

Final Draft Report– Greater Johnstown Career and Technology Center

Final Draft Report Narrative

The Pennsylvania Bureau of Career and Technical Education have conducted a 5-year review of the Greater Johnstown Career and Technology Center in regards to their re-accreditation by the Pennsylvania State Board of Vocational Education. This review has found no non-compliance issues with the institution in relation to the PPPVE Accreditation Guidelines.

The report was then given to the Institutional Accreditation Advisory Group (IAGG) for review. The IAAG has reviewed the report and has made the following recommendation: Re-Accreditation for five years.

Final Draft Report– Greater Johnstown Career and Technology Center

Category A – Leadership:

The Standard

The institution has a strong leadership team which regularly reviews the vision/mission, budget, goals, and performance of the adult education program.

1. Describe the administrative leadership in regard to adult education

The administrative team at GJCTC is comprised of the following members:

John Augustine, Administrative Director
Tricia Rummel, Supervisor of Adult Education
Kelly Hoffman, Practical Nursing Coordinator
Nathan Harfield, High School Principal
Korie Duryea, Special Education Facilitator

The team meets regularly, formally and informally, to discuss the programs, education, and staff in the school. At every meeting, both high school and adult education are discussed.

Members of the administrative team are properly licensed and have the needed work experience and education to perform their jobs.

The supervisor of adult education primarily oversees the daily functions within adult education; however, she is in regular, daily communication with the administrative director. The administrative director provides guidance and assistance when needed.

All of the school administrators work closely together and communicate regularly, and often.

The supervisor of adult education presents a monthly report to the JOC at every meeting. This report focuses on updates for each program and keeps the JOC informed.

Evidence: Qualifications, job descriptions, and resumes of adult education administration team:
Administrative Director
Supervisor of Adult Education
Practical Nursing Coordinator

Comments: Job descriptions and resumes were in evidence to verify that a qualified administrative team is in place to oversee the adult education program. This included the Vocational Director, Supervisor of Adult Education and the PN Coordinator. Qualifications included Vocational Director Certificate, RN License, among others.

- Not Met
- Beginning
- Functioning Well
- Advanced

Final Draft Report– Greater Johnstown Career and Technology Center

2. Describe the vision/mission for adult education

GJCTC's mission statement is: Ensure Student Success!

The vision statement is: Our graduates will be leaders with employability skills for a changing workforce.

The mission and vision statements are simple, but express the primary focus of both the secondary and postsecondary programming.

Both the mission and vision statements were written for the entire school. The adult education department follows these statements and uses them as guiding principles for all programming decisions. Adult Education is involved in the comprehensive planning for the school.

Evidence: Literature with vision/mission statements:
Website
Advertisements
Classroom signs
Mission/Vision in Policy Manual

Comments: Mission and Vision was visible throughout the school and on adult education marketing material to include: website, catalog, policies and advertisements.

- Not Met
- Beginning
- Functioning Well
- Advanced

3. Describe the meetings held to discuss adult education

Administrative meetings are held during the year. Every attempt is made to hold scheduled, organized meetings, but since there is a small staff of administrators, sometimes meetings are held informally (at lunch, at the end of the day, unannounced). Scheduled administrative meetings are held in the board room and follow an agenda. Informal meetings often focus on one or two items that need addressed, but often deal with what is happening in the building and with education.

Since the administrative staff works so closely together, scheduled meetings are not needed frequently, since concerns, problems, or new initiatives are discussed every day.

The supervisor of adult education attends every PAC (Professional Advisory Committee) to provide an update on programming.

The JOC discusses adult education at every monthly meeting since the supervisor of adult education gives a report and this report is distributed to all GJCTC staff members via an email with the meeting highlights.

Open channels of communication are ensured through advisory board meetings, student and instructor evaluations, student exit interviews, faculty meetings, participation in community organizations focusing on business and education needs, and frequent communication with employers and local businesses.

Final Draft Report– Greater Johnstown Career and Technology Center

Evidence: Minutes from Administration meetings
Minutes from JOC meetings
Adult Education Monthly Report
PAC meeting agenda

Comments: GJCTC communicates very well regarding adult education at the center. All documentation shows open communication through meetings and reports throughout the past five years. Discussions include goals, curriculum, facilities, budget and other adult education needs.

- Not Met
- Beginning
- Functioning Well
- Advanced

4. Describe how the administration team reviews budget for adult education

The administrative team, with the addition of the administrative assistant of fiscal operations, meets during the year to discuss the budget for the upcoming year. The administrative director leads these meetings.

The needs of each program are discussed, and money is budgeted for the cost of supplies and equipment. Each program instructor is given the opportunity to express what he/she needs for his/her shop area and instructors are never denied items they need to operate programs.

Budgets are reviewed with each supervisor by the Administrative Director for a final Workforce Development/Adult Education Projected Budget to be presented to the Joint Operating Committee for tentative adoption and forwarded to the seven participating districts for final adoption. The adopted General Fund Budget, which includes the Adult Education/Workforce Development Program Budget, is submitted to the PA Department of Education, as required. Monthly general ledger and financial reports are produced through a computerized accounting system, and reviewed by the Administrative Assistant of Fiscal Operations and areas of concern are reviewed with the Administrative Director and, if necessary, with senior leader of the program area.

All reports are detailed according to the PA Department of Education Governmental and Financial Reporting Principles, to GAAP (Generally Accepted Accounting Principles) and to the adopted budget. Each program is assigned a specific account code to identify its revenues and expenditures. An Annual Financial Report is filed with the PA Department of Education. The Adult Education programs maintain a fund balance to be used in the continuation of future programs when needed. Annually, an independent audit is performed auditing all the fiscal operations of the Greater Johnstown Career and Technology Center.

Evidence: Minutes from Administration and PAC review of the budget
Minutes from the JOC review of the budget
Spreadsheet of various tuition methods used by adult for payment
Budgets from past 3-5 years showing revenues and expenses of adult education
Audited reports (available at site visit)

Final Draft Report– Greater Johnstown Career and Technology Center

Comments: The adult education budget is reviewed by administration monthly and Board members annually. Administrative and Board meeting minutes were in evidence. Individual programs are reviewed as well as the program as a whole. Any program tuition increase, salary for hiring of staff and increase in staff pay are reviewed, discussed and voted upon by the Board.

- Not Met
- Beginning
- Functioning Well
- Advanced

5. Describe how the administration team discusses and reviews goals of adult education

The JOC selects the goals of the school each year. The administrative director updates them on the progress of the goals at each JOC meeting when he gives his Director’s Report.

The administrative team reviews the school’s progress frequently throughout each school year. Students regularly evaluate courses during the program and in exit interviews following program completion. This feedback, coupled with the administrative teams review of the programs, is used to determine if the goals of the department are being met.

Each year the administrative team completes a SLO. The team collaborates on the SLO, and each member turns his/her SLO in for review. The SLO is one way the goals of adult education are discussed.

Additionally, during regular meetings and discussions, goals are discussed. Sometimes the goal is simple— increase enrollment. Other times, it may be a goal of changing to a new curriculum, expanding and opening satellite campuses, or improving communication between offices.

The administrative team members also maintain close communication with the instructors to determine their individual goals for their program areas.

The JOC also expresses in what direction it would like to see adult education move at its monthly meetings.

Evidence: Director’s Report discussing goals of adult education

Comments: Goals are set and reviewed and reported out at monthly meetings. These include overall and individual goals. Meeting minutes with review of goals was in evidence. Review team was impressed with the ambitions of the goals and the involvement of the instructors, staff, and administration to achieve them.

- Not Met
- Beginning
- Functioning Well
- Advanced

6. Describe how the administration team discusses and reviews performance of adult education

The performance of the adult education programs is first reviewed by the enrollment numbers for each program. Drastic reductions in enrollment numbers are a cause for concern and the administration team, along with the instructor(s), will meet and discuss the potential reasons for the decline. Drastic increases in enrollment are also reviewed to determine if a change in the economic climate or a change in the program (new curriculum, new instructor) is the reason.

The supervisor of adult education, along with the practical nursing coordinator, work closely with the instructors to review curriculum, materials and equipment, to determine what is working effectively and what is not. Additionally, students in every program evaluate their program at the mid-term and the final term. These evaluations are read and reviewed by the supervisor, and the results are shared with the instructor so any needed changes can be implemented. The supervisor and PN coordinator do regular classroom visits to evaluate instructor effectiveness.

The adult education career counselor is in direct contact with students. He registers all new students in a personal registration interview, and is available to meet with students who have concerns or problems with attendance, classroom performance, or anything that may hinder them from succeeding in school.

Performance for the adult education programs is also evaluated and discussed informally between the supervisor and the administrative director daily, weekly and monthly. Monthly reports on adult education progress are given to the PAC and the JOC.

All members of the administrative team are required to complete a SLO and have an administrative evaluation completed.

Evidence: Analysis of Results of Student Evaluations
Analysis of Results of Staff Evaluations
Adult Education Monthly Report

Comments: The school utilized many different methods to evaluate the performance of the adult education program. OAC meeting minutes and student/teacher evaluations are reviewed and acted upon if any changes are needed to the programs. Adult Education Coordinator reviews national curriculum for any updates. Overall and program updates are given at administrative meetings.

- Not Met
- Beginning
- Functioning Well
- Advanced

Category B – Program:

The Standard

The institution develops programs based on labor market data and utilizes various methods to market the information to the community ensuring ethical practices. Potential students are well informed of the institution’s programs and costs.

1. Describe how the institution develops need for programs to offer to adults

GJCTC works closely with local businesses, the PA CareerLink, economic development representatives, and its OAC members to determine the need for new programs, or an expansion of programs.

For example, Cambria and Somerset counties are struggling with an extreme shortage of welders. The owner of Mission Critical Solutions in Alum Bank, PA (Bedford county) approached GJCTC about running a welding program in the Bedford area. Additionally, the human resources director from J&J Truck Bodies in Somerset county contacted GJCTC about helping him find qualified welders. Campuses were opened in each of these counties to assist in meeting the need.

When the idea for a new program, or a program expansion, is brought to the attention of the GJCTC administrative team, the team first discusses the feasibility of the idea. If the decision is made to pursue the new program, then an OAC is formed as the first step. The OAC is critical in determining if there are jobs available in the program area.

An OAC was formed of companies located in Bedford county to determine the need for a full-time program in that area. For Somerset county, J&J Truck Bodies was interested in having students complete a 5 week mig welding class.

Since the administrative team has a close relationship with the CareerLink and the economic development agencies, labor market data and the local employment demand is easy to determine.

After the need for the program has been determined and employer support has been secured, the administrative team proposes the idea to the JOC for approval.

Next, PDE is contacted and steps are taken to include the new program to the school’s list of accredited programs.

Each postsecondary program has a tuition as well as related fees. The tuition, fees, and other related program expenses are listed on the individual *Tuition, Fees, and Expenses Sheet* (TFES) for each program.

Evidence: Labor Market data-High Priority Occupations (HPO) List
OAC meeting minutes with new program recommendations
Newspaper articles expressing need for welders
Cost per program to include extra fees

Comments: GJCTC works very closely with local business and industry to meet the needs of a growing workforce. Evidence shows that programs offered are in high demand in the state and/or region. GJCTC has opened branch campuses in areas if high work skill needs that continue to have enrollments and successful graduates who earn employment in that field.

- Not Met
- Beginning
- Functioning Well
- Advanced

2. Describe how the program is marketing adult education to the community

GJCTC has a designated budget specifically for adult education marketing. In the 2018-2019 year, \$181,800 has been budgeted to spend on promoting the adult education programs to the community. This budget covers the cost of one person working part-time on marketing and the cost of creating and running ads through a variety of media.

Commercials are run on the radio, in the newspaper, on billboards, on television, and through social media. Additionally, adult education staff members attend college and career fairs to represent GJCTC and its programs.

The creation of the slogan and corresponding jingle “Career in a Year” have been instrumental in branding GJCTC and making the school more well-known and recognized in the community. The slogan has been trademarked.

A community open house event is held every year in February. This open house showcases both the high school and adult education programs and is advertised on the radio and in the newspaper.

GJCTC staff attend both career and education fairs in the area as well as visit area high school’s to talk to high school students about its programs.

The school’s website was created and is maintained by School Webmasters. Staff has direct control over the content and submits all updates and revisions to School Webmasters.

Evidence: Newspaper Ads

Adult Education Program listing with tuition costs

Adult Education Monthly Report detailing participation in area career fairs

Comments: GJCTC does a commendable job marketing their adult education programs. They involve themselves in local organizations and associations to help promote programs, work closely with their local high schools to discuss possible continuing education after high school and have trademarked their own jingle “GJCTC, Career in a Year” with is played on radio ads and as hold music when calling the center.

- Not Met
- Beginning
- Functioning Well
- Advanced

Final Draft Report– Greater Johnstown Career and Technology Center

3. Describe how the institution ensures that ethical practices are followed in regard to adult education

The non-discrimination policy statement is in the GJCTC Policy Manual, adult education program brochures and adult education student handbooks. The policy is also on the school’s website. The policy is followed in recruiting, admitting and educating students in all programs. Complaints are directed to the Administrator Director.

All staff members are required to attend on-site training sessions on unlawful harassment and its implications.

A grievance policy is in place and published in all handbooks given to students and staff.

Evidence: Ethical statements in marketing material-website and Student Handbook
Policies regarding ethics (Policy Manual)
Unlawful Harassment Video Training Sign-Off
Non-Discrimination Policy published in local newspaper

Comments: Ethics are integrated in the GJCTC Policy Manual and printed on all promotional materials and student handbooks as shown in evidence on site. The center follows the policy closely when recruiting and enrolling students and when hiring faculty and staff.

- Not Met
- Beginning
- Functioning Well
- Advanced

4. Describe how the adult education catalog is developed and maintained to include financial aid information

The adult education catalog is located on the school’s website, gjctc.org. The catalog contains program information as well as information on admissions and financial aid.

The program supervisors and the Administrative Director review all printed materials for currency and accuracy. Revisions are made as necessary.

Evidence: Adult Education Catalog

Comments: GJCTC has created a comprehensive catalog of all the programs it offers with descriptions, areas of training, hours, and possible industry credentials that can be earned. Costs are labeled for each program along with Financial Aid information. GJCTC does interviews with the students to ensure that they understand the expected outcomes of both the student and the center.

- Not Met
- Beginning
- Functioning Well
- Advanced

5. Describe how equipment is purchased and maintained by the institution for adult education

A yearly Workforce Development/Adult Education Budget is developed and submitted for approval to the JOC. There is a separate budget for each program within the Workforce Development/Adult Education budget. Line items in each budget include salaries, benefits, professional and technical services, equipment, supplies, books, etc.

Equipment and services are purchased as per budgeted items. Additional purchases through grant funds supplement budgetary allotments. The Occupational Advisory Committees, as well as the Joint Operating Committee, discuss all large-scale equipment purchases. Consumable materials and supplies are ordered by the program instructor and approved by the program supervisor.

A welding simulator was purchased in the summer of 2017 and has been used as an instructional and recruitment tool. This was purchased through the Tech Grant funded by the PA Department of Labor and Industry.

The mobile equipment operations and CDL programs have two tractor trailers that have been purchased and/or donated to the school. These are being used for training.

Equipment is regularly ordered during the school year to support the secondary programs and, in turn, the intergenerational programs.

The Supervisor of Adult Education submits the Carl Perkins postsecondary budget annually. Equipment purchases for adult programs are included within the Perkins grant budget when needed and when funds allow.

The equipment, tools, materials, and supplies meet the competency based needs of the curriculum. Individual program instructors take the lead in determining what equipment and materials they will need to effectively and safely teach their classes. Equipment is routinely maintained to ensure proper functioning and safety. The instructors also select the textbooks and tools the students will use in the program with administrative input. There is adequate access to computers for student and instructor use and LCD projectors for instructional purposes.

Evidence: Policy 600 Finances-from GJCTC Policy Manual
OAC recommendation of equipment and follow-through
Adult Education Budget showing Equipment line item
Fixed Asset Report

Comments: GJCTC creates a line item in the program budget for equipment. During OAC meetings, discussions are made around equipment and is new equipment is needed. Once this is reviewed and approved by the administration, the administration worked on different methods to purchase the equipment either through grants, donations or straight out of the adult education budget. Reviewers were impressed by the newness and amount of equipment available to the students in each program.

- Not Met
- Beginning
- Functioning Well
- Advanced

Category C – Students:

The Standard

The institution informs the students its policies include attendance, curriculum, grading, remediation, and completion. The institution also informs students of the credit hour policies, complaint/grievance policy and possible earned awards to include industry credentials. The institution has in place a method to evaluate the students to include review and follow-up.

1. Describe how the adult handbook is created and given to the adult students

The Adult Education Student Handbook is found on the school's website (gjctc.org) and all students sign off that they are aware of its location. The program supervisors and the Administrative Director review all printed materials for currency and accuracy. Revisions are made as necessary. The handbook is reviewed annually and program changes, policy additions, or changes in tuition and fees are made.

The handbook includes an entire section on financial aid. This is reviewed annually by the financial aid officer and necessary changes made.

All handbooks are available on the school's website, gjctc.org and will be available during the site visit.

The Joint Operating Committee reviews and approves the Adult Education Student Handbook annually.

All incoming students sign off at their registration interview that they are aware the handbook is located on the school's website. This is reviewed again at the student's orientation and students are encouraged to review it as they are responsible to adhering to its policies.

Evidence: Adult Education Student Handbook
JOC approval of Student Handbook
Student Handbook Location Notification Form
Location of Student Handbook on website

Comments: Evaluators have deemed the GJCTC Adult Handbook should be used as a best practice for other CTC adult education programs. The handbook covers all aspects of the adult education as a whole and by program. The handbook is reviewed annual by the administration and approved by the JOC.

- Not Met
- Beginning
- Functioning Well
- Advanced

2. Describe the adult education attendance policy

The adult education attendance policy is as follows:

Attendance

Final Draft Report– Greater Johnstown Career and Technology Center

All students are required to maintain “Satisfactory Attendance” throughout their enrollment in their program and are expected to be present for all scheduled classes. No policy or system of “excused absence” is recognized by the school. Students receiving Title IV funds must maintain a 90%, or better, attendance record throughout their program in order to be considered as maintaining satisfactory attendance. All students must attend 85%, or more, of their scheduled class sessions in order to graduate and receive a diploma. Students not achieving 85% or better attendance by the end of their first and/or second semester will be involuntarily withdrawn from their program.

Any student absent from class must be prepared to make up the missed time and complete any course work missed while absent. The program instructor will have complete control in determining if, and how missed time and work will be made up.

If a student is absent for three consecutive instructional days, he/she must provide written notification to the Supervisor of Adult Education, indicating the reason for the absence. If the student is absent for five or more days, without notifying the school, he/she will be involuntarily withdrawn from their program. In this case, the “Withdrawal from School/Refund Policy” will apply.

Student attendance is recorded in the school’s student database, ClassMate, and reviewed weekly by the adult education career counselor. All postsecondary education students sign off that they understand the attendance policy both at their registration interview and at orientation. Students who fall below the 90% attendance requirement are scheduled for a meeting with the career counselor. If attendance continues to be a problem, then the student is scheduled to meet with the supervisor. Ultimately, students who cannot meet the school’s attendance requirements either lose their financial aid or do not graduate.

Students must meet a 90% attendance requirement to maintain financial aid eligibility and 85% attendance requirement to be eligible for graduation.

- Evidence:** Attendance Policy from Student Handbook
Records of counseling with students regarding attendance
Attendance record for students
Student Attendance Guidelines and Expectations

Comments: After careful review of the attendance policy and evidence for review, the team found that GJCTC has a sound attendance policy that is well stated and explained to each student. Attendance is regularly reviewed by administration and a plan is in place, and as evidence shows, is implemented to those students who fall below the expected attendance needed for the program and/or maintaining financial aid.

- Not Met
- Beginning
- Functioning Well
- Advanced

3. Describe the adult education grading policy

The adult education grading policy is as follows:

Final Draft Report– Greater Johnstown Career and Technology Center

SATISFACTORY ACADEMIC PROGRESS:

Students are required to maintain satisfactory academic progress in order to remain in a post-secondary program. Satisfactory academic progress is also mandatory for students who are eligible to receive Title IV financial aid funds (Pell Grant and student loan). Grades are based on attendance, class, shop, or lab performance as well as assignments, quizzes, and exams. Financial aid is available for no longer than 150% of the program.

The instructor will send a report to the financial aid office 1 week prior to the scheduled disbursement date. This report will have both attendance and grades for all subject areas. If a student's attendance is below 90% of the hours for the scheduled class or if their grades are not satisfactory (LPN = 78%) in any subject area, financial aid (grants & loans) will not be processed at that time.

Two weeks from the date of the first report, a second report will be generated. Students who were not eligible to receive funding (due to unsatisfactory grades or attendance) will have a second opportunity to achieve satisfactory academic progress (grades and attendance) at this time.

After the second progress report has been submitted to the financial aid office. The business office will send a letter, to any student whose financial aid (grants & loans) could not be processed, outlining the amount the student must pay (out of pocket) and the date the balance is due. Students who have not paid their balances by the due date will be dismissed from the program.

Students are expected to complete assignments in a timely manner. Failure to do so may adversely affect the student's grade for that course.

Students will receive a grade report at the end of each term (trimester, quarter, etc.)

Students are expected to maintain a "C" or better average for each term, in order to advance to the following term. Students who are not performing at expected standards (attaining less than a "C" average) will be placed on academic probation for one term. Students on probation will be required to meet with the Adult Education Career Counselor to develop a plan for academic improvement. Students will remain on academic probation for the term and will not be considered as having satisfactory academic progress status until they have attained a "C" or better average. If the unsatisfactory progress continues beyond the probationary period, the student's training will be immediately interrupted and all parties concerned will be notified accordingly. The student will be dismissed from the program for failing to meet the academic requirements. Students dismissed because of unsatisfactory progress may apply for re-entrance; however each case will be considered on the basis of the facts involved. Note: Students who have not maintained a "C" or better average during training and/or do not have an overall "C" average or better at the end of their training will not be eligible to receive a diploma.

Instructors will advise students in writing of the grading scale that will be used for each course during the first class session.

The typical grading/evaluation scale used in postsecondary programs is as follows:

<i>A . . . 90 - 100</i>	<i>B . . . 80 - 89</i>
<i>C . . . 70 - 79</i>	<i>D . . . 60 - 69</i>
<i>F . . . 59 and below</i>	

**I . . . Incomplete *W . . . Withdraw*

** An "I" grade indicates the student, for whatever reason, has not completed the required work for the course.*

Final Draft Report– Greater Johnstown Career and Technology Center

An “I” grade must be satisfied within thirty days after the start of the new term or the “I” grade will automatically revert to an “F” grade.

**A “W” grade indicates the student withdrew from the class before the end of the term.

Students in the mobile equipment operations follow a separate grading scale-as outlined in the student handbook.

Evidence: Policy of grading system
Copies of student grades

Comments: After careful review of the grading policy and evidence for review, the team found that GJCTC has a sound grading policy that is well stated and explained to each student. Grades are regularly reviewed by administration and a plan is in place for those students who fall below the expected grade level needed for the program and/or maintaining financial aid.

- Not Met
- Beginning
- Functioning Well
- Advanced

4. Describe the adult education credit hour policy

The adult education credit hour policy is as follows:

CLOCK HOUR/CREDIT HOUR CONVERSION POLICY:

All adult education courses and fulltime programs at GJCTC are “Clock Hour” based, i.e., students who successfully complete training are awarded clock hours as presented on the school’s clock hour/credit hour conversion charts, grade reports and official transcripts, et. al. It should be noted that there is no system in place for GJCTC to award “Credit Hours” or “Credits.” The school’s presentation of “Credit Hours” and “Credits” as related to “Clock Hours” is intended only as a guide or suggested format to those students who, at some future point, request clock hour to credit hour conversion as part of their application to another postsecondary school. It also should be noted that, with the exception of GJCTC’s official articulation agreements with postsecondary colleges and universities, the school makes no claim the clock hours are readily transferable to other postsecondary institutions. Since the acceptance of clock hours for credit hour conversion rests with the receiving institution, with the exception of the aforementioned articulation agreements, GJCTC makes no assertion that any other institution will accept its clock hours for credit conversion.

The following clock hour/credit hour conversion formula, as used by GJCTC, is based upon the Pennsylvania State Board for Vocational Education’s (PA-SBVE), suggested format for clock hour to credit hour conversion as presented in the “Accreditation Guidelines for the Accreditation System of Institutions for Adult Education,” September, 2011:

- 10 Theory Hours = 1 Credit Hour*
- 20 Lab Hours = 1 Credit Hour*
- 30 Internship/Externship Hours = 1 Credit Hour*

Final Draft Report– Greater Johnstown Career and Technology Center

Evidence: Clock/Credit Hour Conversion Policy from Student Handbook
Clock/Credit Hour Charts for each program

Comments: GJCTC’s clock/credit hour conversion is in line with the accreditation guidelines. Each program has its program hours converted into credits although they are a non degree granting institution.

- Not Met
- Beginning
- Functioning Well
- Advanced

5. Describe how adult students become completers

The graduation requirements policy is as follows:

REQUIREMENTS FOR GRADUATION:

To be eligible for a diploma from a postsecondary program, the student must:

1. *Attend the required number of classes.*
2. *Meet the academic standards of the program.*
3. *Meet the program requirements as dictated by accrediting agencies.*
4. *Meet the performance/behavioral standards of the program.*
5. *Fulfill all financial/and other obligations to the institution. See legal sanctions under financial aid section.*

Before students are issued a diploma and transcript, the office staff confirms that they have met the attendance and academic standards of the program. Additionally, the business and financial aid office confirm that each student’s financial account balance is zero and all financial aid requirements (exit counseling) have been met.

Evidence: Policy regarding meeting graduation requirements from Student Handbook
Data on completers

Comments: GJCTC has a well-established policy to define a completer of one of their programs.

- Not Met
- Beginning
- Functioning Well
- Advanced

6. Describe industry credentials offered to adult students

All of the postsecondary programs at GJCTC lead students to a national skill certification (NSC) in addition to their postsecondary diploma. For example, students in the welding program are eligible to earn American Welding Society certifications in all eligible positions/processes. These certifications are included in the cost of

Final Draft Report– Greater Johnstown Career and Technology Center

their tuition. Students in the electrical technology program can earn the NFPA 70E electrical safety (Arc Flash) certification, OSHA 10 Construction, and NCCER core and levels 1 and 2. The HVAC program offers OSHA 10 Construction, EPA 608 Universal certification, and NCCER core and levels 1 and 2.

Additionally, students in the cosmetology program will earn their operator license and/or teacher license after successful completion of the required hours.

A complete list of programs and the NSC that are available are included.

Evidence: List of National Skills Certifications (NSC) by program
PIMS report on NSC
Examples of NSC

Comments: GJCTC ensures that all programs have an industry valued credential that can be obtained by students before completion of the program. The credentials are listed in the program descriptions.

- Not Met
- Beginning
- Functioning Well
- Advanced

7. Describe the curriculum of adult education programs

All of the programs at GJCTC use a curriculum that aligns with national standards and leads students to a skills certification. For example, the electrical, HVAC, welding, and construction technology programs use the NCCER (National Center for Construction Education and Research). Each student completes the core curriculum and then advances into the subsequent levels. Students earn certificates of completion for core and each level they successfully complete. Since this curriculum is nationally recognized, students can transport their certificates with them to any area of the country where they work.

Students in the welding program at the Bedford campus are utilizing the Tooling-U curriculum. This program is similar to NCCER in that students earn certificates as they successfully complete levels. Tooling-U also allows students the ability to work independently, as well as in a teacher-lead setting. Cosmetology students use the Pivot Point curriculum, which is in a digital format. All adult education students are given a HP Stream as part of their enrollment.

Evidence: List of each program and curriculum used
Samples of curriculum

Comments: GJCTC uses national curriculum that has already been developed. The administration regularly reviews the curriculum to make sure that it is up to date. It also allows for consistency from teacher to teacher.

- Not Met
- Beginning
- Functioning Well
- Advanced

8. Describe the institution’s remediation process for adult students

Students are routinely assessed with written tests on theory following classroom instruction and laboratory practice as applicable. Performance evaluations are used to evaluate competencies in all programs.

Students are informed of their progress and are counseled if their cumulative grade for the course is below average. Instructors are available for tutoring and remedial help for individual students or groups of students. Instructor availability for remedial help is announced at the beginning of the courses.

If a student requires remediation, every effort is made at the level of the instructor to ensure that he/she receives the attention needed. Remediation takes place before or after class.

Evidence: Policy on Academic Support and Remediation
Policy on Satisfactory Academic Progress in Student Handbook
Examples of student remediation

Comments: Remediation policies are in place and written in the student handbook. GJCTC provided evidence of specific cases where a plan was put in place for students who were starting to fall below the academic standards.

- Not Met
- Beginning
- Functioning Well
- Advanced

9. Describe the complaint/grievance procedures for adult students

The grievance procedure is as follows:

STUDENT GRIEVANCE PROCEDURE:

The Greater Johnstown Career and Technology Center recognizes the right of the student to present complaints to the school. Those persons who have complaints may submit them through the following grievance procedure:

For the purpose of implementing the grievance procedure, days shall be defined as Monday through Friday and shall exclude holidays.

STEP I:

- Within five (5) days after an alleged violation, the grievant shall initiate an informal discussion with the instructor. If this informal discussion does not resolve the issue, the grievant shall, within five (5) days, submit a written complaint to the lead instructor of the program.
- An informal conference with all parties involved shall be called in order to solve the problem.
- The lead instructor shall decide the issue and reply in writing to the grievance within five (5) days.

STEP II:

- If the grievance is not resolved under Step I, the grievant has five (5) days to refer the

Final Draft Report– Greater Johnstown Career and Technology Center

written complaint through the student advisor assigned to the student.

- The student advisor will reply in writing to the grievance within five (5) days.

STEP III:

- If the action in Step II fails to resolve the grievance to the satisfaction of the affected parties, the grievance, within five (5) days, shall be referred to the Supervisor of Adult Education/Workforce Development.
- The Supervisor shall return the written decision to the lead instructor of the program with five (5) days.

STEP IV:

- If the Supervisor of Adult Education/Workforce Development is unable to resolve the complaint, the aggrieved, within five (5) days, may request the complaint be referred to the Administrative Director.
- The Administrative Director shall return the written decision to the Supervisor of Adult Education/Workforce Development.

STEP V:

- If the Administrative Director is unable to resolve the complaint, the aggrieved, within five (5) days, may request the complaint be referred to the Chief School Administrator for a decision.
- The Chief School Administrator will decide the issue and return the written decision to the Administrative Director within fifteen (15) days.
- At the discretion of the Chief School Administrator, a complaint will be directed to the Joint Operating Committee for final resolution at the next scheduled meeting following the decision date of Step IV (B).

Evidence: Student Grievance Procedure from Student Handbook

Comments: Grievance policy is in place and written in the student handbook. The policy provides step by step details on how students are to file a grievance. GJCTC has had no grievances filed since PDE's last visit.

- Not Met
- Beginning
- Functioning Well
- Advanced

10. Describe special awards given to adult students

Students enrolled in postsecondary programs are eligible to receive awards for attendance and exemplary performance. Welding, HVAC, Electrical Tech, Mobile Equipment, and Cosmetology give awards for exemplary performance and exemplary attendance. The Practical Nursing Program presents valedictorian and

Final Draft Report– Greater Johnstown Career and Technology Center

salutatorian awards for theory performance in addition to attendance awards. Municipal Police Academy presents awards for academic achievement, highest gun range average, and most improved shooter.

Evidence: Examples of Student awards

Comments: GJCTC does a good job with recognizing student achievement.

- Not Met
- Beginning
- Functioning Well
- Advanced

11. Describe how adult student satisfaction/dissatisfaction is evaluated and acted upon

At the completion of each course and program, the student completes an evaluation of the instructor, curriculum, facility, equipment and clinical experience as applicable.

The forms are collected and reviewed by the program supervisors. Program supervisors meet with instructors and review the composite summary of the student evaluations.

Student verbal complaints are addressed at the level of the instructor first, and if they cannot be resolved, then the career counselor sets up a meeting with the student. The practical nursing coordinator and/or the supervisor of adult education will become involved if all attempts to resolve the issue are not successful.

Evidence: Analysis of Results of Student Evaluations
Student Evaluations

Comments: GJCTC student upon completion, are given evaluations to complete. Evidence provided showed suggestions that were made by the students, the administration review and when warranted, what action the administration took.

- Not Met
- Beginning
- Functioning Well
- Advanced

Category D – Faculty/Staff/Facilities:

The Standard

The institution employs qualified facility and staff and provides support to the faculty and staff through orientation, professional development, and evaluations with follow through. The institution ensures the maintenance of its buildings and the safety of those that enter.

1. Describe the faculty/staff employed at the institution in regards to adult education.

GJCTC strives to hire highly qualified instructors for all of its adult education programs. The administrative team, using a standard set of questions, interviews each candidate. The candidates are scored, and after all of the interviews have been completed, the administrative team discusses who would be the best fit. After a candidate is selected, his/her name is put on the JOC agenda to be hired.

The administrative team looks for candidates who have the required certifications/licenses, and 3-5 years of industry experience at a minimum. It is very difficult to find qualified instructors, since many individuals earn more money in industry.

Currently, every full-time postsecondary program, except HVAC, is staffed with a full-time instructor. Hiring full-time instructors is a recent movement in GJCTC's commitment to adult education. Having full-time instructors has enabled the department to offer more programs and has increased opportunities for students.

Staff support to instructors consists of the supervisor of adult education, the practical nursing coordinator, career coach, secretary, and part-time receptionist. The supervisor oversees the general operation of the adult programs and supervises the instructors and the rest of the staff. She also is responsible for managing advertising, recruitment, education and curriculum, as well as all grant programs and business and industry training.

The supervisor of adult education possesses a PA Instructional II certificate, a master's degree in adult education, and a vocational administrative certificate. The practical nursing coordinator is a registered nurse (RN) and has her master's degree. All instructors have the required experience level in the field they are teaching, and the practical nursing instructors have either a bachelor's or master's degree.

Instructors in the mobile equipment program have a CDL, and we have two instructors on staff who have their third party examiner's qualifications. Both the high school and adult education welding instructor have certified welding inspector (CWI) credentials.

Evidence: Qualifications of adult education administration team
Qualifications of instructional staff

Comments: Evidence provided shows that GJCTC has well qualified persons in place both in administration, staff and faculty. Resumes and credentials were provided.

- Not Met
- Beginning
- Functioning Well
- Advanced

2. Describe how the institution recruits faculty/staff for adult education

When a staff/faculty position becomes open, advertising for candidates happens in a variety of ways. An advertisement is run in the local newspaper(s). All job openings are posted on the school's website (gjctc.org) and on *Indeed*. Additionally, current staff and faculty are encouraged to make friends and colleagues aware of the opening and help spread the word.

As it is becoming increasingly difficult to find qualified career and technical instructors, all avenues are being explored in terms of recruitment. A standard hiring procedure has been established and is followed for all open positions.

Once candidates have applied, a pre-employment test is conducted, and the scores are reviewed. If there are only a small amount of applicants, all of them are interviewed. If there are a large amount, then typically the three with the top scores are interviewed. A hiring manual was created and is used for all interviews.

The administrative team, using a standard set of questions, interviews each candidate. The candidates are scored, and after all of the interviews have been completed, the administrative team discusses who would be the best fit. After a candidate is selected, his/her name is put on the JOC agenda to be hired.

Evidence: GJCTC Hiring Manual
Help Wanted Ads
Job Postings
Job Descriptions

Comments: GJCTC is to be commended for their creation of a hiring manual. The manual includes step by step procedures on the hiring of staff to include pre-employment testing and interview questions. Advertisement are well placed when seeking employees.

- Not Met
- Beginning
- Functioning Well
- Advanced

3. Describe how new instructors are oriented on adult education

After being hired by the JOC, all new adult education instructors meet with the supervisor to have an orientation. The orientation consists of a discussion on the policies and procedures for adult education instructors, FERPA, Unlawful harassment, and dealing with students. This orientation can take a few hours and includes a tour of the building and a chance to meet and be introduced to the rest of the staff.

Additionally, new instructors are matched up with an experienced instructor who can serve as a mentor and answer questions on day to day items. The career coach is also available to answer questions and assist new instructors.

All new practical nursing instructors have an orientation with the practical nursing coordinator.

Evidence: Orientation materials

Final Draft Report– Greater Johnstown Career and Technology Center

Comments: GJCTC does a good job with helping new hires to the center. New employees are partnered with an experienced employee to help them navigate through the policies and procedures and to help with best strategies for teaching.

- Not Met
- Beginning
- Functioning Well
- Advanced

4. Describe professional development opportunities given to adult education instructors

All adult education and high school instructors are encouraged to pursue professional development opportunities. When possible, the school financially supports these endeavors. The supervisor of adult education and high school principal completed the NISL curriculum as part of the Pennsylvania Inspired Leadership (PIL) program. The supervisor of adult education also earned her vocational directors certification. Two staff members were also trained and are now qualified to give third party CDL examinations. An adult education inservice day was held in November 2017.

Evidence: Examples of professional development
Inservice sign-in sheet

Comments: Evidence provided shows that GJCTC allows all teachers to attend professional development. Commendable is that the teachers are given evaluations by the school after the professional development to tell if the experience was a good one and describe how it helps them as teachers and the program they teach.

- Not Met
- Beginning
- Functioning Well
- Advanced

5. Describe how adult education faculty/staff are evaluated

Students complete program evaluations at the mid-point of their program, and at the end of their program. The feedback from students is taken and compiled into a composite summary report and typed by the secretary. The summaries are given to the program instructors and reviewed by the supervisor of adult education; she speaks to the instructors about them. Action is taken when needed. Students with complaints are always welcome to speak to the counselor or supervisor if necessary.

The supervisor regularly visits the program areas, speaks with students and gauges their satisfaction with their education. "Walk-Through forms are completed. She also reviews attendance regularly, and reviews all grade reports and attends to any issues with either.

When there are issues with students or the instructor, it is handled immediately. A meeting is set up with the individuals involved to come to a resolution. Employees face discipline when needed.

Evidence: Completed surveys
Administrative feedback and follow-up

Final Draft Report– Greater Johnstown Career and Technology Center

Walk-Through forms

Comments: Evaluations are given at the end of the year to all staff and faculty and are reviewed by administration. Evidence provided also shows that the adult ed coordination does walk through evaluations and goes over the finding the teachers.

- Not Met
- Beginning
- Functioning Well
- Advanced

6. Describe how facilities are maintained in regard to adult education

The maintenance staff maintains the building and grounds on a daily basis. Safety issues are reported to the Supervisor of Building and Grounds for action. Facilities renovation and improvements are completed when needed.

There are an adequate number of instructional and non-instructional areas for the number of programs and staff at GJCTC. All programs have their own classroom and program areas. Restroom availability and student lounge areas are adequate.

Each classroom and program area is designed to support the activities required of the program. Desks and workbenches are provided, as well as appropriate equipment and instructional aides (computers, LCD projectors, VCR/DVD players). Lighting, heating and ventilation are adequate in all areas.

GJCTC complies with local building codes and all ADA regulations.

Evidence: Maintenance staff listing
Civil Rights Audit Materials
Map of Building

Comments: After a tour of the center, the team found the buildings to be well maintained. Visits to the shops and classroom found ample room for students as well as many well-maintained equipment for students to work on.

- Not Met
- Beginning
- Functioning Well
- Advanced

7. Describe what steps are taken to ensure safety in the institution.

Program enrollment numbers reflect that each program area has a safe number of students. No program is over enrolled causing safety risks. If the number of students in a program is high, an instructional aide is provided to assist with the students. Safety is discussed at OAC meetings, and a school safety committee

Final Draft Report– Greater Johnstown Career and Technology Center

meets throughout the year to review the program areas and make recommendations for any corrections that need to be made.

Every instructor teaches safety at the beginning of the program, and then enforces it throughout the year.

In terms of building safety, the main campus will be a secured building by the fall/winter of 2018/2019. All doors, except the front door, will be locked. Staff and students will be issued key fobs to gain access to the building. A welcome Team has been established in the front lobby to sign guests in and out. In accordance with Act 44, the supervisor of adult education was appointed as the school safety and security coordinator and attended the *Safe 2 Say Something* training in December 2018.

The satellite campus in Monroeville keeps the door locked at all times and staff and students must use a key fob entry system.

At the satellite campus in Alum Bank, all staff, students, and visitors enter through the front door and sign in at the front desk.

Gittings Protective Security, Inc. conducted training for the faculty and staff on school safety.

Fire extinguishers and first aid kits are located in the program areas. Fire drills and severe weather drills are held on a regular basis. Exit maps are on display in all program areas.

An active safety committee is in place at GJCTC. This committee is comprised of individuals from the secondary, postsecondary, and maintenance departments. The committee meets monthly and has a formal annual training session.

Evidence: Safety meeting minutes
School Safety and Security Coordinator Appointment/Act 44
Safe to Say Something Registration
Building Security Meeting Minutes
School Emergency Operations Plan

Comments: Safety measures appear to be in place. Persons are at the front doors to welcome persons and issue badges after scanning drivers licenses. All doors are locked with access only through the front door or with a key fob that is issued to the students. Shop areas are open and clear of any obstructions to the learning process.

- Not Met
- Beginning
- Functioning Well
- Advanced

Category E – Employers:

The Standard

The institution works with employers on their workforce needs, works with employers on the hiring of adult education students and surveys the employers who hire adult education students to ensure that needs have been met.

1. Describe how the institution works with employers in regard to adult education

All programs have OAC committees in place, and most of the members are local employers who would hire our graduates. In addition to the OAC, GJCTC staff members work closely with employers to ensure that the curriculum being taught is current and relevant, and that they are willing to hire graduates from the programs.

Guest speakers are invited to meet with students and notify them of job openings. For example, PennDOT, McAneny Brothers, and Imler's Poultry meet with students in the mobile equipment operations program about their need for CDL drivers. Additionally, students in the electrical technology program have toured CAMCO, a local electrical repair company, to gain a better understanding of industrial electricity and what type of jobs are available; consequently, many students have then been employed there.

Local long term care facilities visit the practical nursing students to recruit students for open positions, and many local manufacturing companies visit GJCTC to speak to students. A manufacturing day was held on October 5, 2018 and adult education students participated. They had the opportunity to meet with local companies that had job openings and participate in a "speed interviewing" experience.

Attempts are made to have employers complete surveys on graduates they have hired, but the return rate on these is low. A professional relationship and open communication have proven to be the best method for gauging an employer's satisfaction with its employees.

Each program area has an Occupational Advisory Committee (OAC) made up of local employers. The OAC meet every year to discuss the curriculum, facilities, equipment, safety, and job outlook. Employer participation is often low at the meetings. The supervisor has identified the OAC as an area of weakness, and is going to create a plan to improve participation.

Evidence: OAC minutes

Comments: GJCTC does an excellent job working with local business and employers. The administration sits on many local associations and continuously has employers speak to students and have on site interviews. Because of this, many students are hired after completion of the program.

- Not Met
- Beginning
- Functioning Well
- Advanced

Final Draft Report– Greater Johnstown Career and Technology Center

2. Describe how employers are beneficial to the OAC in regard to adult education

GJCTC views employers as a critical component to its programming. Employers help drive the direction that the curriculum must follow as well as offer critical information on equipment purchases.

Additionally, employer participation is important because members of the OAC potentially will hire students completing programs at GJCTC.

Instructors work with our employers and plan business tours. Career fairs are also scheduled for adult students, as well as employer activities such as “speed interviewing.”

However, it is often difficult to get employers to commit to attending meetings. The supervisor is planning to work on increasing participation in the OACs.

Evidence: List employers on OAC committees
Evidence of Employer visits
Employer Guest Speakers and recruitment materials

Comments: The review team interviewed OAC members and found that contribute to the center and programs by having input in such things as curriculum, equipment, marketing, etc.

- Not Met
- Beginning
- Functioning Well
- Advanced

3. Describe how employers give feedback on adult education students they hire

Most feedback regarding students hired by employers is delivered through open communication with the GJCTC staff. Staff and faculty members talk with employers during meetings, employer visits, etc. and will ask how the employees are working out.

Employers are also asked to complete written surveys about graduates from GJCTC’s programs. The survey asks them to rate the employees on items such as preparedness for entry-level work, quality of work, problem solving, safety, attitude, and initiative.

Return rate on these surveys is often low, but we do collect as many as we can and use the responses as a part of our program improvement.

Evidence: Completed surveys
Feedback
Follow-up
Employer Hire letters

Comments: GJCTC is in regular touch with employers through emails and phone calls and also send out surveys to ensure that the student who were hired from the center are knowledgeable in their position in the company and if there is any improvements they can make to the program.

Final Draft Report– Greater Johnstown Career and Technology Center

- Not Met
- Beginning
- Functioning Well
- Advanced

Final Draft Report– Greater Johnstown Career and Technology Center

SCORING

CATEGORY A

1.	Describe the administrative leadership in regard to adult education	2
2.	Describe vision/mission statements	2
3.	Describe the meeting held to discuss adult education	3
4.	Describe how the administration team reviews budget for adult education	2
5.	Describe how the administration team discusses and reviews goals of adult education	3
6.	Describe how the administration team discusses and reviews the performance of adult education	2

CATEGORY B

1.	Describe how the institution develops need for programs to offer to adults	3
2.	Describe how the program is marketing adult education to the community	3
3.	Describe how the institution ensures that ethical practices are followed in regard to adult education	2
4.	Describe how the adult education catalog is developed and maintained to include financial aid information	2
5.	Describe how equipment is purchased and maintained by the institution for adult education	2

CATEGORY C

1.	Describe how the adult handbook is created and given to the adult students	3
2.	Describe the adult education attendance policy	2
3.	Describe the adult education grading policy	2
4.	Describe the adult education credit hour policy	2
5.	Describe how adult education student become completers	2
6.	Describe industry credentials earned by students	2
7.	Describe the curriculum of adult education programs	2
8.	Describe the institution's remediation process for adult students	2
9.	Describe the complaint/grievance procedures for adult students	2
10.	Describe special awards given to adult students	2
11.	Describe how adult student's satisfaction/dissatisfaction is evaluated and acted upon	2

CATEGORY D

1.	Describe the faculty/staff employed at the institution in regard to adult education	2
2.	Describe how the institution recruits faculty/staff for adult education	3
3.	Describe how new instructors are oriented on adult education	2
4.	Describe professional development opportunities given to adult education instructors	3
5.	Describe how adult education faculty/staff are evaluated	2
6.	Describe how facilities are maintained in regard to adult education	2
7.	Describe what steps are taken to ensure safety in the institution	2

CATEGORY E

1.	Describe how the institution works with employers in regard to adult education	3
2.	Describe how employers are beneficial to the OAC in regard to adult education	2
3.	Describe how employers give feedback on adult education students they hire	2