



Planning Retreat & Management Review 2010-2011

**Excellence in
Career and Technical Studies
June 14-16, 2011**

**Erie County Technical School
Planning Retreat &
Management Review
for 2011-2012**

Agenda

Tuesday, June 14, 2011		
Management Review		
8:30 – 8:45	a. Quality Policy Review	Pg. 1
8:45 – 9:00	b. Key Indicators of Performance Success	Pg. 2
9:00 – 9:20	c. External Audit Results Review	Pg. 5
9:20 – 9:40	d. Internal Audit Results Review	Pg. 20
9:40 – 10:00	e. Corrective Actions Review	Pg. 23
10:00 – 10:15	Break	
10:15 – 11:20	f. Operations & Management Survey	Pg. 30
11:20 – 11:45	g. Risk Analysis	Pg. 43
11:45 – 12:30	Lunch	
12:30 – 12:50	h. Special Education Review	Pg. 44
12:50 – 1:10	i. Graduate & Life Track Follow-up Review	Pg. 45
1:10 – 1:30	j. STAY Teams	Pg. 64
1:30 – 1:45	Break	
1:45 – 2:00	k. Student Satisfaction Survey	Pg. 66
2:00 – 2:15	l. Parent Satisfaction Survey	Pg. 67
2:15 – 3:00	m. NOCTI Performance 'National Norm' Review	Pg. 68
	n. NOCTI Performance 'Proficiency Level' Review	Pg. 69
	o. NOCTI Performance 'Competency' Analysis	Pg. 70
3:00 – 3:30	p. Strategic Plan Review	On-line
3:30 – 4:00	q. Priority Action Plan Review	Pg. 78
Wednesday, June 15, 2011		
Issues Review		
8:30 – 10:00	r. Consideration—Food Service	Pg. 86
	s. Consideration—Guidance & Advisement	Pg. 93
	t. Consideration—Literacy & Numeracy	
10:00 – 10:15	Break	
10:15 – 11:30	u. Consideration—Other	
	v. Consideration—Other	
11:30 – 12:30	Lunch	
12:30 – 3:30	Consensus on the Priorities	
Thursday, June 16, 2011		
8:30 – 11:30	Action Plan to Address Priority 1	
11:30 – 12:30	Lunch	
12:30 – 2:30	Action Plan to Address Priority 2	

Erie County Technical School
ISO 9001:2000
Excellence in Career & Technical Studies

Quality Policy & Objectives

Quality Policy

The Erie County Technical School is committed to providing leading-edge career development and technical training programs and services that exceed our customers' expectations in every way, while seeking always to continually improve our programs and services.

Organizational Quality Objectives

- I. Provide well-designed products and services in a manner that exceeds the requirements of our customers.
- II. Appraise the satisfaction and needs of our customers.
- III. Improve our performance by using data and analysis and applying processes as we conduct our work.
- IV. Cultivate a corporate way of life that encourages employee participation in continuous quality improvement and problem prevention.
- V. Assess our quality system to ensure its continuing compliance with the highest quality standards.

Operational Quality Objectives

See the following pages.

**Erie County Technical School
Quality Management System
Key Indicators of Performance Success**

Revision Date: 6/10/2010							Actual Performance							Target
Key Processes	Service or Operation	Performance Objective	Performance Measure	Performance Criteria	Criteria Schedule	Data Manager	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	
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			100%	100%	75%	83%	75%	44%	**	
				Automotive Technologies			77%	72%	74%	82%	67%	46%	71%	
				Early Childhood Education			80%	78%	86%	71%	63%	92%	100%	
				Art and Design			78%	94%	79%	100%	**	88%	88%	
				Computer Information Sys			83%	100%	100%	89%	91%	89%	13%	
				Construction Trades			100%	92%*	89%	93%	75%	73%	96%	
				Cosmetology			75%	80%*	54%	62%	88%	76%	60%	
				Culinary Arts			100%	100%*	75%	71%	40%	36%	60%	
				Drafting & Design			71%	88%	78%	89%	64%	60%	67%	
				Electrical Engineering			44%	25%	10%	43%	**	23%	20%	
				Electronics			100%	75%	100%	50%	78%	75%	**	
				Facilities Maintenance			67%	75%	33%	50%	**	50%	83%	
				Graphic Communications			43%	73%	100%	43%	14%	70%	64%	
				Health Assistant			93%	88%	62%	82%	71%	93%	43%	
				Hospitality Management			78%	67%	55%	65%	31%	45%	50%	
				Metal Fabrication			89%	13%*	73%	56%	33%	55%	46%	
				Networking Technologies			56%	20%*	0%	33%	58%	38%	60%	
				Tool & Die			100%	100%	100%	0%	25%	100%		
	Curriculum Review	Curriculum Validity	Craft Advisory Committee Minutes	Each CAC endorses curriculum	May 1	Principal	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
	Curriculum Delivery	Student Satisfaction	Student Satisfaction (High School)	90% of areas evaluated achieve a grade of B or better	June 1	CHQR	95%	100%	100%	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	96%	n/c	88%	100%	89%	100%	90%
		Student Participation-- RCTC	Number of Adult Students Enrolled	Number of students enrolled increases by 3% from the prior year	July 1	RCTC Manager	-19%	10%	-4%	11%	-1%	-14%	0%	≥ 3%
			Number of Courses Operated	Number of courses run increases by 2% over prior year			-7%	11%	-6%	6%	-1%	-7%	-1%	≥ 2%
			Revenues v. Expenses	Revenues exceed Expenses by 5%			13%	96%	-15%	46%	14%	1%		≥ 5%

Erie County Technical School
Quality Management System
Key Indicators of Performance Success

Revision Date: 6/10/2010							Actual Performance						2010-2011	Target
Key Processes	Service or Operation	Performance Objective	Performance Measure	Performance Criteria	Criteria Schedule	Data Manager	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010		
Student Services	Guidance Services	Attendance Rates	Periodic Attendance Reports-- Campus	Average daily attendance is greater than 95%	Quarterly	Guidance Counselor	93%	n/c	93%	93%	94%	93%	93%	95%
		Retention Rates	Periodic Enrollment Reports-- Campus	92% of the students remain enrolled			94%	97%	92%	94%	93%	93%	92%	92%
		Enrollment Share	Enrollment Compared to Population	Enrollment equals 15% of ADM or a .25 point increase	August 1		13.2%	13.1%	13.0%	12.7%	12.5%	12.4%	12.5%	15%
		Customer Satisfaction	Student Satisfaction Survey	Areas achieve a grade of B or better	June 1	CHQR	3.00	3.22	3.33	3.30	2.95	3.30	3.10	>2.68
	Placement Services	Co-op Participation	Co-op Participation Rate	30% of seniors participate in co-op	Dec prior year graduating class	Placement Coord.	33%	28%	30%	29%	25%	20%	26%	30%
		Transition Rates	Workforce, Military or Postsecondary	90% of all graduates attain transition-- Campus	June 1		98%	92%	91%	93%	96%	89%	91%	90%
		Customer Satisfaction	Student Satisfaction Survey	Areas achieve a grade of B or better	June 1	CHQR	3.1	3.27	3.15	3.25	2.90	2.90	3.30	> 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	Yes
		Audit Compliance	Audit Reports	Two or fewer findings and 6 or fewer recommendations	October 1		Yes	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	93%	n/c	85%	91%	93%	90%	91%	90%
	Facilities Support Services	Facilities Cleanliness &	Inspection Reports-- External	Compliance reports contain no critical violations.	June 1	Facilities Manager	Yes	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		6.19	Yes	Yes	5.79	5.79	11	5.47	< 7
		Customer Satisfaction	Custodial & Maintenance Survey	90% of areas evaluated achieve a grade of B or better	June 1		Yes	Yes	3.39	Yes	Yes	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	Yes
		Customer Satisfaction	Food Service Satisfaction Survey	90% of areas achieve a grade of B or better	January 1 & June 1		n/c	67%	100%	80%	60%	70%	80%	90%
	Human Resources	Staff Development--	Log of Hours	90% participate in at least 6 hours of training	June 1		48%	30%	48%	44%	88%	50%		90%

**Erie County Technical School
Quality Management System
Key Indicators of Performance Success**

Revision Date: 6/10/2010							Actual Performance							Target
Key Processes	Service or Operation	Performance Objective	Performance Measure	Performance Criteria	Criteria Schedule	Data Manager	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	
Quality Management System	Administrative Services	Instructional Leadership	Operations & Management Survey	90% of areas achieve a grade of B or better	May 30	Director	81%	93%	89%	90%	92%	86%	75%	90%
	Internal Auditing	Timely Audits	Audit Schedule	100% of all internal audits completed per schedule	June 1	CHQR	83%	100%	100%	100%	100%	100%	100%	100%
	External Auditing	QMS Compliance	Audit Citations	Two or fewer audit citations from the auditor	October 1		0	2	0	0	0	0	0	≤ 2
	Improvement	Open Improvement Requests	Response to Improvement Requests	Aging summary of requests decreases by 3% from prior period	Annually	CHQR	50%	^15%	12%	30%	-15%	43%	^59%	≥ 3%



SRI Quality System Registrar

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Transition at Renewal Audit No: 9

ISO 9001:2008

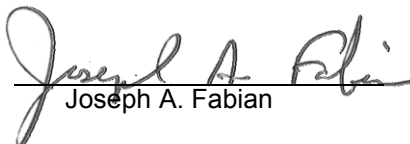
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Report
For

ERIE COUNTY TECHNICAL SCHOOL Erie, Pennsylvania

Date of Report:	October 26, 2010
Date(s) of Audit:	October 4-5, 2010
Number of total mandays scheduled for this audit:	2.5
Number of total mandays actually conducted:	2.5
Audit Team Members (Lead name first):	Steve Pettyjohn
Nonconformances (CAN numbers) issued this audit:	None
Nonconformances (CAN numbers) closed this audit:	None

TABLE OF CONTENTS		
Report Sections:		Appendices:
1. Executive Summary	4. Audit Plan	Assessment Summary Matrix
2. Auditor Commentary	5. Audit Records	Process Summary
3. Auditee Information	6. Report Distribution	Corrective Actions List
		Opportunities for Improvement

Quality Manager: 
Joseph A. Fabian

Date: October 26, 2010

Ownership of the audit report is maintained by SRI. Right of perusal by a third party can only be obtained after permission of the audited company. This report is part of the registration by SRI Quality System Registrar.

Executive Summary

An audit was conducted at the location on the dates cited above. The purpose of this audit was to ensure that the auditee was continuing to maintain a documented and effective Quality Management System, to meet the organization's objectives, in conformance with the Quality Management System requirements.

The audit followed SRI's guidelines and procedures. The scope of the audit was a review of the scheduled processes and any area(s) of nonconformance cited and/or remaining open from the previous audit. The renewal audit considered the performance of the Quality Management System over the period of certification and included a review of the previous surveillance audit reports.

Each of the Corrective Action Notifications (CANs), which remained open from the previous audit, was verified for effective implementation and closed by the Lead Assessor.

No nonconformities were cited during this audit event. The processes assessed are identified in the "Assessment Summary Matrix."

Progress made toward meeting Continual Improvement targets is Satisfactory.

Audit results observed were better than the previous audit activity.

Marks and logos were found to be in compliance.

The audit team would like to thank all personnel for their hospitality and cooperation during the audit.

Auditor Commentary

Based on the audit investigations, interviews, observations, and review of records, the following comments summarize the audit team's observations and findings:

Internal Audit Results:	The Internal Audit process was reviewed starting with a review of the current procedure and the Internal Audit schedule. The procedure was found to be well developed, to provide adequate guidance regarding the process, and to meet the requirements of the standard. The audit calendar provides a clear picture of the process approach used to conduct the audits. The schedule was also used to verify Auditor independence and that they did not audit their own work. There are eleven trained Internal Auditors (out of a total school staff of 65), which indicate a strong measure of Management support for the process. Training records for Internal Auditors are available and indicate that Auditors are trained to meet the requirements of the standard and the procedure. All eleven trained Internal Auditors were retrained for the 2008 version of the standard. Audit reports are prepared using word processing software and are customized reports that follow a standard outline that includes information regarding the process audited, date of audit, report date, Auditors, audit overview, positive aspects of the audit, recommendations for improvement, and corrective actions (audit reports clearly indicated that they were conducted using the 2008 version of the standard). Audit files include extensive working papers that provide more than adequate evidence to support the findings and conclusion of the audit. The corrective actions can be traced to the corrective action files for details regarding the particular corrective action. Planning for Internal Audits is very well done. There is a template that provides guidance and can be customized by the Management Representative (Internal Audit Planning Guide). The planning template calls the Auditor's attention to key process issues including how goals are developed and tracked, how they are audited, tools used to measure performance, documents and forms to examine, and auditees to interview. This is a very well implemented process that provides meaningful feedback on school performance.
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Management Review Results:	Management Review is a very thorough and comprehensive process. The school holds a three day planning retreat during the summer. A comprehensive briefing book (over 200 pages) is prepared, which provides information and considerable data analysis regarding goals and objectives including all of the inputs required by the standard and the state. Attendance is very broad, and five members of the union, including the president, invited to attend are active participants in the process. The Strategic Planning process starts with a risk assessment. This process identified seven risks to the school. Planning was oriented to deal with these risks by taking action to eliminate, alleviate, or mitigate the risks. The resulting action plans have been developed with staff assigned to various roles. Weekly staff meetings monitor progress and provide direction for corrective action. Three themes for action plans are in place this year, which include personalized staff development, the STAY team (staff teams assisting youth), and strengthen public relations. There are a total of 14 high level goals that are measured with monitored results subjected to several variations of data analysis. All curriculum programs are monitored to determine if they achieve school, state, and national objectives. Management, staff, and instructors work together to respond to results that do not meet objectives. Objectives have a standard titled "Measurable/Observable Product." This process is one of the strengths of the Quality Management System.
Corrective/Preventive Actions:	The Corrective Action process was reviewed and found to be effectively implemented. The audit included review of corrective Actions initiated by internal audits. These are generally complex and long-term issues. Of five reviewed, one was completed and verified. The other four are in process. Adequate evidence was presented to indicate a good degree of progress and that Management was competently monitoring progress. The Corrective Action process follows the PDCA cycle, and provisions are made for root cause analysis, short term action to correct immediate issues, and long-term plans to eliminate the root cause(s). Corrective Actions can result from many sources including student complaints. The Auditor reviewed a Corrective Action regarding the school Grading System process, which was a result of a student complaint. There was evidence of excellent root cause analysis followed by planning and action on a school wide basis.

Customer Complaints:	Complaints were reviewed, and proper investigation and resolution were observed.
Quality System Changes:	System changes created to meet the requirements of the ISO 9001:2008 standard were reviewed and found to meet the requirements of the standard. Changes were reviewed by Management and verified by internal audit. Changes were effectively implemented.
Auditor Comments (Important Observations, Strengths, Exclusions):	The audit achieved its objective, as more than adequate evidence was presented to support effective implementation of the Quality Management System to meet the requirements of the ISO 9001:2008 standard. During the audit, the Lead Auditor confirmed that the auditee had secured a copy of the standard, sent the Management Representative to attend training in the new standard, studied the standard, reviewed the changes with Management, revised appropriate Quality Management System documents, reviewed the changes at Management Review, implemented the changes, and performed internal audits to confirm implementation of the changes.
Confirmed Exclusions:	7.5 (Service Provisions) 7.5.2 Validation of Processes for Production and Service Provision
Validation of CANs issued during previous activity:	No CANs were issued at the previous audit event.
Remote Support Functions Received from other locations:	The Auditor confirmed that there is no support received from another location.
Remote Support Functions Provided to other locations:	The Auditor confirmed that there is no support provided to another location.
Shifts Assessed:	Number of Shifts: 1 Start/End Time: 8:00 am to 4:00 pm

Notable changes (e.g., address, management rep., shifts, scope, processes, employee count, etc.):	Erie County Technical School has transitioned to the ISO 9001:2008 standard.
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Auditee Information

Auditee: Erie County Technical School

Auditee No: 5058-01

Address: 8500 Oliver Road

Erie, PA 16509-4699

Main Phone Number: 814-464-8600

Auditee Contacts

Ms. Natalie Fatica, Coordinator of Human and Quality Resources

Erie County Technical School

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Dr. Aldo Jackson, Director

Erie County Technical School

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Tel: 814-464-8661 **Fax:** 814-464-8625

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Audit Event

Transition at Renewal: 10/4/2010 - 10/5/2010

Total Mandays: 2.5

SRI Customer Care Coordinator: Carole Walsh, ext. 642

Audit Scope

Standard: ISO 9001:2008

Exclusions: 7.5 (Service Provisions), 7.5.2 Validation of Processes for Production and Service Provision

Scope: Career and technical education.

SIC Codes: 8211

IAF: 37

NACE Codes: M80.2

No. of Employees: 65

Products: Education

Accreditation Mark(s): ANAB

Registration Approach: Site

Certificate Expiration: 10/13/2011

No Shifts: 1

Times of Shifts: 8:00 am to 4:00 pm

Audit Plan

The audit plan, audit team members, and qualifications, representatives, working documents, audit plan schedule, audit matrix, and auditor assignments have been reviewed with the organizations and are on file with SRI.

Audit Records

Form R20.36 or R20.36S: Which shows the registrar confirmation of the audit results was completed, signed by both parties on-site, returned to SRI, and is on file.

Assessment Narrative: The pre-audit/post audit conference list of attendees and standard agenda are on file, as is the agenda. The registered company has acknowledged and signed any corrective action notifications issued at this event.

The SRI Auditor Notes: Auditor notes were captured and returned to SRI, along with the "Interview Listing" (I8-3), all of which are on file.

Assessment Summary Matrix: The assessment summary matrix was completed by the lead assessor and indicates the areas in which the selected processes were assessed and the areas requiring corrective action. If there are several distinct audit tracks or business units, each has a matrix completed for it. The matrix is provided.

Corrective Actions: If any, are included with this report and summarized in numerical order, showing the referenced ISO 9000 section, process, a description of the nonconformity, and the level of severity indicated as "M = Minor" or "H = Hold." Form R20.35 provides the detailed nature of the nonconformance.

Opportunities for Improvement: If the lead auditor noted opportunities for improvement (OFIs), these were provided to the auditee during the post-audit meeting. The opportunities for improvement are listed.

Report Distribution

Distribution by SRI is only to the auditee, the auditor assigned for the next scheduled audit event, SRI, and any accreditation body, when requested, where their oversight is required.

Assessment Summary

Processes Assessed	Performance			
	Satisfactory	Org. Action Plan in Place	Not Identified	
Administrative	X			
Curriculum	X			
Resource Management	X			
Student Services	X			

Process Summary

Process	Comments
Administrative	This process provides the leadership and general management activities for the school including the management of the Quality Management System, corrective actions, and continual improvement. School leadership is totally committed to the improvement of the Quality Management System and has effectively deployed the requirements of the standard as very effective management tools for the improvement of school programs. Data analysis is a key activity that is extensively used in the improvement process. Leadership is very committed to being open with information that is available to all stakeholders. Management Review minutes along with data regarding key performance indicators are published on the school's website. Planning is rigorous and disciplined. The Director starts the process with a Risk Assessment process that the Auditor found to be thoughtful and very appropriate. This drives the rest of the Strategic Planning process, which was discussed in the section on Management Review. The resulting action plans were developed using a variety of quality improvement and consensus building tools that the Auditor found to be appropriate and effective. The use of story boarding and nominal group technique is often taught but rarely put into practice by organizations. Erie County Technical School has used these tools and others in a very effective manner. The Auditor investigated the current implementation status of the three action plans. They appear to be moving forward, but the audit plan for next year will review their progress and impact on school performance. Feedback from stakeholders and internal and external communication are stressed. Ample evidence of this was presented to the Auditor on a number of occasions, as school policy or procedures have been changed as a result of parent, student, community or business stakeholders, or staff input. While not perfect, this is a very effectively implemented process that more than meets the requirements of the standard and is providing effective guidance for the school. The use of data analysis and teams at Erie County Technical School should be considered best practices worthy of emulation by other educational organizations.

Process	Comments
Curriculum	Curriculum Design, Development, and Delivery: Eight programs that are part of the Curriculum program were reviewed during the audit. These activities were all found to be effectively implemented in accordance with school policies and procedures, which included Metal Fabrication, Electrical Engineering, Health Assistant, Early Childhood, Graphics, Hotel and Hospitality, Construction, and Networking. In addition to standard audit issues of document and record control, along with process implementation, attention was given to school projects designed to respond to state mandates regarding integration of more academic focus to achieve state testing goals. Erie County Technical School has developed academic programs to enhance reading, writing, and math skills in students. These are team efforts with primary instructors and support personnel, including student services working together to improve student performance. The Auditor reviewed these efforts and observed a meeting of the reading team. This cross-functional effort is a model for other schools.

Process	Comments
Resource Management	Resource Management includes Human Resources, Maintenance and Facilities Management, Information Technology, and Purchasing. All five of these activities were reviewed during the audit and found to be effectively implemented. As an educational facility, training, training records, maintenance, improvement of competencies, and the other associated responsibilities of the Human Resource area are very critical. The review of records found that they are effectively maintained in accordance with procedures that meet the requirements of the standard, as well as state requirements. Job descriptions are very well done and are posted on the school website. They have been used by other schools as a model. The Maintenance and Facilities Management staff does an excellent job of maintaining a 42 year old building with infrastructure that was designed in the middle of the last century and has been used by tens of thousands of students. Planning, scheduling, and records are well done. An inspection of the building and grounds, including the boiler room and other support areas, found them to be in very well maintained. The facility is completing a major project to modernize the lighting system with energy saving and more environmental friendly equipment that will save the school an estimated \$25,000 a year. Information Technology is implemented by a talented professional with a great deal of support from Administrative leadership. The school relies on the network and other support for implementation of all critical functions. This is a well thought out process with good planning and implementation of appropriate and effective levels of support. The Purchasing process is somewhat decentralized as program instructors make many purchasing decisions within established procedures. The Business Manager provides effective guidance and support as needed. Records are available that provide evidence that supplier evaluation and corrective action is effectively implemented. The school provided evidence of changes made in some providers of outsourced processes, as a result of the Supplier Evaluation process. The Purchasing Information process also is effective and meets the requirements of the standard, while effective verification processes are appropriately deployed.

Process	Comments
Student Services	Student Services consists of admissions and recruitment, guidance, and placement including the co-op program. All of these activities were reviewed and found to be effectively implemented. The personnel of this area are actively involved in leading the Action Plan Teams formed during the administrative retreat. They also support curriculum development through the DACUM process, which is a plan, do, check, act approach to a disciplined Curriculum Improvement process. The professionals on this staff provide an important service to students and staff in the effective integration of students and improvement of the school curriculum and services.

Corrective Actions List

No nonconformities were identified during this audit event activity.

Opportunities for Improvement

No Opportunities for Improvement were identified during this audit event activity.

Process	Area Audited	Improvement Opportunities	Corrective Action Required	Strengths
Quality Management Services	Management Responsibility, Improvement	Reduce the number of Priority Actions plans from 3 to 2 per year. Review Literacy plan expectations with faculty. Monitor systematically the literacy plans developed.	None	Pushing planning to the program level. In-services conducted for literacy planning. PSBA policy of we for board policies. Faculty to request student feedback on program activities. More detailed template for OAC minutes.
Quality Management Services	Customer satisfaction	RCTC follow-up survey could be more formalized. Issues that arise are addressed in a timely fashion but there is no formal data. What issues warrant a corrective action. Criteria should be defined with regard to when to file a corrective action. Loop not always closed on customer sat issues suggest a gatekeeper to decided the follow-up method of each issue.	None	Leadership and management survey results are reviewed at Planning retreat. Staff concerns are addressed if needed. Committees are formed to handle concerns i.e. STAY. Customer complaints are addressed in a timely fashion. Results and concerns are shared in the beginning of the year. RCTC survey is conducted at the end of every class session and any issues are addressed with staff on an individual basis.
Quality Management Services	Internal Auditing	Carryover from 2010- post to ECTS webpage status of internal audit results and continual improvement requests throughout the year. Train auditors on an on-going basis as some personal bias has been detected. Review ISO standard and auditing requirements with staff that is not involved in internal audit process	None	ISO Coordinator does excellent job preparing for and managing the internal audit process as well as tracking audit results. Audit suggestions are presented to management for review.

Resource Management	Human Resources-recognition	Suggest a newsletter to keep updated on events, birthdates etc. 90 day reviews are not being done on all classified staff. More positive feedback in employees files	90 reviews should be done on all classified staff	Recognition- years of service and certificate; NOCTI certificates, staff appreciation day mention in board reports
Resource Management	Human Resources-Recruitment	Drug testing should be considered as part of hiring. Computer test is difficult and should be tailored to position	None	Positions posted internally. Resume kept on file for 1 year. Letters are sent to all applicants.
Resource Management	Human Resources-Payroll, Benefits Admin.	None	None	Payroll process consistent and followed.
Resource Management	Technology Services	None	Back-up tapes are not consistently moved off site as the process suggest this should be addressed.	Software selection process is smooth and efficient. Monitoring and maintenance is efficient and done during convenient times. Data back up process is consistent.
Resource Management	Financial services	Institute a flag system when funds/purchases need allocated	None	Purchasing process well-defined, VISA cards work efficiently, business office functions are well defined and those involved are commended for organization and efficiency. Credit card system works well but some don't check their fund balances. Vendor selection is easy convenient and adapted to instructors needs. Control by instructors is appreciated.

Process	Area Audited	Improvement Opportunities	Corrective Action Required	Strengths
Student Services	Attendance/Guidance	Look for a way to track effectiveness and if students are using career cruising, procedure for identifying students to work with guidance consultant and inform students why they are selected, develop a formal follow-up process for students working with McEnry, record successes in withdrawal system (if a student stays after initiating the process.	None	STAY committee, retention committee as a result of corrective action, multiple guidance sources, report cards from home schools, process for withdrawal from ECTS, Guidance and Advisement plan to be developed, use of outside resources for seminars, students use CAR process, Violence report dad reported monthly or quarterly, career cruising used in labs, students reported better grades after McEnry, quarterly activities
External Auditing	Scheduling and Reporting of External Auditing	May be helpful to revisit the responsibilities of the oversight of the register.	None	Followed through on suggestions for improvement from the Auditor General's report. Correction action process works. JOC is kept up to date on audit results.
Curriculum	Curriculum Design, Delivery and Review	Currently there is not a process to evaluate if the course syllabi developed are being followed. It might be useful to institute a process for systematic evaluation.	None	Development process is never ending. SISS-Curriculum is responsible for monitoring. DACUM workshops are conducted to ensure that curriculum meets industry needs. Delivery-instructors use various methods to deliver to students. Instructors survey students and use the surveys to adjust methods

ERIE COUNTY TECHNICAL SCHOOL CONTINUOUS IMPROVEMENT LOG										
Initiated By	Description	Issue Date	Short Term Action Required	Long Term Action Required	Other Comments	Corrective (C) Preventative (P) Continuous Improvement (I)	Implementation Date	Date Effectiveness Verified	Continuous Improvement No.	Days open
Paul Fritz	Auditor General Report observation recommendation 3 Develop a statement and require all employees to sign agreement to abide by policy	12/15/2009	Add to new hire checklist	Provide to all employees with WC annual statement		I	9/13/2010	9/13/2010	257	272
Paul Fritz	Auditor General Report Observation Recommendation 5 ECTS will develop policies and procedures to require written authorization for all changes to user ID's	12/15/2009	Form created			I	9/13/2010	9/13/2010	259	272
Audit Team	Encourage more staff involvement in the corrective action process. Make the process more visible	6/14/2010	Work on creating on line system- Jeff S. Natalie	Put off until a priority		I	12/1/2010	12/1/2010	267	170
Audit Team	Establish Process to evaluate outsourced vendors	6/14/2010	Paul, Steve, Natalie	Process developed	Vendors to be presented at the summer retreat	I	9/23/2010	9/23/2010	268	101
Audit Team	Use visual aides for auditors with process audits	6/14/2010	Aldo, Natalie	Introduced at audit kickoff		I	1/19/2011	1/19/2011	269	219

ERIE COUNTY TECHNICAL SCHOOL CONTINUOUS IMPROVEMENT LOG										
Initiated By	Description	Issue Date	Short Term Action Required	Long Term Action Required	Other Comments	Corrective (C) Preventative (P) Continuous Improvement (I)	Implementation Date	Date Effective-ness Verified	Continuous Improvement No.	Days open
Audit Team	Track dates of audits of sub processes	6/14/2010	Aldo, Natalie			I	1/19/2011	1/19/2011	270	219
Audit Team	Continue technology training-professional development	6/14/2010	Jeff, Natalie	Assisted by Priority Action plan of personalized professional development		I	9/23/2010	9/23/2010	271	101
Audit Team	Add National Skills Standards to Curriculum development process	6/14/2010	Jan, Joe	Update development process		I	6/30/2010	6/30/2010	272	16
Audit Team	Review pre-requisites listed in program guides as they don't seem consistent	6/14/2010	Joe, Jan	Revieweed and updated		I	6/28/2010	6/28/2010	273	14
Audit Team	Review retention measurement in KIPS chart: review retention process	6/14/2010	Lisa, Patty, Joe	Decided to remain the same		I	5/15/2011	5/15/2011	274	335
Audit Team	Finalize documentation and integrate into quality system	6/14/2010	Lisa, Natalie			I	6/7/2011	6/7/2011	275	358
Audit Team	Provide a process for follow-up with faculty to reinforce attendance policies and procedures	6/14/2010	Ken, Joe, Jeff, Donna, Ken			I	2/15/2011	2/15/2011	276	246

ERIE COUNTY TECHNICAL SCHOOL CONTINUOUS IMPROVEMENT LOG										
Initiated By	Description	Issue Date	Short Term Action Required	Long Term Action Required	Other Comments	Corrective (C) Preventative (P) Continuous Improvement (I)	Implementation Date	Date Effective-ness Verified	Continuous Improvement No.	Days open
Audit Team	Verify and document employers for workers comp coverage; Add seminar rules	6/14/2010	Elaine			I	7/1/2010	7/1/2010	277	17
David Rodgers	Tenative enrollment 10-11 meets the criteria outlined in policy 126	6/14/2010	Tim, Aldo, Ken, Lisa, Mariea, Donna			I	6/7/2011	6/7/2011	278	358
Audit Team	Update forms index	6/14/2010	Natalie, Susan			I	3/11/2011	3/11/2011	279	270
Paul Fritz	F&G audit management letter- CUA deli receipt errors	8/31/2010	Paul, Janet, Joe	Process developed		C	9/14/2010	9/14/2010	280	14
Travis Abbate	FLB bus comes too early	9/13/2010	Joe Tarasovitch	Student withdrew bus out of ECTS control		I	n/a	n/a	281	
Brandon Evansmith	FLB bus comes too early	9/13/2010	Joe Tarasovitch	Student withdrew bus out of ECTS control		I	n/a	n/a	282	
Cody Brown	Don't agree with the grading scale for the writing prompt it is too strict	9/15/2010	Joe Tarasovitch	see 288		I	9/24/2010	9/24/2010	283	9

ERIE COUNTY TECHNICAL SCHOOL CONTINUOUS IMPROVEMENT LOG										
Initiated By	Description	Issue Date	Short Term Action Required	Long Term Action Required	Other Comments	Corrective (C) Preventative (P) Continuous Improvement (I)	Implementation Date	Date Effective-ness Verified	Continuous Improvement No.	Days open
Sergy Nadashe	Don't agree with the grading scale for the writing prompt it is too strict	9/15/2010	Joe Tarasovitch	see 288		I	9/24/2010	9/24/2010	284	9
?	Don't agree with the grading scale for the writing prompt it is too strict	9/15/2010	Joe Tarasovitch	see 288		I	9/24/2010	9/24/2010	285	9
Kyle Windsor	Don't agree with the grading scale for the writing prompt it is too strict	9/15/2010	Joe Tarasovitch	see 288		I	9/24/2010	9/24/2010	286	9
Mike Smack	Don't agree with the grading scale for the writing prompt it is too strict	9/15/2010	Joe Tarasovitch	see 288		I	9/24/2010	9/24/2010	287	9
?	prompt it is too strict	9/15/2010	Joe Tarasovitch	Writing Prompts lab specific: packet support appropriate	Met with group to discuss 9/23/2010	I	9/24/2010	9/24/2010	288	9
Samatha Baker/Kelsey	Afternoon students who receive free and reduced lunch should be eligible	9/15/2010	Joe Tarasovitch	Met with student to explain federal aide restriction		I	9/24/2010	9/24/2010	289	9

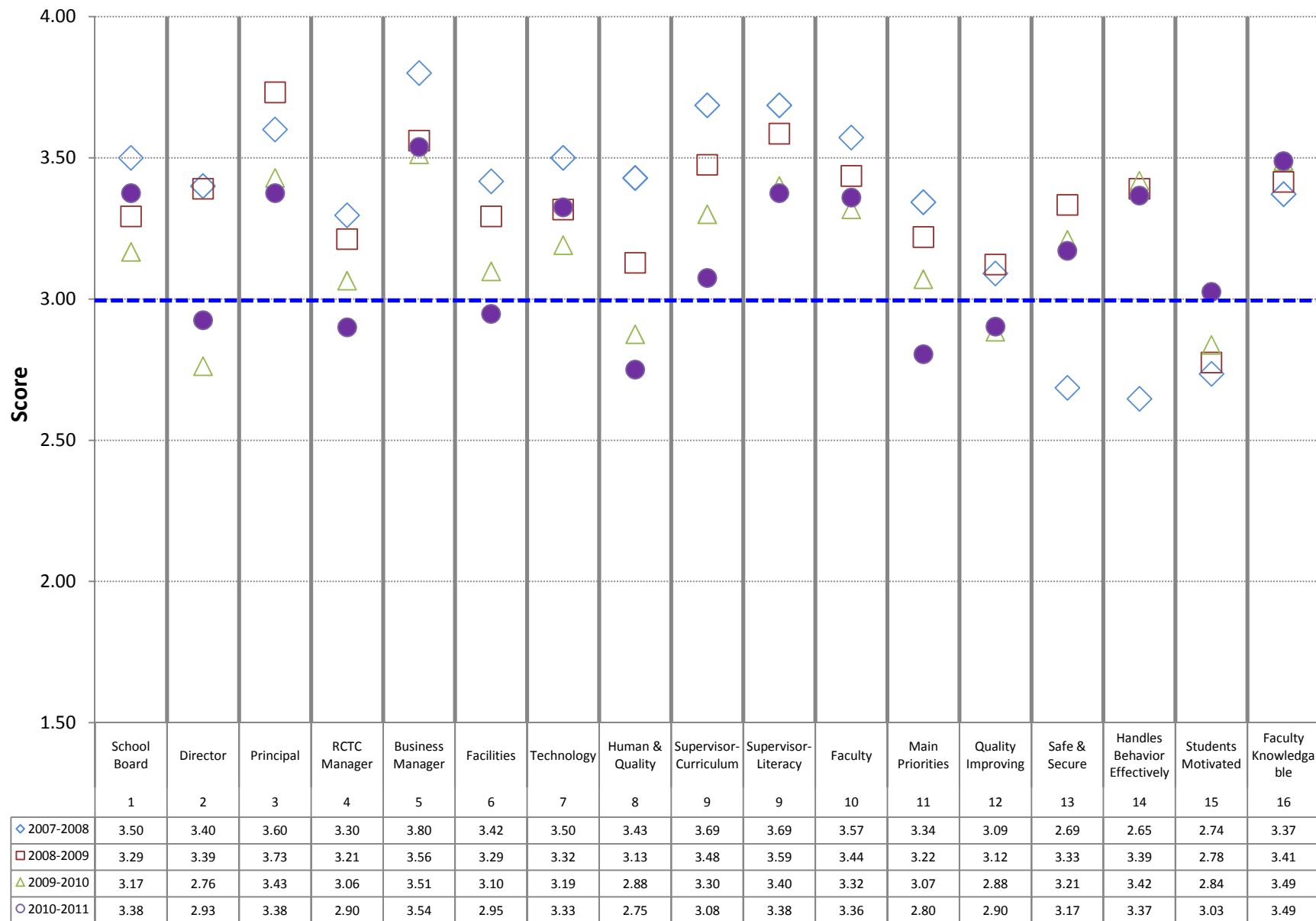
ERIE COUNTY TECHNICAL SCHOOL CONTINUOUS IMPROVEMENT LOG										
Initiated By	Description	Issue Date	Short Term Action Required	Long Term Action Required	Other Comments	Corrective (C) Preventative (P) Continuous Improvement (I)	Implementation Date	Date Effectiveness Verified	Continuous Improvement No.	Days open
Dona Hubbard	ECTS should offer academic studies dealing with our lab	9/17/2010	Joe Tarasovitch			I	2/11/2011	2/11/2011	290	147
Nickles	Can we get rid of these motion sensor light switches	9/17/2010	Steve Sceiford, Joe Tarasovitch			I	2/15/2011	2/15/2011	291	151
Tyler Kent	Have home school teachers come to tech and go to classes	9/17/2010	Joe Tarasovitch	Offered Student opportunity to identify staff and Mr Tarasovitch would invite.	Communicated Priority Action plan which includes investigation of Teacher Exchange	I	9/30/2010	9/30/2010	292	13
Sandy Carr	Add a line to Permission to Participate form to have the ECTS instructor sign off	10/13/2010	Joe Tarasovitch, Paul Fritz, Sandy Carr			I	11/30/2010	11/30/2010	293	48
Paul Fritz	JOC Policy 717 Facilities Usage need updated/revised because staff assignments have changed	10/12/2010	Steve Sceiford, Paul Fritz			I	2/24/2011	6/7/2011	294	135

ERIE COUNTY TECHNICAL SCHOOL CONTINUOUS IMPROVEMENT LOG										
Initiated By	Description	Issue Date	Short Term Action Required	Long Term Action Required	Other Comments	Corrective (C) Preventative (P) Continuous Improvement (I)	Implementation Date	Date Effective-ness Verified	Continuous Improvement No.	Days open
Aldo Jackson	Need to review and address safe schools plan based on auditor general review	11/30/2010				I	6/7/2011	6/7/2011	295	189
Aldo Jackson	Need for clearly defined agreement for operation of the transition center program	11/30/2010				I	1/29/2011	1/29/2011	296	60
Aldo Jackson	PIMS reporting of CTE students with proper resident status	11/30/2010				I	6/7/2011	6/7/2011	297	189
Jordan Roberts	Data line needs installed for ink jet printer in pressroom	12/14/2010	Jeff Smith, Joe Tarasovitch	Technology Request		I	12/15/2010	12/15/2010	298	1
Jon Peterson	The locker rooms in the culinary class are too small we need more room to change.	1/28/2011				I	2/11/2011	2/11/2011	299	14
Am Culinary	We want Mrs Gangemi back	1/28/2011				I	2/11/2011	2/11/2011	300	14
Am Culinary	We want Mrs Anderson to leave	1/28/2011				I	2/11/2011	2/11/2011	301	14
Dan Berdis	Why cant we stay here the whole day	1/28/2011				I	2/11/2011	2/11/2011	302	14
Paul Fritz	Allow Pro-soft access	1/13/2011				I	1/18/2011	1/18/2011	303	5

ERIE COUNTY TECHNICAL SCHOOL CONTINUOUS IMPROVEMENT LOG										
Initiated By	Description	Issue Date	Short Term Action Required	Long Term Action Required	Other Comments	Corrective (C) Preventative (P) Continuous Improvement (I)	Implementation Date	Date Effective-ness Verified	Continuous Improvement No.	Days open
Robert Ambrose	The grading is averaged by percentages rather than a total point grade which reflects the actual percentage	1/28/2011				I	2/28/2011	2/28/2011	304	31
THM	<i>Have paper towels next to the hand dryers in every bathroom</i>	2/11/2011	Steve Sceiford			I	3/3/2011	3/3/2011	305	20
Robert Ambrose	I don't think Mrs Brights Math class is necessary	2/11/2011	Joe Tarasovitch	Spoke with student		I	3/18/2011	6/7/2011	306	35
Mary Ellen Camp	RCTC Student Surveys indicate chairs in DDE are broken	3/29/2011	Steve Sceiford, Mariea Sargent, Joe Tarsovitich			I	5/2/2011	5/2/2011	307	34
Amanda Barto	ECE theory room there is no room	4/1/2011				I	5/13/2011	5/13/2011	308	42
Samantha Jayjohn	ECE theory room there is not enough space	4/1/2011				I	5/13/2011	5/13/2011	309	42
AFT	Declining enrollment numbers suggest to the AFT that there is an issue with the ECTS application process	6/2/2011				I	6/7/2011	6/7/2011	310	5
										97
										57

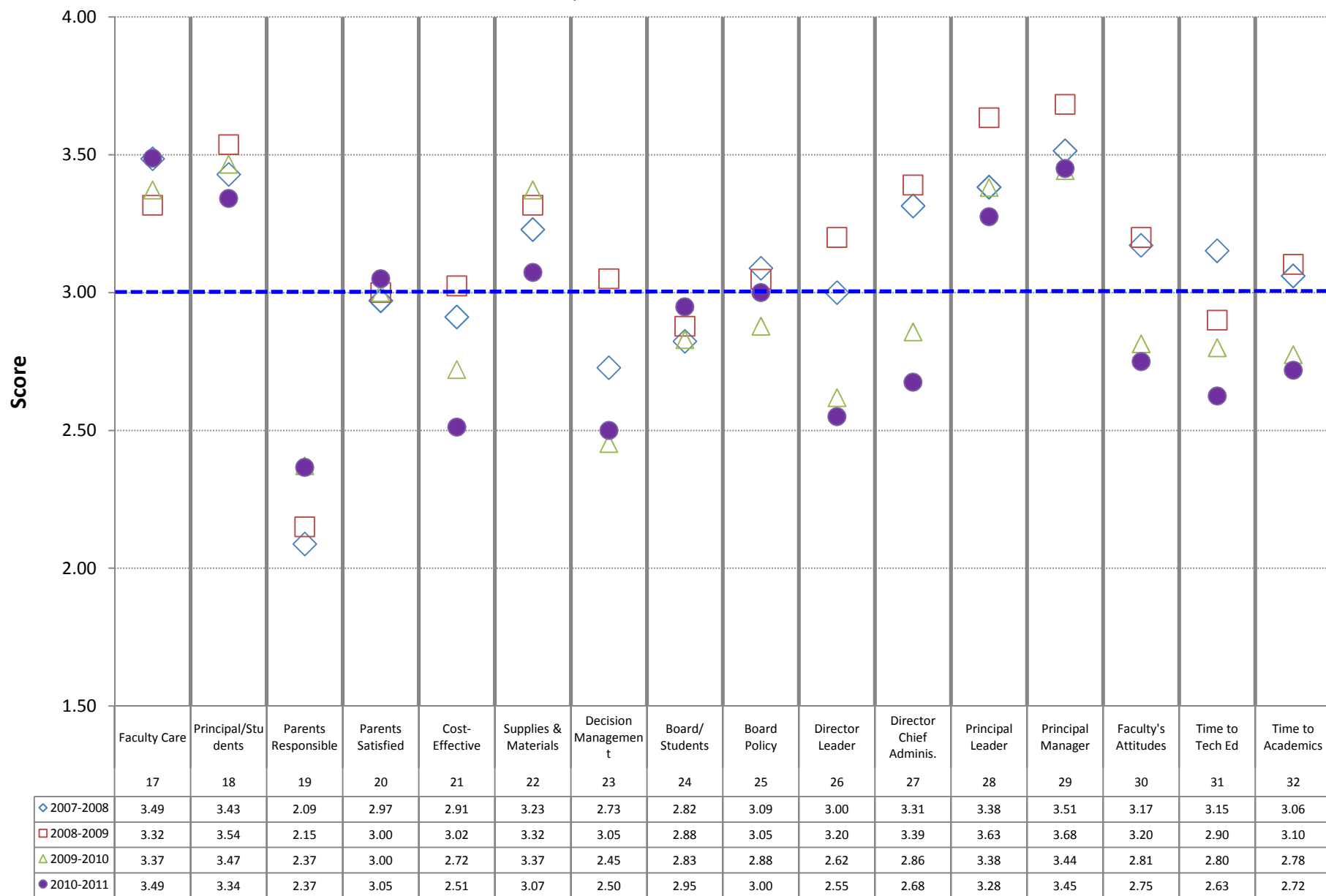
Erie County Technical School
Operations and Management Survey
2010-2011

Historical Scores
Questions 1 to 16



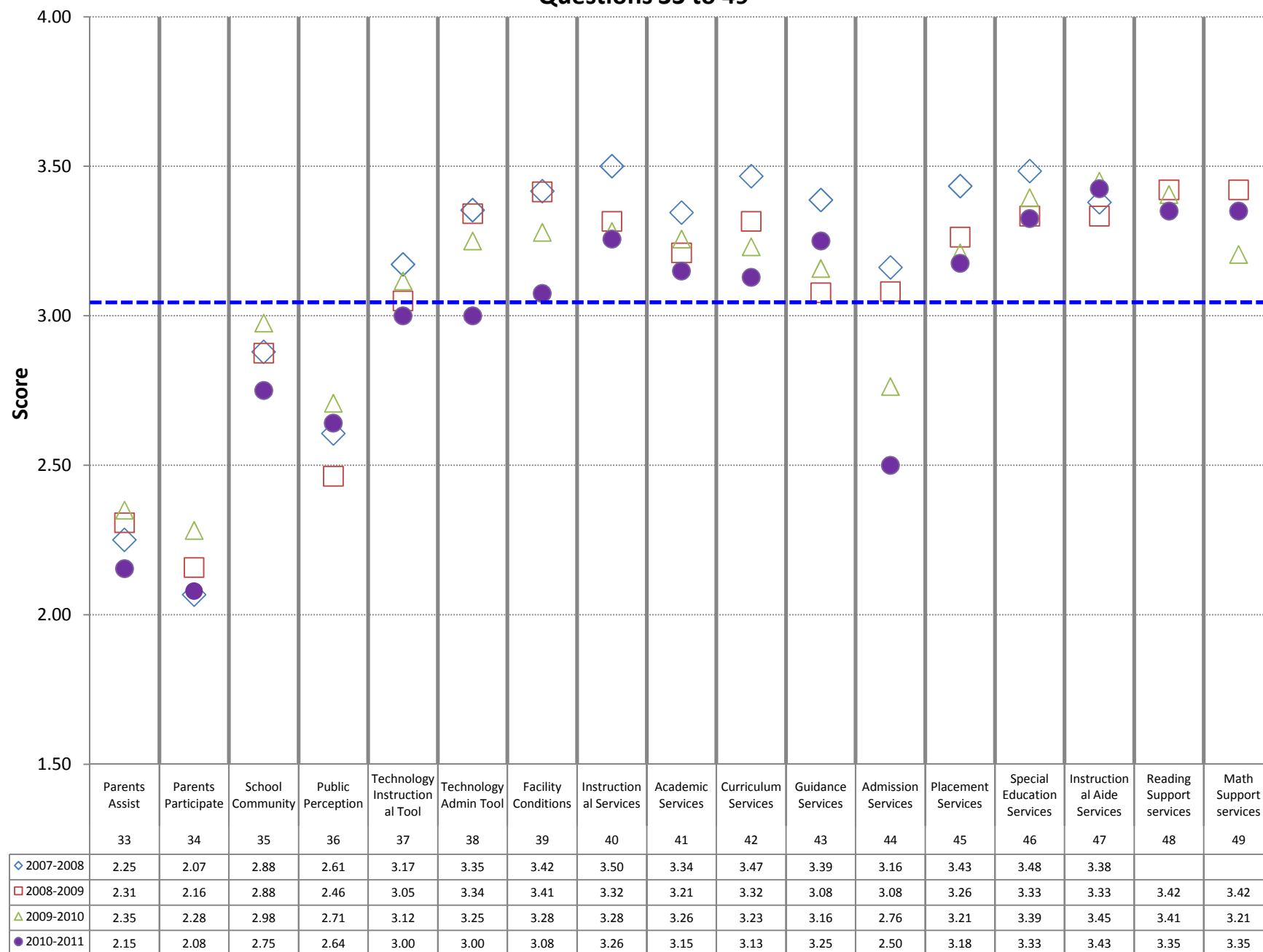
Erie County Technical School
Operations and Management Survey
2010-2011

Historical Scores
Questions 17 to 32



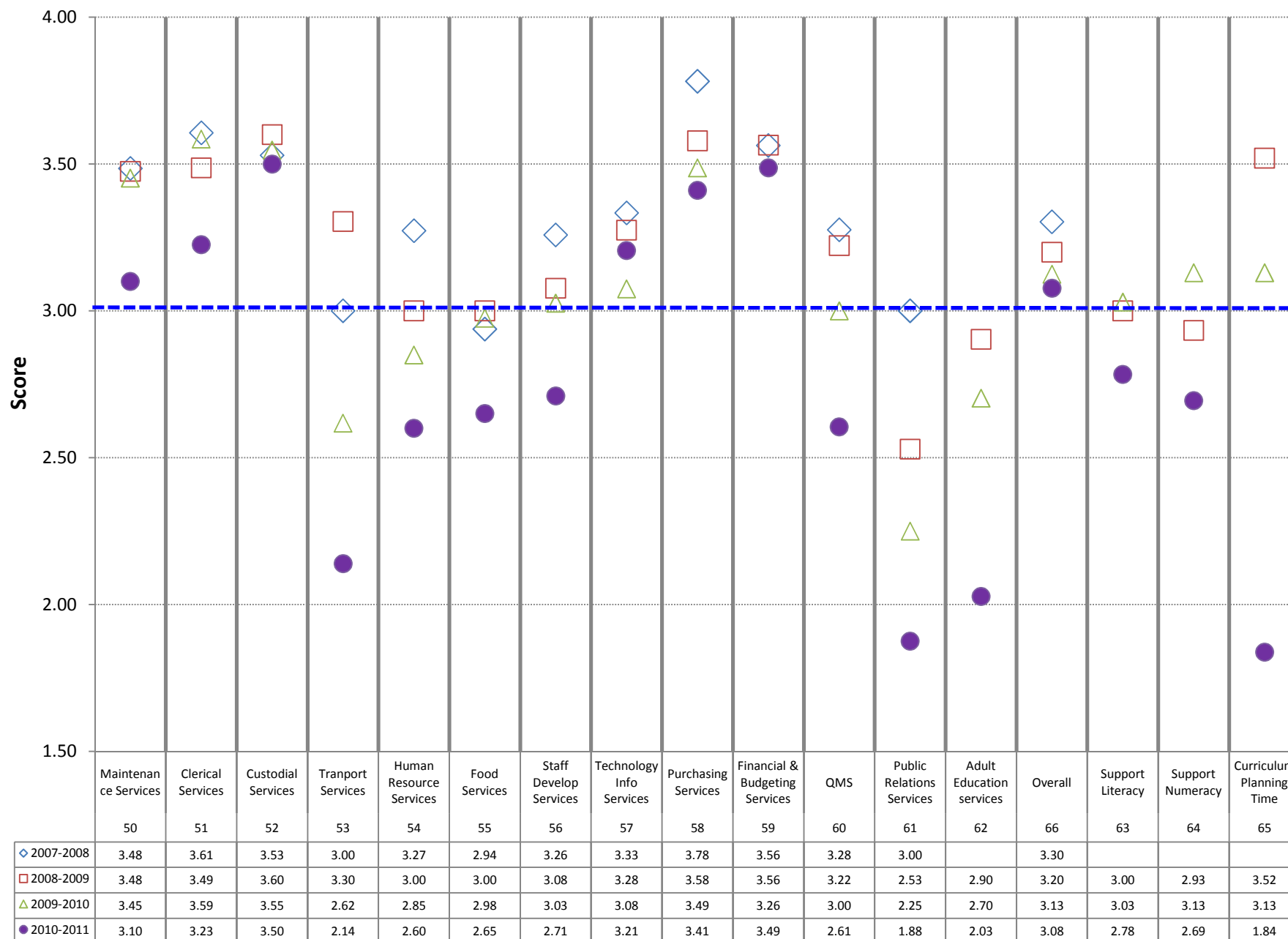
Erie County Technical School
Operations and Management Survey

Historical Scores Questions 33 to 49



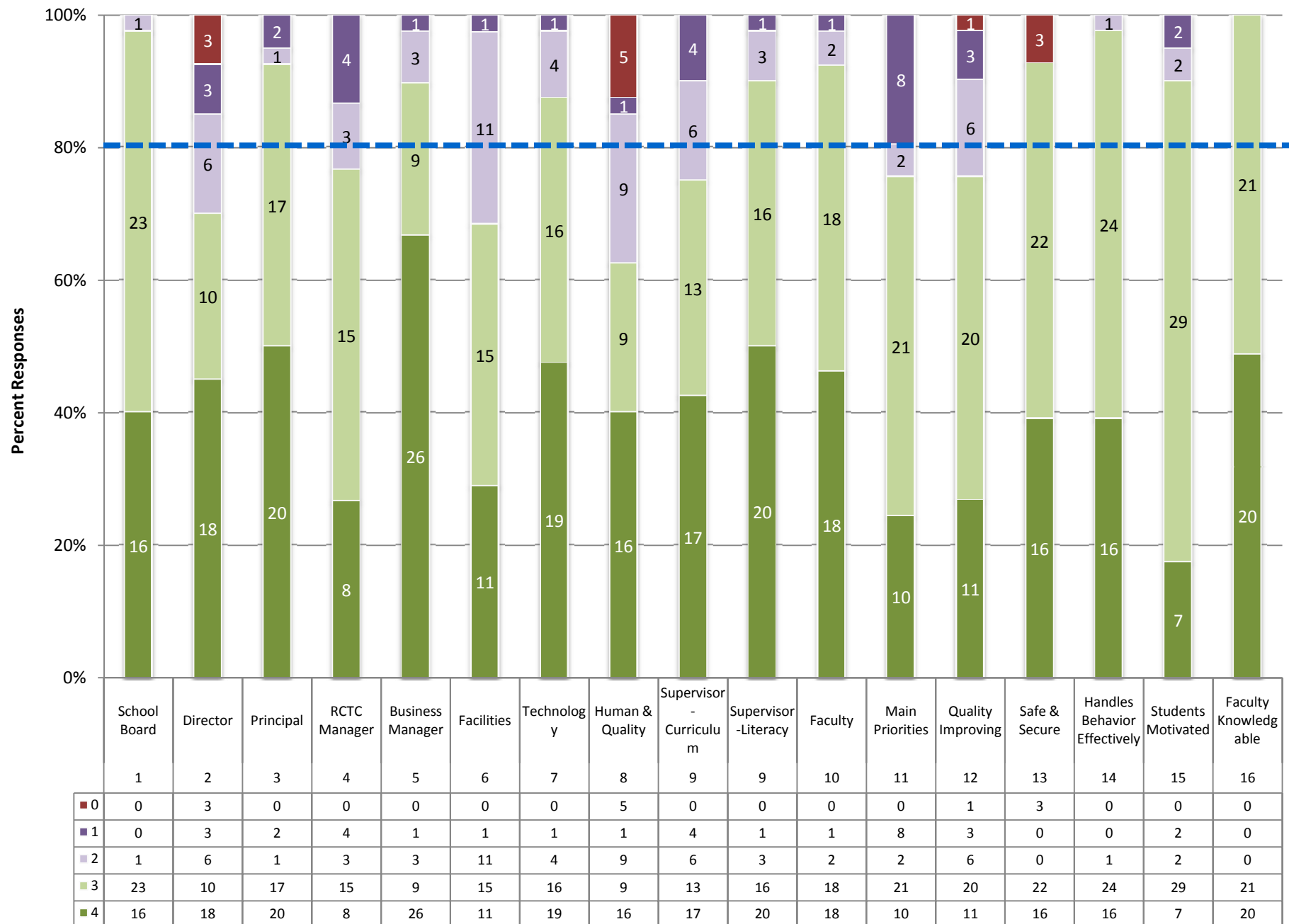
Erie County Technical School
Operations and Management Survey

Historical Scores
Questions 50 to 65



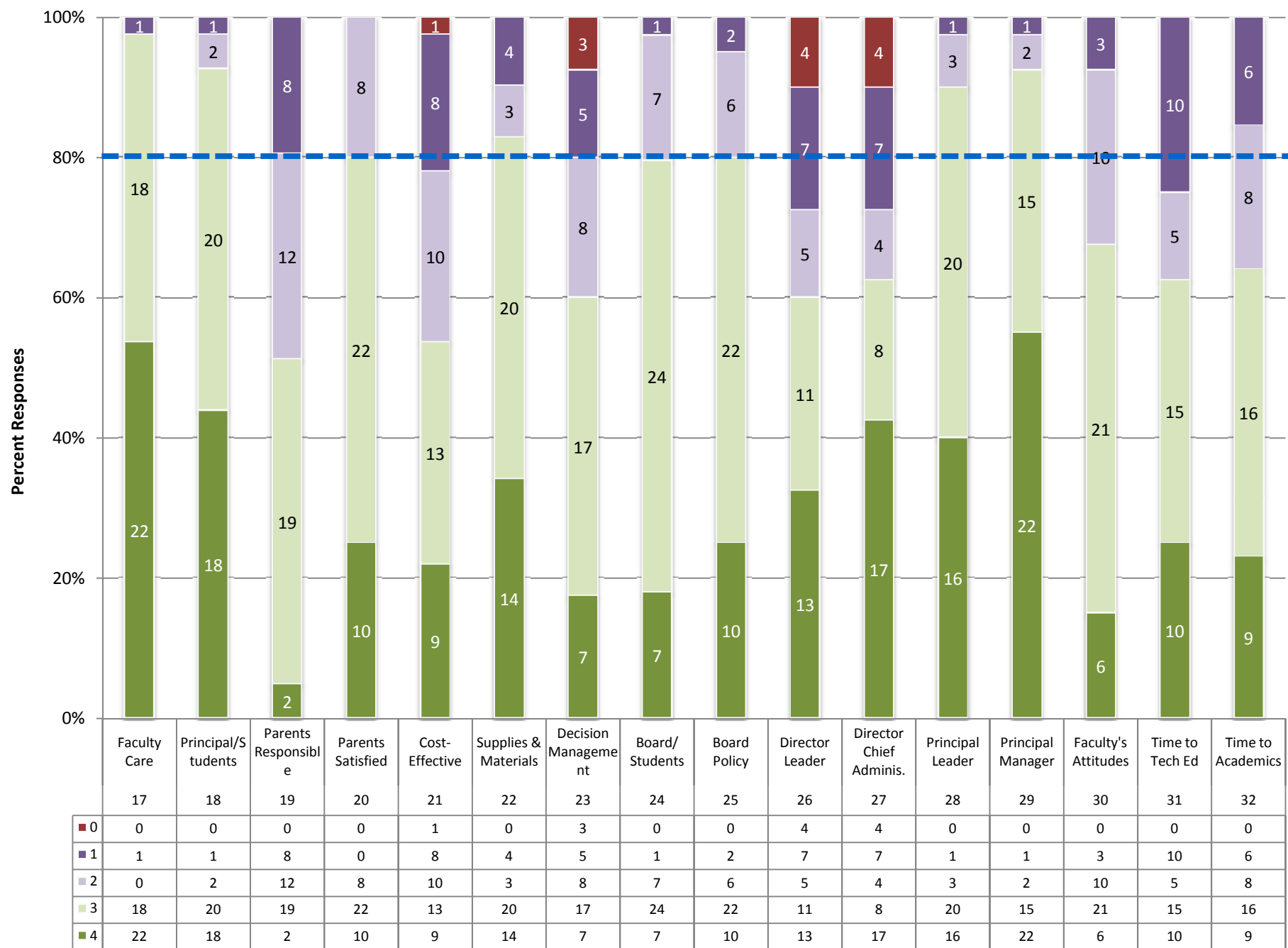
Erie County Technical School
Operations and Management Survey

Questions 1 - 16



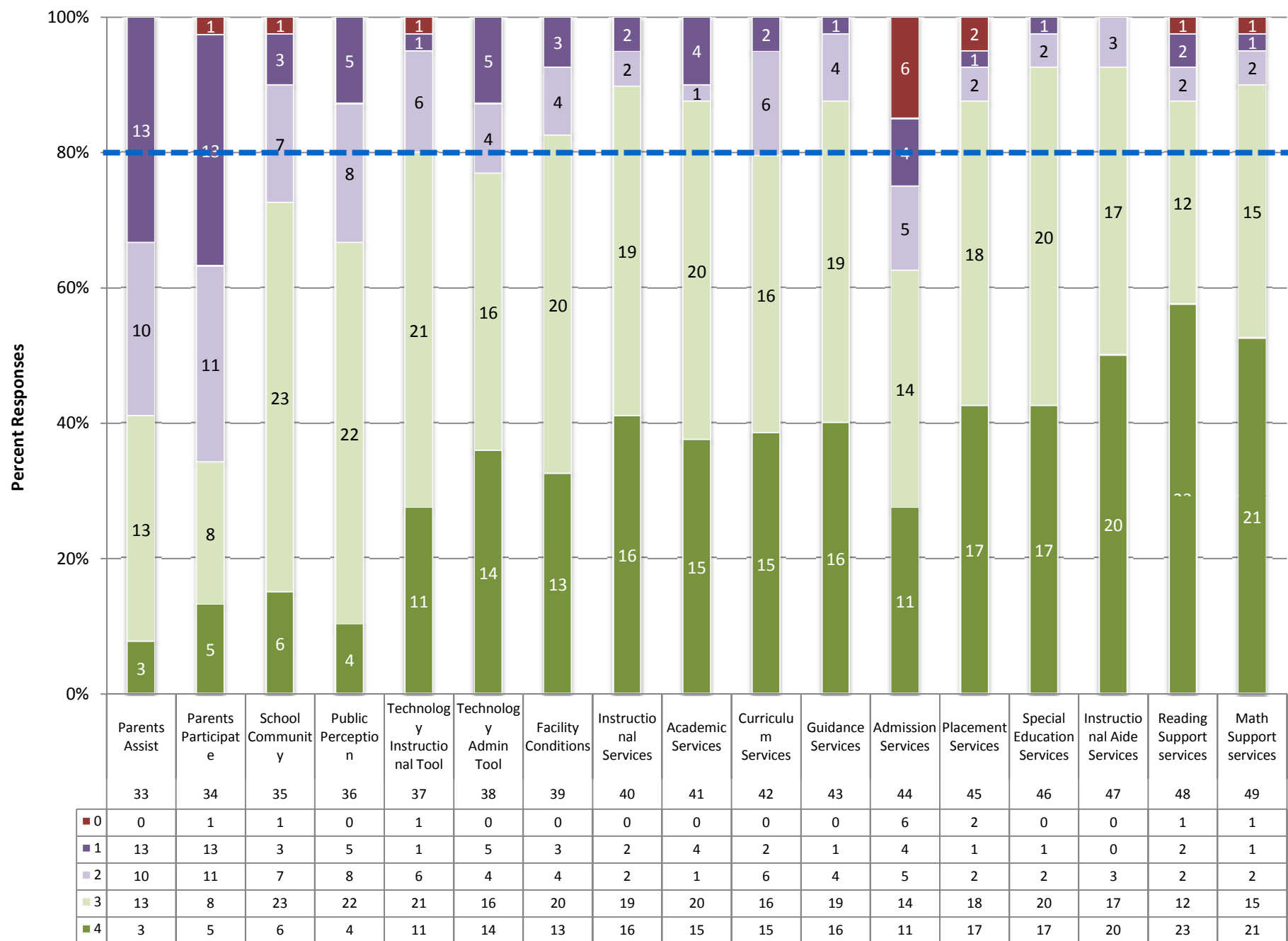
Erie County Technical School
Operations and Management Survey

Questions 17 - 32



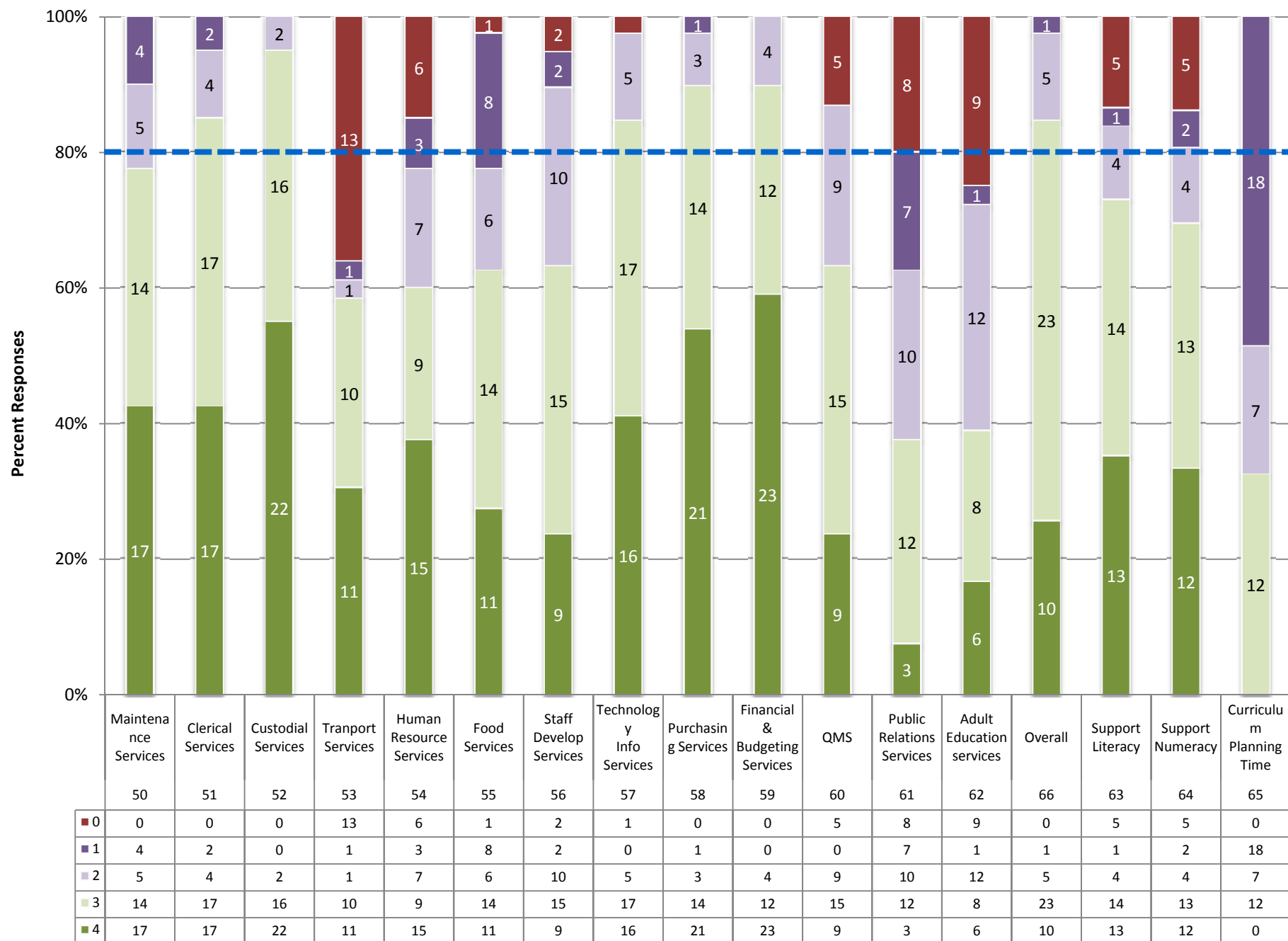
Erie County Technical School
Operations and Management Survey

Questions 33 - 49

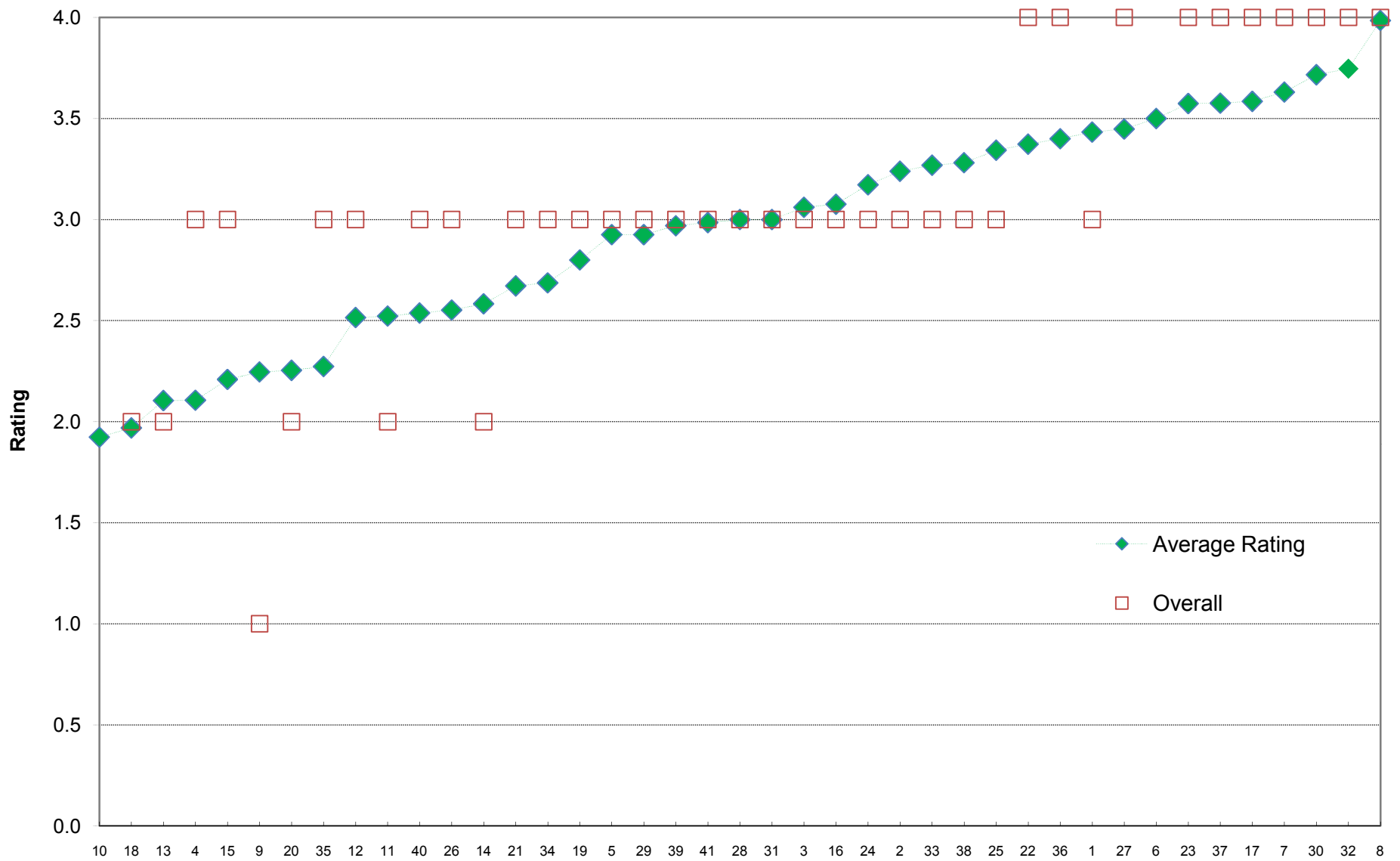


Erie County Technical School
Operations and Management Survey

Questions 50 - 65



Erie County Technical School
Operations and Management Survey
2009-2010
Average Rating by Respondent
Compared to
"Overall" Rating by Respondent



Page 4, Q5. Please share any other comments you feel are important or that clarify your rating of any item.

1	I really hope we can get back to working on more as a collective team; with pride and passion being a natural emotion.	Jun 8, 2011 4:00 PM
2	We need to put the students first. Incoming students should have their first choice, if that is not available then they should be given their second choice. This would get them here and possibly keep them here.	Jun 8, 2011 1:05 PM
3	The breakfast and lunch options for students are poor. Would like to see healthier options provided and the less healthy options removed so that the only choices are healthier and taste better!	Jun 8, 2011 8:14 AM
4	My work orders have not been addressed. I froze in my office this winter because the front office is allowed to have a heater, yet when I requested one, I heard nothing. Also requested shelving which has been ignored.	Jun 7, 2011 2:01 PM
5	I need more information to answer the questions that do not have a response.	Jun 7, 2011 1:40 PM
6	In some cases, I have no basis to grade.	Jun 7, 2011 12:49 PM
7	We have little visibility in the general public's eye. It sucks since we are working so diligently.	Jun 7, 2011 11:51 AM
8	Recruiting must change.	Jun 7, 2011 11:49 AM
9	It would be helpful if there was a designated person to take care of public relation activities. Offer a reminder to the staff about our quality initiatives. We don't take advantage of the corrective action process.	Jun 7, 2011 10:50 AM

Page 5, Q7. What additional information or service would you find helpful regarding literacy or numeracy?

1	Have the students read about positive stories instead of negative stories in the newspaper. Involved the students in math dont just hand our a worksheet and tell them to do it.	Jun 8, 2011 1:09 PM
2	I would like to see faculty visiting each other's classes to see how other instructors are implementing each quarter's literacy initiatives in their everyday plans and classrooms.	Jun 8, 2011 8:42 AM
3	none keep up the good work	Jun 7, 2011 3:00 PM
4	For literacy make the goals clearer. The goals for each quarter were unclear. Activities happen all year not just during 9 weeks.	Jun 7, 2011 2:08 PM
5	Please keep reading lab specific.	Jun 7, 2011 1:40 PM
6	Apply it more to my class	Jun 7, 2011 12:05 PM
7	The sending schools have to decide between literacy or numeracy remediation for their students, not both at the same time. I had students missing as much as 2 hours per week this year because they had to attend both. Therefore, the service would be to have the sending school take care of the remediation.	Jun 7, 2011 11:54 AM

Page 5, Q7. What additional information or service would you find helpful regarding literacy or numeracy?

8	More time in the classroom with Robin - more hours for her.	Jun 7, 2011 11:53 AM
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Page 5, Q9. In what one or two ways could the operational efficiency of ECTS be improved?

1	It is difficult to believe that the Director is committed to the students and the school when he is not personable, demonstrates favoritism, doesn't exhibit leadership in regards to new programs, and doesn't solicit input from his staff. He is the one who should be cut and chastised as to not leading in a positive direction	Jun 9, 2011 1:10 PM
2	We need to all be committed to the same primary school goals. Living our Mission Statement all for one.	Jun 8, 2011 4:04 PM
3	BETTER COMMUNICATION EVALUATION OF WHY ECTS SEEMS TO BE ADMINISTRATION HEAVY COMPARED TO INDUSTRY & OTHER SCHOOLS	Jun 8, 2011 1:34 PM
4	Communication between departments that are working together towards a goal.	Jun 8, 2011 1:09 PM
5	Communication between all levels and jobs in school. This includes face-face contact about "issues"	Jun 8, 2011 9:29 AM
6	Weekly staff meetings to share information and the great happenings at ECTS	Jun 8, 2011 8:47 AM
7	Literacy acitivities should take priority over breaks. There is so much time spent organizing and implementing break; I have to wonder how our students would benefit if the literacy initiatives were supported as much as breaks.	Jun 8, 2011 8:42 AM
8	We are stuck disagreeing about the same issues again. There is a lot of discussion and complaint but never a solution. I wish I knew a way for us to come together as a whole. That solution would allow us to operate better.	Jun 8, 2011 8:17 AM
9	The homeschools at this level no longer hold the students hand to get things done, yet we are expected to. Parents don't come in for their children to pick them up, the student needs to make some effort to pass, and you NEVER get a call when your child is failing, I wonder why our staff needs to do that. And why are second choices not allowed for admissions? We are the electives for the home schools, even they offer second choices for their elective courses. Why are we turning away students (and probably good students) just because they couldn't get in their first choice. How many times did you change your major? Personally I changed mine four times and I have degrees or certificates in three of those.	Jun 7, 2011 2:08 PM
10	I believe that ECTS is not controlling spending as closely as they could. I watch way to many dollars being spent on non student items.	Jun 7, 2011 1:40 PM
11	Replace schooldesx with a less cumbersome grade program.	Jun 7, 2011 1:13 PM
12	Working on curriculum should be to improve my program. It is window dressing now. The work doesn't apply directly to what is done daily.	Jun 7, 2011 12:05 PM
13	1. Get rid of SchoolDesx. 2. Drop the Marketing plan.	Jun 7, 2011 11:54 AM

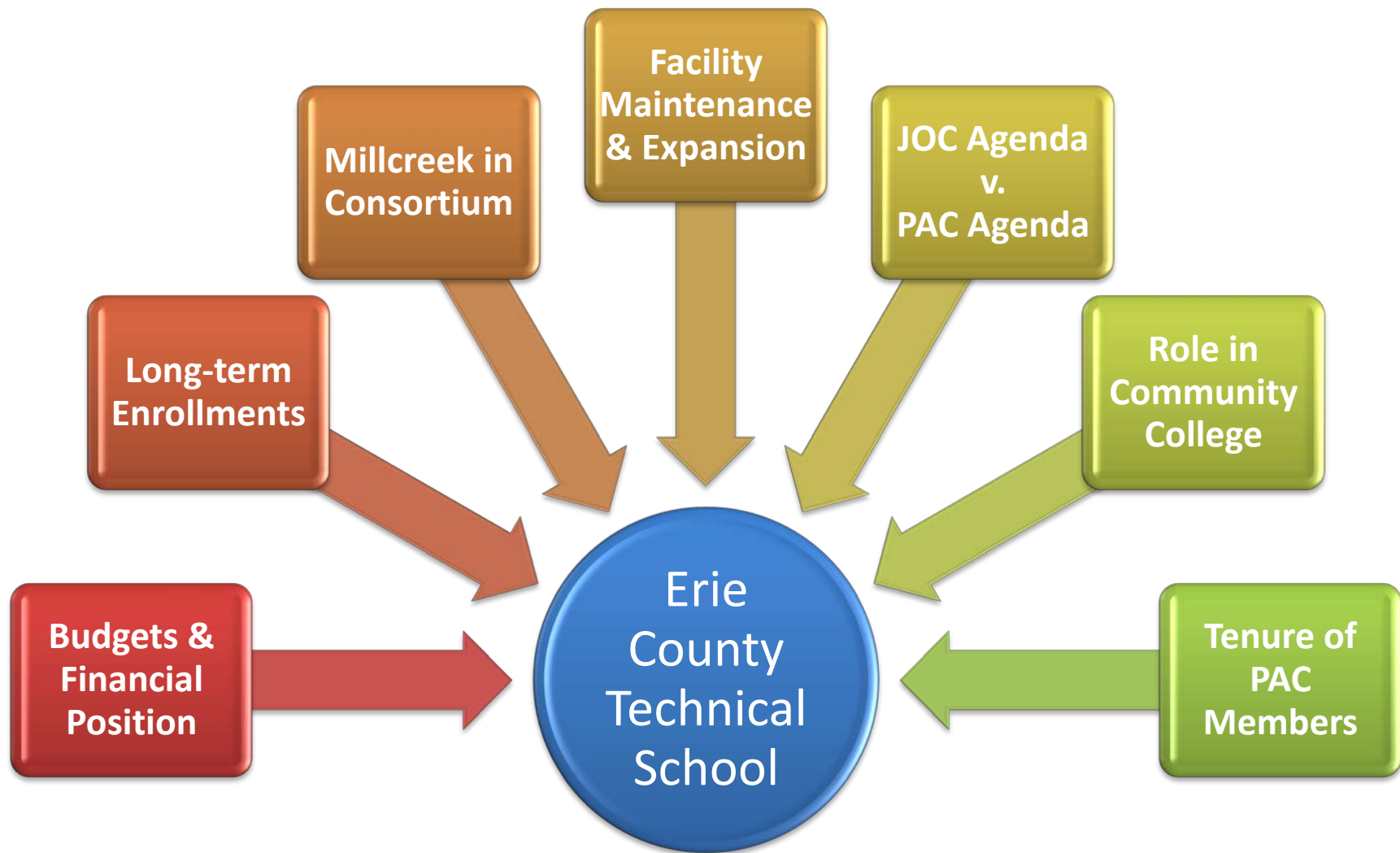
Page 5, Q9. In what one or two ways could the operational efficiency of ECTS be improved?

14	I would like to have the outside of the school better represented.	Jun 7, 2011 11:53 AM
15	Build trust and remember that we are individually and collectively responsible for the success of our school. We need to come up with ideas to keep our programs strong.	Jun 7, 2011 10:51 AM

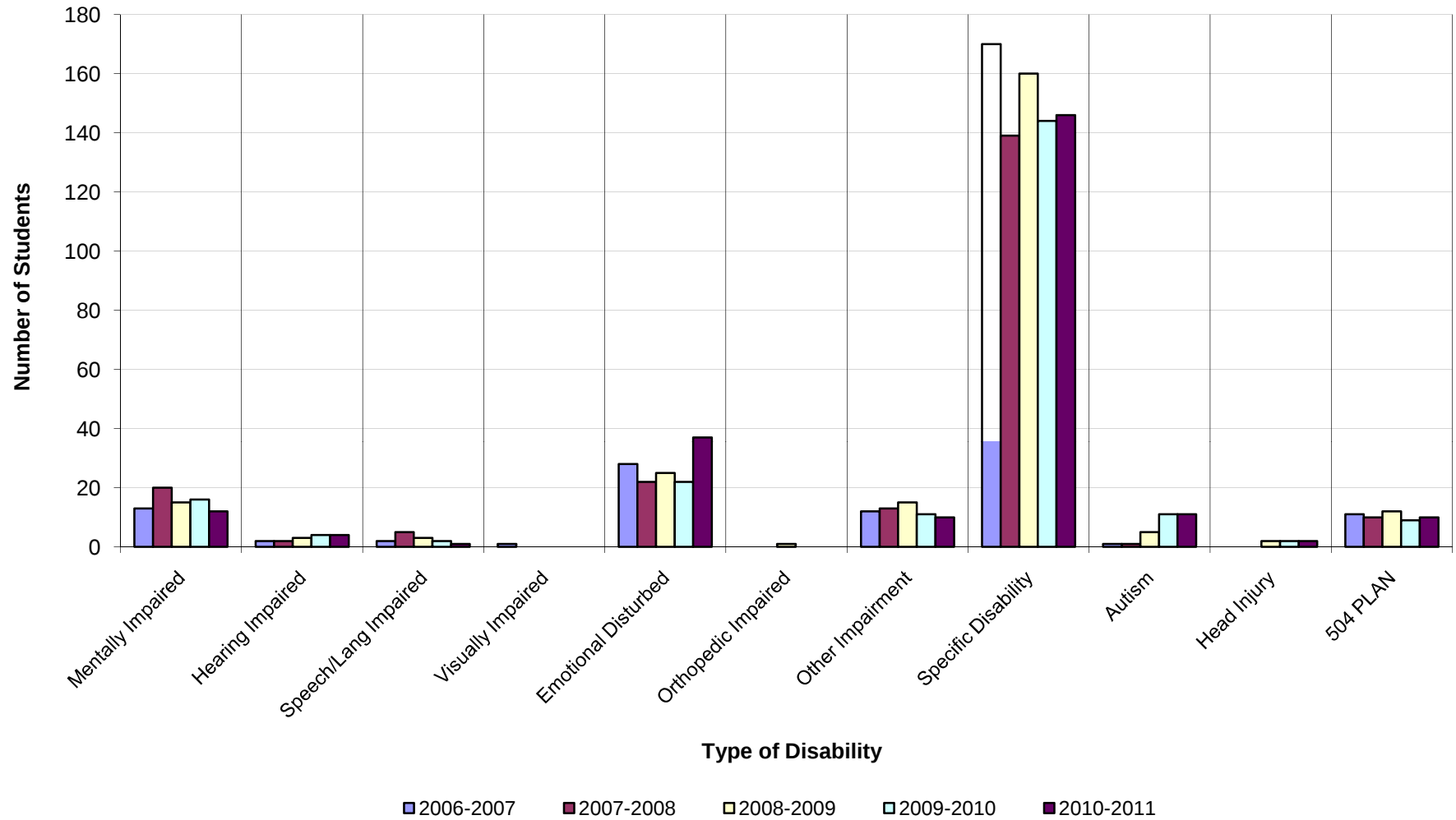
Page 5, Q10. What would have to be done for you to give an "A" for ECTS operations?

1	Cut administrative staff-reassess the enrollment process, reward employees for their jobs well done and their commitment to the students and the community. address retention ideas and promote public relations.	Jun 9, 2011 1:10 PM
2	More community support for our success. We're just not well enough regarded in our public as a valuable educational service for all Erie County Students; only some; those that are not academically proficient by majority.	Jun 8, 2011 4:04 PM
3	Open the lines of communication. People work better together in being in the know...and not dealing with people... based on a need to know basis	Jun 8, 2011 1:09 PM
4	lose the reliance of running the school on numbers. more is not always better. labs are over crowded and I spend too much time with the students that have behavior problems.	Jun 7, 2011 3:00 PM
5	No organization runs at an "A". There is always room for improvement. The school operates as close to efficient as any school.	Jun 7, 2011 2:31 PM
6	Administration needs to focus on "high school" and remember that we are teaching a new skill and a new trade to teenagers to get an entry level job. We provide a great service for whatever trade/occupation we teach and the public understands that the students are teenagers and they have a lot more to learn. I would also ask that administration work with the staff and not against them as it always seems. I have heard many times that if keeping staff on edge will get them to work harder then so be it! I would like to know that I can come to work, teach my trade, and someday retire without constantly worrying about next year and if I have a job. I hope we are all here for the same reason... to teach teenagers a trade and how to be great young people that will be socially responsible. With budgets being what they are I would hope that administration would start looking internally at how and where to save money without cutting teachers. Lastly I believe that this survey should not be blended with administration, teachers, aides, maintenance, and custodial. It should be divided because we all have a different view.	Jun 7, 2011 1:40 PM
7	I am not convinced that people in the administration want this school to succeed as a technical school.	Jun 7, 2011 12:05 PM
8	The people that are responsible for operations need to start caring about the students and begin thinking about the reason we are all here.	Jun 7, 2011 11:54 AM
9	Not be told that we are a "B" school	Jun 7, 2011 11:49 AM
10	I do give it an A.	Jun 7, 2011 10:51 AM

Coming Together for ECTS



**Erie County Technical School
Special Education
Historical County by Disability**



Erie County Technical School



All Responses **One Time Survey** **Class of 2009**

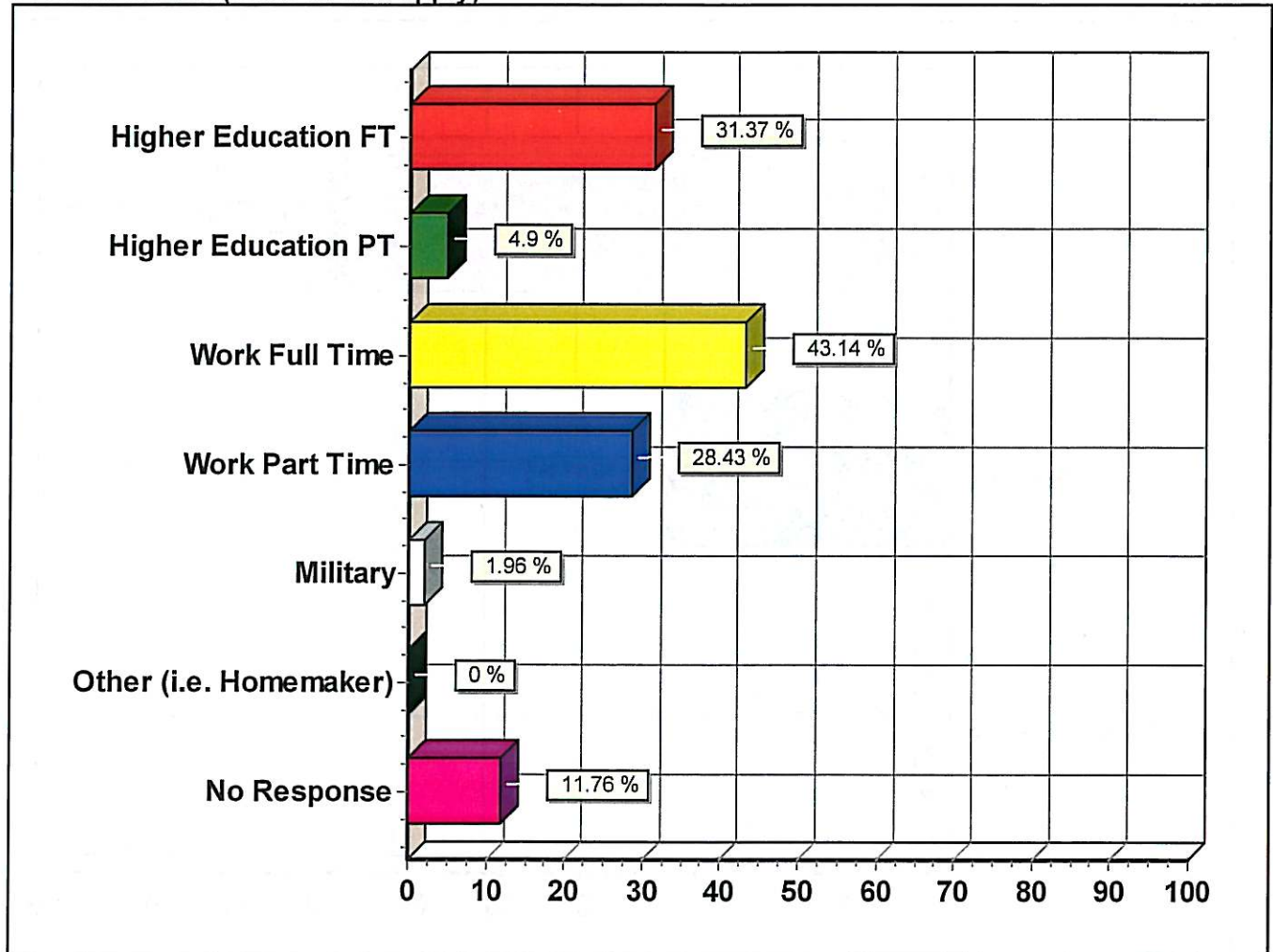
Prepared by:

LifeTrack Services, Inc.
1271 Port Drive, Clarkston, WA 99403
1-800-738-6466

SURVEY SUMMARY AS OF 01/04/2011

GRADUATES MAILED TO:	207
MAIL RETURNED UNDELIVERABLE:	2
GRADUATES RECEIVING SURVEY:	205
% RECEIVING SURVEY:	99.0%
NUMBER OF GRADUATE RESPONSES:	65
NUMBER OF PARENT RESPONSES:	37
TOTAL RESPONSES TO SURVEY:	102
% RESPONDING TO SURVEY:	49.8%

Present Status: (Mark all that apply)

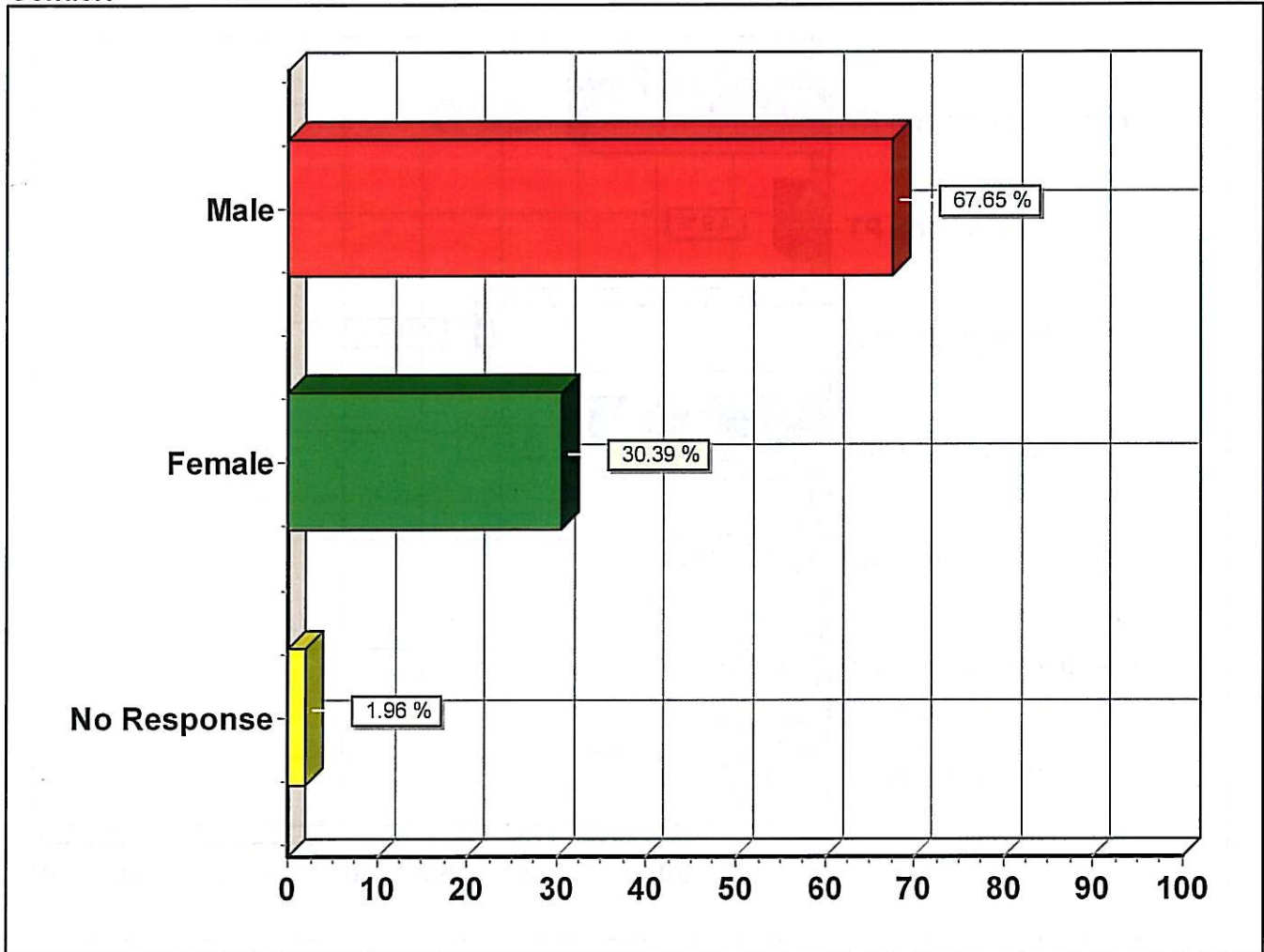


Present Status: (Mark all that apply)

Response (n = 102)	Frequency	Percent
Higher Education FT	32	31.4%
Higher Education PT	5	4.9%
Work Full Time	44	43.1%
Work Part Time	29	28.4%
Military	2	2.0%
Other (i.e. Homemaker)	0	0.0%
No Response	12	11.8%

** Percentage may exceed 100% as graduates can mark multiple responses. **

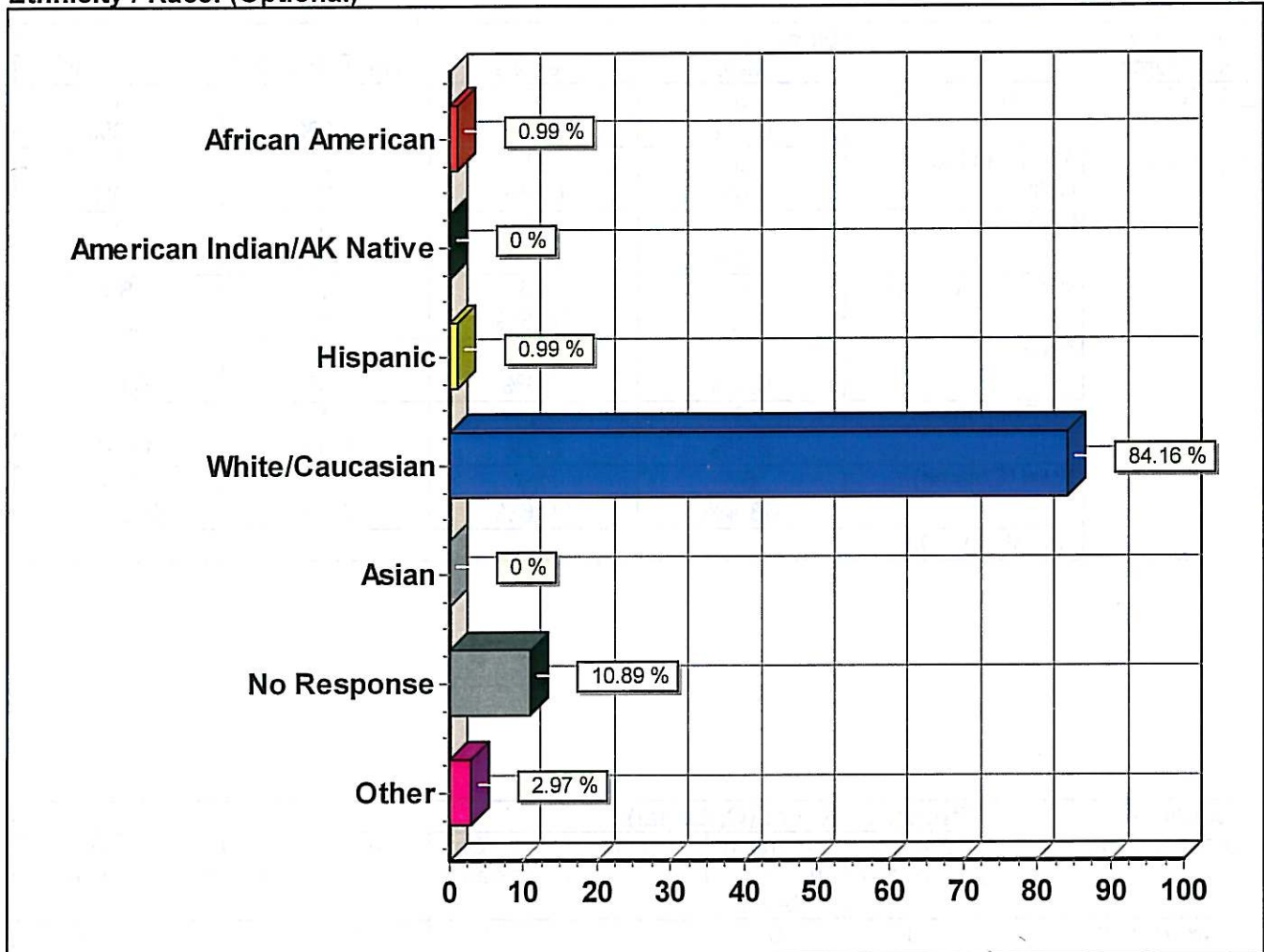
Gender:



Gender:

Response (n = 102)	Frequency	Percent
Male	69	67.6%
Female	31	30.4%
No Response	2	2.0%

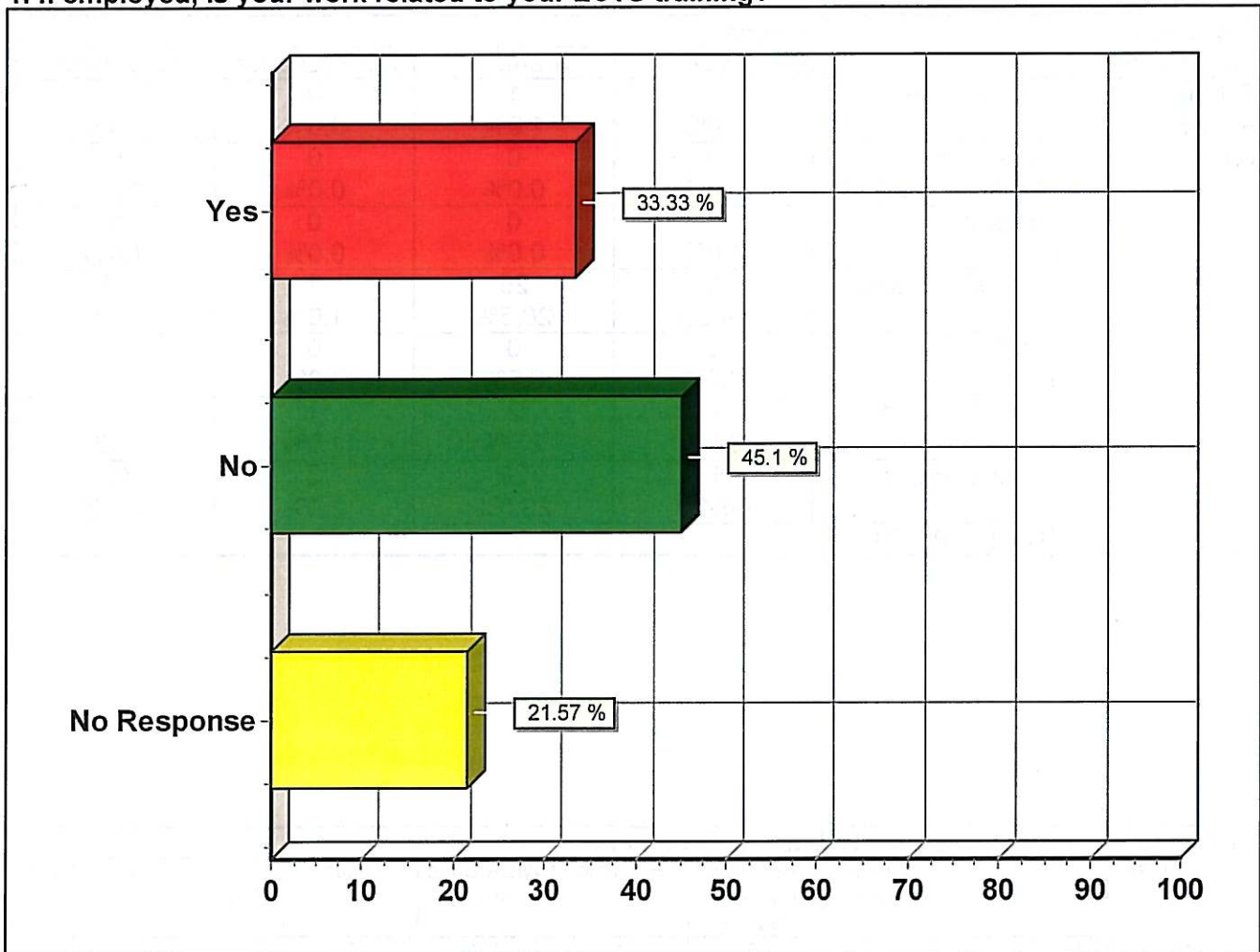
Ethnicity / Race: (Optional)



Ethnicity / Race: (Optional)

Response (n = 101)	Frequency	Percent
African American	1	1.0%
American Indian/AK Native	0	0.0%
Hispanic	1	1.0%
White/Caucasian	85	84.2%
Asian	0	0.0%
No Response	11	10.9%
Other	3	3.0%

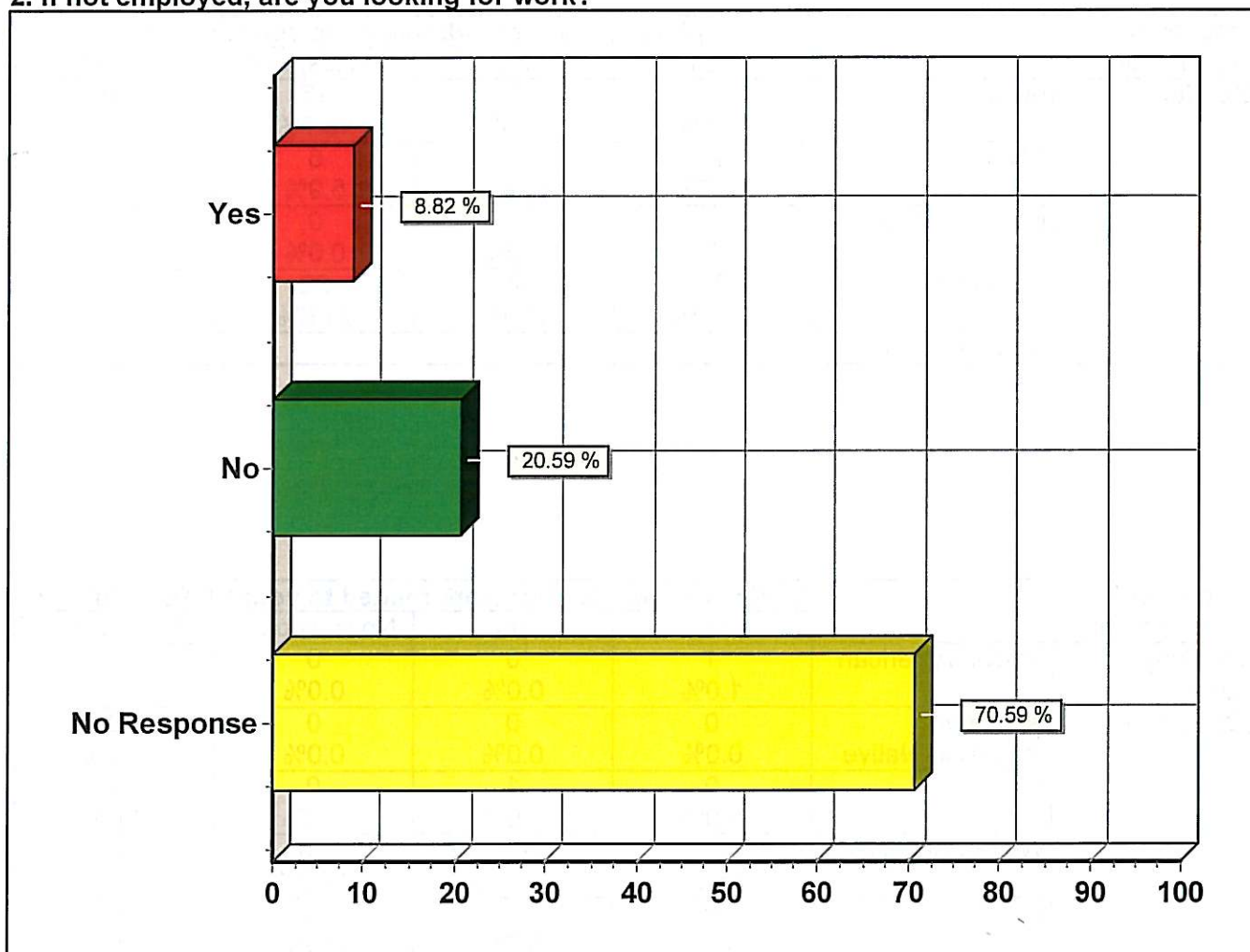
1. If employed, is your work related to your ECTS training?



1. If employed, is your work related to your ECTS training?

Response (n = 102)	Frequency	Percent
Yes	34	33.3%
No	46	45.1%
No Response	22	21.6%

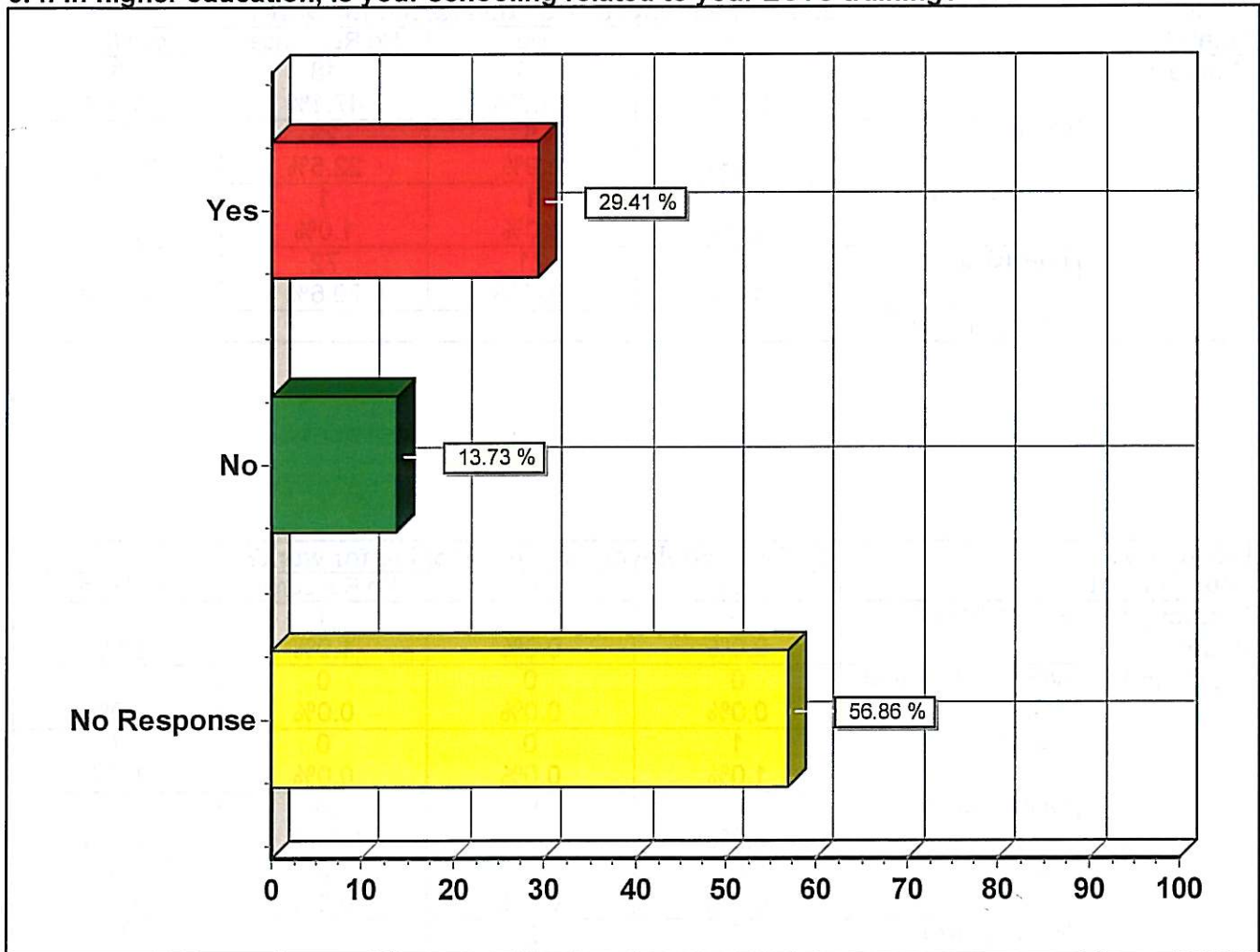
2. If not employed, are you looking for work?



2. If not employed, are you looking for work?

Response (n = 102)	Frequency	Percent
Yes	9	8.8%
No	21	20.6%
No Response	72	70.6%

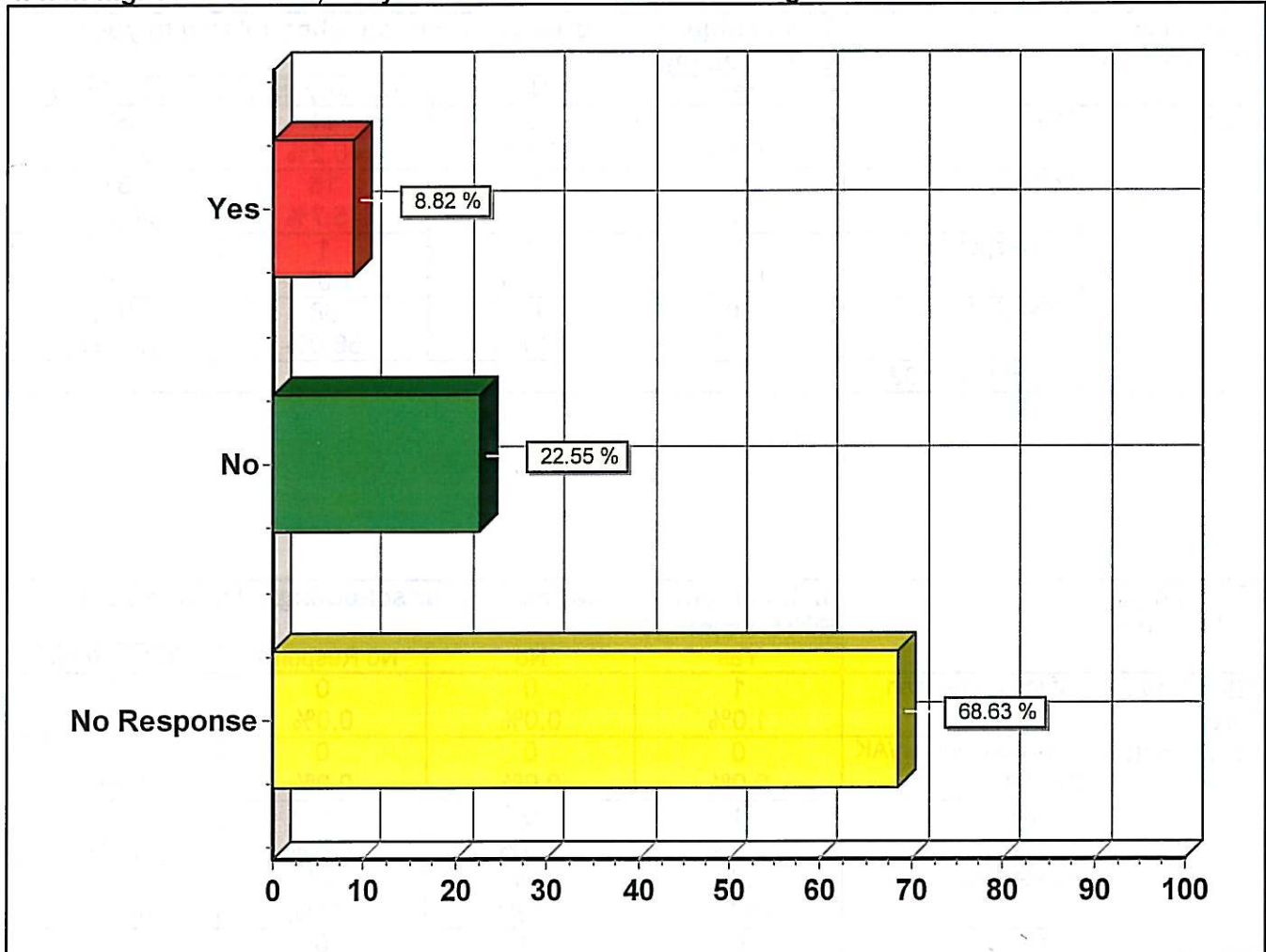
3. If in higher education, is your schooling related to your ECTS training?



3. If in higher education, is your schooling related to your ECTS training?

Response (n = 102)	Frequency	Percent
Yes	30	29.4%
No	14	13.7%
No Response	58	56.9%

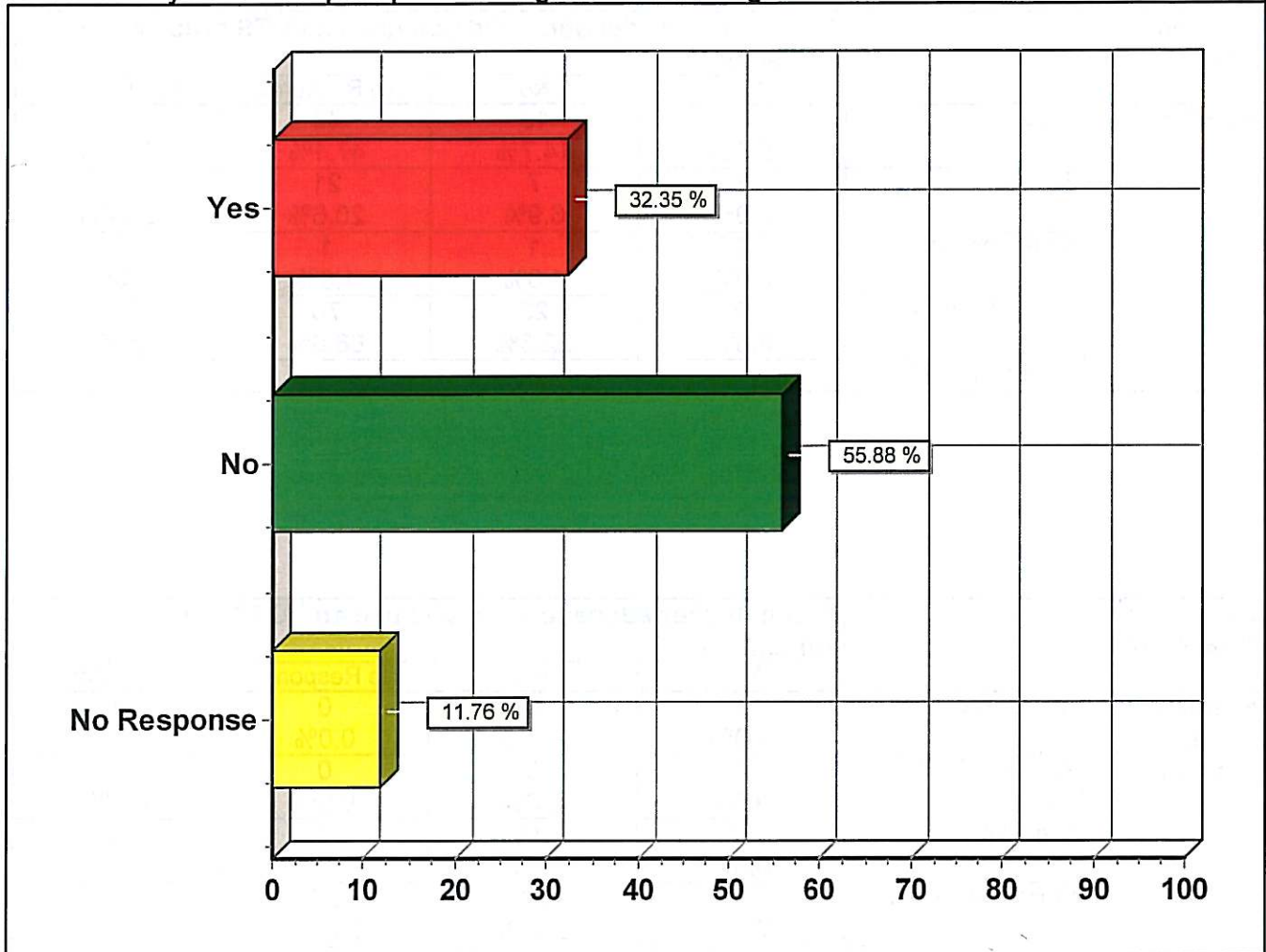
4. If in higher education, did you use an ECTS articulation agreement?



4. If in higher education, did you use an ECTS articulation agreement?

Response (n = 102)	Frequency	Percent
Yes	9	8.8%
No	23	22.5%
No Response	70	68.6%

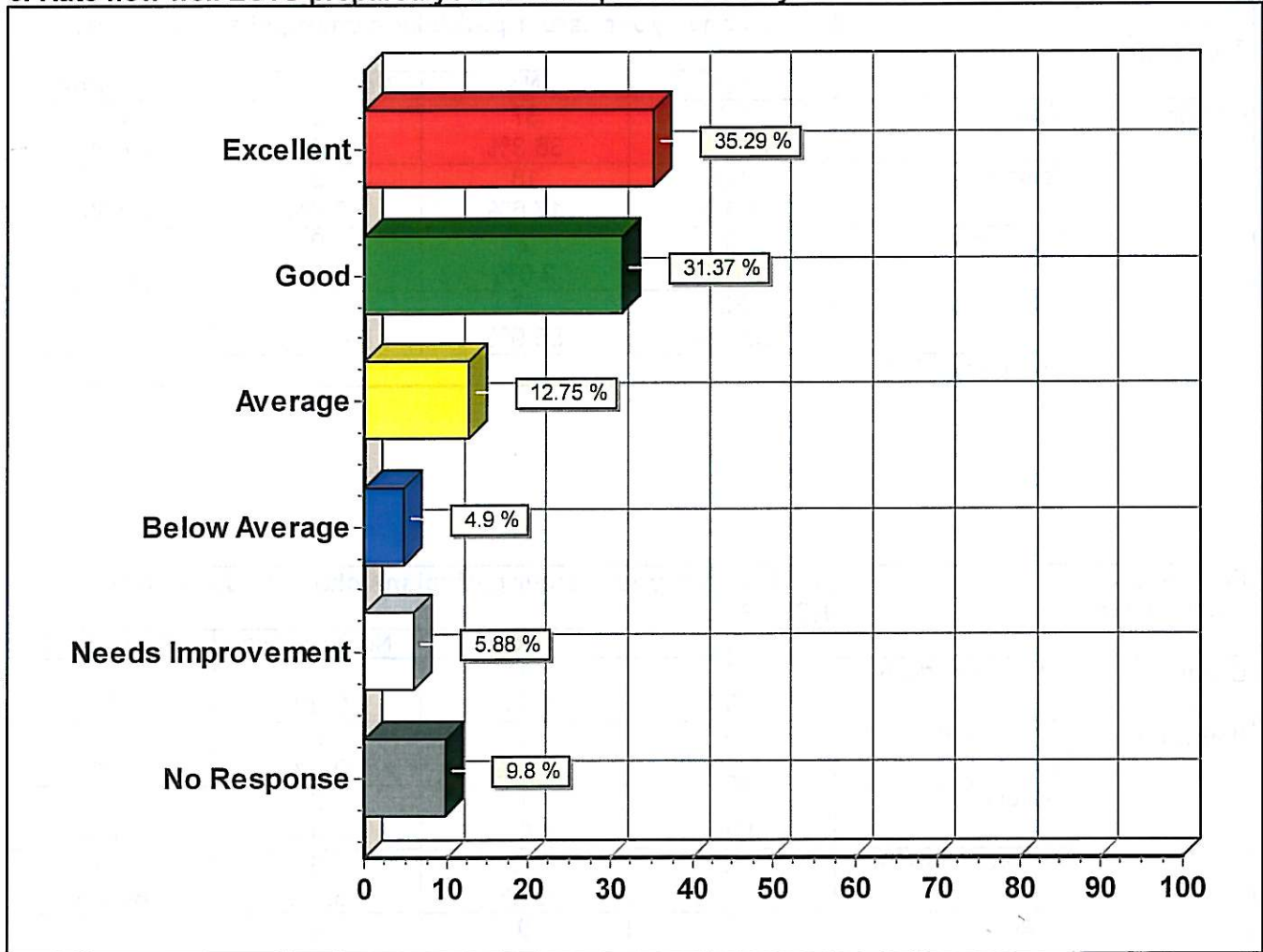
5. Has/have your career path/plans changed since leaving ECTS?



5. Has/have your career path/plans changed since leaving ECTS?

Response (n = 102)	Frequency	Percent
Yes	33	32.4%
No	57	55.9%
No Response	12	11.8%

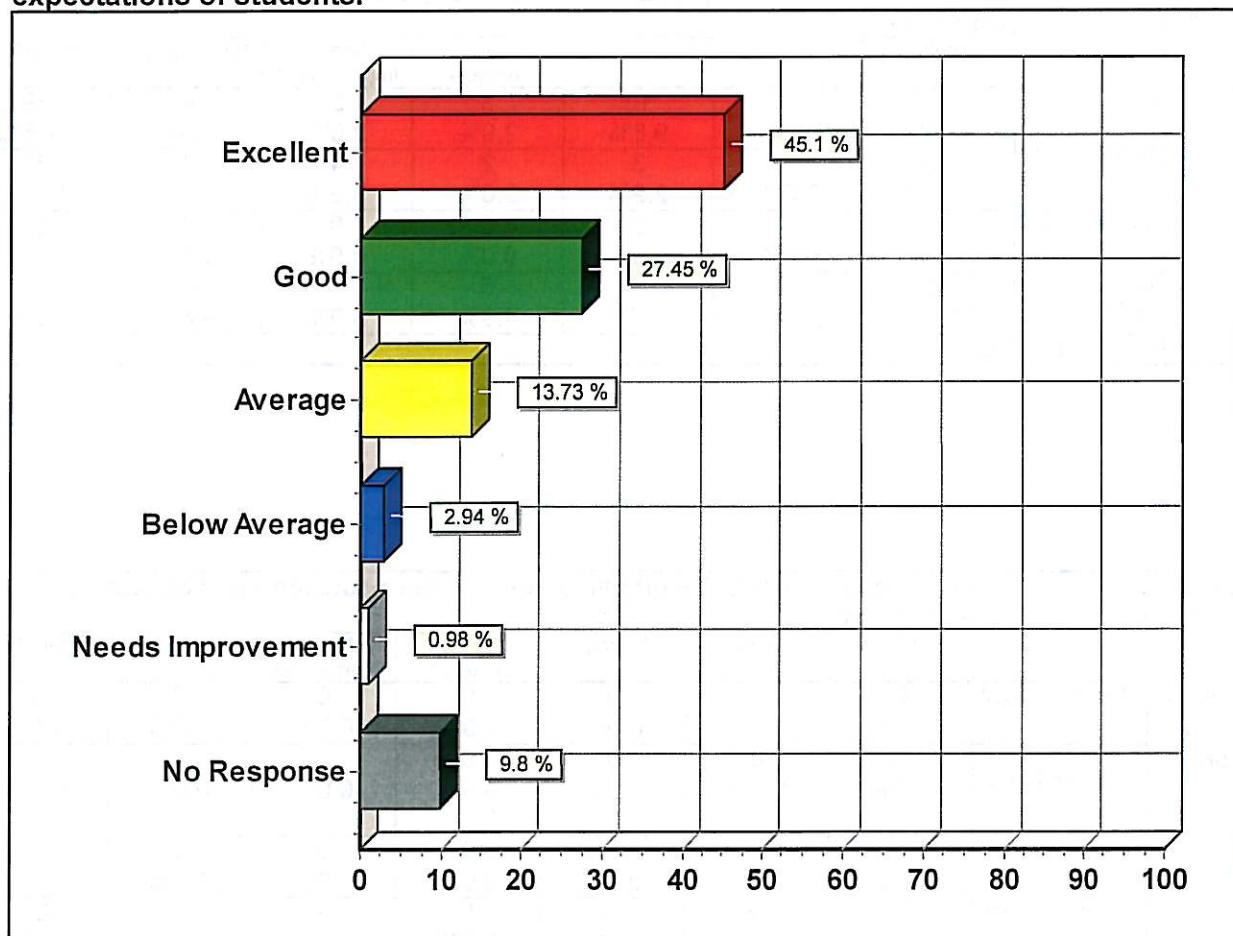
6. Rate how well ECTS prepared you to enter postsecondary education and/or the workforce.



6. Rate how well ECTS prepared you to enter postsecondary education and/or the workforce.

Response (n = 102)	Frequency	Percent
Excellent	36	35.3%
Good	32	31.4%
Average	13	12.7%
Below Average	5	4.9%
Needs Improvement	6	5.9%
No Response	10	9.8%

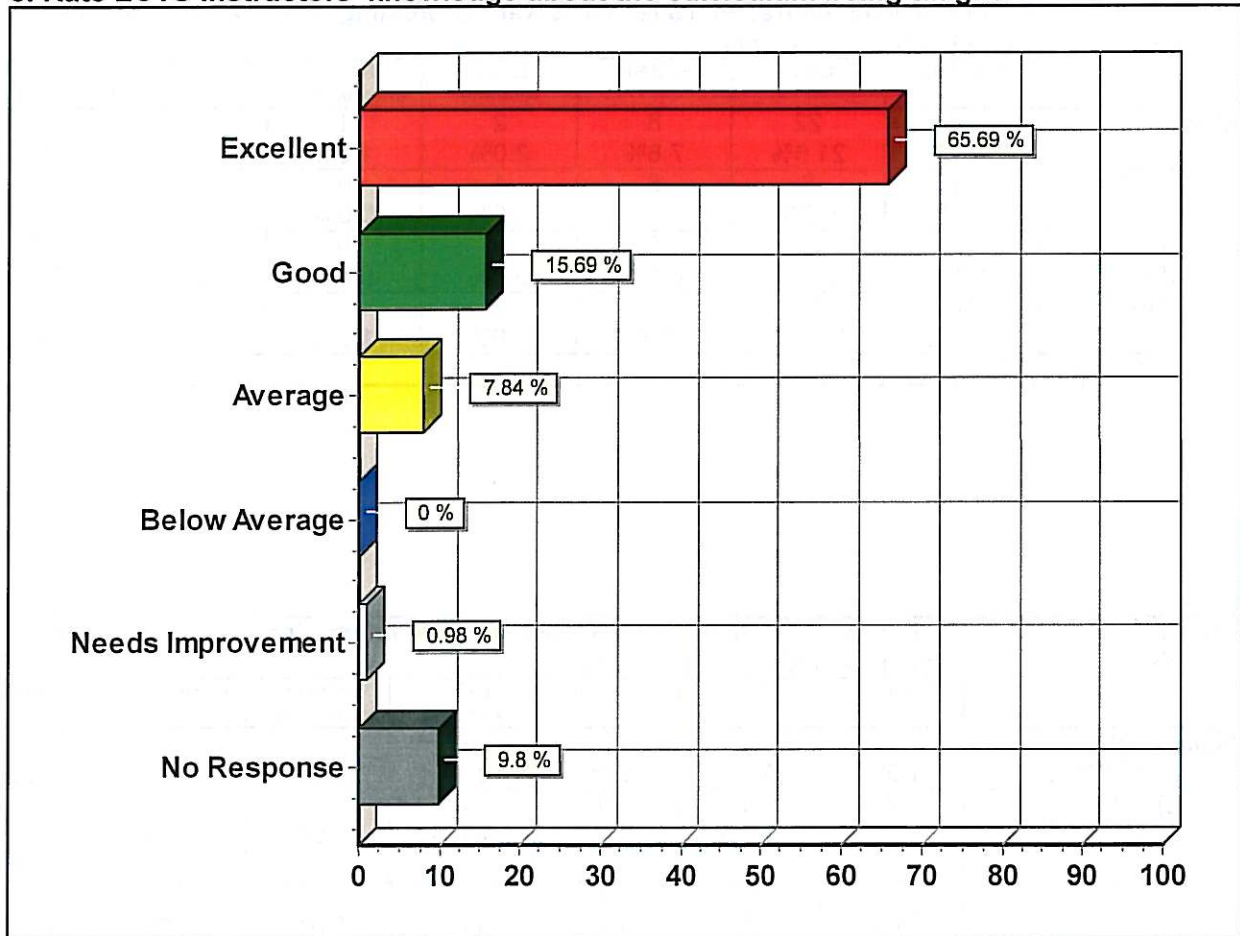
7. Rate to what degree ECTS teachers were interesting, prepared, and had high expectations of students.



7. Rate to what degree ECTS teachers were interesting, prepared, and had high expectations of students.

Response (n = 102)	Frequency	Percent
Excellent	46	45.1%
Good	28	27.5%
Average	14	13.7%
Below Average	3	2.9%
Needs Improvement	1	1.0%
No Response	10	9.8%

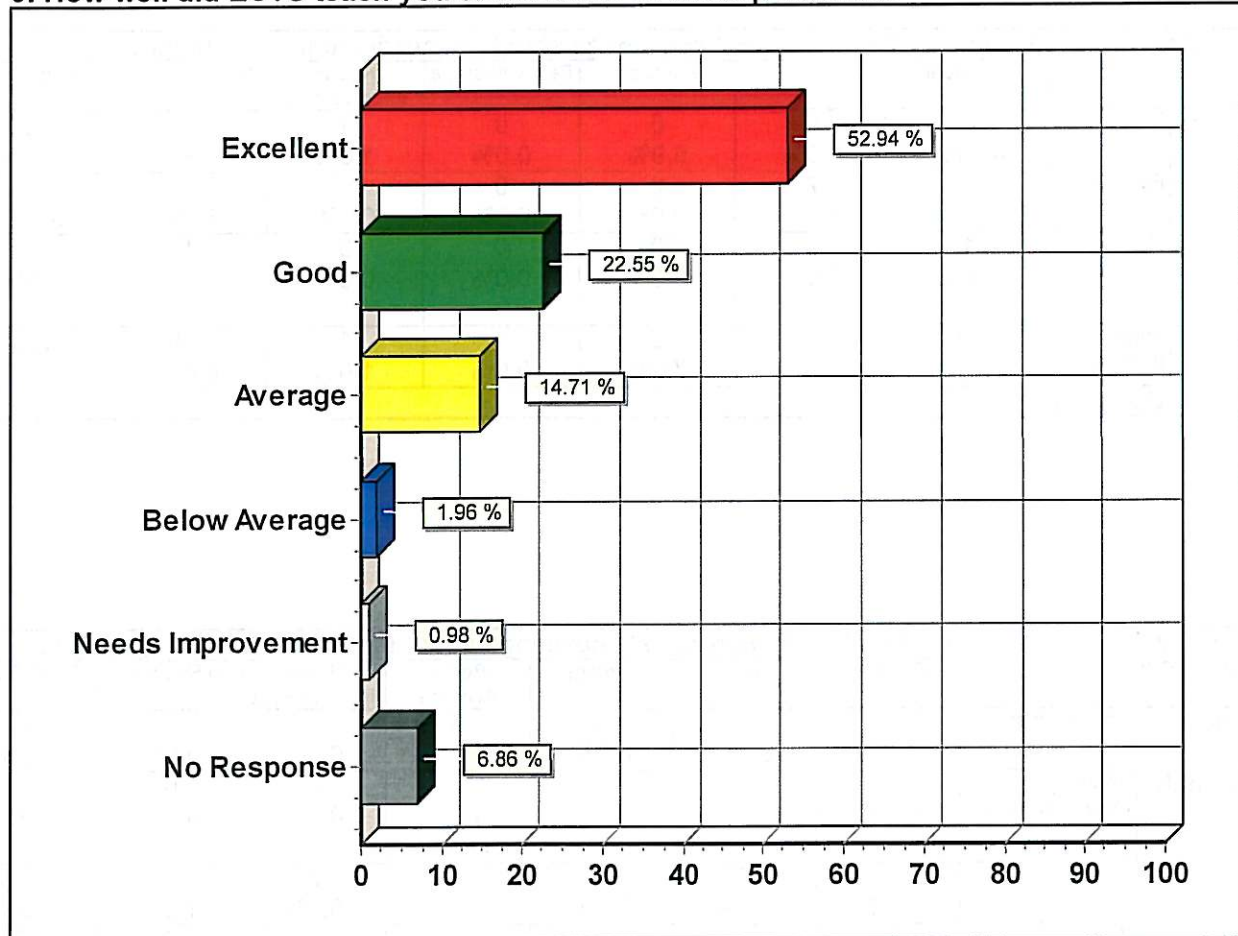
8. Rate ECTS instructors' knowledge about the curriculum being taught.



8. Rate ECTS instructors' knowledge about the curriculum being taught.

Response (n = 102)	Frequency	Percent
Excellent	67	65.7%
Good	16	15.7%
Average	8	7.8%
Below Average	0	0.0%
Needs Improvement	1	1.0%
No Response	10	9.8%

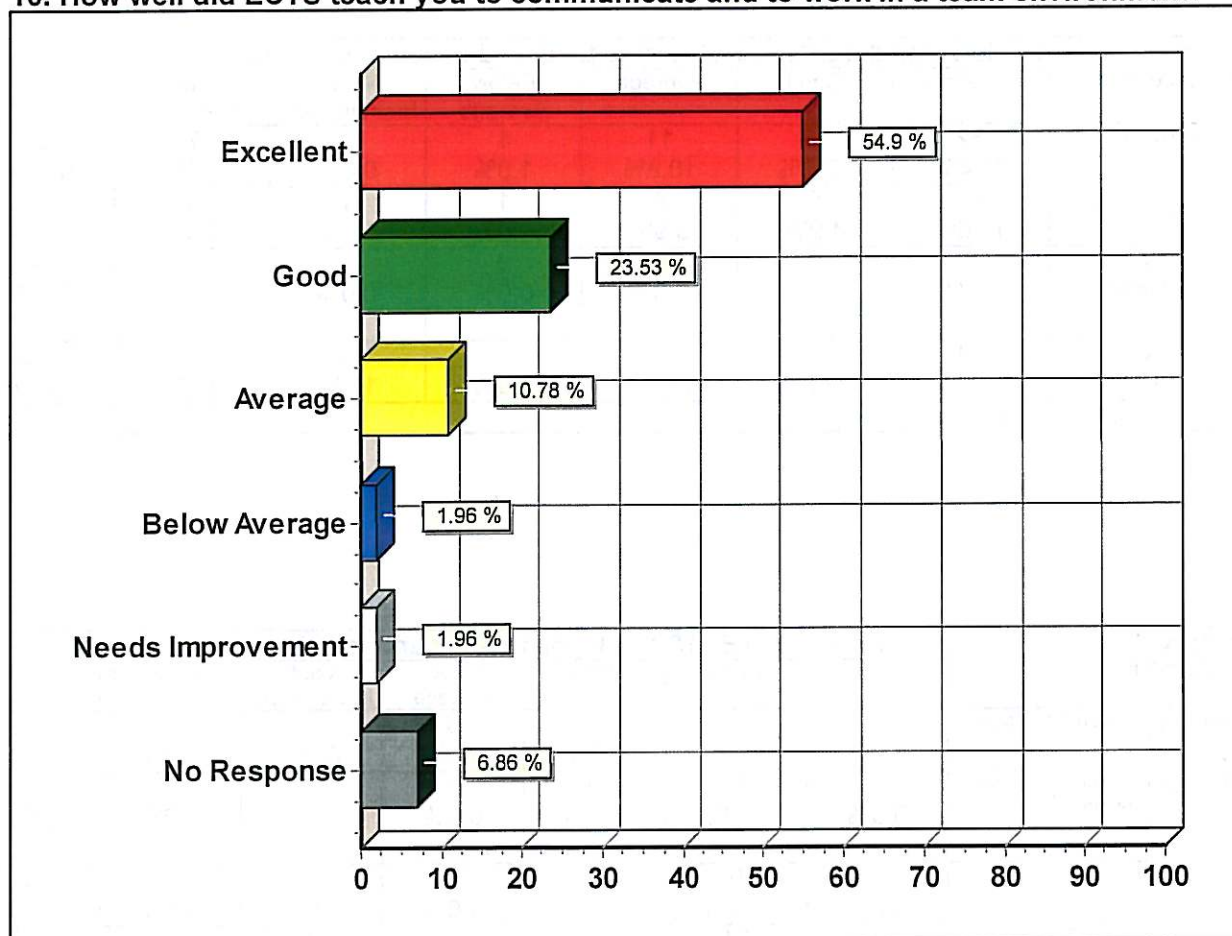
9. How well did ECTS teach you to think and to solve problems?



9. How well did ECTS teach you to think and to solve problems?

Response (n = 102)	Frequency	Percent
Excellent	54	52.9%
Good	23	22.5%
Average	15	14.7%
Below Average	2	2.0%
Needs Improvement	1	1.0%
No Response	7	6.9%

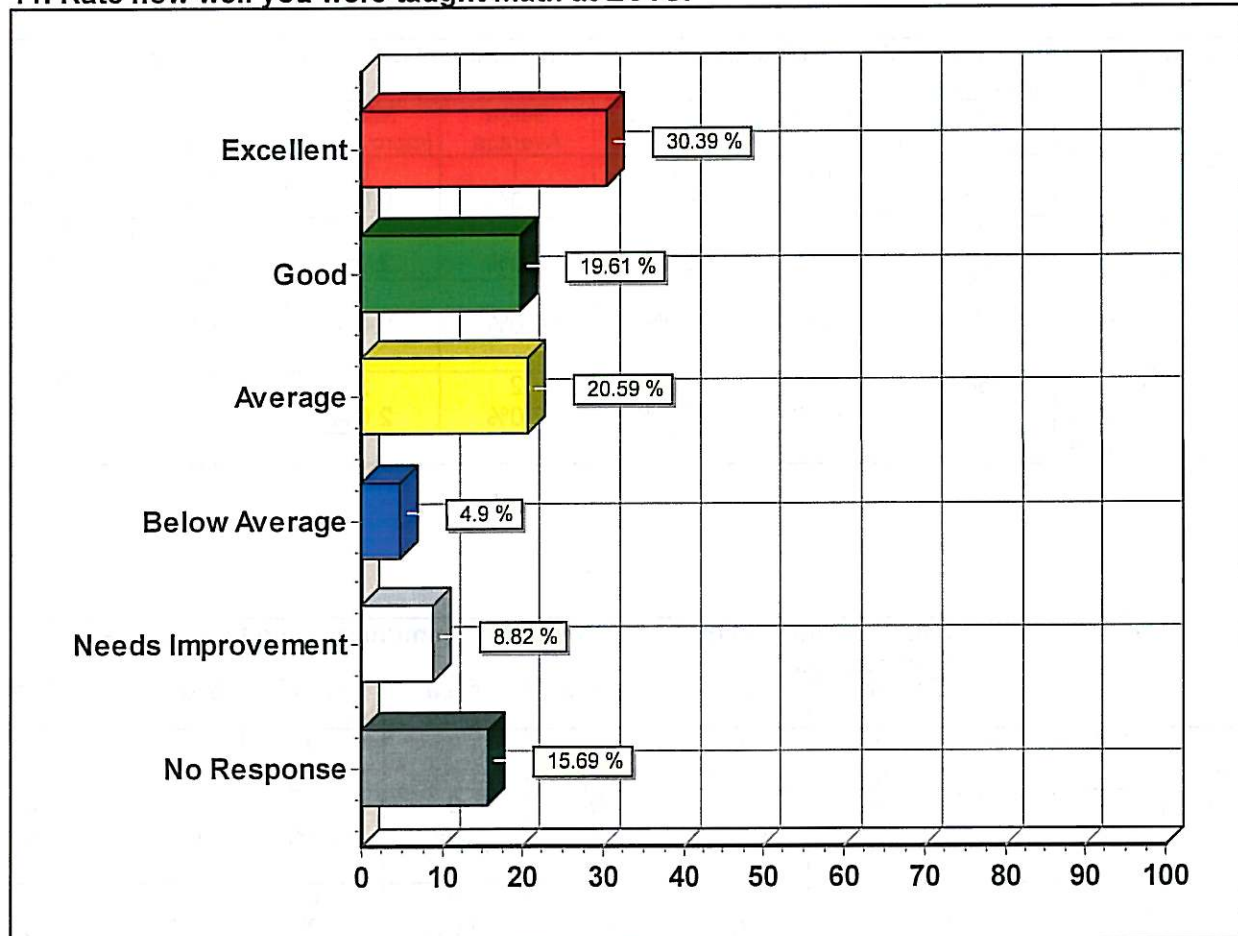
10. How well did ECTS teach you to communicate and to work in a team environment?



10. How well did ECTS teach you to communicate and to work in a team environment?

Response (n = 102)	Frequency	Percent
Excellent	56	54.9%
Good	24	23.5%
Average	11	10.8%
Below Average	2	2.0%
Needs Improvement	2	2.0%
No Response	7	6.9%

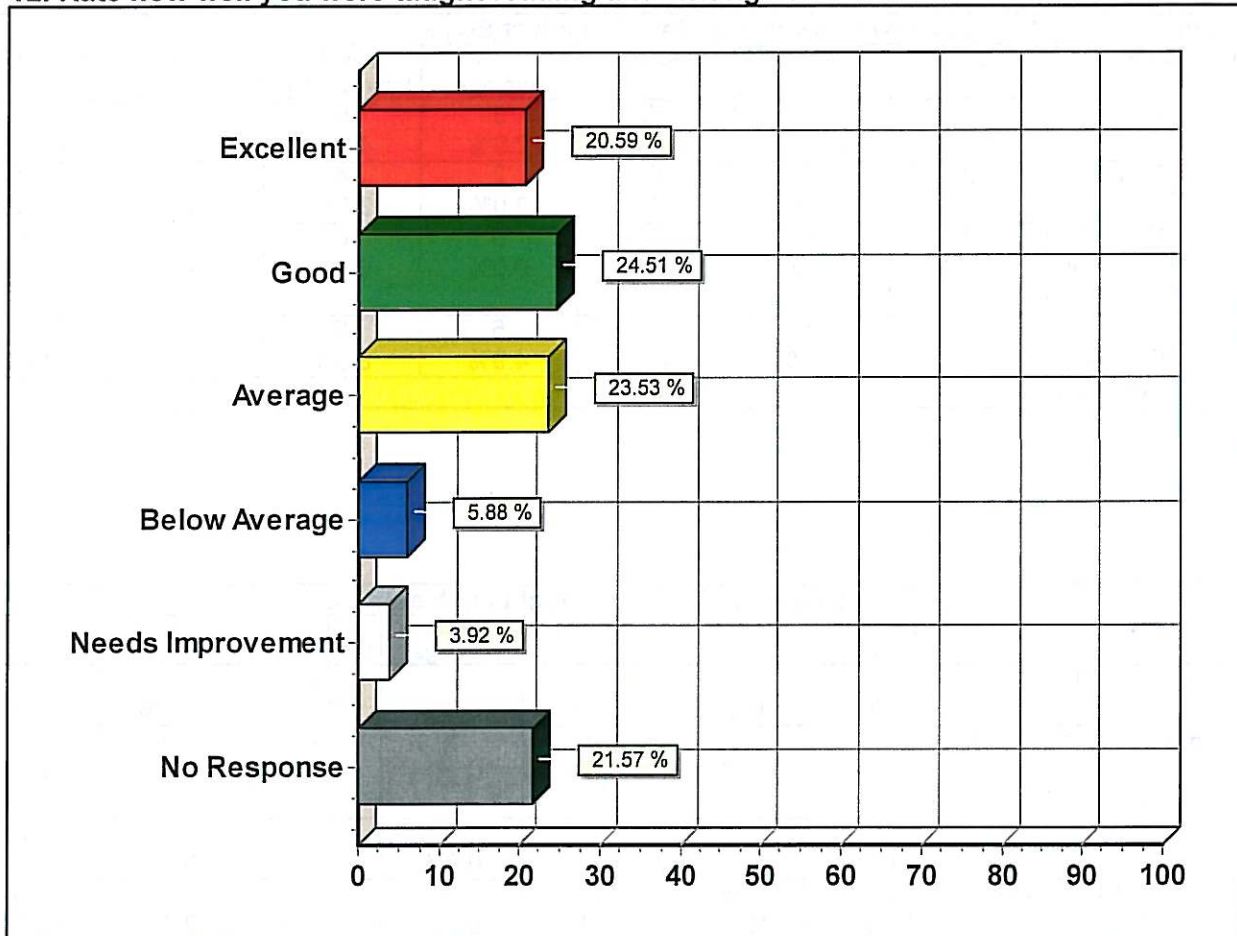
11. Rate how well you were taught math at ECTS.



11. Rate how well you were taught math at ECTS.

Response (n = 102)	Frequency	Percent
Excellent	31	30.4%
Good	20	19.6%
Average	21	20.6%
Below Average	5	4.9%
Needs Improvement	9	8.8%
No Response	16	15.7%

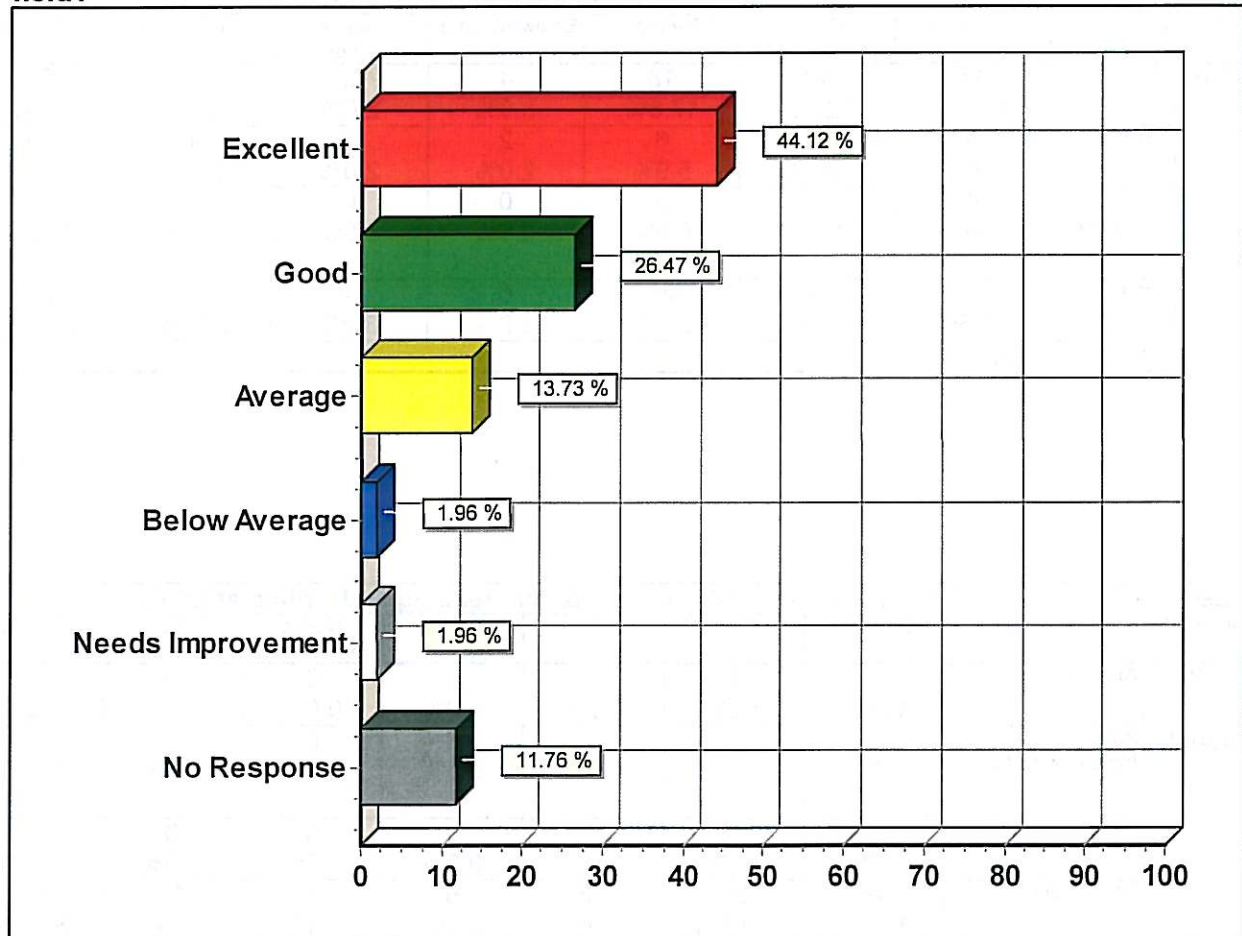
12. Rate how well you were taught reading and writing at ECTS.



12. Rate how well you were taught reading and writing at ECTS.

Response (n = 102)	Frequency	Percent
Excellent	21	20.6%
Good	25	24.5%
Average	24	23.5%
Below Average	6	5.9%
Needs Improvement	4	3.9%
No Response	22	21.6%

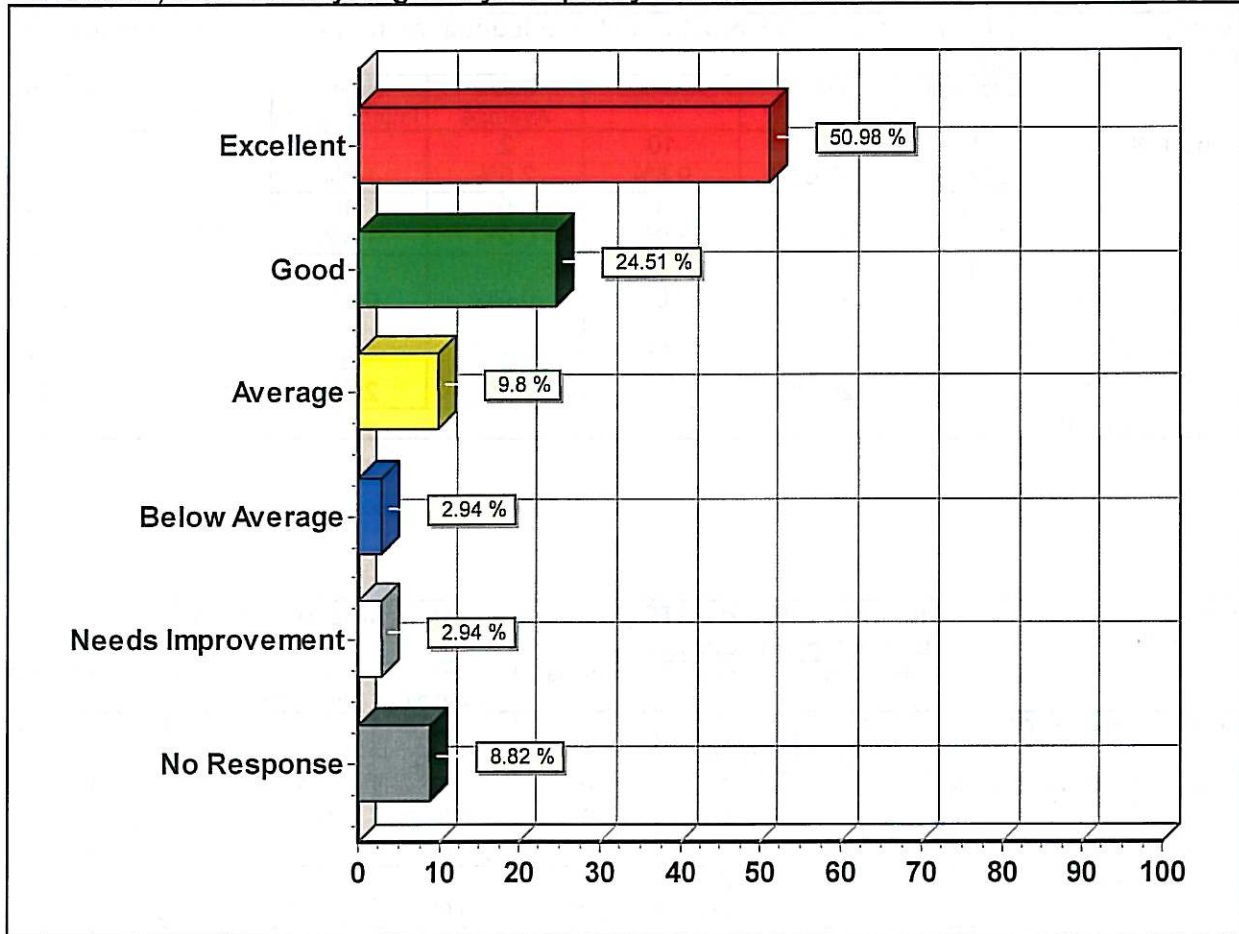
13. How well did ECTS provide a strong foundation for the use of technology in your field?



13. How well did ECTS provide a strong foundation for the use of technology in your field?

Response (n = 102)	Frequency	Percent
Excellent	45	44.1%
Good	27	26.5%
Average	14	13.7%
Below Average	2	2.0%
Needs Improvement	2	2.0%
No Response	12	11.8%

14. Overall, how would you grade your quality of education at ECTS?



14. Overall, how would you grade your quality of education at ECTS?

Response (n = 102)	Frequency	Percent
Excellent	52	51.0%
Good	25	24.5%
Average	10	9.8%
Below Average	3	2.9%
Needs Improvement	3	2.9%
No Response	9	8.8%

STAY Enrollment Summary

pers_name_lfmi	Grade Lvl	Sp Pop Code	Prog Status	Prog Code	Home Code
Borland, Terry	11	13A	ACTIVE	ABR	UNC
Dumas, Timothy	10	13A	ACTIVE	ABR	UNC
Walker, Justin M	10	A	ACTIVE	ABR	NEA
Bedner, Nicole	10	1E3	ACTIVE	ADS	MDI
Buman, Lorena	10	13A	ACTIVE	ADS	GIR
McNaughton, Samantha	10	A	ACTIVE	ADS	WBG
Oliva, Ethan	10	1E	ACTIVE	ADS	IRO
Shreve, Samantha	10	A	ACTIVE	ADS	UNC
Boozer, Nick L	11	13A	ACTIVE	AUT	IRO
Fratus, Dean	10	VA	ACTIVE	AUT	MDI
Garbaloff, Jonathan		--	ACTIVE	AUT	
Koszarek, Dustin		A	ACTIVE	AUT	
Kharkovskiy, Mark S	10	13EV	ACTIVE	AUT	GIR
McGee, Dariane		--	ACTIVE	AUT	
Pommer, Aaron P	10	1C	ACTIVE	AUT	HBC
Ponsford, Samuel	10	A3	ACTIVE	AUT	FWW
Rodgers, Ryan N	11	13A	ACTIVE	AUT	NEA
Carpenter, William			INACTIVE	CIS	
Sprouse, Taylor	10	3CEV	ACTIVE	CIS	MDI
Weigle, Corey J	10	A	DROP	CIS	NEA
Bailes, Austin M	10	13A	ACTIVE	CNT	UNC
Burnham, Nathan	10	A3	DROP	CNT	UNC
Herring, Lisa M	10	A8	DROP	CNT	UNC
Kerstetter, Christina	10	38A	ACTIVE	CNT	UNC
Magee, Jake	10	A	ACTIVE	CNT	UNC
Phillips, Greg	10	A3	ACTIVE	CNT	UNC
Anderson, Karrie	11	13A	ACTIVE	CUA	NWS
Beason, Deaira	11	13V	ACTIVE	CUA	GMC
Blozvich, Daniel	10	A3	ACTIVE	CUA	NEA
Brittle, Joshua L	10	A	DROP	CUA	MDI
Carrig, Sarah			INACTIVE	CUA	
Edwards, Katelynn	10	A	ACTIVE	CUA	HBC
Goodenow, Joshua	10	1E	ACTIVE	CUA	GMC
Hess, Emily	11	1E	ACTIVE	CUA	HBC
Lonergan, Shane P	10	CE3	DROP	CUA	HBC
McCoy, Chelsea M	11	A3	ACTIVE	CUA	MDS
Mussett, Alexis N	10	3AEV	ACTIVE	CUA	IRO
Ondreako, Kaitlynn	11	A	ACTIVE	CUA	HBC
Plasczynski, Hunter	10	1E	ACTIVE	CUA	MDI
Volkman, Drummer	10	3C	ACTIVE	CUA	GMC
Gilson, Eric C	11	A3	ACTIVE	DDE	FLB
Goss, Todd J	10	E3	ACTIVE	DDE	HBC
Kindle, Nathan D	10	A3	ACTIVE	DDE	GIR
Lock II, Lawrence L	12	13A	ACTIVE	DDE	FLB
See, Justin W	10	A	DROP	DDE	NEA
Dietz, Brandice V	11	1A	ACTIVE	ECE	HBC
Gdanetz, Jessica L	10	A	ACTIVE	ECE	FWW
Murphy, Jadyn N	10	A	ACTIVE	ECE	FLB
Wargo, Rebecca	10	A	ACTIVE	ECE	IRO
Kirschner, Nikolas E	10	13AC	DROP	EET	GMC
Lockard, Zachery A	10	3CV	ACTIVE	EET	NWS
Marsh, Cody J	10	1C	ACTIVE	EET	GMC
Shank, Brett C	10	1A	ACTIVE	EET	HBC
Zehner, Zachary J	10	C	ACTIVE	EET	MDI
Smathers, Ryan E	10	A	ACTIVE	ELC	NEA

STAY Enrollment Summary

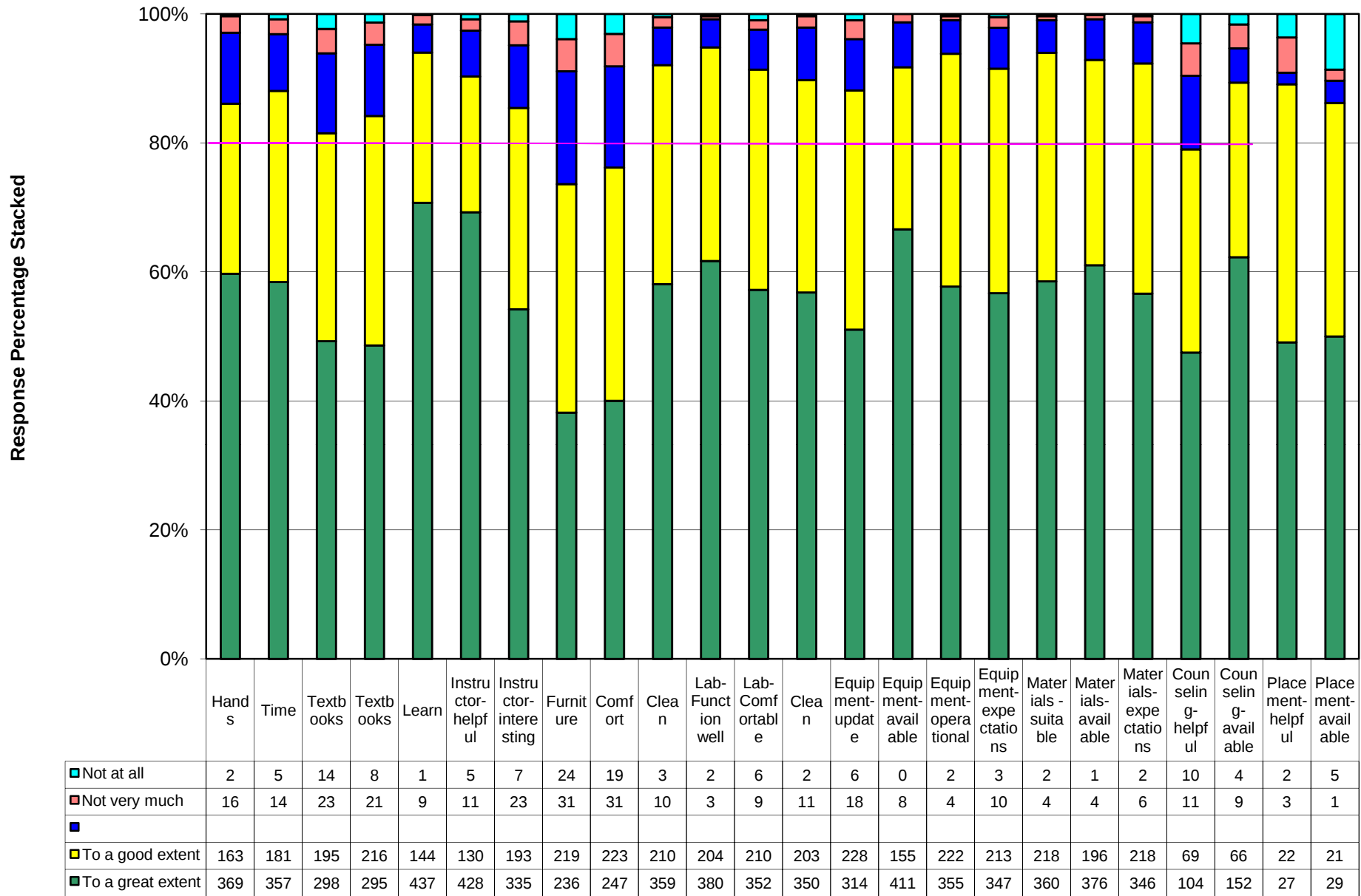
pers_name_lfmi	Grade Lvl	Sp Pop Code	Prog Status	Prog Code	Home Code
Gutkowski, Michael B	10	1A	ACTIVE	FMT	NEA
Marzka, Chelsea A	10	A8	ACTIVE	FMT	NEA
Beals, Garret T	10	1CE	ACTIVE	GRA	HBC
Wolfe, Michael K	10	EV3	ACTIVE	GRA	FLB
Barlow, Harry A	10	A8	ACTIVE	HEA	WBG
Bush, Nashawna N	10	A3	ACTIVE	HEA	MDI
Lisichenko, Angelina P	10	A	ACTIVE	HEA	GIR
Morrison, Megan J	10	A	ACTIVE	HEA	HBC
Olson, Karley	10	A3	ACTIVE	HEA	IRO
Winkler, Tondalaya		--	ACTIVE	HEA	
Laboski, Christopher D	11	1A	ACTIVE	MTF	HBC
McWilliams, Cayce	10	A	ACTIVE	MTF	MDI
Bloss, Nathan C	10	A	ACTIVE	TDI	UNC
Conner, Alexander J	10	1A	ACTIVE	TDI	WBG
Jensen, Beau D	10	A	ACTIVE	TDI	UNC
Madison III, John M	10	1A	DROP	TDI	UNC
Enstrom, Alexandria	11	13A	ACTIVE	THM	FVW
Forbush, Natasha M	11	A	ACTIVE	THM	NEA
Hughes, Daniel R	11	A	DROP	THM	NEA
Lauscher, Taylor L	11	A	ACTIVE	THM	NWS
Leonardi, Lauryn		--	ACTIVE	THM	FVW
Miller, Brittany M	11	3E	ACTIVE	THM	FLB
Murray, Brittany D	11	A3	ACTIVE	THM	IRO
Price, Zachery M	11	A	DROP	THM	NEA
Samulewski, Amanda E	11	A3	ACTIVE	THM	NEA
Smiley, Bridgett D	11	3A	DROP	THM	NEA
Ulrich, Kristen N	11	3A	ACTIVE	THM	NWS
Wadding, Zachary D	11	A	DROP	THM	NEA
Whitslar, Bradley J	11	A3	DROP	THM	UNC

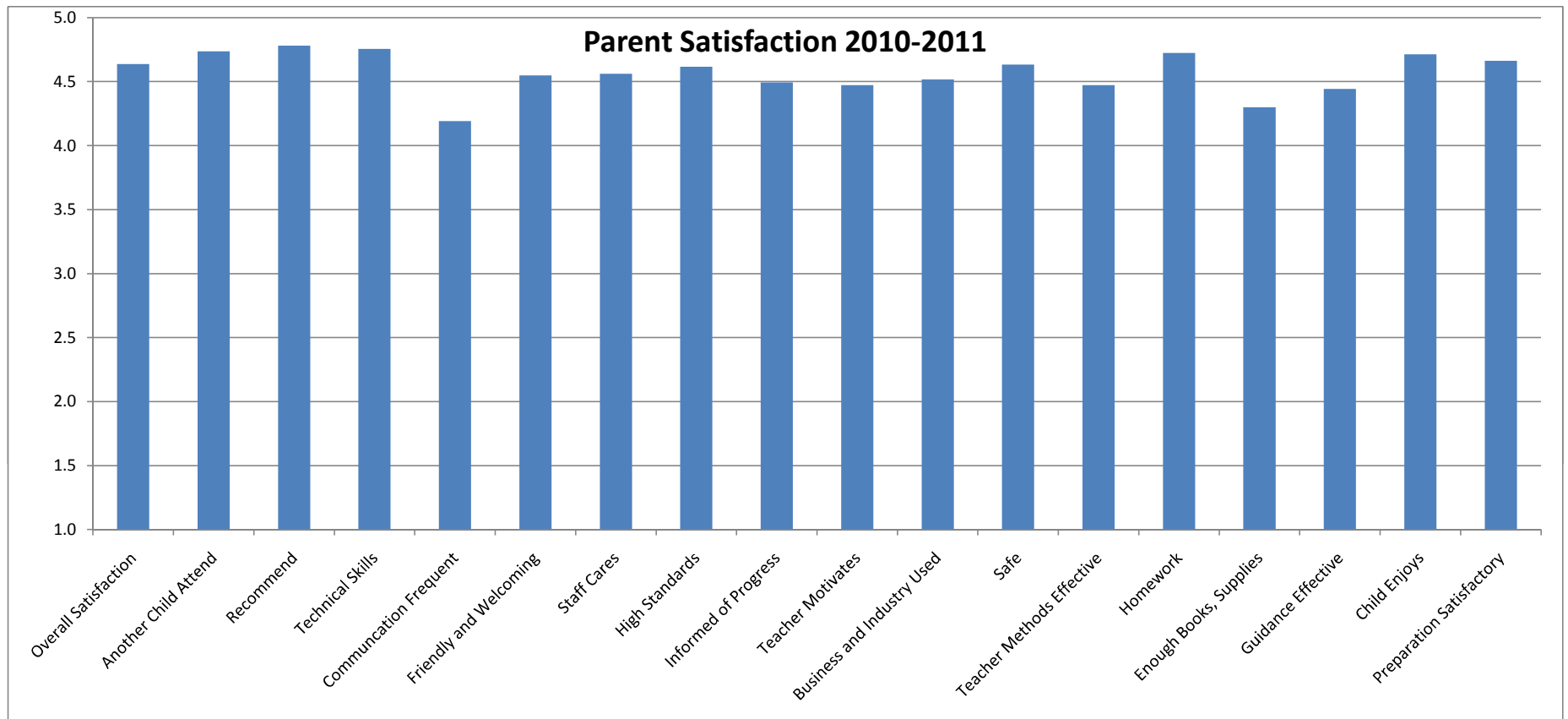
On STAY List--No STAY Code in S/D

Code in S/D--Not on STAY list

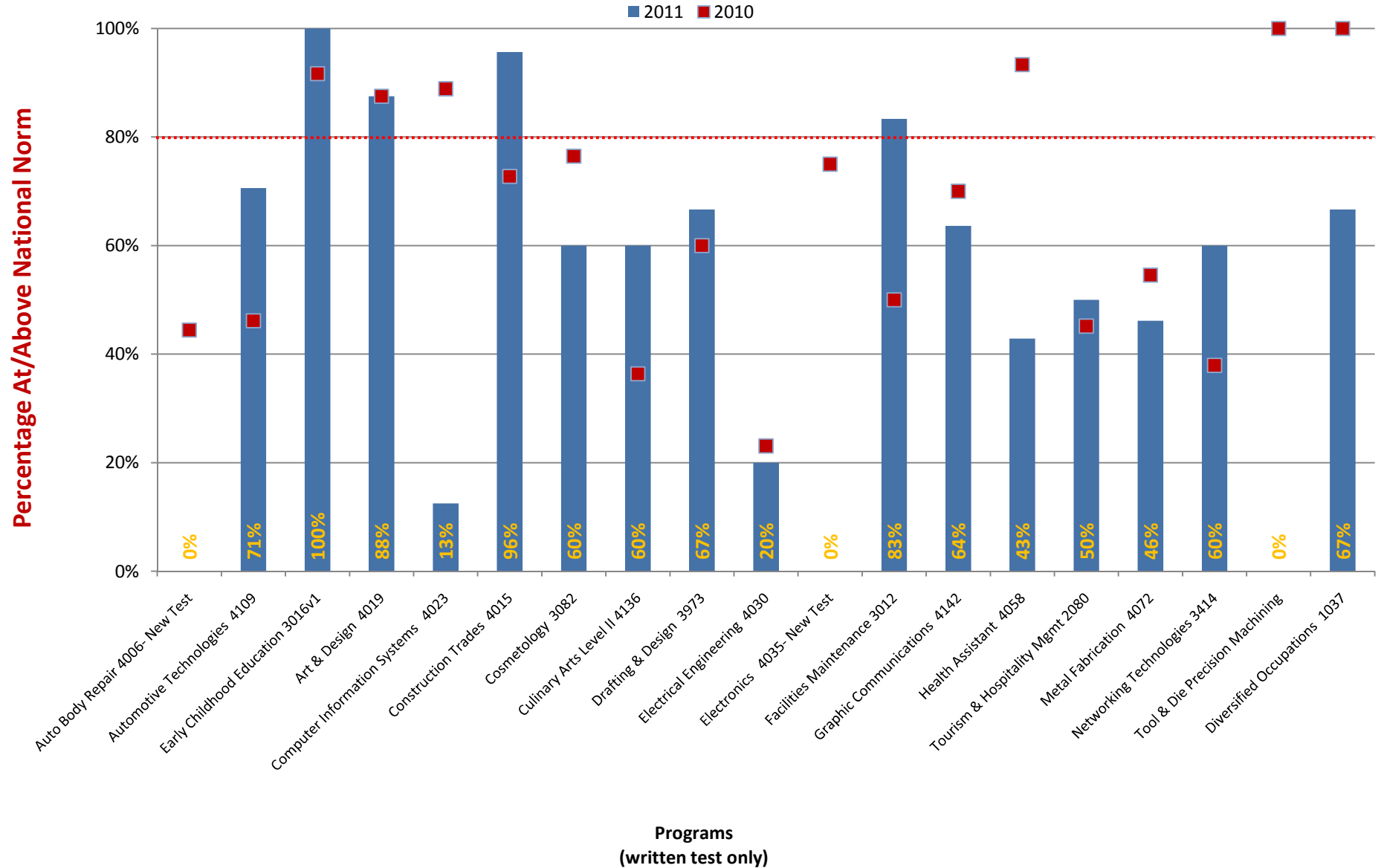
		Count	%	Original
Count--Drop	DROP	13	16%	19
Count--Tran	TRAN	0	0%	7
Count--Active	ACTIVE	69	84%	75
Total--Duplicated		82		123

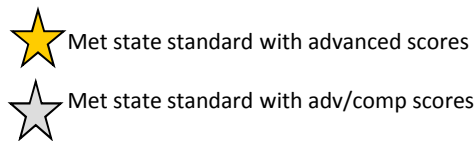
Student Satisfaction 2011





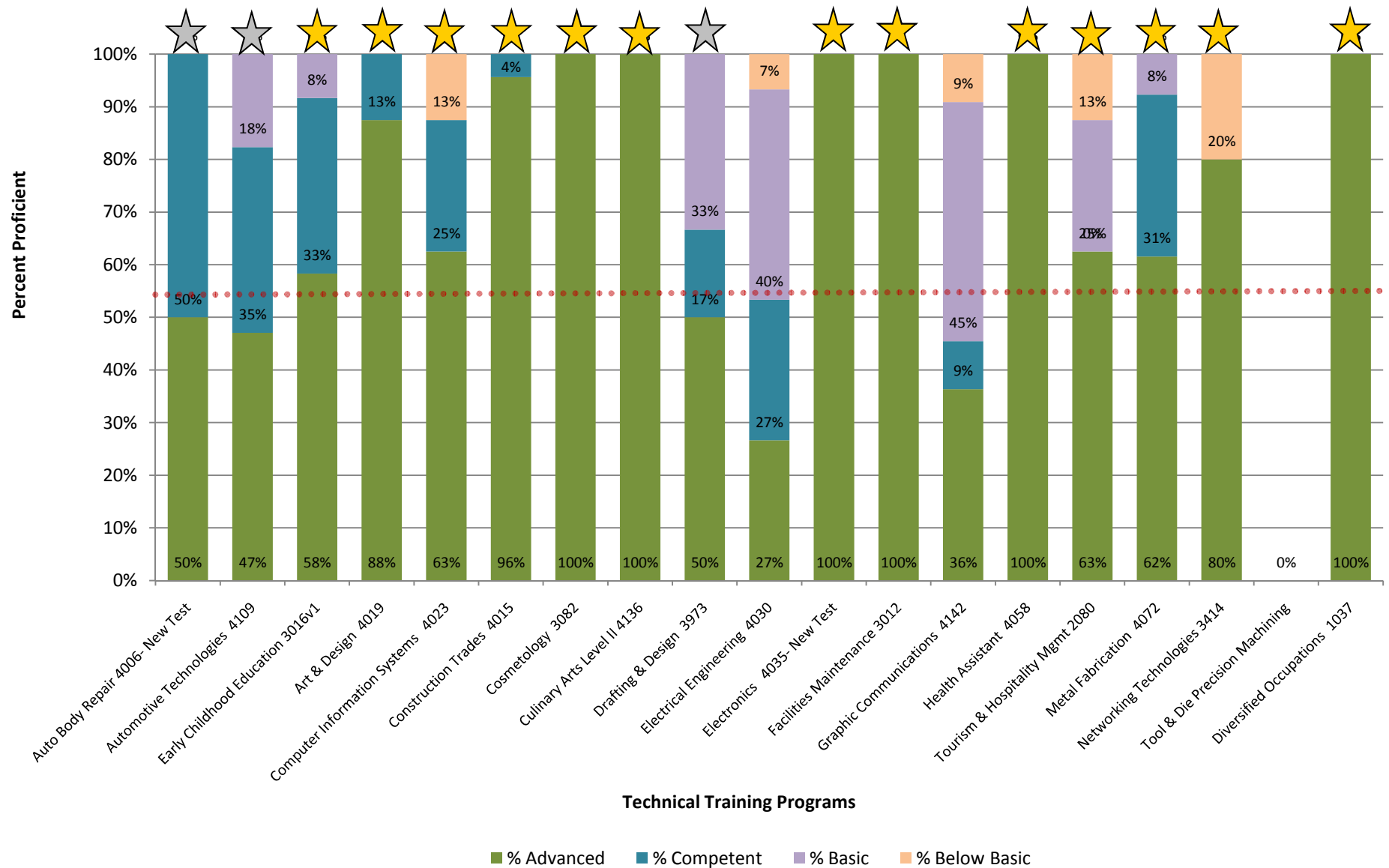
Erie County Technical School
Percentage of Students
At or Above National Norm
2011 and 2010





Erie County Technical School Proficiency Level Percentage NOCTI Written Assessment 2010-2011

..... State Standard- 55%
Advanced or Competent



NOCTI Analysis

Class of 2011

	Competency Area Number														
Program	1	2	3	4	5	6	7	8	9	10	11	12	13	14	Total
Auto Body Repair	Test #4006 - NEW TEST														
Written Test	n=4														
Group Norm	72.1	52.4	61.9	43.8											57.6
National Norm															#DIV/0!
Std. Error															#DIV/0!
Range--Low	0	0	0	0											#DIV/0!
Range--High	0	0	0	0											#DIV/0!
Within or Above Range	TRUE	TRUE	TRUE	TRUE											#DIV/0!
Variance from Mean	72.1	52.4	61.9	43.8											#DIV/0!
Sig. Diff.--National	0	0	0	0											#DIV/0!
Automotive Technologies	Test #4109														
Written Test	n=17														
Group Norm	57	55.3	58.6	53.9	48.8	50.8									54.1
National Norm	62.7	51.1	53.3	49.4	45.9	43.2									50.9
Std. Error	5.1	5.9	5.4	5.6	4.7	5.3									5.3
Range--Low	57.6	45.2	47.9	43.8	41.2	37.9									45.6
Range--High	67.8	57	58.7	55	50.6	48.5									56.3
Within or Above Range	FALSE	TRUE	TRUE	TRUE	TRUE	TRUE									TRUE
Variance from Mean	-5.7	4.2	5.3	4.5	2.9	7.6									3.1
Sig. Diff.--National	-5.7	0	0	0	0	0									0.0
Early Childhood Education	Test #3016														
Written Test	n=12														
Group Norm	79	94.2	66.7	82.6	87.3	78.7	85.6	82.7	93.3	83.3	85	78.2	96.9		84.1
National Norm	75.4	82.5	58.6	78.1	78.8	71.7	69.6	72.7	79	70.1	68.4	69.4	84.5		73.8
Std. Error	4.1	4.4	5.8	3.9	4.7	4.8	5.5	5.9	5.6	6.6	6.7	5.8	6		5.4
Range--Low	71.3	78.1	52.8	74.2	74.1	66.9	64.1	66.8	73.4	63.5	61.7	63.6	78.5		68.4
Range--High	79.5	86.9	64.4	82	83.5	76.5	75.1	78.6	84.6	76.7	75.1	75.2	90.5		79.1
Within or Above Range	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE		TRUE
Variance from Mean	3.6	11.7	8.1	4.5	8.5	7.0	16.0	10.0	14.3	13.2	16.6	8.8	12.4		10.4
Sig. Diff.--National	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0		0.0

NOCTI Analysis

Class of 2011

	Competency Area Number														
Program	1	2	3	4	5	6	7	8	9	10	11	12	13	14	Total
Art & Design for Business	Test #4019														
Written Test	n=16														
Group Norm	77.4	72.1	77.4	81.3	78.8	64.6	71.4	84.2	70.8	69.8	66.7				74.0
National Norm	77.9	62.7	67	70.2	62.4	59.9	57.4	79.1	57.3	66.3	56.5				65.2
Std. Error	4.3	4.4	4.9	5.2	5.1	5.6	5.9	5	6.8	7	5.7				5.4
Range--Low	73.6	58.3	62.1	65	57.3	54.3	51.5	74.1	50.5	59.3	50.8				59.7
Range--High	82.2	67.1	71.9	75.4	67.5	65.5	63.3	84.1	64.1	73.3	62.2				70.6
Within or Above Range	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE				TRUE
Variance from Mean	-0.5	9.4	10.4	11.1	16.4	4.7	14.0	5.1	13.5	3.5	10.2				8.9
Sig. Diff.--National	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0				0.0
Computer Information System	Test #3023														
Written Test	n=8														
Group Norm	58	63.1	57.7	62	59.1	65.4	66.3								61.7
National Norm	88	90.9	87.1	75	100	84.6	87.5								87.6
Std. Error	0	0.4	0	0	0	0.6	0								0.1
Range--Low	88	90.5	87.1	75	100	84	87.5								87.4
Range--High	88	91.3	87.1	75	100	85.2	87.5								87.7
Within or Above Range	FALSE	FALSE	FALSE	FALSE	FALSE	FALSE	FALSE								FALSE
Variance from Mean	-30	-27.8	-29.4	-13	-40.9	-19.2	-21.2								-25.9
Sig. Diff.--National	-30	-27.8	-29.4	-13	-40.9	-19.2	-21.2								-25.9
Construction Trades	Test #4015														
Written Test	n=23														
Group Norm	73.6	78.6	71.7	65.2	78	68.8	70.8	57	77.8						71.3
National Norm	63.2	66.1	52.4	49.9	56.8	54.5	52.8	45	57.2						55.3
Std. Error	4.5	5.7	5.7	6.2	6.3	6	7.4	5.6	6.7						6.0
Range--Low	58.7	60.4	46.7	43.7	50.5	48.5	45.4	39.4	50.5						49.3
Range--High	67.7	71.8	58.1	56.1	63.1	60.5	60.2	50.6	63.9						61.3
Within or Above Range	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE						TRUE
Variance from Mean	10.4	12.5	19.3	15.3	21.2	14.3	18.0	12.0	20.6						16.0
Sig. Diff.--National	0	0	0	0	0	0	0	0	0						0.0

NOCTI Analysis

Class of 2011

	Competency Area Number														
Program	1	2	3	4	5	6	7	8	9	10	11	12	13	14	Total
Cosmetology	Test #2082														
Written Test	n=10														
Group Norm	83.6	67	81.3	75.5	70.6	77.4									75.9
National Norm	79.8	72.4	83.2	78.6	66.3	65.4									74.3
Std. Error	2.8	4.5	1.7	2.8	2.8	2.9									2.9
Range--Low	77	67.9	81.5	75.8	63.5	62.5									71.4
Range--High	82.6	76.9	84.9	81.4	69.1	68.3									77.2
Within or Above Range	TRUE	FALSE	FALSE	FALSE	TRUE	TRUE									TRUE
Variance from Mean	3.8	-5.4	-1.9	-3.1	4.3	12									1.6
Sig. Diff.--National	0	-5.4	-1.9	-3.1	0	0									0.0
Culinary Arts	Test #4136 Level 2 Cook														
Written Test	n=15														
Group Norm	78.2	63.7	77.8	83.4	74.3	57.8	62.9	56	66.3	79.2	76.7	75.3	74.6	74.4	
National Norm	72.9	65.3	74.5	80.3	66.8	63.3	61.2	60	66.2	76.3	74.4	74.3	69.8	77	
Std. Error	6.6	6.6	5.6	4.1	5	5.2	5.8	5.7	5.1	6	5.8	6	5.3	6	
Range--Low	66.3	58.7	68.9	76.2	61.8	58.1	55.4	54.3	61.1	70.3	68.6	68.3	64.5	71	
Range--High	79.5	71.9	80.1	84.4	71.8	68.5	67	65.7	71.3	82.3	80.2	80.3	75.1	83	
Within or Above Range	TRUE	TRUE	TRUE	TRUE	TRUE	FALSE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	FALSE
Variance from Mean	5.3	-1.6	3.3	3.1	7.5	-5.5	1.7	-4	0.1	2.9	2.3	1	4.8	-2.6	0.0
Sig. Diff.--National	0	0	0	0	0	-5.5	0	0	0	0	0	0	0	0	0.0
Drafting & Design	Test #3038														
Written Test	n= 6														
Group Norm	72.2	71.7	69.3	58.1	68.8	44.1									64.0
National Norm	64.1	68.9	49.4	55.8	57.3	51									57.8
Std. Error	5.7	5.5	5.3	4.3	6.6	5.6									5.5
Range--Low	58.4	63.4	44.1	51.5	50.7	45.4									52.3
Range--High	69.8	74.4	54.7	60.1	63.9	56.6									63.3
Within or Above Range	TRUE	TRUE	TRUE	TRUE	TRUE	FALSE									TRUE
Variance from Mean	8.1	2.8	19.9	2.3	11.5	-6.9									64.0
Sig. Diff.--National	0	0	0	0	0	-6.9									0.0

NOCTI Analysis

Class of 2011

	Competency Area Number														
Program	1	2	3	4	5	6	7	8	9	10	11	12	13	14	Total
Electrical Engineering	Test #4030														
Written Test 3030	n=15														
Group Norm	30.3	58.6	49.2	58.2	36.1	48	36.7	46.7	36.7	35.2	49.1	36.4	28.8		42.3
National Norm	53	66.4	57.8	70.5	52.8	58.1	43.2	46.5	47.5	45.4	59.2	42.1	34.4		52.1
Std. Error	7.1	5.2	5.8	5.7	5.2	5.7	5.9	5.9	5.7	7.5	5.8	5.8	3.9		5.8
Range--Low	45.9	61.2	52	64.8	47.6	52.4	37.3	40.6	41.8	37.9	53.4	36.3	30.5		46.3
Range--High	60.1	71.6	63.6	76.2	58	63.8	49.1	52.4	53.2	52.9	65	47.9	38.3		57.9
Within or Above Range	FALSE	FALSE	FALSE	FALSE	FALSE	FALSE	FALSE	TRUE	FALSE	FALSE	FALSE	TRUE	FALSE		FALSE
Variance from Mean	-22.7	-7.8	-8.6	-12.3	-16.7	-10.1	-6.5	0.2	-10.8	-10.2	-10.1	-5.7	-5.6		-9.8
Sig. Diff.--National	-22.7	-7.8	-8.6	-12.3	-16.7	-10.1	-6.5	0	-10.8	-10.2	-10.1	0	-5.6		-9.8
Electronics	Test 4035 NEW TEST														
Written Test	n=6														
Group Norm	77.8	70.5	62.1	60.8	90.3	68.8	61.9	79.2	77.8						72.1
National Norm															#DIV/0!
Std. Error															#DIV/0!
Range--Low	0	0	0	0	0	0	0	0	0						#DIV/0!
Range--High	0	0	0	0	0	0	0	0	0						#DIV/0!
Within or Above Range	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE						#DIV/0!
Variance from Mean	77.8	70.5	62.1	60.8	90.3	68.8	61.9	79.2	77.8						#DIV/0!
Sig. Diff.--National	0	0	0	0	0	0	0	0	0						#DIV/0!
Facility Maintenance Tech	Test #3012														
Written Test	n=6														
Group Norm	63.5	65.9	56.1	66.7	58.9	64.5	50	42.6	56.9	50	80				59.6
National Norm	60.2	57.5	62.2	59.2	52.8	50.8	48.9	41.1	43.6	53.7	56				53.3
Std. Error	4.1	6.1	7	8.1	6.4	6.9	6.3	6.5	5.3	6.1	7.4				6.4
Range--Low	56.1	51.4	55.2	51.1	46.4	43.9	42.6	34.6	38.3	47.6	48.6				46.9
Range--High	64.3	63.6	69.2	67.3	59.2	57.7	55.2	47.6	48.9	59.8	63.4				59.7
Within or Above Range	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE				TRUE
Variance from Mean	3.3	8.4	-6.1	7.5	6.1	13.7	1.1	1.5	13.3	-3.7	24.0				6.3
Sig. Diff.--National	0	0	0	0	0	0	0	0	0.0	0.0	0.0				0.0

NOCTI Analysis

Class of 2011

	Competency Area Number														
Program	1	2	3	4	5	6	7	8	9	10	11	12	13	14	Total
Graphic Communications	Test #4142														
Written Test	n=11														
Group Norm	69.7	58.7	51.5	56.8											59.2
National Norm	62.4	53.3	49.9	51.1											54.2
Std. Error	5.5	5.1	6.1	5.9											5.7
Range--Low	56.9	48.2	43.8	45.2											48.5
Range--High	67.9	58.4	56	57											59.8
Within or Above Range	TRUE	TRUE	TRUE	TRUE											TRUE
Variance from Mean	7.3	5.4	1.6	5.7											5.0
Sig. Diff.--National	0	0.0	0.0	0											0.0
Health Assistant	Test #4058														
Written Test	n=7														
Group Norm	75.8	72.8	74.8	81.7	85.7	85.7	79.5	72.4							78.6
National Norm	74.2	75	75.7	84.3	82.1	85.1	75.2	73.4							78.1
Std. Error	3.5	3.7	4.6	3.6	3.9	4	4.7	4.5							4.1
Range--Low	70.7	71.3	71.1	80.7	78.2	81.1	70.5	68.9							74.1
Range--High	77.7	78.7	80.3	87.9	86	89.1	79.9	77.9							82.2
Within or Above Range	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE							TRUE
Variance from Mean	1.6	-2.2	-0.9	-2.6	3.6	0.6	4.3	-1							0.4
Sig. Diff.--National	0	0	0	0	0	0	0	0							0.0
Hospitality Management	Test #2080														
Written Test	n=8														
Group Norm	53	75	47.8	68.3	48.4	50	62.5	55.1	53						57.0
National Norm	61.2	73.4	57.8	68.8	49	54.5	72.4	59.1	59.3						61.7
Std. Error	5.6	5.2	4.7	4.4	4.9	5.2	5.1	5	4.6						5.0
Range--Low	55.6	68.2	53.1	64.4	44.1	49.3	67.3	54.1	54.7						56.8
Range--High	66.8	78.6	62.5	73.2	53.9	59.7	77.5	64.1	63.9						66.7
Within or Above Range	FALSE	TRUE	FALSE	TRUE	TRUE	TRUE	FALSE	TRUE	FALSE						TRUE
Variance from Mean	-8.2	1.6	-10	-0.5	-0.6	-4.5	-9.9	-4	-6.3						-4.7
Sig. Diff.--National	-8.2	0	-10	0	0	0	-9.9	0	-6.3						0.0

NOCTI Analysis

Class of 2011

	Competency Area Number														
Program	1	2	3	4	5	6	7	8	9	10	11	12	13	14	Total
Metal Fabrication	Test #4072														
Written Test	n=13														
Group Norm	74.9	66.9	69.8	71	62.4	64.6	65.6	61.6	61.6						66.5
National Norm	75.1	73.6	62.8	60.3	68.1	62.4	62.3	55.6	63.5						64.9
Std. Error	5.3	6.6	6.1	6.7	7.1	5.2	6.6	6	6.6						6.2
Range--Low	69.8	67	56.7	53.6	61	57.2	55.7	49.6	56.9						58.6
Range--High	80.4	80.2	68.9	67	75.2	67.6	68.9	61.6	70.1						71.1
Within or Above Range	TRUE	FALSE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE						TRUE
Variance from Mean	-0.2	-6.7	7	10.7	-5.7	2.2	3.3	6	-1.9						1.6
Sig. Diff.--National	0	-6.7	0	0	0	0	0	0	0						0.0
Networking Technologies	Test #3414														
Written Test	n=5														
Group Norm	61.7	63.8	63.6	48.1	58.5	56.7	59.2	67.5	54.3						59.3
National Norm	62.6	61.8	68.2	50.8	52.4	54.1	60.3	63	48.3						57.9
Std. Error	4.6	6.2	7.2	5.8	5.5	5.1	5.9	6.2	5.2						5.7
Range--Low	58	55.6	61	45	46.9	49	54.4	56.8	43.1						52.2
Range--High	67.2	68	75.4	56.6	57.9	59.2	66.2	69.2	53.5						63.7
Within or Above Range	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE						TRUE
Variance from Mean	-0.9	2	-4.6	-2.7	6.1	2.6	-1.1	4.5	6						1.3
Sig. Diff.--National	0	0	0	0	0	0	0	0	0						0.0
Tool & Die	Test #4052														
Written Test	n=														
Group Norm															#DIV/0!
National Norm															#DIV/0!
Std. Error															#DIV/0!
Range--Low															#DIV/0!
Range--High															#DIV/0!
Within or Above Range	FALSE	FALSE	FALSE	FALSE	FALSE	FALSE	FALSE	FALSE	FALSE	FALSE					#DIV/0!
Variance from Mean	0	0	0	0	0	0	0	0	0	0					#DIV/0!
Sig. Diff.--National	0	0	0	0	0	0	0	0	0	0					#DIV/0!

NOCTI Analysis

Class of 2011

	Competency Area Number														
Program	1	2	3	4	5	6	7	8	9	10	11	12	13	14	Total
Diversified Occupations	Test #1037														
Written Test	n=6														
Group Norm	80	77.8	79.2	79.2	63.9	76.2	83.3	88.9	93.8	79.2	87.2	88.9	76.7		81.1
National Norm	75.7	66.6	71.8	68.5	55.6	68.8	72.7	81.6	83.5	80.1	76.4	85.1	65.4		73.2
Std. Error	6.3	7	6.9	6.1	6.3	7	7	6.7	5.9	6.1	5.9	6.3	5.8		6.4
Range--Low	69.4	59.6	64.9	62.4	49.3	61.8	65.7	74.9	77.6	74	70.5	78.8	59.6		66.8
Range--High	82	73.6	78.7	74.6	61.9	75.8	79.7	88.3	89.4	86.2	82.3	91.4	71.2		79.6
Within or Above Range	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE		TRUE
Variance from Mean	4.3	11.2	7.4	10.7	8.3	7.4	10.6	7.3	10.3	-0.9	10.8	3.8	11.3		7.9
Sig. Diff.--National	0	0	0	0	0	0	0	0	0	0	0	0	0		0.0

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Strategic Plan Review

http://www.education.state.pa.us/portal/server.pt/community/pennsylvania_department_of_education/7237

Goal 1: Strengthen Public Relations				
Problem Definition:				
There is a lack of public relation activities by the school to improve community awareness of secondary and post-secondary programs and services offered.				
Co-captains:				
Joe Tarasovitch and Jeff Smith				
Measurable/Observable Product:				
An organized public relations plan initiated by the Erie County Technical School to present ECTS to our customers				
ACTION STEPS		ACCOUNTABILITY	TIMEFRAME	STATUS
Objective A. Identify Message				
1. Promote ownership of ECTS campus				
2. Promote value of ECTS training				
3. Promote successes of programs				
4. Promote opportunities for students				
5. Promote events at ECTS				
Objective B. Audiences & Activities				
1. District school boards				
A. Invite JOC members to review student portfolios.		Principal, Director	Spring 2011	Pending
Update:				
B. Invite district school boards to hold a meeting at ECTS- provide tour.		JOC, Director	Fall 2010	On-going
Update: 9/16/2010--Two districts have scheduled meetings at ECTS.				
C. Attend district school board meetings with current students.		JOC, Principal	Feb. CTE week.	On-going
Update: 10-21-10 Principal has attended 3 meetings; NWSD, FLBSD, and WSD.				
Update: 11-22-10 Principal has attended meetings; NESD.				
D. Distribute monthly <i>District Report</i> of JOC meeting.		Director	Monthly	On-going
Update: 09/01/10--reports are being written by director and submitted to JOC members and districts				
2. Superintendents & Other District Administrators				
A. Provide program tours to superintendents, JOC members and sending school teachers and administrators.		Director	Monthly	On-going
Update: 09/01/10--Director has notified superintendents of intent to schedule program tours at the start of each PAC meeting				
Update: 11/22/10--Superintendents have visited six programs over the last two PAC meetings				
B. Invite superintendents to review student portfolios.		Director	Spring 2011	Pending
Update:				
C. Invite principals to review student portfolios.		Principal	Spring 2011	Pending
Update:				

Goal 1: Strengthen Public Relations			
ACTION STEPS	ACCOUNTABILITY	TIMEFRAME	STATUS
3. Sending School Teachers			
A. Invite districts to form a teacher exchange	Superintendents	Sep-10	Pending
<i>Update: 09/01/10--Reviewed action plan item with superintendents--to be discussed further.</i>			
a. District level endorsement	Director	Sep-10	Pending
<i>Update:</i>			
b. Experience all programs	Faculty		Pending
<i>Update:</i>			
c. Expose academic content	Faculty		Pending
<i>Update:</i>			
d. Expose technical content	Faculty		Pending
<i>Update:</i>			
e. Present postsecondary opportunities	Faculty		Pending
<i>Update:</i>			
4. ECTS staff			
A. Teacher/Staff Recognition Event	CHQR	May	Pending
<i>Update:</i>			
B. Recognition of Achievement (e.g. Gold Star, accreditation, etc.)	CHQR	Monthly	Pending
<i>Update:</i>			
5. Parents			
A. Invite to participate in field trips	Faculty		Pending
<i>Update:</i>			
B. Invite to participate in portfolio reviews	Faculty		Pending
<i>Update:</i>			
C. Send positive note to parents about their child	Faculty	Quarterly	Pending
<i>Update:</i>			
D. Create parent email distribution list for each program	IT Manager	Fall 2010	Pending
<i>Update:</i>			

Goal 1: Strengthen Public Relations			
ACTION STEPS	ACCOUNTABILITY	TIMEFRAME	STATUS
6. Current students			
A. Graduate Comments in labs	Principal		Pending
<i>Update:</i>			
7. The community at large			
A. Press Releases about ECTS events			On-going
<i>Update: 09/01/10--press releases have been submitted on various ECTS activities</i>			
B. Develop and refine an internal process for publicity requests.			Pending
<i>Update:</i>			

Goal 2: Personalized Staff Development			
Problem Definition:			
Instructors want to have direct input into the selection of topics that are provided in staff development sessions.			
Co-captains:			
Natalie Fatica and Jan Kennerknecht			
Measurable/Observable Product:			
An individualized professional development plan for all certified staff members			
ACTION STEPS	ACCOUNTABILITY	TIMEFRAME	STATUS
Objective A. Develop an individual PD plan based on the needs and desires of faculty member and campus priorities			
1. Review annual professional development assessment	Faculty		Complete
<i>Update: 08/15/10--Principal and CHQR have reviewed 2009-2010 assessments for common professional development needs</i>			
<i>Update: 8/26/10--Reviewed with faculty at in-service</i>			
2. Summarize annual professional development assessments	PD Committee, Principal, CHQR		In-Process
<i>Update: 08/15/10--principal and CHQR have reviewed 2009-2010 assessments for common professional development needs</i>			
<i>Update: Reviewed summary of assessment and will run by faculty member</i>			
3. Review student satisfaction, senior exit and graduate follow-up data	Faculty		In-Process
<i>Update: Plan to schedule 2 small groups to review data and process for development of plans.</i>			
4. Review Act 48 status	Faculty		Complete
<i>Update: Schedule voluntary Act 48 information session.</i>			
5. Review personal professional growth goals (degrees, certification, etc)	Faculty		Pending
<i>Update:</i>			
6. Consider industry and organization accreditation/certification standards	Faculty		In-Process
<i>Update: Compiled list of industry certifications for faculty members.</i>			
<i>Update: Plan to distribute information to faculty.</i>			
Objective B. Develop plan development process			
1. Compose a plan that accounts for personal, professional and organizational goals	Faculty		Pending
<i>Update:</i>			
2. Submit professional development plans/requests for administrative approval	Faculty, Principal	November	Pending
<i>Update:</i>			
3. Coordinate professional development activities to meet the greatest number of faculty members	CHQR		Pending
<i>Update:</i>			

Goal 2: Personalized Staff Development			
ACTION STEPS	ACCOUNTABILITY	TIMEFRAME	STATUS
Objective C. Provide resources to conduct personalized professional development			
1. Activate the professional development committee	CHQR		Complete
<i>Update: 9/23/2010--Committee convened to review action plan.</i>			
<i>Update: Committee to meet biweekly</i>			
<i>Update: PD committee reviewed Induction plan and professional education action plan from strategic plan</i>			
<i>Update: 11/22/10--PD committee has been meeting on a monthly basis</i>			
<i>Updte: 2/22/11--</i>			
2. Establish professional development announcements under the Faculty Connection section of the web page	Director		Pending
<i>Update:</i>			
3. Consider participation in on-line training package (e.g. PD360)	PD Committee		In-Process
<i>Update: Review PD360 with PD Committee</i>			
4. Consider and allocate sufficient fiscal resources to carry out plans	Busines Manager, Director	Dec. 2010	Complete
<i>Update: 11/22/10--2011-2012 budget contains some, but not all intentions of this action plan</i>			
<i>Update: 1/27/11--2011-2012 budget approved with sufficient resources for required activities</i>			
5. Promote participation in PDE, BCTE, SREB and other appropriate agency-sponsored training activities	PD Committee, CHQR		On-going
<i>Update: 12/10/10--BCTE-sponsored Professional Learning Communities program offered to faculty and staff.</i>			
<i>Update: 1/10/11--Six staff members are participating in BCTE-sponsored Professional Learning Communities.</i>			

Goal 3: Retain Current Students			
STAY - Staff Teams Assisting Youth			
Problem Definition:			
ECTS has determined that the percent of students who complete their program of study is not acceptable.			
Co-captains:			
Lisa Sorensen and Patty Palo			
Measurable/Observable Product:			
Student retention rate shows an upward trend as compared to 2009-10 retention data of 1 st year students			
ACTION STEPS	ACCOUNTABILITY	TIMEFRAME	STATUS
Objective A. Plan for and Monitor Retention of At-Risk Students			
1. Analyze departure points of students	Principal/Guidance/Admissions	Semester	In-Process
<i>Update: 08/01/10--director has conducted an initial review of departure points for 2009-2010 academic year.</i>			
<i>Update: 2/18/11--dropout data has been pulled for first semester, still being analyzed</i>			
2. Analyze causes of student drops	Guidance/Principal	Monthly	In-Process
<i>Update: 2/18/11--dropout data has been pulled for first semester, still being analyzed</i>			
3. Determine level of satisfaction of those who left ECTS	Guidance/Principal	Monthly	Complete
<i>Update: 9/1/2010--Guidance counselor has conducted a survey of withdrawn students to assess their satisfaction.</i>			
4. Communicate details to sending school staff	Guidance	Quarterly	In-Process
<i>Update:10/21/2010-Home school counselors were introduced to the STAY program at meeting on 10/7/2010</i>			
5. Provide contracted counseling services	(e.g., Gary McEnery)	TBD	On-going
<i>Update: 9/1/2010--Principal has had an initial conversation with consultant on services to be provided.</i>			
<i>Update: 11/22/2010--Counseling services being provided by Dr. McEnery, but not necessarily for STAY students</i>			
6. Identify up to 80 at-risk students for staff assistance and monitoring	Principal/Guidance/Admissions	September	Complete
<i>Update: 9/1/2010--Administrative and professional support staff members have refined a list of students to be served by the STAY program.</i>			
<i>Update:10/19/2010-Initial meetings planned by all STAY group leaders</i>			
7. Assign personnel to monitor groups of at-risk students	Principal	Fall 2010	Complete
<i>Update: 09/22/10--Lead STAY Team identified groups of students and assigned staff members to teams.</i>			
<i>Update: 10/26/10--STAY teams begin meeting on a weekly basis.</i>			
8. Meet to discuss at-risk issues	STAY Team	Bi-weekly	On-going
<i>Update: 10/18/10--STAY Teams met for the first time to review students assigned to teams.</i>			
<i>Update: 10/26/10--STAY teams begin meeting on a weekly basis.</i>			
<i>Update: 12/1/10--STAY teams continue to meet on a weekly basis.</i>			

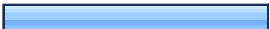
<i>Update: 2/22/11--SREB Tips and Internet research have been incorporated into STAY Team meetings (Best Practices, 6 C's of Motivation, Mentoring Tips)</i>			
STAY - Staff Teams Assisting Youth			
ACTION STEPS	ACCOUNTABILITY	TIMEFRAME	STATUS
9. Analyze drop vs. transfer data	Director/Principal	Semester	Pending
<i>Update:</i>			
10. Measure success on retention efforts	Director, Principal, STAY Team	June 2011	Pending
<i>Update:</i>			
Objective B. Implement Strategies to Increase Attendance of At-Risk Students			
1. Notify instructor of students with history of attendance problems	Admissions	September	Complete
<i>Update: 10/15/10--faculty notified of students identified in this risk category.</i>			
<i>Update: 11/22/10--Q1 attendance data recorded for each STAY student</i>			
2. Maintain personal contact with students who have attendance problems	Instructor/Principal	On-going	On-going
<i>Update: 10/19/2010-all students have been contacted by STAY Team leader/co leaders</i>			
3. Initiate parent communication	Instructor/Guidance/SSO	September	On-going
<i>Update: 11/22/10--Letter of introduction sent to all parents of STAY students</i>			
4. Initiate sending school guidance counselor contact	Admissions/Guidance	Monthly	Complete
<i>Update: 10/7/2010 Home School counselors attended ECTS meeting at which STAY program was explained and lists reviewed</i>			
5. Utilize an attendance incentive plan	Guidance/Principal	On-going	On-going
<i>Update: 11/22/10--Q1 attendance has been recorded</i>			
Objective C. Implement Strategies to Support Academic Performance of At-Risk Students at ECTS and at Their Home School			
1. Identify place to go for help with academics at ECTS	Instructor/Instructional Aides	September	Complete
<i>Update: 9/22/2010--Administrative and professional support staff have identified instructional staff and support staff to assist with academic issues.</i>			
<i>Update: 11/22/2010--An academic support service has been created and staffed to assist students with home school academic concerns.</i>			
2. Provide Study Island/Remediation (math or reading)	SSO - Literacy	As Needed	On-going
<i>Update: 9/22/2010--Study Island services are being adjusted to accommodate students selected for the academic STAY.</i>			
3. Identify students' academic needs	Admissions	September	Complete
<i>Update: 9/22/2010--Administrative and professional support staff are collecting grades, schedules and PSSA results for students identified in the category.</i>			
4. Monitor mid-term grade reports from districts	STAY Team	Quarterly	On-going
<i>Update: 11/22/10--Home school guidance counselors provided Q1 grades for most STAY students</i>			
<i>Update: 11/22/10--STAY teams reviewed academic performance of STAY students</i>			
<i>Update: 2/11/11--Home school semester report cards shared with faculty, 10 of 11 districts provided semester report cards</i>			
5. Provide instructional aide assistance	STAY Team	As Needed	Complete

<i>Update: 10/19/2010 Team members identified and referred students to tutorial services</i>			
Goal 3: Retain Current Students			
STAY - Staff Teams Assisting Youth			
ACTION STEPS	ACCOUNTABILITY	TIMEFRAME	STATUS
Objective D. Implement Strategies to Support Emotional Needs of At-Risk Students			
1. Inform instructors of students with emotional needs	Admissions/Guidance/SSO	September	Complete
<i>Update: 10/15/10--faculty notified of students identified in this risk category.</i>			
2. Initiate contact with students	STAY Team	September	Complete
<i>Update: 10/19/2010 Team leaders/assistants have met with each STAY student</i>			
3. Make contact with sending school case manager for students with emotional issues	Guidance	As Needed	On-going
<i>Update: 11/22/10--Contact made with case managers</i>			
4. Maintain contact with parents	Faculty	As Needed	On-going
<i>Update: 11/22/10--All parents contacted with letter of introduction</i>			
<i>Update: 11/22/10--Faculty and staff are contacting parents as appropriate--calls, emails, notes</i>			
Objective E. Implement Strategies to Support Environmental Needs of At-Risk Students			
1. Review students' issues with appropriate personnel	STAY Team	As Needed	Complete
<i>Update: 10/19/2010 Team leaders/assistants have met with each STAY student</i>			
2. Provide clothing, uniforms, school supplies or tools	STAY Team	As Needed	On-going
<i>Update: 9/22/2010--Some students identified on the list have been provided assistance in this area.</i>			
3. Provide referrals for health issues	STAY Team	As Needed	On-going
<i>Update: 10/19/2010 Team leaders/assistants have met with each STAY student</i>			
<i>Update: 11/22/10--Guidance staff have contacted home school nurses about STAY students</i>			
4. Provide assistance with free and reduced meals	STAY Team	As Needed	Complete
<i>Update: 9/22/2010--Some students identified on the list have been provided assistance in this area.</i>			
<i>Update: 11/22/10--As they become eligible, students are receiving free/reduced breakfasts and lunches.</i>			

1. How often do you participate in the school meal program?

		Response Percent	Response Count
Every Day		64.8%	46
2-3 times per week		18.3%	13
Once each week		4.2%	3
Once each month		7.0%	5
Never		5.6%	4
answered question			71
skipped question			0

2. How would you describe the school meals this year?

		Response Percent	Response Count
Excellent		39.4%	28
Very Good		38.0%	27
Satisfactory		15.5%	11
Fair		7.0%	5
answered question			71
skipped question			0

3. The price of the school meals is reasonable.

		Response Percent	Response Count
Strongly Agree		39.4%	28
Agree		52.1%	37
Disagree		5.6%	4
Strongly Disagree		2.8%	2
answered question			71
skipped question			0

4. The food tastes good.

		Response Percent	Response Count
Strongly Agree		52.1%	37
Agree		43.7%	31
Disagree		2.8%	2
Strongly Disagree		1.4%	1
answered question			71
skipped question			0

5. Popular foods are served on the menu.

		Response Percent	Response Count
Strongly Agree		38.0%	27
Agree		42.3%	30
Disagree		15.5%	11
Strongly Disagree		4.2%	3
answered question			71
skipped question			0

6. The appearance of the food is good.

		Response Percent	Response Count
Strongly Agree		50.7%	36
Agree		40.8%	29
Disagree		8.5%	6
Strongly Disagree		0.0%	0
answered question			71
skipped question			0

7. A variety of good is served on the menu.

		Response Percent	Response Count
Strongly Agree		25.4%	18
Agree		42.3%	30
Disagree		23.9%	17
Strongly Disagree		8.5%	6
answered question			71
skipped question			0

8. Foods are served at the correct temperature.

		Response Percent	Response Count
Strongly Agree		54.3%	38
Agree		40.0%	28
Disagree		5.7%	4
Strongly Disagree		0.0%	0
answered question			70
skipped question			1

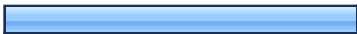
9. The kitchen and serving line are clean.

		Response Percent	Response Count
Strongly Agree		63.8%	44
Agree		34.8%	24
Disagree		0.0%	0
Strongly Disagree		1.4%	1
answered question			69
skipped question			2

10. The school cafeteria staff is courteous and helpful.

		Response Percent	Response Count
Strongly Agree		70.0%	49
Agree		28.6%	20
Disagree		0.0%	0
Strongly Disagree		1.4%	1
answered question			70
skipped question			1

11. The meals meet your nutritional guidelines.

		Response Percent	Response Count
Strongly Agree		52.9%	37
Agree		31.4%	22
Disagree		12.9%	9
Strongly Disagree		2.9%	2
answered question			70
skipped question			1

12. Any suggestions for improvement.

	Response Count
	24
answered question	24
skipped question	47

12. Any suggestions for improvement.

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		Response Count
Hide Responses		24
Responses (24) Text Analysis My Categories (0)		
GOLD FEATURE: Text Analysis allows you to view frequently used words and phrases, categorize responses and turn open-ended text into data you can really use. To use Text Analysis, upgrade to a GOLD or PLATINUM plan. Learn MoreUpgrade »		
Showing 24 text responses		No responses selected
have more choices 6/7/11 1:19PM View Responses		
Turn machines on, more variety on the menu, more for sale, cheaper prices 6/7/11 1:18PM View Responses		
Should have more variety 6/7/11 1:17PM View Responses		
Change up the menus 6/7/11 1:15PM View Responses		
Keep it the same 6/7/11 1:14PM View Responses		
snack machines work at 9:20, more variety of choices per day, strawberry cream cheese, longer break time 6/7/11 1:10PM View Responses		
the food is excellent		
answered question		24
skipped question		47

ECTS Guidance & Advisement Plan Sequence of Events

YEAR I	1st Quarter Ready to Learn Program Ready for College Program (Advanced Training Day) Ready to Live Program (Community Service Activity) Career Cruising Session Set Career Goals & Objectives Career Pathway Plan Set-Up Mentor- Academic Monitoring ECTS Faculty IEP Reviews Portfolio Development Workshop Fall Open House	2nd Quarter Ready for College Program (LET-Graduate Panel Presentation & Intro to Articulation Agreements) Ready to Live Program (Community Service Activity) Mentor- Academic Monitoring Career Cruising Session Portfolio Review Honor Roll & Attendance Recognition	3rd Quarter Ready to Learn Program Ready to Work (LET Business & Industry Panel, Summer Jobs Fair, Field-Based Job Shadow, ECTS Work Experience Seminar) Mentor- Academic Monitoring Cooperative Scheduling Assistance	4th Quarter Ready to Live Program (Community Service Activity) Mentor- Academic Monitoring Career Cruising Session Honor Roll & Attendance Recognition Program Awards Assembly
YEAR II	Ready to Work Program Ready for College Program (Advanced Training Day, College Recruiter Presentations) Ready to Live Program (Community Service Activity) Mentor- Academic Monitoring ECTS Faculty IEP Reviews Career Cruising Session Career Goals & Objectives- Review Career Pathway Plan- Review Portfolio Review Fall Open House	Ready for College (LET-Graduate Panel Presentation) Ready to Live Program (Community Service Activity) Mentor- Academic Monitoring Career Cruising Session Portfolio Review Honor Roll & Attendance Recognition	Ready to Learn Program (Test Taking Skills – PSSA, SAT) Ready to Work (LET Business & Industry Panel, Summer Jobs Fair, Field Based Internship) Ready for College (SAT Reg & Test) Mentor- Academic Monitoring Cooperative Scheduling Assistance	Ready for College Program (SAT Reg & Test) Ready to Live Program (Community Service Activity) Ready to Work (Co-op Program Orientation Seminar) Ready to Learn Program (NOCTI Pre-Test) Mentor- Academic Monitoring Career Cruising Session Transition Staffing Meetings Honor Roll & Attendance Recognition Program Awards Assembly
YEAR III	Ready to Live Program (Community Service Activity) Ready for College Program (Advanced Training Day, College Recruiter Presentations) Mentor- Academic Monitoring Career Pathway Plan- Review ECTS Faculty IEP Reviews Career Cruising Session Career Goals & Objectives- Review Portfolio Review Fall Open House	Ready for College Program (LET-Graduate Panel Presentation, SAT Reg & Test) Ready to Live Program (Community Service Activity) Mentor- Academic Monitoring Transition Staffing Meetings Career Cruising Session Portfolio Review Honor Roll & Attendance Recognition	Ready to Learn Program (Test Taking Skills –NOCTI) Ready to Live Program Ready to Work (LET Business & Industry Panel, Summer Jobs Fair) Ready for College (SAT Reg & Test) Mentor- Academic Monitoring NOCTI Written Test	Ready for College Program (SAT Reg & Test) Ready to Live Program (Community Service Activity) Mentor- Academic Monitoring Career Cruising Session NOCTI Performance Test Portfolio Presentation Honor Roll & Attendance Recognition Program Awards Assembly Senior Awards Ceremony

School District Guidance Counselor Meetings Held at ECTS Quarterly; Parent Newsletters Sent Monthly; Campus Social Events Held Each Semester; Cooperative Education Evaluations & Seminars Occur Weekly for Students in Co-op Program; Academic Support Programs are Offered; Guest Speakers and Field Trips Support Career Goals

‘Ready To . . .’ Series Planning Guide

1. Ready to Learn

Topic	Suggested Length (based on one 30-45 min. lesson)	Suggested Year(s) or Level(s)	Suggested Strategy	Suggested Resource or Extended Activity	Student Portfolio Product	Responsible Party
1. Test Taking Skills	2 Lessons	I, II	- WV 10.8 9.22	Rewrite lesson plan 9.22		Instructor
2. Learning Styles	2 Lessons	I, II	- WV 9.8 10.18	Career Cruising	Learning Styles Inventory	Instructor
3. Note Taking Skills	2 Lessons	I	WV 10.17	- Lesson 1, Qs 1-5 - Lesson 2, HO 2, Q 6	Sample Class Notes	Instructor
4. Study Skills	1 Lesson	I	WV 9.3	Lesson Plans	Time Management hand outs	Instructor
5. Research Skills			WV 10.5	www.studygs.net		
6. Communication Skills	Incorporation in Professional Skills Course?		WV 9.35, 9.36, 12.28, 12.29			
7. Critical Thinking Skills			WV 10.14, 11.36	Bridge building, snow sculptures		
8. Organizational Skills	Incorporation in Professional Skills Course?		WV 10.16			
9. Writing Skills			ECTS Literacy Plan		Writing Sample	
10. Success in School		I, II	WV 10.21			

‘Ready To . . .’ Series Planning Guide

2. Ready to Work

Topic	Suggested Length (based on one 30-45 min. lesson)	Suggested Year(s) or Level(s)	Suggested Strategy	Suggested Resource or Extended Activity	Student Portfolio Product	Responsible Party
1. Job Search Skills			• PDP 4.6	• PA Career Guide		•
2. Apprenticeship & Military Opportunities			• WV 12.10, 12.14	•		•
3. Cover Letters			• PDP 3.8; DO 3.B	• PA Career Guide	Letter	•
4. Completing an Application			• PDP 2.12; DO 3.C	• PA Career Guide	Sample Application	•
5. Résumés			• WV 9.38, 12.2; • PDP 3.8; DO 3.A	• PA Career Guide	Résumé	•
6. Job Interview Skills			• PDP 3.9; DO 3.D	• PA Career Guide	Sample Follow-up, Thank you Letters	•
7. Employability Portfolio			• PDP 5.6	•	Portfolio	•
8. Ethical Behavior			• WV 10.31 • DVO 300	•		•
9. Work Ethic			• WV 12.26 • DVO 300	• PA Career Guide		•
10. Problem Solving			• DVO 300	•		•
11. Workplace Diversity			• DVO 300	•		•

‘Ready To . . .’ Series Planning Guide

3. Ready to Live

Topic	Suggested Length (based on one 30-45 min. lesson per week)	Suggested Year(s) or Level(s)	Suggested Strategy	Suggested Resource or Extended Activity	Student Portfolio Product	Responsible Party
1. A. Banking B. Checking Accounts	2 Lessons	III	- MSYA, Module 1, “BANK ON IT” - Money Smart, Module 2, “CHECK IT OUT”	Adopt FDIC MONEY SMART FOR YOUNG ADULTS Program		- Instructor - Banking Guest Lecturer
2. Budgeting	2 Lessons	III	- WV 11.29 - MSYA, Module 3, “SETTING FINANCIAL GOALS”		Sample Budget	Instructor
3. Financial Planning	2 Lessons	III	MSYA, Module 4, “PAY YOURSELF FIRST”- Sections: Overview of Saving and How Your Money Can Grow			- Instructor - Banking Guest Lecturer
4. Investments	1 Workshop	III	MSYA, Module 4, “PAY YOURSELF FIRST”-Sections: Savings Options, How to Create a Savings Action Plan		Pay Yourself First Action Plan	Instructor or Math Teacher
5. Credit	1 Workshop	III	- MSYA, Module 5, “BORROWING BASICS” - MSYA, Module 6, “CHARGE IT RIGHT”	- DO-10B - IU5 DVD #34313/01		- Instructor - Banking Guest Lecturer
6. Housing	2 Lessons	III	MSYA, Module 8, “A ROOF OVER YOUR HEAD”			Instructor

‘Ready To . . .’ Series Planning Guide

3. Ready to Live

Topic	Suggested Length (based on one 30-45 min. lesson per week)	Suggested Year(s) or Level(s)	Suggested Strategy	Suggested Resource or Extended Activity	Student Portfolio Product	Responsible Party
7. Insurance	1 Lesson	III	DO 10-E	MoneyInstructor.com		Instructor
8. Time Management	1 Workshop per Year	All	- WV 9.3, 11.8		Reflection: Most Valuable Time Management Practice	Guest Lecturer
9. Stress Management	1 Workshop per Year	All	- WV 10.39, 11.23, 12.34	Millcreek Community Hospital	Reflection: My Stress Management Plan	- Guidance Counselor - Others
10. Citizenship (Voting, Community Service)	1 Lesson	II, III	DO-9A	- WV 9.32, 12.27 - VotesPA.com	Certificates	Instructor
11. Healthy Relationships (Peers, Self Esteem)	1 Workshop per Year	All	- Group Workshops - WV 9.14, 9.31, 9.34		Personal Mission Statement	- Making Friends- Instructor, Guidance - Relationships/Self Esteem- Guidance Counselor, Others
12. Healthy Lifestyles (Mental, Fitness, Nutrition)			Learn to Be Healthy (subscription)			

‘Ready To . . .’ Series Planning Guide

4. Ready for College

Topic	Suggested Length (based on one 30-45 min. lesson)	Suggested Year(s) or Level(s)	Suggested Strategy	Suggested Resource/ Extended Activity	Student Portfolio Product	Responsible Party
1. Postsecondary Education Opportunities & Strategies	1-2 Lessons	II, III	- WV 11.7, 11.38 to 42, 12.14	Roads to Success Materials (RTS), “Education After High School”		- Instructor - Articulation Coordinator
2. PSAT/SAT/ACT Registration & Test	2 Lessons I 1 Lesson II	I, II Invited	- WV 10.7, 10.19, 11.5,	- RTS - WV 11.6		Guidance Staff
3. College Search - Evaluating Options - Choosing a College - Academic Readiness	3-part Seminar	II, III Invited	- WV 11.4, 11.41, 11.42	RTS	College Search Worksheets	- Seminar Speaker - Post-Secondary Guest Speakers
4. Application Process	1-2 Lessons	III (Fall)	WV 12.7	- WV 12.3, HO 1 - Admissions Representative	Master Information Document	
5. Paying for College	2 Seminars	II, III Invited	- WV 11.9, 12.21, 12.23 - MSYA, Module 7, “PAYING FOR COLLEGE AND CARS”	FAFSA Representative		- Seminar Speaker - Guest Speaker
6. Letters of Recommendation	1 Lesson	III	WV 12.8	FastWeb	- Personal Profile - Letters	Guidance Staff
7. The Freshman Year	1 Seminar	II, III Invited	WV 12.38			Seminar Speaker

Note: For Responsible Party in this Series, home school guidance counselors could be invited to be guest lecturers, especially if they have some expertise in an area

Referenced Web Resources

1. Roads to Success (code—RTS)
www.roadstosuccess.org
3. Money Smart for Young Adults (code—MSYA)
<http://www.fdic.gov/consumers/consumer/moneysmart/young.html>
4. CareerCruising
<http://www.careercruising.com/>
5. Study Guides and Strategies
www.studygs.net
6. Money Instructor
<http://www.moneyinstructor.com/>
7. Pennsylvania Department of State, VotesPA
<http://www.votespa.com/portal/server.pt/community/home/13514>
8. FastWeb
<http://www.fastweb.com/>

Other Resources

1. SkillsUSA Professional Development Program (code--PDP)
2. PDE/BCTE Diversified Occupations CAPS (code--DO)
3. ECTS Diversified Occupations Program Curriculum (code--DVO)
4. Pennsylvania Career Guide
5. Learn to be Healthy