

**PENNSYLVANIA CAREER AND TECHNICAL EDUCATION
BEST PRACTICES INITIATIVE
Site Visit Schedule—Erie County Technical School**

8:00 a.m. to 8:30 a.m. **Tour/Overview of Facility** **30 Minutes**

8:30 a.m. to 10:00 a.m. **School Administrators** **90 Minutes**

School Structure and Curriculum

	Supporting Documentation
Organizational structure for CTE programs	- Organization Chart (NF) - ISO Key Processes Map & Audits (NF) - Key Indicators of Performance Success (NF)
Improving student academic achievement	- Literacy Plan (JT & PH) - Math Plan (JT & PH)
Academic / CTE Integration	- Program Mathematics Level Analysis (JK) - Program Readability Reports (JK)

Collaboration and Coordination

	Supporting Documentation
Collaboration with student's home high school	- Guidance (PP) - Superintendents (AJ) - Special Education IEP Reviews (PH) - Graduation Portfolios (JK) - Transition Staffing Meetings (PH)
Developing dual and concurrent enrollment agreements	
Collaboration with postsecondary institutions	- Articulations (JK) - Web-based Curriculum Documents

Instruction and Pedagogy

	Supporting Documentation
Curriculum development and revisions	- DACUM (JK) - Curriculum Framework (JK) - Curriculum Development Schedule (JK) - Program Accreditation List (JK) - Syllabi Shared with Students (JT)
Use of student data for instructional decisions	- Student Application Analysis (PH) - Study Island Benchmark Data--Reading (PH) - Study Island Benchmark Data--Math (PH) - PSSA Data Analysis (AJ) - Student Satisfaction Survey Results (NF)
Role of CTE in supporting growth in academic skills, employability skills, and meeting NCLB requirements	- Professional Skills Curriculum (JT & JK) - PSSA Math Prep Course Outline (JT) - Cooperative Education Seminar (ES)

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Workforce Connections

	Supporting Documentation
Business advisory committee involvement	- OAC Membership List (ES) - OAC Meeting Minutes (ES)
Role of business in work-based learning and business involvement in instruction	THM Laboratory @ Courtyard by Marriott

Accountability and Assessment

	Supporting Documentation
Use of technical skills assessments	- NOCTI Analysis & Faculty Action Plans (AJ) - Gold & Silver Star Programs (JK)
Academic achievement	PSSA Data Analysis (AJ)
School improvement plan	- Priority Action Plans (AJ) - Ad Hoc Committees (AJ) - KIPS (NF) - Operations & Management Survey (AJ)

10:00 a.m. to 10:30 a.m.

Students

30 Minutes

Academic supports

	Supporting Documentation
Career planning support	
Selecting program of study	

AM Students
Jacob Post, Electrical Engineering, Wattsburg
Blake Parmerter, Facilities Maintenance, Millcreek
Jeff Harris, Culinary Arts, Millcreek
Emily Cracolici, Graphic Communications, General McLane
Tonya Grossman, Drafting & Design, Union City
Sebastian Babel, Networking Technologies, Fairview
Steve Daub, Tourism & Hospitality Management, Iroquois
Jill Rakauskas, Health Assistant, North East

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10:30 a.m. to 11:00 a.m.

Business Advisory Partners

30 Minutes

	Supporting Documentation
Advisory committee involvement	- OAC Membership List (ES) - OAC Meeting Minutes (ES)
Connection to Industry credentials	Student Industry Credentials Report (JK)
Work-based learning and employee involvement	- Placement Reports (ES) - Kiwanis, Manufacturers & Business Association, Regional Chamber - Pipeline Partnering Opportunities List (ES)
Local marketing / recruitment of students	

11:00 a.m. to 12:00 Noon

Teachers

60 Minutes

First Lunch Session—11:00 a.m. to 11:30 a.m.	Second Lunch Session—11:30 a.m. to 12:00 noon
Bob Craft—site-based laboratory	Donna Erdman—program accreditation
Phylis Theuerkauf—Postsecondary planning, classroom projects	Sandy Carr—employability skills
Mariea Sargent—cooperative projects with other programs, industry visits	Tracy Massello—OAC input, curriculum development
Janet Grossman—impact of application process on quality of student	Tim Mientkiewicz—integrated, pull-out mathematics
Sherry States—field-based experiences, written classroom projects	Fred Brockman—integrated literacy
Tammy Bright—integrated, push-in mathematics	Robin Grimes—literacy, professional development

Instruction and Pedagogy

	Supporting Documentation
Improving student academic performance	- Literacy & Math Action Plans (JT & PH) - Getting Results in CTE Planning Document (AJ)
Role of CTE in supporting growth in academic skills, employability skills, and meeting NCLB requirements	- Professional Skills Curriculum Outline (JK) - PSSA Math Prep Course Outline (JT)
Use of student data for instructional decisions	- Student Satisfaction Survey and Action Plans (NF) - NOCTI Analysis & Faculty Action Plans (AJ)
Collaboration between CTE and Academic instructors	- Pull-out Math Classes (JT) - Push-in Math Schedule (JT) - Literacy Activities (PH)
Collaboration or consultation with postsecondary instructors	- Articulations (JK) - DACUM (JK) - Participations in OACs (ES) - Postsecondary Presentations in Labs (PP)

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12:00 Noon to 12:30 p.m.

Guidance / Career Counselors

30 Minutes

	Supporting Documentation
College / career planning and development	- Guidance & Advisement Action Plan and Work Documents (PP) - Graduate Follow-up Report (ES) - Advanced Training Day List (PP)
Student internships	Placement Reports (ES)
Local marketing / Recruitment of students	- Application Packet (LS) - Marketing Committee & Minutes (LS) - First Seven Days (LS) - Marketing Materials (LS) - Marketing Plan/Timeline (LS) - Web-based Curriculum Documents
Selecting program of study	- Holland-based Presentation (LS) - Vocational Evaluations (PH) - Readability Reports (JK)

12:30 p.m. to 1:00 p.m.

Students

30 Minutes

Academic supports

	Supporting Documentation
Career planning support	
Selecting program of study	

PM Students
Melissa Takach, Art & Design, Northwestern
Ashley Borland, Auto Body Repair, Union City
Tim Johnson, Automotive Technology, Fort LeBoeuf
Shelby Perry, Construction Trades, Girard
Josh Piszczynski, Metal Fabrication, General McLane
Brad Durst, Electronics, Millcreek
Leah Altimus, Early Childhood Education, Harbor Creek
Anthony Walach, Culinary Arts, Millcreek

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1:00 p.m. to 2:15 p.m.

Classroom Observations

60 Minutes

Programs	
• 1:00 to 1:15	Networking Technologies—Phylis Theuerkauf
• 1:15 to 1:30	Professional Skills—Sandy Carr
• 1:30 to 1:45	Culinary Arts—Janet Grossman
• 1:45 to 2:00	Health Assistant—Sherry States
• 2:00 to 2:15	Automotive Technologies—Fred Brockman

**PENNSYLVANIA CAREER AND TECHNICAL EDUCATION
BEST PRACTICES INITIATIVE**
In Support of the Pennsylvania Bureau of Career and Technical Education
Strategic Plan

Purpose: The purpose of the Pennsylvania Career and Technical Education (CTE) Best Practices Initiative, supported by the Meeder Consulting Group, LLC, is to document promising practices in Pennsylvania CTE, especially those practices that impact key outcomes like improving student academic achievement, increasing retention and graduation, and promoting college and tech college participation.

Link to Strategic Action Plan: This effort is an extension of Pennsylvania Department of Education Bureau of Career and Technical Education's Strategic Action Plan, which cites the following four goals, and corresponding objectives, for strengthening career and technical education:

1. Align CTE Program Offerings with Industry Standards
 - o Ensure Pennsylvania's CTE programs are aligned to current industry standards
 - o Ensure of CTE students receive industry certifications
 - o Align CTE programs with targeted industry clusters
2. Increase Academic Achievement for all CTE Students
 - o Improve the quality of student data and school districts/CTCs' collaboration around data
 - o Provide all CTE students rigorous academic preparation
3. Improve Special Education Students' CTE Academic Achievement and Success
 - o Ensure special education students enrolled in CTE programs receive necessary support services.
 - o Ensure that special education students are appropriately placed in CTE programs
4. Establish Performance Benchmarks and Recognize Career and Technical Centers that Meet Benchmarks
 - o Provide incentives for the Creation of High-Performing CTE Programs
 - o Improve Data and Accountability Systems

Project Steps: In January through June 2010, the Meeder Consulting Group will conduct the following actions steps, under the direction of the Bureau of CTE.

Phase 1. Select Schools and Program for Review

- Identify five tech centers that have data to indicate they are high performance tech centers as candidates for site visits.
- Identify approximately 25 other sites that offer innovative or promising practices that would be candidates for review and phone interviews.

Phase 2. Gather information on promising practices, December 2009-March 2010

- Conduct two-day site visits at each of the five selected tech centers;
- Conduct phone interviews and gather written documentation for innovative/promising practice profiles.

Phase 3. Create new and update previously prepared materials, February 2010-June 2010

- Write up a School Profile (10-15 pages) for each of the tech centers visited.
- Write up Promising Practice profiles (approximately one page) on each of the innovative/promising practice sites.

Follow-up: While this project is being conducted, the Bureau of CTE will determine how best to incorporate these resources and findings into ongoing professional development and technical assistance opportunities. For more information, contact Bureau of CTE Director Dr. Lee Burket, email: lburket@state.pa.us, ph: (717) 787-5530.

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12/9/09



About the Meeder Consulting Group

Meeder Consulting Group, LLC helps its clients – whether they are national organizations, state governments, or local educational institutions – find ways to improve student results and create cycles of continuous improvement. The firm offers analysis of education and workforce policy, strategic visioning and implementation planning, and research on promising and proven practices.

Hans K. Meeder is President of the Meeder Consulting Group and senior consultant for this project. Mr. Meeder has an extensive and varied career in education and workforce policy and government leadership, with an emphasis on high school redesign, career and technical education, and workforce quality.

Through the Meeder Consulting Group, Hans Meeder works closely with education leaders in several states, including Colorado, Georgia, Louisiana, Montana, Nevada, Virginia and Wyoming, helping them shape their strategic direction for career and technical education and strengthening its connection to high school redesign and workforce development. The firm is tasked with helping Wyoming and Minnesota develop their key priorities and structures for new technical skills assessment systems, and Meeder has provided extensive keynote presentations at forums throughout the nation. Meeder and his team of associate consultants also provide research and analysis for national and state-based organizations such as the Association for Career and Technical Education, Automotive Youth Educational Systems, Colorado Succeeds, the Ford Motor Company Fund, the National Academy Foundation, and the Oracle Academy program.

Immediately prior to forming the Meeder Consulting Group, Meeder served as Deputy Assistant Secretary for Education in the U.S. Department of Education Office of Vocational and Adult Education. Meeder also oversaw implementation of the Carl Perkins Vocational and Technical Education Act and was a leading voice in helping articulate how modern career technical education efforts can play a pivotal role in transforming high schools and raising student achievement. In addition to high school and CTE issues, Meeder oversaw implementation of the Adult Education and Family Literacy Act and its interaction with the public workforce investment system.



Prior to joining the Department of Education, Mr. Meeder served as Senior Vice President for Workforce Development and Postsecondary Learning at the National Alliance of Business. He also was Executive Director of the 21st Century Workforce Commission, a Presidential Commission that made policy recommendations relating to the Information Technology workforce. Mr. Meeder served as Education Policy and Outreach Director for the House of Representatives Committee on Education and the Workforce. Prior service also included work in the Congressional relations office of the Department of Education and work for several members of the House of Representatives.

Meeder is a graduate of the University of Maryland College Park and also holds a Masters in Business Administration from the University of Maryland's University College.

Jennifer Y. Grams is a Policy Analyst with the Meeder Consulting Group and project manager for this project. Ms. Grams has 15 years experience in the government and non-profit sectors. She has served as the Assistant Town Administrator in Brookline, Massachusetts where she was responsible for budget and policy development. She has also held positions at the Massachusetts Institute of Technology, the City of Boston, and the Ohio House of Representatives.

Ms. Grams earned a Master of Public Administration degree from Columbia University and her undergraduate degree from Denison University.

Michelle Hebert-Giffen is a Policy Analyst with the Meeder Consulting Group. Ms. Hebert-Giffen has a career focusing on public policy and education. She served as a legislative analyst for the Joint Legislative Audit and Review Commission (JLARC) of Virginia's General Assembly. While working in this job, Ms. Hebert-Giffen assisted in studies that evaluated the efficiency and efficacy of Virginia's welfare program and child protective services program. She also contributed to a study that reviewed the performance of Virginia's public schools.

Ms. Hebert-Giffen also has extensive experience as an educator. She taught elementary education in Henrico and Fairfax, Virginia.

Ms. Hebert-Giffen is a graduate of the University of Virginia where she also earned a Masters of Teaching degree and a Masters of Education Policy and Program Evaluation.



Current and previous clients of Meeder Consulting Group include:

- Association for Career and Technical Education
- Council of Chief State School Officers
- Ford Motor Company Fund, Partnership for Advanced Studies
- National Academies Foundation
- The Oracle Academies
- Siemens Building Technologies
- Colorado Community College System
- Georgia Department of Education
- Louisiana Community and Technical College System
- Montana Office of the Commissioner of Higher Education
- Nevada Department of Education
- Southern Region Education Board/High Schools That Work
- Virginia Department of Education
- Wyoming Department of Education

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