

Approved Program Evaluation 2021 – 2022

School Name: Erie County Technical School

CIP Code	CIP Title
Programs Reviewed Virtually	
11.0201	Programming/Programmer, General
12.0401	Cosmetology/Cosmetologist
19.0708	Child Care and Support Services Management
32.0105	Job-Seeking/Changing Skills (D.O.)
46.0399	Electrical and Power Transmission Installers
50.0402	Commercial and Advertising Art
51.3902	Nursing Assistant/Aide and Patient Care Assistant/Aide
52.1905	Tourism and Travel Services Marketing Operations
48.0508	Welding Technology/Welder
Programs Reviewed Virtually for Safety and Teacher Certification	
10.0399	Graphic Communications
11.0901	Computer Systems Networking/Telecommunications
12.0508	Institutional Food Workers
15.1301	Drafting and Design Technology
46.0201	Carpentry/Carpenter
46.0401	Building Property Maintenance
47.0603	Autobody/Collision and Repair Technology
47.0604	Automobile/Automotive Mechanics Technology
48.0501	Machine Tool Technology/Machinist

PDE/BCTE Team Leader: Raina Haubert/Jean Kelleher

Date of Review: September 28-30, 2021

Date of Report: October 12, 2021

NOTE: Shaded items apply to the school entity rather than individual programs

APPROVED PROGRAM EVALUATION COMPLIANCE

1. Academic Standards – Chapter 339.22(a)(1), 339.22(a)(2), 339.22(a)(4), 339.4(b)(1), 339.61(a); Chapter 4.11(g)(7), 4.11(h)(3), 4.12, and 4.24(a), 4.31(c)

- ☒ **1.1 Identify specific Pennsylvania Core Standards and other academic standards (e.g., math, English language arts, career education and work, science and technology) that are integrated into the program.**
- ☒ **1.2 Provide documentation of the high-level academic courses that are integrated within the technical curriculum and instruction in this occupational program.**
- ☒ **1.3 Provide the scope and sequence of planned academic and career and technical education courses for this CIP.**
- ☒ **ALL REQUIREMENTS MET**

Commendations: 1.1 All CIPs – Erie CTC (ECTC) is commended for the development of school-wide “Program at a Glance” document that provides potential students, parents, and counselors detailed information about each program.

1.1 All CIPs – ECTC is commended for their program task grid crosswalks that align skills/tasks, national skill standards, PA standards, and NOCTI alignment.

Recommendations: 1.1 CIP All CIPs – It is recommended that the CTE/Academic crosswalk documents be updated when Program of Study task grids are updated, every three years.

1.2 All CIPs – It is recommended that Iroquois School District and Fort LeBoeuf School District student transcripts include the program title for which the student is enrolled.

Corrections:

Comments:

2. Labor Market Needs – Chapter 339.1a(b), 339.4(b)(2), 339.22(a); Chapter 4.33(a)

- ☒ **2.1 Provide evidence that the program prepares students for employment and is supported by local employers.**

☒ **ALL REQUIREMENTS MET**

Commendations:

Erie County Technical School

Recommendations: 2.1 CIPS 12.0401 Cosmetology/Cosmetologist, General; 19.0708 Child Care and Support Services Management; and 48.0508 Welding Technology/Welder – Ensure that signatures are included and are on letterhead from local employers who agree that the programs prepare students to be qualified employees that meet the needs of the community and the employer.

Corrections:

Comments: It appears that the letters were prepared using the same template with some additional employer comments.

3. Instructional Time Requirement – Chapter 339.4(b)(4), 339.22(a)(9)(i), 339.22(a)(9)(i)(C), 339.22(a)(9)(i)(D), 339.22(a)(9)(ii); School Code 24 PS 15-1504
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☒ **3.1 Provide evidence that the program length meets the minimum time requirement as contained in Chapter 339.**

☒ **ALL REQUIREMENTS MET**

Commendations:

Recommendations:

Corrections:

Comments: 3.1 Although 32.0105 Job Seeking/Changing Skills has not had students the past two years, the course sequence chart that was provided showed 27 hours of in classroom instruction, review and align to the minimum 3 hours per week (or 40-45 minutes per day).

3.1 All scope and sequences in CATS were updated for the reapproval process to include the course titles versus tasks even though the team was provided old scope and sequences from CATS as documentation.

4. Teacher Certification – Chapter 339.4(b)(5), 339.41(1), PA Code Chapters 49 and 354

☒ **4.1 Provide a copy of the valid teaching certificate and license for each teacher assigned to this approved CIP.**

☒ **ALL REQUIREMENTS MET**

Commendations:

Recommendations:

Corrections:

Erie County Technical School

Comments:

5. Instructional Equipment and Resource Material – Chapter 339.4(b)(3); 339.4(b)(6), 339.22(a)(1)(i)(A), 339.51(2), 339.53; Chapter 4.33(c), 4.34(c)

- ☒ **5.1 Provide evidence that adequate resource material is available to support the instructional program plan. Evidence includes a list of resource materials required by a program accrediting authority (e.g., NATEF, PrintEd) or recommended by the Occupational Advisory Committee, and the list of resource material available in the program.**
- ☒ **5.2 Provide evidence that the instructional equipment is comparable to industry needs as recommended by the Occupational Advisory Committee. Evidence must include the minutes of the Occupational Advisory Committee meetings.**
- ☒ **ALL REQUIREMENTS MET**

Commendations:

Recommendations: 5.2 All CIPs – Provide lists for each program detailing equipment purchases and identify which equipment was purchased using Perkins funds.

Corrections:

Comments:

6. Support and Special Services and IEPs – Chapter 339.1a(b), 339.4(b)(7), 339.4(b)(8), 339.21(5), 339.21(6); Chapter 4.26, 4.28, 4.31(a); Chapter 14; Chapter 15
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- ☒ **6.1 Describe the support or special services and accommodations provided when disadvantaged, disabled, or limited English-speaking students are enrolled in the programs.**
- ☒ **6.2 Describe the support of the district of residence in accordance with applicable law, service agreements and student IEPs.**
- ☒ **6.3 Provide evidence that school entities provide students with adequate supports to meet academic standards as determined by the Pennsylvania Code, when applicable, with the student's IEP, and that instruction in academic areas at all school entities where the student is enrolled is appropriate to the chosen area of occupational training. Evidence includes transcripts, course sequences, student IEPs, support plans and operating agreements.**
- ☒ **6.4 Provide documentation that faculty from the career and technical program in which students are recommended for placement participate as members of the IEP and service agreement teams.**

Erie County Technical School

- ☐ **6.5 Provide documentation that IEP and service agreement team meetings, when scheduled by the school district, give timely notice to the career and technical and technical education representative assigned and are attended by the career and technical education representative.**

☐ **ALL REQUIREMENTS MET**

Commendations: 6.1 CIP 12.0401 Cosmetology/Cosmetologist, General – Program instructor is commended for the notebook she keeps that she can grab and glance at for all accommodations that are needed for each student. It was discussed that the administration holds meetings at the beginning of each school year to review them with each teacher and support aide.

Recommendations: 6.1 All CIPS – It is recommended that ECTC develop an ELL policy for future students.

6.1 All CIPS – It is recommended that the SDI chart identifying support services in the classroom/lab work, testing, and focus and behavior chart, be published for the parents and public to see along with the description of support services that ECTC offers and has available to the students in a student handbook or on the website. The administration should develop a sign-off page to document each meeting.

6.2 All CIPS – It is recommended that ECTC publish the Support Services/Instructional Assistant Support Services documents that list what services are offered to the students at the CTC.

6.3 All CIPS – It is recommended that the CTC offer to host IEP meetings to allow new/seasoned teachers the opportunity to be included in the IEP meetings.

6.5 All CIPS – Show evidence of the signature page that the CTC is represented at the IEP meetings

Corrections: 6.5 All CIPS – Provide documentation that IEP and service agreement team meetings, when scheduled by the school district, give timely notice to the career and technical and technical education representative assigned and are attended by the career and technical education representative.

Comments: 6.3 Progress reports are used at meetings; teachers complete them but are not invited or do not attend IEP meetings.

7. Articulation Between Secondary and Postsecondary Institutions – Chapter 339.1a(b) and 339.4(b)(9)

- ☒ **7.1 Describe articulation and concurrent (dual) enrollment opportunities for students in this program.**

- ☐ **7.2 Provide copies of all current articulation/dual enrollment agreements.**

☐ **ALL REQUIREMENTS MET**

Erie County Technical School

Commendations:

Recommendations: 7.2 CIP 15.1301 Drafting and Design Technology/Technician, General – PMI articulation agreement has expired; if renewed please provide new agreement and update in CATS. Add the Pittsburgh Tech articulation agreement to CATS.

7.2 CIP 12.0508 Institutional Food Workers and 52.1905 Tourism and Travel Services Marketing Operation – If agreement with Sullivan University is renewed (2015), please provide the new agreement and update in CATS.

7.2 CIP 32.0105 Job Seeking/Changing Skills – Missing Penn College articulation agreement, even though instructor stated he has a more recent articulation agreement.

Corrections: 7.2 CIP 15.1301 Drafting and Design Technology; 12.0508 Institutional Food Workers; 32.0105 Job Seeking/Changing Skills; and 52.1905 Tourism and Travel Services Marketing Operation – Provide copies of all current articulation and dual enrollment agreements.

Comments:

8. Involvement in Career and Technical Student Organizations – Chapter 339.4(b)(10), 339.30(a), 339.30(b), 339.30(c), 339.30(d), 339.30(e); Chapter 4.31(c)

- ☐ **8.1 Provide evidence of sponsorship or involvement, or both, in Career and Technical Student Organizations. Evidence includes student rosters from the Career and Technical Student Organizations or charter agreements between the school entity and the Career and Technical Student Organizations.**
- ☒ **8.2 Provide documentation that instruction in the approved program includes: the development of human relations skills; knowledge of occupations; and leadership competencies and positive attitudes toward fulfilling occupational, civic, social and community responsibilities.**
- ☐ **ALL REQUIREMENTS MET**

Commendations: 8.2 ECTC is commended for the staff position that provides leadership and employability skills exclusively.

Recommendations: 8.1 Provide student rosters for all programs.

8.1 CIP 32.0105 Job Seeking/Changing Skills – It is recommended that the instructors encourage student membership in SkillsUSA for the employability competitive events.

8.1 All CIPS – It is recommended that instructors promote SkillsUSA competitive events to the students.

Erie County Technical School

Corrections: 8.1 CIPs 11.0201 Computer Programming/Programmer; General; 46.0399 Electrical and Power Transmission Installer; Other, 46.0401 Building Property Maintenance; 48.0501 Machine Tool Technology/Machinist; and 52.1905 Tourism and Travel Services Marketing Operations – Provide evidence of sponsorship or involvement, or both, in Career and Technical Student Organizations (CTSOs). Evidence includes student rosters from the CTSOs or charter agreements between the school entity and the CTSOs.

Comments:

9. Joint Planning with Sending Schools – Chapter 339.4(b)(12); Chapter 4.33(b)

- ☒ 9.1 Provide documentation that membership of the administrative committee is comprised of chief school administrators representing participating school districts.
- ☒ 9.2 Provide documentation that administrative committee meetings advise the CTC/AVTS board and administration concerning the educational program and policies of the school.
- ☒ 9.3 Provide evidence that joint planning occurs between the CTC/AVTS and district of residence around the academic and other needs of attending students. Evidence includes minutes of joint operating committee meetings and of administrative committees.

☒ ALL REQUIREMENTS MET

☐ NOT APPLICABLE

Commendations:

Recommendations:

Corrections:

Comments:

10. Accountability Standards – 339.4(d)(1)(i), 339.4(d)(1)(ii), 339.4(d)(1)(iii), 339.4(d)(1)(iv), 339.4(d)(1)(v); Chapter 4.24, 4.31(a), 4.51

- ☒ 10.1 Provide a description of the occupational competency assessment given for this CIP.
- ☒ 10.2 Indicate the number of students who qualified as program completers (students who took the exam and graduated), the number of students who took the assessment exam, and the number of students who earned the Pennsylvania Skills Certificate in this CIP for the past two years.

Erie County Technical School

- ☒ 10.3 Provide data on skill attainment targets as set forth in the school entity's local plan, if applicable, or state plan which may include industry assessment, industry credentials, certification or state assessment.
- ☒ 10.4 Provide data on student performance targets on achieving academic standards as set forth in the school entity's local plan, if applicable, or state plan which includes the Keystone or other Department-approved assessment which measures student performance on academic standards.
- ☒ 10.5 Provide data on secondary school completion and student graduation targets as set forth in the school entity's local plan or state plan (if applicable) which includes student attainment of a secondary school diploma or its recognized equivalent or a proficiency credential in conjunction with a secondary school diploma.
- ☒ 10.6 Provide data on student placement targets as set forth in the school entity's local plan or state plan (if applicable). Placement in and retention in and completion of postsecondary education or advanced training (including registered apprenticeships), placement in military service, or placement and retention in employment.
- ☒ 10.7 Provide data on nontraditional participation and completion targets as set forth in the school entity's local plan or state plan (if applicable) which includes nontraditional students.

☒ ALL REQUIREMENTS MET

Commendations: 10.2 CIP 19.0708 Child Care Support Services Management – Students took the written portion of the NOCTI last year and had 100% Advanced standing.

Recommendations:

Corrections:

Comments: 10.1 CIP 11.0201 Computer Programming/Programmer, General – This CIP program should be taking the NOCTI #4123 assessment and not the PA 8092, which was the NOCTI for the old CIP 52.1201; the school migrated CIP programs.

10.2 CIP 32.0105 Job Seeking/Changing Skills – Although the school stated they did not have any students the past two years there was a NOCTI roster for a student in 2019 for an excavating job in 2018-19. No other documentation was provided, and there is a new coordinator due to a retirement.

11. Student Objectives – Chapter 339.4(b)(13); Chapter 4.31(e) and Child Accounting Forms/Instructions

- ☒ 11.1 Provide copies of student educational and occupational objectives for students enrolled in an approved career and technology program as updated annually, and

Erie County Technical School

provide evidence that students are following an educational plan and have an occupational objective.

- ☒ **11.2 Provide documentation that student records include the student's educational and occupational objectives and results of the assessment of student competencies.**

☒ **ALL REQUIREMENTS MET**

Commendations: 11.1 ECTC is commended for the color-coding system that is in place that allows for ease in identifying, collecting, and categorizing each years completed form.

Recommendations: 11.2 It is recommended that ECTC provide the sending school copies of ECTC's transcripts, and it is also recommended to add industry certifications earned to the transcript.

Corrections:

Comments: 11.1 CIP 32.0105 Job Seeking/Changing Skills – Although there were no students in the program for the past two years, the instructor was going to try and locate the occupational career objective form for the student in program working in excavation 2018-19 school year.

12. Local Advisory Committee – Chapter 339.13; Chapter 4.33(a)

- ☒ **12.1 Provide documentation that membership on the local advisory committee consists of business and industry representatives, public sector employers, agriculture, labor organizations, community organizations, postsecondary education institutions, the general public, representatives authorized by the workforce development board, and civic organizations.**

- ☒ **12.2 Provide documentation that annual meetings of the local advisory committee provide advice to the board and the administration concerning the program of the school, including its general philosophy, academic and other standards, strategic plans, course offerings, support services, safety requirements, and the skill needs of employers.**

☒ **ALL REQUIREMENTS MET**

Commendations:

Recommendations:

Corrections:

Comments:

13. Occupational Advisory Committee – Chapter 339.4(b)(2), 339.14; Chapter 4.33(c)

- ☒ **13.1** Provide documentation of meetings of occupational advisory committee for each program or cluster of related programs. The occupational advisory committee must meet twice each year.
- ☒ **13.2** Provide documentation that the OAC has been appointed by the board of directors.
- ☒ **13.3** Provide documentation that the majority of occupational advisory committee members are employees and employers in the occupation for which training is provided and that membership also includes representatives authorized by the workforce development board, civic organizations, and higher education institutions.
- ☒ **13.4** Provide documentation that occupational advisory committees advise the board and staff on curriculum, equipment, instructional materials, safety requirements, program evaluation, and other related matters and to verify that the programs meet industry standards and/or licensing board criteria and that they prepare students with occupation related competencies.

☒ **ALL REQUIREMENTS MET**

Commendations: 13.3 CIP 12.0401 Cosmetology/Cosmetologist, General – The instructor is commended for inviting her student classroom officer to address the OAC.

Recommendations: 13.1 CIP 12.0401 Cosmetology/Cosmetologist, General; and 19.0708 Child Care Support Services Management – It is recommended that the OAC meeting minute forms are filled out completely with the program name, meeting date start and adjournment times.

Corrections:

Comments:

14. Admissions – Chapter 339.21(1),(2),(5) 339.21(5); Chapter 4.31(g)

- ☒ **14.1** Provide your school's admissions policy and procedures which state whether enrollment is unlimited or limited. If enrollment is limited, provide nondiscriminatory eligibility requirements contained in the admissions policy.
- ☒ **14.2** Describe how your school's recruitment program exemplifies freedom from occupational stereotypes and to the extent possible, provides equal access.
- ☒ **14.3** Describe selection and appropriate program placement procedures.

☒ **ALL REQUIREMENTS MET**

Commendations:

Erie County Technical School

Recommendations:

Corrections:

Comments:

15. Occupational Analysis, Program Content, Industry Standards, Extended Classroom/Work-Based Learning/Simulated Work Situations – Chapter 339.1a(b); 339.4(b)(1), 339.22; Chapter 4.31(c), 4.31(d), 4.31(e)

- ☒ 15.1 Identify the industry standards established by state or national trade or professional organizations or state or federal regulatory bodies recognized by the Pennsylvania Department of Education. Describe what learners should know and be able to do, and describe how well learners should know or be able to perform a task in a specific occupation.
- ☒ 15.2 Provide documentation that a standards-based instructional system, based upon occupational analysis, has been incorporated in this CIP.
- ☒ 15.3 Provide documentation that performance objectives consist of the conditions under which program tasks will be performed (materials and supplies provided), a description of program tasks, and the standard for how well the tasks shall be performed.
- ☒ 15.4 Provide documentation that performance objectives have been recommended by the occupational advisory committee.
- ☒ 15.5 Describe and provide documentation of student assessment based on performance standards (number of trials, percent correct, minimum timeframe).
- ☒ 15.6 Provide the industry-defined standards, certifications, regulations or licensing agreements demonstrated through industry assessment, industry credentials, industry certification, license or state assessment and provide the number of students who have earned industry credentials/certifications.
- ☒ 15.7 Provide documentation of student records that include the results of the assessment of student competencies based on performance standards.
- ☒ 15.8 Describe the occupational analysis conducted by the school entity to determine the performance objectives deemed critical to successful employment and assessment of student competencies based upon performance standards.
- ☒ 15.9 Describe the extended classroom/work-based learning/simulated work situation experience related to this career and technical program of study.
- ☒ ALL REQUIREMENTS MET

Erie County Technical School

- Commendations:** 15.8 CIPS 12.0401 Cosmetology/Cosmetologist, General; and 46.0399 Electrical and Power Transmission Installers, Other – ECTC is commended for the “NOCTI Improvement Plan” that students complete after their Pre-NOCTI is completed, which analyzes performance of students and formulates an action plan to help them improve on the assessment. The Cosmetology program takes it one step further and asks the students to rate their results from 1-10 and develops an individual plan for self-improvement.
- 15.9 CIP 52.1905 Tourism and Travel Services Marketing operations – The program is to be commended for their partnership that allows theory lessons and live work being held at a local hotel resort that assists in facilitating practice of skills in a live-work setting.
- 15.9 CIP 12.0401 Cosmetology/Cosmetologist, General – Teacher and students are to be commended for creating two types of portfolios: one online to showcase before and after projects, and one professional portfolio that houses résumé, cover letter, and highlights their Instagram handle, which allows students to promote their work and increase clientele.
- Recommendations:** 15.6 CIP 11.0201 Computer Programming/Programmer, General – It is recommended that the program work toward obtaining industry certifications for all students in Microsoft and CompTIA, as well as OSHA; and 50.0402 Commercial and Advertising Art students should work toward obtaining industry certifications for all students in Adobe.
- 15.7 All CIPs – It is recommended that ECTC add industry certifications to transcripts.
- 15.9 CIPS 11.0201 Computer Programming/Programmer, General; and 50.0402 Commercial and Advertising Art – Recommend improving number of students on extended classroom/work-based opportunities and co-op experiences.
- Corrections:**
- Comments:** 15.9 Co-op coordinator provided a chart with all students on co-op and should also list job assignments for each student.

16. Career and Technical Education Safety – Chapter 339.23(1), 339.23(2), 339.23(3), 339.23(4); 339.23(5), 339.23(6), 339.23(7); Chapter 4.31(f)

- ☒ 16.1 Provide documentation of how safety education, consisting of safety practices, accident prevention, occupational health habits, and environmental concerns have been integrated into the instruction and practices in this CIP.
- ☒ 16.2 Describe the equipment guards and personal safety devices that are in place and used.
- ☒ 16.3 Provide documentation that class enrollment is safe relative to classroom or laboratory size and number of work stations.

Erie County Technical School

- ☒ 16.4 Provide evidence that workstations are barrier-free, ensuring accessibility and safety under applicable statute and regulations.
- ☒ 16.5 Describe the provisions that have been made for safe practices to meet individual educational needs of handicapped persons under applicable statute and regulations.
- ☒ 16.6 Describe the storage of materials and supplies according to 34 Pa. Code Part I [Department of Labor and Industry] and how safety practices meet state and federal regulations.
- ☒ **ALL REQUIREMENTS MET**

Commendations: 16.1 ECTC is commended for 100% of the building completing OSHA 100. ECTC is also commended for taking the recommendation from the ECE program to implement the Better Kid CARE certification instead of OSHA as it doesn't pertain as much to the childcare setting, along with approving SP/2 for Cosmetology.

Recommendations:

Corrections:

Comments: No corrections that team could determine without being at the facility during virtual inspection due to COVID.

17. Guidance Plan and Services – Chapter 339.21(3), 339.31, 339.32; Chapter 4.12(a)(5), 4.34(b); Chapter 49.101, 49.102, 49.103
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- ☒ 17.1 Provide a copy of the current guidance certificate for personnel assigned the responsibility of providing pupils with career and technical guidance services.
- ☐ 17.2 Provide a copy of the guidance services plan approved by the local board of school directors. The plan must include procedures to provide for guidance services to CTCs/AVTSSs.
- ☒ 17.3 Describe the guidance services provided to students to establish a career plan.
- ☒ 17.4 Describe how guidance personnel provide to students the information necessary to make informed decisions regarding the selection of appropriate career and technical education programs and discuss the importance of high school academic achievement, and postsecondary education and training to career success.
- ☒ 17.5 Describe how guidance personnel counsel students with disabilities toward career objectives, ensuring that students are not counseled toward restrictive career objectives due to disabilities.
- ☒ 17.6 Describe support of a placement service that makes provisions for the transition from school to the world of work.
- ☒ 17.7 Describe the school-initiated system of parental involvement.

Erie County Technical School

- ☒ 17.8 Describe liaison activities with community agencies.
- ☒ 17.9 Describe assistance in the conduct of follow-up studies to determine the effectiveness of the curriculum.
- ☐ 17.10 Provide a sampling of student career plans.

☐ ALL REQUIREMENTS MET

Commendations: 17.3 – ECTC’s guidance services are commended on the promoting and recruiting of students and the process implementation.

Recommendations:

Corrections: 17.2 Provide a copy of the guidance services plan approved by the local board of school directors. The plan must include procedures to provide for guidance services to CTCs/AVTSSs.

Comments: 17.2 ECTC – Documentation provided does not show that the Board approved the guidance service plan.

17.10 ECTC – Provide a completed career plan or student portfolio for 2020-21. The artifacts should be included along with the checklist. Only a checklist was provided and a document stating that they didn’t have a student who qualified for SOAR Program in 2019 due to COVID.

18. Certification and In-Service Plans – Chapter 339.41(1), 339.41(2); Chapter 4.13(a); Chapters 49 and 354

- ☒ 18.1 Provide a copy of the professional certificates or licenses for each administrator and any additional personnel overseeing the CTE programs.
- ☒ 18.2 Provide evidence of proper certification for any administrator whose assignment includes supervising career and technical education programs and/or personnel who supervises career and technical education programs for 50 percent or more of his/her time.
- ☒ 18.3 Provide a copy of the in-service plan and professional development plan that ensures professional personnel will keep up with the technology and remain current with practices and standards of their professional areas.

☒ ALL REQUIREMENTS MET

Commendations:

Recommendations: 18.3 Continue to encourage outside opportunities for classroom teachers to enhance their experiences and knowledge.

Corrections:

Erie County Technical School

Comments:

19. Learning Environment – Chapter 339.51(1), 339.51(3)

- ☒ 19.1 Provide evidence to show that shop laboratory size is adequate as required by state licensing boards, accreditation providers and industry certification standards, and take into consideration the recommendations of the Occupational Advisory Committee.
- ☒ 19.2 Provide evidence that the number of students assigned to this CIP is not greater than the number of workstations available.
- ☒ ALL REQUIREMENTS MET

Commendations:

Recommendations:

Corrections:

Comments:

20. Capstone Cooperative Education – Chapter 339.29

- ☒ 20.1 Describe how cooperative education is planned in accordance with the stated career or occupational objectives of the student.
- ☐ 20.2 Provide a list of related learning experiences held at school-approved work stations.
- ☐ 20.3 Provide completed training plans and training agreements developed with the employer and signed by the student, parent/guardian, school officials, and cooperating employers.
- ☐ 20.4 Provide documentation of payment of the existing legal wage.
- ☒ 20.5 Provide the professional certificate in cooperative education for all cooperative education coordinators.
- ☒ 20.6 Provide documentation of one on-site student evaluation per month by the cooperative education coordinator.
- ☒ 20.7 Provide documentation of at least 45 minutes per week or 90 minutes every other week for students to meet with their career and technical instructor to discuss job problems and related information.

Erie County Technical School

- ☒ **20.8 Provide documentation of credit for cooperative education work experience.**
- ☒ **20.9 Provide documentation of insurance protection for both the school and students.**

- ☐ **ALL REQUIREMENTS MET**
- ☐ **THERE IS NO COOPERATIVE EDUCATION PROGRAM**

Commendations:

- Recommendations:**
- 20.2 Add a column to the chart that lists the type of work that is being performed.
 - 20.3 Share the task grid to ensure the employer knows tasks to be further developed.
 - 20.4 Provide pay stubs for the co-op experience.
 - 20.7 It is recommended that co-op instructor have a sign-in sheet for students as documentation for the once a month visit back to the CTC.

- Corrections:**
- 20.2 Provide a list of related learning experiences held at school-approved workstations.
 - 20.3 Provide completed training plans and training agreements developed with the employer and signed by the student, parent/guardian, school officials, and cooperating employers.
 - 20.4 Provide documentation of payment of the existing legal wage.

- Comments:**
- 20.6 – Onsite student evaluation documentation was provided from October to February (due to the COVID year).

21. Diversified Occupations Cooperative Education – Chapter 339.22(c)

NOTE: In addition to all other items in the checklist, this compliance item must be completed for CIP 32.0105.

- ☐ **21.1 Describe whether students are in this program because they were unable to gain admission to a career and technical program due to: excessive number of applicants; inability to meet entrance requirements for other existing career and technical programs; or lack of specific career and technical areas offered at the comprehensive high school or participating CTC/AVTS.**
- ☐ **21.2 Describe how a diversified occupation is planned in accordance with the stated career or occupational objectives of the student.**
- ☐ **21.3 Provide a list of work-based related learning experiences held at school-approved work sites.**
- ☐ **21.4 Provide completed training plans, showing a variety of work assignments, and training agreements developed with the employer and signed by the student, parent/guardian, school officials, and cooperating employers.**

Erie County Technical School

- ☐ 21.5 Describe the school-based, academic and career-specific instruction for this CIP.
- ☐ 21.6 Provide documentation of one planned course, equal to one unit of credit, of general related theory or technical related content, or both, per year. To meet this requirement, the school district operated diversified student shall meet with his teacher-coordinator for at least one 40- to 45-minute period PER DAY or a minimum of three hours per week. To meet this requirement at a career and technical center operated program, the diversified occupations student shall meet with his teacher-coordinator for at least one 40- to 45-minute period per week.
- ☐ 21.7 Provide documentation of payment of the existing legal wage.
- ☐ 21.8 Provide documentation of coordination of work site activities of at least ½ hour per week per student, including work site visits and observations, as well as preparation for the related in-school instruction.
- ☐ 21.9 Provide documentation that students in this CIP are legally employed a minimum of 15 hours a week during the school year. Graduation credits can be awarded for hours worked outside of school hours.
- ☐ 21.10 Provide documentation of credit for participation in the cooperative education diversified occupations program.
- ☐ 21.11 Provide documentation of insurance protection for both the school and students.
- ☐ 21.12 Provide documentation of one on-site student evaluation per month by the cooperative education coordinator.
- ☐ ALL REQUIREMENTS MET
- ☒ THERE IS NO DIVERSIFIED EDUCATION PROGRAM in year reviewed.

Commendations:

- Recommendations:**
- 21.1 CIP 32.0105 Job Seeking/Changing Skills – It is recommended that ECTC ensure a rationale describing diversified occupations placement for students (e.g., are programs too full or is the program not offered that the student is seeking training).
 - 21.2 CIP 32.0105 Job Seeking/Changing Skills – It is recommended that the students complete the educational career objective form and have a training plan in place.
 - 21.3 CIP 32.0105 Job Seeking/Changing Skills – It is recommended that a list of students, work-site placement, and a description of type of work performed is prepared.
 - 21.4 CIP 32.0105 Job Seeking/Changing Skills – It is recommended that complete training plans, showing a variety of work assignments are developed, with the employer and signed off by student, parent, employer, and school officials.

Erie County Technical School

21.5 CIP 32.0105 Job Seeking/Changing Skills – It is recommended that complete lesson plans are developed for employability skills and shared during the next approved program evaluation.

21.6 CIP 32.0105 Job Seeking/Changing Skills – It is recommended that the teacher/coordinator meet with the students in a classroom setting to teach employability skills 40-45 minutes daily or a minimum of 3 hours per week.

21.7 CIP 32.0105 Job Seeking/Changing Skills – It is recommended that the instructor collect paystubs each pay period to verify the number of hours the student works.

21.8 CIP 32.0105 Job Seeking/Changing Skills – It is recommended that the instructor provide documentation of work site visits and observations as well as the related in school instruction.

21.9 CIP 32.0105 Job Seeking/Changing Skills – It is recommended that the student is employed for a minimum of 15 hours a week and 150 school days in this program.

21.10 CIP 32.0105 Job Seeking/Changing Skills – It is recommended that the student transcript provide credit for the diversified occupations program.

21.12 CIP 32.0105 Job Seeking/Changing Skills – It is recommended that the co-op/D.O. coordinator document one on-site student evaluation per month.

Corrections:

Comments:

Please review the information in the link attached from the PDE website regarding the educational occupational objective form.¹

Although ECTC has not had any students in the program the past two years the school is anticipating students and is working with sending schools on what this will look like as there is new COOP/D.O. coordinator in place. The above recommendations are being made to enhance the program as it is being rebuilt.

22. Program Approval Data Elements – School Code 24 PS 10-1006; 18-1850.1(b) (5) and (15) and Assurances Document

☐ 22.1 Provide evidence that appropriate program approval data elements are current in the CATS electronic data collection system.

☐ ALL REQUIREMENTS MET

Commendations:

¹ Annual Educational and Occupational Objectives for Students Enrolled in a Secondary Career and Technical Education (CTE) Approved Program (PDE-408): <https://www.education.pa.gov/Documents/K-12/Career%20and%20Technical%20Education/Program%20Approval/Career%20Objective%20Form.pdf>

Erie County Technical School

- Recommendations:** 22.1 CIP 15.1301 Drafting and Design Technology/Technician, General – PMI articulation has expired, if renewed please provide new agreement and update in CATS. Add Pittsburgh Tech articulation to CATS
- 22.1 CIP 12.0508 Institutional Food Worker; and 52.1905 Tourism and Travel Services Marketing Operations – If agreement with Sullivan University is renewed (2015) please provide new agreement in CTE-360 and update in CATS.
- 22.1 CIP 51.3902 Nursing Assistant/Aide and Patient Care Assistant/Aide – Add IMBC articulation agreement in CATS.
- 22.1 All CIPS – Ensure that teacher Certificates that are provided for APE are the same teachers listed in CATS.
- Corrections:** 22.1 CIP 12.0508 Institutional Food Workers; 15.1301 Drafting and Design Technology/Technician, General; 51.3902 Nursing Assistant /Aide and Patient Care Assistant/Aide; and 52.1905 Tourism and Travel Services Marketing Operation – Provide evidence that appropriate program approval data elements are current in the CATS electronic data collection system.
- Comments:**

23. Comprehensive Plans – Chapter 339.2; Chapter 4.13, 4.31(d)

- ☒ 23.1 Provide evidence of the applicable plans that incorporate appropriate components as described in Chapter 4.13.
- ☒ 23.2 Provide documentation as to which courses meet the requirements of Chapter 4.31d of the Pennsylvania School Code and include content based upon occupational analysis, clearly stated performance objectives deemed critical to successful employment and assessment of student competencies based on performance standards.
- ☒ ALL REQUIREMENTS MET

Commendations:

Recommendations:

Corrections:

Comments:

24. Previously Approved Program Evaluation

- ☒ 24.1 Provide documentation that all corrections identified in the previously approved program evaluation have been completely satisfied and fully implemented.

Erie County Technical School



ALL REQUIREMENTS MET

Commendations:

Recommendations:

Corrections:

Comments:

General Comments
