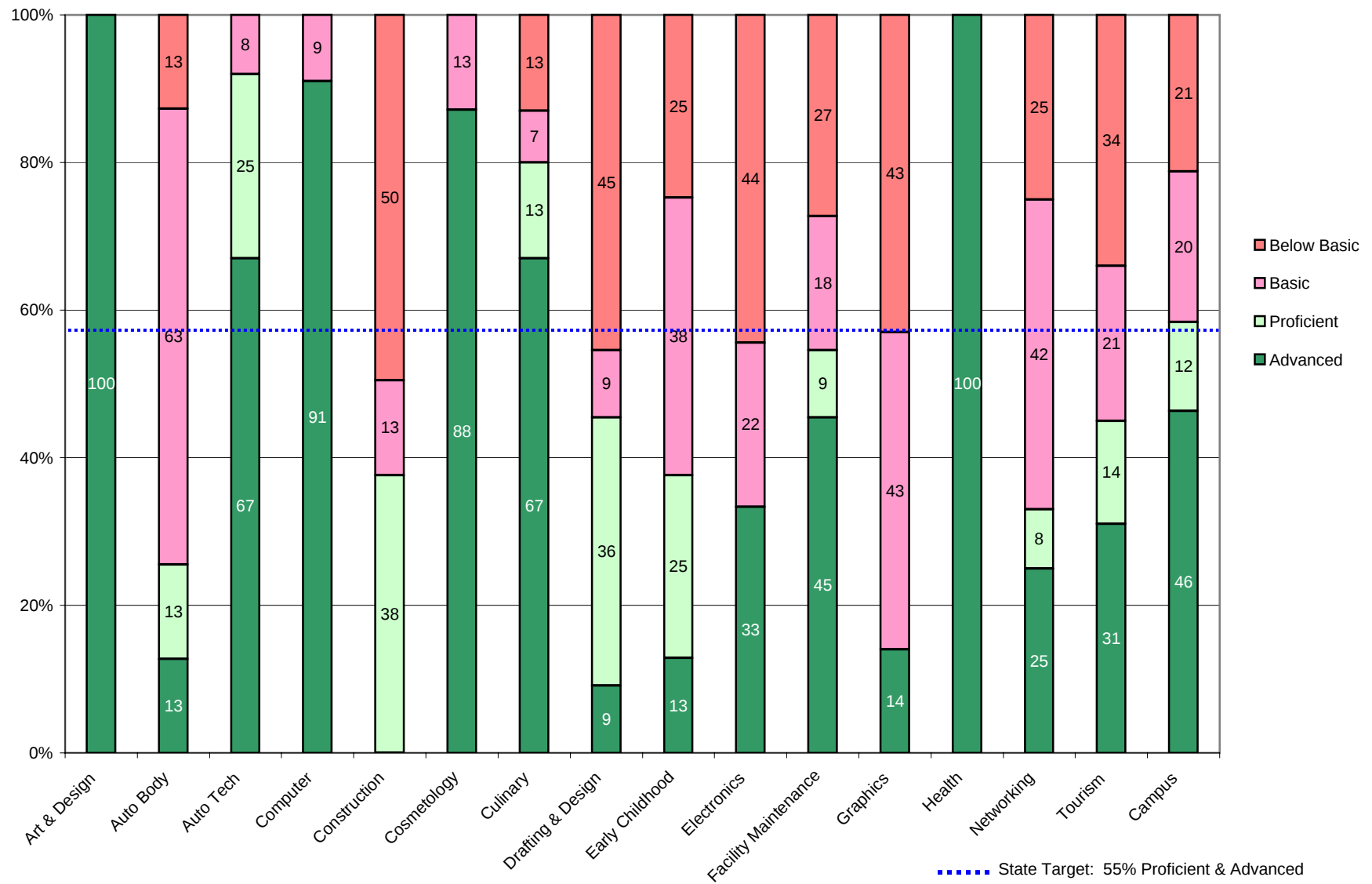
Satisfied with the course

Erie County Technical School NOCTI Analysis

Percent of Students At or Above the National Norm



**Erie County Technical School
NOCTI Results 2008-2009
Written and Performance
Proficiency Levels Percentage**



Goal: 1. Play an integral role in creating a regional career and technical education system

Description: A cooperative agreement is in place with one Career & Technical Center on a common service.

Strategy: Objective A. Identify services to be delivered by the system

Educational Practices: Quality Leadership

Activity	Person Responsible	Start	Resources	Ch. 4	Prof Ed	Tch Ind	Stu. Svc	Ed Tech
1. Conduct a survey of potential partners on their interest to collaborate on a list of potential services.	Aldo Jackson	N/A	\$0					
2. Contact regional career and technical centers to solicit their interest in cooperating on group purchasing, staff development and vocational student organizations.	Aldo Jackson	3/3/2008	\$0					

Strategy: Objective B. Convene Partners

Educational Practices: Quality Leadership

Activity	Person Responsible	Start	Resources	Ch. 4	Prof Ed	Tch Ind	Stu. Svc	Ed Tech
1. Schedule and conduct partnership meetings based on services selected in Objective A.	Aldo Jackson	N/A	\$0					
2. Identify lead partner to facilitate ongoing participation and effectiveness.	Aldo Jackson	N/A	\$0					

Strategy: Objective C. Build partnerships around consortium services

Educational Practices: Quality Leadership

Activity	Person Responsible	Start	Resources	Ch. 4	Prof Ed	Tch Ind	Stu. Svc	Ed Tech
1. Design cooperative agreements around services selected in Objective A.	Aldo Jackson	N/A	\$0					
2. Solicit approval from partners on cooperative agreements.	Aldo Jackson	N/A	\$0					
3. Monitor progress and effectiveness of agreements for continuous improvement and expansion.	Aldo Jackson	N/A	\$0					

Goal: 2. Elevate the public perception of the value and opportunity of technical education

Description: A community survey indicates an increase in awareness of ECTS (2007 survey as base).

Strategy: Objective A. Develop and fund a marketing campaign that attracts students

Educational Practices: Artful Use of Infrastructure, Quality Leadership

Activity	Person Responsible	Start	Resources	Ch. 4	Prof Ed	Tch Ind	Stu. Svc	Ed Tech
1. Establish a campus marketing committee which provides guidance to the marketing process.	Aldo Jackson	9/3/2007	\$0					
2. Secure the resources of a marketing coordinator that manages the marketing effort.	Committee Marketing	N/A	\$150,000					
3. Develop a marketing plan that utilizes a variety of media to reach prospective students, parents, sending school personnel, business and industry, and the community as a whole.	Committee Marketing	N/A	\$35,000					
4. Enhance the role and effectiveness of faculty as key players in the marketing process through staff development.	Aldo Jackson	10/8/2007	\$2,500		X			
5. Build relationships and activities with our sending school districts that enable them to play a	Committee Marketing	N/A	\$20,000				X	

more effective role in our marketing plan.								
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Strategy: Objective B. Create a program that connects ECTS to its graduates

Educational Practices: Artful Use of Infrastructure, Quality Leadership

Activity	Person Responsible	Start	Resources	Ch. 4	Prof Ed	Tch Ind	Stu. Svc	Ed Tech
1. Survey employers to locate ECTS graduates.	Elaine Shaffer	7/1/2007	\$7,500					
2. Establish ECTS Alumni connection on ECTS website.	Jeff Smith	N/A	\$0					
3. Research professional publications related to ECTS technologies-local, regional, national.	Committee Marketing	N/A	\$0					
4. Analyze the ECTS family connection.	Committee Marketing	N/A	\$0				X	
5. Establish a professional mentor program with ECTS graduates and current students.	Patricia Palo	N/A	\$6,000	X			X	
6. Develop a speaker's bureau of ECTS graduates.	Committee Marketing	N/A	\$6,000					

Goal: 3. Develop programs that provide opportunities for students to meet needs.

Strategy: Objective A. Create a Program Development System and implement programs based on employer needs, student interest, financial support, facilities availability and partnerships

Educational Practices: Quality Teaching

Activity	Person Responsible	Start	Resources	Ch. 4	Prof Ed	Tch Ind	Stu. Svc	Ed Tech
1. Establish a 'new program approval' criteria.	Administrative Staff	8/1/2007	\$0					
2. Develop a program approval check sheet and approval process.	Administrative Staff	8/1/2007	\$0					
3. Acquire JOC approval, through policy, of a new program approval process.	Professional Advisory Council	7/1/2008	\$0	X				
4. Survey employers' needs and students' interests for new programs.	Administrative Staff	7/1/2008	\$0					
5. Procure resources for new programs.	Joint Operating Committee	7/1/2009	\$200,000	X				

Strategy: Objective B. Enhance professional development plans for faculty and staff

Educational Practices: Quality Teaching

Activity	Person Responsible	Start	Resources	Ch. 4	Prof Ed	Tch Ind	Stu. Svc	Ed Tech
Continue to participate in site safety training including but not limited to Right to Know	Natalie Fatica	9/11/2007	\$0		X			
Continue to participate in workshops and learning experiences that instruct teachers in "best practice" methods of delivery instruction.	Natalie Fatica	9/12/2007	\$0		X			
Continue to utilize the observation and assessment process to obtain information regarding the strengths and needs of the ECTS faculty.	Aldo Jackson	6/11/2007	\$0	X	X			
Create a professional growth team to recommend professional development options including pedagogy and occupational specific topics.	Natalie Fatica	8/1/2007	\$0		X			
Each of the 19 Programs will establish and maintain an Occupational Advisory Committee.	Natalie Fatica	9/11/2007	\$0		X			
ECTS Faculty and Staff will receive training on relevant software used	Administrative Staff	9/6/2007	\$0		X			

ECTS Faculty to align curriculum to NOCTI exam	Natalie Fatica	9/6/2007	\$0		X			
ECTS staff encouraged to expand their computer and necessary work skills by attending RCTC or regional post-secondary institution.	Administrative Staff	9/6/2007	\$5,000		X			
Faculty Align Curriculum to NOCTI Assessment	Prof. Dev. Comm.	9/6/2007	\$0					
Identify gaps in current processes identified in the professional development plan.	Prof. Dev. Comm.	8/1/2007	\$0		X			
Review and update professional development plan.	Natalie Fatica	N/A	\$0		X			
Start processes and appoint personnel to implement the induction plan.	Prof. Dev. Comm.	8/7/2007	\$0		X			
Start processes to implement the professional development plan.	Prof. Dev. Comm.	7/1/2009	\$0		X			
Use the developed data base to make decisions regarding professional development and in-service offerings for ECTS faculty.	Natalie Fatica	N/A	\$0		X			
Workplace visitations based on the most current technology in the specific area of instruction.	Natalie Fatica	9/12/2007	\$0		X			

Strategy: Objective C: Build Career Pathways
 Educational Practices: Continuous Learning Ethic

Activity	Person Responsible	Start	Resources	Ch. 4	Prof Ed	Tch Ind	Stu. Svc	Ed Tech
1. Research model career pathway programs that match with ECTS programs.	Professional Advisory Council	7/2/2007	\$2,500				X	
2. Adopt and publish career pathways for use by prospective students, parents and others.	Aldo Jackson	7/2/2007	\$5,000				X	
3. Engage relevant agencies to build or modify career pathways.	Aldo Jackson	7/2/2007	\$2,500				X	
4. Align curriculum to career pathways.	Jan Kennerknecht	7/1/2008	\$0				X	
5. Create a career pathway diagram for each ECTS program.	Administrative Staff	7/1/2008	\$0				X	

Goal: 4. Provide student services and support to ensure success

Description: The gap between PSSA standards and CTC student results is reduced by 75%. The following tools and services are in place as part of a career development system: 1) Authentic portfolio 2) Middle school presentations 3) Faculty and staff mentors 4) Cross training occurring within clusters 5) Retention factors have been analyzed 6) Elementary school career awareness program A study skills program has been implemented.

Strategy: Objective A. Provide academic programs that meet the needs of students
 Educational Practices: Continuous Learning Ethic, Quality Leadership, Quality Teaching

Activity	Person Responsible	Start	Resources	Ch. 4	Prof Ed	Tch Ind	Stu. Svc	Ed Tech
1. Analyze results from the PSSA and other assessments to identify areas for improvement in mathematics, reading and writing.	Patrick Holland	8/1/2007	\$0	X				
2. Research and adopt improvement programs that address PSSA mathematics standards (i.e. online programs, remediation, tutoring, applied instruction, etc).	Aldo Jackson	7/2/2007	\$25,000	X	X			
3. Research and adopt improvement programs that address PSSA reading standards (i.e. online programs, remediation, tutoring, applied instruction, etc).	Aldo Jackson	7/1/2008	\$35,000	X	X			
4. Research and adopt improvement programs that address PSSA writing standards (i.e. online programs, remediation, tutoring, applied instruction, etc).	Aldo Jackson	7/1/2008	\$35,000	X	X			
5. Conduct curriculum development to create cross-program classes in mathematics and technical writing.	Jan Kennerknecht	7/1/2008	\$10,000	X				

6. Investigate and implement minimum academic requirements as a pre-requisite for admission to ECTS.	Professional Advisory Council	7/1/2008	\$0	X				
7. Grant graduation credit for academic courses at ECTS.	Professional Advisory Council	7/1/2008	\$0				X	

Strategy: Objective B. Implement a career development system to facilitate student success

Description: A career development system includes a variety of planned activities that contribute to student success in career and technical education programs leading to employment or post-secondary education.

Educational Practices: Artful Use of Infrastructure, Continuous Learning Ethic, Quality Teaching

Activity	Person Responsible	Start	Resources	Ch. 4	Prof Ed	Tch Ind	Stu. Svc	Ed Tech
1. Convene a committee to research district graduation requirements and revise ECTS portfolio procedures to establish benchmarks leading to authentic assessment.	Patricia Palo	7/2/2007	\$0	X			X	
2. Implement an ECTS presentation/recruiting program for middle school students, parents, faculty and administration.	Lisa Sorensen	7/2/2007	\$5,000				X	
3. Develop procedures for promoting articulation agreements and dual enrollment options to ECTS students.	Jan Kennerknecht	8/27/2007	\$0				X	
4. Develop Associate Degree plans for students.	Jan Kennerknecht	7/2/2007	\$0				X	
5. Create advisory teams of faculty and staff as mentors in career guidance.	Administrative Staff	7/1/2008	\$1,000				X	
6. Identify career academies/clusters within ECTS and develop plans for collaboration and cross-training of students	Jan Kennerknecht	7/1/2008	\$0					
7. Develop a plan for district guidance personnel to visit and explore ECTS academies/clusters.	Patricia Palo	7/1/2008	\$2,200				X	
8. Investigate the barriers that discourage students from continuing their enrollment at ECTS	Patricia Palo	7/1/2008	\$0				X	
9. Work with school districts to develop a career awareness program for elementary school children, parents, faculty and administration.	Patricia Palo	7/1/2009	\$5,000				X	

Strategy: Objective C. Develop student success services (i.e. counseling, placement, articulation, etc.)

Description: Student success services are designed to meet the needs of students with disabilities and those with organizational needs.

Educational Practices: Quality Teaching

Activity	Person Responsible	Start	Resources	Ch. 4	Prof Ed	Tch Ind	Stu. Svc	Ed Tech
1. Improve the current pre-vocational assessment and placement procedure to assist students with special needs in choosing the Career and Technical program for which they are most suited.	Patrick Holland	8/1/2008	\$0				X	
2. Identify the Study /Organizational Skills needed for success for students to be able to learn and retain the theory and procedural knowledge of their chosen Career and Technical Program.	Patrick Holland	8/7/2007	\$0				X	
3. Develop a plan and forum to implement support program for students to get assistance in the Study/Organizational Skills Develop a basic routine to review steps in organization that aide could use to cover daily, weekly, quarterly planning.	Patrick Holland	8/1/2008	\$0				X	
4. Workshop for teachers on simple, effective time management and organizational tools emphasizing multi-tasking and practical methods. These methods would also be applicable to students of all levels.	Patrick Holland	8/1/2008	\$2,500		X		X	

Goal: 5. Provide and update facilities, equipment and technology to meet current and future needs

Strategy: Objective A. Provide technology that maximizes student learning

Educational Practices: Artful Use of Infrastructure, Quality Leadership

Activity	Person Responsible	Start	Resources	Ch. 4	Prof Ed	Tch Ind	Stu. Svc	Ed Tech
1. Develop technology plans in each lab to address emerging and changing technology emphasizing on business practices, program collaboration, and resource sharing.	Administrative Staff	7/2/2007	\$400,000					X
2. Implement a digital classroom model that enables computer based instruction.	Jeff Smith	7/1/2008	\$160,000					X
3. Educate students, faculty and staff on use of current technology assets.	Aldo Jackson	N/A	\$10,000		X			X
4. Utilize technology solutions to engage students with interactive learning techniques in all labs.	Jeff Smith	7/1/2009	\$25,000					X

Strategy: Objective B. Adapt physical space and location of programs to enhance program delivery

Educational Practices: Artful Use of Infrastructure

Activity	Person Responsible	Start	Resources	Ch. 4	Prof Ed	Tch Ind	Stu. Svc	Ed Tech
1. Develop an RFP and enter into a contract for ongoing architectural services and then conduct a feasibility study of space and infrastructure needs impacting existing programs and services with known issues.	Administrative Staff	7/1/2008	\$20,000					
2. Design and then complete renovations and alterations determined from Step 1 through service and program driven building projects.	Administrative Staff	7/1/2009	\$1,950,000					
3. Assist districts in building a Special Needs Transition Center	Professional Advisory Council	7/2/2007	\$200,000					
4. Complete a feasibility study to determine alternate sites for existing and expanded program delivery that would move training into the community.	Administrative Staff	7/1/2008	\$20,000					
5. Examine the strategic planning action steps determined by Organizational Growth committee for new or discontinued training programs.	Administrative Staff	7/1/2009	\$25,000					
6. Review the feasibility studies and cost projections for Objective B.1 to B.5 and consider a complete renovation of the High School and Skill Center Building.	Professional Advisory Council	7/1/2008	\$21,000,000					

Strategy: Objective C. Update facility, equipment and technology annually to keep pace with changing needs

Educational Practices: Artful Use of Infrastructure

Activity	Person Responsible	Start	Resources	Ch. 4	Prof Ed	Tch Ind	Stu. Svc	Ed Tech
1. The annual budgets for lab equipment, technology and facilities is developed and approved after needs requests are solicited from ECTS/RCTC instructors and staff.	Joint Operating Committee	7/1/2007	\$600,000					X
2. Capital funding requirements will utilize State/Federal and Local Grant opportunities to supplement local district funding.	Administrative Staff	7/1/2007	\$500,000					
3. Develop a multiple year plan to grow the Capital Reserve fund balance and then maintain an accumulated fund balance equal to 15% of the annual operating budget.	Joint Operating Committee	N/A	\$1,000,000					

Goal: 6. Mathematics

Strategy: 1. Provide programs and services to improve Student performance on PSSA Mathematics

Educational Practices: Artful Use of Infrastructure, Continuous Learning Ethic, Quality Leadership, and Quality Teaching

Activity	Person Responsible	Start	Resources	Ch. 4	Prof Ed	Tch Ind	Stu. Svc	Ed Tech
Analyze results from the PSSA and other assessments to identify areas for improvement in mathematics.	John Hansen	7/1/2007	\$0	X				
Research and adopt improvement programs that address PSSA mathematics standards.	John Hansen	7/1/2007	\$0	X				
Conduct curriculum development to create cross-program classes in mathematics.	John Hansen	7/1/2007	\$0	X				
Investigate and implement minimum academic requirements as a pre-requisite for admission to ECTS.	John Hansen	7/1/2007	\$0	X				

Goal: 7. Reading

Strategy: 1. Provide programs and services to improve student performance on PSSA Reading

Educational Practices: Artful Use of Infrastructure, Continuous Learning Ethic, Quality Leadership, and Quality Teaching

Activity	Person Responsible	Start	Resources	Ch. 4	Prof Ed	Tch Ind	Stu. Svc	Ed Tech
Analyze results from the PSSA and other assessments to identify areas for improvement in reading.	John Hansen	7/1/2007	\$0	X				
Research and adopt improvement programs that address PSSA reading standards.	John Hansen	7/1/2007	\$0	X				
Investigate and implement minimum academic requirements as a pre-requisite for admission to ECTS.	John Hansen	7/1/2007	\$0	X				

Goal: 8. Student Attendance

Strategy: Monitor

Educational Practices: Artful Use of Infrastructure, Quality Leadership

Activity	Person Responsible	Start	Resources	Ch. 4	Prof Ed	Tch Ind	Stu. Svc	Ed Tech
Annual Evaluation	Aldo Jackson	N/A	\$0					
Quarterly Monitoring	Aldo Jackson	N/A	\$0					

Goal: 9. Meet State Standards for Participation in Assessments

Strategy: Coordinate Participation with Affiliate Districts

Educational Practices: Quality Leadership

Activity	Person Responsible	Start	Resources	Ch. 4	Prof Ed	Tch Ind	Stu. Svc	Ed Tech
Calendar Coordination	Aldo Jackson	1/4/2008	\$0	X				

Priority 1: SchoolDESX			
ACTION STEPS	ACCOUNTABILITY	TIMEFRAME	BUDGET
Objective A. Make SchoolDESX Easier to Work with			
1. Schedule refresher during August in-service	Fatica/Jackson	August 2008	
2. Develop series of S/D courses (template, class navigation, reports, attendance entry)	Smith	2008-2009	
3. Availability of a faculty S/D mentor	Jackson	Sept. 2008	
Objective B. Improve Ease of Entry while Maintaining Integrity			
1. Conduct faculty/clerical survey of "classes/S/D" issue	Jackson	August 2008	
2. Form an "investigative committee" to explore classes/S/D issue	Jackson	Sept. 2008	
3. Committee will establish timeline	Committee	2008-2009	
4. Committee will develop "analysis report" of potential solutions	Committee	2008-2009	
Objective C. Improve Access to Information			
1. Establish "guidelines" for classes, activities, categories, etc.	Committee	2008-2009	
2. Establish "standard formats" for S/D data (i.e. font, caps, etc.)	Committee	2008-2009	
3. Conduct "control process" for S/D class info	Smith/Fatica/Principal	2008-2009	
4. Investigate access to historical data	Smith		
Projected Cost			

Priority 2: Academic Performance--Mathematics			
Increase the percentage of students who achieve PSSA math Proficient and above by 13%, from 34.6% to 39.1%.			
ACTION STEPS	ACCOUNTABILITY	TIMEFRAME	BUDGET
Objective A. Assess current and historical performance of 11th graders			
1. Review 8 th grade PSSA scores submitted on student application	Holland	August 2008	
2. Review PSSA performance of Class 2009 by academic anchor in mathematics	Jackson	August 2008	
3. Review PSSA performance of Class 2008 by academic anchor in mathematics	Jackson	August 2008	
4. Identify assessment anchors with the greatest deficiency	Holland/Jackson	August 2008	
5. Conduct transcript analysis to identify other opportunities-- EdTrust	Administrator, district rep, counselor, CTE teacher, CTC math teacher	November 18 Pittsburgh PaTTAN	
Objective B. Select students to participate			
1. Identify students with proficiency level of Basic or high Below Basic	Holland	August 2008	
2. Identify programs with greatest number of students identified above	Holland/Jackson	August 2008	
3. Focus on programs with largest number of students at the Basic or high Below Basic level	Principal/ Math Instructors	2008-2009	
Objective C. Provide instructional strategies			
1. Provide instruction to selected programs with a focus on 'weak' anchors	Math Instructors	2008-2009	
2. Provide Study Island mathematics remediation	Study Island Instructor	2008-2009	
3. Conduct a PSSA Math Prep Course	Math Instructors	2008-2009	
4. Conduct weekly math competition based on assessment anchors	All Faculty + Math Instructors	2008-2009	
5. Research and promote services available to identified students in school districts	Jackson/Principal/ Counselor	2008-2009	

Priority 2: Academic Performance--Mathematics			
Increase the percentage of students who achieve PSSA math Proficient and above by 13%, from 34.6% to 39.1%.			
ACTION STEPS	ACCOUNTABILITY	TIMEFRAME	BUDGET
Objective D. Conduct staff development			
1. Participate in SREB Site Development Workshops		Sept. 15-16	
2. Participate in EdTrust SIP Workshop		Sept. 16	
3. Numeracy Training by EdTrust #1	4-6 CTE teachers— academic & technical	Oct. 2-3	
4. Participate in PACTA PIL Program—Academic Achievement	CTC Director & 2 associated with PSSA	Oct. 6-7	
5. Literacy Training—New SREB CTCs	4-6 teachers (CTE and academic)	Oct. 30-31	
6. Integration Conference		Nov. 13-14	
7. Numeracy Training by EdTrust #2	Same as previous	Dec. 10-11	
8. Numeracy Training by EdTrust #3	Same as previous	Mar. 4-5	
9. Assessment Data Workshop	Administrator, teacher, counselor	Nov. 12	
10. EdTrust Webinar—Master Schedule Analysis	Administrator, sending school rep, guidance counselor, CTE teacher, CTE math if comprehensive	February 19	
11. EdTrust—Sharing Meeting	Same as above	May 19	
Projected Cost			

Priority 3: Academic Performance--Reading			
Increase the percentage of students who achieve PSSA Reading Proficient and above by 11%, from 53.5% to 59.4%			
ACTION STEPS	ACCOUNTABILITY	TIMEFRAME	BUDGET
Objective A. Assess current and historical performance of 11th graders			
1. Review 8 th grade PSSA scores submitted on student application	Holland	August 2008	
2. Review PSSA performance of Class 2009 by academic anchor in reading	Jackson	August 2008	
3. Review PSSA performance of Class 2008 by academic anchor in reading	Jackson	August 2008	
4. Identify assessment anchors with the greatest deficiency	Holland/Jackson	August 2008	
5. Conduct transcript analysis to identify other opportunities	EdTrust—Administrator, district rep, counselor, CTE teacher, CTC math teacher	November 18 Pittsburgh PaTTAN	
Objective B. Select students to participate			
1. Identify students with proficiency level of Basic or high Below Basic	Holland	August 2008	
2. Identify programs with greatest number of students identified above	Holland/Jackson	August 2008	
3. Focus on programs with highest number of students at the Basic or high Below Basic level	Holland/Literacy Coach	August 2008	
Objective C. Provide instructional strategies			
1. Provide literacy coach to selected programs with a focus on 'weak' anchors	Literacy Coach	1 session per week	
2. Provide Study Island reading remediation	Study Island Instructor	2008-2009	
3. Conduct weekly 'reading days' based on assessment anchors	Literacy Coach/Faculty	2008-2009	
4. Research and promote services available to identified students in school districts	Jackson/Principal/ Counselor	2008-2009	
5. Promote and monitor use of MAX teaching strategies among all faculty	Principal	Q1, Q2, Q3	

Priority 3: Academic Performance--Reading			
Increase the percentage of students who achieve PSSA Reading Proficient and above by 11%, from 53.5% to 59.4%			
ACTION STEPS	ACCOUNTABILITY	TIMEFRAME	BUDGET
Objective D. Conduct staff development			
1. Participate in SREB Site Development Workshops		Sept. 15-16	
2. Participate in EdTrust SIP Workshop		Sept. 16	
3. Participate in PACTA PIL Program—Academic Achievement	CTC Director & 2 associated with PSSA	Oct. 6-7	
4. Literacy Training by SREB #1	4-6 teachers (CTE and academic)	Oct. 30-31	
5. Assessment Data Workshop (see math above)	Administrator, teacher, counselor	Nov. 12	
6. Integration Conference		Nov. 13-14	
7. EdTrust Transcript Analysis	Administrator, sending school rep, guidance counselor, CTE teacher, CTE math if comprehensive	Nov. 20	
8. Literacy Training by SREB #2	Same as previous	Nov. 24-25	
9. EdTrust Webinar—Master Schedule Analysis	Administrator, sending school rep, guidance counselor, CTE teacher, CTE math if comprehensive	February 19	
10. Literacy Training by SREB #3	Same as previous	Mar. 19-20	
11. EdTrust—Sharing Meeting	Same as above	May 19	
Projected Cost			

Priority 4: School Safety			
ACTION STEPS	ACCOUNTABILITY	TIMEFRAME	BUDGET
Objective A. Auditor General Compliance Audit			
1. Safety Plan: Review, Revise, Rehearse	Safety Committee & Administrative Staff	Fall 2008	
2. Review Auditor Generals List: (MOU, Single Point Access, Visitation Policy, ID Policy, Crisis Team Management)	Safety Committee & Administrative Staff	Fall 2008	
3. Camera Install	Sceiford	Fall 2008	
4. Timed Locks at back doors	Sceiford	August 2008	
5. Orientation, Handbook, Webpage	Guidance Counselor	Sept. 2008	
6. ID System: Investigate	Safety Committee & Administrative Staff	2008-2009	
7. Seek A.G. Report from other CTC's	Jackson	Fall 2008	
8. Conduct regular and varied emergency preparedness drills	Principal	2008-2009	
9. Review lock-down procedure with faculty/staff at a faculty meeting	Principal	Fall 2008	
Objective B. Faculty/Staff Perception			
1. Single Point of Entry/Egress	Jackson	August 2008	
2. Theft, Alcohol/Drugs, Bullying	Safety Committee	2008-2009	
Objective C. Student Perception			
1. Theft, Alcohol/Drugs, Bullying	Safety Committee	2008-2009	
2. Faculty Safety/Security Duties	Safety Committee	2008-2009	
Projected Cost			