

Petition Submitted by the Pennsylvania State Board for Vocational Education

As required under CFR Title 34, Part 603, Subpart B for the US Department of Education Secretary's recognition of the Pennsylvania State Board for Vocational Education as a State agency that is a reliable authority as to the quality of public postsecondary vocational education in the State of Pennsylvania.

The petition describes how the Pennsylvania State Board for Vocational Education meets the criteria set forth in CFR Title 34, Part 603

Criteria: 603.24(a)(1)(i) Scope of Operations and Legal Authorization

Response:

Pennsylvania has 73 vocational-technical schools offering public postsecondary vocational education. In 2017-2018, approximately 13,525 adults were enrolled in 57 Career and Technical Centers (CTCs) non-degree programs across the state.

The Pennsylvania State Board for Vocational Education (PSBVE) and the Bureau of Career and Technical Education (BCTE) have their legal authorization established in the Pennsylvania Statutes under Title 24, Education, Chapter 1, Public School Code of 1949, Article 18, Vocational Education, (A) School Districts.

Collectively, these statutes give the PSBVE powers, duties and jurisdiction to supervise the public institutions that offer Pennsylvania Public Postsecondary Vocational Education (PPPVE) and to formulate and adopt curricula, courses of study and other instructional aids necessary for the adequate instruction of PPPVE.

Additionally, these statutes give the PSBVE powers over the Bureau of Career and Technical Education which is designated as the Bureau for ensuring Federal and State standards are met. The PSBVE, through the Pennsylvania Secretary of the Department of Education, authorizes the BCTE to manage the state's accreditation program.

Documentation:

- Attachment A1 – Pennsylvania Statutes – Title 24, Education, Chapter 1, Public School Code of 1949
- Attachment A2 – List of PPPVE Institutions

Criteria: 603.24(a)(1)(ii) Scope of Objectives and Activities

Response:

Pennsylvania Career and Technical Centers offer programs in the following national cluster areas:

- Agriculture, Food and Natural Resources
- Architecture & Construction
- Arts, A/V Technology & Communications
- Business, Management & Administration
- Health Science
- Hospitality & Tourism
- Human Services
- Information Technology
- Law, Public Safety & Security
- Manufacturing
- Marketing, Sales & Service
- Science, Technology, Engineering & Mathematics
- Transportation, Distribution & Logistics

Pennsylvania vocational objectives include the following:

- All students will reach the state-defined threshold level of career and technical education and master the knowledge and skills that meet the program defined academic standards to complete an adult career and technical education program.
- All students will reach a state-defined threshold level of career and technical education to complete an adult program and attain the knowledge and skills that meet program defined and industry validated career and technical skill standards.
- All students will reach a state-defined threshold level of career and technical education and attain a diploma, certificate or other formal awards.
- All students will reach the state-defined threshold level of adult career and technical education to complete a program and successfully transition into employment, to further adult education or advanced training and/or military service.
- All students will reach the state-defined threshold level of career and technical education and upon leaving adult schooling, be placed in employment reflective of the skills learned.
- All adult career and technical education programs preparing students for further training and employment in careers or occupations with significant under representation of males or females will increase participation for underrepresented males or females.
- All career and technical education programs preparing students for further training and employment in careers or occupations with significant under representation of males or

females will increase program completion for underrepresented males and females.

The accreditation process for the State's career and technical centers is a voluntary process and is granted only after satisfactorily assuring the PSBVE, through the recommendations of BCTE, that the institution has met the requirements of the Accreditation System of Institutions for Adult Education (ASIAE) process.

Key reasons (as stated in the ASIAE Guidelines) why the accreditation of Pennsylvania Public Postsecondary Vocational Education is important to Pennsylvania education are:

- To expand training opportunities for adult students to meet the needs of individuals and the community
- To enhance opportunities for workforce and economic development to help the community reach its overall goals
- To benchmark quality standards for program development, instruction, equipment, processes and services for the purpose of making comparisons and improving the quality of adult education
- To increase enrollment opportunity for schools by being responsive to community needs and helping the school be successful
- To provide accreditation services not readily available to our schools at a cost saving for school systems and the state of Pennsylvania
- To offer a more efficient accreditation process using data and information that is already on file at the Pennsylvania Department of Education (PDE)
- To enhance collaboration between schools and PDE

The following is the role of the Pennsylvania State Board for Vocational Education (PSBVE) and Bureau of Career and Technical Education (BCTE):

1. The Pennsylvania State Board for Vocational Education (PSBVE) and the Bureau of Career and Technical Education (BCTE) have legal authorization and the responsibility for developing, administering and coordinating the evaluation and approval of Pennsylvania Public Postsecondary Vocational Education (PPPVE) programs and institutions in Pennsylvania.
2. The Pennsylvania State Board for Vocational Education, through the Pennsylvania Department of Education, approves programs, facilities and general conduct of the public postsecondary vocational education programs.
3. The Pennsylvania Department of Education has the responsibility to establish and coordinate an advisory body: Institutional Accreditation Advisory Group (IAAG). The IAAG provides counsel to Pennsylvania Department of Education and makes a meaningful contribution to the Pennsylvania State Board for Vocational Education process.

4. The Pennsylvania Department of Education (PDE) administers the accreditation program for the Pennsylvania State Board for Vocational Education. Accreditation status will be granted to an institution that has satisfactorily assured the Pennsylvania State Board for Vocational Education, through the recommendation of PDE, that it has met the published requirements.

Documentation:

- Attachment B1 – PPPVE ASIAE Guidelines (See Chapter 1 & 2)
- Attachment B2 – Status of 2016-2017 Completers
- Attachment B3 – PA Accreditation Policy and Procedure Handbook

Criteria: 603.24(a)(1)(iii) Approval of Varying Program Levels

Response:

The postsecondary Career and Technical Center programs and institutes authorized by the agency are designed for the purpose of training an individual to effectively pursue employment in an occupational or technical career. The approval process is based on the validation of the programs' objectives of non-degree level programs (at least 300 hours and no longer than 24 months in length).

Career and technical schools seeking PDE Accreditation must be approved through the State Career and Technical Education Information System (CATS) detailing the following information:

- Labor Market Needs
- Planning
- Program Content and Industry Standards
- Student/Teacher Ratio
- Utilization of Materials
- Equipment and Supplies
- Safety Practices
- Accountability Standards
- Student and Teacher Industry Certifications

Programs are then reviewed by the accreditation coordinator and program specialist. Programs must be approved before the career and technical center can be accredited.

Documentation:

See Attachment B1 - Chapter 5
Attachment C1 – Program Approval Form
Attachment C2 – Program Approval Form

Criteria: 603.24(a)(2)(i) Staffing and Operational Procedures

Response:

The Bureau of Career and Technical Education (BCTE) is the designated body that has the responsibility for developing, administering, and coordinating the evaluation and approval of Pennsylvania public postsecondary career and technical education programs and institutions and administering the ASIAE process in Pennsylvania. BCTE's Career and Technical Education Advisor serves as the State Accreditation Coordinator (SAC) and is responsible for implementing the agency's accrediting operations. The SAC leads the site-evaluation process, participates in the ASIAE site-evaluation final review and, as the key technical support provider, serves as a liaison between the team and the institution's administration.

The SAC is assisted by two professional staff members who provide technical assistance to all programs and institutions, perform program and institutional monitoring, serve as site and/or team chairs, provide training to schools seeking accreditation and to the on-site evaluation team, as well as assist the schools in BCTE program delivery. The BCTE staffers are state civil servants and are required to have academic training and professional experience in career and technical education.

The Accreditation procedures are laid out in the Accreditation Handbook for the approval of the Accreditation. Each chapter gives a step-by-step account of the PPPVE operations procedures.

Documentation:

Attachment D1 – SAC Resume

Attachment D2 - Staff Position Descriptions

See Attachment B3 - PA Accreditation Policy and Procedure Handbook

Criteria: 603.24(a)(2)(ii) Fiscal Capacity

Response:

The Pennsylvania Department of Education receives funding from state allocations and federal grants. The FY2017 budget totals \$4,472,732 and includes operational costs for the Bureau of Career and Technical Education. The accreditation activities are included in the Division of Adult and Postsecondary CTE budget. This budget allocation includes salary, travel, and other expenses and benefits for the staff, members assigned to accreditation activities. (See BCTE Position Descriptions in attachment D1) Travel and salary expenditures for all BCTE staff when they assist with accreditation activities, are reflected within their individual division budgets. Administrative functions of the accreditation process are fully funded through permanent sources. No curtailment of the accreditation process has occurred due to fiscal constraints.

Documentation:

Attachment E1 – Pennsylvania Statutes – Title 24, Education, Chapter 1, Public School Code of 1949, Article 18, Vocational Education, (A) School Districts, 18-1811, Estimate of expenses and reimbursements; appropriations.

Attachment E2 - Budget

Criteria: 603.24(a)(2)(iii)(A) Site Team Representatives

Response:

The agency has policies and procedures for identifying and selecting site evaluation team members. The agency's SAC is responsible for coordinating the selections. The agency's site evaluation team pool consists of personnel from BCTE, state certified career and technical instructors, state continuing education coordinators, career and technical institution administrators, persons from colleges, and members of the public who are professionals experienced in the career and technical areas within the community.

Each site evaluation team member who is not an employee of BCTE must provide a current resume and evidence of their qualifications, which then are reviewed by the SAC.

Site team members are required to receive training and additional periodic training on the agency's standards, and complete the agency's Conflict-of-Interest policy, site evaluation procedures, the ASIAE Administration Guidelines and the agency's Self-Study Guidelines.

The agency is also required to comply with the state's non-discrimination policy in its employment practices.

Documentation:

See Attachment B1 – Chapter 16 & 17

Attachment F1 – Letter asking for Site Evaluation Team Members

Attachment F2 – Potential Site Evaluation Team Member Resume

Attachment F3 – Conflict of Interest Form

Attachment F4 – Non-Discrimination Policy

Attachment F5 – Training Agenda

Criteria: 603.24(a)(2)(iii)(B) Consultant Representative

Response:

The Institution Accreditation Advisory Group (IAAG) serves as the agency's advisory board. The agency's policies and procedures for identifying and selecting IAAG members are established and approved by the PSBVE. The IAAG provides consultation and advisement to the agency on the development of standards, operating procedures, policy development and interpretation of educational needs and support projections of the PPPVE system. It also provides the agency with current data and information about the job market, employer needs and community opportunities. The group regularly reviews the agency's Self-Study Guidelines and its Accreditation Standards.

Potential IAAG members are identified by the BCTE Director from various sources. The agency's SAC then reviews the qualifications, experience and educational background of each candidate and makes recommendations to the Director, who then selects the IAAG member.

Documentation:

See Attachment B1 – Exhibit M
Attachment G1 – IAAG Committee
Attachment G2 – IAAG Committee Resume
Attachment G3 – IAAG Meeting Minutes

Criteria: 603.24(a)(2)(iii)(C) Decision Making Representatives

Response:

The agency's decision-making body is the Pennsylvania State Board for Vocational Education (PSBVE) whose membership is dictated and guided by the Pennsylvania Code. Its 21 members are selected by the Governor and confirmed by the Pennsylvania State Senate. Its membership includes senators, representatives, college presidents, local school board members, superintendents of career and technical schools, business leaders, private trade school presidents, and a school counselor.

The State Board provides training to new members on an individual basis.

Documentation:

Attachment H1 – Regulations regarding Pennsylvania State Board for Vocational Education

Attachment H2 – Pennsylvania State Board for Vocational Education - Members

Attachment H3 – Pennsylvania State Board for Vocational Education - Minutes

Criteria: 603.24(a)(3)(i) Approval Status and Written Procedures

Response:

The agency's definitions of the approval status and the procedures used to determine the various accrediting categories that an institution may receive are outlined in the Accreditation System of Institutions for Adult Education (ASIAE) Administrative Guidelines. The agency's accreditation categories include Accreditation, Probationary Accreditation with Stipulations, Disapproval of Accreditation, Revoking Accreditation, and Re-Affirming Accreditation.

The agency's Administrative Guidelines outline its established procedures and methods for evaluating and re-evaluating public institutions offering postsecondary career and technical education. Agency policy dictates that for accreditation and re-affirming accreditation, it will require a comprehensive evaluation of the institution for compliance with all of its standards. This process includes the submission of a self-study and completion of an on-site evaluation. A point system is used by the evaluators for each section of the self-study during the site review. Any institution that meets all or is only deficient in one category will be recommended for accreditation. An institution that has not more than two deficiencies will be recommended for probationary accreditation with stipulations and will have one year to address corrective actions. An institution that has more than two deficiencies is recommended for disapproval of accreditation.

Documentation:

See Attachment B1 – Chapter 9 & 10
Attachment I1 – Re-Accreditation Letter

Criteria: 603.24(a)(3)(ii) Self-Analysis and On-Site Review Requirements

Response:

The agency policies require institutions to conduct a comprehensive self-assessment in accordance with the ASIAE Self-Study Guidelines. The agency requires that the self-assessment include a precise written description and evidence to support its responses. The agency provides its institutions with instructions that emphasize the importance of the quality of the assessment and provides technical assistance to an applicant institution as specific needs and issues arise. Site team members review the institution's self-study and provide comments. The comments are then given to the institution prior to the visit to help with the evaluation of documents when on site.

On-site visits are in accordance with the ASIAE Guidelines. Procedures for site visits are reviewed with the institution prior to the site visit. Site team members are given an agenda prior to the visit which is also reviewed on the first day of the site visit.

Documentation:

- See Attachment B1 – Chapter 6, 7, 16 & 17
- Attachment J1 – Site Team Comments Prior to On-Site Visit
- Attachment J2 – On-Site Review Agenda

Criteria: 603.24(a)(3)(ii)(A) Self-Analysis Requirement

Response:

Institutions are required to establish a represented committee to help develop the institution's Self-Study and to ensure that all involved parties affected by the accreditation are informed of the processes.

The following areas are included in the Self-Study:

- Goals and objectives
- Strategic plan and outcomes
- Occupational needs assessments
- Program planning objectives, course outlines and competency lists
- Use of advisory committee input
- Instructor qualifications (degree level, trade experience, professional development, industry certification, etc.)
- Instructional training plans
- Course quality standards, results and grades
- Enrollment levels
- Student-teacher ratios
- Job placement assistance activities
- Placement rates and completion rates
- Safety training and practices
- Facilities, equipment and supplies
- Institution's vision and mission statements
- Student admissions policies
- Job descriptions
- Student follow-up studies
- Course descriptions
- Methods for keeping curriculum current
- Marketing and public relations activities
- Complaint procedures
- Nondiscrimination and educational equity policies
- Other factors that may impact program quality

Documentation:

Attachment K1 – Clearfield County CTC List of Constituents

Criteria: 603.24(a)(3)(ii)(B) On-Site Visit Requirement

Response:

The agency's on-site evaluation teams consist of seven to ten site reviewers and include personnel from PDE, Continuing Education coordinators, adult vocational instructors, vocational administrators, postsecondary educators and individuals whose expertise, experience and education are related to the type of institution and programs being evaluated.

The team verifies the accuracy of the information in the applicant institution's self-study to assess whether the institution complies with the agency standards(Leadership, Program, Students, Faculty/Staff/Facilities, Employers) and verifies/clarifies how the institution uses the data and information gathered to make decisions and improve the overall quality of the institution. Areas such as program objectives, course outlines, instructor qualifications, facilities, equipment and supplies, and other unique factors that impact program quality are reviewed. During the on-site evaluation, site evaluators interview school administrators, board members, Careerlink, instructors, counselors, students and participate in off-site visits to businesses which employ the CTC's adult students.

At the end of the on-site visit, the team discusses the issues and concerns, prepares a Preliminary Draft Report identifying the strengths, opportunities for improvement and corrective action, and assigns scores to each section.

Documentation:

Attachment L1 – Preliminary Draft Report

Criteria: 603.24(a)(3)(iii) Reevaluation

Response:

The agency reevaluates accredited institutions every five years for reaffirmation of accreditation. The process is identical to the original accreditation process. Programs are reviewed annually for any new submissions, deletions, or changes.

The agency also requires each accredited institution to submit an annual report. In the annual report, the institution provides a written narrative and documentation to support how it continues to adhere to the five standards as outlined in the ASIAE Guidelines. The SAC reviews the annual reports and looks for any triggers leading to areas of deficiency. If any triggers are found, the institution will be required to provide additional information and/or a corrective action plan.

Documentation:

See Attachment B1 – Chapter 12
Attachment M1 – Approved Programs
Attachment M2 – Annual Report Review
Attachment M3 – Annual Report Letter to Institution

Criteria: 603.24(b)(1)(i) Has an Advisory Body

Response:

The Pennsylvania Department of Education (PDE) utilizes an advisory committee entitled the Institution Accreditation Advisory Group (IAAG). This group is comprised of administrators from career and technical schools, industry, vocational associations, among others. The purpose of the IAAG is to strengthen the Pennsylvania Postsecondary Vocational Educational (PPPVE) system. The group provides valuable advice to the State agency, through the BCTE, related to the development of standards, operating procedures and policy; and interprets the educational needs and support projections of the PPPVE system.

Key goals include:

- Provide information to update, modify, expand and improve the quality of career and technical education programs related to PPPVE
- Support and strengthen the relationship between business, industry, the community and education
- Make recommendations to strengthen and expand the curriculum and provide assistance in implementing these recommendations
- Assist in identifying needs, determining priorities and reviewing and evaluating programs and systems related to the PASBVE's Accreditation program.

IAAG members serve on accreditation teams including site visits, as part of the training process. This allows the members to have hands-on knowledge of how the policies and procedures are implemented by the institutions and evaluated by the team.

Documentation:

See Attachment B1 – Exhibit M

See Attachment G1 – IAAG Committee

See Attachment G3 – IAAG Meeting Minutes

Attachment N1 – Conflict of Interest Form – IAAG Member on Site Visit

Criteria: 603.24(b)(1)(ii) Demonstrate meaningful contribution by the advisory body

Response:

The main purpose of the Institutional Accreditation Advisory Group (IAAG) is to strengthen the PPPVE system. The group provides valuable advice to the State agency, through the BCTE, related to the development of standards, operating procedures and policy and interprets the educational needs and support projections of the PPPVE system. The IAAG reviews and makes recommendation to the accreditation guidelines to ensure quality and integrity in the PPPVE accreditation system. The IAAG reviews Preliminary Draft Reports and makes recommendations of accreditation status to PDE. Members of the IAAG serve on site review teams to gain knowledge of the accreditation process. Periodic training is done as new members join the IAAG.

Documentation:

Attachment O1 – IAAG Training
See Attachment G3 – IAAG Minutes

Criteria: 603.24(b)(1)(iii) Revision of Standards

Response:

The Bureau of Career and Technical Education uses a variety of methods for communicating with the public on revisions to PPPVE accreditation standards or regulations. The Pennsylvania Department of Education website lists all information regarding PPPVE accreditation. This list includes a description of accreditation, PPPVE accreditation guidelines, application form, program approval form, annual operational report form, and a list of all career and technical schools that have PPPVE accreditation to include original accreditation dates, expiration dates, etc. If any changes are being proposed, they are listed on the site with contact information for any comments or questions. BCTE staff also attend career and technical education workshops and symposiums and uses such events as a vehicle for disseminating information to the affected community. Another method is PENN*LINK, which is a system BCTE uses to communicate through an e-mail distribution list. Any comments or questions are compiled and reviewed by the IAAG Committee.

Documentation:

Attachment P1 – Email to CTCs regarding revisions to Guidelines and comment

Criteria: 603.24(b)(1)(iv) Program Evaluation

Response:

Pennsylvania Public Postsecondary Vocational Education requires all accredited institutions to conduct surveys of their students, faculty and the industry. Student surveys ask questions in regard to program delivery, content, facilities and equipment, and overall satisfaction. Faculty surveys ask questions in regard to preparedness, equipment, materials and any suggestions on improvements. The industry surveys ask questions in regard to the level of skill of the student and satisfaction of the employer who has hired the student. These surveys are then compiled by the institution and reviewed against their educational goals for each program and for the institution as a whole. These surveys are used as evidence in the self-study and during the on-site visits where the site team reviews them for content and consistency. Institutions also must show completion rates, credentials earned, placement rates, drop out ratios and how this information aligns with its educational goals..

Documentation:

See Attachment B1 – Chapter 5

See Attachment L1 – Preliminary Draft Report

See Attachment M2 – Annual Report Review

Attachment Q1 – Self-Study

Attachment Q2 – Surveys

Criteria: 603.24(b)(1)(v) Experimental and Innovative Programming

Response:

Pennsylvania Public Postsecondary Vocational Education encourages all Career and Technical Centers (CTC) be apprised of new and emerging training and through their Occupational Advisory Committees, the CTCs are able to offer such training to their communities.

Central Pennsylvania Institute of Science and Technology (CPI) has started a Wastewater Utility Operator/Technician program. The need for this program was determined through contact and discussion with CPI's local employer / manufacturers, local WIB (Central PA) data (e.g. Water & Liquid Waste Treatment Plant & System Operators is a High Priority Occupation within the region), job advertisement postings, Center for Workforce Information and Analysis (CWIA - paworkstats.state.pa.us) data, and national, state, and local data regarding the need water and wastewater operators. Regionally, two key factors are having a significant effect on employment in these sectors: 1.) The Chesapeake Bay Watershed program, which regulates all waters, streams, and tributaries that lead to the Chesapeake Bay (Pennsylvania is part of this program), and 2.) the Marcellus Shale and subsequent DEP regulations of water and wastewater handling in central Pennsylvania. Coupled with the high average age in the industry (54 yrs old) and growing regulation, water and wastewater operators will be in high demand over the long-term.

Along with significant vendor input, numerous employer meetings were held by CPI to gather information related to curriculum and equipment. Prior to hiring of their instructor, administration attended training sessions on advanced manufacturing at various statewide conferences (e.g. PACTA, ACTE). Prior to and after hiring their instructor / coordinator, teams from CPI visited schools that operate similar renewable energy programs. Curriculum teams met continuously throughout the design phase. Upon completion of the competency area and crosswalk, CPI offered its Water and Wastewater to both the public and to industry through its EE&I Program. The Program's Lead Instructor/Coordinator is Department of Environmental Protection (DEP) approved to offer Water and Wastewater Programs for CEU credit and is a member of the Water Works Operators Association of PA (WWOAP) and the American Water Works Association (AWWA).

The Water Utility Operator Program Prepares students for the PA DEP Operator Certification Tests for all Water treatment sub-classes and prepares students for the ISA exam(s) for Certified Control System Technician.

Documentation:

Attachment R1 – Waste Water Program
See Attachment R2 – Program Approval

Criteria: 603.24(b)(1)(vi) Institutional/Program Approval

Response:

All persons serving on on-site reviews are trained in ASIAE standards, policies and procedures. Reviewers also sign a conflict of interest form showing they will be impartial and objective when reviewing the institution. They review the institution's self-study and submit any comments or questions regarding the self-study to the SAC who will then submit them to the institution before the site-visit. During the site-visit, the reviewers review sections of the self-study and use a scoring system provided by PDE as an evaluation mechanism. Scoring guidelines have been developed to:

- Help calibrate how the Applicant Institution is performing relative to the Standards and Quality Initiatives
- Identify the key areas for improvement focus and to help track improvement over time
- Identify successful role model practices for benchmarking and sharing with other schools in the adult learning system

Documentation:

See Attachment F5 – Training Agenda
See Attachment J1 – Site Team Comments
See Attachment B1 – Exhibit L, Chapter 16 & 17
See Attachment L1 – Preliminary Draft Report
See Attachment F3 – Conflict of Interest Form
Attachment S1 – Site Team Evaluation

Criteria: 603.24(b)(1)(vii) Review of Standards

Response:

PDE formally reviews its standards, policies and procedures once per year. They are also reviewed during every site visit. After every on-site visit, evaluations are given to the site reviewers and the participating staff at the institution requesting feedback on the visit and the accreditation process as a whole. These evaluations are compiled and reviewed by the IAAG. All comments are taken into consideration and when appropriate, changes are made to the accreditation process.

Changes to the standards, if minor, will be made during the spring and be released to career and technical centers for use during the following program year.

Once every four years, the SAC will distribute the accreditation standards to each of the career and technical centers located in Pennsylvania. Each career and technical center administrator will be asked to review the standards and provide input on not only the standards but the accreditation process and guidelines.

Changes to the standards will be reviewed by the IAAG. During the review of the results, the IAAG will also provide input into the standards and guidelines. The approved changes will be presented to the State Board for Vocational Education for their review and approval.

Documentation:

See Attachment B1 – Chapter 18

See Attachment S1 – Site Team Evaluations

Attachment T1 – IAAG Minutes (Reviewing Guidelines)

See Attachment P1 - Email to CTCs regarding revisions to Guidelines and comment

Criteria: 603.24(b)(1)(viii) Independent Judgment of Quality

Response:

All institutions follow the same self-study when applying for PPPVE accreditation. The State Accreditation Coordinator works to make sure that the training and review completed by the site evaluation team is consistent and follows the ASIAE guidelines. Team members also must sign a conflict of interest form which would exclude anyone who resides or previously worked in the institution's school district, which could in any way potentially prejudice the outcome of the site evaluation or is in any way bias towards the institution, staff or its students.

Documentation:

See Attachment F5 – Training Agenda

See Attachment F3 – Conflict of Interest Form

Criteria: 603.24(b)(1)(ix) Complaint Procedures

Response:

Any institution that wishes to file a complaint regarding the PPPVE Accreditation process, must do so in writing to the Director of Career and Technical Education at the Pennsylvania Department of Education. Solutions will be executed as appropriate. If necessary, a disposition of the complaint will be provided in writing within 10 calendar days of the final decision.

Neither the PA State Board for Vocational Education nor the PDE has had complaints submitted to them in regard to PPPVE Accreditation. A process is in place to discuss complaints in the ASIAE Guidelines.

Documentation:

See Attachment B1 – Chapter 11

See Attachment G3 – IAAG Minutes (Complaints)

Criteria: 603.24(b)(1)(x) Publicly Available Information

Response:

The public can find all information regarding PDE Accreditation on the PDE website – www.education.state.pa.us. Such information includes the ASIAE Administrative Guidelines, Accreditation Application form, Program Approval form, Annual Report form, and a list of all PDE Accredited Institutions including those institutions applying for accreditation and those coming up that year for re-accreditation. At any time, interested parties make comments to PDE by phone, mail or e-mail using the contact information provided at the bottom of the webpage.

When policy changes are made, announcements are sent out to PPPVE centers and posted on PDE's website.

Documentation:

Attachment U1 – PDE Website

Criteria: 603.24(b)(1)(xi) School/Program Changes

Response:

Pennsylvania State Board for Vocational Education accredited institutions must submit an annual report to PDE by August 31 of each year. In the annual report, the institution reports any changes to their vision and/or mission statement and any changes to:

- Administrative/Staff Personnel
- Policies/Procedures – per program
- Instructional Delivery

Any changes to the programs are completed through the Career and Technical Information System (CATS) and approved by the SAC.

The SAC reviews all changes to determine if the institution remains in compliance with PPPVE ASIAE Accreditation standards.

Documentation:

See Attachment M2 – Annual Report Review
See Attachment C1 – Program Approval Form

Criteria: 603.24(b)(1)(xii) Interagency Consultation

Response:

The Pennsylvania Department of Education maintains regular and ongoing contact with its public postsecondary vocational education counterparts in other states to exchange current information about accreditation review, methods, techniques and standards. Through calls and emails, PDE confers with other state agencies when considering major changes to the policies and standards.

Documentation:

Attachment V1 – Email Correspondence with Oklahoma

Criteria: 603.24(b)(2)(i) Due Process – On-Site Visits

Response:

As part of the on-site review, each team is assigned to conduct interviews of specific members of the institution. These interviews include board members, administrative director, adult education instructors, adult students, counselors, Career Link staff, and interviews with representatives from business and industry who hire the institution's adult education students. Each site team group is given a list of specific questions to ensure consistency from one institution to the next. These interviews give the site reviewers a chance to further validate evidence provided in the self-study through a consensus of the group.

Documentation:

- Attachment W1 – Evaluator notes from on-site interviews
- See Attachment B1 – Exhibit H & Chapter 9
- See Attachment J2 – On-Site Agenda
- See Attachment F5 – Training Agenda

Criteria: 603.24(b)(2)(ii) Report on Strengths, Weaknesses, and Compliance

Response:

After a site-visit, a Preliminary Draft Report is generated and sent back to the applicant institution for review. In the report is a written comment and if applicable - commendation, opportunity for improvement or corrective action. The institution will have 30 days from the date of the Preliminary Draft Report Cover letter to respond in writing to any items in the report and may submit supporting documentation. If the institution does respond to the Preliminary Draft Report, the response will be reviewed by the SAC and if necessary, the site team members. The Preliminary Draft Report will be amended to reflect any changes and before being given to the IAAG for their review and recommendation of accreditation status.

Documentation:

Attachment X1 – Preliminary Draft Report Cover Letter
Attachment X2 – Preliminary Draft Report

Criteria: 603.24(b)(2)(iii) Response to Report

Response:

As stated in the previous criteria, the career and technology center has an opportunity to respond to the Preliminary Draft Report up to 30 days of the date of the Preliminary Draft Report cover letter. The SAC will then give the Preliminary Draft Report to the IAAG for review and they will make a recommendation of accreditation status to the SAC. The SAC will complete a Final Draft report with recommended accreditation status to the Director, Bureau of Career and Technical Education (BCTE). The Director will then present the Final Draft Report to the Pennsylvania State Board for Vocational Education for their review. The Pennsylvania State Board for Vocational Education will send the Final Draft Report with BCTE's accreditation status recommendation to the institution and provide an opportunity for the institution to appeal the recommendation within 30 days of the Final Draft report.

Documentation:

See Attachment B1 – Chapter 9

Attachment Y1 – Preliminary Draft report sent to Lebanon CTC

Attachment Y2 – Lebanon Response to Draft Report

Attachment Y3 – PDE Letter of Recommendation to Board

Attachment Y4 – State Board Minutes – PDE Recommendation

Attachment Y5 – Board Letter to Lebanon CTC regarding recommendation

Attachment Y6 – State Board Minutes Vote - Probationary

Attachment Y7 – Board Letter to Lebanon regarding vote

Attachment Y8 – State Board Mid Year Report

Attachment Y9 – Lebanon CTC 1 Year Review

Attachment Y10 – State Board Minutes granting full accreditation

Criteria: 603.24(b)(2)(iv) Adverse Action and Right to Appeal Notice

Response:

The Accreditation System of Institutions for Adult Education Guidelines provides institutions with information regarding the right to appeal an adverse decision. When an appeal is filed by the institution within 30 days of receipt of the Final Draft Report, PSBVE will provide written notice to the parties of receiving the appeal, assign a hearing officer so that a hearing may be held to develop a full and accurate record for the Pennsylvania State Board for Vocational Education's consideration. The PSBVE will review the full record, discuss issues raised, and issue a written final decision including a statement of its reasons thereof. If, after the appeal the decision stands, the institution will be permitted to reapply for accreditation with PDE one (1) year from the denial letter.

PSBVE has had no institutions file an appeal to an adverse decision of an accreditation.

Documentation:

See Attachment B1 – Chapter 9

See Attachment Y5 – Board Letter to Lebanon CTC regarding recommendation

Criteria: 603.24(b)(2)(v) Published Appeals Procedures

Response:

All procedures regarding the appeal process for PPPVE accreditation are published in the ASIAE Administrative Guidelines which are distributed during adult education conferences and workshops. The guidelines are available on the PDE website for public viewing.

Documentation:

See Attachment B1 – Chapter 9
See Attachment U1 – PDE Website

Criteria: 603.24(b)(2)(vi) Approval Status Pending Appeal

Response:

The Accreditation System of Institutions for Adult Education Guidelines clearly demonstrates the continuation of the approval status of an institution pending an appeal decision.

The Pennsylvania State Board for Vocational Education has had no institutions submit an appeal.

Documentation:

See Attachment B1 – Chapter 9

Criteria: 603.24(b)(2)(vii) Notifications: Appeal Decisions

Response:

The Pennsylvania State Board for Vocational Education, at this time, has had no occasion to apply the appeal process. The Department is prepared to address appeals as stated in the PPPVE Guidelines.

Documentation:

See Attachment B1 – Chapter 9

Criteria: 603.24(c)(1) Reviews Credit Hour Policies which conforms to accepted practice

Response:

The Pennsylvania State Board for Vocational Education has in place a procedure and policies regarding the review of an institution's credit hours policies and procedures.

The PSBVE has credit hour/clock hour conversion that is based on the credit hour definition found in section 602. Because the career and technical centers use clock hours, the SBVE has developed a conversion formula to align to the credit hour definition of 602. The conversion formula is:

10 theory hours = 1 credit hour
20 lab hours = 1 credit hour
30 internship/externship = 1 credit hour

The review of career and technical center policies include:

- Review of the academic calendar, course scheduling and syllabi
- Review of the institution's policy to determine that the instruction approximates the amount of work defined in paragraph (1) based on institutionally established learning outcomes and verifiable achievement
- Review of the institution's policy for the assignment of credit

The review of the policies will ensure that institutions demonstrate that clock hours, based on the credit hour conversion, assigned to courses for Federal programs adhere to the minimum standards of the credit hour definition in 600.2. During the accreditation on site review, the evaluation team:

- Review the academic calendar, course scheduling and syllabus
- Conduct student interviews to determine a student's completion of a specified number of hours of direct instruction and out-of-class work
- Ensure credits represent verifiable student achievement

PSBVE has reviewed existing State agency credit hour policies for both the noncredit and credit bearing courses. These existing regulations will serve as the basis to determine if the institution's assignment of credit hours conforms to commonly accepted practice in higher education.

Documentation:

See Attachment B1 – Chapter 5 & 17
See Attachment W1 - Evaluator notes from on-site interviews
Attachment Z1 – PDE, Bureau of Higher Education – Credit Hour Policy
Attachment Z2 – PDE, Bureau of Private License Schools – Credit Hour Policy
Attachment Z3 – Breakdown an accredited CTC

Criteria: 603.24 (c)(2) Credit Hour Review

Response:

The Pennsylvania State Board for Vocational Education does review all policies related to an institution's credit hours. A sampling of the center's credit hour break down is reviewed in the self-study, during the on-site visit and in the Annual Report.

Documentation:

See Attachment B1 – Chapter 5, Appendix L
See Attachment Z3 – Breakdown an accredited CTC
Attachment AA1 – Credit hour reference in Self-Study

Criteria: 603.24(c)(3) Actions on Deficiencies

Response:

Career and Technical Centers are required to submit Annual Reports for every year they are accredited. Within the Annual Report, PDE will review the center's credit hours. As per the ASIAE Guidelines, if a center does not define/institute credit hours, it is considered a trigger in the area of a deficiency and would require the center to provide more information or a corrective action plan. If the center does not correct the deficiency, a letter will be sent to the director of the center stating that the center is in non-compliance.

Documentation:

See Attachment B1 – Chapter 12 & Appendix L

Criteria: 603.24(c)(4) Credit Hour Notifications

Response:

If the center does not correct the deficiency through the corrective action plan, the center will be found noncompliant; the PSBVE will notify the director of the center and the U.S. Secretary of Education of the noncompliance.

Documentation:

See Attachment B1 – Exhibit N & O

Criteria: 603.24(d)(1) Promote set of ethical standards

Response:

As part of the self-study and on site review, the site evaluation team reviews the policies and practices of the career and technical center to ensure the ethical value of its responsibilities to the students and stakeholders.

Documentation:

See Attachment B1 – Appendix B, Standard B

See Attachment L1 – Preliminary Draft Report

Criteria: 603.24(d)(2) Maintains review in relation to ethical practices

Response:

All ethical practices of institutions applying for PPPVE Accreditation are reviewed on site and again in the annual report. Any triggers of deficiencies in these areas will require the career and technical center to provide more information or a corrective action plan.

Documentation:

See Attachment B1 – Chapter 12 and Appendix B, Standard B

See Attachment Q1 – Self Study

See Attachment M2 – Annual Report Review

A1

PENNSYLVANIA SCHOOL LAWS AND RULES

24 P. S. § 18-1803. Duties of State Board of Vocational Education; reports

The State Board for Vocational Education is hereby authorized and directed to investigate and to aid in the introduction of vocational industrial, vocational agricultural, vocational homemaking, vocational distributive and vocational business and office occupational education; to assist in the establishment of schools and departments for said forms of education, and to inspect and approve such schools or departments as are hereinafter provided. The State Board for Vocational Education shall make a report annually to the Governor and Legislature describing the condition and progress of vocational industrial, vocational agricultural, vocational homemaking, vocational distributive and vocational business and office occupational education during the year, and shall also make such recommendations as the board may deem advisable.

A2

List of Pennsylvania Public Postsecondary Vocational Education Institutions

A W Beattie Career Center
Admiral Peary AVTS
Beaver County CTC
Bedford County Technical Center
Berks CTC
Bethlehem AVTS
Bucks County Technical High School
Butler County AVTS
Carbon Career & Technical Institute
Career Institute of Technology
Central Montco Technical HS
*Central PA Institute of Science & Technology
Central Westmoreland CTC
Chester County Technical College High School
Clarion County Career Center
*Clearfield County CTC
Columbia-Montour AVTS
Connellsville Area CTC
Crawford County CTC
CTC of Lackawanna County
Cumberland Perry AVTS
Dauphin County Technical School
Delaware County Technical High School
Eastern Center for Arts & Technology
Eastern Westmoreland CTC
Erie City SD
Erie County Technical School
Fayette County Career & Technical Instit
Forbes Road CTC
Franklin County CTC
Fulton County AVTS
Greater Altoona CTC
*Greater Johnstown CTC
Greene County CTC
Hazleton Area Career Center
Huntingdon County CTC
*Indiana County Technology Center

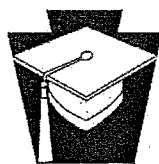
Jefferson County-DuBois AVTS
Keystone Central CTC
Lancaster County CTC
Lawrence County CTC
*Lebanon County CTC
*Lehigh Career & Technical Institute
Lenape Tech
Lycoming CTC
McKeesport Area Technology Center
Mercer County Career Center
Middle Bucks Institute of Technology
Mifflin County Academy of Science and Tech
Mon Valley CTC
Monroe Career & Tech Inst
North Montco Tech Career Center
Northern Tier Career Center
Northern Westmoreland CTC
Northumberland County CTC
Parkway West CTC
Philadelphia City SD
Pittsburgh SD
Reading Muhlenberg CTC
*Schuylkill Technology Centers
Seneca Highlands CTC
Somerset County Technology Center
Steel Center AVTS
SUN Area Technical Institute
Susquehanna County CTC
Upper Bucks County Technical School
Venango Technology Center
Warren County AVTS
West Side CTC
Western Area CTC
Western Montgomery CTC
Wilkes-Barre Area CTC
*York Co School of Technology

*** Indicates Career and Technical Centers
Accredited by PSBVE**

B1

Accreditation Guidelines
for
Pennsylvania Public Postsecondary
Vocational Education

February 2018



pennsylvania
DEPARTMENT OF EDUCATION

COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF EDUCATION
333 Market Street
Harrisburg, PA 17126-0333
[Pennsylvania Department of Education](#)



pennsylvania
DEPARTMENT OF EDUCATION

Commonwealth of Pennsylvania
Tom Wolf, Governor

Department of Education
Pedro A. Rivera, Secretary

Office of Elementary and Secondary Education
Matthew S. Stem, Deputy Secretary

Bureau of Career and Technical Education
Lee Burket, Director

Division of Career and Technical Education
Tamalee Brassington, Division Manager

The Pennsylvania Department of Education (PDE) does not discriminate in its educational programs, activities, or employment practices on the basis of race, color, religious creed, ancestry, union membership, age, gender, sexual orientation, gender expression, and identity, national origin, AIDS or HIV status, or disability. This policy is in accordance with State Law including the Pennsylvania Human Relations Act and with Federal law, including Title VI and Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination in Employment Act of 1967, and the Americans with Disabilities Act of 1990.

The following persons have been designated to handle inquiries regarding the Pennsylvania Department of Education's nondiscrimination policies:

For Inquiries Concerning Nondiscrimination in Employment:

Pennsylvania Department of Education
Equal Employment Opportunity Representative
Bureau of Human Resources
Voice Telephone: (717) 787-5446

For Inquiries Concerning Nondiscrimination in All Other Pennsylvania Department of Education Programs and Activities:

Pennsylvania Department of Education
School Services Unit Director
333 Market Street, 5th Floor, Harrisburg, PA 17126-0333
Voice Telephone: (717) 783-6802

If you have any questions about this publication or for additional copies, contact:

Pennsylvania Department of Education Voice: (717) 783-6972
Bureau/Office of Career and Technical Education
333 Market Street, 11th Floor Harrisburg, PA 17126-0333
Voice: (717) 783-6860, Fax: (717) 783-6672
www.education.pa.us

All Media Requests/Inquiries: Contact the Office of Press & Communications at (717) 783-9802

Table of Contents

Chapter 1	Objective of Program.....	1
Chapter 2	Roles or Organizations.....	1
Chapter 3	Requesting Accreditation/Reaccreditation.....	2
Chapter 4	Assistance to Applicant Institution.....	2
Chapter 5	Program Approval.....	3
Chapter 6	Self-Study.....	3
Chapter 7	Site Evaluation.....	4
Chapter 8	Written Report.....	5
Chapter 9	Accreditation Approval and Appeal Process.....	6
Chapter 10	Accreditation/Probationary with Stipulations/Denial Status.....	6
Chapter 11	Complaint Procedure.....	7
Chapter 12	Annual Operational Report.....	8
Chapter 13	Adding Programs After An Institution Has Been Accredited.....	9
Chapter 14	Re-accreditation Process.....	9
Chapter 15	Discontinuation of Pennsylvania Public Postsecondary Vocational Education Accreditation.....	10
Chapter 16	Selection of Site -Evaluators.....	10
Chapter 17	Training Site Evaluators.....	11
Chapter 18	Envaluation of Pennsylvania Public Postsecondary Vocational Education System..	12
Chapter 19	Innovation Encouragement.....	13
Chapter 20	Communication to Public.....	13
APPENDIX		
Appendix A	Accreditation Application Form.....	15
Appendix B	Applicant Institution Self-Study.....	17
Appendix C	Accreditation Timeline.....	23
Appendix D	Data/Information and Anaylsis.....	25
Appendix E	Sample Letter to Potential Site Evaluation Team Memembers.....	27
Appendix F	Site Evaluation Team Members Background and Expearence.....	29
Appendix G	Conflict of Interest Form.....	31
Appendix H	Interview Forms.....	33
Appendix I	Written Report and Scoring Guidelines.....	41
Appendix J	Evaluation Form by the Site Evaluation Team.....	43
Appendix K	Evaluation Form by the Institution.....	45
Appendix L	Annual Operational Report.....	47
Appendix M	Institutional Accreditation Advisory Group.....	51
Appendix N	Non-Compliance Letter to Institution.....	53
Appendix O	Non-Compliance Letter to USDOE.....	55

Required under Title 34, Sub Part B, Part 603.24

for the

U.S. Department of Education Secretary's recognition of the Pennsylvania State Board for
Vocational Education

as a

**State Agency that is a reliable authority as to the quality of Public Postsecondary Vocational
Education for the State of Pennsylvania**

Chapter 1 Objective of Program

Background, Scope, and Purpose of the Accreditation Pennsylvania Public Postsecondary Vocational Education.

1. Key reasons why this Accreditation Program is important to Pennsylvania's Education System:
 - a. Expand training opportunities for adult students
 - b. Meet the needs of individuals and the community
 - c. Enhance opportunities for workforce and economic development
 - d. Help the community reach its overall goals
 - e. Benchmark quality standards for program development, instruction, equipment, processes, and services for the purpose of making comparisons and improving the quality of adult education
 - f. Increase enrollment opportunities for institutions by being responsive to community needs and helping the institution be successful
 - g. Provide accreditation services not readily available to our institutions at a cost savings for institutions, and the state of Pennsylvania
 - h. Offer a more efficient accreditation process using data and information that is already on file at the Pennsylvania Department of Education
 - i. Enhance collaboration between institutions and the Pennsylvania Department of Education
2. The state agency, Pennsylvania State Board for Vocational Education, will be recognized by the Secretary of the U.S. Department of Education as the reliable authority for the quality of public postsecondary vocational education.
3. The Pennsylvania Department of Education establishes standards, policies and evaluation procedures that meet the requirements of both the U.S. Department of Education and are approved by the Pennsylvania State Board for Vocational Education.
4. The scope of accreditation is for any public career and technical center that offers public postsecondary vocational education as contained in Title 34 of the Code of Federal Regulations.
5. Pennsylvania Department of Education has an on-going relationship with career and technical centers. Therefore, much of the required data, information and knowledge of the potential applicant institution is available allowing for a more effective and efficient accreditation process for all.

Chapter 2 Roles of Organizations

The Role of the Pennsylvania State Board for Vocational Education and the Pennsylvania Department of Education.

1. Pennsylvania State Board for Vocational Education through the Pennsylvania Department of Education has legal authorization and the responsibility for developing, administering, and coordinating the evaluation and approval of Pennsylvania Public Postsecondary Vocational Education programs and institutions in Pennsylvania as per 24 PS 18-1841.
2. Pennsylvania State Board for Vocational Education through the Pennsylvania Department of Education approve programs, facilities, and general conduct of the public postsecondary vocational education programs.

3. Pennsylvania Department of Education has the responsibility to establish and coordinate an advisory body, Institutional Accreditation Advisory Group. The Institutional Accreditation Advisory Group provides counsel to Pennsylvania Department of Education and makes a meaningful contribution to the Pennsylvania State Board for Vocational Education accreditation process. (See Appendix M)
4. Pennsylvania Department of Education administers the accreditation program for the Pennsylvania State Board for Vocational Education. Accreditation status will be granted to an institution that has satisfactorily assured Pennsylvania State Board for Vocational Education, through the recommendations of Pennsylvania Department of Education, that it has met the accreditation guidelines.

Chapter 3 Requesting Accreditation/Re-Accreditation

Process for Requesting Accreditation/Re-Accreditation.

1. Pennsylvania Department of Education notifies all institutions in Pennsylvania that could potentially receive Pennsylvania State Board for Vocational Education Accreditation using venues such as the department's website, seminars, professional development, and in-service programs. Institutions are given information regarding the accreditation services available to them.
2. Institutions must have three (3) or more approved programs running with 300 hours or more for no less than one year to be considered for accreditation.
3. Only five institutions will be accredited/re-accredited by Pennsylvania State Board for Vocational Education per year.
4. Application for requesting Accreditation can be found in Appendix A.

Chapter 4 Assistance to Applicant Institution

Process for assisting the applicant institution and conducting a self-study to tentatively confirm that the institution is worthy of accreditation. Note: All documents are made available electronically on [Pennsylvania Department of Education website](#).

1. The state accreditation coordinator will schedule a meeting with the career and technical center to review:
 - a. Standards and procedures of accreditation
 - b. Mandatory self-study requirements before a site evaluation
 - c. Timeline between the program approval, self-study completion and submission, site evaluation and accreditation determination (see Appendix C)
 - d. Expectations during a site visit
 - Overview of visit during opening session – welcome, introductions, agenda, protocol for visits and interviews
 - Evaluators break into assigned groups to review documents and data to support the institution's self-study and past operation if a reaccreditation
 - Tour of institution
 - Schedule of tours to off-site locations
 - Interview of key persons involved with the institution's postsecondary programs
 - Team meets to develop a preliminary report including scoring
 - Pennsylvania Department of Education staff provides an oral exit report that highlights some of the key findings.

2. The institution staff may ask any questions or express any concerns regarding the accreditation process.
3. Technical assistance is available to provide overall guidance on the federal, state and Pennsylvania Department of Education educational standards and the *Pennsylvania Public Postsecondary Vocational Education Accreditation Guidelines*.

Chapter 5 Program Approval

Program approval must be completed before accreditation is granted. **All programs to be approved for accreditation must have been in existence for one (1) year.** The State Accreditation Coordinator will provide and explain the approval process during the initial technical visit. Programs are approved through the Career and Technical Education Information System. Criteria for approval include: (a) labor market needs; (b) planning; (c) program content and industry standards; (d) teacher/student ratio; (e) utilization of materials; (f) equipment and supplies; (g) safety practices; (h) accountability standards; and (i) student and teacher industry credentials.

Institutions will be reviewed through the Annual Reports on the established learning outcomes and verifiable achievement of those outcomes. Pennsylvania Department of Education will also review the institution's assignment of a credit as per the Pennsylvania State Board for Vocational Education credit hour/clock hour conversion:

- 1 credit = 10 theory clock hours
- 1 credit = 20 lab clock hours
- 1 credit = 30 internship/externship clock hours

The credit hours awarded for the programs are compliant with the definition of a credit hour under the Higher Education Act of 2010, section 34 CFR 600.2 for the purpose of Federal program and provisions related to accrediting agencies' assessment of institutions' determinations of credit hours or other measures of student work under 34 CFR 602.24(f) for purpose of the title IV student financial assistance programs.

The institution provides clock hours that are the basis for the awarded credit hours.

The formula is as follows:

1. A semester hour must include at least 37.5 clock hours of instruction;
2. A trimester hour must include at least 37.5 clock hours of instruction; and
3. A quarter hour must include at least 25 clock hours of instruction.

Student work outside of class (clinical, internships, etc.) combined with the clock hours of instruction must meet or exceed the hours noted above (37.5, 37.5, 25) and:

1. A semester hour must include at least 30 clock hours of instruction;
2. A trimester hour must include at least 30 clock hours of instruction; and
3. A quarter hour must include at least 20 clock hours of instruction.

Chapter 6 Self-Study

Institutions are required to send to Pennsylvania Department of Education a self-study binder. (See Appendix B) The binder provides a portrayal of the institution's guidelines and procedures, and includes samples in each subcategory. Pennsylvania Department of Education assistance is provided to help the applicant institution conduct their preliminary self-study and to identify the necessary site evaluation data and information. While the purpose of the self-study is to guide the

institution through a quality assessment of their programs and institution, the data collection and organization that results from this process saves time and creates efficiency during the actual site evaluation. The self-study also provides advance information for the site evaluation team. (See Appendix D)

1. The institution works with Pennsylvania Department of Education on projected date for program approval, and submission of programs into the Career and Technical Education Information System.
2. The institution works with Pennsylvania Department of Education on the projected date for completing and submitting an application requesting consideration for accreditation.
3. The institution works with Pennsylvania Department of Education on the projected date for completing and submitting the self-study.
4. The State Accreditation Coordinator is available to the applicant institution to provide technical assistance and provide overall guidance in regard to the self-study.
5. The institution will send the completed self-study to Pennsylvania Department of Education. Pennsylvania Department of Education staff will review the self-study and determine if the institution is ready for a site evaluation.
6. If the institution is ready for a site evaluation, the State Accreditation Coordinator and the institution will determine the dates for the site evaluation.
7. Prior to the visit, the institution will be provided with the names and mailing addresses of the site evaluators who will be evaluating the institution. The institution is required to mail a self-study binder for review to each evaluator. (See more about Site Evaluators in Chapter 16)
8. If the institution is determined to not be prepared, the State Accreditation Coordinator will contact the institution to review the problem areas and determine when they should resubmit for approval.
9. The self-study will be mailed to team members one (1) month before the site evaluation. Comments from team members are provided to the State Accreditation Coordinator regarding strengths and areas requiring review during the site evaluation. Comments are sent back to the State Accreditation Coordinator who compiles the comments into one report.
10. The State Accreditation Coordinator will compile the comments and send them to the institution for review prior to the site evaluation.
11. The institution will gather evidence to address the evaluators' comments prior to the site evaluation.

Chapter 7 Site Evaluation

Site visits require at least three days. Some institution's site evaluations may require more days due to the number of programs offered and/or their locations. All lodging, travel, and subsistence expenses for non-PDE evaluators are the responsibility of the institution.

1. The State Accreditation Coordinator will determine the agenda with the institution and prior to the site evaluation to ensure timeliness and efficiency during the visit evaluation.
The following is an example of a three-day agenda:

Day One

1:00 pm	1:30 pm	Welcome by PDE and Institutional Staff
1:30 pm	2:30 pm	Training and expectations of evaluation team
2:30 pm	4:00 pm	Team document review (three breakout rooms with PC workstations)

Day Two

8:00 am	8:45 am	Breakfast (provided at institution) and overview of team expectations
---------	---------	---

8:45 am	9:30 am	Institution tour
9:30 am	12:00 pm	Team document review (three breakout rooms with PC workstations)
12:00 pm	1:00 pm	Lunch (provided at institution)
1:00 pm	2:00 pm	Onsite interview session and off-site visits (See Appendix H)
1:30 pm	4:00 pm	Team document review (three breakout rooms with PC workstations)

Day Three

8:00 am	8:45 am	Breakfast (provided at institution)
8:45 am	12:00 pm	Team report compilation – document review and interview data consolidated into a preliminary report
12:00 pm	1:00 pm	Lunch (provided by institution)
1:00 pm	2:00 pm	PDE evaluators team meeting – debriefing of preliminary findings
2:00 pm	3:00 pm	Oral presentation of preliminary findings to institution officials
3:00 pm		Adjournment

During the afternoon of the third day, each team will consolidate their findings into one preliminary report to include comments and scores and give a preliminary report to the team leader. The team leader will then give an oral preliminary report to the institution. The team leader will present findings of the evaluation team that highlight select strengths and findings. (See Exhibit I)

The oral report will be well planned and guided by the following:

- Clear set of points to cover
- At the completion of the oral preliminary report, clarification questions are permitted but there should be no in-depth discussion of or debate about the findings.

Chapter 8 Written Report (See Exhibit I)

1. The State Accreditation Coordinator will prepare a preliminary draft report to be sent to the institution under review. The institution will have 30 calendar days after receipt of the preliminary draft report to respond to any findings and/or to file supplemental materials pertinent to the facts and conclusions contained in the written report.
2. If the institution is not responsive within the 30 calendar days, the preliminary draft report will be given to the Institutional Accreditation Advisory Group for review and consideration. The Institutional Accreditation Advisory Group will make a recommendation of accreditation status to Pennsylvania Department of Education.
3. If the institution is responsive with comments and/or supporting documentation within 30 calendar days, the State Accreditation Coordinator will review the comments and/or documentation provided, and will reconvene the original site team evaluators if necessary.
4. The State Accreditation Coordinator will update the preliminary draft report to include the evaluators' decision after considering the institution's comments.
5. The preliminary draft report with the evaluators' determination will be provided to the Institutional Accreditation Advisory Group.
6. The Institutional Accreditation Advisory Group may comment and will make a recommendation on accreditation status to Pennsylvania Department of Education through the resulting final draft report. (See more about the Institutional Accreditation Advisory Group in Appendix M)
7. Pennsylvania Department of Education will review the final draft report issued by the Institutional Accreditation Advisory Group, make an accreditation status recommendation, and present the final draft report and accreditation recommendation to the Pennsylvania State Board for Vocational Education. Pennsylvania Department of Education advises the Pennsylvania State Board for Vocational Education on its reasoning for accepting or rejecting the Institutional Accreditation Advisory Group accreditation recommendation.

Chapter 9 Accreditation Approval and Appeal Process

1. Pennsylvania Department of Education will notify the institution under review of Pennsylvania Department of Education's recommendation for accreditation status and inform the institution that the final draft report and accreditation recommendation will be presented to the Pennsylvania State Board for Vocational Education.
2. Pennsylvania State Board for Vocational Education will distribute the final draft report and the Pennsylvania Department of Education recommendation on accreditation status to the institution and provides an opportunity for the institution to appear and contest the accreditation recommendation before the Pennsylvania State Board for Vocational Education.
3. If the institution does not respond in writing and request a hearing within 30 calendar days after receipt of the final draft report and accreditation recommendation, then the final draft report will go to the Pennsylvania State Board for Vocational Education for formal adoption of final draft report and issuance of its final decision which either accepts or rejects the Pennsylvania Department of Education's accreditation recommendation.
4. If the institution responds in writing and requests a hearing within 30 calendar days after receipt of the final draft report and accreditation recommendation then Pennsylvania State Board for Vocational Education will provide written notice to the parties of receiving the appeal, assign a docket number, and assign a hearing officer so that a hearing may be held to develop a full and accurate record for Pennsylvania State Board for Vocational Education's consideration.
5. The approval status of the institution or program will continue pending disposition of an appeal.
6. Pennsylvania State Board for Vocational Education will review the full record, discuss issues raised, and issue a written final decision, including a statement of its reasons therefor.
7. If the final decision of the Pennsylvania State Board for Vocational Education is to deny accreditation, the institution should follow the Closeout Procedures as outlined in the Complete Federal Student Aid Handbook.

Chapter 10 Accreditation/Probationary with Stipulations/Denial Status Processes

Pennsylvania State Board for Vocational Education through Pennsylvania Department of Education has clearly defined the process and procedures for the Pennsylvania Public Postsecondary Vocational Education. Collectively, these guidelines include definitions and procedures for granting accreditation, granting re-accreditation, or denying accreditation.

Accreditation scenarios are as follows:

- Accreditation: The institution meets all or has no more than one "Not Met" and/or "Beginning" * in a quality initiative and is providing Pennsylvania Public Postsecondary Vocational Education to its students per the self-study guidelines and the regulations of the Pennsylvania State Board for Vocational Education. Pennsylvania Department of Education may make scheduled visits throughout the duration of the accreditation. Pennsylvania Department of Education sends each approved institution a letter and certificate stating the approval of Pennsylvania State Board for Vocational Education accreditation for five (5) years. If there are any corrective actions identified, they must be addressed in the annual report. Institutions will be required to complete an annual report due August 31 of each year they are accredited. (See Chapter 12)
- * Not Met and/or Beginning is defined as scoring 0 or 1.
- Probationary Accreditation with Stipulations: The institution has no more than two "Not Met" and/or "Beginning" in a quality initiative. Pennsylvania Department of Education will send

the institution a letter with a certificate stating the approval for Pennsylvania State Board for Vocational Education accreditation is valid for one (1) year. Pennsylvania Department of Education will clearly state the issue(s) and action(s) necessary to bring the institution into compliance. The institution is required to make the necessary corrective action(s) within one (1) year and to furnish a report to Pennsylvania Department of Education on each specific issue. A visit by the Pennsylvania Department of Education to the institution may or may not be necessary. If the institution is found to have corrected all issues, accreditation will be granted for four years from the date of the letter stating that they are in compliance. If the institution does not resolve the issues to the corrective action plan within one (1) year, Pennsylvania State Board for Vocational Education will deny accreditation to the institution. The institution may wish to appeal this decision. The institution will have an opportunity to re-apply for accreditation one (1) year from the date of the denial letter. (See Chapter 9)

- Denial of Accreditation: If the institution has more than two "Not Met" and/or "Beginning" in a quality initiative, accreditation is denied. Pennsylvania Department of Education sends each denied institution a letter stating the specific reasons for denial. The possible financial impact to the school would be to allow no new students on financial aid, resulting in a possible decrease in enrollment and loss of revenue. If the final decision of the Pennsylvania State Board for Vocational Education is to deny accreditation, the institution should follow the Closeout Procedures as outlined in the Complete Federal Student Aid Handbook. The institution will have an opportunity to re-apply for accreditation in one (1) year after the date of the final denial letter. The institution may wish to appeal this decision. (See Chapter 9)

If the Pennsylvania State Board for Vocational Education loses its recognition through the United States Department of Education, the institution has up to 18 months to find a new accreditor while still considered eligible for Title IV Participation.

Procedures for Non-Compliance of the Credit Hour Policy:

If during an institution's accreditation, an institution is found to be in non-compliance of the credit hour policy, the institution must cease enrolling students and submit a corrective action plan to Pennsylvania Department of Education. This plan will be reviewed and when found to be properly implemented; the institution may begin to enroll new students. If the institution does not submit a corrective action plan and/or does not follow through with the corrective action plan, the institution's accreditation will be revoked. The institution will have the opportunity to appeal this decision. (See Chapter 9; See Appendix N and Appendix O)

Chapter 11 Complaint Procedure

Written complaint procedure for the applicant institution.

1. Complaints in reference to the accreditation process must be submitted in writing and directed to the attention of the Director, Bureau of Career and Technical Education, 333 Market Street, 11th Floor, Harrisburg, PA 17126.
2. Responses to the complaint will be executed as appropriate.
3. Pennsylvania Department of Education will follow up with the complaint if appropriate.
4. The disposition of the complaint will be provided to the complainant, the institution, and other interested parties in writing within 10 calendar days of the final decision.

Chapter 12 Annual Operational Report

Annually, Pennsylvania State Board for Vocational Education accredited institutions will submit reports to Pennsylvania Department of Education. The reports are due August 31 of every year accredited. The reports cover each of the accreditation standards: organizational leadership; student stakeholder and public/community focus; leadership, program, students, facility/staff/facilities, and employers. (See Exhibit L)

1. The State Accreditation Coordinator will receive and date stamp the reports.
2. The State Accreditation Coordinator will coordinate a review of the annual report with the Pennsylvania Department of Education staff assigned to accreditation.
3. During review of the annual report, staff will look for triggers indicating an area(s) of deficiency.
4. If materials are deficient and a trigger has been identified, the State Accreditation Coordinator and staff will review the materials and arrive at a consensus whether or not a deficiency exists.
5. A response from the State Accreditation Coordinator will be sent to the institution by September 30. In the response, the State Accreditation Coordinator will notify the institution if the Annual Report meets the standards or if deficiencies were found. If deficiencies were found, they will be outlined with a request to provide more information within 30 calendar days of the response.
6. The State Accreditation Coordinator and staff will review the additional materials and arrive at a consensus on the sufficiency of the additional evidence.
7. If an institution does not meet full accreditation, the State Accreditation Coordinator will prepare a letter notifying the institution that it has not met the standards and does not meet full accreditation. The institution will be notified that it must submit a corrective action plan within 30 calendar days from the date of the letter. Additionally, the State Accreditation Coordinator will schedule a site visit. The State Board for Vocational Education will be notified when an institution does not meet the standards.
8. The triggers that determine when a corrective action plan must be submitted are listed below.

Areas of Deficiency

The following triggers are considered areas of deficiency and will require the institution to provide more information or a corrective action plan.

Leadership

- The administration does not provide leadership to adult education
- Meetings are not held to discuss adult education and its goals
- There is no review of the organization's performance
- The adult education budget is not reviewed

Program

- Institution does not identify the methods for developing an adult education program
- Institution does not market the programs to stakeholders
- Ethical practices are not adhered to
- Catalog does not provide clear information regarding adult education
- Equipment acquisition and disposition

Students

- Student handbook does not address the following: attendance policy, credit hour policy, complaint/grievance policy, and/or remediation policy
- Institution does not provide data on completers, credentials earned, and/or special awards given
- Curriculum is not addressed

- Institution does not assess student satisfaction/dissatisfaction and/or how it is addressed

Facility/Staff/Facilities

- Faculty/Staff do not have the proper qualifications
- Institution does not recruit for faculty/staff
- No evidence of orientation
- No evidence of professional development
- Faculty/Staff are not evaluated
- Facilities are not maintained
- Safety is not addressed

Employers

- No collaboration with local employers
- Institution does request or process feedback from employers

Chapter 13 Adding Programs After an Institution Has Been Accredited

Programs are approved through the Pennsylvania State Board for Vocational Education Career and Technical Education Information System. New programs will be reviewed by the State Accreditation Coordinator and the program specialist in that area. When a program is approved, the Chief School Administer and Career and Technical Administrator/Supervisor sign an assurance that states:

The program(s) shall comply with all standards and criteria of the accreditation process.

By signing this assurance, the institution acknowledges that the new program will abide by the *Pennsylvania Public Postsecondary Vocational Education Accreditation Guidelines*.

The addition of a new campus will require the institution to complete a mini self-study which will be reviewed by the State Accreditation Coordinator. A site visit will be scheduled to review the additional site to ensure it meets accreditation standards.

Chapter 14 Re-accreditation Process

Process for re-accreditation of an institution.

Pennsylvania Department of Education re-accredits institutions every five years. Re-accreditation follows the initial accreditation process with a focus on the institution's adherence to the Pennsylvania Public Postsecondary Vocational Education Guidelines throughout the past five years.

Pennsylvania Department of Education will notify the institution in writing one (1) year prior to the re-accreditation and offer technical assistance. A follow-up reminder will be given 6 months prior to the re-accreditation. Each reminder will emphasize that the review is focused on adherence to the standards and criteria over the 5-year period of accreditation. A Self-Study will be due to the Pennsylvania Department of Education four (4) months before the scheduled on-site visit.

Re-accreditation follows the same guidelines as the original five (5) year accreditation process. (See Chapters 4 to 13)

Re-Accreditation scenarios are as follows:

- Accreditation
- Probationary Accreditation with Stipulations
- Revoking Accreditation: Pennsylvania Department of Education has an ongoing relationship with each institution offering Pennsylvania Public Postsecondary Vocational Education after accreditation has been granted. As part of this relationship, Pennsylvania Department of Education continues to review the institution's Pennsylvania Public Postsecondary Vocational Education student placement data, the deletion and addition of any instructional programs, and any institutional changes that effect its operations or that might influence the accredited status. As a result of this on-going review before the five-year re-accreditation, Pennsylvania Department of Education may reaccredit an institution if it believes that the institution has made changes that affect the quality of its Pennsylvania Public Postsecondary Vocational Education programs in relation to the standards and quality initiatives listed in the self-study guidelines and in the *Pennsylvania Public Postsecondary Vocational Education Accreditation Guidelines*. If the institution has not sustained the expected level of Pennsylvania Public Postsecondary Vocational Education quality, Pennsylvania Department of Education works with the institution and provides the necessary technical assistance to help eliminate the need for revoking an accreditation. However, if the institution has not shown any progress in their first five years of accreditation towards bringing their institution up to the standards and quality initiatives Pennsylvania Department of Education will revoke the institution's accreditation. Institutions have an opportunity to appeal this decision. (See Chapter 9) *Institutions* may re-apply for accreditation after one (1) year from the date of the revocation letter.

Chapter 15 Discontinuation of Pennsylvania Public Postsecondary Vocational Education Accreditation

Institutions wishing to discontinue their Pennsylvania Public Postsecondary Vocational Education accreditation prior to their five (5) year term must submit a letter to the Pennsylvania Department of Education with their request of termination, an effective termination date, and a final annual report. The institution will also submit a teach-out plan which will outline how the institution will work with the students to find reasonable opportunities to continue their education. The Pennsylvania Department of Education will review all documentation and once satisfied, will bring the request to terminate accreditation to the Pennsylvania State Board for Vocational Education. If approved, a letter will be sent to notify U.S. Department of Education and the institution that Pennsylvania State Board for Vocational Education no longer recognizes the institution for Pennsylvania Public Postsecondary Vocational Education accreditation.

Chapter 16 Selection of Site Evaluators

Selection Process for Site-evaluators.

1. After a self-study of an institution is reviewed by the State Accreditation Coordinator, the State Accreditation Coordinator will begin the selection of the site evaluators. In accordance with the state nondiscriminatory policy, the State Accreditation Coordinator selects team members who have knowledge in the field of vocational education, as well as a depth of experience in vocational education program operations and participation in vocational program evaluations.

There are approximately 6 team members: 2 assigned to sections A&B, 2 assigned to section C and 2 assigned to sections D&E. Additional team members are utilized as needed.

2. Pennsylvania Department of Education sends communications to the institutions requesting evaluators. The communication includes specific information regarding the purpose of accreditation, expectations, and dates of the review. Anyone interested in serving as an evaluator is asked to contact the State Accreditation Coordinator with their interest and include their resume.
3. The State Accreditation Coordinator reviews the resumes and selects candidates based on criteria listed in Chapter 16.
4. Each candidate is given the requirements/expectations of his/her role, and must agree on the overall assignment. The selection process includes candidates from Pennsylvania Department of Education as well as those external to the Pennsylvania Department of Education.
5. Each site evaluation team member must read and sign a Conflict of Interest form. (See Appendix G)

Note:

The site evaluation team may include personnel from the Pennsylvania Department of Education, state-certified vocational teachers, teacher educators, teacher leaders, vocational administrators, industry members, and other classifications of individuals depending upon the nature and type of institution being evaluated.

Selection is based on the individual's knowledge and experience in: industry and workforce development, state credentials, serving on decision-making bodies, and assessment and evaluation.

6. The approved site evaluation team members are identified to the applicant institution's administration who is given the option to reject any individuals. The institution must identify in writing the specific reasons why they believe any individual should be rejected. Pennsylvania Department of Education has the final determination to reject or accept the site evaluation team members.
7. The State Accreditation Coordinator notifies the selected site evaluation team members of their appointment as well as training dates and the dates of the actual site evaluation.

Chapter 17 Training Site Evaluators

Training Process and Outline for Site-evaluators.

Step 1:

- a. Requirements, logistical data, and information about the applicant institution are provided to team members. This information includes a copy of the training schedule, the *Pennsylvania Public Postsecondary Vocational Education Accreditation Guidelines*, the self-study completed by the institution, and the site evaluation agenda, maps, and lodging information.
- b. In addition to the actual site evaluation team members, alternate team members and observers will attend the training.
- c. Training topics include:
 - How to prepare for the site evaluation
 - Review of the applicant institution's organizational profile
 - Conduct, conflict of interest and ethics of the team including confidentiality
 - Knowledge of what the applicant institution has prepared to date

- How to evaluate a course of study for its sources of occupational analysis, performance objectives, competencies/skills learned, measures and results as specified in the self-study guidelines
 - Self-study guidelines
 - Review the Pennsylvania Public Postsecondary Vocational Education current data and information regarding the institution
 - Schedule during each day of the site evaluation
 - Tips for being a successful site evaluation team member
 - Tips for effective site evaluation interviews
 - What to assess, including questions to ask during interviews with administration, staff, faculty, students, etc.
 - What to assess, including questions to ask during classroom/laboratory visits
 - How to suggest potential improvement strategies or innovations for consideration by the institution
 - How to prepare individual reports for the State Accreditation Coordinator
 - How to complete the Accreditation Process Evaluation Form for Pennsylvania Department of Education
- d. Credit Hour Training:

The purpose of this training is to provide the evaluation team members with information on the credit hour policy incorporated into the Pennsylvania Public Postsecondary Vocational Education process as a result of the Higher Education Act of 2010.

Topics to be covered include a review of federal legislation; review of state policies and procedures and to demonstrate application of the state policies and procedures to sample scenarios.

Goals include:

- Pennsylvania State Board for Vocational Education site evaluators will apply credit hour policy to review and evaluate an institution's completed self-study.
- Pennsylvania State Board for Vocational Education site evaluators will apply credit hour policy to the review of academic calendar, variety of delivery models and teaching/learning during the site evaluation.

Materials to be used for this training include: Higher Education Act of 2010, Pennsylvania Public Postsecondary Vocational Education Guidelines and the institution's completed self-study.

Chapter 18 Evaluation of Pennsylvania Public Postsecondary Vocational Education System

Evaluation of the Pennsylvania Public Postsecondary Vocational Education System and Evaluation Form.

Step 1:

- a. The site evaluation team will assess their site review experience by completing an evaluation form, and discuss the strengths of the process and opportunities for improvement with the State Accreditation Coordinator. (See Appendix J)
- b. The applicant institution is asked to provide feedback on the accreditation process to the State Accreditation Coordinator. (See Appendix K)

- c. Feedback is summarized and analyzed by Institutional Accreditation Advisory Group and Pennsylvania Department of Education leadership.

Step 2:

- a. Annually, Pennsylvania Department of Education and the Institutional Accreditation Advisory Group will fully review the Pennsylvania State Board for Vocational Education accreditation regulations and standards. Pennsylvania Department of Education will send a questionnaire to all institutions' administrators as well as any persons serving as site evaluators during the year.
- b. If any changes are to be made to the guidelines, standards or criteria, Pennsylvania Department of Education will then ask for public comment.
- c. The Institutional Accreditation Advisory Group will review all public comments and suggested changes and make recommendations to Pennsylvania Department of Education.
- d. Final recommendations will be presented to the Pennsylvania State Board for Vocational Education for final approval.
- e. Approved changes to the guidelines, standards and criteria are communicated to the public. (See Chapter 20)

Chapter 19 Innovation Encouragement

Encouragement of Innovation and Benchmarking.

During the site evaluation process, the site evaluators have an opportunity to identify, in their written comments, innovations, and/or benchmarks that the institution has made.

Chapter 20 Communication to Public

Each year the State Accreditation Coordinator will disseminate to institutions, materials and websites that are related to the Pennsylvania State Board for Vocational Education accreditation process.

The materials will also be distributed during a Pennsylvania State Board for Vocational Education meeting and at the Pennsylvania Career and Technical Administrators conferences. This will be distributed as a one-page fact sheet on accreditation that will include the link to Pennsylvania Department of Education's webpage regarding accreditation.

This page is intentionally blank

Appendix A
Accreditation Application Form

The following institution would like to pursue the process for receiving accreditation from the Pennsylvania State Board for Vocational Education for Pennsylvania Public Postsecondary Vocational Education

Name of Institution: _____
Contact Person: _____
Position: _____
Mailing Address: _____
Phone Number: _____
Fax Number: _____
Email: _____
Web Address: _____

Number of approved programs over 300 hours _____
 Attach copy of the PDE 286

How many years have the programs ran? _____

Is the institution currently accredited? Yes No

If yes, by which agency and expiration date _____

The information and data submitted herewith is correct and current to the best of my knowledge.

Signature/Chief Administrative Officer

Date

E-mail address

Signature/Adult Education Coordinator

Date

E-mail address

This page is intentionally blank

Appendix B
Applicant Institution Self-Study

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

Evidence: Qualifications and job descriptions of adult education administration team

2. Describe the vision/mission for adult education

Evidence: Literature with vision/mission statements

3. Describe the meetings held to discuss adult education

Evidence: Minutes from Administration meetings
Minutes from JOC meetings

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

Evidence: Minutes from Administration 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

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

Evidence: Minutes discussing goals of adult education

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

Evidence: Evaluations of administration team for adult education

Category B – Program:

The Standard

The institution develops programs based on labor market data and utilizes varies 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

Evidence: Labor Market data
OAC meeting minutes with new program recommendations
Determination of program hours
Cost per program to include extra fees

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

Evidence: Pamphlets
Brochures
Website
Radio

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

Evidence: Ethical statements in marketing material
Policies regarding ethics

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

Evidence: Updates to catalog
Financial Aid Info

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

Evidence: List of equipment per program
Equipment plan
OAC recommendation of equipment and follow-through

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

Evidence: Handbook
Policies

2. Describe the adult education attendance policy

Evidence: Attendance records of adult students
Policy

3. Describe the adult education grading policy

Evidence: Grades of students in adult education
Policy of grading system

4. Describe the adult education credit hour policy

Evidence: Policy in handbook/course catalog

5. Describe how adult students become completers

Evidence: Data on completers

6. Describe industry credentials offered to adult students

Evidence: Data on industry credentials earned by program

7. Describe the curriculum of adult education programs

Evidence: Copies of curriculum
Lesson plans
Data on completion of tasks

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

Evidence: Data on remediation
Drop out information

9. Describe the complaint/grievance procedures for adult students

Evidence: Policy on complaint/grievance to include any data

10. Describe special awards given to adult students

Evidence: Data on Student awards

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

Evidence: Completed surveys
Feedback
Follow-up

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 regard to adult education
-

Evidence: Qualifications of adult education administration team

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

Evidence: Advertisements
Qualifications
Job descriptions

3. Describe how new instructors are oriented on adult education
-

Evidence: Orientation materials

4. Describe professional development opportunities given to adult education instructors
-

Evidence: Data for professional development

5. Describe how adult education faculty/staff are evaluated
-

Evidence: Completed surveys
Feedback
Follow-up

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

Evidence: Maintenance staff and schedule

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

Evidence: Safety meeting minutes
Security measures

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

Evidence: Data on recruitment of employer
OAC minutes

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

Evidence: List employers on OAC committees
Data on how many hire adult education students

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

Evidence: Completed surveys
Feedback
Follow-up

Appendix C

Accreditation Timeline

- ❖ Career and Technical Center calls Pennsylvania Department of Education to express their interest
- ❖ Meet with Career and Technical Center to go over details of self-study
- ❖ Check in on school on monthly basis
- ❖ Career and Technical Center sends Pennsylvania Department of Education their self-study
- ❖ Pennsylvania Department of Education reviews self-study and decides if Career and Technical Center is ready to proceed
- ❖ If NO – Career and Technical Center continues to work on self-study
- ❖ If YES – Pennsylvania Department of Education gets possible dates for the site visit
- ❖ Pennsylvania Department of Education recruits accreditation team for a suitable date
- ❖ Pennsylvania Department of Education holds training session for accreditation team members
- ❖ Pennsylvania Department of Education informs Career and Technical Center of date for site visit
- ❖ Career and Technical Center sends self-study to each accreditation team member (address provided by Pennsylvania Department of Education)
- ❖ Examiner has thirty calendar days to review self-study, make comments, and then return to Pennsylvania Department of Education
- ❖ Pennsylvania Department of Education has two weeks to compile comments and send to Career and Technical Center
- ❖ Career and Technical Center has from the receipt of the site team comments to the site visit to gather answers to the site teams' comments.
- ❖ Examiners commence on-site review
- ❖ Pennsylvania Department of Education compiles accreditation examiners reports, sends draft report to institution with 30 days to comment. The draft report with any comments is presented to Institutional Accreditation Advisory Group for recommendation of accreditation status. The Pennsylvania Department of Education reviews the report and makes recommendation to The Pennsylvania State Board for Vocational Education. The Pennsylvania State Board for Vocational Education will send the report and recommendation to institution. The institution may request hearing. The final decision is made by Pennsylvania State Board for Vocational Education.

- ❖ If institution is accredited, Pennsylvania Department of Education sends letter with certificate to Career and Technical Center.

Appendix D
Data/Information and Analysis
Presentation Guidelines

The self-study and site-evaluation will include as much data, information, and analysis as possible and that are relevant to the standards, quality initiatives and questions to address.

It is important to present the factual input as clearly and practically as possible to ensure an accurate interpretation by the site-evaluation team. (Keep it "Evaluator Friendly")

- Only present the most critical data, information and approaches relevant to the standards
- Clarify any negative trends or less than desired outcomes with a short narrative as to why
- Explain why this input is important, "what the data/information is telling us"
- Code or use the correct prefix to align any documented information with the standards
- Highlight key information so it can be easily found by the evaluator(s)

This page is intentionally blank.

Appendix E
*Sample Letter to
Potential Site-Evaluation Team Members*

Use Official Letter Head

Date:

Mr. Ms. Dr. Jane Doe
XXXXXXXXXXXXXX
XXXXXXXXXXXXXX
XXXXXXXXXXXXXX

Dear Jane:

In reference to our recent telephone conversation, we thank you for accepting the Pennsylvania Department of Education's invitation to be a member of the site-evaluation team for the (name of applicant institution).

In accepting your role as a team member, you will be part of a team that will evaluate this institution that is seeking accreditation for Pennsylvania Public Postsecondary Vocational Education. For more background information, please take a few moments to review the accreditation overview that is attached to this letter.

Following are key dates, times, and locations: (Please reserve them on your calendar)

- Date you will receive information about the applicant institution
- Site-evaluation team training
- Dates to review the applicant institution's self-study results
- Site-evaluation

For our records and to confirm your background and experience as related to the site-evaluation team role, please complete the attached survey form, and include your resume. You can return the information to the address on the form.

We look forward to seeing you on XXXXX at the training session. Thank you for your willingness to join us in this most valuable venture.

Feel free to contact me at any time.

Sincerely,

State Accreditation Coordinator
Pennsylvania Department of Education

This page is intentionally blank.

Appendix F
*Site-evaluation Team Member's
Background and Experience*

Name: _____ Date: _____

Job Title/Duties _____

Address: _____

Phone: _____ Fax: _____ Email: _____

Please complete the following:

Work Qualifications:

Experience with vocational/technical education:

Experience with assessing, evaluating, and/or observing organizations:

Other experiences pertinent to role of a site-evaluation team member:

Signature: _____

Return to:
Pennsylvania Department of Education
State Accreditation Coordinator
333 Market Street, 11th Floor
Harrisburg, PA 17126-0333

This page is intentionally blank.

Appendix G
Conflict of Interest Form

Ethics for the individual accreditation program team member

- Has personal and professional integrity and will conduct self accordingly

- Will respect the confidentiality of all written, oral, discussed, written notes, and observations

- Has not previously been employed by or lived/lives in one of the sending school districts to the Career and Technology Center

- Will in no way be bias to personalities, race, color, national origin, sex and disability and any form of discrimination.

- Will not accept any gifts, items of value that may appear to sway one's thinking

- Understands the *Accreditation Guidelines for Pennsylvania Public Postsecondary Vocational Education* to include the self-study and the organizational profile of the institution being evaluated

- Is willing to speak to the State Accreditation Coordinator and express self about potentially conflicting or sensitive issues

- Personally feels confident and qualified in performing this responsibility

Signed by the site-evaluation team member

Name: _____ Date: _____

Please Print Name: _____

Employment: _____

This page is intentionally blank.

Appendix H

Interview Forms

Directions for conducting interviews:

Be sure to receive a clear interview assignment and schedule from the State Accreditation Coordinator. Interviews could include small groups or individuals.

The purpose of the interview is to determine the degree to which the individual segments of the organization are meeting the standards and fulfilling the quality initiatives. It is important to get input, facts, and perceptions about the performance of the segment. The goal is to verify and confirm statements and evidence provided by the institution.

*The Director interview will be conducted by the Adult Accreditation Coordinator and will be summarized to the evaluators who would benefit from the responses.

Interview Forms

Board Member Interview – Category A

Use this Interview Form as a guide and the self-study guidelines when conducting the interview.

1. How does the Board support the Pennsylvania Public Postsecondary Vocational Education initiatives of the school? For example: the involvement of the community and advisory groups, the setting of standards and quality initiatives that are challenging, two-way communication, administration, faculty, and funding to operate a quality institution, etc.
2. What tracking system do you use for gauging the success of the school, i.e. measurements, goals, and objectives?
3. How do you evaluate the overall level of satisfaction that the school is achieving its goals and objectives in the area of Pennsylvania Public Postsecondary Vocational Education?
4. What are the current strengths and opportunities for improvement you feel should be mentioned? Do you have a plan and/or ideas for making changes and improvements?

Notes:

Interview Forms

School Administrator/Director Interview – Category A (to be conducted by State Accreditation Coordinator)

Use this Interview Form as a guide and the self-study guidelines when conducting the interview.

1. How do you involve the community and advisory groups in sustaining and improving the quality of Pennsylvania Public Postsecondary Vocational Education programs?
2. How do you ensure that you are offering quality Pennsylvania Public Postsecondary Vocational Education opportunities to your students?
3. How do you implement the school's credit hour policy to comply with federal regulations?
4. Do you have adequate funding and budgets for providing quality Pennsylvania Public Postsecondary Vocational Education opportunities?
5. What key data and information do you collect/analyze and how are these results used to improve the school?
6. How do you sustain and improve the quality and performance of your employees, faculty, staff, and support personnel through development opportunities and performance evaluation?
7. What methods of communication do you use to inform the public and potential students of the programs and services available to them?
8. How do you use students and faculty to make changes/improvements in the overall operation of the school?
9. What are the current strengths and opportunities for improvement as related to your organization? Do you have a plan for pursuing changes and improvements?

Notes:

Interview Forms

OAC Member Interview – Category B

Use this Interview Form as a guide and the self-study guidelines when conducting the interview.

1. How were you selected to be an OAC member?
2. What is your knowledge of the adult education program at the school?
3. What guidance do you give to the direction of the program in regard to adult education?
4. Do you feel that your guidance is heard and implemented by the institution?
5. How do you feel about the program in regard to instructor, curriculum, equipment, etc.?
6. Do you hire adult education students?
7. How would you rate an adult education student that you hired?
8. Do you have any comments or suggestion in regard to the adult education program?

Notes:

Interview Forms

Student Interview (Present Student) – Category C

Use this Interview Form as a guide and the self-study guidelines when conducting the interview.

1. How would you describe your experience here at the school to another interested person?
2. Do you have a career plan and what assistance did you receive in developing it? Do you believe that you can achieve your learning outcomes within the hours assigned to your studies?
3. Do you feel challenged, are you learning appropriate knowledge and skills, and experiencing personal growth opportunities that are valuable to you currently and in the future?
4. Share your thoughts about the overall organization, structure, and planning as related to your learning experience?
5. Do you understand where you are in relationship to the course objectives and goals, i.e. your grade level or degree of success?
6. Were you given a course syllabus with an hour breakdown of your program?
7. Was it explained how this breakdown converts into credit hours?
8. How would you rate your level of satisfaction and explain why?
9. What are the current strengths and opportunities for improvement as related to your experience at the school? What are some changes you would make if you oversaw the operation?

Notes:

Interview Forms

Vocational Teachers Interview – Category D

Use this Interview Form as a guide and the self-study guidelines when conducting the interview.

1. How do you gather information for curriculum planning and the design, improvement, and implementation of work-based learning as related to occupational needs and standards? How do business and industry participate?
2. Is there a specific program advisory group for your program? Describe their involvement?
3. How does your program support community and broader area labor market needs?
4. How do you keep your course content up to date with the latest technology and employer expectations?
5. What objectives, standards, measures, and tracking instruments do you use to ensure that you are providing quality learning and achievement for your students?
6. How do you break down your program into credit hours?
7. Is your program certified and/or recognized by industry, professional trade associations or state licensing agencies? What type of credential opportunity are the students working toward?
8. What are your current strengths and opportunities for improvement as related to your program? Do you have a plan for pursuing changes and improvements?

Notes:

Interview Forms

Business/Industry Representative Interview – Category E

Use this Interview Form as a guide and the self-study guidelines when conducting the interview.

1. How would you describe your relationship with the CTC?
2. How important is it for the school to teach personal skills such as problem solving, team work, responsibility, leadership, etc.? What are your thoughts on how well the school is meeting these levels of education?
3. Describe the kind of service and assistance you receive in hiring students from the school? Your level of satisfaction?
4. How well prepared are the students for entering the workforce at your establishment?
5. Do you participate in a work-site program that is linked to the school? Describe your relationship with the school and your level of satisfaction?
6. What are the current strengths and opportunities for improvement as related to your relationship with the school? Do you have a plan and/or ideas for making changes and improvements?

Notes:

This page is intentionally blank

Appendix I Written Report and Scoring Guidelines

When writing a narrative statement, the information should be accurate and substantiated. It is important that all not met, beginning, functioning well and advanced needed statements be verifiable with good evidence and based on sound information.

As applicable, actionable statements should be written using action verbs such as develop, re-design, modify, prepare, change, resolve, expand upon, create, etc. You should avoid abbreviations/acronyms and ambiguity.

The scoring guidelines are similar to a report card scoring continuum with "0" being poor and "3" being near perfect. The standards and quality initiatives are performance/results oriented and provide a mechanism by which the institution can judge its performance in key areas relative to a set of external quality standards and initiatives and its own internally identified approaches and processes.

Scoring the Quality Initiatives:

For each category (e.g. A, B... E) the applicant institution's self-evaluation team is expected to answer the quality initiative questions (1, 2, 3..) to the best of its ability and to score its performance per the scoring guidelines. Each of the 32 quality initiatives are to be scored.

Evaluator Scoring Guidelines for Categories A through E. These scoring bands represent the approaches and processes used by the organization to accomplish its objectives.

Level of Achievement	Description	Score
Not Met	No systematic approach is evident; information is anecdotal. Evidence is poor, not evident, or not functioning	0
Beginning	The beginning of a systematic approach to the basic purposes of the category is evident. Major gaps exist in deployment that inhibits progress in achieving the basic purpose of the quality initiative. Approaches are fair, very basic and/or do not exist in most critical areas	1
Functioning Well	An operational, approach that is responsive to the basic purpose of the quality initiative is evident. Approaches are good, effective and are functioning in most critical areas	2
Advanced	An effective, well deployed systematic approach, responsive to the overall purpose of the quality initiative and your key organizational requirements are evident. Approaches are outstanding, very strong, effective and functioning in nearly all critical areas	3

Sample:

The institution sets goals with timelines and assignments for adult education at the beginning of the school year. These goals are reviewed by the administration and adult education coordinator as evidenced by monthly meeting minutes. Goals are reevaluated as needed. Evidence provided shown goal of 90% placement in adult education programs being met for past two years.

- Not Met
- Beginning
- Functioning Well
- Advanced

Appendix J
Accreditation Process Evaluation Form
by the Site-Evaluation Team

Evaluation of the Pennsylvania Public Postsecondary Education Accreditation including the process and team members...

Institution: _____ Dates of Site-evaluation: _____

Evaluator (Optional): _____

Please rate the overall process used to study and evaluate the applicant institution using the following scoring guidelines:

5 = Excellent – 4 = Very Good – 3 = Good – 2 = Fair and 1 = Poor

In addition, we would like any comments, strengths/opportunities to improve that you wish to share about the overall process.

Thanks for your input.

**Evaluation of the
Overall Accreditation System**

1. The method used for selecting you as a site-evaluation team member.

High
5 4 3 2 1
Low

2. The value of the pre-training provided to you as a member of the site-evaluation team

High
5 4 3 2 1
Low

3. The materials the applicant career and technical center provided to you in advance of the site-evaluation

High
5 4 3 2 1
Low

4. The time you had been allotted to accomplish your assignments

High
5 4 3 2 1
Low

5. The quality of the amenities such as lodging, meals, overall hospitality, etc.

High
5 4 3 2 1
Low

**Appendix K
Accreditation Process Evaluation Form
by the Institution**

Institution: _____

Dates of Site-evaluation: _____

Evaluator's Name (Optional): _____

Please rate the accreditation process used to evaluate your institution by circling the appropriate number for each item:

5 = Excellent, 4 = Very Good, 3 = Good, 2 = Fair, 1 = Poor

In addition, please share comments and/or strengths/opportunities that would improve the process.

Thank you for your input.

Evaluation of the Overall Accreditation System

1. The technical assistance and coaching provided to you prior to the actual site-evaluation.

High
5 4 3 2 1
Low

2. The organization of the site evaluation.

High
5 4 3 2 1
Low

3. Communication with the institution by PDE during the site evaluation.

High
5 4 3 2 1
Low

4. The overall courtesy and professionalism of the site-evaluation team.

High
5 4 3 2 1
Low

5. Your overall level of satisfaction with the accreditation process.

High
5 4 3 2 1
Low

Please complete back

What key improvements and/or changes do you recommend when conducting future accreditation processes for other career and technology centers?

Please provide any comments you would like to share about the experience you had and/or suggestions that you think could improve the accreditation process.

Please mail completed form to:

**Department of Education
State Accreditation Coordinator
Market Street, 11th Floor
Harrisburg, PA 17126**

Appendix L
Postsecondary Accreditation Annual Operational Report

The following is Annual Operational Report for Year _____

All Annual Reports are due in the Pennsylvania Department of Education Office by **August 31st** for each year you are accredited.

Name of Institution: _____

Contact Person: _____

Position: _____

Mailing Address: _____

Phone Number: _____

Fax Number: _____

E-Mail Address: _____

Web Address: _____

Please prove a copy of the PDE 286 with this report.

Is the CTC's adult education program(s) currently accredited with another agency? Yes No

If yes, with which accrediting agency? _____

The information and data submitted herewith is correct and current to the best of my knowledge.

Signature/Chief Administrative Officer

Date

E-mail Address

Signature/Adult Education Coordinator

Date

E-Mail Address

Directions: Return one hardcopy and one electronic version of this report and support items listed below by **August 31st** to:

Pennsylvania Department of Education
State Accreditation Coordinator
333 Market Street, 11th Floor
Harrisburg, PA 17126-0333

In accordance with the requirements specified in the Pennsylvania Public Postsecondary Vocational Education Accreditation Guidelines, please provide a narrative with each category to explain how the evidence is used to develop/maintain/grow your Pennsylvania Public Postsecondary Vocational Education institution.

A. Leadership:

Provide an answer for each of the Quality Initiatives and provide supporting documentation. Documentation includes but not limited to:

1. Provide job descriptions of key participants in adult education.
2. Provide documentation which lists the vision/mission for adult education.
3. Provide documentation of administration review of adult education.
4. Provide meeting minutes of institutional review of the adult education budget to include budgets from past two years.
5. Provide goals which were set and achieved by the institution.
6. Provide evaluations and analysis of those involved in adult education at the institution.

B. Program

Provide an answer for each of the Quality Initiatives and provide supporting documentation. Documentation includes but not limited to:

1. Provide labor market and OAC meeting minutes discussing the need for 3 of your approved programs.
2. Provide various marketing documentation.
3. Provide documents with EEO statements.
4. Provide Financial Aid handbook
5. Provide equipment plan

C. Students

Provide an answer for each of the Quality Initiatives and provide supporting documentation. Documentation includes but not limited to:

1. Provide copy of Adult Handbook.
2. Provide copy of attendance policy.
3. Provide copy of grading policy.
4. Provide copy of credit hour policy.
5. Provide completer data.
6. Provide industry credential data.
7. Provide curriculum outline for two approved adult education programs.
8. Provide copy of remediation process.
9. Provide copy of grievance, complaint policy
10. Provide copies of special awards given to adult education students.
11. Provide evaluations and analysis of adult education students.

D. Faculty/Staff/Facilities

Provide an answer for each of the Quality Initiatives and provide supporting documentation. Documentation includes but not limited to:

1. Provide job descriptions and qualifications (one for faculty, one for staff).
2. Provide recruitment material for hiring an instructor in adult education.
3. Provide orientation material given to new adult education instructors.

4. Provide documentation showing professional development of adult education instructors.
5. Provide several evaluations and analysis of adult education faculty and staff.
6. Provide maintenance schedule and any updates to the facility
7. Provide safety meeting minutes.

E. Employers

Provide an answer for each of the Quality Initiatives and provide supporting documentation.
Documentation includes but not limited to:

1. Provide meeting minutes or emails with employers in regard to adult education.
2. Provide OAC minutes showing input from employers in regard to adult education.
3. Provide several evaluations and analysis from employers in regard to adult education students they have hired.

This page is intentionally blank.

Appendix M

Institutional Accreditation Advisory Group

Background:

The Code of Federal Regulations (CFR), Title 34, Part 603 requires that the State agency has an advisory body that provides counsel to the State agency and makes a meaningful contribution to the Pennsylvania Postsecondary Vocational Education Accreditation process. Pennsylvania Department of Education uses such an advisory body named the "Institutional Accreditation Advisory Group."

Purpose:

The main purpose of the "Institutional Accreditation Advisory Group" is to strengthen the Pennsylvania Public Postsecondary Vocational Education system. The group provides valuable advice to the Pennsylvania Department of Education, related to the development of standards, operating procedures, and policy, and interprets the educational needs and support projections of the Pennsylvania Public Postsecondary Vocational Education system.

This group regularly reviews the *Pennsylvania Public Postsecondary Vocational Education Accreditation Guidelines* and the Pennsylvania Public Postsecondary Vocational Education self-study.

Vision:

- The Institutional Accreditation Advisory Group is a vital link between Pennsylvania's Public Postsecondary Vocational Education, Pennsylvania State Board for Vocational Education, Pennsylvania Department of Education, and is providing valuable knowledge and perspectives related to the quality of the vocational education system.

Mission:

- Although the Institutional Accreditation Advisory Group has no legislative or administrative authority, it enhances the Pennsylvania Public Postsecondary Vocational Education system and provides opportunities for improving adult career and technical education and the Pennsylvania Public Postsecondary Vocational Education accreditation process.

Key Goals:

- Provide information to update, modify, expand, and improve the quality of career and technical education programs related to Pennsylvania Public Postsecondary Vocational Education.
- Support and strengthen the relationship between business, industry, the community, and education.
- Make recommendations to strengthen and expand the curriculum and provide assistance in implementing these recommendations.
- Assist in identifying needs, determining priorities, and reviewing and evaluating programs and systems related to the Pennsylvania State Board for Vocational Education's Accreditation program.

Qualifications:

- Knowledge in field of adult education
- Knowledge in field of vocational education
- Experience in industry

- Experience in assessment and evaluation

Representation of the Core Group:

- The Institutional Accreditation Advisory Group consists of public employment services and employers, employees, Pennsylvania Public Postsecondary Vocational Education educators, students, and the general public to include minority groups

Appendix N Non-Compliance Letter to Institution

Dear Institutional Director:

The Pennsylvania Department of Education conducted a Pennsylvania State Board for Vocational Education accreditation visit of your approved adult career and technical education programs on (DATE). The review has found that your programs are not compliant with the Higher Education Act of 2010 (HEA), section 34 CFR 600.2 or 668.4(e).

The HEA requires that all programs are eligible for federal Title IV funds. Institutions must meet the minimum standards in the definition of a credit hour in 600.2. Institutions demonstrate compliance by assigning an amount of Title IV credit hours for each course that corresponds to the quantity of work reasonably expected to be required in order to achieve learning outcomes and for documenting student achievement of those objectives.

The Pennsylvania Department of Education has notified the U.S. Department of Education's Secretary that (INSTITUTION) does not meet the required definition of a credit hour. The notification was sent (DATE).

The Pennsylvania Department of Education will work with you to reach compliance. In the meantime, however, students enrolled in the noncompliant programs are not eligible for Title IV funds.

Sincerely,

Lee Burket, Ed.D.
Director

This page is intentionally blank.

Appendix O Non-Compliance Letter to USDOE

Dear US Secretary of Education:

The Pennsylvania Department of Education conducted a Pennsylvania State Board for Vocational Education accreditation visit of approved adult career and technical education programs on (DATE) at the (INSTITUTION). The review has found that (INSTITUTION) programs are not compliant with the Higher Education Act of 2010 (HEA), section 34 CFR 600.2 or 668.4(e).

The HEA requires that all programs eligible for federal Title IV funds. Institutions must meet the minimum standards in the definition of a credit hour in 600.2. Institutions demonstrate compliance by assigning an amount of Title IV credit hours for each course that corresponds to the quantity of work reasonably expected to be required in order to achieve learning outcomes and for documenting student achievement of those objectives.

The Pennsylvania Department of Education has notified (INSTITUTION) that they do not meet the required definition of a credit hour. The notification was sent (DATE).

The Pennsylvania Department of Education will work with the (INSTITUTION) to reach compliance. In the meantime, however, students enrolled in the noncompliant programs are not eligible for Title IV funds.

Sincerely,

Lee Burket, Ed.D.
Director

B2

Status of Concentrators of Approved Adu

2018 Follow-up Survey by School by CIP Code

Status Of: 2016-2017 Concentrators Who Exited CTE Programs

Program Area	CIP Code	CIP Title
Business Education	110901	Computer Network/Telecom
	510710	Medical Office Assist
	510716	Medical Secretary
	520399	Accounting Other
	520401	Adm Asst/Secr Sci Gen
	521201	Mgmt Info Systems Gen
	521299	Mgmt Info System/Ser Oth
Business Education Total		
Health Occupations Education	161603	Sign Language Translation
	510601	Dental Assistant
	510703	Health Unit Coord/Clerk
	510705	Medical Office Mgmt
	510707	Medical Records Tech
	510801	Medical/Clinical Asst
	510805	Pharmacy Tech/Asst
	510808	Veterinary Asst
	510899	Health/Med Assts Other
	510902	Electrocardiograph Tech
	511003	Hematology Technology
	511004	Clinical/Medical Lab Tech
	511009	Phlebotomy Technician
	511099	Clinical/Med Lab Tech Oth
	513901	Practical Nurse (LPN)
513902	Nurse Assistant/Aide	
Health Occupations Education Total		
Marketing & Distributive Education	520203	Logistics/Materials Mgmt
Marketing & Distributive Education Total		
Not Elsewhere Classified	513501	Massage Therapy
Not Elsewhere Classified Total		
Occupational Home Economics Education	120501	Baker/Pastry Chef
	120508	Institutional Food Worker
	190505	Foodservice Systems Admin
Occupational Home Economics Education Total		
Trade & Industrial Education	110201	Computer Programming Gen
	120401	Cosmetology General
	120499	Cosmetology Other
	150303	Electronic/Comm Eng Tech
	150399	Elec/Electronic Tech Oth
	150403	Electromechanical Tech

	150506	Wastewater Treatment Tech
	150507	Envrnmntl Engineering Tec
	150599	Envrnmntl Contrl Tech Oth
	150803	Automotive Engin Tech
	151103	Hydraulic/Fluid Power Tec
	151301	Drafting/Design Tech Gen
	151303	Architect Draft/CAD/CADD
	151399	Draft/Design Engineer Oth
	159999	Engin Tech/Related Other
	430107	Criminal Justice/Police
	460101	Mason/Masonry
	460201	Carpentry/Carpenter
	460301	Elec/Pwr Trans Instal Gen
	460302	Electrician
	460399	Elec/Pwr Trans Instal Oth
	460401	Bldg/Property Maintenance
	460499	Bldg/Constr Finish Oth
	460502	Pipefitting/Steamfitting
	460503	Plumbing
	469999	Construction Trades Oth
	470201	Heating AC Refrig Mech
	470302	Heavy Equip Maint Tech
	470303	Indust Mech Maint Tech
	470399	Indust Equip Maint Oth
	470603	Autobody Repair Tech
	470604	Automotive Mechanic Tech
	470605	Diesel Mechanics Tech
	470606	Small Engine Mech Tech
	470612	Vehicle Emission Inspectn
	470699	Vehicle Maint Tech Other
	479999	Mech/Repair Tech Other
	480501	Machine Tool Tech
	480506	Sheet Metal Tech
	480508	Welding Technology/Welder
	490202	Construction Equip Oper
	490205	Truck/Bus/Comm Vehic Oper
	490299	Ground Transportation Oth
Trade & Industrial Education Total		
Pennsylvania Total		

It Career and Technical Education Programs

Total Surveyed	Total Response	Employed (Related)	Employed Unrelated	Military	Pursuing Education	Total Gainfully Placed	Unemployed Looking	Unemployed Not Looking
11	0	0	0	0	0	0	0	0
14	2	0	1	0	1	2	0	0
121	0	0	0	0	0	0	0	0
4	1	0	0	0	0	0	0	1
72	9	3	3	0	1	7	1	1
9	0	0	0	0	0	0	0	0
60	4	2	0	0	0	2	1	1
291	16	5	4	0	2	11	2	3
8	0	0	0	0	0	0	0	0
69	7	4	3	0	0	7	0	0
2	0	0	0	0	0	0	0	0
10	2	0	2	0	0	2	0	0
20	8	2	4	0	2	8	0	0
212	6	3	3	0	0	6	0	0
24	0	0	0	0	0	0	0	0
1	0	0	0	0	0	0	0	0
79	1	0	0	0	0	0	1	0
45	0	0	0	0	0	0	0	0
58	0	0	0	0	0	0	0	0
1	1	1	0	0	0	1	0	0
32	4	2	1	0	0	3	0	1
13	0	0	0	0	0	0	0	0
1423	217	178	18	0	10	206	5	6
440	32	21	6	0	2	29	2	1
2437	278	211	37	0	14	262	8	8
67	6	5	0	0	0	5	0	1
67	6	5	0	0	0	5	0	1
5	0	0	0	0	0	0	0	0
5	0	0	0	0	0	0	0	0
18	4	0	2	0	0	2	1	1
134	21	10	6	1	0	17	2	2
5	3	0	2	0	0	2	0	1
157	28	10	10	1	0	21	3	4
10	0	0	0	0	0	0	0	0
19	9	2	3	0	0	5	3	1
16	2	1	1	0	0	2	0	0
8	4	1	2	0	0	3	1	0
29	5	3	1	0	1	5	0	0
15	2	1	0	0	0	1	0	1

1	0	0	0	0	0	0	0	0	0
1	0	0	0	0	0	0	0	0	0
3	0	0	0	0	0	0	0	0	0
32	0	0	0	0	0	0	0	0	0
3	0	0	0	0	0	0	0	0	0
21	0	0	0	0	0	0	0	0	0
13	3	3	0	0	0	3	0	0	0
7	3	2	0	0	1	3	0	0	0
2	0	0	0	0	0	0	0	0	0
43	0	0	0	0	0	0	0	0	0
1	0	0	0	0	0	0	0	0	0
192	4	2	0	0	0	2	0	2	2
9	0	0	0	0	0	0	0	0	0
272	28	18	5	0	1	24	0	4	4
94	37	21	13	0	1	35	2	0	0
18	0	0	0	0	0	0	0	0	0
5	0	0	0	0	0	0	0	0	0
142	12	10	1	0	1	12	0	0	0
21	1	0	1	0	0	1	0	0	0
12	0	0	0	0	0	0	0	0	0
320	46	26	12	0	3	41	4	1	1
40	1	1	0	0	0	1	0	0	0
2	0	0	0	0	0	0	0	0	0
6	1	1	0	0	0	1	0	0	0
84	27	12	13	0	0	25	1	1	1
3573	689	625	40	1	1	667	12	10	10
19	1	1	0	0	0	1	0	0	0
42	16	1	7	0	0	8	2	6	6
70	6	6	0	0	0	6	0	0	0
51	4	1	2	0	1	4	0	0	0
515	36	28	6	0	0	34	1	1	1
166	63	52	9	0	1	62	1	0	0
8	0	0	0	0	0	0	0	0	0
557	80	35	32	1	3	71	2	7	7
84	7	6	1	0	0	7	0	0	0
635	73	34	25	1	5	65	5	3	3
124	4	2	1	0	0	3	1	0	0
7285	1164	895	175	3	19	1092	35	37	37
10242	1492	1126	226	4	35	1391	48	53	53

B3

THE ACCREDITATION OF PENNSYLVANIA PUBLIC POSTSECONDARY PROGRAMS
AND INSTITUTIONS
IN CAREER AND TECHNICAL EDUCATION

Handbook for
Approval, Evaluation, Accreditation, and
Audit Procedures of
Pennsylvania Public Postsecondary Programs

The Pennsylvania State Board
for Vocational Education
333 Market St., 11th Floor
Harrisburg, PA 17126
May 2013

INTRODUCTION

The Pennsylvania State Board for Vocational Technical Education is recognized by the United States Department of Education as an authority for the approval of Pennsylvania public postsecondary vocational education (PPPVE) institutions and programs offered at career and technical education institutions that are not offered for college credit. This recognition establishes the State Board as the accrediting body for PPPVE. It further requires the State Board to establish policies and standards pertaining to the accreditation process.

In response to its mission to lead and serve the educational community to enable each individual to grow into an inspired, productive and fulfilled lifelong learner, Pennsylvania Department of Education is accrediting career and technical institutions and their adult technical programs in the Commonwealth whose programs equal or exceed 300 instructional hours, have credentialed instructors, and are administered separately from the secondary programs.

The accreditation process is voluntary and facilitates the documentation of internal processes and procedures that comprise a high quality postsecondary education. Once accredited, career and technical institutions may register their programs with Title IV, which makes available federal financial assistance to students.

The purpose of this publication is to outline the procedures and standards for those career and technical institutions desiring postsecondary accreditation. The program standards have been developed in an effort to promote a high commitment to excellence and continued improvement of career and technical education in Pennsylvania.

Lee Burket, Ed.D.
Director
Bureau of Career and Technical Education

THE ACCREDITATION OF PENNSYLVANIA PUBLIC POSTSECONDARY PROGRAMS
AND INSTITUTIONS
IN CAREER AND TECHNICAL EDUCATION

Authority: National Advisory Committee on Institutional Quality and Integrity
US Department of Education

Approval, Evaluation, Accreditation
and
Audit Procedures of
Public Postsecondary Programs

Pennsylvania State Board for Vocational Education

Pennsylvania Department of Education

Bureau of Career and Technical Education

STANDARDS AND PROCEDURES FOR PENNSYLVANIA PUBLIC
POSTSECONDARY ACCREDITATION

SECTION I PROCEDURES

This document reflects the procedures and standards to be utilized by the Pennsylvania State Board For Vocational Education (PASBVE) in accrediting career and technical institutions.

A. Definition of Career and Technical Institutions Eligible for Accreditation

Career and technical institutions are defined as public career and technical schools under the legal jurisdiction of the PASBVE that are organized for the central purpose of providing occupational skill training. In order to be eligible for accreditation by the PASBVE, these institutions (hereinafter called public postsecondary vocational education or PPPVE) must provide training programs for adult postsecondary students, have programs that equal or exceed 300 instructional hours, are administered separately from the secondary programs, have qualified instructors with Pennsylvania teaching certifications or industry credentials, and maintain quality programs aligned with the standards presented herein. The skill training provided by these institutions shall not be offered for college credit or fall under the jurisdiction of the State System of Higher Education.

B. Rationale for Institutional Accreditation

A PPVE institution shall be accredited on the basis of its ability to implement the procedures and meet the standards of the PASBVE, which are designed to ensure quality education and training for adult career and technical students. Accreditation approval by the PASBVE is one of the eligibility requirements necessary for an institution to gain federal financial assistance for postsecondary students.

C. Period of Accreditation

Accreditation is for five years. During the accreditation period, the institutions and programs will be monitored through a series of reports and/or site visits conducted by Pennsylvania Department of Education staff on an ongoing basis. An annual report is required of all accredited institutions. Accreditation may be renewed through re-evaluation at the expiration of the accreditation certificate by submitting a new self study document and undergoing another site review.

D. Application Procedures

The Bureau of Career and Technical Education notifies all institutions in Pennsylvania that could potentially receive PPPVE Accreditation using their web site, seminars, professional development courses, and in-service programs. Institutions are given information regarding the accreditation service available to them. Institutions interested in PASBVE accreditation will have one on one meetings with the State Accreditation Coordinator (SAC) to discuss standards and procedures, an in-depth look at the self-study to include the 5 categories and subcategories, and the accreditation process as broken into five phases to include organizational assessment, development of responses to self-study with supporting documentation, on-site visit by accreditation team, results of accreditation process and annual reports. Institutions must have three (3) or more approved programs running with 300 hours or more for no less than one year to

be considered for accreditation. Only 3-5 institutions will be accredited by PPVE per year. The institution will fill out and mail to BCTE the Accreditation Application Form. BCTE will review the request and begin the process as described in these guidelines.

E. Evaluation and Review Procedures

Institution evaluations are conducted in accordance with procedural guidelines established by the State Board for Vocational Education. These guidelines are subject to change as efforts are made to expand our data collection and improve the efficiency and effectiveness of the evaluation process. However, the essential elements of a comprehensive evaluation, including a self study site evaluation, and reporting are consistent parts of the evaluation process.

The Self Study-A self-study (Attachment A), is completed and submitted to PDE. The site evaluation team has the responsibility of reviewing each item of the institution's self-study and producing a written narrative that includes the commendations and strengths, specific recommendations for improvement, notes any standards that were not met, and offers general suggestions for improvement as related to the established standards. This document is returned to the PDE accreditation coordinator within one month of the site visit. A summary of the team's findings is then sent to the institution's chief school administrator (CSA) two weeks before the site visit.

Site Evaluation Team - The goal of site evaluation team selection is to have a balance of diversified backgrounds, experience and knowledge. Team members must be able to follow an interview protocol that is used to collect qualitative information from school personnel, students, and representatives of local businesses or industries who are involved in the employment or training of students from the candidate institution. One key requirement is that the site evaluation team members have experience and a vested interest in PPPVE. See heading G for more detail on the composition of the site evaluation team.

Program Review - The program review process is essentially the same as the institution review, but the site evaluation team will consist of visiting teachers with expertise focused in the program area and program specialists from similar occupational divisions of the Pennsylvania Department of Education, Bureau of Career and technical Education. If a program being evaluated is unique and there are no instructors of similar programs within the state, the state accreditation coordinator will invite a person to serve on the team who is working within the occupation but is not associated with the PPPVE institution or program being evaluated.

Site Evaluations - During the site visit, the site evaluation team conducts an audit of the institution's documentation of compliance with the standards to provide the administration with information on the present accreditation status of the institution. Once at the institution, the team interviews school personnel and representatives of local businesses or industries, completes the appropriate evaluation instruments, and writes a narrative summary of their findings and conclusions. An oral report of the evaluation team's further findings is presented to the institution's administrative staff at the end of the site visit. All documents produced during the site review process are held confidential by the accreditation coordinator. The site-evaluation team submits its findings in writing to the SAC. The SAC will then create a preliminary report.

The Preliminary Report will be sent to the institution under review. The institution will have 30 days to respond to any findings in the Preliminary Report. If the institution replies to the Preliminary Report, the SAC will review and create a Final Draft Report. The final report will then be reviewed by the IAAG with recommendation on accreditation status: accreditation, probationary with stipulations or disapproval of accreditation. The report is then presented to the Director of Career and Technical Education who will review the Final Draft Report then present the Final Draft Report to the Pennsylvania State Board for Vocational Education. The Pennsylvania State Board for Vocational Education will send back to the institution the Final Draft Report with PDE's recommendation of accreditation status. The institution will have 30 days to request a hearing if they so wish. The Pennsylvania State Board for Vocational Education will then vote on accreditation status at their next Board meeting.

The institution will be notified in writing the results of their accreditation status. Approved institutions will receive a certificate of approval and a letter indicating the length of approval. The accredited institution publicizes its accreditation in the local community and with its students. The institution is required to disseminate information regarding its ability to offer PPPVE opportunities and individual grant opportunities. This is typically done through brochures, newspaper publications and web sites.

If an institution is granted probationary status with stipulations, BCTE will outline in writing the areas to be improved with in a year's time. The SAC will also be available during this time to provide guidance and answer any questions for the institution.

If an institution is not granted accreditation, they are able to reapply to the Pennsylvania State Board for Vocational Education in one (1) year.

F. Accreditation Standard Categories

The following standard categories have been established by the Pennsylvania State Board for Vocational Education and form the basis for the accreditation determination:

Category A - Leadership

Category B - Program

Category C - Students

Category E - Faculty/Staff/Facilities

Category F - Employers

G. Selection and Training of Evaluation Team Members

After the Applicant Institution notifies BCTE in writing of its desire for PPPVE Accreditation, the State Accreditation Coordinator (SAC) reviews the application and, as applicable, begins to select the ASIAE site-evaluation team members. In accordance with the state nondiscriminatory policy, BCTE selects team members who have knowledge in the field of vocational education, as well as a depth of experience in vocational education program operations and participation in program evaluations. There are approximately six (6) team members and the SAC. Additional team members are utilized as needed. Each candidate is given the requirements/expectations of his/her role, submits a resume to the SAC and must agree on the overall assignment. The selection process includes candidates from BCTE as well as those external to BCTE. The SAC reviews the resumes and selects candidates. Each site-evaluation team member must read and sign a Conflict of Interest form.

The site-evaluation team may include personnel from BCTE, state-certified vocational teachers, teacher educators, teacher leaders, vocational administrators, non-educators, and other classifications of individuals depending upon the nature and type of institution being evaluated.

Selection is based on the individual's knowledge and experience in workforce development, state certifications as applicable, ability and experience in serving on decision-making bodies, experience in industry and experience in assessing and evaluating. All involved in this process should have both education and experience with evaluation and vocational or higher education.

Recommendations for the site-evaluation team are made to the Director of BCTE for approval. Resumes and each team member's qualifications are included.

The approved site-evaluation team members are identified to the applicant institution's top leader(s) who is given the option to reject any individuals. The institution must identify in writing the specific reasons why they believe any individual should be rejected. The State agency has the final determination to reject or accept the on-site evaluation team members.

The SAC notifies each ASIAE site-evaluation team member of their selection as well as training dates, other critical meeting dates and the dates of the actual on-site evaluation.

Training of Evaluation Team Members Requirements, logistical data and information about the applicant institution are provided to team members. This information includes a copy of the training schedule, the ASIAE Administration Guidelines, the Self-study evaluation instrument, the site-evaluation agenda, maps, and lodging information. In addition to the actual site-evaluation team members, alternate team members and observers will attend the training. Training topics include:

- How to prepare for the site-evaluation
- Review of the applicant institution's organizational profile
- Conduct, conflict of interest and ethics of the team including confidentiality
- Knowledge of what the applicant institution has prepared to date

- How to evaluate a course of study for its sources of occupational analysis, performance objectives, competencies/skills learned, measures and results as specified in the self-study guidelines
- Understanding the self-study guidelines
- Review the PPPVE current data and information regarding the institution
- What will occur during each day of the site-evaluation
- Tips for being a successful site-evaluation team member
- Tips for effective site-evaluation interviews
- What to assess, including questions to ask during the interviews with administration, staff, faculty, students, etc.
- What to assess, including questions to ask during classroom/laboratory visits
- How to suggest potential improvement strategies or innovations for consideration by the institution
- How to prepare individual reports for the SAC
- How to complete the Accreditation Process Evaluation Form for BCTE
- How to involve the institution in evaluating their experience with the accreditation process

Training of Decision-Making Body (PASBVE Member) – Presentation will be made to newly appointed board members regarding PPPVE Accreditation. They will also receive this handbook on the accreditation process and standards during their initial training session.

H. Categories of Accreditation Status

The accreditation status of an institution is fully reviewed at five year intervals with annual monitoring. The annual monitoring consists of student follow-up data, financial audits, and other materials that are linked to the six standard categories. Based on the evaluation findings and interim reviews, the institution is classified into one of the categories detailed below.

Accreditation – The institution meets all or has no more than one “Not Met” and/or “Beginning” in a quality initiative and is providing Pennsylvania Public Postsecondary Vocational Education to its students according to the self-study guidelines and the regulations of the Pennsylvania State Board for Vocational Education. Pennsylvania Department of Education may make scheduled visits throughout the duration of the accreditation. Pennsylvania Department of Education sends each approved institution a letter and certificate stating the approval of Pennsylvania State Board for Vocational Education accreditation for five (5) years. If there are any corrective actions identified, they must be addressed in the annual report. Institutions will be required to complete an annual report due August 31 of every year they are accredited.

Probationary Accreditation with Stipulations - The institution has no more than two “Not Met” and/or “Beginning” in a quality initiative which is not serious enough to deny accreditation. Pennsylvania Department of Education will send the institution a letter with a certificate stating the approval for Pennsylvania State Board for Vocational Education accreditation is for one (1) year. Pennsylvania Department of Education will clearly state what the issue(s) is and what action(s) is necessary to bring the institution into compliance. The institution is required to make the necessary corrective action(s) within one (1) year and to furnish a report to Pennsylvania

Department of Education on each specific issue(s). A visit by the Pennsylvania Department of Education to the institution may or may not be necessary. If the institution is found to have corrected all issues, accreditation will be granted for four years from the date of the letter stating that they are in compliance. If the institution does not resolve its issues to the corrective action plan within one year, Pennsylvania State Board for Vocational Education will deny accreditation to the institution. The institution may wish to appeal this decision. The institution will have an opportunity to re-apply for accreditation one (1) year from the date of the denial letter.

Denial of Accreditation: If the institution has more than two “Not Met” and/or “Beginning” in a quality initiative, accreditation is denied. Pennsylvania Department of Education sends each denied institution a letter stating the reasons for denial. The possible financial impact to the school would be no new students on financial aid resulting in a decrease in enrollment and loss of revenue. If the final decision of the Pennsylvania State Board for Vocational Education is to deny accreditation, the institution should follow the Closeout Procedures as outlined in the Complete Federal Student Aid Handbook found at the following website: <http://ifap.ed.gov/ifap/>. The institution will have an opportunity to re-apply for accreditation in one (1) year. The institution may wish to appeal this decision.

Re-Accreditation - The reevaluation will occur within five years of initial accreditation and consists of a comprehensive evaluation of the institution for compliance to the PA Accreditation Standards. The processes outlined in the Accreditation Administrative Guidelines are used for accomplishing this. In advance of the reevaluation, the accreditation coordinator provides technical assistance on how the institution is to conduct the self-study following the guidelines, develop a narrative to the acceptable level of quality, and to submit the self-study results to BCTE within a predetermined period of time. BCTE prepares a site evaluation team to conduct a comprehensive site evaluation.

Revoking Accreditation - If an institution is not found to be in compliance with the standards and quality initiatives of PPPVE accreditation within its five years of accreditation, the Pennsylvania State Board of Vocational Education will revoke the institution’s accreditation. Institutions have an opportunity to appeal this decision. Institutions may re-apply for accreditation after one (1) year.

I. Review of Accreditation Standards and Procedures

Once a year, BCTE and the IAAG will fully review the PDE Accreditation regulations and standards. If any changes are to be made, BCTE will then ask for public comment. The IAAG will then review all public comments and the changes and make recommendations to PSBVE. The changes will then be brought forth to PSBVE for final approval. If changes are to be made, they are communicated to the public.

After all site-evaluations, the site-evaluation team evaluates their experience by completing an evaluation form, and discusses the strengths of the process and opportunities for improvement with the SAC. The applicant institution is asked to provide feedback on the accreditation process to the SAC. Feedback is summarized and analyzed by BCTE leadership.

Purpose of IAAG. The main purpose of the “Institutional Accreditation Advisory Group” is to strengthen the PPPVE system. The group provides valuable advice to the State agency, through the BCTE, related to the development of standards, operating procedures and policy, and interprets the educational needs and support projections of the PPPVE system.

This group regularly reviews the Accreditation self-study guidelines and the PPPVE Accreditation Administrative Standards.

IAAG Membership. BCTE Director identifies potential IAAG candidates based upon their knowledge and experience in the educational field and their understanding of the accreditation process. Those individuals include current or past administrators, instructors, industry/business coordinators, and adult students. Qualifications include knowledge in field of adult education, knowledge in field of vocational education, experience in industry and experience in assessment and evaluation. BCTE staff researches these potential IAAG candidates and their qualifications. The purpose and charter of the IAAG and their role as an IAAG member is explained and if both BCTE and the individual mutually agree, he/she is accepted as a member of IAAG. Members selected to serve on the Institutional Accreditation Advisory Board have been, and will continue to be, selected based on the needs of the Accreditation Committee and approved by the agency Director.

SECTION II STANDARDS AND MEASURES

The standards established by the PASBVE are designed to promote quality in PPPVE. The standards and categories are the same as found on the self study instrument. Each standard relates to either quantitative measures or qualitative principles to ensure the ongoing compliance with the standards. Accredited institutions are expected to accomplish their mission by incorporating these standards into their working operations.

The standards, as detailed in the accreditation self study instrument, have been linked to measures that are important indicators of quality in adult/postsecondary career and technical education. Accredited institutions will be monitored over the five-year period of their accreditation. Longitudinal data will be compiled on each institution or program. Data and documentation related to each of the six standard categories are to be submitted annually to the accrediting agency with the institution's interim report. The interim report will serve as primary documentation of the institution's growth and development since the last accreditation visit. The measures given below represent the minimum that must be incorporated into an interim report.

A. The Standards and Measures

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.

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.

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.

Category D – Faculty/Staff/Facilities:

The Standard

The institution employs qualified faculty 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.

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.

B. Monitoring Procedures

Ongoing review of PPVE is under the purview of PDE staff and adult education coordinators across the state. The information submitted for the annual monitoring is an update of the information provided during the accreditation process. This information can be submitted on the self study form found in Attachment A that describes how the institution continues to meet the standards.

The goal of this review is to document growth and improvement, and to determine that there is a concentrated focus on any weaknesses documented during the site visit. Supporting documents submitted must be the most recent and be aligned with the six quality standards. These materials will be reviewed by PDE staff for consistency and congruence with the strategic plan submitted previously by the institution.

If a program's quantifiable data elements (enrollments, retention, completion, or placement) are in significant decline for 2 consecutive years during its accreditation period, monitoring of the program increases under a technical advisory committee and PDE advisors. A phone call to the school from PDE staff will alert the adult coordinator of the problem.

SECTION III APPEAL PROCEDURES

A. Appealing Accreditation Status

Pennsylvania State Board for Vocational Education distributes the final draft report and the Pennsylvania Department of Education recommendation on accreditation status to the institution and provides an opportunity for the institution to appear and contest the accreditation recommendation before the Pennsylvania State Board for Vocational Education.

If the institution does not respond in writing and request a hearing within 30 business days after receipt of the final draft report and accreditation recommendation then the final draft report will go to the Pennsylvania State Board for Vocational Education for formal adoption of final draft report and issuance of its final decision which either accepts or rejects the Pennsylvania Department of Education's accreditation recommendation.

If the institution responds in writing and requests a hearing within 30 business days after receipt of the final draft report and accreditation recommendation then Pennsylvania State Board for Vocational Education will provide written notice to the parties of receiving the appeal, assign a docket number and assign a hearing officer so that a hearing may be held to develop a full and accurate record for Pennsylvania State Board for Vocational Education's consideration.

The approval status of the institution or program will continue pending disposition of an appeal.

Pennsylvania State Board for Vocational Education will review the full record, discuss issues raised, and issue a written final decision, including a statement of its reasons therefor.

If the final decision of the Pennsylvania State Board for Vocational Education is to deny accreditation, the institution should follow the Closeout Procedures as outlined in the Complete Federal Student Aid Handbook found at the following website: <http://ifap.ed.gov/ifap/>.

B. Complaint Procedures

Written complaint procedure for the applicant institution.

- a. Complaints, in reference to the accreditation process, must be submitted in writing, and directed to the attention of the Director of the Bureau of Career and Technical Education 333 Market Street 11th Floor Harrisburg, PA 17126.
- b. Solution(s) to the complaint will be executed as appropriate.
- c. Pennsylvania Department of Education will follow up with the complaint if appropriate.
- d. The disposition of the complaint will be provided to the complainant, the institution, and other interested parties in writing within 10 calendar days of the final decision.

ATTACHMENT A Self-study Form

Pennsylvania Department Of Education
Bureau of Career and Technical Education
Following are the evaluation criteria for
Public Postsecondary Vocational Education (PPVE) institutions

Used by the Candidate Institution when conducting their self-study, annual report, and by the site evaluation team when conducting site evaluations.

Requirements for Self-study:

The institution desiring accreditation for Pennsylvania Public Postsecondary Vocational Education (PPPVE) performs a ASIAE Self-study. This is in preparation for the site-evaluation to be conducted by the site-evaluation team. The applicant institution should be aware of what the site-evaluation team will be evaluating and be prepared to respond to its needs.

The results of the Self-study are shared with the site-evaluation team in advance of their visit in order to save time and create efficiency during the actual site-evaluation. Having this information to review will also help the site-evaluation team to prepare in advance of their visit.

The Self-study consists of a review by the total institution as applied to Pennsylvania Public Postsecondary Vocational Education. It includes a study of the organization's objectives, quality standards, program design and delivery, student achievement results, etc. The Self-study is inclusive of key external and internal stakeholders, governing groups, faculty/staff, students, and other key constituencies.

The Self-study uses documents that are currently required by the Pennsylvania Department of Education including but not limited to professional development plans, strategic plans, technology plans, Perkins Local Action Plans, Adult Affidavit Program Registration, Adult Consolidated Annual Reports (CAR), etc.

Coaching, training, and technical assistance is available to the institution from the BCTE during the accreditation Self-study process.

Directions for Evaluation and Scoring:

The scoring guidelines are similar to a report card scoring continuum with "0" being poor and "4" being near perfect. The standards and quality initiatives are performance/results oriented and provide a mechanism by which the institution can judge its performance in key areas relative to a set of external quality standards and initiatives and its own internally identified approaches and processes.

The first five categories labeled A, B, C, D, and E relate to how the applicant institution uses its resources to achieve educational excellence. Category F analyzes the outcomes from the initiatives and performance in the first five categories. See the "Standards Template" below.

Scoring the Quality Initiatives

For each category (e.g. A, B... E) the applicant institution's self-evaluation team is expected to answer the quality initiative questions (1, 2, 3...) to the best of its ability and to score its performance per the scoring guidelines. Each of the quality initiatives are to be scored. While a number of questions in each subcategory are provided to guide the self-evaluation team, the scoring value for a subcategory is determined by the collective response to the questions in that subcategory.

Evaluator Scoring Guidelines for Categories A through E.

Level of Achievement	Description	Score
Not Met	No systematic approach is evident; information is anecdotal. Evidence is poor, not evident, or not functioning	0
Beginning	The beginning of a systematic approach to the basic purposes of the category is evident. Major gaps exist in deployment that inhibits progress in achieving the basic purpose of the quality initiative. Approaches are fair, very basic and/or do not exist in most critical areas	1
Functioning Well	An operational, approach that is responsive to the basic purpose of the quality initiative is evident. Approaches are good, effective and are functioning in most critical areas	2
Advanced	An effective, well deployed systematic approach, responsive to the overall purpose of the quality initiative and your key organizational requirements are evident. Approaches are outstanding, very strong, effective and functioning in nearly all critical areas.	3

Sample

The institution sets goals with timelines and assignments for adult education at the beginning of the school year. These goals are reviewed by the administration and adult education coordinator as evidenced by monthly meeting minutes. Goals are reevaluated as needed. Evidence provided shown goal of 90% placement in adult education programs being meet for past two years.

Not Met
Beginning
Functioning Well
Advanced

Final Report Criteria: the following criteria should be used by the site-evaluation team as well as the SAC when completing the evaluation and writing a report.

When writing a narrative statement, the information should be accurate and substantiated. It is important that all strength, opportunity for improvement and corrective action needed statements be verifiable with good evidence and based on sound information.

As applicable, actionable statements should be written using action verbs such as develop, re-design, modify, prepare, change, resolve, expand upon, create, etc. You should avoid abbreviations/acronyms and ambiguity.

Definitions:

Use the Standards and the Quality Initiatives as the basis for determining a strength, an opportunity for improvement, or a corrective action needed.

- A Strength can be a process, method, approach, or result that is effective, systematic, responsive to the basic or overall purpose of the Standards and Quality Initiatives and meeting its intended goal, or deployed/implemented in the important areas of the organization. The evaluator should write strengths when the organization is doing something well, creative, and/or deserves special recognition.
- An Opportunity for Improvement (OFI) can be a process, method, approach, or result that is missing, not systematic, anecdotal, not meeting its intended goal, or only in its beginning stages of development as related to the Standards and Quality Initiatives. The evaluator should write OFIs when the organization is only performing the initiative in a limited or in partial compliance. Any OFIs require a corrective action plan to be submitted annually.
- A Corrective Action Needed must be addressed before the institution can be fully accredited. Here, the institution is not meeting the Standard or Quality Initiative in a critical area of quality as related to PPVE.

PPVE Accreditation Self-Study

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

Evidence: Qualifications and job descriptions of adult education administration team

2. Describe the vision/mission for adult education

Evidence: Literature with vision/mission statements

3. Describe the meetings held to discuss adult education

Evidence: Minutes from Administration meetings
Minutes from JOC meetings

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

Evidence: Minutes from Administration 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

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

Evidence: Minutes discussing goals of adult education

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

Evidence: Evaluations of administration team for adult education

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

Evidence: Labor Market data
OAC meeting minutes with new program recommendations
Determination of program hours
Cost per program to include extra fees

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

Evidence: Pamphlets
Brochures
Website
Radio

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

Evidence: Ethical statements in marketing material
Policies regarding ethics

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

Evidence: Updates to catalog
Financial Aid Info

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

Evidence: List of equipment per program
Equipment plan
OAC recommendation of equipment and follow-through

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

Evidence: Handbook
Policies

2. Describe the adult education attendance policy

Evidence: Attendance records of adult students
Policy

3. Describe the adult education grading policy

Evidence: Grades of students in adult education
Policy of grading system

4. Describe the adult education credit hour policy

Evidence: Policy in handbook/course catalog

5. Describe how adult students become completers

Evidence: Data on completers

6. Describe industry credentials offered to adult students

Evidence: Data on industry credentials earned by program

7. Describe the curriculum of adult education programs

Evidence: Copies of curriculum
Lesson plans
Data on completion of tasks

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

Evidence: Data on remediation
Drop out information

9. Describe the complaint/grievance procedures for adult students

Evidence: Policy on complaint/grievance to include any data

10. Describe special awards given to adult students

Evidence: Data on Student awards

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

Evidence: Completed surveys
Feedback
Follow-up

Category D – Faculty/Staff/Facilities:

The Standard

The institution employs qualified faculty 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 regard to adult education

Evidence: Qualifications of adult education administration team

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

Evidence: Advertisements
Qualifications
Job descriptions

3. Describe how new instructors are oriented on adult education

Evidence: Orientation materials

4. Describe professional development opportunities given to adult education instructors

Evidence: Data for professional development

5. Describe how adult education faculty/staff are evaluated

Evidence: Completed surveys
Feedback
Follow-up

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

Evidence: Maintenance staff and schedule

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

Evidence: Safety meeting minutes
Security measures

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

Evidence: Data on recruitment of employer
OAC minutes

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

Evidence: List employers on OAC committees
Data on how many hire adult education students

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

Evidence: Completed surveys
Feedback
Follow-up

C1



**CAREER AND TECHNICAL EDUCATION INFORMATION SYSTEM
PENNSYLVANIA DEPARTMENT OF EDUCATION
ADULT ACCREDITATION PROGRAM PROFILE
FOR SCHOOL YEAR 2017-2018**

DATE : 4/11/2019

School Number School-Name, Address and Phone

5288 Greater Johnstown CTC, 445 Schoolhouse Road Johnstown, PA 15904-2998 Phone: (814) 266-6073

CIP Code	Status	Date Submitted
49.0202 Construction/Heavy Equipment/Earthmoving Equipment Operation	Approved	10/6/2010
CIP Cluster	Program Type	Date Approved
Transportation, Distribution & Logistics	Occupational- Adult Accreditation	11/12/2010
Program Area	Program Hours	Start School Year
Trade & Industrial Education	800	2010-2011

Specific Information:

Labor Market Needs:

The occupation "Truck Drivers, Heavy and Tractor-Trailer" is listed as a statewide "High Priority Occupation" in the following publications: "High Priority Occupations for the Southern Alleghenies Workforce Investment Area;" "HPO's in the Advanced Materials and Diversified Manufacturing (Industry Cluster)," (Source: The Center for Workforce Information and Analysis." A PA Department of Education (PDE) mandated "Occupational Advisory Committee" (OAC) is in place for the Mobile Equipment Operations (MEO) program. The members include personnel from local business and industry. Program related businesses occasionally contact the Adult Education Career Counselor when they have employment opportunities for the schools students and graduates. Program instructors develop a list of businesses who hire the school's graduates and are encouraged to develop and maintain a contact list for students and graduates. The local Director of Workforce Development for Johnstown Area Regional Industries is a member of the school's General Advisory Committee (GAC). As such, she maintains contact with the school and provides useful occupational information and data.

Planning:

The OAC for the MEO program meets two times each year. The OAC reviews curriculum, tools and equipment, classroom/shop/lab layout, and program related procedures, issues, and program plans. OAC recommendations become part of the MEO program planning process. The following excerpts are taken from a recent MEO program OAC: "The OAC recommends that: 1. GJCTC become an affiliate member of the National Center for Construction Education and Research (NCCER); 2. Establish "a foreman for the day" initiative, i.e., have a student (under the aegis of the instructor) supervise and direct the class for the day; 3. Load equipment for transportation and secure it according to manufacturer's specifications and FMCR regulations; 4. Walter Christ (OAC member) feels fewer machines would might be better and specializing more on one machine may be most beneficial; 5. Contact local contractors and make them aware of the Greater Johnstown Career and Technology Center's Mobile Equipment Operations program." Note: MEO coordinator, James Desalvo, states that all of the aforementioned OAC recommendations have been considered and in most cases, met

Program Content and Industry Standards:



CAREER AND TECHNICAL EDUCATION INFORMATION SYSTEM
PENNSYLVANIA DEPARTMENT OF EDUCATION
ADULT ACCREDITATION PROGRAM PROFILE
FOR SCHOOL YEAR 2017-2018

DATE : 4/11/2019

The occupation "Truck Drivers, Heavy and Tractor Trailer" is listed as a statewide "High Priority Occupation" in the following publications; "High Priority Occupations for the Southern Alleghenies Workforce Investment Area." HPO's in the Advanced Materials and Diversified Manufacturing (AMDM) Industry Cluster," (Source: The Center for Workforce Information and Analysis). A sample list of competencies for the Mobile Equipment Operations program is as follows: (Backhoe/Loader Daily Inspection Report (Competencies), Check engine oil level; Check hydraulic reservoir level; Check engine coolant level; Check the machine for any leaks; Check fuel supply; Check lights/signals; Check brake systems; Check horn/back alarm; Check tires-pressure and damage; Check wheels and lug nuts; Check for damage, loose, or missing parts (report immediately); Check the seat restraint bar and interlock function; Check operator seat switch; Clean all debris from machine (especially engine and radiator areas); Clean/replace any safety, warning, and instructional decals; Clean hand grabs, steps, and operator compartment; Remove all loose items from the machine and operator's compartment, etc.

Rationalize the student to teacher ratio:

The school's current student to teacher ratio is a maximum of fifteen students to one teacher. Taking into account, factors such as safety, demonstration equipment, shop/lab and theory space, simulation area, and individual student attention provided by the instructor, the school believes the maximum student to teacher ratio to be reasonable and appropriate to meet the program objectives.

Describe how materials are utilized in the program .i.e. textbooks,handouts,etc :

Most of the MEO materials utilized are taken from the new curriculum recently adopted. The curriculum, "Heavy Equipment Operations Curriculum," is nationally certified under the aegis of the National Center for Construction Education and Research (NCCER)," Contren Learning Series, Contren Publishing Company. Additional materials, developed by the program coordinator and instructor, will be presented. The training materials will be utilized in the program as appropriate program topic areas are presented by the instructor.

Describe the equipment and supplies used in this program:

Equipment used in the MEO program includes, but is not limited to, the following: Backhoe; Dump Truck; Wheeled Loader; Crawler Dozer, Track Excavator; Skid Loader; Grader; Mobile Crane; Fork Truck; Aerial Platform, Mobile Equipment Engines, Surveying Equipment, Dump Truck Trailer, various program related hand tools, and two tractor trailers. Supplies used in the MEO program include, but are not limited to, the following: Hand tools, i.e., shovels, picks, equipment maintenance supplies, laser levels, surveying and measuring equipment.

Document safety practices utilized in the program and with the equipment:

Documented safety practices utilized in the MEO program include, but are not limited to, the following: 1. A general meeting is conducted by the Supervisor of Adult Education, before the start of the adult education school year. A review of safety expectations is one of the topics discussed. 2. A "Safety Handbook" has been prepared for all adult education staff. It is updated and reviewed before the start of the new school year. 3. Shop/lab/classroom safety inspections, conducted by the GJCTC Safety Committee, et. al., are conducted during the school year. 4. Appropriate safety signage appears in each classroom/shop/lab. 5. All students receive a copy of core program safety rules, regulations and policies, and directives, which are reviewed by the instructor. Signoffs by instructors and students are required; 6. The topic of program and industry safety is part of the MEO curriculum; 7. OSHA regulations, as applied to this program, are followed; 8. Manufacturer's operation and maintenance manuals are used and information and practices followed.

Accountability Standards:

A grade report is given to each student at the end of each trimester. In addition, a final end-of-the program assessment of student progress is given. At the end of their program, students are asked to assess the quality of their training. Thirty-six students entered the program. Twenty-nine students qualified as completers. Within six months after graduation, graduates are surveyed via printed survey and/or phone survey instructor contact, etc. Information sought includes if and where the student is employed, date of employment, relevancy to training, fulltime/parttime, starting wage, etc. This information is then used as the basis for required agency reports.



**CAREER AND TECHNICAL EDUCATION INFORMATION SYSTEM
PENNSYLVANIA DEPARTMENT OF EDUCATION
ADULT ACCREDITATION PROGRAM PROFILE
FOR SCHOOL YEAR 2017-2018**

DATE : 4/11/2019

Certification:

Students who complete the graduation requirements as listed in the current GJCTC "Student Handbook," are awarded a diploma upon completion of the program. During the 2008-2009 school year, forty students entered the program and forty students graduated with diplomas. The following certifications are available to students who qualify: CDL, Class "A" license with an air brake endorsement; Fork-lift training certification; Optional certifications: Trailer doubles and triples, passenger bus, and tankers carrying hazardous materials.

Describe the instructor's credentials for instructing this programMark:

Credentials held by the instructor/coordinator of GJCTC's MEO program include, but are not limited to the following: Associate's Degree from Mt. Aloysius College; Certification from the National Center for Construction Education and Research as a Heavy Equipment and Highway Construction Instructor; Certification from the Pennsylvania Department of Transportation, Bureau of Driver Licensing as an Examiner for Commercial Driver's Skills; Certification from the U.S. Department of Labor as a General Industry Outreach Instructor; Certification from the U. S. Department of Labor as a Construction Outreach Instructor; Certified Mine Safety and Health Instructor; Sixteen year's experience as an instructor in this field.

C2



**CAREER AND TECHNICAL EDUCATION INFORMATION SYSTEM
PENNSYLVANIA DEPARTMENT OF EDUCATION
ADULT ACCREDITATION PROGRAM PROFILE
FOR SCHOOL YEAR 2017-2018**

DATE : 4/11/2019

School Number School Name, Address and Phone

5156 Lebanon County CTC, 833 Metro Drive Lebanon, PA 17042-9159 Phone: (717) 273-8551

CIP Code	Status	Date Submitted
15.0403 Electromechanical Technology/Electromechanical Engineering Technology	Approved	2/4/2013
CIP Cluster	Program Type	Date Approved
Manufacturing	Occupational- Adult Accreditation	8/20/2018
Program Area	Program Hours	Start School Year
Trade & Industrial Education	910	2011-2012

Specific Information:

Labor Market Needs:

Electromechanical engineering technicians are in demand both locally and on state-wide level, listed as a high priority occupation (HPO) by the Pennsylvania Department of Education. The Lebanon County Career and Technology Center (LCCTC) took this into consideration, as it does for all potential new programs, as it prepares to offer this program for the 2013-2014 school year. Local manufacturers and business owners have been involved in the planning of this program, both as champions of the development of this program as well as advising of curriculum development and technological issues on the program's Occupational Advisory Board. Students will perform will be groomed to directly enter the Lebanon County workforce.

Planning:

The Electromechanical Technology Occupational Advisory Committee (OAC) will be very involved in the planning, organizing, and general implementation of the Electromechanical Technology Program at the Lebanon County Career and Technology Center (LCCTC). As we move forward to open this program, we have consulted with area professional as well as searched for community members knowledgeable in electromechanical technology who would be beneficial to the OAC. Our search generated instructors in electromechanical technology from other career and technology centers and representatives from the local business community.

The OAC will be instrumental in guiding this program. Members of the OAC will provide recommendations regarding specific equipment and materials, floor plan ideas, curriculum, and insights into future places of employment throughout Lebanon County. Meeting approximately once a quarter, OAC members will be quick to point out areas of improvement.

This program has been specifically tailored to meet the needs of Lebanon County, and through the help of the OAC, will more than adequately prepare students to enter the job the force or continue on to higher education.

Program Content and Industry Standards:

The Electromechanical Technology program has been developed to follow the Program of Study, as outlined by the Pennsylvania Department of Education, CIP Code 15.0403. As a high priority occupation in the state and on a local level, this program will help students directly assimilate into the workforce as well as pursue post-secondary education towards an advanced degree. Technical tasks and competencies for the Electromechanical Technology Program include: preparation in the design, development and testing of electromechanical devices and systems like automatic control systems, servomechanisms, vending machines, elevator controls, missile controls, tape-control machines and auxiliary computer equipment.

Rationalize the student to teacher ratio:



**CAREER AND TECHNICAL EDUCATION INFORMATION SYSTEM
PENNSYLVANIA DEPARTMENT OF EDUCATION
ADULT ACCREDITATION PROGRAM PROFILE
FOR SCHOOL YEAR 2017-2018**

DATE : 4/11/2019

Due to room size and the amount of equipment, the student-teacher ratio in the Electromechanical Technology program will not exceed 20:1.

Describe how materials are utilized in the program .i.e. textbooks,handouts,etc :

Materials will be utilized in the Electromechanical Technology program in a number of ways. Students will receive a folder on the first day of class that will hold all important information needed for the year. This information will include a student handbook and course outline (syllabus). Throughout the year, various handouts will be utilized for both in and outside class learning. Textbooks will be used in collaboration with teacher lectures; likewise interactive hands-on learning will be found with daily use of state-of-the-art equipment.

Describe the equipment and supplies used in this program:

Equipment in the Electromechanical program will mirror what a student should expect to see as a working professional in the field, such as: hydraulics, basic fluid power, pneumatics, electro-power fluid, power supply, hand tools, AC/DC electrical learning, electrical fabrication, power and control, PLC's and robotics.

Document safety practices utilized in the program and with the equipment:

Adult students enrolled in the Electromechanical Technology program must adhere to the same safety policies that all students at the Lebanon County Career and Technology (LCCTC) Program follow. Students are issued a LCCTC Student Handbook which outlines safety instructions. Routine fire drills and emergency weather drills are performed regularly, with exit maps posted and several fire extinguishers available for use in emergencies. Students will use general safety standards throughout every task and competency taught, but specifically will understand the importance of safety techniques to be used in preventing accidents and maintaining a safe work environment, and the demonstration of the proper use of eye wash, fire extinguishers, sharps, and disposal containers.

Accountability Standards:

Electromechanical Technology students will be evaluated with a NOCTI test, both in written and performance testing. All students preparing to complete the program are required to take this examination.

Certification:

Upon completion, Electromechanical Technology students will be able to become certified in a nationally recognized certification that has yet to be determined. Students will receive a certificate of completion from the LCCTC as well.

Describe the instructor's credentials for instructing this programMark:

The Electromechanical Technology instructor will be certified by Pennsylvania Department of Education. The instructor will also have a background in manufacturing or electromechanical technology.

D1

Beth A Marshall

305 Lamp Post Lane
Etters, PA 17319
Email – betmarshall@gmail.com

OBJECTIVE: To work for an organization where my knowledge and skills in education and training will benefit organizational goals.

EDUCATION: [1991–1993] Harrisburg Area Community College Harrisburg, PA
AA Criminal Justice

[1994-1995] West Chester University West Chester, PA
Criminal Justice

[1996-1997] Penn State Harrisburg Middletown, PA
BS Criminal Justice

PROFESSIONAL: [2008 – Present] Pennsylvania Department of Education Harrisburg, PA
Career and Technical Advisor II

Accreditation State Coordinator for the Pennsylvania Department of Education (PDE) Statewide Postsecondary Accreditation Program to include updating guidelines/policies and procedures, performing accreditation overview sessions to schools seeking PDE accreditation, providing technical assistance, review of all documents submitted to PDE regarding accreditation, site reviews, submitting reports and responsible for submission of PDE petition to US Department of Education for continuation of authority. *Chairperson for the Institutional Accreditation Authority Group* which makes recommendations to the PA State Board for Vocational Education on accreditation issues. *State Coordinator of Occupational Competency Assessments (OCA)* for vocational instructors in PA to include overseeing three college universities which issue occupational competency assessments to instructors, updating all testing methods of occupational competency assessments, answering all questions from individuals and/or schools regarding acquiring vocational certification and work with Bureau of Certification on any vocational certification issues. *Chairperson for the Occupational Advisory Committee* which makes recommendations to the Bureau of Career and Technical Education on OCA issues. *Oversee PA Classification of Instructional Programs (CIPs)* listing to include adding or deleting programs, updating CIP descriptions and maintaining proper certification requirements for each program. *Assist on reviews of Nurse Aid training programs.* All other duties as assigned by Bureau Director.

[2007-2008] Pennsylvania Department of Education Harrisburg, PA

Career and Technical Advisor I

Maintained PDE industry credential listing to include researching and updating the book for annual publication. Liaison between PDE and organizations such as PA Partners, PA Hospitality and Tourism, PA Automotive Association, Technology Council and others to help create a link to PA career and technical schools. Coordinated the PA Accreditation process and procedures to include updating the accreditation guidelines, conduct technical visits to applying schools, review accreditation documents, conduct site reviews and working on accreditation petition to US Department of Education.

[2006-2007] Penn State University-Capital Campus Harrisburg, PA

Area Representative II

Identify, plan, organize, and administer Continuing Education programs in the area of noncredit/credit programming, off-campus programming and company on-site programming. Assess needs and develop programs to meet these needs. Provide liaison for effective promotion/marketing plans for CE programs and services. Manage/maintain budgets for programs and services to meet assigned income and program targets. Identify and recruit academic personnel for delivery of programs and services. Assist in gathering and analyzing data for decision-making and planning purposes. Supervise assigned personnel.

[2000 – 2006] Dauphin County Technical School Harrisburg, PA

Continuing Education Coordinator

Coordinate all adult programs. Create programs in demand from business and industry. Supervise all programs to include hiring of instructors, ensuring proper curriculum and instructional materials and evaluation of student progress. Conduct meetings with instructors and industry members to ensure effectiveness of programs. Work with local industry to create training programs for new hires or retention of current employees and improve workforce development. Ensure quality of training both at the school and/or at the worksite. Work with local Workforce Investment Board to help provide industry funds for training. Write and manage training proposals with SouthCentral Employment Corporation for training of dislocated or unemployed persons. Write and monitor grants with Community and Economic Development for advanced industry training. Create budget and manage all finances. Member of the Institutional Accreditation Advisory Group with the PA Bureau of Career and Technical Education. Work with IT Administrator with website information.

[1999 – 2000] Dauphin County Technical School Harrisburg, PA

Law Enforcement Instructor

Teach curriculum in Law Enforcement to high school students, grades 9-12. Evaluated student progress by assessing student work, observe performances, prepare written reports, progress reports and report cards for parents. Make appropriate referrals for support services. Instruct students by providing daily planning in accordance with curriculum, assemble materials and equipment to support instruction, and adapt instruction to meet individual needs of students. Kept current with instructional practices. Prepared instructional material for vocational aide.

[1997-1999] Dauphin County Technical School Harrisburg, PA

Vocational Aide

Performed instructional activities as directed and supervised by the instructor. Assisted with the supervision of students during organized break periods. Participated in evaluation of ongoing classroom program and student performance. Worked toward effective and appropriate strategies in working with varying exceptionalities under teacher supervision. Used varied methods in dealing with each student within the structure established by the classroom instructor. Attended appropriate in-service sessions and/or workshops pertaining to vocational aide duties. Substituted for other vocational instructors on emergency certificate and implemented the curriculum set forth by the instructor.

ABILITIES: Proficient in MS Word, Excel, Access, Power Point, Outlook, E Grants, CATs and TIMS.

REFERENCES: Available upon request

D2

Commonwealth of Pennsylvania

STD-370

POSITION DESCRIPTION

Last Name	First Name	MI	Personnel Number
Lubomski	James	M	00715665

Job Title	Job Code	Working Title	Position Number
Car and Tech Ed Advr 1	22430	Car and Tech Ed Advr 1	00074023

Department	Organization	Organization Code
Education	ED Div Adlt Pstscdry Car Tech Ed	3450

Supervisor's Last Name	Supervisor's First Name	Supervisor's Job Title	Supervisor's Pos Number
Brassington	Tamalee	Car Tech Ed Srvs Mgr	00006916

Start Time	End Time	Hours/Week	Days Worked (Check all that apply)	Explain any schedule variations:
7:30 a.m.	4:00 p.m.	37.5	S <input type="checkbox"/> M <input type="checkbox"/> T <input checked="" type="checkbox"/> W <input checked="" type="checkbox"/> Th <input checked="" type="checkbox"/> F <input checked="" type="checkbox"/> S <input type="checkbox"/>	Alternate Work Schedule

Position Purpose: Describe the primary purpose of this position and how it contributes to the organization's objectives. Example: *Provides clerical and office support within the Division to ensure its operations are conducted efficiently and effectively.*

Provides statewide leadership and technical assistance to support the achievement of technical standards in Career and Technical Education as related to nurse aide training programs, programs of study, statewide articulation, and adult accreditation. This position will also participate in the bureau's annual Integrated Learning Conference, and utilize databases (CATS, PIMS, AcademyOne) to support the development, maintenance, and implementation of quality career and technical education practices.

Description of Duties: Describe in detail the duties and responsibilities assigned to this position. Descriptions should include the major end result of the task. Example: *Types correspondence, reports, and other various documents from handwritten drafts for review and signature of the supervisor.*

Assist in the development, implementation and maintenances of career and technical education goals for the Division of Adult and Postsecondary Education. Implement practices that support the bureau's plan for categories of academic rigor, industry relevance, postsecondary transition, and state leadership and capacity.

Analyze existing research to include the Career and Technical Education Information System (CATS), and PIMS in the support of the development, maintenance and implementation of quality career and technical education practices including program of study, statewide articulation, nurse aide training programs, and accreditation. (#1)

Disseminate information, regulation, and policies through on-site visits, in-services, workshops and conference presentations, professional development and written communication to support career and technical education including nurse aide training programs and accreditation.

Use technology, including e-mail, web pages and distance learning to keep the field abreast of current initiatives in career and technical education surrounding adult career and technical education.

Interact with division staff, Bureau of Career and Technical Education staff, other PDE bureaus, and the staff of other local, state and federal agencies in support of career and technical education including nurse aide training programs and accreditation efforts.

Prepare reports for the division, bureau, interagency, monetary reports, contract approval and

evaluation reports and other reports as requested. (#2)

Participate as a member of the annual Integrated Learning Conference: The School to Work Connection. (#3)

Maintain practices in support of bureau leave, travel, time distribution, staff development, and other policies.

With approval, serve on local, state and national boards, committees, consortiums, and business and education partnerships related to career and technical education. (#4)

Support the achievement of technical standards within CTE and, in particular, Program of Study education to include industry established standards, performance measures and standards, career and technical education standards, professional association standards and Pennsylvania academic standards. (#5)

Participate in adult/postsecondary accreditation and civil rights monitoring visits as requested. (#6)

Participate in projects assigned by the bureau director, assistant bureau director and/or division manager.

Decision Making: Describe the types of decisions made by the incumbent of this position and the types of decisions referred to others. Identify the problems or issues that can be resolved at the level of this position, versus those that must be referred to the supervisor. Example: In response to a customer inquiry, this work involves researching the status of an activity and preparing a formal response for the supervisor's signature.

Provides technical assistance to the sponsors and/or instructors of nurse aide training and competency evaluation programs to ensure they are meeting the federal regulations of OBRA and the state regulations of Act 14.

Conducts on-site reviews of nurse aide training and competency evaluation programs to ensure compliance with federal and state regulations.

Conducts on-site reviews of adult accreditation programs to ensure compliance with federal and state regulations.

Requirements Profile: Identify any requirements, such as a licensure, registration, or certification, which may be necessary to perform the functions of the positions. Position-specific requirements should be consistent with a Necessary Special Requirement or other criteria identified in the classification specification covering this position. Example: Professional Engineer License

1. N/A
2. N/A
3. N/A
- 4.
- 5.
- 6.

Essential Functions: Provide a list of essential functions for this position. Example: Transports boxes weighing up to 60 pounds.

1. See #1 above
2. See #2 above
3. See #3 above
4. See #4 above
5. See #5 above
6. See #6 above
7. Travel as assigned
8. Communicate effectively orally
9. Communicate effectively in writing
10. Use current Commonwealth software

CERTIFICATION

By entering my name below, I certify to the best of my knowledge all statements contained in this position description are correct.

Employee's Acknowledgement	Job Title:	Date
James Lubomski	Car and Tech Ed Advr 1	11/10/2014 11:52:57 AM
Supervisor's Acknowledgement	Job Title:	Date
Tamalee Brassington	Car Tech Ed Srvs Mgr	11/10/2014 9:57:02 AM
Reviewing Officer's Acknowledgement	Job Title:	Date
Lee Burket	Dir Bur Car Tech Ed	11/10/2014 11:56:04 AM

Commonwealth of Pennsylvania

STD-370

POSITION DESCRIPTION

Last Name	First Name	MI	Personnel Number
Garnes	David	C	00445753
Job Title	Job Code	Working Title	Position Number
Car and Tech Ed Advr 2	22440	Car and Tech Ed Advr 2	00052565
Department	Organization	Organization Code	
Education	ED Div Adlt Pstscdry Car Tech Ed	3450	
Supervisor's Last Name	Supervisor's First Name	Supervisor's Job Title	Supervisor's Pos Number
Brassington	Tamalee	Car Tech Ed Srvs Mgr	00006916

Start Time	End Time	Hours/Week	Days Worked (Check all that apply)	Explain any schedule variations:
8:30 a.m.	5:00 p.m.	37.5	S <input type="checkbox"/> M <input checked="" type="checkbox"/> T <input checked="" type="checkbox"/> W <input checked="" type="checkbox"/> T <input checked="" type="checkbox"/> F <input checked="" type="checkbox"/> S <input type="checkbox"/>	

Position Purpose: Describe the primary purpose of this position and how it contributes to the organization's objectives. Example: *Provides clerical and office support within the Division to ensure its operations are conducted efficiently and effectively.*

This position is responsible to provide leadership in coordination and facilitation of designated major projects and related assignments within the Division of Adult and Postsecondary Career and Technical Education. The focus is to coordinate the creation and maintenance of the statewide articulation agreement and Technical Institutes and enhance and improve the delivery of career and technical education services and related training programs through the involvement of business and educational partnerships.

This position also provides leadership and technical assistance in the Nurse Aide Training Program for the Omnibus Budget Reconciliation Act (OBRA) of 1987 and Act 14 of 1997 Nurse Aide Residence Abuse Prevention to local operators of programs that train nurse assistants intended for employment in health care institutions.

Description of Duties: Describe in detail the duties and responsibilities assigned to this position. Descriptions should include the major end result of the task. Example: *Types correspondence, reports, and other various documents from handwritten drafts for review and signature of the supervisor.*

- Assure a skilled workforce through quality career and technical education (CTE).
- Develop criteria for Perkins IV required statewide articulation agreement and process the agreement. (#1)
- Form statewide committee of stake holders (secondary, postsecondary, and association) to continue review of articulation agreement.
- Develop policies for Perkins secondary and postsecondary recipients to implement the articulation agreement. (#2)
- Establish and maintain a statewide articulation agreement between the CTCs and/or Community Colleges and institutions of higher education to satisfy the Programs of Study (POS) Perkins requirement. (#3)
- Serve as the division representative with the Workforce Investment Act (WIA) on their CareerLink

initiatives. This could include involvement with their operational care teams, policy team, and local WIB membership team.

Serve as the bureau representative with the Department of Community and Economic Development on requests that relate to business and industry relationships. (#4)

As assigned, provide liaisons with other state government bureaus and agencies, professional associations, councils, and advisory groups (local, state, and national) to achieve PDE, bureau, and division priorities.

Review and interpret Chapter 339 regulations and develop policies for implementation including those required for program re-approvals.

Complete on-site compliance reviews of nurse aide training programs utilizing the approved on-site monitoring instrument based on Federal Regulations 42a CFR, Part 483 and Act 14 of 1997 State Regulations. (#5)

Provide technical assistance as requested to operators of nurse aide training programs throughout the Commonwealth. (#6)

Serve as team member for State Accreditation of Pennsylvania Public Postsecondary Vocational Education (PPPVE) onsite reviews.

Research and expand the definition of what constitutes a Technical Institute (TI).

Research, expand the explanation, and disseminate information to the field regarding the funding that will be provided to career and technical centers that choose to apply for the approval of a TI.

Develop the application for the establishment for TIs.

Develop policies for TIs to apply for program approval.

Develop policies for TIs to submit student and program data.

Develop and maintain the process/procedure for program approvals and re-approvals of TIs.

Develop and maintain a statewide articulation agreement for use by the TIs with degree-granting institutions to facilitate transfer of student credit.

Develop and maintain the process/procedure for the termination of TIs.

Develop and maintain the process and procedure for the review and approval of a strategic plan of the TIs, no fewer than every five years.

Develop and maintain a process and procedure to ensure that Chapter 339 regulations are being met by entities that will be granted TI status.

Provide technical assistance and/or research capabilities in the use of the PA Department of Education "e-Grants system" for career and technical education.

Maintain lines of communication and working relationships with other bureau, PDE, and interagency staff who are also involved in various components of the same specific business and educational partnerships.

Participate in adult/postsecondary accreditation and civil rights monitoring visits as requested.

Participate in projects assigned by the bureau director and/or division manager.

Decision Making: Describe the types of decisions made by the incumbent of this position and the types of decisions referred to others. Identify the problems or issues that can be resolved at the level of this position, versus those that must be referred to the supervisor. Example: In response to a customer inquiry, this work involves researching the status of an activity and preparing a formal response for the supervisor's signature.

Major assignments are received by oral and written communication by division manager. This position is the point of reference for all aspects of the Technical Institutes program, i.e. application/termination process, articulation agreement program approval, strategic plan. This position also schedules and participates in partnerships-related meetings and activities, preparing and submitting updates to the division manager.

Provides technical assistance to the sponsors and/or instructors of nurse aide training and competency evaluation programs to ensure they are meeting the federal regulations of OBRA and the state regulations of Act 14.

Reviews the nurse aide training and competency evaluation programs on site to ensure compliance with federal and state regulations.

Requirements Profile: Identify any requirements, such as a licensure, registration, or certification, which may be necessary to perform the functions of the positions. Position-specific requirements should be consistent with a Necessary Special Requirement or other criteria identified in the classification specification covering this position. Example: Professional Engineer License

1. N/A
2. N/A
3. N/A
- 4.
- 5.
- 6.

Essential Functions: Provide a list of essential functions for this position. Example: Transports boxes weighing up to 60 pounds.

1. See #1 above
2. See #2 above
3. See #3 above
4. See #4 above
5. See #5 above
6. See #6 above
7. Use current Commonwealth software
8. Communicate effectively in writing
9. Communicate effectively orally
10. Travel as required

CERTIFICATION

By entering my name below, I certify to the best of my knowledge all statements contained in this position description are correct.

Employee's Acknowledgement David C. Garnes	Job Title: Car and Tech Ed Advr 2	Date 9/15/2014 3:47:55 PM
Supervisor's Acknowledgement Tamalee Brassington	Job Title: Car Tech Ed Srvs Mgr	Date 9/15/2014 3:41:24 PM
Reviewing Officer's Acknowledgement Lee Burket	Job Title: Dir Bur Car Tech Ed	Date 9/15/2014 3:53:05 PM

E1

Pennsylvania Statutes – Title 24, Education, Chapter 1, Public School Code of 1949, Article 18, Vocational Education, (A) School Districts, 18-1811, Estimate of expenses and reimbursements; appropriations.

24 PS 18-1811 Estimate of expenses and reimbursements; appropriations

On or before the first Wednesday of January of any year in which the regular session of the Legislature is held, the State Board for Vocational Education shall present to the Legislature an estimate of the amount of money necessary to meet the expenditures to be incurred in the administration of this act for the fiscal year beginning with the first day of the ensuing June, 1961, and beginning with the first day of July of each year thereafter; and the amount necessary to meet the claims of school districts and unions of school districts maintaining approved vocational schools or departments, under the provisions of this act for the school year beginning with the first day of the preceding July. On the basis of such statement, the Legislature shall make an appropriation of such amounts as may be necessary to meet the expense of carrying this act into effect, and of reimbursing such school districts and unions of school districts for such school year as herein provided.

E2

Pennsylvania Department of Education
 Bureau of Career and Technical Education

FY Budget
 Comparative Summary

Budget by Division	FY2016	FY2017	Change
Director's Office			
Federal Funds	783,130	509,034	-274,096
State Funds	490,310	280,842	-209,468
Subtotal	\$1,273,440	\$789,876	-\$483,564
Division of Data Analysis, Assessment & Contracts			
Federal Funds	688,585	761,606	73,021
State Funds	196,124	187,228	-8,896
Subtotal	\$884,709	\$948,834	\$64,125
Division of Program Standards & Quality Assurance			
Federal Funds	1,033,352	1,299,568	266,216
State Funds	490,310	561,684	71,374
Subtotal	\$1,523,662	\$1,861,252	\$337,590
Division of Professional Development & Support Services			
Federal Funds	125,111	140,750	15,639
State Funds	196,124	187,228	-8,896
Subtotal	\$321,235	\$327,978	\$6,743
Division of Adult & Postsecondary CTE			
Federal Funds	406,848	451,178	44,330
State Funds	98,062	93,614	-4,448
Subtotal	\$504,910	\$544,792	\$39,882
TOTALS	\$4,507,956	\$4,472,732	-\$35,224

F1



June 6, 2018

Dear CTE Administrator:

The State Board for Vocational Education is recognized by the U.S. Office of Education to serve as an accrediting agency for Adult/Postsecondary Technical Education programs offered at career and technical centers located in Pennsylvania. The Accreditation Committee is actively seeking educators who are interested in assisting with the accreditation process for the Schuylkill Technology Center.

The purpose of this initiative is to ensure that the Commonwealth is offering quality career and technical education programs at the Adult/Postsecondary level. Individuals who participate in this initiative will be reimbursed hotel expenses, meals and travel by the school. This is a very intensive process, and it will involve several days of commitment on your part.

The Accreditation Committee is seeking participants who have a minimum of three (3) years of professional work experience in career and technical education or postsecondary education and meet the following criteria. A resume is required to be submitted.

- Participants should be certified as a teacher and/or competent in a specific discipline.
- School Administrators should be certified or identified as competent as an administrator by the local School Board.
- Business and industry representatives should be persons who are familiar with a specific discipline.
- Individuals must be willing to and submit a resume to the State Accreditation Coordinator.
- The State Coordinator will review resumes and select individuals based on the Committee's needs.

The following are dates for a re-accreditation site review:

Accreditation Site Review for Schuylkill Technology Center

Evaluator Training	July 16, 2018	1:00pm – 4:00pm
Site Evaluation	July 17, 2018	8:00am – 4:00pm
Site Evaluation	July 18, 2018	8:00am – 2:00pm

***Please submit your interest by Wednesday, June 20, 2018**

The orientation/training for the evaluators:

- Participants will be given an overview of the training sessions for the day.
- The purpose of the evaluation process.
- Components of participant process.
- Conflict of interest form.

As approved by the State Board of Education, May 8, 2019

- The Accreditation Team Assessment process.
- Component of the self-study.
- Standards.
- Organize the Committee into small teams.
- Make teams assignment
- Review any concerns regarding the self-study assessment and document submitted by the school along with supporting materials.
- The on-site process will be introduced.

Please submit your contact information and resume to Beth Marshall at (717) 783-6860 or betmarshal@pa.gov. I appreciate your willingness to assist the Bureau with this initiative.

Sincerely,



Lee Burket, Ed.D.
Director

F2

Rachel Lynn Hrabovsky

452 Sagamore Road, Rural Valley, PA 16249 • (724) 504-1232 • rachelhrabovsky@gmail.com
www.linkedin.com/pub/rachelhrab

Professional Profile

Highly motivated leader with a track record of success in:

- **Adapting to new information** and mastering new concepts while working under pressure.
- **Developing and managing programs and services** that support and advance the company mission.
- **Overcoming objections and securing buy-in** to increase productivity and motivation levels.
- **Scheduling, coordinating, and organizing resources**, both human capital and physical assets.

Education

B.S. in Human Resource Management/Operations Management

4.0 Cumulative GPA

Indiana University of Pennsylvania, Indiana, PA; *May 2012*

(Dual Baccalaureate)

Minors: Economics and Psychology

- ✓ *Deans List all Academic years, Summa Cum Laude*
- ✓ Human Resource Management and Operations Management Student of the Year (IUP 2012)

Certified Six Sigma Yellow Belt – 2012 (process improvement)

Skills & Experience

Indiana County Technology Center, Indiana, PA

May 2011 – Present

Adult Education Coordinator (March 2016-present)

- Provide strategic direction for the Adult Education Department; set enrollment targets, guide marketing and public relations efforts, and allocate resources for more than 15 program areas
- Evaluate, interview, recommend and develop a team of diverse instructors, supervisors, and support staff
- Oversee the recruitment, enrollment, and progression of 100+ students in existing programs and courses annually; identify, develop and implement new programs, courses, and curriculum as appropriate
- Implement and enforce student policy; recommend new policies and procedures that ensure student safety, regulatory compliance, and the maintenance of confidentiality under FERPA regulations
- Establish and monitor departmental budget and provide fiscal oversight for all Adult education activities; direct Federal Financial Aid processes for select programs
- Maintain accreditation for specific Adult programs through the Pennsylvania Department of Education; responsible for federal, state and other mandatory reports, including PIMS and IPEDS

Programs Supervisor – Adult Education (July 2012-March 2016)

- Supervised over 10 instructors and staff; responsible for on-boarding clerical staff and program instructors
- Coordinated recruitment efforts for Adult Education programs; processed 50 student enrollments annually
- Enforced departmental policies and managed supply inventory across more than 15 program areas
- Collaborated with management to enhance curricula; implemented partnership for CDL training

Office Assistant – Adult Education (2011-June 2012)

- Provided administrative support to students and staff; Recruited students for all program areas
- Assisted with scheduling classes, instructors, and locations; Involved in supply procurement

Self-Employed

2008 – Present

- Deliver Public Notary, transcription, and other administrative services in accordance with state regulations and ethical guidelines to over 50 clients
- Involved with confidential information, including child custody and drug evaluation reports

Society for Human Resource Management IUP Undergrad Chapter

2011 – 12

President

- Collaborated with local professionals and alumni to offer more than 7 professional development workshops to Indiana University of Pennsylvania students
- Doubled the Chapter's national roster, and increased member involvement by 250 percent

As approved by the State Board of Education, May 8, 2019

Consistent employment since 2004 - non-relevant/dated work history omitted

F3

Appendix, Exhibit J
Conflict of Interest Form

Ethics for the individual accreditation program team member...

- Has personal and professional integrity and will conduct self accordingly
- Will respect the confidentiality of all written, oral, discussed, written notes, and observations
- Has not previously been employed by or lived/lives in one of the sending school districts to the Career and Technology Center
- Will in no way be bias to personalities, race, color, national origin, sex and disability and any form of discrimination.
- Will not accept any gifts, items of value that may appear to sway ones thinking
- Understands the *Accreditation Guidelines for Pennsylvania Public Postsecondary Vocational Education* to include the self-study and the organizational profile of the institution being evaluated
- Is willing to speak to the State Accreditation Coordinator and express self about potentially conflicting or sensitive issues
- Personally feels confident and qualified in performing this responsibility

Signed by the site-evaluation team member...

Name: _____

Date: _____

Please Print Name: _____

MERIDETH EDGAR

Name of Applicant Institution:


YORK COUNTY SCHOOL OF TECHNOLOGY

F4

PDE ADMINISTRATIVE POLICY

Commonwealth of Pennsylvania

Department of Education

SUBJECT: Equal Employment Opportunity (EEO) Policy	NUMBER: 1999-09	
REVISION DATE: January 1, 2017 EXPIRATION DATE: December 31, 2020	DISTRIBUTION: All PDE Employees	BY DIRECTION OF: Deborah A. Reeves Deputy Secretary of Administration  Signature and Date

PURPOSE: The Pennsylvania Department of Education (PDE) reaffirms it has established and is committed to maintaining an open and equitable human resource system in accordance with federal and state laws and in compliance with Executive Order 2003-10, *Equal Employment Opportunity (EEO) Policy*, and Management Directive (MD) 410.11, *Commonwealth's Equal Employment Outreach, and Employment Counseling Program*.

SCOPE: Department managers and supervisors at all levels shall assist and participate in EEO implementation, planning, execution, and monitoring in their respective assigned areas of responsibility. Manager and supervisor job performance shall include evaluation of EEO program implementation, execution, and success in the same manner as all other performance standards.

POLICY: Incorporate EEO principles into all management decisions affecting the human resource system to ensure (1) proper administration of EEO goals and objectives, and (2) a work environment free of discrimination, harassment, and sexual harassment.

In accordance with PDE Administrative Policy 2012-01, *Disability-Related Employment Policy*, and other Commonwealth directives, the department will comply with the Americans With Disabilities Act (ADA) of 1990, which prohibits discrimination against persons with disabilities in job application procedures and all other employment practices. This prohibition extends to newly-hired disabled employees as well as the promotion of existing ones; specifically, no reduction in compensation may occur to offset any disability income and/or benefit compensation which that employee may be receiving. The department will reasonably accommodate any qualified applicant and/or employee with a disability, unless to do so would create an undue hardship or threat against the agency. Therefore, all department facilities, services, and communications must be accessible in accordance with the Rehabilitation Act of 1973 (Section 504), and the ADA of 1990.

PROCEDURES:

No department office or bureau shall permit discrimination against any employee to occur involving recruitment, appointment, promotion, training, or separation based on race, color, religious creed, ancestry, union membership, age, sex, sexual orientation, gender identity and expression, national origin, HIV/AIDS status, or disability. All EEO programs and activities will include women, minorities, persons with disabilities, and persons over the age of 40.

The department will ensure equitable treatment of all minority and women employees.

Employees having EEO complaints and/or concerns may contact: PDE EEO Coordinator, Daniel Nettling, (Bureau of Human Resources, 11th Floor, 333 Market Street Tower, 333 Market Street, Harrisburg, PA 17126); 717-787-5093; or dnettling@pa.gov; or the Director of Human Resources, Diana Hershey, 717-787-4417; or dihershey@pa.gov.

All allegations concerning EEO discrimination and/or harassment, and any resulting investigation, will be handled promptly, thoroughly, and with strict confidentiality. Discrimination and/or harassment complaints do not have to be in writing prior to the initiation of an investigation. The complaining employee will be kept informed as to the status and outcome of the investigation.

An employee having an EEO complaint should complete and sign a Commonwealth EEO Discrimination Complaint Form (Standard Form 486) and submit it to the PDE EEO Coordinator in the Bureau of Human Resources (11th Floor) as expeditiously as possible after the alleged offense occurs. An employee may also make initial notification by contacting the EEO Coordinator at 787-5093, or dnettling@pa.gov.

The employee may want to discuss the complaint initially with his/her supervisor prior to making a formal written complaint; however, he/she and/or the supervisor should notify the EEO Coordinator as soon as possible following the incident so that the investigation process may begin and the facts documented while the details may be easily recalled.

Once the complaint is filed, the EEO Coordinator will notify the complainant of the date and time for the initial interview and schedule any follow-up interview sessions, if needed. The Coordinator will also obtain the names of potential witnesses to the alleged improper behavior. The EEO Coordinator will complete the investigation as thoroughly, expeditiously, and in as confidential manner as possible.

Any department employee who is dissatisfied with the outcome or resolution of an investigation has the right to file a request for reconsideration. That request must be filed within 20 days of receipt of the outcome of the investigation.

If the complaining department employee is dissatisfied with any determination reached as part of the reconsideration process, he/she may file an appeal with the Office of Administration (OA), Bureau of Workforce Planning, Development, and Equal Employment Opportunity (EEO), EEO Division, 717-783-1130, or oabeeo@pa.gov, within 20 days of receipt of the reconsideration determination.

As an additional recourse, a department employee may opt to file a formal written complaint with the Pennsylvania Human Relations Commission (PHRC), Harrisburg Regional Office, 333 Market Street Tower, 8th Floor, 333 Market Street, Harrisburg, PA 17126-0333; 717-787-9780; phrc@pa.gov; the U.S. Equal Employment Opportunity Commission (USEEOC), Philadelphia District Office, 801 Market Street, Suite 1300, Philadelphia, PA 19107; 1-800-669-4000; www.eeoc.gov; or The Pennsylvania State Civil Service Commission (SCSC), Strawberry Square, 2nd Floor, P.O. Box 569, 320 Market Street, Harrisburg, PA 17108; 717-783-3058; www.scsc@pa.gov.

Questions regarding this policy may be directed to the PDE Equal Employment Opportunity Coordinator, Daniel Nettling, 787-5093, or dnettling@pa.gov.

ATTACHMENTS (2)

- (1) Executive Order (EO) 2003-10, *Equal Employment Opportunity (EEO) Policy*, dated July 28, 2003.
- (2) Management Directive (MD) 410.11, *Commonwealth's Equal Employment Outreach, and Employment Counseling Program*, dated May 8, 1997.

THIS POLICY WILL BE PERMANENTLY POSTED ON ALL PDE BULLETIN BOARDS.

THIS POLICY IS ALSO AVAILABLE ELECTRONICALLY ON *INSIDE PDE*.

COMMONWEALTH OF PENNSYLVANIA
GOVERNOR'S OFFICE
EXECUTIVE ORDER

Subject	Equal Employment Opportunity	Number	2003-10
Date	July 28, 2003	By Direction of:	<i>Edward G. Rendell</i> Edward G. Rendell, Governor

WHEREAS, this Administration believes that the employment practices of the Commonwealth of Pennsylvania should be nondiscriminatory in intent and effect to promote public confidence in the fairness and integrity of government; and

WHEREAS, past governors of the Commonwealth have recognized a constitutional and legislative mandate to take affirmative steps to remedy employment discrimination and have issued *Executive Orders* promoting equal employment opportunity; and

WHEREAS, this Administration is firmly committed to strengthening and developing equal employment opportunity programs in the Commonwealth.

NOW, THEREFORE, I, Edward G. Rendell, Governor of the Commonwealth of Pennsylvania, by virtue of the authority vested in me by the Constitution of the Commonwealth of Pennsylvania and other laws, do hereby order and direct as follows:

1. Prohibition of discrimination and affirmation of equal employment opportunity.

a. No agency under the jurisdiction of the Governor shall discriminate against any employee or applicant for employment because of race, color, religious creed, ancestry, union membership, age, gender, sexual orientation, gender identity or expression, national origin, AIDS or HIV status, or disability.

b. Positive steps shall be taken by each agency under the jurisdiction of the Governor to ensure fair and equal employment opportunity at every level of government.

c. Sexual harassment or harassment based on any of the factors listed in paragraph 1.a. of this order is prohibited.

Distribution: B

Page 1 of 3

Attachment 1

2. Responsibility for implementing equal employment opportunity.

a. The Secretary of Administration shall supervise the development, implementation, and enforcement of the Commonwealth's equal employment opportunity programs through the Bureau of Equal Employment Opportunity, which shall:

(1) Develop and promote steps designed to ensure a diverse workforce, equal employment opportunity and fair treatment of the protected classes listed in paragraph 1.a. of this order at all levels of state government.

(2) Develop Commonwealth-wide equal employment opportunity policies, procedures, and training to ensure consistency and uniformity.

(3) Conduct or participate in periodic on-site reviews and audits of agency equal employment opportunity programs.

(4) Develop complaint investigation and resolution procedures for implementation by all agencies under the jurisdiction of the Governor.

(5) Review complaint investigation reports at any time during the complaint process.

(6) Develop and implement a standardized equal employment opportunity procedure to monitor personnel transactions in all Commonwealth agencies under the jurisdiction of the Governor.

(7) Develop and issue guidelines for the conduct of agency equal employment opportunity programs and review of equal employment opportunity plans prior to implementation.

(8) Design and implement monitoring and reporting systems to measure effectiveness of agency equal employment opportunity programs.

(9) Consult with agency officials regarding personnel actions affecting agency equal employment opportunity professional staff, including recruitment, hiring, promotion, demotion, separation, transfer, performance standards and evaluation, and rate of pay.

(10) Provide leadership to agencies in the design and implementation of innovative equal employment opportunity strategies which will further the Commonwealth's fulfillment of the commitment to equal employment opportunity.

b. Heads of departments and agencies under the jurisdiction of the Governor shall:

(1) Designate an Equal Opportunity Officer with primary responsibility to develop and implement the agency's equal employment opportunity program.

(2) Ensure that the agency Equal Opportunity Officer reports directly to the individual who has overall responsibility for the agency's equal employment opportunity program.

(3) Ensure that the agency's commitment to equal employment opportunity is clearly transmitted to all agency employees and that bureau directors and managers provide adequate support to the Equal Opportunity Manager or Specialist in the development and implementation of program plans designed to achieve the agency's equal employment opportunity objectives.

(4) Seek input from the Director of the Bureau of Equal Employment Opportunity on personnel actions affecting equal employment opportunity professional staff.

(5) Ensure that the agency develops and implements effective equal employment opportunity plans and auditing and reporting mechanisms.

(6) Ensure that all agency supervisory and management employees are rated on equal employment opportunity, diversity, and inclusiveness based in part upon criteria identified in the agency's equal employment opportunity plan.

3. **Rescission.** *Executive Order 2002-3, Equal Employment Opportunity*, is hereby rescinded.

MANAGEMENT DIRECTIVE

410.11
Number

COMMONWEALTH OF PENNSYLVANIA
GOVERNOR'S OFFICE

Subject:

Commonwealth's Equal Employment, Outreach, and Employment Counseling Program

By Direction Of:


Thomas G. Paese, Secretary of Administration

Date:

May 8, 1997

This directive establishes policy, responsibilities, and procedures for implementing a Commonwealth Equal Employment, Outreach, and Employment Counseling Program.

1. **PURPOSE.** To establish responsibilities and procedures for implementation of the Commonwealth's Equal Employment, Outreach, and Employment Counseling Program.

2. **SCOPE.** Applies to all agencies, boards, and commissions under the Governor's jurisdiction.

3. **POLICY.**

a. It is Commonwealth policy to ensure equal employment opportunity in every aspect of state employment.

b. The Office of Administration (OA), Bureau of Equal Employment Opportunity (BEEEO) will provide assistance to state agencies in all areas of this program and will monitor the performance of each agency in this regard.

c. The Commonwealth can achieve a successful Equal Employment Opportunity Program through the cooperation of Agency Heads, Equal Opportunity Managers/Specialists and staff, Personnel Officers, and all personnel involved in managing state government.

d. The program will be a cooperative effort requiring interaction between the agencies, the OA, Bureau of Equal Employment Opportunity, the State Civil Service Commission, and the OA, Bureau of State Employment.

4. **OBJECTIVES.**

a. Develop and implement a comprehensive Equal Employment, Outreach, and Employment Counseling Program in order to establish and maintain equal employment opportunities for qualified minorities, women, and persons with disabilities.

b. Ensure that all employees or prospective employees in all agencies are treated in a fair and equitable manner as it relates to consideration for employment in state government.

c. Define roles and responsibilities of Agency Heads, Personnel Officers, Equal Opportunity Managers/Specialists, and all other individuals involved in recruitment of minorities, women and persons with disabilities throughout state government.

Distribution: B

(Equal Employment Opportunity, OA, 717783-1130) Page 1 of 4

Attachment 2

d. Identify the essential elements of the state-wide recruitment efforts addressed in this directive.

e. Increase awareness of the objectives of the Commonwealth's Equal Employment, Outreach, and Employment Counseling Program.

5. RESPONSIBILITIES.

a. The Secretary of Administration shall direct the development, implementation, and administration of the Commonwealth's Equal Employment Opportunity Programs through the OA, Bureau of Equal Employment Opportunity.

b. Office of Administration, Bureau of Equal Employment Opportunity shall:

(1) Coordinate recruitment activities for minorities, women, and persons with disabilities with the Bureau of State Employment and the State Civil Service Commission.

(2) Provide leadership to agencies in the development and implementation of a comprehensive Equal Employment, Outreach, and Employment Counseling Program to assist state agencies in the recruitment of qualified minorities, women, and persons with disabilities.

(3) Suggest strategies to link qualified candidates with the employment needs of state agencies.

(4) Refer resumes and applications to the State Civil Service Commission for evaluation, testing, and inclusion in the Civil Service Human Resources Bank and to the Bureau of State Employment for inclusion in their Resume Bank.

c. State Civil Service Commission shall:

(1) Administer and coordinate the state-wide program for recruitment for classified service positions.

(2) Receive and evaluate all applications for civil service positions.

(3) Provide employment counseling to candidates.

(4) Ensure that all persons interested in employment are afforded equal opportunity to apply and be examined.

(5) Assist agencies in recruiting applicants for civil service, scarce skills, and hard-to-fill job titles.

d. Bureau of State Employment shall:

(1) Receive and evaluate all applications for non-civil service positions.

(2) Coordinate recruitment of candidates for non-civil service positions.

(3) Coordinate with the OA, Bureau of Equal Employment Opportunity and the State Civil Service Commission to enable the agencies to meet equal employment opportunity objectives.

e. Agency Heads shall:

(1) Ensure the agency's commitment to equal employment opportunity and the OA, Bureau of Equal Employment Opportunity's initiatives are clearly transmitted and actively supported by agency managers.

(2) Designate appropriate staff responsible for supporting this program.

f. Equal Opportunity Managers/Specialists shall:

(1) Coordinate with the agency's Personnel Officer in identifying recruitment needs.

(2) Include in the Equal Employment Opportunity Plan an agency-specific action plan on recruitment and outreach.

(3) Provide orientation and training to managers, supervisors, and employees regarding this program.

(4) Provide the OA, Bureau of Equal Employment Opportunity with copies of resumes received at the agency level.

(5) Participate with the OA, Bureau of Equal Employment Opportunity, the State Civil Service Commission, and the OA, Bureau of State Employment in recruitment and outreach initiatives.

g. Personnel Officers shall:

(1) Coordinate with the OA, Bureau of Equal Employment Opportunity and agency Equal Employment Opportunity Managers/Specialists to meet agency equal employment opportunity objectives.

(2) Provide the OA, Bureau of Equal Employment Opportunity with copies of resumes received at the agency level.

6. PROCEDURES.

a. Educational Institutions. It is critical to the success of the program to interact on a continuous basis with educational institutions including vocational schools and training centers. The OA, Bureau of Equal Employment Opportunity and the agencies shall:

(1) Utilize the State Civil Service Commission's automated directory of colleges, universities, and technical schools and identify those schools with a significant number of minorities and women.

(2) Contact institutions to introduce the program, open lines of communication, and request inclusion in their mailing lists and activities.

(3) Visit institutions, meet with placement coordinators, faculty and students, and provide them with comprehensive information and orientation regarding state employment.

(4) Based on employment needs, prepare a schedule of visits to educational institutions to attend career days, job fairs, and other activities as the need arises. Emphasis will be on scarce skills and hard-to-fill positions, and those with few minority and female employees.

(5) Coordinate, with the State Civil Service Commission, Bureau of State Employment, and other state agencies, visitations, presentations, and attendance at job fairs and other related activities.

(6) Utilize alumni of educational institutions as a source for attracting and referring qualified candidates.

b. Community Organizations. Community organizations are a valuable source of potential candidates for employment. The Equal Employment, Outreach, and Employment Counseling Program will build partnerships with community organizations to attract qualified candidates. The OA, Bureau of Equal Employment Opportunity and the agencies shall:

(1) Utilize the available equal employment opportunity contacts maintained by the State Civil Service Commission and identify community organizations which may be a source of qualified applicants for the identified job titles.

(2) Contact organizations to introduce the program, open lines of communication, and request a calendar of their activities.

(3) Include appropriate community organizations in recruitment mailings for specific job announcements.

(4) Visit and interact with community organizations and conduct orientation meetings on employment opportunities; explain Civil Service and Non-Civil Service systems; describe application processes and testing; explain the role of the Job Centers; explain resume development; and provide copies of handouts, brochures, and other appropriate materials.

(5) Coordinate with the State Civil Service Commission, Bureau of State Employment, and other state agencies, visitations and presentations to community organizations.

c. **Employment Counseling.** An effective equal employment and outreach program must include a comprehensive employment counseling component which will yield better informed candidates and enhance the opportunities of candidates to be selected for employment. The State Civil Service Commission has in place an employment counseling program. Additionally, the OA, Bureau of Equal Employment Opportunity will:

(1) Provide employment counseling to candidates through scheduled appointments. Candidates will be asked to bring a resume or information on their job history and education at the time of the counseling session. Candidates also will be asked to complete Civil Service and Non-Civil Service applications.

(2) Review the candidate's resume for employment opportunities. The application and hiring processes for Civil Service and Non-Civil Service positions will be explained thoroughly to each candidate.

(3) Provide the candidate with general information on the positions for which he or she expresses interest.

(4) For Non-Civil Service applications, have candidates complete Form STD-300, Application for Non-Civil Service Employment. Candidates will be counseled on how to complete the application, with particular emphasis on the positions for which they expressed interest, previous experience, education, minimum salary, and references.

d. **Processing of Resumes/Applications.** The OA, Bureau of Equal Employment Opportunity will:

(1) Evaluate the resume and determine the fields of employment for which the candidate is qualified.

(2) Forward the resume to the State Civil Service Commission for evaluation and possible inclusion in their Human Resources Bank.

(3) Forward the Civil Service applications to the State Civil Service Commission for test scheduling.

(4) Forward the Non-Civil Service applications to the Bureau of State Employment.

(5) Maintain a computerized system of resumes and applications processed.

(6) Maintain resume books containing resumes evaluated and classified by experience and education.

e. **Monitoring.** The OA, Bureau of Equal Employment Opportunity will periodically monitor and evaluate results to determine if the Equal Employment, Outreach, and Counseling Program is effective making necessary adjustments where needed.

F5

INDIANA CTC ACCREDITATION SITE REVIEW

Training Agenda

11/27/2018

- Welcome
- Overview of PPPVE Accreditation
- Conflict of Interest Forms
- Teams:
 - Section A & B – Kelly Kirsh, Holly Ryan
 - Section C – Tricia Rummel, Beth Marshall
 - Section D & E - Nicole Zernick, Laura Hicks
- Examples of possible evidence to be reviewed
- Scoring Guidelines
- Agenda
- Interview Schedule
- Evaluator Evaluation of PPPVE Accreditation
- Questions, Comments

G1

Institutional Accreditation Advisory Group Members

NAME & TITLE	AGENCY	REPRESENTATION	PROFESSION
Patty Bicanich, Project Director	Penn State -Greater Allegheny	General Public	General Education
Tamalee Brassington, Manager	Pennsylvania Department of Education	Bureau of Career & Technical Education	CTE Education
Lee Burket, Director	Pennsylvania Department of Education	Bureau of Career & Technical Education	CTE Education
Jackie Cullen, Executive Director	Pennsylvania Association of Career and Technical Administrators	Postsecondary	Association Education
Hope Harrison, Project Director	New Choices	Minority Group	Social Worker
Andrew Laub, Instructional Support	Central Pennsylvania Institute of Science and Technology	Adult Student & Employee	Adult Education
James Lubomski Career and Technical Advisor I	Pennsylvania Department of Education	Bureau of Career & Technical Education	CTE Education
Beth Marshall, Career and Technical Advisor II	Pennsylvania Department of Education	Bureau of Career & Technical Education	CTE Education
Stuart Savin, Administrative Director	Lancaster County Career and Technical Center	Postsecondary	Adult Education
Todd Taylor, Director of Adult and Postsecondary Education	Central Pennsylvania Institute of Science and Technology	Postsecondary	Adult Education
Hilary Thomas, Industry Partnership Manager	South Central Workforce Development Board – Industry Partnership Manager	Employment Services	Workforce Development Board
Marlin (Skip) Wagner	Pennsylvania Automotive Association	Employer	Auto Mechanics

As approved by the State Board of Education, May 8, 2019

G2

Marlin E. (Skip) Wagner

501 Hershey Road

Hummelstown, PA 17036

Res. (717) 566-0262

Work (717) 255-8211 Ext. 3391

Cell (717) 554-2096

Fax (717) 566-3096

EDUCATION

1956 Graduated

Palmyra High School
Palmyra, PA

1960 BS in Commerce

Rider College
Trenton, NJ

1991 Penn St. Univ.

Vocational I Certificate
Automotive Technology

1997 Penn St. Univ.

Vocational II Perm. Cert.
Automotive Technology

CONTINUING EDUCATION

ASE Certifications

A-1	Engine Repair	12/2010
A-2	Automatic Trans/Transaxle	12/2010
A-3	Manual Drive Train & Axle	12/2010
A-4	Suspension and Steering	12/2010
A-5	Brakes	12/2010
A-6	Electrical/Electronic Systems	12/2010
A-7	Heating & Air Conditioning	12/2010
A-8	Engine Performance	12/2010
L-1	Advanced Engine Performance	01/2010

PENNDOT

PA Safety Inspection Certification
PA Safety Inspection Instructor #1108
PA Enhanced Safety Inspection Certification
PA Enhanced Safety Inspection Instructor #1108
PA Emission Inspector
PA Emission Instructor #1108
PA Emission Repair Technician
PA Emission F.I.R.S.T. Instructor
PA Emission E.D.G.E. Instructor

MOBILE AIR CONDITIONING SOCIETY

Certified Instructor

EXPERIENCE

- 1960 – 1965 Marlin H. Wagner, Inc.
Vice Pres.
New Car Dealer
Union Deposit, PA
- 1965 – 1987 Marlin H. Wagner, Inc.
President
New Car Dealer
Union Deposit, PA
Hummelstown, PA
- 1987 – 2003 Dauphin Co. Technical School
6001 Locust Lane
Harrisburg, PA 17109
(717) 652-3170
- 2003 – Present
Apprentice Coordinator
Technician Trainer
PA Automotive Association
1925 N. Front Street
P.O. Box 2955
Harrisburg, PA 17105
Ph. (717) 255-8311
Anne Shuman, Exec. Vice Pres.

ADULT TRAINING

Dauphin County Technical School
Harrisburg Area Community College
Cumberland Perry Area Vocational Tech. School

HOBBIES & SPECILA INTERESTS

Antique Vehicles
Automotive Technology
Farming & Yard Work

REFERENCES

Available Upon Request

G3

MINUTES
INSTITUTIONAL ACCREDITATION ADVISORY GROUP
333 Market Street / 11th Floor
Harrisburg, PA 17126

March 7, 2017

The meeting was called to order at 10:30 a.m. by State Accreditation Coordinator Beth Marshall

Attending:

Beth Marshall	Tamalee Brassington	Patricia Bicanich	Todd Taylor
David Garnes	James Lubomski	Hilary Thomas	Jackie Cullen
Hope Harrison			

Absent but Responded via Email:

Andrew Laub

Absent:

Marlin Wagner Stuart Savin

Welcome

Beth welcomed everyone to the meeting.

Training of IAAG Members

Beth reviewed with everyone the objective of an IAAG member. She then went through various topics regarding the accreditation process and the role of the IAAG member. Upon completion of the training, the members had a complete comprehension of their role. No questions arose as part of the training.

Review Preliminary Draft Report for Lebanon County Career and Technology Center

On November 14-16, 2016, PDE conducted an accreditation review of the Lebanon County CTC. A Preliminary Draft Report was sent to the CTC with several findings. The CTC was able to respond to the report with additional documentation. The Final Draft Report is being presented to the IAAG and will be asking for a recommendation of accreditation status vote. Beth reviewed the report with the committee. There were two areas of concern: Two areas of concern 1) Involves the Community - Brochures, flyers and fact sheets spoke to SOAR information which is not available for adult students and Occupational Advisory Committee meeting minutes did not discuss adult education. 2) Uses Methods for Monitoring and Tracking Student Learning - CTC does not monitor student attendance or grades. Beth reviewed Chapter 14 of the Accreditation Guidelines – Re-Accreditation Process to the group. Lebanon CTC had no more than 2 “not” met of “beginning” scores on their report which in following Accreditation Guidelines would put them in Probationary Accreditation with Stipulations. Todd made a motion to recommend to the PA State Board for Vocational Education that Lebanon County CTC be granted Probationary Accreditation with Stipulations. Hilary second the motion. Everyone was in favor with no one opposed. Motion carried.

Templates - Budget, Employment, OAC Minutes

Beth explained to the group the possibility of creating a template for CTC's to use as evidence for their budget, employment and OAC meetings. Each CTC submits various versions in which it is sometime difficult to find the information you need. The group liked the idea but asked that it just be a guide for the CTC's and they could modify it if needed.

Revise Self-Study – Main Categories

Beth explained to the group that the self-study is being revised. The main categories would be Leadership, Program, Students, Faculty/Staff/Facilities, and Employers. The group discussed the various topics to be covered under each one.

Up Coming Re-Accreditations

Beth reviewed the upcoming accreditation site reviews.

- A. Schuylkill Technology Centers – Site Review July 2018
- B. Indiana County CTC – Site Review September 2018
- C. Clearfield County CTC – Site Review April 2019
- D. Greater Johnstown CTC – Site Review May 2019

Complaints

At the time of the meeting, no complaints have been submitted to PDE or the PA State Board for Vocational Education regarding Pennsylvania Public Postsecondary Vocation Education Accreditation.

Open Discussion

The group expressed appreciation for the guidelines to be updated as many felt the self-study at time could be repetitious with the same evidence being used in many different areas.

Adjourn

H1

Regulations Regarding the Pennsylvania State Board for Vocation Education

24 P.S. § 18-1801- Definitions

The following words and phrases as used in this article shall, unless a different meaning is plainly required by the context, have the following meanings: (1) "State Board for Vocational Education" shall mean the State Board of Education, herein invested with powers to administer this article of this act under the designation of the State Board for Vocational Education.

24 P.S. § 18-1802 - State Board of Vocational Education; executive officer; employees

The Superintendent of Public Instruction shall be the executive officer of the State Board for Vocational Education for the administration of this act. Except as hereinafter otherwise provided, he, as executive officer, shall appoint, from time to time, with the approval of the State Board for Vocational Education, such expert assistants, other than those already provided for by law, as may be necessary in vocational industrial, vocational homemaking, vocational agricultural, vocational distributive or vocational business and office occupational education, and all clerical and other agents necessary in carrying out the provisions of this act.

24 P.S. § 18-1803 - Duties of State Board of Vocational Education; reports

The State Board for Vocational Education is hereby authorized and directed to investigate and to aid in the introduction of vocational industrial, vocational agricultural, vocational homemaking, vocational distributive and vocational business and office occupational education; to assist in the establishment of schools and departments for said forms of education, and to inspect and approve such schools or departments as are hereinafter provided. The State Board for Vocational Education shall make a report annually to the Governor and Legislature describing the condition and progress of vocational industrial, vocational agricultural, vocational homemaking, vocational distributive and vocational business and office occupational education during the year, and shall also make such recommendations as the board may deem advisable.

24 P.S. § 26-2602-B - Membership

(a) The board shall consist of twenty-one (21) members, ten (10) of whom shall also serve as members of the Council of Basic Education, and ten (10) of whom shall also serve as members of the Council of Higher Education. The member designated by the Governor as chairman of the board shall also service [FN1] as a member of the Council

of Basic Education and of the Council of Higher Education. Except the legislative members, each member shall be appointed by the Governor, by and with the advice and consent of a majority of all the members of the Senate, and shall, except as hereinafter provided, hold office for terms of six (6) years each or until his successor has been appointed and has qualified. An appointment to fill a vacancy shall be for the unexpired term or until his successor has been appointed and has qualified. The chairmen and minority chairmen of the House of Representatives and Senate Education Committees, or their respective designees from such committees, shall serve as ex officio members of the board with full voting privileges and shall serve as members for as long as they hold their respective positions. The Chairman of the Professional Standards and Practices Commission, or a commission member designated by the chairman, created by the act of December 12, 1973 (P.L. 397, No. 141), referred to as the Teacher Certification Law, [FN2] shall be an ex officio member of the board without voting privileges or assignment to either council. Members shall receive no salary but shall be entitled to travel expenses and other necessary expenses incurred in the performance of their duties as members of the board.

(b) Eleven (11) members shall constitute a quorum provided that at least five (5) members serving on each of the councils are present. The affirmative vote of a majority of all the members of the board duly recorded showing how each member voted shall be required in order to take action adopting statements of policy, standards, rules and regulations. The board shall meet at least six (6) times a year at such times and places as it shall determine. Special meetings may be called by the chairman or at the request of a majority of the members of the board.

(c) An appointed member who fails to attend three (3) consecutive board meetings shall forfeit his or her membership on the board, unless the board chairman, upon written request from the member, determines that the member should be excused from a meeting or meetings for reasons of illness or the death of an immediate family member.

(d)(1) The Governor shall designate, to serve at his pleasure, a member as chairman of the board. (2) The chairman of the board, or a member of the board designated by the chairman, shall be an ex officio member of the Professional Standards and Practices Commission, without voting privileges.

(e) For the purpose of formulating policy proposals applicable to elementary, secondary, vocational-technical education and higher education in this Commonwealth, there shall

be two councils, which shall consist of ten (10) members of the board each, the chairman being a member of both councils, and shall be known as the Council of Basic Education and the Council of Higher Education. The Governor shall designate to serve at his pleasure a member serving on each council to act as chairman of the council. Each council shall meet at the call of its chairman or at

the request of a majority of the members of the council. The chairman of the board may appoint special joint committees from among the members of the board to formulate policy proposals in those areas which fall within the purview of both of the councils.

(f) Except for the chairman, not more than two (2) members serving on each council shall be employed either in a school system or in the Department of Education. For purposes of this subsection, the State System of Higher Education shall not be considered a school system. Three (3) members of the Council of Higher Education shall be actively employed by an institution of higher education, at least one holding an administrative position and at least one holding a professional position on a faculty of an institution of higher education. At least two (2) members serving on each council shall have had previous experience with vocational-technical education or training.

(g) The Secretary of Education, or his designated representative, shall be the chief executive officer of the board, shall be entitled to attend all meetings of the board and councils, and shall have the right to speak on all matters before the board and the councils but not to vote.

H2

Pennsylvania State Board of Education Members

Chairperson of the Board

Ms. Karen Farmer White (2015)
333 Market Street, 1st Floor
Harrisburg, PA 17126

Board Staff

Karen Molchanow
Executive Director

Stephanie Jones
Administrative Officer

Chief Executive Officer

Pedro A. Rivera
Secretary of Education
333 Market Street, 10th Floor
Harrisburg, PA 17126

PSPC Ex-officio Member

Vacant

Council of Basic Education

Senator Ryan Aument
Senate Education Committee Chair
9 East Wing, Main Capitol Bldg.
Harrisburg, PA 17120

Dr. James E. Barker, Council Chair (2018)
333 Market Street, 1st Floor
Harrisburg, PA 17126

Hon. Carol Aichele (2018)
333 Market Street, 1st Floor
Harrisburg, PA 17126

Mr. Nathan Barrett (2021)
Principal, John F. Kennedy ES
Scranton School District
333 Market Street
Harrisburg, PA 17126

Mr. Donald Fey (2019)
Senior Student Representative
Phoenixville Area High School
333 Market Street, 1st Floor
Harrisburg, PA 17126

Mr. Kirk Hallett (2016)
333 Market Street, 1st Floor
Harrisburg, PA 17126

Dr. Jeffrey Keeling (2022)
Principal, Greenville Jr./Sr. High School
333 Market Street
Harrisburg, PA 17126

Hon. Maureen Lally-Green (2017)
333 Market Street, 1st Floor
Harrisburg, PA 17126

Rep. James Roebuck, Jr.
House Education Committee
Room 208, Irvis Office Building
Harrisburg, PA 17120

Ms. Ashley Svec (2020)
Junior Student Representative
Norwin School District
333 Market Street, 1st Floor
Harrisburg, PA 17126

Dr. A. Lee Williams (2014)
333 Market Street, 1st Floor
Harrisburg, PA 17126

Council of Higher Education

Mr. Jonathan Peri, Council Chair (2016)
President, Manor College
333 Market Street, 1st Floor
Harrisburg, PA 17126

Mr. James Agras (2020)
Triangle Tech, Inc.
1940 Perrysville Avenue
Pittsburgh, PA 15214

*Terms expire October 1 of year shown or
until successor qualifies.*

Dr. Jamie Bracey-Green (2023)
Temple University
333 Market Street
Harrisburg, PA 17126

*** There are currently three vacancies on
the State Board of Education*

** Updated January 2019*

Dr. Nicole Carnicella (2018)
333 Market Street, 1st Floor
Harrisburg, PA 17126

Ms. Caroline DeWitt (2017)
Senior Student Representative
Gettysburg College
333 Market Street, 1st Floor
Harrisburg, PA 17126

Senator Andrew E. Dinniman
Senate Education Committee
183 Main Capitol
Harrisburg, PA 17120

Ms. Sandra Dungee Glenn (2015)
333 Market Street, 1st Floor
Harrisburg, PA 17126

Dr. Pamela J. Gunter Smith (2020)
President, York College
441 Country Club Road
York, PA 17403

Ms. Arynn Pratt (2020)
Junior Student Representative
Cheyney University
333 Market Street, 1st. Floor
Harrisburg, PA 17126

Representative Curtis G. Sonney
House Education Committee Chair
214 Ryan Office Building
Harrisburg, PA 17120

H3

**MINUTES
STATE BOARD FOR VOCATIONAL EDUCATION**

**333 Market Street | 1st Floor
Harrisburg, PA 17126**

May 10, 2017

The meeting was called to order at 8:30 a.m. by Chairman Larry Wittig.

Attending:

James Agras (<i>via phone</i>)	Nicole Carnicella	Shirlann Harmon
Andrew Ahr	Sandra Dungee Glenn	Maureen Lally-Green
Carol Aichele	Sen. John Eichelberger	Jonathan Peri
James Barker (<i>via phone</i>)	James Grandon	Joshita Varshney
Nathan Barrett	Kirk Hallett	Karen Farmer White
		Larry Wittig

APPROVAL OF MINUTES

The minutes of the March 9, 2017, meeting of the State Board for Vocational Education were approved on a **Grandon/Dungee Glenn** motion.

**REPORT OF THE DIRECTOR OF THE BUREAU OF
CAREER AND TECHNICAL EDUCATION**

Dr. Lee Burket, Director of the Bureau of Career and Technical Education (BCTE), provided an update from the Board's Vocational-Technical Education Committee meeting that was held on May 9, 2017. Dr. Burket reported on the following two discussion items that were before the Committee.

Petitions for AVTS Attendance Area Changes

Dr. Burket explained that authority for establishing and amending Area Vocational-Technical School (AVTS) attendance areas lies with the State Board for Vocational Education and said many of these boundaries were established in the 1960's and 1970's. She noted that the Board recently received petitions from the Harrisburg School District and Dauphin County Technical School (DCTS) seeking to alter their attendance areas. Dr. Burket explained that Harrisburg currently is recognized as a single-district AVTS, and said Harrisburg is petitioning the Board to remove its single-district status and to join the AVTS attendance area served by Dauphin County Technical School. Dr. Burket said the Board also received a petition from DCTS to change its attendance area to incorporate the Harrisburg School District.

Dr. Burket said both Harrisburg and DCTS submitted supporting materials related to the rationale for their petitions and the impact of the requested AVTS attendance area changes both in terms of the fiscal impact and the impact on students. She also reported that both entities were

represented at the Committee meeting and expressed that this would be a great opportunity for Harrisburg students and does not provide any disincentive or disservice to the current six-member school districts of DCTS. Dr. Burket said the petitions now are being presented to the Board for its review over the next few months and that she anticipates a request will be made to consider these petitions as an action item at the July 2017 Board meeting.

Lebanon County Career and Technology Center

Dr. Burket said she presented the Vocational-Technical Education Committee with the BCTE's final draft report on the accreditation application submitted by Lebanon County Career and Technology Center (LCCTC). She noted that LCCTC currently holds accreditation through the State Board for Vocational Education, which means postsecondary students attending the institution are eligible to receive federal Title IV loans and Pell Grants. She also noted that entities accredited by the Board must be re-accredited every five years.

Dr. Burket said the BCTE conducted an accreditation site visit and found that LCCTC had several non-compliant findings. She said a preliminary draft report asking for additional input related to those areas of non-compliance was submitted to LCCTC. After providing additional input, Dr. Burket said LCCTC continues to have two areas of non-compliance related to the standards for accreditation pertaining to community involvement and methods for monitoring and tracking student learning. As such, she said the BCTE is recommending that the institution be granted probationary accreditation with stipulations for one year.

Dr. Burket explained that, during the proposed probationary period, the BCTE would ensure that LCCTC's Adult Education Coordinator is taking certain actions to address the areas of concern, would conduct quarterly check-ins with the school, and would conduct another accreditation site visit during the 2017-18 school year. At the end of the probationary period, LCCTC would submit a report to PDE and the BCTE would formulate another recommendation for the Board's consideration to either continue or deny accreditation based on whether the areas of non-compliance have been adequately addressed.

Dr. Burket said the next steps on the accreditation application are for the Board to send the final draft report to LCCTC and provide the institution with an opportunity for appeal of the recommended accreditation status. If the Board does not receive a request for appeal within 30 days, Dr. Burket said she anticipates that the accreditation application will come before the Board for action at its July 2017 meeting.

Following the conclusion of her report, James Agras asked if the current member school districts of DCTS would continue to pay into the institution's debt. Dr. Burket responded that they would and noted that materials submitted with the petitions include detail on the allocation of payments in support of DCTS if Harrisburg is added as a member of its AVTS attendance area.

PUBLIC COMMENT

There was no public comment.

ACTION ITEMS

There were no action items.

ADJOURNMENT

There being no further items of business, the meeting was adjourned at 8:42 a.m.



Stephanie Jones
Administrative Assistant

11

COMMONWEALTH OF PENNSYLVANIA



STATE BOARD OF VOCATIONAL EDUCATION

July 12, 2018

Mr. Glenn K. Meck II
Director
Lebanon County Career and Technology Center
833 Metro Drive
Lebanon, PA 17042

Dear Mr. Meck:

I am please to inform you that the State Board for Vocational Education (Board) on July 12, 2018, voted to grant Lebanon County Career and Technology Center (LCCTC) full accreditation for a four-year period ending July 12, 2022. This action removes LCCTC from the one-year probationary accreditation status granted to the institution by the Board on July 13, 2017.

The Board determined that the actions taken by LCCTC during the probationary period satisfied the corrective actions necessary to meet the Accreditation Guidelines for Pennsylvania Public Postsecondary Vocational Education as they pertain to involvement with the community and methods for monitoring and tracking student learning.

Please contact me at (717) 787-3787 with any questions.

Sincerely,

A handwritten signature in cursive script that reads "Karen Molchanow".

Karen Molchanow
Executive Director

Enclosure

cc: Thomas Howell, Esq.
Deputy General Counsel, Governor's Office of General Counsel

Matthew Stem
Deputy Secretary, Elementary and Secondary Education

Dr. Lee Burket
Director, Bureau of Career and Technical Education

✓ Beth Marshall
Career and Technical Education Advisor, Bureau of Career and Technical Education

First Floor, 333 Market Street, Harrisburg, PA 17126-0333

As approved by the State Board of Education, May 8, 2019
Telephone (717) 787-3787 • TTY (717) 783-8445 • FAX (717) 787-7306

J1

Schuylkill Technology Center

Accreditation Self-Study

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 regards to adult education.

Administrative leadership for the Schuylkill Technology Center (STC) postsecondary programs consists of an executive director who reports to a board of directors. The Coordinator of Postsecondary programs provides oversight to all postsecondary programs and the individual site coordinators who manage daily operations.

Evidence: Qualifications and job descriptions of the Executive Director, Coordinator of Postsecondary and Community Based Education, PN Program Coordinator, and CDL/HEO Program Coordinator

Comment: Need to see Director of Vocational Education Job Description to ensure that the person oversees and is involved in Adult Education. Would like to see the organization chart

2. Describe the vision/mission for adult education.

The mission of Schuylkill Technology Center adult education programs reflects the commitment to provide opportunities for students to develop the attitude, knowledge, and skills necessary to gain employment and be an integral part of the economy. This mission is included in various informational sources for our programs.

Evidence: Vision/Mission statements included in a flyer, on the website, and in student handbooks

Comment: Mission Statement in response not the same as in literature. Need to see Mission Statement in PN literature. How was the mission developed and when? How do we know the education needs of the community are being met?

3. Describe the meetings held to discuss adult education.

The board of the Schuylkill Technology Center meets monthly. Each accredited postsecondary program has an Occupational Advisory Committee (OAC) in place that meets two times per year. Meetings focus on the growth/development and sustainability of postsecondary programming at STC.

The PN program coordinator and instructors meet monthly to evaluate and discuss the program. Additionally, there are committee meetings that address enrollment, the student

handbook, curriculum, resources, and faculty/student concerns. These committees are comprised of the program coordinator, instructors, and a student representative.

Evidence: Board Meeting minutes, Occupational Advisory Committee meeting minutes

Comment: Administration meetings? Lacking is the CDL meeting.

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

The budget for adult education is cooperatively developed by administration and the business office. When drafted, budgets are made available to superintendents from each of the districts in IU 29 for their review. Finally, budgets are presented to the STC board for their review and approval.

Evidence: Board meeting minutes, various tuition methods

Comment: Need to see ad ed budget. This does not engage the instructors in the process or the adult ed coordinator. Thus an administrative team is not reviewing the budget. What is the process and policy for developoing the budget? Where is teacher input?

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

Goals for adult education are reviewed by administration at Occupational Advisory Committee meetings. This allows for industry representatives to provide input into the revision of existing goals and for recommendations on new goals. Program coordinators also discuss program goals on a more frequent basis at faculty meetings.

Because the CDL program is recognized by the Professional Truck Driver's Institute (PTDI), quarterly meetings are held to review course objectives, performance data, and staff/student/employer data to evaluate the program.

PN program staff also conduct quarterly meetings to discuss NCLEX scores published by state. Discussion at these meetings guides any necessary program changes for improving NCLEX pass rates. Finally, there is a monthly meeting to review the systematic evaluation plan for the PN program.

Evidence: Minutes discussing goals of CDL/HEO programs, Copies of student course evaluations, Excerpt of Systematic Evaluation Plan for PN program

Comment: Do not see the administration review of adult education, only instructor's review of their programs. Response states that goals are reviewed at OAC meeting however, no evidence of this. The statement indicates goals are reviewed but the goals are not provided to the PDE review team either. Where are the goals? Lacks heavy equipment/CDL.

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

The performance of adult education is continually evaluated to assure that staff and students are performing at a high level. Instructors are evaluated on their performance annually. Surveys are administered to students to collect feedback on satisfaction of the program. There are two meetings each year with the Occupational Advisory Committee for

each program. The OAC is updated on programming and their input is sought for program development.

Evidence: Adult Education staff evaluations, OAC minutes documenting industry representative input

Comment: What goals are given to the programs? What data are reviewed to determine the program is effective?

Category B – Program:

The Standard

The institution develops programs based on labor market data and utilizes varies 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.

All postsecondary programs meet semi-annually with Occupational Advisory Committees composed of industry representatives. The feedback obtained from these meetings allows STC to enhance programming and meet current industry needs.

STC strives to keep open lines of communication with the local PA Career Link. Through regular conversations with management and caseworkers, we are able to stay apprised of current needs within the local economy. An integral part of these conversations includes the High Priority Occupations list (HPO) as a guide to what is needed.

Labor market data from Bureau of Labor Statistics is periodically reviewed for an additional perspective to enhance programming.

Evidence: OAC meeting minutes with new program recommendations, Cost per program to include extra fees

Comment: How does the institution decide what programs to offer?

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

Each year, an open house is scheduled for secondary students. Representatives from the postsecondary programs attend the open house and promote our accredited programs. Local career fairs are held throughout the course of the year. Similarly, a representative(s) from the program participates to share information on programs.

The STC website is maintained with current programming and financial aid information. Brochures/pamphlets are available at the Intermediate Unit building as well as the CTCs. These same brochures are also available in school district guidance offices throughout our intermediate unit in an effort to attract graduating high school seniors. Whenever possible, programs are also advertised in the local newspaper.

Evidence: Newspaper ads, flyer for PN program, Pamphlets for postsecondary programs

Comment:

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

Ethical practices are maintained through all Schuylkill Technology Center postsecondary programs. Each program has a non-discrimination policy that is included in student handbooks. Various other policies included in the student handbook are in place with the intention of encouraging and guiding ethical practices (i.e. grievance, accommodations, civility). This information is provided to students no later than the first day of class via the handbook as well as being posted on the website.

Evidence: Non-Discrimination policy, Civility policy, Grievance policy

Comment:

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

All course information is included in the student handbook for each program. The student handbook is reviewed annually by administration and the board of directors. A financial aid handbook is also available and is updated annually when the Pennsylvania Department of Education releases updated information for that school year (i.e. interest rates, Pell Grant info, etc.). All course and financial aid information is made available to the public on website as well.

Evidence: Board minutes with approval of postsecondary program handbooks, Financial Aid Information from postsecondary handbooks

Comment:

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

The need to purchase or update equipment is based on the input from administration including program coordinators. Feedback from the Occupational Advisory Committee is also taken into account to evaluate the programs in terms of available equipment as well as equipment that may be needed to improve the quality of programming.

The purchase of any equipment may be funded through the annual budget. Schuylkill Technology Center actively seeks alternative means of funding such as grants.

Staff whenever possible maintain equipment however; periodically the need arises to have equipment serviced by an outside vendor.

Evidence: List of equipment for CDL program, Sample maintenance log for commercial vehicle, Board meeting minutes approving the purchase of Equipment for CDL program, Invoice for PN program SIMS lab purchase

Comment: Equipment plan?

Category C – Students:

The Standard

The institution informs the students of its policies including 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 handbook is created by administration in conjunction with site coordinator and instructor input. It is reviewed on an annual basis and updated. Revised handbooks are presented to the Board of Directors for their review. If no additional feedback is provided from them, they approve the handbook at a regularly scheduled meeting.

The handbook is distributed to students no later than the first class meeting. It is also available on the organization website.

Evidence: Handbook, Signature page, Email

Comment: Need to see evidence of the annual review of the handbook. Does the school incorporate any suggestions from past program completers when the handbook is revised? The online handbook is a 2017-2018 version, what specific changes were made between the 2015-2016 handbook submitted in the self-study and the current handbook on-line? Page 9, 13, and 17: PA-TIP Grant program needs updated on funding availability. Add breakdown of credit hours Classroom/Lab to Handbook for CDL/HEO/Combo programs of study.

2. Describe the adult education attendance policy.

The adult attendance policy requires regular student attendance in order for them to complete the program. For the Practical Nursing program, up to 24 hours of excused absences are permitted. If a student exceeds the 24 hours, they are mandated to make up the missed time in order to graduate. If a student exceeds 45 hours of unexcused absences, they are terminated from the program.

For the Commercial Driver and Heavy Equipment Operator courses, there is 93% attendance requirement. This equates to an allowance of 28 hours of excused absences. If students exceed the 28 hours permitted, they are required to complete additional hours in order to complete the program.

Evidence: Attendance policies, Attendance records of adult students

Comment: Need to see examples of letters to students who have excessive amounts of absences. Are there any examples of the Leave of Absence Policy being used. Are there any examples of Excessive absenteeism letters or clinical notification of absence letters being issued in the LPN program.

3. Describe the adult education grading policy.

Practical Nursing students are awarded course grades for academic classes based on a 0-100 grading scale. Clinical experiences are based on rubrics assessing students' skills and performance in the clinical setting.

Students in the Commercial Driver Training and Heavy Equipment Operator programs are also awarded grades in the classroom portion of the course on a 0-100 grading scale. Rubrics are utilized to assess identified tasks related to proficient operations.

Evidence: Policy of grading system, Grades of students in adult education,

Comment: Need to see examples of students who had a failing grade on a test or in danger of failing the program. Need to see any examples of Progress report meetings held between instructor and student. Are there any examples of academic probation, suspension or termination letters issued in the LPN Program

4. Describe the adult education credit hour policy.

The adult education credit hour policy is included in the student handbook. It designates that 10 hours of classroom instruction (theory) is equal to 1 credit hour. For Lab/Field work, 20 hours of instructional time is equal to 1 credit hour. These ratios are uniform for all programs.

Evidence: Policy in handbooks/course catalog

Comment: Add breakdown of credit hours: Classroom/Lab to STC Handbook for the CDL/HEO/Combo programs of study.

5. Describe how adult students become completers.

Graduation requirements are outlined in the student handbook. In order to complete, students must meet all requirements including academics, performance tasks, and attendance. Practical Nursing students must also complete an ATI proctored comprehensive predictor assessment in order to graduate. Additionally, all tuition obligations need to be paid in full.

Evidence: Program graduation requirements, Request for Accommodations policy

Comment: Need to see final transcripts for all programs. Provide Student Drop out information (i.e. students who do not complete the program of study)

6. Describe industry credentials offered to adult students.

Students are encouraged to take advantage of any opportunity to earn an industry credential. In the Practical Nursing program, students possess the skills and knowledge at the end of the first term, which allows them to seek certification as a Certified Nursing Assistant.

Students in the Commercial Driver Training program are able to attain Professional Truck Driver Institute (PTDI) certification provided they meet prescribed requirements within the program.

Heavy Equipment Operator students are able to earn flagger certification offered through the Pennsylvania Department of Transportation. Additionally, they receive their Mine Safety and Health Administration new miner certification.

Evidence: Industry certificates, NCLEX pass rates, CPR certification

Comment: Good. How does the program learn of new industry certifications that are available for their students.

7. Describe the curriculum of adult education programs.

Each course curriculum is outlined in the corresponding student handbook. Each curriculum contains academic work that provides content knowledge to students combined with opportunities for application of this knowledge in real world scenarios (i.e. PN clinical experiences, CDL driving practice, heavy equipment operations). This curriculum is evaluated on a regular basis and modified when necessary.

Evidence: Copies of curriculum/course topics, Performance task lists for postsecondary programs

Comment: Need evidence of review of curriculum. Need to see samples of lesson plans and completion of data on specific task objectives achieved by a student.

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

Remediation guidelines are detailed in the student handbook. When an instructor has a concern with a student's academic progress, a meeting is scheduled with the student, instructor, and/or site coordinator to identify barriers to success. Together, they develop a remediation plan to assist the student. There are periodic follow up meetings to assess progress where revisions to the plan are made if necessary.

Evidence: Remediation policy from PN handbook, completion data for postsecondary programs, student remediation plan with recommendations (PN), revised remediation form (PN), remediation form (CDL/HEO)

Comment: Why gainful employment info? Describe remediation that is available for students who do not pass the NCLEX Exam.

9. Describe the complaint/grievance procedures for adult students.

Grievance procedures are included in the student handbook. If there is a situation that could result in a grievance, students are informed of their rights and must complete the forms included in the handbook. Administration reviews the grievance and provides a disposition and resolution. If students are unhappy with the resolution, they have the opportunity to move through a prescribed chain of command in an appeal process.

Evidence: Policy on complaint/grievance, grievance form, copies of completed grievance forms by students

Comment: How was the grievance handled?

10. Describe special awards given to adult students.

Adult students in all programs are eligible for awards for perfect attendance and high academic achievement upon graduation. There are additional awards offered to Practical Nursing students at graduation that focus on character and attitude displayed during their time in the program.

Evidence: Student award certificates

Comment: Are award winners published either on-line or in local newspapers?

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

All courses within each term of the Practical Nursing program are evaluated by students. Clinical site evaluations are also completed. Monthly, students are given a student/faculty communication survey that allows them to share concerns regarding the program. All surveys are reviewed at faculty meetings as well Occupational Advisory Committee meetings.

Commercial Driver Training and Heavy Equipment Operator students are provided with a course survey at the conclusion of the program. The survey data is collected and reviewed by faculty and the Occupational Advisory Committee.

Recently, all surveys have been regenerated in electronic format for ease of collection.

Evidence: Post graduate student survey report (PN), completed end of course surveys (CDL/HEO), OAC meeting minutes

Comment: Why employer surveys? Evidence of PN reviewing the surveys. What action was taken as a result of the surveys? Provide more recent OAC meeting minutes for PDE review beyond the 2013 OAC minutes provided in the binder?

Category D – Facility/Staff/Facilities:

The Standard

The institution employs qualified faculty 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

All employees in the STC adult programs have experience in education, the area of industry in which they are teaching, or both. The Practical Nursing site coordinator and instructors have a valid RN license and have at least 2 years of experience in the nursing field.

The Commercial Driver Training and Heavy Equipment site coordinator and instructors have a minimum of 10 years of experience in the transportation and construction industries.

Evidence: Qualifications of adult education administration/instructional team

Comment:

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

When there is a staff vacancy for adult education, it is advertised on the Schuylkill Technology Center and Intermediate Unit 29 website. This includes a full job posting listing requirements for qualifications.

Evidence: Newspaper advertisement, job descriptions

Comment:

3. Describe how new instructors are oriented on adult education

New instructors are provided with a faculty handbook that contains policies and procedures for the Schuylkill Technology Center. These materials are reviewed with them in the orientation process. New instructors are also provided an opportunity to shadow a veteran employee whenever possible to acclimate them with the facility or facilities in which they will be working.

Evidence: Employee handbook, Safe Schools on-line orientation platform, PN program orientation packet

Comment: Does Employee Handbook apply to Adult Education? Good orientation for PN but what about the other programs?

4. Describe professional development opportunities given to adult education instructors

All adult education instructors are encouraged to seek professional development in their area of industry. Workshops and conferences are encouraged and supported by the administration. Webinars are an additional, convenient source of professional development.

Evidence: Documentation of participation in professional development activities

Comment:

5. Describe how adult education faculty/staff are evaluated

Adult education faculty and staff are evaluated on an annual basis using an evaluation tool developed by the administration. The tool is shared with staff so that they clearly understand the criteria by which they will be evaluated. It includes a comprehensive list that includes job knowledge, work ethic, motivation, productivity, understanding of policies and guidelines, interpersonal skills, attendance, work skills related to document management, and professionalism.

At the conclusion of each course, course evaluations are administered to students. They allow for students to provide feedback on the course material as well as the performance of the instructor. Results from these surveys are shared with each instructor.

Evidence: Instructor evaluation, student course evaluation

Comment: Will need to see more evaluations and how the school reviewed the responses.

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

All adult education facilities are managed and maintained under the supervision of the Director of Maintenance. Projected expenditures for repairs, maintenance, and upgrades are included in the maintenance budget. Maintenance/repairs are based on the recommendation of the Coordinator of Postsecondary Education.

The CDL/HEO and PN programs are located at different campuses. Each program area is cleaned on a daily basis and minor repairs are made as necessary.

Evidence: Maintenance staff timesheets, plant maintenance budget information, Board policy #704

Comment:

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

Each of the program locations have safety measures in place to provide a single point of entry. The CDL/HEO programs have a gated entrance requiring a code to enter. The PN program is located within the CTC and requires a sign in/out process.

Evacuation procedures are in place for each program and they are reviewed regularly. Each location has fire alarm systems that are tested regularly as well as fire extinguishers that are tested annually.

Any safety hazards that are identified are reported to the site coordinator who ultimately passes the information to the program coordinator who in turn notifies the Director of Maintenance.

Evidence: Pictures illustrating safety measures, safety documents, course outlines that include safety instruction

Comment: Emergency plan?

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 regards to adult education

Schuylkill Technology Center is always in search of opportunities to partner with local employers to fulfill their needs for and solicit input on current industry standards that will enhance adult programs.

With this in mind, STC is always accepting interested companies or individuals who desire to be member of the Occupational Advisory Committee for each program. OAC members serve as a valuable resource for current trends and needs in their industry and they provide important feedback that drives change within the programs.

STC works closely with the local PA Careerlink to stay apprised of local workforce needs. Through this partnership, STC can adjust programming to enhance the skills and employability of the local workforce.

Industry recruiters are always welcome to visit STC programs. These visits allow students and instructors to gain insight into present job vacancies within each program area.

Finally, following graduation, surveys are sent to students to determine if they have been employed. If so, employer surveys are immediately sent to the new employer to gather data on that particular student as an employee.

Evidence: OAC meeting minutes, email correspondence with a human resource coordinator regarding a recruiting visit

Comment: How is STC working with local business and industry on their needs?

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

As a member of the OAC, employers provide current insight into industry as well as the needs within that industry. OAC members also provide information that can be utilized to modify programming and improve the delivery of instruction to students. Additionally, they can serve as a resource for acquisition of equipment for adult education.

Evidence: OAC meeting sign in sheets, Copies of employer satisfaction surveys

Comment: What input has the OAC made that was acted upon?

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

Employers have the opportunity to provide feedback on adult education through surveys that are provided to them. Practical Nursing students receive surveys six months after graduation requesting an update on employment status. CDL and Heavy Equipment students receive a survey two months after graduation requesting employment status. When STC learns of a student's hiring by an employer, the employer survey is immediately sent.

Evidence: Completed employer satisfaction surveys

Comment: Evidence of employer suggestions that were acted upon?

J2

**Schuylkill Technology Centers
SITE REVIEW
Schedule for July 16 - 18, 2018**

Monday July 16, 2018:

1:00 PM – 2:00 PM	Evaluator Training
2:00 PM – 4:00 PM	Breakout Reviews

Tuesday July 17, 2018:

8:00 AM – 8:30 AM	Breakfast
8:30 AM – 9:00 AM	Tour
9:00 AM – 12:00 PM	Breakout Reviews and Interviews
12:00 PM – 12:30 PM	PM Lunch
12:30 PM – 4:00 PM	Breakout Reviews and Interviews

Wednesday July 18, 2018:

8:00 AM – 8:30 AM	Breakfast
8:30 AM – 12:00 PM	Breakout Reviews
12:00 PM – 12:30 PM	Lunch
12:30 PM – 1:30 PM	Full Evaluator Review
1:30 PM – 2:00 PM	Oral Exit Report
2:00 PM	Departure

K1

CATEGORY A- Organizational Leadership:

(a). Provides direction to the overall organization:

1. Does the administrative team set and disseminate values, direction, and performance expectation? Is two-way communication ensured on these items? (List the names and job titles of the administrative team for the applicant institute).

The public postsecondary vocational education (PPVE) administrative team in conjunction with the LCCTC's Joint Operating Committee, collaborates with school's Leadership Team, instructors, adult students, employers and local community agencies, such as the IU-13 and the Workforce Investment Board, set and disseminate program requirements, values, directions and performance expectations for all programs offered to adult learners.

Student, staff, and employer evaluations, program advisory meetings, and participation in local business partnerships and committees ensure effective two-way communications at all levels.

The administrative team responsible for the Adult Education Program is comprised of:

George Custer	Administrative Director
Glenn K. Meck	Assistant Director
	Adult Education Coordinator
Charlene Hornberger	Administrative Assistant
Jenny Neidigh	Licensed Practical Nursing Supervisor
Dawn VanWinkle	Administrative Assistant
Francis Sobotor	Business Office Administrator
Randy Stamm	Network Administrator

L1

Site Review – Schuylkill Technology Centers

Name of Institution: Schuylkill Technology Centers

Date of On-Site Evaluation: July 16-18, 2018

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 regarding adult education.

Administrative leadership for the Schuylkill Technology Center (STC) postsecondary programs consists of an executive director who reports to a board of directors. The Coordinator of Postsecondary programs provides oversight to all postsecondary programs and the individual site coordinators who manage daily operations.

Evidence: Qualifications and job descriptions of the Executive Director, Coordinator of Postsecondary and Community Based Education, PN Program Coordinator, and CDL/HEO Program Coordinator

Review: Current and past job descriptions provided. Job descriptions are thorough, although in various formats. Clear lines of authority/responsibility would be easier to establish with organizational chart.

Executive Director

Director of Postsecondary Program's and Community Based Education reports to Executive Director

Director of Vocational Education reports to Assistant Executive Director

Coordinator of Postsecondary and Community-Based Education reports to Director of Vocational Education

Practical Nursing Coordinator reports to Coordinator of Postsecondary Education

Site Manager—Airport Campus reports to Director of Vocational Education

Financial Aid Officer reports to the Business Manager

Who does the Business Manager report to and where is the position description. How does this align to the contract with Lancaster County GTC Financial Aid office?

Assistant Executive Director for Vocational and Technical Education does not indicate a direct report.

It is not clear how the administration works as a team and how they work together to establish a strategic direction for the adult programs.

Various organization charts were provided. It would be helpful to adjust the job descriptions to reflect the organization chart.

- Not Met
- Beginning
- Functioning
- Advanced

Site Review – Schuylkill Technology Centers

2. Describe the vision/mission for adult education.

The mission of Schuylkill Technology Center adult education programs reflects the commitment to provide opportunities for students to develop the attitude, knowledge, and skills necessary to gain employment and be an integral part of the economy. This mission is included in various informational sources for our programs.

Evidence: Vision/Mission statements included in a flyer, on the website, and in student handbooks

Review: The Mission Statement is clearly articulated on the materials provided (brochures, flyers, website, newspaper ads). Documentation is provided for several years during the period of accreditation.

- Not Met
- Beginning
- Functioning
- Advanced

3. Describe the meetings held to discuss adult education.

The board of the Schuylkill Technology Center meets monthly. Each accredited postsecondary program has an Occupational Advisory Committee (OAC) in place that meets two times per year. Meetings focus on the growth/development and sustainability of postsecondary programming at STC.

The PN program coordinator and instructors meet monthly to evaluate and discuss the program. Additionally, there are committee meetings that address enrollment, the student handbook, curriculum, resources, and faculty/student concerns. These committees are comprised of the program coordinator, instructors, and a student representative.

Evidence: Board Meeting minutes, Occupational Advisory Committee meeting minutes

Review: The OAC agendas and minutes are of various formats. It is observed that both formal and informal communication occurs between stakeholders. There is discussion of the adult programming by various groups—OACs of both program areas and Joint Operating Committee. What is lacking is evidence of the administrative team discussing adult programming in a strategic manner.

Standardize format on minutes and place administrative response column in the minutes. Do not see notation of what the admin did with the fall OAC meeting recommendations.

- Not Met
- Beginning
- Functioning
- Advanced

Site Review – Schuylkill Technology Centers

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

The budget for adult education is cooperatively developed by administration and the business office. When drafted, budgets are made available to superintendents from each of the districts in IU 29 for their review. Finally, budgets are presented to the STC board for their review and approval.

Evidence: Board meeting minutes, various tuition methods

Review: Detailed breakdowns of expenditures and revenue provided, as well as Board approval of the budget document. Process(es) used to arrive at final product are not clearly delineated in materials. Board policies were provided. Not evident that the Board or admin has connected the adult education budget to the Board's goals for the programs.

- Not Met
- Beginning
- Functioning
- Advanced

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

Goals for adult education are reviewed by administration at Occupational Advisory Committee meetings. This allows for industry representatives to provide input into the revision of existing goals and for recommendations on new goals. Program coordinators also discuss program goals on a more frequent basis at faculty meetings.

Because the CDL program is recognized by the Professional Truck Driver's Institute (PTDI), quarterly meetings are held to review course objectives, performance data, and staff/student/employer data to evaluate the program.

PN program staff also conduct quarterly meetings to discuss NCLEX scores published by state. Discussion at these meetings guides any necessary program changes for improving NCLEX pass rates. Finally, there is a monthly meeting to review the systematic evaluation plan for the PN program.

Evidence: Minutes discussing goals of CDL/HEO programs, Copies of student course evaluations, Excerpt of Systematic Evaluation Plan for PN program

Review: Artifacts provided demonstrate that AE goals are discussed routinely during OAC and periodic faculty/staff meetings. HE/CDL appear to support current goals. PN tends to identify additional goals or revisions to the current goals. Lacking is discussion of placement rate, certification pass rates, retention of students. Everything presented is teacher discussion. Evidence supporting the discussion of adult education goals by the administrative team is missing.

- Not Met
- Beginning
- Functioning
- Advanced

Site Review – Schuylkill Technology Centers

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

The performance of adult education is continually evaluated to assure that staff and students are performing at a high level. Instructors are evaluated on their performance annually. Surveys are administered to students to collect feedback on satisfaction of the program. There are two meetings each year with the Occupational Advisory Committee for each program. The OAC is updated on programming and their input is sought for program development.

Evidence: Adult Education staff evaluations, OAC minutes documenting industry representative input

Review: Various documents were provided. Not clear how faculty evaluations are used to inform program effectiveness. The OAC provides input into the program but not evident that action is taken on the minutes. The 13-18 strategic plan was provided but no evidence of implementation or discussion of an 18-22 plan was being developed. The PN evaluation plan is impressive. It covers all aspects of the program. It looks at faculty, scheduling, support services, student success, organization. Evidence of implementation was not provided. Combo program does not have an evaluation plan. Student surveys and employer surveys are found in the annual report binders. Each was positive, so placement rate and test pass rate are high.

Not clear that the admin team has discussed the performance of the programs.

- Not Met
- Beginning
- Functioning
- Advanced

Site Review – Schuylkill Technology Centers

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.

All postsecondary programs meet semi-annually with Occupational Advisory Committees composed of industry representatives. The feedback obtained from these meetings allows STC to enhance programming and meet current industry needs.

STC strives to keep open lines of communication with the local PA Career Link. Through regular conversations with management and caseworkers, we can stay apprised of current needs within the local economy. An integral part of these conversations includes the High Priority Occupations list (HPO) as a guide to what is needed.

Labor market data from Bureau of Labor Statistics is periodically reviewed for an additional perspective to enhance programming.

Evidence: OAC meeting minutes with new program recommendations, Cost per program to include extra fees

Review: Policy on how the school determines which programs to offer/add would be beneficial. Provide various materials including the 2017 HPO list that is inclusive of PN and electromechanical. There is no local advisory committee discussion of program offerings for the adult community.

- Not Met
- Beginning
- Functioning
- Advanced

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

Each year, an open house is scheduled for secondary students. Representatives from the postsecondary programs attend the open house and promote our accredited programs. Local career fairs are held throughout the course of the year. Similarly, a representative(s) from the program participates to share information on programs.

The STC website is maintained with current programming and financial aid information. Brochures/pamphlets are available at the Intermediate Unit building as well as the CTCs. These same

Site Review – Schuylkill Technology Centers

brochures are also available in school district guidance offices throughout our intermediate unit to attract graduating high school seniors. Whenever possible, programs are also advertised in the local newspaper.

Evidence: Newspaper ads, flyer for PN program, Pamphlets for postsecondary programs

Review: Various documents were provided. A plan for distributing the marketing materials is not provided. Is this to occur each quarter, in newspapers, direct mailing etc. There is a Goals page for 17-18 that notes various activities would occur along with evidence of completion. Documents of evidence of completion were provided. This is one year and still lacks a plan for developing and distributing materials.

- Not Met
- Beginning
- Functioning
- Advanced

3. Describe how the institution ensures that ethical practices are followed regarding adult education

Ethical practices are maintained through all Schuylkill Technology Center postsecondary programs. Each program has a non-discrimination policy that is included in student handbooks. Various other policies included in the student handbook are in place with the intention of encouraging and guiding ethical practices (i.e. grievance, accommodations, civility). This information is provided to students no later than the first day of class via the handbook as well as being posted on the website.

Evidence: Non-Discrimination policy, Civility policy, Grievance policy

Review: Student policies were provided. Staff handbook was located in a different set of files. Policy for the Board's ethical practices was provided.

- Not Met
- Beginning
- Functioning
- Advanced

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

All course information is included in the student handbook for each program. The student handbook is reviewed annually by administration and the board of directors. A financial aid handbook is also available and is updated annually when the Pennsylvania Department of Education releases updated information for that school year (i.e. interest rates, Pell Grant info, etc.). All course and financial aid information is made available to the public on website as well.

Evidence: Board minutes with approval of postsecondary program handbooks, Financial Aid Information from postsecondary handbooks

Review: Student handbooks were provided, and financial aid information was included. Minutes note discussion of the financial aid.

Site Review – Schuylkill Technology Centers

- Not Met
- Beginning
- Functioning
- Advanced

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

The need to purchase or update equipment is based on the input from administration including program coordinators. Feedback from the Occupational Advisory Committee is also considered to evaluate the programs in terms of available equipment as well as equipment that may be needed to improve the quality of programming.

The purchase of any equipment may be funded through the annual budget. Schuylkill Technology Center actively seeks alternative means of funding such as grants.

Staff whenever possible maintain equipment however; periodically the need arises to have equipment serviced by an outside vendor.

Evidence: List of equipment for CDL program, Sample maintenance log for commercial vehicle, Board meeting minutes approving the purchase of Equipment for CDL program, Invoice for PN program SIMS lab purchase

Review: The evidence provided demonstrates that vehicles are/were owned by the CTC in 2015-16. Handwritten note that lists the mileage for truck #7.

November 2013 showed board minutes for the purchase of tractor trailer and dry van trailer.

There is an invoice for simpad purchase.
2018 invoice to install the vortex edge and video.

2017 and 2015 is a list of heavy equipment rentals.

What is lacking is the description (i.e., policy) of how equipment is purchased and maintained. There is a lack of consistency in the picture of equipment purchased and maintenance schedules for the full period of accreditation.

- Not Met
- Beginning
- Functioning
- Advanced

Site Review – Schuylkill Technology Centers

Category C – Students:

The Standard

The institution informs the students of its policies including 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 handbook is created by administration in conjunction with site coordinator and instructor input. It is reviewed on an annual basis and updated. Revised handbooks are presented to the Board of Directors for their review. If no additional feedback is provided from them, they approve the handbook at a regularly scheduled meeting.

The handbook is distributed to students no later than the first-class meeting. It is also available on the organization website.

Evidence: Handbook, Signature page, Email

Review: The present process for review of the program handbook is given to the Board of Directors for Review (JOC), if no additional feedback is provided from them, then handbook is approved at the regularly scheduled meeting. The STC Joint Operating Committee does approve the program handbook for each program (LPN, HEO/CDL, Combo) annually.

Evidence examined revealed that OAC minutes 2013-2018 showed no discussion of the handbook nor any revisions made for LPN and Heavy Equipment handbooks. The OAC CDL Program did review the program handbook in December 2013.

Discussion of the HEO/CDL Combo Program Handbook was discussed in the Heavy Equipment OAC meeting minutes in Dec 2013, May 2015, April 2016, May 2017, April 2018 and in the CDL Program for April 2016, April 2018 OAC meeting minutes.

Evidence of student signed signature pages were presented for 2014-2018 for LPN, student sign off pages for CDL/HEO for years 2013-2018 were also presented as proof that the student did receive the handbook.

Site Review – Schuylkill Technology Centers

- Not Met
- Beginning
- Functioning
- Advanced

2. Describe the adult education attendance policy.

The adult attendance policy requires regular student attendance for them to complete the program. For the Practical Nursing program, up to 24 hours of excused absences are permitted. If a student exceeds the 24 hours, they are mandated to make up the missed time to graduate. If a student exceeds 45 hours of unexcused absences, they are terminated from the program.

For the Commercial Driver and Heavy Equipment Operator courses, there is 93% attendance requirement. This equates to an allowance of 28 hours of excused absences. If students exceed the 28 hours permitted, they are required to complete additional hours to complete the program.

Evidence: Attendance policies, Attendance records of adult students

Review: Attendance policies were outlined in the student handbooks and followed with evidence of supporting letters informing the student of excessive absenteeism or letters explaining makeup hours needed for successful completion of the program across all programs. Attendance records for LPN program were presented 2014-2015 and HEO 2016-17, 2017-18 /CDL 2017/Combo programs 2017. Evidence also reviewed included LPN letters of absence and for all five years since last audit 2013-2018. A spreadsheet showing the number of hours attended before withdrawal was reviewed in the LPN Program.

- Not Met
- Beginning
- Functioning
- Advanced

3. Describe the adult education grading policy.

Practical Nursing students are awarded course grades for academic classes based on a 0-100 grading scale. Clinical experiences are based on rubrics assessing students' skills and performance in the clinical setting.

Students in the Commercial Driver Training and Heavy Equipment Operator programs are also awarded grades in the classroom portion of the course on a 0-100 grading scale. Rubrics are utilized to assess identified tasks related to proficient operations.

Evidence: Policy of grading system, Grades of students in adult education

Review: A grading policy is in place for all programs. Grading policies have been updated in LPN from 2014 to 2017-2018 academic year. CDL program grading policy is up-to-date. Samples of Progress Reports in LPN were presented. Sample of student withdrawal was presented in LPN program. Examples of student profiles including grades for CDL and Heavy Equipment were presented. Recommend STC need to develop rubrics used HEO programs. Program rubrics were unavailable for review in HEO programs and the committee was informed that instructor discretion was used as the assessment. Several formal assessments exist in the CDL

Site Review – Schuylkill Technology Centers

program's lab (school yard test practices: alley, parallel park, serpentine), such as: pre-trip inspections, PTDIA (Professional Truck Driver Institute of America) Tractor-Trailer Road Test.

- Not Met
- Beginning
- Functioning
- Advanced

4. Describe the adult education credit hour policy.

The adult education credit hour policy is included in the student handbook. It designates that 10 hours of classroom instruction (theory) is equal to 1 credit hour. For Lab/Field work, 20 hours of instructional time is equal to 1 credit hour. These ratios are uniform for all programs.

Evidence: Policy in handbooks/course catalog

Review: LPN program is accurate. The conversion of the clock hours to credit in the HEO and CDL, and Combo Programs are not correct in the conversion of the LAB hours for current year. Correction will be made and PDE will monitor the correction in the Annual Reports.

- Not Met
- Beginning
- Functioning
- Advanced

5. Describe how adult students become completers.

Graduation requirements are outlined in the student handbook. To complete, students must meet all requirements including academics, performance tasks, and attendance. Practical Nursing students must also complete an ATI proctored comprehensive predictor assessment to graduate. Additionally, all tuition obligations need to be paid in full.

Evidence: Program graduation requirements, Request for Accommodations policy

Review: Review of LPN Handbooks 2013-2018 showed that information regarding academics, program of study outline, and attendance requirements were included. ATI testing information was included in the 2017-2018 handbook. CDL/HEO/Combo Handbooks for 2013-2018 showed that information regarding academics, program of study outline, and attendance requirements were included. Requests for accommodations are included in each handbook. 2013-2018 Post-Secondary Retention rates were provided.

- Not Met
- Beginning
- Functioning
- Advanced

6. Describe industry credentials offered to adult students.

Site Review – Schuylkill Technology Centers

Students are encouraged to take advantage of any opportunity to earn an industry credential. In the Practical Nursing program, students possess the skills and knowledge at the end of the first term, which allows them to seek certification as a Certified Nursing Assistant.

Students in the Commercial Driver Training program can attain Professional Truck Driver Institute (PTDI) certification provided they meet prescribed requirements within the program.

Heavy Equipment Operator students can earn flagger certification offered through the Pennsylvania Department of Transportation. Additionally, they receive their Mine Safety and Health Administration new miner certification.

Evidence: Industry certificates, NCLEX pass rates, CPR certification

Review: Industry credentials offered meet the needs of the programs reviewed. Consider OSHA 10 Training for the HEO/Combo Programs.

- Not Met
- Beginning
- Functioning
- Advanced

7. Describe the curriculum of adult education programs.

Each course curriculum is outlined in the corresponding student handbook. Each curriculum contains academic work that provides content knowledge to students combined with opportunities for application of this knowledge in real world scenarios (i.e. PN clinical experiences, CDL driving practice, heavy equipment operations). This curriculum is evaluated on a regular basis and modified when necessary.

Evidence: Copies of curriculum/course topics, Performance task lists for postsecondary programs

Review: Course curriculum is outlined in the corresponding student handbook. Performance tasks listed in student transcript, evaluation of performance tasks verified in assessments for HEO/CDL/Combo programs and clinical LPN assessments. Lesson plans were available for review in CDL, HEO and LPN programs.

- Not Met
- Beginning
- Functioning
- Advanced

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

Remediation guidelines are detailed in the student handbook. When an instructor has a concern with a student's academic progress, a meeting is scheduled with the student, instructor, and/or site coordinator to identify barriers to success. Together, they develop a remediation plan to assist the student. There are periodic follow up meetings to assess progress where revisions to the plan are made if necessary.

Evidence: Remediation policy from PN handbook, completion data for postsecondary programs, student remediation plan with recommendations (PN), revised remediation form (PN), remediation form (CDL/HEO)

Site Review – Schuylkill Technology Centers

Review: Policies for remediation are in place, actual student remediation plans were reviewed by and acceptable to the PPVE committee. A lifelong learning center is available for enhancement of adult literacy skills. Also, the ATI review and testing are also a commendation.

- Not Met
- Beginning
- Functioning
- Advanced

9. Describe the complaint/grievance procedures for adult students.

Grievance procedures are included in the student handbook. If there is a situation that could result in a grievance, students are informed of their rights and must complete the forms included in the handbook. Administration reviews the grievance and provides a disposition and resolution. If students are unhappy with the resolution, they can move through a prescribed chain of command in an appeal process.

Evidence: Policy on complaint/grievance, grievance form, copies of completed grievance forms by students

Review: All programs have a policy in place addressing a process that the program follows in the student filing a complaint/grievance. Complaint/grievance forms are developed. A student grievance form submitted in 2017 was reviewed by the PPVE committee.

- Not Met
- Beginning
- Functioning
- Advanced

10. Describe special awards given to adult students.

Adult students in all programs are eligible for awards for perfect attendance and high academic achievement upon graduation. There are additional awards offered to Practical Nursing students at graduation that focus on character and attitude displayed during their time in the program.

Evidence: Student award certificates

Review: Additional awards are given. Suggestion to publish student success in the achievement of the outstanding awards

- Not Met
- Beginning
- Functioning
- Advanced

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

All courses within each term of the Practical Nursing program are evaluated by students. Clinical site evaluations are also completed. Monthly, students are given a student/faculty communication survey that

Site Review – Schuylkill Technology Centers

allows them to share concerns regarding the program. All surveys are reviewed at faculty meetings as well Occupational Advisory Committee meetings.

Commercial Driver Training and Heavy Equipment Operator students are provided with a course survey at the end of the program. The survey data is collected and reviewed by faculty and the Occupational Advisory Committee.

Recently, all surveys have been regenerated in electronic format for ease of collection.

Evidence: Post graduate student survey report (PN), completed end of course surveys (CDL/HEO), OAC meeting minutes

Review: PPVE reviewed the 2014 to 2018 Post graduate student survey reports (PN), completed end of course surveys (CDL/HEO), OAC meeting minutes 2014-2018, and the program employer satisfaction surveys.

- Not Met
- Beginning
- Functioning
- Advanced

Category D – Facility/Staff/Facilities:

The Standard

The institution employs qualified faculty 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 regard to adult education.

All employees in the STC adult programs have experience in education, the area of industry in which they are teaching, or both. The Practical Nursing site coordinator and instructors have a valid RN license and have at least 2 years of experience in the nursing field.

The Commercial Driver Training and Heavy Equipment site coordinator and instructors have a minimum of 10 years of experience in the transportation and construction industries.

Evidence: Qualifications of adult education administration/instructional team

Review: Evidence included resumes of faculty, staff and administration which showed the qualifications of those individuals for the positions they serve at STC. The qualifications appear to be adequate to the position the person holds.

- Not Met
- Beginning
- Functioning
- Advanced

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

Site Review – Schuylkill Technology Centers

When there is a staff vacancy for adult education, it is advertised on the Schuylkill Technology Center and Intermediate Unit 29 website. This includes a full job posting listing requirements for qualifications.

Evidence: Newspaper advertisement, job descriptions

Review: Evidence included newspaper advertisements for open adult education positions at the STC. All job requirements and qualifications were noted in the postings.

- Not Met
- Beginning
- Functioning
- Advanced

3. Describe how new instructors are oriented on adult education

New instructors are provided with a faculty handbook that contains policies and procedures for the Schuylkill Technology Center. These materials are reviewed with them in the orientation process. New instructors are also provided an opportunity to shadow a veteran employee whenever possible to acclimate them with the facility or facilities in which they will be working.

Evidence: Employee handbook, Safe Schools on-line orientation platform, PN program orientation packet

Review: Employees are given an employee handbook upon hiring which is reviewed with the employee by administration. In addition, the PN program has an on-line tutorial which helps the new employee with reporting and curriculum obligations through the PN program.

- Not Met
- Beginning
- Functioning
- Advanced

4. Describe professional development opportunities given to adult education instructors

All adult education instructors are encouraged to seek professional development in their area of industry. Workshops and conferences are encouraged and supported by the administration. Webinars are an additional, convenient source of professional development.

Evidence: Documentation of participation in professional development activities

Review: As part of retaining their RN license, the PN instructors are required to obtain continuing education courses which STC supports. Lisa S, PN instructor, presented at National conference. The instructors for the CDL, HEO and combo programs also attend professional development through webinars.

- Not Met
- Beginning
- Functioning

Site Review – Schuylkill Technology Centers

Advanced

5. Describe how adult education faculty/staff are evaluated

Adult education faculty and staff are evaluated on an annual basis using an evaluation tool developed by the administration. The tool is shared with staff so that they clearly understand the criteria by which they will be evaluated. It includes a comprehensive list that includes job knowledge, work ethic, motivation, productivity, understanding of policies and guidelines, interpersonal skills, attendance, work skills related to document management, and professionalism.

At the conclusion of each course, course evaluations are administered to students. They allow for students to provide feedback on the course material as well as the performance of the instructor. Results from these surveys are shared with each instructor.

Evidence: Instructor evaluation, student course evaluation

Review: Evaluations were in evidence. Suggestions to have the evaluations provide more feedback and opportunities for improvement.

- Not Met
 Beginning
 Functioning
 Advanced

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

All adult education facilities are managed and maintained under the supervision of the Director of Maintenance. Projected expenditures for repairs, maintenance, and upgrades are included in the maintenance budget. Maintenance/repairs are based on the recommendation of the Coordinator of Postsecondary Education.

The CDL/HEO and PN programs are located at different campuses. Each program area is cleaned on a daily basis and minor repairs are made as necessary.

Evidence: Maintenance staff timesheets, plant maintenance budget information, Board policy #704

Review: Tour of facilities showed well maintained buildings. Maintenance schedules were in evidence and repairs were taking place during the site visit.

- Not Met
 Beginning
 Functioning
 Advanced

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

Each of the program locations have safety measures in place to provide a single point of entry. The CDL/HEO programs have a gated entrance requiring a code to enter. The PN program is located within the CTC and requires a sign in/out process.

Site Review – Schuylkill Technology Centers

Evacuation procedures are in place for each program and they are reviewed regularly. Each location has fire alarm systems that are tested regularly as well as fire extinguishers that are tested annually.

Any safety hazards that are identified are reported to the site coordinator who ultimately passes the information to the program coordinator who in turn notifies the Director of Maintenance.

Evidence: Pictures illustrating safety measures, safety documents, course outlines that include safety instruction

Review: The CDL, HEO and Combo programs are located at a local airport which is gated and requires a code to open the gate. Parking is next to the building in which the classroom training takes place. The LPN program is located inside the CTC and requires the student to sign in and out. Both programs point of entry were observed by the review committee. Emergency evacuation procedures are in place for both locations. Safety committee is in place.

- Not Met
- Beginning
- Functioning
- 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 regards to adult education

Schuylkill Technology Center is always in search of opportunities to partner with local employers to fulfill their needs for and solicit input on current industry standards that will enhance adult programs.

With this in mind, STC is always accepting interested companies or individuals who desire to be member of the Occupational Advisory Committee for each program. OAC members serve as a valuable resource for current trends and needs in their industry and they provide important feedback that drives change within the programs.

STC works closely with the local PA Careerlink to stay apprised of local workforce needs. Through this partnership, STC can adjust programming to enhance the skills and employability of the local workforce.

Industry recruiters are always welcome to visit STC programs. These visits allow students and instructors to gain insight into present job vacancies within each program area.

Finally, following graduation, surveys are sent to students to determine if they have been employed. If so, employer surveys are immediately sent to the new employer to gather data on that particular student as an employee.

Site Review – Schuylkill Technology Centers

Evidence: OAC meeting minutes, email correspondence with a human resource coordinator regarding a recruiting visit

Review: Members of local businesses sit on the OCA Committees of all the programs. Minutes show they provide input to curriculum development, equipment, and direction the programs should be going in to comply with company demands. STC also reaches out to local companies to customize training for current and/or hiring needs to include starting an Electromechanical program.

- Not Met
- Beginning
- Functioning
- Advanced

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

As a member of the OAC, employers provide current insight into industry as well as the needs within that industry. OAC members also provide information that can be utilized to modify programming and improve the delivery of instruction to students. Additionally, they can serve as a resource for acquisition of equipment for adult education.

Evidence: OAC meeting sign in sheets, Copies of employer satisfaction surveys

Review: OCA minutes show that employers provide special insight to industry needs within the PN and CDL, HEO and Combo programs. In an interview with one OCA member, the member commented how the school offers mine safety training which is necessary for employment within his company.

- Not Met
- Beginning
- Functioning
- Advanced

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

Employers have the opportunity to provide feedback on adult education through surveys that are provided to them. Practical Nursing students receive surveys six months after graduation requesting an update on employment status. CDL and Heavy Equipment students receive a survey two months after graduation requesting employment status. When STC learns of a student's hiring by an employer, the employer survey is immediately sent.

Evidence: Completed employer satisfaction surveys

Review: Completed employer satisfaction surveys were in evidence and were positive towards the programs. STC is moving towards an online survey to help increase the number of responses they receive.

- Not Met
- Beginning
- Functioning

Site Review – Schuylkill Technology Centers

Advanced

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	2
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	1
6.	Describe how the administration team discusses and reviews the performance of adult education	1

CATEGORY B

1.	Describe how the institution develops need for programs to offer to adults	2
2.	Describe how the program is marketing adult education to the community	2
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

Site Review – Schuylkill Technology Centers

CATEGORY C

1.	Describe how the adult handbook is created and given to the adult students	2
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	3
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	2
3.	Describe how new instructors are oriented on adult education	2
4.	Describe professional development opportunities given to adult education instructors	2
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	2
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

M1



**CAREER AND TECHNICAL EDUCATION INFORMATION SYSTEM
PENNSYLVANIA DEPARTMENT OF EDUCATION**

PDE-286

FOR SCHOOL YEAR 2017-2018

DATE : 4/22/2019

School Number School Name, Address and Phone

5094 Central PA Institute of Science & Technology , 540 North Harrison Road Pleasant Gap, PA 16823-8644
Phone: (814) 359-2793

CIP Code	CIP Title	Program Hours	Program Type	Program Start Year
01.0601	Applied Horticulture/Horticultural Operations, General	900	Occupational- Adult Accreditation	2012-2013
12.0413	Cosmetology, Barber/Styling, and Nail Instructor	600	Occupational- Adult Accreditation	2010-2011
12.0499	Cosmetology and Related Personal Grooming Arts, Other	1850	Occupational- Adult Accreditation	2010-2011
12.0503	Culinary Arts/Chef Training	900	Occupational- Adult Accreditation	2010-2011
15.0403	Electromechanical Technology/Electromechanical Engineering Technology	635	Occupational- Adult Accreditation	2011-2012
15.0506	Water Quality and Wastewater Treatment Management and Recycling Technology/Technician	2887	Occupational- Adult Accreditation	2011-2012
15.0507	Environmental Engineering Technology/Environmental Technology	2720	Occupational- Adult Accreditation	2011-2012
15.0599	Environmental Control Technologies/Technicians, Other	950	Occupational- Adult Accreditation	2011-2012
15.0612	Industrial Technology/Technician	618	Occupational- Adult Accreditation	2011-2012
46.0101	Mason/Masonry	940	Occupational- Adult Accreditation	2010-2011
46.0201	Carpentry/Carpenter	980	Occupational- Adult Accreditation	2010-2011
46.0302	Electrician	1208	Occupational- Adult Accreditation	2010-2011
46.9999	Construction Trades, Other	500	Occupational- Adult Accreditation	2010-2011
47.0201	Heating, Air Conditioning, Ventilation and Refrigeration Maintenance Technology/Technician	1020	Occupational- Adult Accreditation	2010-2011
47.0302	Heavy Equipment Maintenance Technology/Technician	608	Occupational- Adult Accreditation	2010-2011
47.0603	Autobody/Collision and Repair Technology/Technician	972	Occupational- Adult Accreditation	2010-2011
47.0604	Automobile/Automotive Mechanics Technology/Technician	2124	Occupational- Adult Accreditation	2010-2011
47.0605	Diesel Mechanics Technology/Technician	1106	Occupational- Adult Accreditation	2010-2011
48.0508	Welding Technology/Welder	1080	Occupational- Adult Accreditation	2010-2011
48.0701	Woodworking, General	980	Occupational- Adult Accreditation	2010-2011



**CAREER AND TECHNICAL EDUCATION INFORMATION SYSTEM
PENNSYLVANIA DEPARTMENT OF EDUCATION**

PDE-286

FOR SCHOOL YEAR 2017-2018

DATE : 4/22/2019

49.0205	Truck and Bus Driver/Commercial Vehicle Operator and Instructor	600	Occupational- Adult Accreditation	2010-2011
51.0601	Dental Assisting/Assistant	1300	Occupational- Adult Accreditation	2010-2011
51.0899	Health/Medical Assisting Services, Other	1172	Occupational- Adult Accreditation	2010-2011
51.3901	Licensed Practical/Vocational Nurse Training	1560	Occupational- Adult Accreditation	2010-2011

M2

Annual Review Checklist

INSTITUTION NAME: Central PA Institute of Science and Technology

Category A - Organizational Leadership	Meets Standard	Does Not Meet Standard
The administration provides direction to the overall organization	X	
There is future direction or implementation of plan for Pennsylvania Public Postsecondary Vocational Education	X	
There is review of the organization's performance		X
Institution meets the regulatory requirements and public responsibilities	X	
Evidence does not show JOC minutes on budget review.		

Category B: Student Stakeholder and Public/Community Focus	Meets Standard	Does Not Meet Standard
Institution involves the community	X	
Institution uses student and stakeholder satisfaction to improve Pennsylvania Public Postsecondary Vocational Education	X	

Annual Review Checklist

INSTITUTION NAME: Central PA Institute of Science and Technology

Category C: Administration, Staff, Faculty, and Support Services	Meets Standard	Does Not Meet Standard
Institution enacts practices to achieve high performance	X	
Institution builds a quality workforce	X	
Institution identifies professional growth for administration, staff, and faculty	X	
Institution maintains a conducive environment for all employees	X	

Category D: Learning-Centered Program Design and Delivery	Meets Standard	Does Not Meet Standard
Institution establishes methods and opportunities for student learning	X	
Institution provides opportunities for work-site learning	X	
Institution uses methods for monitoring and tracking student learning		X
Institution maintains a process for providing student support		X
Institution defines/institutes credit hours	X	
Evidence does not show grades or placement data. Does not show remediation methods.		

Annual Review Checklist

INSTITUTION NAME: Central PA Institute of Science and Technology

* Category E: Learning Centered Facilities and Equipment	Meets Standard	Does Not Meet Standard
Institution acquires equipment, tools, and instructional resources to support the program	X	
Institution provides a safe environment		X
Evidence does not show safety minutes		

Category F: Organizational Performance Results	Meets Standard	Does Not Meet Standard
Institution tracks/utilizes student evaluations		X
Institution tracks/utilizes employer evaluations		X
Institution tracks/utilizes administration, faculty, and staff evaluations		X
Budget shows growth	X	
Evidence does not show utilization of student, staff, or employer surveys. No evidence of tuition methods.		

M3



pennsylvania
DEPARTMENT OF EDUCATION

November 3, 2017

Todd Taylor
Director, Adult and Postsecondary Education
Central Pennsylvania Institute of Science and Technology
540 North Harrison Road
Pleasant Gap, PA 16823

Dear Mr. Taylor,

Enclosed is your Annual Report Review. The following areas did not meet the standards:

Category A - Organizational Leadership. Evidence must show JOC minutes on adult education budget review.

Category D – Learning-Centered Program Design and Delivery. Evidence must show grades and placement data. Must see evidence of remediation methods.

Category E – Evidence must show safety minutes.

Category F – Student, Staff and Employer Satisfaction/Dissatisfaction and Budget Growth. Evidence must show utilization of student, staff, and employer surveys. Must see evidence of various tuition methods.

You must provide a written response with supporting documentation by November 30, 2017. Failure to response may result in your Institution being placed on probationary status.

If you have any questions, please contact me at (717) 783-6860 or betmarshal@pa.gov.

Sincerely,

Beth Marshall

Beth Marshall
Division of Adult and Postsecondary Education

File

N1

Conflict of Interest Form

Ethics for the individual accreditation program team member...

- Has personal and professional integrity and will conduct self accordingly
- Will respect the confidentiality of all written, oral, discussed, written notes, and observations
- Has not previously been employed by or lived/lives in the school district
- Will in no way be bias to personalities, race, color, national origin, sex and disability and any form of discrimination.
- Will not accept any gifts, items of value that may appear to sway ones thinking
- Understands the Accreditation System of Institutions for Adult Education Guidelines and the Self-study Guidelines and the Organizational Profile of the institution being evaluated
- Is willing to speak to the State Accreditation Coordinator and express self about potentially conflicting or sensitive issues
- Personally feels confident and qualified in performing this responsibility

Signed by the Site-evaluation Team Member...

Name: [Signature] Date: 11/14/16

Please Print Name: Stuart Quinn

Name of Institution to be accredited:

Lebanon CTC

01

**INSTITUTIONAL ACCREDITATION ADVISORY GROUP (IAAG)
TRAINING
3-7-17**

Objective:

To understand the Pennsylvania Department of Education – Post Secondary Accreditation of Career and Technical Schools and the role that an IAAG member has in developing standards, operational procedures and policies.

Topics:

- Role of an IAAG Member
- Objective of Accreditation
- Role of Organizations
- Process for requesting accreditation
- Assistance to applicant institution
- Program approval
- Self-study
- **Credit Hour Policy**
- Site visits
- Written and exit reports
- Approval/probationary with stipulations/disapproval status process
- Report of findings
- Complaint procedure
- Appeal procedure
- Annual operational report
- Re-accreditation process
- Professional staff development
- Selection of site evaluators
- Training of site evaluators
- Evaluation of ASIAE system
- Communication to public

Outcome:

Upon completion of this training, participants will have a full comprehension of the role of an IAAG member, the accreditation process and the expectation of contribution to the group. Certificates will be given upon completion of training.

P1

Marshall, Beth

From: SAVIN, STUART <ssavin@ytech.edu>
Sent: Tuesday, October 31, 2017 4:30 PM
To: Marshall, Beth
Subject: RE: Draft Copy of Updated Accreditation Guidelines

Nice work!

Initial review....

Pg 2 Chpt 3 summary.. calls out having 3 programs for at least a year with 300 or more clock hours.... But what if it is done in credit hours... thus the following questions below

Pg 3 credit hour policy... implies we can award credit hours and not just clock hours.... Can we? Where does it state we can award clock hours?

Pg 7 bottom of page, same implication that we can award credit hours? Again what about clock hours?

Pg 11 Chpt 16 summary

Selection of evaluators.... Might want to call out that this process is part of the USDOE's peer review accreditation process... might be a good idea to identify how teams are set up as we currently do by sections areas (as assigned by team leader). Would suggest blending team leadership between peers and PDE staff

Self Study categories, pg 22

Suggest...

Need a section specific to School Financials past 3-5 years, JOC agreements, Audited financials evidence of JOC support / approval of adult ed operation (letter for JOC chair?)

Appdx H pg 38 #6. again credit hours, what about credit hours?
Can we do both?

Appdx L pg 48

A
2 & 3 Meeting minutes is not how all schools handle budgets and review of adult ed programs... need some leeway like.. please provide evidence like meeting min's, administrative memo's JOC agandas...etc of...

C 4 (you sunk my battle ship.. ok just had to say it...)
But really #4...the credit / clock hour question again...

#7 Each school will interpret this differently.. suggest: Provide curriculum outline for at least two approved PPVE programs

Pg 49

E 1 & 2 really are the same, no?

E 3 Veryhard to get any a true analytical form formany of our schools... like squeezing water from stone at times... another way to ask for it?

Appdx M

PG 51

Suggest outlining a Advisory group structure including chair, vice chair etc having peer educators on some of the roles as well as PDE staff

That is all for now...

Again thanks!!

Stuart

Stuart Savin Ed.D.
Director of Adult & Continuing Education

From: Marshall, Beth [mailto:betmarshal@pa.gov]

Sent: Tuesday, October 31, 2017 3:51 PM

To: 'gkoons@iu29.org' <gkoons@iu29.org>; 'grooc@iu29.org' <grooc@iu29.org>; 'epalmer@ictc.edu' <epalmer@ictc.edu>; Rachel Hrabovsky <rhrabovsky@ictc.edu>; Holly Ryan (hryan@ccctc.edu) <hryan@ccctc.edu>; Fred Redden <fredren@ccctc.edu>; John Augustine <jaugustine@gjctc.org>; Rummel, Tricia (TRummel@gjctc.org) <TRummel@gjctc.org>; 'GMeck@lcctc.k12.pa.us' <GMeck@lcctc.k12.pa.us>; Weaber, Justin (JWeaber@lcctc.k12.pa.us) <JWeaber@lcctc.k12.pa.us>; 'rmakin@cp.edu' <rmakin@cp.edu>; THOMAS, DAVID <DTHOMAS@ytech.edu>; Andrew Laub <Alaub@cp.edu>; Hilary Thomas (WIBPA) <hthomas@wibpa.org>; Jackie Cullen (PACTA) <jackie@pacareertech.org>; Marlin Wagner (PAA) <mwagner@paa.org>; Patty Bicanich (Penn State) <pjb17@psu.edu>; SAVIN, STUART <ssavin@ytech.edu>; Todd Taylor (Central PA Institute of Science and Technooogy) <ttaylor@cp.edu>

Cc: Burket, Lee <lburket@pa.gov>; Brassington, Tamalee <tbrassingt@pa.gov>

Subject: Draft Copy of Updated Accreditation Guidelines

Good afternoon everyone. Attached is a draft copy of the updated Accreditation Guidelines. I would like your thoughts/comments on the updates esp. in regards to the restructuring of the self-study and annual report.

Please read the guidelines in their entirety and email me your comments by Nov 17.

As always feel free to call me with any questions or concerns.

Thank you for your support.

Beth Marshall

Beth Marshall | State Coordinator, OCA & PPVE Accreditation

Department of Education | Career and Technical Education

333 Market Street | Hbg PA 17126

Phone: 717.783.6860 | Fax: 717.783.6672

www.education.pa.gov

PRIVILEGED AND CONFIDENTIAL COMMUNICATION

This message is intended only for the use of the individual or entity to which it is addressed and may contain information that is confidential. If the reader of this message is not the intended recipient, or the employee or agent responsible for delivering the message to the intended recipient, you are hereby notified that any dissemination, distribution or copying of this communication is strictly prohibited. If you have

Marshall, Beth

From: Rachel Hrabovsky <rhrabovsky@ictc.edu>
Sent: Friday, November 17, 2017 2:04 PM
To: Marshall, Beth
Cc: Holly Ryan; Jan Brna; Groody, Chris; jweaber@lcctc.edu; SAVIN, STUART; Eric Palmer
Subject: Re: Draft Copy of Updated Accreditation Guidelines
Attachments: Comments_Draft Accred Guidelines_11-2017.pdf

Happy Friday Beth!

Thank you for your efforts in working to update the guidelines, and the opportunity to provide feedback and support this effort.

We made an attempt to review as a group in the hopes of reducing the number of emails you received with potentially similar content. Due to time constraints, not every Adult Education Coordinator was able to provide feedback on the collective document, but a good number of us did.

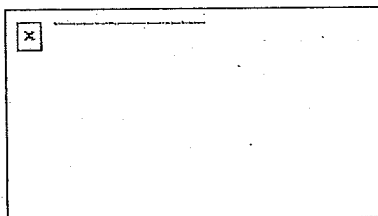
I am sure the task of reviewing binders and binders of our content is a big one! We hope that the updated guidelines may reduce this work load. The attached document is a formalization of our thoughts/comments that you can share as needed with your colleagues. In the areas we outlined for clarification, maybe we can work with you to develop a best practice guide.

Please reach out to us with any questions you may have. We look forward to working with you as the guidelines are finalized.

Have a wonderful weekend!

Rachel L. Hrabovsky
Adult Education Coordinator
Indiana County Technology Center
441 Hamill Road
Indiana, PA 15701
724-349-6700 x141
855-428-2338 Fax

The information in this communication is intended to be confidential to the Individual(s) and/or Entity to whom it is addressed. It may contain information of a Privileged and/or Confidential nature, which is subject to Federal and/or State privacy regulations. In the event that you are not the intended recipient or the agent of the intended recipient, do not copy or use the information contained within this communication, or allow it to be read, copied or utilized in any manner, by any other person(s). Should this communication be received in error, please notify the sender immediately either by response e-mail or by phone at 724-349-6700, and permanently delete the original e-mail, attachment(s), and any copies.



On Tue, Oct 31, 2017 at 3:51 PM, Marshall, Beth <betmarshal@pa.gov> wrote:

Feedback: 2017 Draft Accreditation Guidelines
Submitted on November 17, 2017

We wish to express our appreciation for the opportunity to collaborate with PDE on the update of the Accreditation Guidelines. We value our partnership with PDE as we offer vocational training to adults within Pennsylvania.

As vocational schools currently accredited for post-secondary education under the Pennsylvania Department of Education Bureau of Vocational Education, we have collectively reviewed the draft guidelines. This feedback document is provided with the consensus of six currently accredited schools. Our intent in this collective response is to assist in streamlining the feedback process, providing a consolidated list of items for consideration prior to the finalization of the new guidelines.

Overall, we believe that the areas where clarification is requested may most effectively be addressed by a face-to-face meeting. With the idea of collaboration in mind, our group would like to draw from the collective expertise of the Institutional Accreditation Advisory Group (IAAG). Therefore, we request the opportunity to meet with the IAAG to review the new Accreditation Guidelines and discuss the expectations of accredited schools moving forward *prior* to the guidelines being finalized and/or submitted to the Department of Education (DOE). Given that the IAAG is important to the development of the accreditation guidelines and the PPVE process, a meeting with the IAAG will allow us to explore ways to expand participation of the PPVE schools to further support current and future PPVE schools. This may also facilitate a deeper understanding of the overall requirements for accreditation, peer review, and better equip evaluators to recognize the unique differences among schools and programs.

The following is a summary of the items we would like to discuss when meeting collectively with the IAAG regarding the guidelines:

1. *Overarching Items*

- Overall, clarification in regard to the documentation items listed in both the self-study and the annual report sections.
- In several locations in the guidelines, there is a call for documentation of orientation materials for new instructors. We would like to discuss the requirements of accreditation with regard to a *formal* orientation process and the documentation required for such.
- General concerns regarding reference throughout the draft Self-Study and Annual Report guidelines to Meeting Minutes for administration discussing Adult Education goals/budget.
- Regarding the Clock-Credit Hour Conversion (Chapter 5) – it is understood that maintaining an appropriate conversion chart is a requirement of the DOE, and we fully accept our responsibility to comply. Along with this, we also have the understanding that this conversion has little impact on the student's education as related to transfer of credit to other institutions, and we are unable to award credits in the typical post-secondary sense. We would like to discuss how we intersect these two realities.
- General concerns regarding documentable employer feedback and its impact on accreditation.

- 2. *Copies of Curriculum (C-7 of Self Study and Annual Report)*** – further guidance as to the type of documentation required, as the term *curriculum* can be broadly interpreted.

Q1

Applicant Institution Self-Study

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 sets and disseminates values, direction and performance expectations for all programs involved with providing adult education through numerous means.

Student evaluations, instructor feedback, advisory board meetings, and conversations with adult students, employers, and local business leaders ensure two-way communications at all levels.

Faculty in-service days, along with informal faculty and staff meetings, held monthly after each Joint Operating Committee (JOC) meeting, keep all personnel up-to-date on all issues. A monthly report is also provided by the Adult Education Coordinator to the JOC members to assure open communication. Informal meetings, as well as email correspondence are utilized in order to deal with issues that may arise in the Adult Education Department. A yearly updated Faculty and Staff Handbook is disseminated to all school personnel, and an Adult Education Handbook is given to all adult students. Adult students in Practical Nursing (PN) meet monthly with the PN Program Director or PN Instructor. The administrative team responsible for adult education programs is comprised of the following:

Fred Redden, Executive Director
Susan Barger, Business Manager
Holly Ryan, Director of Marketing/Adult Education
Holly Bressler, Adult Education Assistant/Financial Aid
Cheryl Krieg, Practical Nursing Program Director
Heather Williams, Practical Nursing Administrative Assistant

Evidence: Qualifications and job descriptions of adult education administration team
Student and instructor feedback (See A.6.)
Advisory board meeting minutes (See A.3.)
Continuous Improvement survey (See E.3.)
Adult Education board reports
Adult Education handbooks (See B.3.)
Faculty and staff handbooks (See D.7.)
Practical Nursing meeting minutes (See C.9.)

2. Describe the vision/mission for adult education

The Clearfield County Career and Technology Center's (CCCTC) official mission statement appears in our CCCTC student and adult promotional materials, course catalogs, handbooks, website, etc. It reads: "Our mission at CCCTC is to provide quality career-technical education programs and services that prepare youth and adults for success in the workplace, postsecondary, and community, now and in the future." The CCCTC does not have an official vision statement

Evidence: Literature with vision/mission statements

3. Describe the meetings held to discuss adult education

The Clearfield County Career and Technology Center (CCCTC) has many different committees and boards that hold meetings discussing adult education. One is the Joint Operating Committee (JOC), consisting of representatives from six sending public schools, that is responsible for approving all staffing, budgetary expenditures and refunds, and changes to adult education. We also have a Local Advisory Committee (LAC) that consists of members of the community, the Adult Education Coordinator, the Executive Director, and the school Principal. The LAC meets twice a year to help strengthen collaboration between CCCTC and community employers. Another committee CCCTC has is the Professional Advisory Committee (PAC) that consists of one Superintendent from each sending school and the Executive Director that meet monthly to discuss issues within the school that include adult education. CCCTC also has an Occupational Advisory Committee (OAC) that meets twice a year. The committee is made up of local employers and each program's instructor. The committee discuss recommendations to update, modify, and improve the quality of the program including adult education.

Evidence: Minutes from Administration meetings (LAC, PAC, OAC, JOC meeting minutes)

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

The Executive Director, Business Manager, Assistant Director, Adult Education Coordinator, Practical Nursing Program Director ensure that the school is meeting its fiscal budget. Administration meets annually to go over what numbers are needed to run the programs and figure in salaries, benefits, supplies, etc. The Executive Director meets with PAC every other month to review the budget against actual expenses and revenue. The Business Manager checks to make sure the percentage is in line with monthly estimates. Expenses and revenues for Adult Education are approved by the Joint Operating Committee (JOC) on a monthly basis.

Good fiscal planning and cost analysis determine profits and program continuance; book and supply costs, break-even points, minimum class numbers and expected profits are all a part of the decision. Tuition is determined by the Administrative department, along with the Adult Education Coordinator, and approved by the Joint Operating Committee. Tuition rates are comparable to other area educational institutions, taking into account start-up costs, equipment needs, equipment operational costs, utilities, and instructor, janitorial and supervisory salaries. The final audit report, including Adult Education, is presented yearly to the JOC for approval and is available for review in the Business Manager's office. Adult Education monies contribute to the overall welfare of the school as determined by the Administration. Though not a part of the general school budget, Adult Education monies are used throughout the school where needed. Adult Education does have resources to fund and start new programs.

Evidence: Minutes from Administration (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 (2018 audited report will be finished in November 2018)

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

Many of the educational goals identified in the Induction Plan are comprehensive and universal in scope. CCCTC strives to improve the academic and occupational competence of all its students. The Secondary planning tool also includes goals for adult education. The Local Advisory Committee (LAC), which consists of members of the community, the Adult Education Coordinator, the Executive Director, and the school Principal, meet twice a year to help strengthen collaboration between CCCTC and community employers to help meet goals for the CCCTC. The Occupational Advisory Committee (OAC) is made up of local employers and each program's instructor that discuss recommendations to update, modify, and improve the quality of the program including adult education and meets twice a year. An update on adult education is given to the Joint Operating Committee each month.

Evidence: Minutes discussing goals of adult education (See minutes from OAC, JOC, & LAC in A.3.)
CCCTC Induction Plan

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

The administration team does many different reviews on performance for adult education such as: student evaluations, instructor feedback, advisory board meetings, and conversations with adult students, employers, and local business leaders ensure two-way communications at all levels.

Surveys are done through survey month for all adult students mid-month and exit surveys at the end of their program. The students are sent the link for the survey and also get a reminder if it is not done in a timely manner. Some students choose not to do the survey. Instructors are sent a feedback survey toward the end of the year and the results are shared with the Executive Director and Principal so they may assess the survey and decide if any issues need rectified. As mentioned above, the CCCTC hold several different advisory board meetings (LAC, OAC, PAC, and JOC) to offer input into community needs and educational direction. The Adult Education Director meets with adult students if there are issues in the classroom or the students is not attending class. It is very rare there are issues, but when there are, the meetings are documented and the Adult Education Director meets with the Executive Director to rectify the issue.

Evidence: Evaluations of administration team for adult education
See advisory board meeting minutes in A.3.

Category B – Program:

The Standard

The institution develops programs based on labor market data and utilizes varies 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

Both the Occupational Advisory Committees (OAC) and the Local Advisory Committee (LAC) act as guiding bodies to all the educational programs, keeping them aware of innovative methods, new program content and technologies, industry trends, wage information, and trade-specific initiatives that meet the needs of individual students for the current and future labor market. They are composed of a broad membership list that includes diverse faces of employers and stakeholders. At the start of every course or program, students fill out a student information form that collects emails and data pertaining to our mailing list, as well as collects data about other classes participants would like to see offered. The school also takes into consideration when phone calls are received inquiring about programs offered. CCCTC opened two new programs in the past 5 years due to increased inquiries on the following programs: Precision Machine and Heating, Ventilation, Air Conditioning/Refrigeration.

Evidence: Labor Market data
OAC and LAC meeting minutes (See OAC minutes in A.3.)
Cost per program to include extra fees-tuition and fee schedule
Student information Form
Adult Education course catalog showing new programs added

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

The Adult Education Coordinator is also the Director of Marketing that markets both high school and adult programs to the community at large. Several sources are used such as: an email distribution list that notifies potential students of upcoming classes, events, etc., newspapers, www.gantdaily.com, Clearfield Chamber of Commerce, Visit Clearfield County, Auto Body News, MVEDP, Facebook, Twitter, Pennlive, www.ccctc.edu, local careerlinks, Atlantic Broadband, Clearfield County Fair parade and fair booth during the fair, bi-annual open house, course catalogs, brochures, pamphlets, radio, and electronic sign. The school also hosts a recruitment fair for both high school and adult students. The Adult Education Coordinator attends several career fairs held each year and is involved in a program through the Chamber of Commerce.

Evidence: Pamphlets-open house
Brochures
Website
Radio
Facebook posting
Sample email distribution
Newspaper ads
Course Catalog (See B.1.)
Career fairs attended

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

Faculty, student and adult student handbooks all contain the current civil rights nondiscrimination policy that meets Section 504, Title IV and IX, and ADA regulations. The policy is posted on the CCCTC website, and in the school office. The CCCTC Director is currently the Civil Rights Officer for both students and staff. All complaints concerning violations are directed to him. A grievance and appeal policy is also in place and appears in all student, faculty and adult student handbooks. Our Disclosure Statement is on the website, brochures and course catalog. The Adult Education Coordinator and Nursing Program Director, along with the Executive Director and Assistant Director, ensure that materials are accurate and updated. If pictures are used, we obtain prior approval for use from students.

Evidence: Ethical statements in marketing material (See pamphlets and brochures in B.2)
Policies regarding ethics
Adult Education Evening Course Schedule
Adult Education Course Catalog (See B.1)
Civil Rights Compliance & Non-Discrimination Statement-CCCTC Handbook
Grievance and Appeal Policies-CCCTC Handbook
Website homepage printout showing policy

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

When putting together the adult education catalog, the department takes consideration what information a potential student would need to make a decision. Along with the mission statement, contact information, courses and programs offered, frequently asked questions, costs, hours, start date, schedule, books needed, graduation rates, directions, we also include information about financial aid. We offer information on grants, loans, and funding. At the beginning of each school year the adult education coordinator and the financial aid coordinator go through the book to update any changes that need to be made. The financial aid coordinator consults with Lancaster County Career and Technology Center, who is our fulltime third party servicer that works with all financial aid issues. We also have a financial aid handbook that is given to each adult student attending the CCCTC. Information is also available to the students and provided through various means such as in promotional brochures, on the internet at www.ccctc.edu, and during the interview process, as well as a Financial Aid desk guide available in the admission packets. CCCTC also makes known other forms of grant

money that a student may be eligible to apply for. These include but are not limited to: Veterans' benefits, CareerLink, and Office of Vocational Rehabilitation.

Evidence: Updates to catalog (See B.1.)
Financial aid handbook
Financial aid desk guide
Financial aid printed off of website
Brochures (See B.2.)

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

All PPVE programs that need equipment, materials, books and supplies utilize a requisition form that is submitted prior to the beginning of class through the Business Office. Recommendations from the Occupational Advisory Committee (OAC) are listed in meeting minutes and followed up by the Executive Director. Unsafe equipment is removed immediately from the shop area and is repaired or replaced, taking budgetary conditions into account. Practical Nursing routinely orders supplies and equipment needed for quality instruction. Grant opportunities are utilized for major equipment purchases. Items needed to run programs are requested by instructor and do not need board approval. Classroom and instructional equipment is purchased from funds from the General Budget, funds from the Adult Education Budget, and from local, state and federal grant monies. Large-scale purchases are planned and approved by the Joint Operating Committee. The Practical Nursing Department has budget categories for instructional supplies and replacement equipment. Practical Nursing acquires equipment through Perkins and the Department of Labor and Industry grants.

Evidence: List of equipment per program
Equipment plan
OAC recommendation of equipment and follow-through (See OAC minutes in A.3.)
Purchase orders showing equipment purchases

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 handbook was created before the current adult education coordinator took over. Each year the handbook is reviewed, updated, and changes approved by the Joint Operating Committee (JOC). Policies and procedures are put into place or updated as issues arise. Each student receives a handbook on the first day of class. The adult education coordinator goes over the handbook with the adult students as a group and each student signs a form stating they received their handbook.

Evidence: Handbook (See B.2.)
Policies (See handbook in B.2.)
Received handbook form with signatures

2. Describe the adult education attendance policy

The adult education attendance is very important at CCCTC and part of success in school and for the student once they are employed. Attendance is a major consideration if and when the Career Center makes recommendations to area employers. Absences prevent students from receiving full course, disrupt orderly course progress and diminish the quality of group interaction in class. Probation and dismissal and/or loss of credit due to poor attendance is determined by many items listed on page 10 of the adult education handbook. Attendance is tracked through CSIU and the Adult Education Coordinator or Adult Education Assistant runs reports monthly to check student's attendance. Once student reaches 6 absences, the Coordinator will either speak with the student or send a letter reminding them of the attendance policy. If the student continues to miss school days, they are put on probation and then eventually dismissed.

Evidence: Attendance records of adult students
Policy-page 10 & 11 of adult education handbook (see B.2.)
Sample letters written to students

3. Describe the adult education grading policy

Students must meet CCCTC academic and attendance requirements in order to be considered as making satisfactory academic progress. CCCTC's Standards for Satisfactory Academic Progress are designed to ensure students make sufficient progress towards completion of their program. To maintain good standing and satisfy the requirement of satisfactory academic progress, students are required to earn a grade of C or better for each marking period. (Intergenerational programs are divided into four marking periods.) Students will receive a report card at the end of each marking period. For competencies and courses that are Pass/Fail, students must earn a passing grade. They must also maintain satisfactory attendance as outlined in the CCCTC Attendance Policy. The students grading policy is located in the adult education handbook starting on page 15. Since I have been Adult Education Coordinator, I have not had any issues with adults and grades.

Evidence: Grades of students in adult education
Policy of grading system-page 15 of adult education handbook (See B.2.)

4. Describe the adult education credit hour policy

CCCTC is broken down into the clock to credit hour conversion. All of our programs are measured by "clock hours." Each course title within a fulltime program has the hours broken down into the Classroom/Lecture Hours and/or Shop/Lab Hours spent on that course. Credit Hours will be calculated at the rate of one Credit Hour for every 10 Classroom/Lecture Hours and one Credit Hour for every 20 Shop/Lab Hours. Our policy is currently listed in our financial aid handbook and each student signs off after receiving. We do not currently have the clock to credit policy in our course catalog since it is listed in the Practical Nursing Handbook, Adult Education Handbook and financial aid handbook.

Evidence: Policy in handbook-page 21 of adult education handbook (see B. 2.)
Course catalog-We do not currently have clock to credit in our course catalogs
Financial Aid Handbook-Page 5
Student sign off for clock to credit
Clock to credit page from PN handbook

5. Describe how adult students become completers

For intergenerational students to be eligible for graduation and earn a certificate of completion the student must have at least a 70% average upon program completion and have completed all written and/or practical exams and all clinical and/or classroom requirements. If a student has an incomplete grade, he/she will not receive a certificate of completion. The student must also have attended 90% of the program to receive the full hours of completion for the program. If the student has missed more than 10% of the program's hours, he/she will only receive a certificate with the amount of hours attended for that program. Students should also be aware that all financial obligations to the school must be paid in full in order to receive their certificate. For cosmetology students to earn a certificate of completion the student must have at least a 75% grade average at all times and have successfully completed the hour requirement. Refer to the Pennsylvania State Board of Cosmetology Rules and Regulations. Practical Nursing students are expected to maintain satisfactory academic progress in their course work. A grade point average at mid semester below 80% constitutes academic probation. Each student on academic or clinical probation will receive advisement during a student conference and written notification of progress. Probation warning will be issued if course grade falls below 80% average or clinical performance is unsatisfactory at mid-term. Students will be closely monitored by faculty. Intervention will be discussed with the student during student conferences. When probation is issued, a remediation plan will be established by the student with faculty guidance. A student will be removed from probation when the course is completed. A student can be placed on a remediation plan at other times at the discretion of the Program Director for declining academic or clinical performance.

Evidence: Data on completers-adult education
Data on completers-Practical Nursing
Page 16 of adult education handbook
Page 42 of Practical Nursing handbook

6. Describe industry credentials offered to adult students

In order to ensure skilled and competent graduates, the CCCTC uses nationally recognized standards of performance. These standards are measured by licensing examinations or certification testing programs that can lead to nationally recognized certifications/credentials. The certifications/certificates provide a competitive edge when applying for employment. Each program requires, expects, or has the option to earn these credentials/certifications. The process for each certification is assessed by the instructor or a third-party using predetermined standards for knowledge, skills, and competencies, resulting in the award of a credential/certification.

Evidence: Data on industry credentials earned by program

7. Describe the curriculum of adult education programs

The CCCTC offers students the opportunity to prepare for college and/or career through academic skill development and practical work experiences. Instructors focus on standards that are designated by their particular industry. Each program instructor has their own curriculum that is based upon their program requirements/hours. Adult education intergenerational programs are 900 hours, the Cosmetology program is 1250 hours, and the Practical Nursing program runs 1500 hours. In an effort to stay current with changes and trends in the industry, the program curriculum may change during the program year. Each program also has an Occupational Advisory Committee (OAC) made up of professionals from business and industry, assist in determining the curriculum delivery of each program. Based on their industry experience, the latest and most appropriate techniques and equipment are encountered by the students in each program. Each program follows the PDE task grid for students in the program. Students in each program are tested and must complete certain projects to show completion of tasks.

Evidence: Copies of curriculum
Lesson plans
Data on completion of tasks-task grids and Archive Competency Report
See O.A.C. minutes (see OAC minutes in A.3.)

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

Instructors in each program area record grades and maintain a tracking system. Intergenerational programs have grades recorded in a software program called CSIU which was just implement halfway through the 2017-18 school year; competency task lists are maintained. All instructors evaluate students using methods such as skills obtained, competencies achieved, tests and quizzes, hands-on learning, certifications obtained, mid-term and final grades, NOCTI testing, and mock State Boards, such as Cosmetology, etc. Students not achieving satisfactory progress are placed on probation and a remediation plan is established. Instructors notify the adult education coordinator if the student is not making satisfactory academic progress in their program of study. To date, the adult education intergenerational and cosmetology program has not lost any student to grades but have to attendance.

Evidence: Data on remediation- policies & procedures in handbooks (see B.3.)
Drop out information
PN retention plan
Page 15-16 of adult education handbook
Page 41-42 of practical nursing handbook
Grades

9. Describe the complaint/grievance procedures for adult students

All complaints/issues regarding program performance are collected on evaluations and reviewed by the Adult Education Coordinator and the PN Program Director, along with other relevant instructors, shared with the Executive Director and are acted upon. All program evaluations are filed with other pertinent information concerning each program or course. A complaint/grievance policy is in place as well. Nursing students meet monthly; and formal minutes of the student government group document concerns which are addressed by the PN Program Director and/or Executive Director.

Evidence: Policy on complaint/grievance to include any data-policy #526
Grievance procedure for adult education (page 16-17 of adult education handbook)
Practical Nursing meeting minutes
Practical Nursing grievance policy and procedures

10. Describe special awards given to adult students

Awards or recognitions for special student achievement are provided quarterly for outstanding grades, perfect attendance, and other achievements in the intergenerational programs. A quarterly full school assembly is held to note these achievements. In addition, at graduation, students are given award for outstanding student, most improved students, NOCTI, and Honors and High Honors. In Practical Nursing, scholarships have been obtained by grants through PA Higher Education Foundation (PHEA); and students who meet criteria are encouraged to apply. A committee decides the amount of scholarship according to defined criteria and financial need. Intergenerational and Adult only programs have grades recorded in our student information system. CCCTC's attendance policy is well-defined and is monitored daily. In intergenerational programs, the instructor maintains attendance. In Practical Nursing, for example, a computerized database of absences by student is maintained. Completion rates are determined by class and withdrawal data is tracked.

Evidence: Data on Student awards (NOCTI results, National Technical Honor Society adult students, skills certificates, Practical Nursing scholarship, adult education students' grades)

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

Student satisfaction surveys are given to students at the completion of each course and program, students are given a link to survey monkey to complete an evaluation. Reminders are sent to students through the instructor if surveys aren't completed in a reasonable amount of time. These forms are reviewed by the Adult Education Coordinator and Director and are available in the Adult Education Office and online through Survey Monkey. A graduate survey is also sent to each graduated student. Practical Nursing students complete course surveys at the completion of each course and a total program evaluation is included in the graduate alumni survey. A benchmark for satisfaction is set by nursing faculty as part of the systematic evaluation plan. After the surveys are reviewed they are shared with the instructor so they can make changes to the program if needed. Since the start of survey monkey, we thought we would have more of a response, but we still had some programs that the students choose not to complete the survey, even after several reminders per email and in person. I have included the surveys of the students from adult programs that chose to do the surveys. We also do mid-year surveys that some of the students do choose to participate in that as well.

Evidence: Completed surveys
Feedback
Follow-up

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 regard to adult education

Administration, staff and faculty are hired based on the education, certification, licensure, and work experience requirements described in the job descriptions and as defined by the Pennsylvania Department of Education, PA State Board of Cosmetology, Pa Department of Transportation, PA State Board of Nursing and Accreditation Commission for Education in Nursing, Inc. Every effort is made to attract individuals who have current licenses in the trade and who have previous adult education teaching experience. Qualifications for potential continuing education faculty and staff are detailed in advertising when recruiting for vacant positions, in the interview process and in job descriptions on record. Certain programs, Cosmetology and Practical Nursing, have specific instructor requirements determined by the PA Department of Education, PA Board of Cosmetology, Pennsylvania Department of Transportation, the PA State Board of Nursing, and the National League for Nursing Accrediting Commission (NLNAC) respectively. Currently we do not employ any non-licensed instructors, but experience in the industry would be a requirement.

Evidence: Qualifications of adult education administration team
Qualifications of instructors

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

In order to attract high-quality faculty/staff, the CCCTC Executive Director advertises through many areas such as newspaper, social media, website, and job postings. The ad specifies what exactly the school is looking for such as skills, experience, education, etc. Interviews are conducted with candidates that meet the criteria the Director is looking for.

Evidence: Advertisements
Qualifications (See D.1.)
Job descriptions (See D.1.)

3. Describe how new instructors are oriented on adult education

All new instructor hired at CCCTC are required to participate in the mentor program and are therefore designated a mentor. The mentor assists the new instructor with lessons, observing instruction, finding resources, giving feedback, etc. The new instructor meets with mentor once a month to discuss topics that have been identified by Professional Education Committee and the mentor teacher. Mentors at CCCTC have all had adult students in the classroom. I also meet with new instructors to ensure they have the needed materials and explain what is expected of an adult student.

Evidence: Orientation materials-pages 5-12 of Induction Plan (see A.5.)
Completed mentor checklist and timeline

4. Describe professional development opportunities given to adult education instructors

The Professional Education Committee and staff suggestions help to identify staff development needs. Faculty and staff members are encouraged to participate in PA Career and Technical Education Conferences, Integrated Learning Conferences, professional development courses, college credits, governor's institutes, distance

learning, workshops, work site visitations, skills training, certification attainment and other activities which would enhance their specific content areas. Act 48 credits are state-mandated for secondary program instructors who teach postsecondary intergenerational programs. Practical Nursing instructors have continuing education requirements for licensure and requirements as defined by NLNAC standards.

Evidence: Data for professional development

5. Describe how adult education faculty/staff are evaluated

At the end of every course or program, students fill out an anonymous evaluation form that collects information about the program and instructor which is reviewed by the Adult Education Coordinator. Not all adult students choose to participate in the surveys. Adult Education switched to survey monkey to do online surveys, hoping that would generate more of a response, but the response rate is still about 20-30%. Practical Nursing students complete formal evaluations following each course in the curriculum. Each student evaluates all instructors, including classroom and clinical instructors. Data is summarized, aggregated, and trended by the PN Program Director and is included in the systematic evaluation plan. All complaints/issues regarding program performance are collected on evaluations and reviewed by the Adult Education Coordinator, Director and the PN Program Director, along with their relevant instructors, and are acted upon. All program evaluations are filed with other pertinent information concerning each program or course. Nursing students meet monthly; and formal minutes of the student government group document concerns which are addressed by the PN Program Director and/or Executive Director. Stakeholders do not always return the surveys so we started using survey monkey, in hopes to generate a better response. To date, the response is still very poor. We do follow up with a reminder phone call as well.

Evidence: Completed surveys-See A.6.
Feedback
Follow-up

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

The facility at CCCTC has a great maintenance staff that works throughout the year during the day and also an evening shift maintaining the school building and grounds to ensure full and productive use. The maintenance crew works closely with staff and administration to ensure needs are met while observing district policies. Maintenance staff are trained when hired on all jobs required. They use a form on the door of each program to check off when it is completed. Records of this are not kept. In the summer, the maintenance staff works diligently throughout the school painting, waxing, cleaning, etc. to prepare the building for the upcoming school year. Adult education has a faculty lounge which provides students bathrooms, a kitchen and dining area, a living room area with television, games, Xbox, magazines, and mailboxes. The maintenance staff maintains this area as well.

Evidence: Maintenance staff and schedule
Summer Check List

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

Faculty, student, and adult student handbooks outline Emergency Drills, First-Aid Service, Harassment, Safety, School Closing, and Tobacco Use. Drug Dogs are brought in by administrative request. All employees are required to wear identification badges. Visitors are required to sign-in when entering the building and leaving. Up-to-date video security systems have been installed during the 2006-07 renovations and continue to be updated; and infrastructure, including heating, air conditioning and ventilation, was upgraded. Fire drills are conducted on a regular basis. Safety and ergonomics are addressed in individual program areas and are program-specific, such as lock-out/tag-out, use of safety glasses, etc. Instructors and PN students are trained in CPR and First Aid/AED. An AED is housed in the building. Accident report forms are in place for employees and students. An all-hazard plan is located by the office mailboxes and also in each program area.

Evidence: Safety meeting minutes
Security measures-All Hazard Plan
Student handbook under safety (see B.3.)
Faculty Handbook-See "Plan for school wide safety" and "Safety"

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

CCCTC adult education works with employers not only locally but nationally. Not only do local employers reach out but we have employers reaching out to us nationally. The Adult Education Coordinator puts the employer and the instructor in contact with each other so they instructor can recommend the right student for the position they may be hiring for. It allows for the employer to discuss with the instructor what needs/skills they are looking for. Employers and the Adult Education Coordinator constantly stay in contact regarding recent graduates, scheduling class presentations with current students, attending CCCTC career fairs, etc. Both the Occupational Advisory Committee (OAC) and the Local Advisory Committee (LAC) act as guiding bodies to all the educational programs, keeping them aware of innovative methods, new program content and technologies, industry trends, wage information, and trade-specific initiatives that meet the needs of individual students for the current and future labor market. They are composed of a broad membership list that includes diverse faces of employers and stakeholders.

Evidence: Data on recruitment of employer
Recruitment Fair-invite sample, employer list
Email correspondence
OAC minutes (See A.3.)
LAC minutes (See A.3.)

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

Like I mentioned above, the Occupational Advisory Committee (OAC) acts as guiding bodies to all the educational programs, keeping them aware of innovative methods, new program content and technologies, industry trends, wage information, and trade-specific initiatives that meet the needs of individual students for the current and future labor market. They are composed of a broad membership list that includes diverse faces of employers and stakeholders.

Evidence: List employers on OAC committees
Data on how many hire adult education students-Job placement sheets

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

Input from stakeholder has been implemented through survey monkey. In past years' surveys were sent to employers for their employee(s) that graduated from CCCTC but were not returned. Now that we have implemented survey monkey, the response is a little better, but we rarely get responses back. We do follow up with phone calls or email (if available). We will continue this in the future with all graduates. Program Instructors supply the Adult Education Department with industry employers so they may be supplied with the survey link. We have also transferred all of our current paper surveys to survey monkey so that the process will be more productive. We analyze the surveys and notify the instructor if the employers are requesting different skills be taught in the program. CCCTC also does a continuous improvement survey that was started in 2015-16 that is posted on FB to get feedback and some employers have completed the survey.

Evidence: Completed surveys-employer and continuous improvement
Feedback
Follow-up

Q2

CPI Career Connection
Summary of Employer Responses

	Yes	No	N/A
Career Connection Employer:			
Questions for the employer:			
Did you find CPI's student placement system helpful?	89.5%	10.5%	0.0%
Was the system easy to use?	89.5%	10.5%	0.0%
Would you recommend Career Connection to others?	78.9%	21.1%	0.0%
Did you receive any applicants through CPI's Career Connection?	52.6%	47.4%	0.0%
• If yes, did you consider the applicant qualified?	75.0%	25.0%	0.0%
• If yes, did you hire the applicant?	100.0%	0.0%	0.0%
• If yes, is the applicant still working for your company?	100.0%	0.0%	0.0%
• If yes, would you hire more CPI graduates?	100.0%	0.0%	0.0%
Would you recommend CPI students to other employers?	89.5%	10.5%	0.0%
Do applicants to your company generally have good soft skills (work ethic, attitude, etc...)?	89.5%	10.5%	0.0%
Do applicants to your company generally have good technical skills?	78.9%	21.1%	0.0%
Do you have a difficult time finding skilled workers?	89.5%	10.5%	0.0%
Do the region's high schools generally do a good job preparing students for the workforce?	47.1%	42.4%	10.5%
Do the region's colleges and universities do a good job preparing their graduates for the workforce?	66.7%	28.1%	5.3%

R1

Emerging Energy & Infrastructure Diploma & Certificate Programs

CONTROL SYSTEMS TECHNICIAN

The required Electrical, Mechanical, and Process Control course work for this program provides a pathway to the International Society of Automation's (ISA) Control Systems Technician Certificate I, an industry recognized credential.

Hours: 610

Start Date: 7/29/2019 and 1/6/2020

Schedule: Mondays – Thursdays 9:00 AM – 4:00 PM
or 11:00 AM - 6:00 PM

ADVANCED MANUFACTURING TECHNICIAN I

Students who complete the required Electrical, Mechanical, and Process Control course work for this program are eligible to sit for the Advanced Manufacturing/Integrated Systems Technology I.(AMIST1) certification tests.

Hours: 385

Start Date: 7/29/2019 and 1/6/2020

Schedule: Mondays – Thursdays 9:00 AM – 4:00 PM
or 11:00 AM - 6:00 PM

ADVANCED MANUFACTURING TECHNICIAN II

Students who complete the Advanced Manufacturing Technician I, plus additional required Electrical, Mechanical, and Process Control course work earn CPI's Advanced Manufacturing Technician II diploma.

Hours: 635

Start Date: 7/29/2019 and 1/6/2020

Schedule: Mondays – Thursdays 9:00 AM – 4:00 PM
or 11:00 AM - 6:00 PM

SOLAR PHOTOVOLTAIC TECHNICIAN / INSTALLER

The required Electrical, Mechanical, Process Control, and Renewable Energy coursework for this program prepares the student to sit for the NABCEP (North American Board of Certified Energy Practitioners) Entry Level PV Technician/Installer Certificate, an industry recognized credential.

Hours: 610

Start Date: 7/29/2019 and 1/6/2020

Schedule: Mondays – Thursdays 9:00 AM – 4:00 PM
or 11:00 AM - 6:00 PM

WASTEWATER UTILITY OPERATOR / TECHNICIAN

Wastewater treatment processes and the equipment that comprise these processes characterize this program. Emphasis is placed on preparing students to sit for the relevant PA Department of Environmental Protection certification tests for the operation of wastewater treatment and collection system facilities.

Hours: 932

Start Date: 7/29/2019 and 1/6/2020

Schedule: Mondays – Thursdays 9:00 AM – 4:00 PM
or 11:00 AM - 6:00 PM

WATER UTILITY OPERATOR / TECHNICIAN

Drinking water treatment processes and the equipment that comprise these processes characterize this program. Emphasis is placed on preparing students to sit for the relevant PA Department of Environmental Protection certification tests for the operation of water treatment and distribution facilities.

Hours: 932

Start Date: 7/29/2019 and 1/6/2020

Schedule: Mondays – Thursdays 9:00 AM – 4:00 PM
or 11:00 AM - 6:00 PM

WATER & WASTEWATER UTILITY OPERATOR / TECHNICIAN

CPI's Water and Wastewater Utility Operator Program combines competencies and DEP-Approved components from Water and Wastewater. Water-specific training includes Water Treatment, Water Sources & Supplies, Coagulation, Flocculation, Sedimentation, Filtration Technologies, and more. Wastewater specific components taught in this course include Wastewater Treatment, Activated Sludge I & II, Wastewater Collection Systems, Industrial Pretreatment Programs, Cross Connection Control, and Treatment Ponds and Lagoons. This program will prepare students for the PADEP Operator Certification Tests for all Water and Wastewater treatment sub-classes and prepares students to take the ISA exams(s) for Certified Control System Technician. Students can also earn DEP contact hours in this course.

Hours: 1,023

Start Date: 7/29/2019 and 1/6/2020

Schedule: Mondays – Thursdays 9:00 AM – 4:00 PM
or 11:00 AM - 6:00 PM



R2



CAREER AND TECHNICAL EDUCATION INFORMATION SYSTEM
PENNSYLVANIA DEPARTMENT OF EDUCATION

PDE-286

FOR SCHOOL YEAR 2017-2018

DATE : 4/24/2019

School Number School Name, Address and Phone

5094 Central PA Institute of Science & Technology , 540 North Harrison Road Pleasant Gap, PA 16823-8644
Phone: (814) 359-2793

CIP Code	CIP Title	Program Hours	Program Type	Program Start Year
01.0601	Applied Horticulture/Horticultural Operations, General	900	Occupational- Adult Accreditation	2012-2013
12.0413	Cosmetology, Barber/Styling, and Nail Instructor	600	Occupational- Adult Accreditation	2010-2011
12.0499	Cosmetology and Related Personal Grooming Arts, Other	1850	Occupational- Adult Accreditation	2010-2011
12.0503	Culinary Arts/Chef Training	900	Occupational- Adult Accreditation	2010-2011
15.0403	Electromechanical Technology/Electromechanical Engineering Technology	635	Occupational- Adult Accreditation	2011-2012
15.0506	Water Quality and Wastewater Treatment Management and Recycling Technology/Technician	2887	Occupational- Adult Accreditation	2011-2012
15.0507	Environmental Engineering Technology/Environmental Technology	2720	Occupational- Adult Accreditation	2011-2012
15.0599	Environmental Control Technologies/Technicians, Other	950	Occupational- Adult Accreditation	2011-2012
15.0612	Industrial Technology/Technician	618	Occupational- Adult Accreditation	2011-2012
46.0101	Mason/Masonry	940	Occupational- Adult Accreditation	2010-2011
46.0201	Carpentry/Carpenter	980	Occupational- Adult Accreditation	2010-2011
46.0302	Electrician	1208	Occupational- Adult Accreditation	2010-2011
46.9999	Construction Trades, Other	500	Occupational- Adult Accreditation	2010-2011
47.0201	Heating, Air Conditioning, Ventilation and Refrigeration Maintenance Technology/Technician	1020	Occupational- Adult Accreditation	2010-2011
47.0302	Heavy Equipment Maintenance Technology/Technician	608	Occupational- Adult Accreditation	2010-2011
47.0603	Autobody/Collision and Repair Technology/Technician	972	Occupational- Adult Accreditation	2010-2011
47.0604	Automobile/Automotive Mechanics Technology/Technician	2124	Occupational- Adult Accreditation	2010-2011
47.0605	Diesel Mechanics Technology/Technician	1106	Occupational- Adult Accreditation	2010-2011
48.0508	Welding Technology/Welder	1080	Occupational- Adult Accreditation	2010-2011
48.0701	Woodworking, General	980	Occupational- Adult Accreditation	2010-2011



**CAREER AND TECHNICAL EDUCATION INFORMATION SYSTEM
PENNSYLVANIA DEPARTMENT OF EDUCATION**

PDE-286

FOR SCHOOL YEAR 2017-2018

DATE : 4/24/2019

49.0205	Truck and Bus Driver/Commercial Vehicle Operator and Instructor	600	Occupational- Adult Accreditation	2010-2011
51.0601	Dental Assisting/Assistant	1300	Occupational- Adult Accreditation	2010-2011
51.0899	Health/Medical Assisting Services, Other	1172	Occupational- Adult Accreditation	2010-2011
51.3901	Licensed Practical/Vocational Nurse Training	1560	Occupational- Adult Accreditation	2010-2011

S1

5 4 3 2 1

6. The preparation and ability of the State Accreditation Coordinator and co-leaders to assist you as a team and as an individual evaluator such as communication, team work, establishing rapport, etc.

High
5 4 3 2 1
Low

7. The preparation and ability of your peer evaluators to assist you as an individual evaluator such as communication, team work, integrity, ethics, etc.

High
5 4 3 2 1
Low

Additional Comments:

— This was a great learning & networking
experience

Please return to the State Accreditation Coordinator prior to leaving the site. Thank you and good luck in all your future endeavors

T1

Institutional Accreditation Advisory Group
Webinar
1/18/18
Review of Accreditation Guidelines

In Attendance:

Stuart Savin	Andrew Laub	Todd Taylor	Patricia Bicanich
Skip Wagner	Jackie Cullen	Tamalee Brassington	Beth Marshall

Absent:

Hilary Thomas Hope Harrison

Welcome – Beth welcomed everyone to the meeting. The purpose of this meeting is to go over and approve updates to the accreditation guidelines. Updated sections include: Self-Study, Chapter 9 & 10, and the Annual Report.

Self-Study – Beth reviewed the new self-study to the group. There will now be five sections: A) Leadership B) Program C) Students D) Faculty/Staff/Facilities E) Employers. The changes reflect the flow of the beginning to end of an adult student journey in adult education. Examples of evidence are included in each section. Also taken out was the repetitiveness of questions and evidence through multiple sections. Members were please with the new format. Andrew commented that the suggestion of examples in the new format was an excellent addition. Beth stated that comments from the field asked that the guidelines specify specific documentation however BCTE felt that this would pigeonhole schools to a specific way of operating which every CTC is different. Stuart agreed to this.

Chapter 9 & 10 – The PA State Board for Vocational Education recommend the following changes to the Guidelines.

Chapter 9:

- 1. If the recommendation is for granting accreditation status, the Pennsylvania State Board for Vocational Education may vote at that Board meeting.**
- 2. If the recommendation is for Probationary Accreditation with Stipulations or Denial of Accreditation, the Pennsylvania State Board for Vocational Education will distribute the final draft report and the Pennsylvania Department of Education recommendation on accreditation status to the institution and provides an opportunity for the institution to appear and contest the accreditation recommendation before the Pennsylvania State Board for Vocational Education.**

Chapter 10:

The Pennsylvania Department of Education will be in contact with the institution throughout the year to provide guidance and technical assistance. A mid-year report will

be presented by PDE to the Pennsylvania State Board for Vocational Education. PDE will present a 1 Year Review Report to the Board at the end of that year.

Annual Report – Beth reviewed the new annual report to reflect the changes in the self-study. As before, each section of the annual report will correspond to the sections in the self-study. No members had questions on this section,

Beth asked for a vote to adopt the updates to the PPPVE Accreditation Guidelines. Skip motioned to accept the changes; Stuart seconded the vote. All were in favor with no one opposed. Motioned carried. Beth stated that she was hopeful that the changes would be in effect for the next accreditation review at Schuylkill Technology Center in July 2018.

There was no further discussion.

Meeting Adjourned.

U1

Accreditation System for Public Postsecondary Vocational Education

The Pennsylvania State Board for Vocational Technical Education is recognized by the United States Department of Education as an authority for the approval of public postsecondary vocational education (PPVE) institutions and programs offered at career and technical education institutions that are not offered for college credit. This recognition establishes the State Board as the accrediting body for PPVE in Pennsylvania. It further requires the State Board to establish policies and standards pertaining to the accreditation process.

In response to its mission to lead and serve the educational community to enable each individual to grow into an inspired, productive, and fulfilled lifelong learner, the Pennsylvania Department of Education (PDE) is accrediting postsecondary institutions and programs in the commonwealth whose programs equal or exceed 300 instructional hours, have credentialed instructors, and are administered separately from the secondary programs.

The accreditation process is voluntary and facilitates the documentation of internal processes and procedures that comprise a high quality postsecondary education. Once accredited, institutions may register their programs with Title IV, which makes available federal financial assistance to students. Programs exceeding 300 hours are eligible for low interest student loans and programs exceeding 600 hours are eligible for Pell Grants.

Program standards have been developed in an effort to promote a high commitment to excellence and continued improvement of career and technical education in Pennsylvania.

[Accreditation Guidelines for Pennsylvania Public Postsecondary Vocational Education](#)

[\(/Documents/K-](#)

[12/Career%20and%20Technical%20Education/Accreditation/2018%20Accreditation%20Guidelines.pdf\)](#) (PDF)

[Accreditation Guidelines for Pennsylvania Public Postsecondary Vocational Education](#)

[\(/Documents/K-](#)

[12/Career%20and%20Technical%20Education/Accreditation/2018%20Accreditation%20Guideli](#)

As approved by the State Board of Education, May 8, 2019

www.pde.pa.gov

The Accreditation Guidelines document includes the application, annual operational report, appeal process and other topics.

[Accredited Schools \(/K-12/Career%20and%20Technical%20Education/Pages/Accredited-schools.aspx\)](#)

Current and resigned career and technical centers accredited by the Pennsylvania State Board for Vocational Education

V1

Marshall, Beth

From: Dawn Lindsley <Dawn.Lindsley@careertech.ok.gov>
Sent: Tuesday, January 23, 2018 11:21 AM
To: Marshall, Beth
Subject: RE: Accreditation

Beth –

Thank you! I have a couple of other questions... How many work specifically on accreditation in your group and is that their sole responsibility or do they have additional duties? Also, do you all cover training and/or site visit costs for the examiner team or is that the responsibility of the institution? We are in the midst of reviewing and updating our current guidelines, so I am just trying to get some comparisons. I appreciate your feedback!

Thanks again,
Dawn

From: Marshall, Beth [mailto:betmarshal@pa.gov]
Sent: Monday, January 22, 2018 10:29 AM
To: Dawn Lindsley
Subject: Accreditation

Dawn,

I am your counterpart in Pennsylvania. We've spoken before several years ago and I used to collaborate with Shelia.

To answer your questions, I'm attaching the section of our guidelines in regards to the evaluation team. This includes selection and training.

We reach out before every site visit to ask for volunteers to be evaluators therefore we do not have a set "committee" that only does evaluations.

The only expectations post visit is if we would need them to reevaluate any documentation that may be requested of the institution by the state before making any final decisions.

I hope this helps. Please feel free to contact me betmarshal@pa.gov or call 717-783-6860 if you have any further questions.

Beth Marshall

Beth Marshall | State Coordinator, OCA & PPVE Accreditation
Department of Education | Career and Technical Education
333 Market Street | Hbg PA 17126
Phone: 717.783.6860 | Fax: 717.783.6672
www.education.pa.gov

W1

Interview Forms

Student Interview (Present Student) – Category C

Use this Interview Form as a guide and the self-study guidelines when conducting the interview.

1. How would you describe your experience here at the school to another interested person?
2. Do you have a career plan and what assistance did you receive in developing it? Do you believe that you can achieve your learning outcomes within the hours assigned to your studies?
3. Do you feel challenged, are you learning appropriate knowledge and skills, and experiencing personal growth opportunities that are valuable to you currently and in the future?
4. Share your thoughts about the overall organization, structure, and planning as related to your learning experience?
5. Do you understand where you are in relationship to the course objectives and goals, i.e. your grade level or degree of success?
6. Were you given a course syllabus with an hour breakdown of your program?
7. Was it explained how this breakdown converts into credit hours?
8. How would you rate your level of satisfaction and explain why?
9. What are the current strengths and opportunities for improvement as related to your experience at the school? What are some changes you would make if you oversaw the operation?

Notes:

1. Heard a lot of good things. @ program seemed like a good fit - PT program. Not bad - not meeting my expectations - planning + structure.
2. Work in Dr. office - phlebotomy. Job Postings. is only help offered. CNA opportunity. Time allotted is good - how time is broken down. Busy work.
3. Challenged - yes, not as much as we could be. 1 day of Sim lab. due to lack of instructors. A little bit yes. Only going to Nursing Homes. Spent all day trying to get logged into computer. Doing best they can but not fair.
4. Structure - good at beginning. Organization - not much - changes in schedules very often.
5. yes. At end of every term. need to meet tasks. Only way we know grades is at mid-term ~~2~~ ^{finals}. Don't know otherwise. "One student was 2 pts away + never made ~~board~~ ^{standing}. Not notified until last day. Dismissed dr. note." Write my own grades down.

6. Each course got syllabus. Got hours at orientation. - handbook.

7. Not explained. Might be in handbook - did not read.

8. 1-10 scale. 6. A lot of fun. Learned a lot. Useful.

More bookwork than skills. Disorganization is frustrating.
Coordinator is doing the best she can.

- ATI online tool. our book contradicted the NCLEX.
- ATI used throughout the terms.

Only 1 instructor knows how to use Sim lab.

9. Strength - clinicals online. ~~VCE~~ VCE. Virtual clinical ~~excursions~~ ~~excursions~~

Changes - 8 months at Nursing home. - very repetitive.

Only 1 day at Acute Care. - disappointing.

No reviews before tests. - would be helpful.

Sim lab would be another good thing.

Promised a lot more Acute Care than we have been getting.

- 18 class size. 2 clinical sites.

Would you recommend the program? Yes.

would still do it again. - unless I could get more clinical elsewhere

Add - total up to 24 hrs removed 45 hrs kicked out. Recently changed to 45 hrs.

X1



pennsylvania
DEPARTMENT OF EDUCATION

January 5, 2017

Mr. George Custer
Director
Lebanon County Career and Technology Center
833 Metro Drive
Lebanon, PA 17042

Dear Mr. Custer,

Enclosed is the Preliminary Draft Report prepared by the Bureau of Career and Technical Education regarding Lebanon County Career and Technology Center's request for Pennsylvania State Board for Vocational Education Accreditation. Lebanon County Career and Technology Center has 30 calendar days from the date of this letter to submit to the Bureau of Career and Technical Education, any comments and/or evidence in response to the Preliminary Draft Report.

The Preliminary Draft Report including any comments and/or evidence made by Lebanon County Career and Technology Center will be reviewed by the Institutional Accreditation Advisory Group who will then make a recommendation to the Director of the Bureau of Career and Technical Education as to accreditation status: Accreditation, Probationary Accreditation with Stipulations or Deny Accreditation. The Director of the Bureau of Career and Technical Education will bring that recommendation to the Pennsylvania State Board for Vocational Education who will inform Lebanon County Career and Technology Center of the recommendation. Lebanon County Career and Technology Center may request a hearing within 30 days from the receipt of the Board's letter.

The Pennsylvania State Board for Vocational Education will have the final approval as to the accreditation status of Lebanon County Career and Technology Center.

If you have any questions regarding this report, please contact Beth Marshall at (717) 783-6860 or betmarshall@pa.gov.

Sincerely,

Beth Marshall

Beth Marshall
Division of Adult and Postsecondary Education

X2

Site Review – Lebanon County Career and Technology Center

Name of Institution: Lebanon County Career and Technology Center

Date of On-Site Evaluation: November 14-16, 2016

CATEGORY A- Organizational Leadership:

(a). Provides direction to the overall organization:

1. Does the administrative team set and disseminate values, direction, and performance expectation? Is two-way communication ensured on these items? (List the names and job titles of the administrative team for the applicant institute).

The public postsecondary vocational education (PPVE) administrative team in conjunction with the LCCTC's Joint Operating Committee collaborates with school's Leadership Team, instructors, adult students, employers and local community agencies, such as the IU-13 and the Workforce Investment Board, set and disseminate program requirements, values, directions and performance expectations for all programs offered to adult learners.

Student, staff, and employer evaluations, program advisory meetings, and participation in local business partnerships and committees ensure effective two-way communications at all levels.

The administrative team responsible for the Adult Education Program is comprised of:

George Custer	Administrative Director
Glenn K. Meck	Assistant Director
	Adult Education Coordinator
Charlene Hornberger	Administrative Assistant
Jenny Neidigh	Licensed Practical Nursing Supervisor
Dawn VanWinkle	Administrative Assistant
Francis Sobotor	Business Office Administrator
Randy Stamm	Network Administrator

See Appendix A.a - Organizational Chart

Comments: Resources exist to adequately provide direction under the requirements of PPPVE.

Strengths:

Opportunities for Improvement:

Non-Compliant:

2. What is the organization's official vision and mission that clearly reflects its overall purpose of existence and implies/includes PPVE in its scope?

The Lebanon County Career and Technology Center's official vision and mission is documented in the school's Strategic Plan. The Mission of the Lebanon County Career and Technology Center is to provide high school and adult students with the skill, knowledge, and understanding necessary to obtain employment, advance in careers, pursue postsecondary education and enrich their lives.

Site Review – Lebanon County Career and Technology Center

The school also adheres to a set of shared values.

See Appendix A.a - Mission & Shared Values

Comments: Mission clearly identifies the commitment to adult student learners.

Strengths:

Opportunities for Improvement:

Non-Compliant:

3. Is the overall vision/mission and PPVE services communicated to key stakeholders such as employers, public/community organizations, faculty/staff and adult students?

Our overall vision/mission and services are communicated in various ways throughout the school and community. The Lebanon County Career & Technology Center's mission statement and shared values is posted on our website (www.lcctc.edu) and are strategically displayed in various areas of the school (i.e. hallways, board room, etc.) as well as included in Adult Education Student Handbook.

PPVE services are communicated through brochures and flyers available for pick-up at the school for interested potential students. Program information is also communicated to students requesting career guidance via e-mail, fax, phone, and in person.

Marketing materials are also shared with businesses, community and funding agencies (such as CareerLink, IU-13, Adult Probation, and the Chamber of Commerce, etc.).

Additionally, adult courses and program information are detailed on our website, www.lcctc.edu, as well as on the school's Facebook page (facebook.com/lcctc) and Twitter feed ([@lcctc](https://twitter.com/lcctc)).

Program information is shared with the public through newspaper press-releases, local newspaper advertising, and billboard advertising throughout the community.

See Appendix A.a - Methods of communicating to the public

Comments: Minimal reference relative to intergenerational programs with evidence only provided for LPN and short-term training programs.

Strengths:

Opportunities for Improvement:

Non-Compliant:

(b). Establishes the future direction for PPVE and implements the plan.

1. Is your overall vision/mission and operations based on public/community needs and expectations of key customers and based on current data and information?

Site Review – Lebanon County Career and Technology Center

Our vision/mission statement stresses the importance of application-based training as well as life-long learning. These concepts encompass the adult students approach to securing and maintaining a good quality of life in Lebanon County. Our programs are based on vocational and technical skills needed and required by employers in a particular field of study. The majority of our programs have been approved for funding as “in demand” or “high-priority” occupations through the Workforce Investment Board.

The Adult Education Coordinator meets with local business leaders and serves on several community boards to assess workforce needs (Workforce Development Association, Re-entry Coalition, etc.).

See Appendix A.b - Labor market and economic study results

Comments: Evidence limited to LPN and short-term educational programs.

Strengths:

Opportunities for Improvement:

Non-Compliant:

2. Does the strategic plan establish goals and objectives that include strategies for PPVE, are they timely and futuristic in scope?

Although our Strategic Plan provides pertains primarily to Secondary students, many of the educational goals identified are universal in scope and applied equally to adult programs. Those associated with the adult learner include: proficiency in Mathematics and Reading, attendance at 90% or higher, participation in NOCTI exams, and utilizing technology that will improve communication between school, staff, students, families and communities and improves access to information.

Co-mingled (intergenerational) adults and Practical Nursing daytime students are eligible to attend Math and English to improve their skills. Co-mingled (intergenerational) adult students are also required to take the pre and post NOCTI exams.

See Appendix A.b - Strategic plans

Comments: Evidence limited to same opportunities provided to secondary students. Evidence did not identify opportunity for advanced learning opportunities for adult learners.

Strengths:

Opportunities for Improvement:

Non-Compliant:

Evidence: Intergenerational Advanced Placement Policy
Advanced placement for LPN
OCA Minutes

3. What are your PPVE key strategic objectives, action plan, and timetables for accomplishing them?

Site Review – Lebanon County Career and Technology Center

As part of an on-going process and our long-term goals, the CTC Adult Education Department seeks to incorporate the following objectives:

Objective 1

- Improve occupational competency of employed individuals.
- Improve volume of basic and advanced technical training for business and industry.
- Promote similar training packages for industrial needs with the ability to customize the training based on operations and equipment of the industry.

Objective 2

- Prepare individuals for occupational changes.
- Increase training options for under-skilled workers and dislocated workers who require new or additional training to re-enter the work force.
- Enroll students in programs that lead to in-demand occupations that will allow individuals to earn a wage that is comparable to their previous wage. This is accomplished through the development of continuing education and daytime vocational programs that promote high skill/high wage outcomes.

Action Plan – increase the opportunities for employed individuals to enroll in our continuing education courses by offering evening courses and coordinating flexible scheduling for trainings as requested by employers. We will continue to develop and offer varying levels of program training: basic, intermediate and advanced training in various industrial and trade-related programs, such as Welding and Pipefitting. We will continue to strengthen and build additional business partnerships to coordinate Customized Training Packages to meet their labor force needs.

Time Frame - ongoing

See Appendix A.b - Copies of contracts between the school & business/industry related to program offerings

Comments: Evidence within the strategic/comprehensive plan were focused on short-term training programs.

Strengths:

Opportunities for Improvement:

Non-Compliant:

4. What are your key measurements and performance indicators/targets that will identify successful completion, and are used to track the plan execution?

In a number of our programs national and state certification is used as a performance indicator (NOCTI). Requirements set forth by State licensing bodies dictate the degree of performance for a number of our PPVE programs. Currently, in our Practical Nursing program, approximately 82% of our students (of first-time test takers) achieve the necessary score to secure their professional license in the area of study.

In other programs, trade-related certifications are offered to enhance the student's employability as well as his/her value within occupational areas (PA State Vehicle Safety and Emissions certifications). Additional certifications are offered to enhance current employment opportunities or maintain required levels of certification (OSHA, ServeSafe, etc.).

Site Review – Lebanon County Career and Technology Center

See Appendix A.b – Copies of NCLEX (PN licensure rates), and NOCTI scores & Certifications

Comments: Opportunities for adults are identical to those provided to secondary students.

Strengths:

Opportunities for Improvement:

Non-Compliant:

(c.) Reviews the organization's performance:

1. Do senior leaders ensure the school is meeting its fiscal budget and other accountabilities?

The Leadership Team meets weekly to review administrative items, such as the budget to ensure that the school is meeting its fiscal budget (Adult Education) on an on-going basis. The team includes: the Director, the Assistant Director, the Business Administrator, the Nursing Program Director, the IT Director, the Special Needs Coordinator, the two School Counselors, and the Adult Education Coordinator. Expenses and revenue dealing with adult education are available on a monthly basis and are approved by the Joint Operating Committee. To determine the feasibility for operating various adult education programs, revenues and expenses are tracked on a program-by-program basis.

Educational accountability is based on both the completion and placement rate and end-of-program NOCTI scores (for programs that offer NOCTI) in each program.

Information concerning licensure rate for the Practical Nursing Program is dispersed quarterly from the state of Pennsylvania. This information is used to determine credibility for the operation and approval for the program.

See Appendix A.c - Fiscal budgets and budgeting strategies

Comments: Evidence provided shows that senior leaders review the fiscal budget.

Strengths:

Opportunities for Improvement:

Non-Compliant:

2. Do senior leaders regularly review the school's progress to assure it is reaching its goals, objectives and PPVE commitments, and make revisions and take corrective action? What are some recent accomplishments?

The Leadership Team meets weekly to review administrative items, such as school/adult education programs progress. The team includes: the Director, the Assistant Director, the Business Administrator, the Nursing Program Director, the IT Director, the Special Needs Coordinator, the two School Counselors, and the Adult Education Coordinator.

Each year, adult as well as secondary programs that are infused with adult students are reviewed by various committees to ensure that each student is receiving the necessary training to enter a competitive job market. Revisions are made based on employer surveys, program advisory committee's recommendations and student input.

Site Review – Lebanon County Career and Technology Center

The Adult Education Coordinator and the Director of Nursing meet regularly to set goals, measure growth, identify & solve issues/problems, and make program revisions.

Recent accomplishments:

- Practical Nursing NCLEX (1st time state licensure pass rates) increased over the past three quarters (from 73.08 in 2014-15 to a current yearly average of 82%)
- Several new short-term adult education training programs were launched:
 - Basic Welding (60 hours)
 - Welding Level 1 (81 hours)
 - Pipefitting (40 hours)
 - Basic Culinary Skills (50 hours)
- We increased our Safety and Emissions Certification Course offerings (now offered quarterly). We also now offer both re-certification courses.
- Both enrollment & revenue for adult education has been trending upward.
- Focus groups consisting of area business and industry representatives have been held to give insight into the types of programs the Lebanon community would directly benefit from (Careersin2Years & Workforce Development Coalition).
- We have been approved by the State Board of Cosmetology to offer an adult, evening, part-time Cosmetology Program; we are currently advertising and accepting enrollments.
- We have been approved by the Department of Labor to offer both a Culinary and Pastry Apprenticeship Program; to begin Fall 2016.

See Appendix A.c.- Advisory committees that link to leadership decisions, Adult Ed Revenue yearly totals

Comments: Minimal evidence provided within OAC minutes regarding adult education program discussion, oversight and recommendations for enhancement.

Strengths:

Opportunities for Improvement:

Non-Compliant:

(d.) Meets its regulatory requirements and public responsibilities:

1. Do you comply with Board policies and procedures and ensure the institution maintains the public's trust in the integrity of the institution?

By policy, all staffing and budgetary expenditures for Adult Education are approved through the Joint Operating Committee. The Joint Operating Committee is aware of all the activities and changes that occur in adult education on a monthly basis during the Director's Report portion of the board meeting.

See Appendix A.d - Ethical practices, Policies of the Governing Board, Non-Discrimination Policies

Site Review – Lebanon County Career and Technology Center

Comments: Joint Operating Committee minutes fail to provide evidence of the commitment and support of adult education programs under the PPPVE accreditation.

Strengths:

Opportunities for Improvement:

Non-Compliant:

2. Is the institution conducting its operations in a fair and ethical manner and have evidence of following the state's ethical policies, practices, and civil rights compliance with particular attention to those factors affecting students and employees?

The Lebanon CTC in all its publications as well as Adult Education Student Handbooks include the most current Civil Rights Act. Currently, the Assistant Director of Students is the Human Rights Officer for both students and staff. All complaints concerning the violations of any individual's human rights are directed to him.

The Lebanon County CTC's overall operations are reviewed by the Joint Operating Committee and the six Superintendents from local school districts to ensure that we are meeting the standards set forth by both local and state policies.

See Appendix A.d - Civil Rights Compliance, Non-Discrimination & Grievance Procedures

Comments: Evidence provided shows that the institution is operating in a fair and ethical manner.

Strengths:

Opportunities for Improvement:

Non-Compliant:

3. Does the school review its policies, directives and practices to ensure that they reflect the requirements of the applicable laws and regulations, and do not unfairly or negatively impact those constituents the institution serves?

Informal review of policies occurs as-needed on an on-going basis. Formal review of all policies concerning PPVE is done on an annual basis Administrative Team. All policy changes are presented to the JOC (Joint Operating Committee) for final approval.

See Appendix A.d – JOC Minutes

Comments: Evidence provided shows that the institution reviews its policies and practices.

Strengths:

Opportunities for Improvement:

Non-Compliant:

Site Review – Lebanon County Career and Technology Center

CATEGORY B- Student, Stakeholder, and Public/Community Focus:

(a). Involves the Community: There is an effective program involving community support and input with business, industry, community agencies, and special program advisory committees:

1. List your key advisory groups that are in place including their area of focus.

The Lebanon County CTC has several key occupational advisory groups related to the operation of our adult education program. Some include:

Cosmetology
Culinary Arts
Commercial Art & Design
Computer Repair
Dental Assistant
Electrical Technology
Electromechanical
Industrial Machine Technology
Licensed Practical Nursing
Masonry
Media Communications
Pastry Arts
Plumbing, Heating, Air Conditioning
Executive Planning Committee
Perkins Participatory Committee

All of our instructors also have industry-experience and are a vital part in determining the direction of our programs. In addition, they maintain important trade connections, which provide insight to program development and enhancement as well as building networks for cooperative education opportunities and post-graduate employment.

An area of focus over the past few years is to build and maintain solid relationships with the business community and work with them to determine the needs of the workforce and how those needs translate into programs and curriculum. Business and industry representatives have been included in focus group studies to help the Adult Education Department determine the best plan of action in opening new adult programs.

Following a suggested improvement from the initial PPVE Accreditation team, a separate agenda item has been added to the OAC minute template to reflect adult education for each secondary program.

See Appendix B.a - Lists of advisory group members

Comments: Evidence provided show a line item for PPPVE in the OAC meeting minutes however of those, most were limited to just say that the program is open to adult student and no discussion on how to grow/improve the PPPVE program.

Strengths:

Opportunities for Improvement:

Site Review – Lebanon County Career and Technology Center

Non-Compliant: No information on area of focus for 3 committees listed as related to PPPVE—various OACs, EPC, PPC.

Evidence: OAC Minutes for all PPPVE approved programs

2. Do you communicate and publicize your vision/missions, programs, and services available to adult students and the public?

Adult learners and the public have access to our programs and services through our adult education brochure and program flyers. This information is also available on our website (www.lcctc.edu). Additional advertising is provided through the radio, newspaper, billboards and monthly Director's Reports (newsletters). The school's Facebook page and Twitter feed provide information that is pertinent to students at the CTC. We have also recently added a Cosmetology Facebook page for our P/T, evening program (<https://www.facebook.com/CosmetologyLCCTC>).

See Appendix B.a – Samples of Methods of Communication to the Public, Community Relations Policy, Public Relations Objectives, News Media Relations Policy

Comments: Institution was asked to provide brochures with vision/mission, radio script, newspaper clippings, email blasts, adult student handbook, photo of billboard, specific program website hits.

Strengths:

Opportunities for Improvement:

Non-Compliant: No exhibits provided except invoices for radio time, website hits but no detail on what websites were tracked.

Evidence: Brochures
Radio Scripts
Website
Media Relations
Adult Handbook

3. Do you ensure that printed material and other media for communication to the public are presented in an accurate and ethical manner?

In previous years, copy for our printed materials and other forms of communication are handled by the Adult Education Department in conjunction with department supervisors and program instructors. This material is reviewed annually to guarantee the information disseminated is accurate and ethical.

Beginning in 2016, we have contracted with a marketing firm, who now handles all of our printed materials and media communications. The Leadership Team reviews and approves before publication.

The regulations from the United States Department of Education, through the new Gainful Employment Act, are useful guidelines that the Adult Education Department is under an obligation to follow. These guidelines state what information must be made available to adult students on the school's website, an outlet we find many of the school's potential students using to collect information.

Site Review – Lebanon County Career and Technology Center

See Appendix B.a – Gainful Employment Disclosures, Marketing Firm Contact Info

Comments: Institution was asked to provide documentation that leadership team, faculty and staff reviews info for publications over the past 5 years. Also, to provide correspondence to/from the marketing firm and provide docs with mission/vision/EEO and corrected discrimination statement.

Strengths:

Opportunities for Improvement:

Non-Compliant: Provided no evidence to ensure communications are reviewed for ethics/accuracy.

Evidence: Executive Committee Agendas
Brochures
Email communications with Media

4. Are program advisory committees used to encourage innovative teaching methods and program objectives/content that meet the needs of individual students for the current and future labor market and to incorporate new technologies?

Our Occupational Advisory Committees are primarily comprised of local business employers and employees who have an excellent understanding of the labor market and employment trends. Our OACs meet bi-annually to discuss ways to continually refine our programs. One of their major responsibilities is to ensure that the program content, objectives, and system of delivery fulfill the current and projected future labor market needs. Through additional resources such as the Pennsylvania Department of Education, the Bureau of Labor and Industry and the Center for Workforce Information and Analysis, students and instructors also have access to occupational data, wage information and industry trends, which influence decisions about curriculum and technology.

See Appendix B.a - Minutes of advisory group meetings

Comments: Institution was asked to provide minutes of innovation discussions related to PPPVE topics and provide minutes from various programs from 5 years that address PPPVE topics.

Strengths:

Opportunities for Improvement:

Non-Compliant: No evidence of innovation related to PPPVE programs.

Evidence: OAC minutes were provided for all approved PPPVE programs however only 2 really discussed Ad Ed. The others only stated that the program was open to adults.

5. Do you ensure there is an advisory committee that is formally organized, and meets at least once annually for each program that includes PPVE students?

Based upon our Policies Manual, each instructional program is required to have an occupational advisory committee, with each advisory committee meeting a minimum of two times per year—once in the spring and once in the fall.

Site Review – Lebanon County Career and Technology Center

See Appendix B.a – Advisory Committee Guidelines

Comments: Institution was asked to provide agendas and minutes from each PPPVE program advisory committee meeting over 5 years.

Strengths:

Opportunities for Improvement:

Non-Compliant: No LCCTC evidence provided related to PPPVE discussion during advisory committee meetings. OAC Guidelines are not sufficient evidence that annual meetings related to PPPVE have taken place.

Evidence: OAC minutes for all PPPVE programs over last 5 years.

6. Do you ensure there are adequate records of advisory committee meetings? Do you track how they have been effective and where their input has been acted upon in sustaining and improving the quality of PPVE?

The Director's Office is responsible for coordinating the operation of the advisory committee meetings. They are also responsible for collecting, disseminating and maintaining agendas and meeting minutes. Any issues or concerns that are documented in the meeting minutes which relate to PPVE are addressed by the Adult Education Administrator/Assistant Director. Copies of all OAC minutes are maintained by the Director's Office.

See Appendix B.a - Minutes of advisory group meetings

Comments: Institution was asked to provide full circle of detail for the three programs in evidence: HVAC, Sports Therapy, Plumbing to include the OAC minutes recommending the program, Purchase Requisitions, quotes, copy of check, etc.

Strengths:

Opportunities for Improvement: For greater clarity, provide CIP codes and titles on OAC docs and administrator emails regarding OAC minutes.

Non-Compliant: No evidence of OAC input for improving PPPVE programs. Details were provided for only 3 of 24 PPPVE programs.

Evidence: No follow up to the Ad Ed suggestions in Media Communications. No evidence of tracking.

(b). Determines student and stakeholder satisfaction to attract, satisfy, retain, and increase PPVE enrollment:

1. Do you collect, summarize, and analyze input from students and stakeholders as related to PPVE?

The Adult Education Department distributes end of course surveys to each student. Adult education instructors also complete end of course surveys. Additionally, we regularly solicit surveys from employers. All evaluations are then reviewed by the Adult Education Coordinator (and the Practical Nursing Director for the

Site Review – Lebanon County Career and Technology Center

PN program surveys). Suggests for improvement are considered and if applicable, corrections or program refinement is initiated. Copies of the evaluations are shared with instructors.

See Appendix B.b – Sample student, staff and employer surveys

Comments: Institution was asked to provide full circle of detail to include aggregated data, how negative comments and “disagree” and “strongly disagree” responses are being addressed.

Strengths:

Opportunities for Improvement: Consider developing a standard survey form for all PPPVE programs that identifies the program, number of hours, and person/category being surveyed in order to follow up.

Non-Compliant: There is no evidence of summarizing and analyzing the data collected in surveys or any follow up to improve PPPVE satisfaction and enrollment.

Evidence: Student surveys with analysis and follow up

2. Are there easy access methods for students and stakeholders to contact and communicate to appropriate authorities?

Representatives from the Adult Education Department may be contacted in the office Monday through Friday from 7 a.m. to 3:30 p.m., with occasional or as needed evening office hours. Our Practical Nursing Program office hours are from 7:30 a.m.– 3:30 p.m. with additional resources Monday through Thursday evenings, 2 p.m. to 9:30 p.m. Our phone system also clearly explains how to access the Adult Education Department and request information. Our web site: www.lcctc.edu, also provides program information to students and offers a link for contacting or emailing our staff.

See Appendix B.b - Examples of website and e-mail contacts, Complaint/Grievance Procedure, sample website inquiry forms/communication

Comments: Evidence of website was not specific to adult ed.

Strengths:

Opportunities for Improvement: Build a template to be utilized for all forms of communication that includes an easy access method to contact and communicate as related to all PPPVE programs. Provide screenshot of contact information via website, printed publications for contact, social media tag lines, and advertisements. Consider revising grievance procedure to include steps and timeline for resolution.

Non-Compliant: Provided evidence of advisory committee meetings for only 3 of 24 programs which does not show how students can communicate to authorities.

Evidence: No evidence of website communication forms as stated in the written response.

3. Do you ensure prompt feedback to its students and stakeholders? What are your internal requirements for response time?

Site Review – Lebanon County Career and Technology Center

Program inquiries, clarifications and concerns are addressed on a daily basis. Our phones are staffed Monday through Friday 7 a.m. to 4 p.m.; however, if the appropriate program coordinator or instructor is not available, he or she is asked to return calls or e-mails as soon as possible. Both the Adult Education Coordinator and the Nursing Program Director are available via cell phone after hours.

A Customer Service Protocol was recently introduced to streamline communications between potential students and members of the Adult Education Department. This Customer Service Protocol addresses the need to coordinate communications with potential students and visitors by friendly, prompt, and accurate details. This Protocol addresses person-to-person, telephone, and written communications.

See Appendix B.b - Customer Service Protocol for Potential Students

Comments: Institution was asked to provide dated/timed emails, log of calls in/out to provide evidence that Customer Service Protocol is being followed as related to PPPVE programs.

Strengths: The existence of a Customer Service Protocol is commended.

Opportunities for Improvement:

Non-Compliant: No evidence that Customer Service Protocol is being followed as related to PPPVE programs.

Evidence: Emails regarding issues in Ad Ed programs

4. Do you collect and analyze complaints from students and stakeholders and take corrective action as appropriate? Is there a method to aggregate this information to determine the most frequent issues for actionable resolution?

Through verbal and written communication with our Adult Education Administrative Assistant and our Assistant Director, complaints are collected and analyzed. They are most frequently addressed on an individual or class basis.

A detailed grievance process is outlined for all students in our Adult Education Student Handbook. This book can also be found on the school's website (www.lcctc.edu).

Additionally, a customer service protocol has been developed for use by members of the Adult Education Department. This protocol will be used when fielding questions from prospective students, enrolled students, and general inquiries into the program. By establishing customer service best practices, the Lebanon County CTC will be better able to anticipate the needs of both students and instructors while remaining courteous and professional.

See Appendix B.b – Public Complaint Policy

Comments: Institution was asked to provide information on any formal complaints.

Strengths:

Opportunities for Improvement: Consider revising PPPVE grievance procedure to include three steps and timelines for resolution.

Site Review – Lebanon County Career and Technology Center

Non-Compliant: No evidence of whether or not there have been any formal complaints related to PPPVE programs or if any actionable resolution.

Evidence: Informal complaints with responses.

Primer Data PR

Site Review – Lebanon County Career and Technology Center

CATEGORY C- Administration, Staff, Faculty and Support Services:

(a). Enacts workforce practices that enable all employees to achieve high performance:

1. Does the institute have a sufficient number of administrative, faculty, and support personnel to provide the necessary support for PPVE?

The Adult Education Department is comprised of an Assistant Director of Programs, the Adult Education Coordinator, a Practical Nursing Director, two Administrative Assistants, Business Office staff, a Financial Assistant Consulting Service (Lancaster County CTC) and several instructors who provide assistance and support to our PPVE clients in the following areas: career guidance, needs assessment/financial aid, continuing education counseling, and job placement services. Our adult education faculty is one of our greatest student resources, as they continue to work in industry and can provide current employment information and trends.

All staff is required to attend regularly scheduled professional development sessions and many instructors have additional continuing education credit requirements.

See Appendix C.a – Administration Listing, Adult Education, Staff Listing, Financial Assistance Contact Listing

Comments: Evidence provided shows that the institution has an adequate number of administrative, faculty and staff to support PPPVE.

Strengths:

Opportunities for Improvement:

Non-Compliant:

2. Are adequate custodial services made available to provide care and maintenance of buildings and grounds for the overall institution?

Custodial services are available whenever classes are in session 7 a.m. – 9:30 p.m. (with modified summer hours), with the majority of work occurring during the evening hours, when many adult classes are in session. In case of an emergency or for immediate assistance, the custodial staff may be called or paged at any time.

See Appendix C.a - Custodial services

Comments: Evidence provided shows that there are adequate custodial services available to the institution.

Strengths:

Opportunities for Improvement:

Non-Compliant:

3. Are the duties and responsibilities for each administrative, faculty and support staff employees clearly defined?

Site Review – Lebanon County Career and Technology Center

The duties and responsibilities for all administrators and staff are clearly defined in the Staff Job Descriptions, which are used as a template for annual reviews. PPVE faculty job descriptions are located in the Personnel section of our school-wide Policies and Procedures Manual. Job descriptions are routinely reviewed to assure specific responsibilities are tasked to the appropriate person.

See Appendix C.a - Job descriptions, sample Annual Evaluations

Comments: Evidence provided shows that the duties and responsibilities are clearly defined.

Strengths:

Opportunities for Improvement:

Non-Compliant:

(b). Builds a quality workforce:

1. Are the requirements and skills needed by potential faculty and staff to provide quality PPVE identified?

The qualifications for our potential continuing education faculty are detailed in our classified ad postings and explained in-depth during the interview process. All potential instructors must have adequate training and experience, and be considered subject matter experts (and in for some courses, appropriate licensure/certification). The requirements and skills needed by potential instructors are identified in job descriptions that are approved by our Joint Operating Committee. They are based upon guidelines for vocational instructors from the Pennsylvania Department of Education. All new vocational instructors are assessed to see if skill sets meet appropriate guidelines for necessary instruction.

See Appendix C.b – Samples of instructor qualifications & credentials

Comments: Evidence only provided relative to the requirements for recruiting and hiring secondary faculty where same teachers are providing intergenerational education.

Strengths:

Opportunities for Improvement:

Non-Compliant:

Evidence: Only have intergenerational other than LPN

2. Do you ensure an effective system for recruiting, hiring and retaining faculty and staff that are capable of delivering quality PPVE?

When recruiting PPVE program instructors, we contact the PAVA organization as a source for referrals, as well as place classified ads in the local newspapers and post the available positions(s) on our website. Applicants are interviewed and asked to provide letters of reference and credentials. Our instructors are also required to review and update, if necessary, competency lists annually in order to continue to meet skill needs of students and employers. Our hourly wages are consistent with similar programs throughout the state.

See Appendix C.b - Employee performance reviews

Site Review – Lebanon County Career and Technology Center

Comments: Evidence only provided relative to the requirements for recruiting and hiring secondary intergenerational education.

Strengths:

Opportunities for Improvement:

Non-Compliant:

Evidence: Only have intergenerational other than LPN

3. Are procedures for regular performance evaluation and effectiveness of all administrative, faculty and support employees including a feedback process for each employee accomplished?

The PPVE administrative team is evaluated by the LCCTC Administrative Director (or the applicable program Supervisor) on a yearly basis according to the established Act 93 Agreement. At the beginning of each school year, the administrative team submits goals to the Director, with mid-year and end-of-the-year reports submitted to evaluate the completion of the goals. The Administrative Director reviews the reports and in conjunction with the administrative team, discusses accomplishments, areas in need of improvement, job descriptions, and daily duties. Evaluations of the adult education staff are conducted in a similar fashion by the Assistant Director/Adult Education Administrator. PPVE faculty evaluations are primarily based on student evaluations and employer feedback; however, the continuing education supervisor periodically visits classes to meet with instructors and students to solicit feedback regarding programs.

See Appendix C.b – Sample annual goals

Comments: Evidence provided for effectiveness relative to the administration team, LPN teachers but no faculty and staff outside of these classifications.

Strengths:

Opportunities for Improvement:

Non-Compliant:

(c.) Builds knowledge and skills, career development, for the administration, staff and faculty:

1. Does the institution have appropriate procedures for performance evaluation that identifies professional growth needs of all administration, faculty, staff and other key employees delivering or involved with PPVE?

Through our Professional Education Plan and Professional Education Committee, staff development needs are identified, and assistance is provided in obtaining or enhancing skills for job assignments, attaining certifications, and/or improving skill proficiency in job functions required by PDE and/or the JOC. Staff members are encouraged to participate in professional development courses, programs, workshops, etc. that lead to growth in their specific content areas. Our faculty is also required to meet the state-mandated Act 48 hours of continuing education/professional development. The Adult Education Department pays for instructors to take certification exams related to areas in which they are providing training. Annually a spreadsheet of all instructors PD is shared with the JOC.

Site Review – Lebanon County Career and Technology Center

See Appendix C.c –Professional Development Policy, Continuing Education for Nursing Instructors, RN-Continuing Education Log, Faculty Development Detail Report

Comments: Evidence provided for ACT 48 (secondary programs) only.

Strengths:

Opportunities for Improvement:

Non-Compliant:

2. Are development opportunities determined and made available to meet the goals and objectives of the programs taught by the respective teachers?

Our Director and Assistant Director, in coordination with the Adult Education Coordinator and the Nursing Program Director are responsible for identifying professional development needs and for coordinating on-site training opportunities and in disseminating information about available workshops, conferences, meetings, seminars, and Act 48 providers. All new instructors are also required to complete a two-year induction program acquainting them with the policies and procedures of the school.

See Appendix C.c - Professional Development Policy, Continuing Education for Nursing Instructors, RN-Continuing Education Log, Faculty Development Detail Report

Comments: Evidence provided for ACT 48 (secondary programs) only.

Strengths:

Opportunities for Improvement:

Non-Compliant:

Evidence: Only have intergenerational other than LPN

3. Are the institution's employees informed about the Accreditation System of Institutions for Adult Education (ASIAE) and the process used by the accreditation site-evaluation team, as well as how to conduct the self-study?

All Adult Education Department employees have been notified about the ASIAE's process used by the site-evaluation team and the self-study guidelines.

Comments: Evidence provided is limited to one email sent on November 8, 2016.

Strengths:

Opportunities for Improvement:

Non-Compliant: No clear evidence that employees of the institution were informed about the ASIAE system or the accreditation process.

Site Review – Lebanon County Career and Technology Center

Evidence: Evidence supplied covers 10/13/16, 11/4/16 and 11/8/16

4. Are competent and knowledgeable administration, staff and faculty selected, licensed, and qualified in their field?

Administration, staff and faculty are hired based upon requirements as defined by the Pennsylvania State Department of Education and our job descriptions. The LCCTC seeks individuals who have current licenses in the trade related to the training program. Instructors who teach programs that lead to state licenses are also required to meet the credentialing criteria as mandated by the state. In addition to appropriate credentials and employment in the trade area, the CTC looks for instructors with previous adult education teaching experience.

See Appendix C.c - Appropriate certifications, licenses, qualifications of faculty and professional staff

Comments: Evidence provided for administration, LPN and short-term programs only.

Strengths:

Opportunities for Improvement:

Non-Compliant:

Evidence: Only have intergenerational other than LPN

5. Are employees trained to participate as key individuals in PPVE programs and to fully understand the prerequisites, objectives, competencies, duties/tasks, and standards of their job assignments?

Instructors have a significant part in writing, revising and implementing course competencies, thus fully understanding that all programs are competency-based with approximately 70% hands-on instruction and 30% theory. Each year, a new staff handbook that addresses code of conduct, curriculum and teaching, safety, course cancellations, class attendance, emergency information, ordering of supplies, and personnel information is also uploaded to our server for staff review. The handbook is always available to staff, with updates made as necessary.

See Appendix C.c - Faculty handbook

Comments: No evidence of professional development unique for PPPVE programs provided.

Strengths:

Opportunities for Improvement:

Non-Compliant: No evidence was provided to show that training is done with employees of accredited programs.

Professional development provided for instructors of PPPVE programs to include development in the specialized area.

Site Review – Lebanon County Career and Technology Center

6. Are adequate records available identifying the professional development experiences of its employees? (Examples: conferences, conventions, college courses, professional organization membership, in-services training, etc.)

Yes, records are maintained and stored in the Director's Office. Individual instructors may also maintain copies of certificates, memberships, etc.

See Appendix C.c -Plan for development professional growth, Sample of PD for all LCCTC employees

Comments: No evidence of professional development unique for PPPVE programs provided.

Strengths:

Opportunities for Improvement:

Non-Compliant: No evidence was provided to support the professional development of employees of PPPVE.

Professional development provided for instructors of PPPVE programs to include development in the specialized area.

(d.) Maintains a work environment conducive to the well-being of all employees and students:

1. Does the institution maintain and improve workplace health, safety, security, and ergonomics that involve employees and students?

Our Health Room Attendant is responsible for maintaining health care concerns for employees and students. CPR and First Aide trained employees are also available during evening program hours. For safety purposes, a receptionist is stationed in our main lobby to screen individuals entering the building. Those entering the building are also required to sign-in and wear appropriate badges labeling them as visitors. Security systems that have been previously installed substantially increase the safety of our employees and students; these measures include security cameras, located both in and outside the school. We have a school Safety Committee that meets monthly to continually assess and improve safety practices.

See Appendix C.d - Assigned Areas for Tornado/Thunderstorm Drills, Emergency Phone Numbers, Samples of Safety Meeting Minutes, Naloxone Policy

Comments: Evidence provided shows the institution strives to maintain the health, safety, security and ergonomics of employees and students.

Strengths:

Opportunities for Improvement:

Non-Compliant:

2. Is the level of employee and student well-being and satisfaction assessed? How are necessary improvements determined and made that will improve the work environment and effectiveness of PPVE?

Site Review – Lebanon County Career and Technology Center

Employee well-being satisfaction is assessed on an annual basis during the performance review and informally as needs arise during the year; additionally, end of course instructor surveys are analyzed to determine employee satisfaction. The level of student well-being and satisfaction is assessed by reviewing course evaluations and by talking with students. Improvements are based on the positive impact a change will have on the majority of students and on the feasibility of such an improvement.

See Appendix C.d – Student Surveys, Staff Surveys, Satisfaction Surveys Analysis

Comments: Survey should include safety-oriented questions along with satisfaction-oriented questions.

Strengths:

Opportunities for Improvement:

Non-Compliant:

3. Does the workplace preparedness ensure for emergencies or disasters?

Our Staff Handbook, which is available to all teachers, outlines procedures for emergencies including: bomb threats, suicide, intruders, fires, tornados, earthquakes, floods, injuries, utility emergencies, chemical emergencies and radiological emergencies. Additionally, all staff have and display our Emergency Guidelines flip chart, which was developed by our Crisis Response Team, and is periodically reviewed and revised. Should such an emergency arise, the Crisis Response Team also has certain responsibilities as described in the disaster plan.

See Appendix C.d – Emergency Preparedness Policy, Emergency Guidelines Flip Chart, Hazard Communication Program Policy

Comments: Handbook is in place for preparedness of emergencies and/or disasters.

Strengths:

Opportunities for Improvement:

Non-Compliant:

4. Does the institution determine the factors that affect employee and student well-being and satisfaction and do they account for a diverse workforce?

Again through reviews and evaluations, factors that affect employee and student well-being satisfaction are determined. Historically, factors have included: workplace ergonomics, the learning environment, adequacy of tools and equipment, and instructor knowledge and teaching methods.

See Appendix C.d – Staff surveys, Safety Committee Meeting Minutes

Comments: Surveys are in place to show student well-being.

Strengths:

Site Review – Lebanon County Career and Technology Center

Opportunities for Improvement:

Non-Compliant:

5. Does the institution adequately support the need of its employees in the areas of services, benefits, and policies?

The Adult Education Department does support the needs of its employees in the areas of services, benefits and policies. Instructors and staff receive pay and benefits based upon a contractual agreement between the LCCTC JOC and the LCCTC Education Association. Instructors hired on a course-by-course basis receive an hourly rate, but no benefits. The same hiring/firing and equal opportunity policies are in effect for all employees regardless of department.

See Appendix C.d – Employment Contract Policy, Non-Tenured Staff Members Policy, Salary Determination Policy, Non Discrimination in Employment/Contract Practices Policy, Copy of Board Meeting Agenda, Copy of Collective Bargaining Agreement

Comments: Institution provides adequate support of its employees.

Strengths:

Opportunities for Improvement:

Non-Compliant:

Site Review – Lebanon County Career and Technology Center

SECTION D- Learning-Centered Program Design and Delivery:

(a.) Establishes methods and opportunities for student learning:

1. Is an occupational analysis done to determine the need for a program and to identify specific program objectives, content and duty/task list for each program?

The need for a program is primarily determined by the use of the WIB's (Workforce Investment Board) "high priority occupation" list, research/resources from PA WIOA, and guidance from local agencies (IU13, CareerLink, Office of Probation & Parole, etc.). Input by local business and industry to determine the relevance of a potential program is done via the use of surveys and Occupational Advisory Committee minutes.

Once the need for a new program has been determined, industry representatives, instructors, postsecondary representatives and administrators meet to develop the curriculum and program objectives.

See Appendix D.a – Lebanon County Profile 2016 (Center for Workforce Information & Analysis), Lebanon County Top 50 Employers (4th quarter, 2015), PA Workforce Innovation and Opportunity Act (WIOA) Combined State Plan

Comments: Specific feedback on program objectives and program content in evidence from OACs. OAC meeting minutes reviewed include Sports Technician 2013, Culinary Arts 2014, Cosmo Plumbing, Sports Therapy 2016. The OAC minutes reflect the Committees reviewing the task list as per program.

Strengths:

Opportunities for Improvement:

Non-Compliant:

2. Is instruction directed towards appropriate and clearly formulated objectives with input from students, faculty, staff, public, community, employers, advisory groups and business and industry partnerships?

Program instruction is strongly influenced and directed by faculty and advisory committees, which meet bi-annually for each program. Under the supervision of the Assistant Director all teachers are encouraged to develop content and instructional methodologies that are best suited for learning the skills and knowledge of their respective field of study. Once the program is implemented student evaluations are used to gauge the success and/or failures of the program. Instructors are also surveyed and interviewed during the annual evaluations. Many improvements are made based on student, staff and employer evaluations. Goals are determined by the Administrative Director and submitted and approved through the 3-year Comprehensive Plans.

See Appendix D.a – Comprehensive Plan

Comments: Lebanon County CTC Plan 2019-2022 is lacking any address of Adult Education. We need to see input from *students and instructor surveys* of the programs (annual) of just the adult program completers. NCLEX pass rate below required level.

Strengths:

Site Review – Lebanon County Career and Technology Center

Opportunities for Improvement: Retain students and instructor surveys of the programs (annual). There were no *instructor surveys* of the programs present in the data presented

Non-Compliant:

3. As a function of the specific program, are students assessed, including the necessary core academic skills? Are they given appropriate support or remediation, if applicable, to assure their success in the program they select?

Assessment techniques vary depending upon the length of the program. Short-term or adult continuing education classes are evaluated based on instructor observation or skill/knowledge performance. Each student completing a short-term or continuing education course receives a Certificate of Completion, signifying that the hours and course content has been met.

Long term daytime program assessment techniques include written and oral tests and quizzes, class presentations, project evaluation, and daily work ethic grades, as aligned with the Pennsylvania Department of Education's Math and English Anchors. Students who require remediation of support for skills are offered additional time with one-on-one instruction when available. Students who require remediation with core academic skills are referred to our English and Math instructors for additional assistance. Skills are also assessed through our pre-post NOCTI (industry exams).

See Appendix D.a – Completion Certificates, Industry Certifications earned, NOCTI awards, Student Skills Progression Tracking/Grading documentation

Comments: There is evidence that students are being assessed. Students are being referred and provided support by remediation as evidenced by the student interviews.

Strengths:

Opportunities for Improvement:

Non-Compliant:

4. Does the program design support the state-approved duty/task list and/or guidelines for the instructional program?

Most of our vocational programs are associated with a national or state professional certification. Listed below are the programs with such a certification:

- **Practical Nursing** – PA State Board of Nursing
- **Culinary & Pastry Arts** – American Culinary Federation, ServSafe
- **Health Careers Technology**- American Health Standardized Blood Pressure Management Program
- **Welding** – American Welding Society (AWS)
- **Automotive Technology** – American Service Excellence (ASE)
- **Automotive Technology** – Automotive Youth Educational Systems
- **Cosmetology**- PA State Board of Cosmetology
- **Plumbing/HVAC** – Environmental Protection Agency Freon Recovery
- **Machine Technology** – National Institute for Metalworking Skills
- **Health Careers Technology**- Nurses Aide Training

Site Review – Lebanon County Career and Technology Center

- **Visual Broadcast Technology** – Photo Marketing Association International

As a result of these certifications each program is designed according to licensing/certification guidelines and standards. Additionally, all full-day technical program courses (for co-mingled [intergenerational] adults) follow a prescribed Program of Study (skills progression).

See Appendix D.a – Student Skills Progression Tracking/Grading documentation, PN Nursing Program Course Objectives/Curriculum Outline

Comments: Program design does support state approved duty task lists and guidelines. Evidence examined for CIP codes 51.3901, 50.0402, 48.0501, 46.0399 and 51.0801.

Strengths:

Opportunities for Improvement:

Non-Compliant:

5. Does instructional planning provide sufficient opportunity for students to experience vocational learning leading to knowledge, skills and competencies needed for employment and meeting pre-determined needs of individual students?

All of the Lebanon CTC's vocational programs are designed with the large portion of instruction focusing on skill training. The skill or performance based nature of vocational training allows the instructor the opportunity to evaluate each student on an individual basis. Cognitive learning is done to reinforce the theory or procedures necessary to complete the skill portions of the curriculum. All adult students are also offered the option of completing a cooperative-opportunity (co-op) to receive a varied hands-on approach and enhanced real-world experience. Additionally, all of our health related courses require students to complete off-site clinical experiences.

See Appendix D.a – Student Skills Progression Tracking/Grading documentation, PN Clinical Experience Guidelines, LCCTC Training Agreement (co-op)

Comments: The school does provide sufficient opportunities for students to experience vocational learning.

Strengths: The Lebanon County CTC training agreement for adults who are in cooperative education is well detailed, outlining responsibilities, the co-operative education task list, timesheets with supervisor and student signatures, and a weekly record of activities.

Opportunities for Improvement:

Non-Compliant:

6. Is each student given the opportunity and encouragement to become actively involved in leadership, personal development, and positive concept of self and others, and to attain problem solving and communication skills as part of their learning experience?

It is the goal and mission that the LCCTC develop the whole student. Each instructor is encouraged to assist students in not only academic achievement, but personal growth. Instructors encourage students to

Site Review – Lebanon County Career and Technology Center

communicate and to develop a sense of teamwork amongst their peers. Open communication amongst the students and instructors assist in solving many class problems and questions. All CTC programs are encouraged to align with a Career and Technical School Organization (CTSO) to further support the development of leadership and teamwork. Additionally, job search, interview skills and soft skills are taught in all full-day programs. Full-day programs also afford students the opportunity to participate in on-the-job-training through co-ops and clinical internships.

Additionally, full-day adult students are encouraged to participate in SkillsUSA competitions.

See Appendix D.a –PN Clinical Experience Guidelines, LCCTC Training Agreement (co-op), and SkillsUSA Award Announcement

Comments: Evidence was provided of adults being involved in leadership activities.

Strengths: The site is to be commended for having adult students enrolled in the skills USA program. Two adult students finished with silver medals in 2016 at the state level, one in commercial baking and one in masonry.

Opportunities for Improvement:

Non-Compliant:

7. Is a planning and delivery system documented and in place that allows all students to be engaged in effective learning and doing?

A competency list exists for each of our courses offerings. Instructors use the competencies as they plan for and develop an effective system of delivering course content. For many of our programs, enrollment numbers are limited in an effort to ensure that all students have access to learning experiences necessary to attain competency. Skills attained and grades earned are reflected on end-of-year Program of Study Task Lists. Additionally, students are encouraged to use the online Parent Portal through our student data management system, ClassMate, to be actively engaged in their learning by monitoring grades/attendance. Practical Nursing students are assessed regularly (daily), exams are reviewed in class to reinforce correct information, and grades/progress are regularly communicated; students are also encouraged to take advantage of after-class tutoring offered by the nursing instructors.

See Appendix D.a - Student Skills Progression Tracking/Grading documentation, Practical Nursing Grading Guidelines (from the Practical Nursing Student Handbook)

Comments: Practical nursing grading guidelines and handbook, and course syllabi were provided.

Strengths:

Opportunities for Improvement:

Non-Compliant:

8. Are the courses, as well as the faculty, harmoniously integrated with other instructional programs and/or subject areas?

Site Review – Lebanon County Career and Technology Center

Examples of how our PPVE co-mingled (intergenerational) courses and faculty are integrated with other programs and subject areas include: offering Math and/or English courses/instruction during the full-day programs, and often times different shops/programs will work together on projects (such as remodeling the Fire School).

Several PPVE programs are sequenced (i.e. Basic Welding, Welding I, etc.) or have pre-requisites, providing an essential foundation for future coursework. Some of our programs have established path-ways and articulation agreements with local post-secondary education institutions.

See Appendix D.a – LCCTC Articulation Agreements Chart, English & Math Instruction Schedules

Comments: Yes, remedial classes are scheduled and available in the student's program area. Evidence included schedules for English and math instruction (2013-14, 2015-16, and 2016-17).

Strengths:

Opportunities for Improvement:

Non-Compliant:

9. Are resources other than school faculty, such as employers and community partners, used to support and/or teach knowledge and skills to PPVE students?

The Lebanon CTC uses various employers, community groups and agencies to support our PPVE students. Local businesses and community organizations offer scholarships and awards to adult students and whenever appropriate and possible, instructors arrange for guest speakers to talk to students about business and industry. Often times our OAC members will share/present information to classes. LCCTC also invites employers/business owners to attend/present current employment trends/needs to our Leadership Teams and the JOC. Additionally, most of our short-term, evening courses are taught by adjunct instructors who are industry professionals from local businesses.

See Appendix D.a – Careersin2Years press release, Careersin2Years collaborative meeting agenda

Comments: Standard met, various employers, community groups and agencies support the PPVE students.

Strengths:

Opportunities for Improvement:

Non-Compliant:

10. Does the institution incorporate current and new technology in the design and delivery of its programs in a timely manner?

Program coordinators and instructors regularly research program areas for new and emerging technologies that could be incorporated into teaching and learning. Recommendations from Occupational Advisory Committee members are also strongly encouraged and reviewed by the Administrative Director after each CAC meeting as well as feedback from the business community.

Site Review – Lebanon County Career and Technology Center

See Appendix D.a - Occupational Advisory Committee minutes

Comments: Institution incorporates current and new technology in the design and delivery of its programs.

Strengths:

Opportunities for Improvement:

Non-Compliant:

(b.) Provides opportunities for work-site learning:

1. Does each student have the opportunity to participate in work-site learning when appropriate to the program?

Students enrolled in programs that provide clinical, practicum or cooperative education experiences have the opportunity to learn in work-site settings under the supervision of an instructor/mentor. Students who participate in work-site learning opportunities are required to complete all necessary classroom/theory instruction prior to the start of the work experience. They are also required to maintain satisfactory grade and attendance to continue participation in School-to-Work opportunities.

See Appendix D.b - PN Clinical Expectations, Cooperative Education Policy and Procedures and Tracking Forms

Comments: Students have the opportunity to participate in work-site learning when appropriate or required (LPN).

Strengths:

Opportunities for Improvement:

Non-Compliant:

2. Are there signed record indicating the condition of the student/employer relationship during the work-site learning experience including the student, teacher, employer and others as necessary?

In the practical nursing program, our PN supervisor is responsible for securing and maintaining work-site agreements between the school and the providing facility. For all other vocational programs, students who participate in work-site learning must complete and sign paperwork that explains the student-provider relationship. Questions regarding work-site learning may be addressed to our instructional staff or to our Cooperative Education Coordinator.

See Appendix D.b - PN Clinical Sites Information, PN Clinical Site agreement, Cooperative Education Policy and Procedures and Tracking Forms

Comments: Work-site affiliation agreements present. Lebanon County CTC has created a training agreement which outlines the training agency (employer), school, and student responsibilities. Additional documentation reviewed includes cooperative education student evaluation form, and a record of the student's hours (time card).

Site Review – Lebanon County Career and Technology Center

Strengths:

Opportunities for Improvement:

Non-Compliant:

3. Are the work-site learning objectives documented and a plan outlining the training activities maintained that is based on validated industry standards and approved/authorized by the provider and the school?

In work-site learning situations where instructional staff is not regularly present, the school reviews training objectives with the provider and distributes a formal teaching outline/evaluation, which is aligned with program competencies. As is possible, providers attempt to create work-site learning experiences that meet the individual needs and career goals of the students. For work-site learning situations where instructors are regularly present (such as Practical Nursing), training activities are reviewed in detail with students prior to starting.

See Appendix D.b - PN Clinical Site agreement, Cooperative Education Policy and Procedures and Tracking Forms

Comments: Document review included Practical Nursing Program clinical evaluation tool which includes professional appearance, conduct, attitude towards staff and patients, initiative, and punctuality. Work-site learning objects reviewed for PN are governed by PA State Board of Nursing regulations, curriculum delivery section.

Strengths:

Opportunities for Improvement:

Non-Compliant:

4. Is the work-site learning process properly monitored by the instructor? Is there involvement of the instructor with the employer and are there written evaluations?

In all cases of work-site learning, program instructors or our cooperative education coordinator are regularly present or make scheduled visits to the work-site. For those students who work with instructors at the work-site (such as Practical Nursing), evaluation is performed as it would be in the classroom and documented on each student's competency list. For students who work with on-site mentors, mentors complete a student rating form that is correlated to the competencies for the particular program. The forms are stored in the student's file located in the guidance office.

See Appendix D.b - PN Clinical Site agreement, Cooperative Education Policy and Procedures and Tracking Forms, Medical Assistant Student Clinical Evaluation

Comments: Meets the standard. Work-site learning process is monitored by the instructor daily during the clinical portion. The daily clinical assessment tool is being used.

Strengths:

Site Review – Lebanon County Career and Technology Center

Opportunities for Improvement: In collecting evidence and documentation for this section the site should focus on adult students and their documentation only. Some of the documentation presented was secondary documentation which does not apply to adult education.

Non-Compliant:

(c.) Uses methods for monitoring and tracking student learning

1. Is an efficient and effective student learning tracking system for monitoring and documenting individual student progress in place? Does it accurately reflect student achievement during and at the end of the course?

For our co-mingled (intergenerational) adult students, program competencies are used as a guide for tracking student progress throughout a given course. Instructors monitor and evaluate performance based upon work ethic, knowledge, and skills (each equals 1/3 of the total grade.) All grades are documented in our grading program, ClassMate. Students receive end-of-marking period and end-of-year grades detailing their performance within the different competencies areas.

For adult students enrolled in our PN program, program competencies are again used to track progress. Instructors monitor and evaluate performance based upon tests/quizzes and the clinical work experience. For clinical competencies, instructors are required to sign and date that a student has satisfactorily completed a specific competency. Those assessments are filed in the clinical experience folder for each student.

For students enrolled in our adult evening continuing education programs, which are normally non-credit learning situations, letter grades are not typically awarded. Instead, success is measured according to competency attainment and attendance and certificates of completion are awarded. For those students who request letter grades for employer or agency tuition reimbursement, the competencies are converted to letter grades. All instructors use the competencies as a guideline for writing course syllabi which are distributed to each student at the start of the class.

See Appendix D.c – ClassMate Parent/Student Portal, Student Skills Progression Tracking/Grading documentation

Comments: Program uses percentage grade, ClassMate grading software, and program competency task lists to document individual student progress.

Strengths:

Opportunities for Improvement:

Non-Compliant:

2. Is a well-defined and written grading system in use and shared with each student at the initial startup of the course?

At the beginning of every course or at Orientation, all students receive an Adult Student Handbook that provides an overview of the grading system. Practical Nursing Students also receive a program specific handbook, explaining their grading system.

Site Review – Lebanon County Career and Technology Center

As stated above: For our co-mingled (intergenerational) adult students, program competencies are used as a guide for tracking student progress throughout a given course. Instructors monitor and evaluate performance based upon work ethic, knowledge, and skills (each equals 1/3 of the total grade.) All grades are documented in our grading program, ClassMate. Students receive end-of-marking period and end-of-year grades detailing their performance within the different competencies areas.

For adult students enrolled in our PN program, program competencies are again used to track progress. Instructors monitor and evaluate performance based upon tests/quizzes and the clinical work experience. For clinical competencies, instructors are required to sign and date that a student has satisfactorily completed a specific competency. Those assessments are filed in the clinical experience folder for each student.

For students enrolled in our adult evening continuing education programs, which are normally non-credit learning situations, letter grades are not typically awarded. Instead, success is measured according to competency attainment and attendance and certificates of completion are awarded. For those students who request letter grades for employer or agency tuition reimbursement, the competencies are converted to letter grades. All instructors use the competencies as a guideline for writing course syllabi which are distributed to each student at the start of the class.

We utilize the ClassMate student data system for tracking grades and attendance. We have a separate module exclusive for our adult programming.

See Appendix D.c. - Sample Grade Report in ClassMate, Sample Attendance Report in Classmate

Comments: The classmate student data system available to adult students on-line is appropriate.

Strengths:

Opportunities for Improvement: Grading scale being used for adults must be in the Adult Student handbook. It is important not to rely on secondary policy to cover adult students. Include the grading scale in the performance appraisal/grading section (currently page 9) of the Adult Student handbook.

Non-Compliant:

3. Are clear measures used such as grades, tasks completed, competencies reaching, objectives met, occupational skills achieved, knowledge learning etc. What measures or combination of measures are used and do they accurately reflect student results?

In addition to as stated above, NOCTI industry exams are used (both pre & post exams) to determine skill acquisition. Additionally, adults are encouraged to participate in SkillsUSA competitions.

See Appendix D.c – NOCTI Adult Ed results, SkillsUSA award, SkillsUSA district award list

Comments: Evidence provided shows that measures are in place.

Strengths:

Opportunities for Improvement:

Site Review – Lebanon County Career and Technology Center

Non-Compliant:

4. Is there evidence that the students' attainment of objectives is measured by an evaluation system that includes both school based and, when appropriate, work-site based performance?

Assessment techniques vary depending upon the length of the program (as explained above). In all cases of work-site learning, program instructors or our cooperative education coordinator are regularly present or make scheduled visits to the work-site. For those students who work with instructors at the work-site, evaluation is performed as it would be in the classroom and documented on each student's competency list.

For adult students enrolled in our PN program, program competencies are again used to track progress. Instructors monitor and evaluate performance based upon tests/quizzes and the clinical work experience. For clinical competencies, instructors are required to sign and date that a student has satisfactorily completed a specific competency. Those assessments are filed in the clinical experience folder for each student.

In addition to tracking students' attainment of objectives with our course specific Skills Progression Charts, many of our PPVE full-day programs for our co-mingled (intergenerational) students utilize the NOCTI industry exams to measure skill acquisition. Post-NOCTI results are also used as a tool for program evaluation and improvement.

See Appendix D.c – Adult Student Clinical Evaluation, Adult Education Clinical Externship Agreement, Sample of Adult Student's Cooperative Education Student Task Checklist

Comments: Standard is being met.

Strengths:

Opportunities for Improvement: Maintain in the binder examples of written tests from adult education students. Specifically, teacher made tests. Provide assurances that the adult programs will examples of written tests designed by instructors and included across several CTE programs.

Non-Compliant:

5. Are students effectively assessed using oral, written and other performance methods?

Students are assessed in multiple ways, including: teacher observation, quizzes, tests, and practical skill demonstration.

See Appendix D.c – Screen shot of ClassMate grading system (Practical Nursing) indicating various assessment methods: theory, lab, clinical; Screen shot of ClassMate (co-mingled/intergenerational) grading system indicating various assessment methods: skill, knowledge, and work ethic; Sample Report Card (co-mingled/intergenerational); Sample Report Card (PN)

Comments: The standard is being met.

Strengths:

Opportunities for Improvement:

Site Review – Lebanon County Career and Technology Center

Non-Compliant:

(d.) Maintains processes for providing student support:

1. Are well-defined course descriptions reviewed with each student at the beginning of the course that reflect the overall objectives of the course and, is it explained how the course content relates to occupational skills?

Administrators, coordinators and staff review course descriptions, pre-requisites and objectives. All course descriptions are available to the public in both on-line and printed materials.

See Appendix D.d – Course Descriptions, Recruiting Materials & Brochures

Comments: A well-defined course description is available on line via a program fact sheet showing program length, Description of the program, Career Opportunities after Graduation, Certificates available, financial information, and a contact information for additional information or to register for the program.

Strengths:

Opportunities for Improvement: Provide on the adult daytime webpage hot links from the program name to the program fact sheet.

1. Provide evidence moving forward that the program course objectives and program guidelines are reviewed and accepted by the student. The school narrative in Dd.3 indicates that students do sign a statement that they have read and understand the contents of the handbook, but evidence was not provided by the site.
2. Develop marketing and recruiting materials specific to the adult education student, evidence provided by the site revealed that secondary and adult education is being blended into one marketing pamphlet per program.
3. Include the end-of-program credential earned in each program, this should be included on each program fact sheet.

Non-Compliant: No evidence was provided that course descriptions are being reviewed with each student at the beginning of the course

Evidence: Student signoffs of handbook include policies.

2. Do recruitment materials offer a broad range of career opportunities and are students provided equal opportunities to participate in all activities regardless of race, color, national origin, age, gender, or disability?

Yes, our recruitment materials list career opportunities that are directly related to a specific field of study. Our website also provides students with links to the Department of Labor and Industry's Career Guide which details careers in a particular career cluster.

Our recruitment materials also include our non-discrimination policy as follows: "The LCCTC does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs or activities and provides equal access to the Boy Scouts and other designated youth groups. For information regarding civil

Site Review – Lebanon County Career and Technology Center

rights, grievance procedures or access, contact the Title IX Coordinator or the Section 504 Coordinator, Assistant Director of Students, Greg Williams, by mail: 833 Metro Drive, Lebanon, PA 17042 by email: gwilliam@lcctc.k12.pa.us or by phone: 717-273-8551 extension 2139.”

See Appendix D.d – Course Descriptions, Recruiting Materials & Brochures with disclaimer printed at bottom

Comments:

Strengths:

Opportunities for Improvement: Revise all recruitment materials—including the program fact sheets for adult programs to show a standard and current non-discrimination policy statement. Post the non-discrimination policy statement on the Lebanon County CTC website homepage.

Non-Compliant:

3. Are admissions policies and guidelines clearly stated, published, and made available to all PPVE students prior to enrollment that include such items as: prerequisites for enrollment, expectations for successful completion of a course, the type of report/feedback or grading system used, individual help/coaching available during the course, ethical responsibilities of the student, and the type of certificate, certification, diploma, degree received, etc?

Adult students enrolled in any program at the CTC are provided an Adult Student Handbook. Each student is required to read the handbook and sign that he/she has read and understands the content of the handbook; a copy of the signature page is maintained in each student file. Adult students enrolled in the Practical Nursing Program also are given the Practical Nursing Student Handbook. These handbooks are in addition to the student handbook that is designed for secondary students but also given to adult students. Policies and guidelines including but not limited to enrollment, grading, supply purchase, loans, completion requirements and refund policies, are located in our secondary Student Handbook, which is distributed to each student at the beginning of class.

In compliance with the Gainful Employment Regulations from the United States Department of Education, all information dealing with admissions can be found on the school website, www.lcctc.edu. Additional paper copies are available and can be requested by contacting the Adult Education Department.

See Appendix D.d – Adult Student Handbook, Practical Nursing Student Handbook, Sample Gainful Employment Disclaimer

Comments: Evidence provided included student handbook which covered these areas.

Strengths:

Opportunities for Improvement: The LCCTC Adult Student Handbook requires revision in the following areas:

1. Include the grading scale used in the program
2. Include a section addressing individual help/coaching that is available during the program.

Site Review – Lebanon County Career and Technology Center

3 Policies and guidelines including but enrollment, grading, supply purchase, loans, completion requirements and refund policies should all be included in the Adult Student Handbook, do not rely on the Secondary Program Handbook to be given to the student as a supplement to the LCCTC Adult Policies Handbook.

Non-Compliant:

4. Where applicable, are enrollment and class size in compliance with state standards?

Per state standards, our PN program also caps clinical experience enrollment to fifteen students per instructor, although in many cases the ratio is much smaller.

For other programs, the general standard is 25 students: 1 instructor, but the administrative team may limit enrollment, though not for compliance reasons, but rather in an effort to ensure that all students have access to learning experiences necessary to attain competency.

See Appendix D.d – Course rosters

Comments: Evidence provided by the site meets the standard for compliance.

Strengths:

Opportunities for Improvement:

Non-Compliant:

5. Does the institution inform students of the cost of the program and of any required equipment and supplies?

An Adult Continuing Education brochure, which is published and distributed twice a year, lists course descriptions, costs and required supplies. The brochure is also available on our website at www.lcctc.edu. Additional costs for vocational programs may be obtained by contacting the Adult Education Office at 717-273-8551 ext. 2180.

With the introduction of the new Gainful Employment Regulations from the United States Department of Education, all information dealing with program costs can be found on the school website, www.lcctc.edu. Additional paper copies are available and can be requested by contacting the Adult Education Department.

See Appendix D.d – Tuition Costs Sheets

Comments: The LCCTC does inform adult students of the cost of the program and of any required equipment and supplies in program fact sheets, institution meets the standards.

Strengths:

Opportunities for Improvement:

Non-Compliant:

6. If financial aid is available, is information about it provided to each student?

Site Review – Lebanon County Career and Technology Center

Financial aid is available to our students to apply for and is provided through various means. During interviews for our PN or other vocational programs, students are given a packet of information concerning financial aid. Additional information is also posted on our website at www.lcctc.edu. Additionally, our Financial Aid Consultant, Lancaster County CTC, speaks to PN students at New Student Orientation.

In compliance with Gainful Employment Regulations from the United States Department of Education, all information dealing with financial aid can be found on the school website, www.lcctc.k12.pa.us. Additional paper copies are available and can be requested by contacting the Adult Education Department.

See Appendix D.d - Financial Handbooks

Comments: The LCCTC provided Financial Aid Handbooks for 2013-2014 and 2016-2017.

Strengths:

Opportunities for Improvement: Recommend that LCCTC retain evidence that students are informed and understand the information contained in the Financial Aid Handbook.

Non-Compliant:

7. Does the institution ensure that qualified advisers counsel PVE students on how and where to find jobs and assist in placement in occupations related to the students' training and life experience?

Placement opportunities are posted on our school website. The Adult Education Coordinator and Nursing Program Director also assist with placement. All students are required to complete a Placement Form before the end of the course. Additional services include employment placement specialists or local employment agencies.

See Appendix D.d – Placement Form, Job Postings

Comments: Evidence examined showed placement opportunities posted from a school website. However when the committee visited the LCCTC external job opportunities web link, it was non-functional. Placement forms indicating employment do not reflect verification by staff.

Strengths:

Opportunities for Improvement: Correct the operating function of the LCCTC external job opportunities web link, and verify employment on the placement form.

Non-Compliant:

(e.) Credit Hour Policies:

1. How does the institution define a credit hour based on the credit/hour conversion?

The Lebanon County Career and Technology Center defines a credit hour based on the conversion chart provided by PPVE. For the complete PN class, students take 657 hours of theory which converts to 65.7 credits, and 883 hours of lab/clinical which converts to 44.1 credits. The total clock hours for the PN program is

Site Review – Lebanon County Career and Technology Center

1540, converting to 109.8 credits. Evening dental and daytime students are required to obtain between 1030 and 900 clock hours, depending on their program of study, which can be translated to credit hours.

See Appendix D.e - Credit Hour Policy

Comments: Lebanon County Career and Technology Center Credit Hour policy is acceptable.

Strengths:

Opportunities for Improvement:

Non-Compliant:

2. How does the institution approximate the amount of work for a credit hour based on learning outcomes and verifiable achievement?

The LCCTC follows the guidelines from the USDE with regards to our ability to offer Title IV funding; within many of our programs the amount of work for a credit hour is based on the specifics outlined in each course per clock hours.

See Appendix D.e - Credit Hour Policy

Comments: Meets the standard

Strengths:

Opportunities for Improvement:

Non-Compliant:

3. How does the institution separate the number of hours for direct instruction, lab, and out-of-class work?

The number of hours for direct instruction, lab, and out-of-class work is separated at the discretion of each instructor based on what competencies and requirements students' need to complete in a program.

See Appendix D.e – PN Program Curriculum Plan

Comments:

Strengths:

Opportunities for Improvement:

Non-Compliant: The institution needs to have each program with a defined lab, classroom (theory) and clinical or internship hours defined per program of study.

Evidence: Breakdown of theory and lab for all PPPVE programs.

Site Review – Lebanon County Career and Technology Center

SECTION E- Learning-Centered Facilities and Equipment:

(a.) Acquires proper equipment, materials and adequate supplies and makes them available to support the instructional program objectives and to meet the needs of individual students:

1. Are adequate funds made available for purchasing and replacing equipment, tools, materials and supplies in accordance with the institution's planning objectives and acceptable business and industry practices to ensure safe, quality and effective PPVE?

The LCCTC is a state-of-the-art facility with over 450 computers, eight computer labs, and two million dollars in equipment. Classroom and instructional equipment are purchased using funds from income generated through program offerings and from the general school budget, as well as through grants, donations, corporate gifts and local funds. All large-scale purchases are planned and approved through the schools' Strategic Planning Process and the JOC.

See Appendix E.a – Budgets

Comments: Adequate equipment and supplies available in all areas. Adequate funds seem to be available. School in 2013-2014 and 2014-2015. Spends 16% equipment, books, supplies, and software.

Strengths:

Opportunities for Improvement:

Non-Compliant:

2. Do the equipment, tools, materials and supplies meet the competency based instructional needs of the curriculum (e.g. hands tools, computer, computer software, audiovisual equipment, reference materials and consumable materials)?

All of our courses are competency-based, thus dictating inventory levels appropriate to service our students and instructors. Bi-annually our program OAC's meet to review such items as equipment, tools, materials, and supplies.

See Appendix E.a – OAC minutes, Tool and Equipment Inventories, Equipment/Facility/Resource Material Upgrade Plan

Comments: OAC's are requesting equipment. Equipment, tools, materials and supplies meet the competency based instructional needs of the curriculum.

Strengths: Sports Therapy lab very well equipped. Large mannequin lab.

Opportunities for Improvement:

Non-Compliant:

3. Are the quality and quantity of training stations appropriate for the number of students being served?

Site Review – Lebanon County Career and Technology Center

Enrollment numbers for courses that require the use of training stations is limited so as to provide adequate hands-on time for all students. Computers are replaced and/or upgraded on an as needed basis, while mechanical-related training equipment is replaced during a five-year cycle.

See Appendix E.a – Plot Plan of the School/Classrooms/Training Stations

Comments: Quality and quantity of training stations seems appropriate. School has replaced lab volt training stations, in welding, is installing additional welding booths, LPN programs meets state regulations.

Strengths:

Opportunities for Improvement:

Non-Compliant:

4. Is there an instructional equipment inventory management plan for maintaining equipment and replacing or disposing of obsolete equipment in place?

Each year, our JOC reviews annual program budgets that include the acquisition of new equipment. The Technology Department maintains an inventory of all computers and auxiliary equipment used by both adult students and adult education instructors. All maintenance, replacement and disposal of equipment are based upon JOC approved policy.

See Appendix E.a – OAC minutes, Tool and Equipment Inventories, Equipment/Facility/Resource Material Upgrade Plan, Plan for disposal of obsolete equipment, Property Records Policy

Comments: School districts as a property records policy (#706) which provides for the disposal of equipment. Inventory was presented that shows in the plumbing and HVAC programs that shows the condition of equipment.

Strengths: Equipment/facility/resource material upgrade plan is very detailed. Three year plan allows them to budget in advance.

Opportunities for Improvement:

Non-Compliant:

5. Does the institution acquire equipment, materials and supplies within a reasonable period of time to provide safe and quality education?

For all PPVE programs that utilize materials and supplies, a requisition form for purchases is submitted before the start of each class. Our warehouse is also staffed from 7am to 3:30pm allowing staff to acquire necessary supplies; purchase requisitions for evening instructors are available on-line through our Staff Handbook. Any equipment that is determined to be unsafe is immediately removed from the shop for repair and/or replacement.

See Appendix E.a – Equipment/Facility/Resource Material Upgrade Plan, Copies of Purchase Orders

Site Review – Lebanon County Career and Technology Center

Comments:

Strengths: There is a process in place. Bids are solicited. Once the bid is accepted invoices are filed in a timely manner. OAC's determine equipment that should be removed from the shop for either repair or replacement.

Opportunities for Improvement:

Non-Compliant:

6. Does the institution ensure that equipment and supplies meet appropriate safety requirements, that safety features are in place and that safety instruction is planned, presented, demonstrated and practiced by the instructor?

All programs involving the use of equipment have competencies that directly refer to safety, care and maintenance of that equipment. Students are required to read a safety handbook and sign and pass a safety skills test based upon the materials in the handbook. Students are not permitted to use equipment until instructors have presented and demonstrated safety procedures to the class and until they have successfully passed the safety exam.

Each shop also has MSDS books, which in regards to substances, solvents, chemicals, etc., explain composition, hazards and first aid measures. Copies of the MSDS books also stored with the school nurse. Finally, shops post general school safety regulations for all to students to view.

See Appendix E.a – Safety Program Overview, Acceptable Use of Internet and Computers Policy, Hazard Communication Policy

Comments: Duty tasks list from medical assistant, electrical technology, auto body repair, bakery/pastry chef are in evidence and reflected that safety is part of the curriculum. Safety and acceptable use of internet policy is in place (policy #813). Hazard communication policy is in place (policy #815).

Strengths: A plan is in place for who is in charge of which parts of the safety process.

Opportunities for Improvement:

Non-Compliant:

(b.) Develops physical facilities, including instructional and non-instructional areas that are adequate and provide for safe and quality instruction to meet the program objective:

1. Are physical facilities established that include adequate space and utilities in classrooms and laboratories, and provide for safe and quality instruction to meet the program objectives?

Each lab area is designed to support the activities required for learning (i.e.: the Masonry shop includes mockup of block walls, tile demonstrations, and blueprint reading projects). Most classrooms are also equipped with "Quick Change" demountable partitions, energy efficient ceilings, upgraded lighting, accent lighting, white boards, TV/VCR/DVD equipment and ample instructor office space. Several years ago,

Site Review – Lebanon County Career and Technology Center

shops/classrooms were also relocated to improve cross-training and equipment utilization and several programs were equipped with air purification and exhaust systems to improve air quality. A major building renovation took place in 2009-10, allowing for a more updated heating and cooling system within the school.

See Appendix E.b – Plot Plan of the School/Classrooms/Training Stations

Comments:

Strengths:

Opportunities for Improvement: Many heavy items stored in culinary and baking programs on high shelves without stepstool or other way of getting them down present. Floor lines are not painted in all relevant areas. Ensure that appropriate PPE equipment (gloves in food preparation program) are present. Ensure that all programs have fire evacuation maps plainly posted.

Non-Compliant:

2. Does the institution ensure that instructional and non-instructional areas, including storage areas, restrooms, and offices are adequate for the number of students and staff? Is space adequate for storing projects student materials, cleanup, computers telephones and office equipment?

Yes, through a series of remodeling and expansion projects throughout the past five years, the LCCTC has maintained its position as a state-of-the-art facility housing twenty-two daytime programs, multiple short-term evening programs and one evening full-time program, and two LPN classes with over 700 students. Our campus covers over 166,000 square feet with adequate instructional labs and classrooms, staff offices, storage areas and restrooms.

See Appendix E.b – Plot Plan of the School/Classrooms/Training Stations

Comments: Committee felt that adequate instructional labs and classrooms are available. Safety equipment was adequately identified with property signage.

Strengths: Areas are very well maintained. Amount of storage is impressive.

Opportunities for Improvement: Many heavy items stored in culinary and baking programs are placed on high shelves without stepstool or other way of getting them down from the shelf.

Non-Compliant:

3. Does the institution ensure that facilities are adequate to meet the needs of students with disabilities as well as providing for the special needs of co-educational classes?

Through Title 504 and ADA, the LCCTC is in compliance with laws and codes that reference parking, entrances, hallways, restrooms, classrooms, etc., for students and staff with disabilities.

See Appendix E.b – Plot Plan of the School/Classrooms/Training Stations

Site Review – Lebanon County Career and Technology Center

Comments: Section 504 plan exists and is compliant. ADA guidelines are being met. Disabled parking exists. Hallways are wide enough.

Strengths:

Opportunities for Improvement:

Non-Compliant:

4. Does the institution ensure that physical facilities are adequately maintained as required for providing safe and quality instruction?

The school's full-time maintenance/custodial department maintain grounds, buildings, and school systems on a daily basis. Major renovations, room changes and full-facility cleanings are performed from June to August when attendance has decreased. Requests for routine maintenance are handled in a timely manner and are managed through work requisitions. Emergency situations are addressed immediately by either school maintenance staff or contracted service companies.

Custodial services are available whenever classes are in session 7 a.m. – 9:30 p.m. (with modified summer hours), with the majority of work occurring during the evening hours, when many adult classes are in session. In case of an emergency or for immediate assistance, the custodial staff may be called or paged at any time.

See Appendix E.b - Custodial services

Comments: Evidence provided shows that the facility is adequately maintained.

Strengths: Upkeep and maintenance exceeds expectations.

Opportunities for Improvement:

Non-Compliant:

Site Review – Lebanon County Career and Technology Center

CATEGORY F- Organizational Performance Results:

(a.) Student learning and satisfaction results:

1. What is the institution's current data that shows results in the areas of student learning such as grades, satisfactory completion, competencies completed, or improvement in knowledge and skill for PPVE students?

With the implementation of several new, adult education, short-term programs (and new instructors), survey results from both student and staff provide valuable insight to help establish new goals and objectives for these courses.

Virtually all of this year's students completed the end of program surveys. The Adult Education Department read through all of the results, and met to discuss how changes could be implemented throughout the programs. Suggestions included strengthening consistency & communication in the PM Practical Nursing program, as well as more/better equipment for the Evening Welding Program. The Adult Education Coordinator will continue to use this information to hire more competent staff, ensure better supervision/presence for the PM PN program, and add some equipment to the welding program.

In the 2015-2016 academic year, a total of 199 adult learners completed programs, receiving certificated of completion. Of that number: 36 completed full-time, co-mingled (intergenerational) technical programs, 84 completed short-term training programs, and 79 completed the Practical Nursing program.

See Appendix F.a – Adult Education Programs Rosters 2015-2016

Comments: Institution was asked to provide grading policy with key, list of competencies, PN clinical evaluations, industry certifications earned, final transcripts, certificates of completion.

Strengths:

Opportunities for Improvement:

Non-Compliant: No evidence provided to show individual student grades, completion, competencies for all PPPVE programs over 5 years.

Evidence: Completions, competencies and grades for all PPPVE programs for 5 years.

2. What is the institution's current information about attendance, dropout, and completion for the PPVE programs?

Tracking regarding attendance, dropout and completion is tracked in Adult Class Mate.

Completion rates for the 2015-16 Practical Nursing program are as follows:

- Full-time program (15-16) = 70% (66 starts/46 completers – 1 deceased)
- Part-time program (14-16) = 70% (47 starts/33 completers)

Licensure/Credentialing for the 2015-16 Practical Nursing program are as follows (testing is ongoing, and results are posted quarterly, so these rates are as of 8/15/15):

- Full-time program (15-16) = 14

Site Review – Lebanon County Career and Technology Center

- Part-time program (14-16) = 21

See Appendix F.a – Student Outcome Data Chart, PIMS CTE QC Report 16

Comments: Institution was asked to provide attendance policy for each specific PPPVE program. In one case 15 entered welding but only 3 completed, Why?

Strengths:

Opportunities for Improvement: Aggregate data and prepare action plan to resolve areas of weakness. Consider polling OACs to determine appropriate/realistic workplace attendance policies as some PPPVE students miss more than 15 days.

Non-Compliant: No evidence provided except 1 year for intergenerational and 1 year of PN.

Evidence: Completion/withdrawn rates for PPPVE programs for 5 years.

3. What is the institution's current information on the number of diplomas, certificates, degrees, etc, issued to students?

The current NCLEX (Practical Nursing Licensure exam) for the current year (October 1, 2015 – September 30, 2016) = 82% (the 4th quarter results are not yet available)

Licensure/Credentialing for the 2015-16 Practical Nursing program are as follows (testing is ongoing, and results are posted quarterly, so these rates are as of 8/15/15):

- Full-time program (15-16) = 14
- Part-time program (14-16) = 21

See Appendix F.a – Student Outcome Data Chart, NCLEX results, PIMS CTE QC Report 16, PA Emissions Class Final Exam Summary Reports

Comments: Institution was asked to provide program data regarding diplomas, certifications earned for all PPPVE programs over 5 years.

Strengths:

Opportunities for Improvement:

Non-Compliant: No evidence of diplomas or certificates was provided for PPPVE programs.

Evidence: Completions and certificates for PPPVE programs for 5 yrs.

4. What is the institution's current information on awards or recognition of special student achievement?

For the 2015-16 academic year, over \$12,000 in scholarship money was awarded to PPVE students.

See Appendix F.a – NOCTI results, NCLEX results (3rd quarter)

Site Review – Lebanon County Career and Technology Center

Comments: Institution was asked to provide details on PPPVE student awards (not industry certifications or end of program assessments).

Strengths:

Opportunities for Improvement:

Non-Compliant: No evidence of awards or special recognition of PPPVE students.

Evidence: Perfect Attendance, Honor Roll, and Director's Report listing Special Awards

5. What are the institution's results from tracking the Adult Affidavit Program Registration with CATs?

With the availability of more and more federal funds and subsidies (such as the IRE grant) to adults, we have had many inquiries about developing entry-level job training programs (such as Basic Welding and Basic Culinary Skills). Additionally, we've seen a greater surge in adults interested in our full-time, co-mingled (intergenerational) technical programs. Unfortunately, as we serve high school students first, we have had to turn away many eligible adult students as many popular programs are at capacity (Cosmetology, Welding, etc.). We are addressing this issue slowly by offering more evening programs in the evening as we see more adult students transition in their careers due to a growing economic technology shift. We recently added two levels of Welding courses to our evening offerings and are approved to begin an evening Cosmetology course (currently enrolling, expecting to begin Fall 2016).

The Practical Nursing program has seen a slight shift in enrollment. We have much more interest in the part-time evening program than in previous years. The full-time program continues to enroll to capacity.

Another area of growth has been with our Customized Training Programs. Several businesses throughout Lebanon County have partnered with LCCTC as we develop job-skill specific training packages for their employees to assist with providing the skills necessary for job advancement (such as Electromechanical, Electrical, and Pipefitting).

We will continue to offer technical training at a competitive price for high priority occupations that will lead to immediate employment for our adults in our community.

See Appendix F.a – Adult Education Programs Rosters 2015-2016

Comments: Institution was asked to provide PPPVE CATS printouts for 5 years.

Strengths:

Opportunities for Improvement: Consider deleting from CATS those programs that had no students in 3 consecutive years.

Non-Compliant: No evidence of CATS for yearly comparison or to show the demand for PPPVE programs.

**Evidence: PDE 285 Reports showing addition of Landscape and Rehab Aide
5 year rosters**

Site Review – Lebanon County Career and Technology Center

(b.) Public, community and employer satisfaction results:

1. What is the institution's current data and information showing the levels of satisfaction or dissatisfaction?

Historically, feedback from employers occurs through our bi-annual OAC meetings as most of the committee members are local business owners, many of which employ our former students. Although this regular communication/feedback is ongoing and extremely insightful, it is difficult to track/document. Recently, the Adult Education Department has begun emailing Employer Surveys asking the business community for feedback regarding our programs and the quality of our students, but return rates are low. The most valuable information from employers occurs through informal and regular communications such as telephone calls and emails.

The Practical Nursing department also receives (informal) regular feedback from employers as they are regularly on-site for clinical rotations with students at many of the employers.

See Appendix F.b – Employer Surveys, Email Communication from Employers

Comments: Evidence provided was PN clinical evaluations, and student and staff evaluations; these do not show level of public, community or employer satisfaction.

Strengths:

Opportunities for Improvement: Consider redesigning survey and results/analysis to provide a complete picture of all PPPVE programs including revising questions to address each specific stakeholder group.

Non-Compliant: Provided evidence of 3 LPN employer evaluations. No other evidence of public, community or employer satisfaction or any aggregate results related to the other 23 PPPVE programs.

Evidence: Staff and Faculty surveys, analysis and action plans for past 5 years
Employer surveys, analysis and action plans for past 5 years
Emails with employers
OAC minutes

2. What is the institution's current data and information on enrollment, retention, student placement, and employer feedback?

Enrollment and retention were discussed in F.a.2. Placement opportunities included: employment, the military, and continuing education. We collect Placement information from every adult learner before they exit the program. The Adult Education Department in conjunction with the Practical Nursing Department assists with job placement on an as-needed, one-on-one basis. Additionally, we collaborate with local employers and post open positions on our school website.

See Appendix F. b – Placement Forms, Job Postings from School Website

Comments: Institution was asked to provide consistent data for enrollment, retention, placement for all PPPVE programs over 5 years (not only LPN) and employer feedback and aggregated student data.

Strengths:

Site Review – Lebanon County Career and Technology Center

Opportunities for Improvement: Consider hiring a career counselor to assist with PPPVE students finding job placement and develop a point of contact for employers.

Non-Compliant: No evidence provided regarding enrollment, retention, placement or employer feedback per PPPVE program for each of 5 years. Ads for job postings do not provide evidence of enrollment, retention, placement or employer feedback related to PPPVE programs.

Evidence: Employer surveys, analysis and action plans for past 5 years
Placement forms
Rosters and completers

3. What is the institution's current data and information on student, faculty, and staff satisfaction and dissatisfaction?

During the last session of all courses, the Adult Education Department distributes instructor/course and facility evaluations to each instructor. After the evaluations have been completed, they are collected and reviewed by the Adult Education Coordinator and the Practical Nursing Director.

All adult education students also receive a Student Exit Survey regarding the quality of education received in an effort to continually improve program content. Results are analyzed and action plans formed based on feedback. Results are also shared with the course instructors.

See Appendix F. b – Staff Surveys

Comments: Institution was asked to provide aggregate data and follow up information and action plans related to PPPVE programs.

Strengths:

Opportunities for Improvement: Consider revising surveys to identify program CIP and hours to determine if it is PPPVE.

Non-Compliant: Provided only scant LPN information related to program improvements. No other data for other 23 PPPVE programs was provided. No aggregated evidence provided regarding PPPVE student, faculty and staff satisfaction over 5 years.

Evidence: Staff and Faculty surveys, analysis and action plans for past 5 years
Student surveys, analysis and action plans for past 5 years
Post Grad surveys

(c.) Budgetary and operational results:

1. What is the institution's current data and information about funding to the organization and grants to students?

Each year, the Lebanon County Career and Technology Center receives several sources of funding, including TRA, OVR, SEC, Career Link, PHEF and PELL for adult education. New this past year, we were able to coordinate with the IU-13 to create and conduct two, short-term programs as a result of the IRE grant (to support the re-entry initiative). Historically, however, our greatest sources of funding (for our full-time programs) has been through Title IV funds.

Site Review – Lebanon County Career and Technology Center

See Appendix F. c – Rosters with pay types

Comments: Institution was asked to provide details on amount paid for each type of fees per PPPVE program per year. Data provided shows each student is sole source funded; were any combo funded and to provide information on organizational funding as related to PPPVE—Perkins, 688, WIOA, grants, etc.

Strengths:

Opportunities for Improvement:

Non-Compliant: No evidence provided for funding to the organization as related to PPPVE. No evidence provided for detailed student funding amounts.

Evidence: IPEDS Reports
5 year costs – tuition, supplies and fees
Breakdown of each enrolled student's costs

2. What is the institution's current information about staying within budget and budget growth?

The Administrative team, in conjunction with the JOC, reviews each program budget annually and meets monthly to review budget items. Budget increases may occur each year with the intention of keeping the increase within the county average of the Act 1 index. The goal concerning the budget is to always operate within the guidelines established and to operate adult programs at a break-even minimum.

The Administrative Director, Assistant Director, Business Manager, and Adult Education Coordinator meet on a yearly basis to review the Adult Education budget. The budget is part of the overall LCCTC budget. Throughout the year, the Business Manager provides the Adult Education Coordinator with updates regarding spending and revenue added.

The 2-15-16 budget demonstrates an increased allotment for Adult Education of \$26,593 over the previous year's budget.

Tuition rates (for all programs) increased slightly from previous year to cover costs.

The most current default cohort rates demonstrate a reduction in default rate (2012) and an increase of the number of students in repayment; with our financial aid presentation, pre-entrance counseling, and exit counseling, we expect this positive trend to continue.

See Appendix F. c – Adult Education Budget (years 2012 – 2017), Tuition Cost Sheets, School Default Rates

Comments: Institution provided *estimated* adult (including short term?) expenditure and a summary revenue/expense sheets that did not align to expenditures discussed elsewhere in the narrative.

Strengths:

Opportunities for Improvement:

Non-Compliant: No detailed PPPVE revenue information provided per year.

Site Review – Lebanon County Career and Technology Center

Evidence: Revenue provided for 5 years

3. What is the institution's current information about new programs and program improvement?

Programs offered to our adult students directly correlate to high priority occupations (HPOs). The Pennsylvania Department of Labor and Industry prepares a baseline list of HPOs in demand by employers, which the Lebanon County CTC takes into account when opening a new program. Major areas are addressed in determining if programs match to HPOs: Importance to the Targeted Industry Cluster, Annual Job Openings, Job Quality.

As the Lebanon County Career & Technology Center strives to address HPO's in the PA workforce, adult classes are consistent in teaching what students will need to know as they leave school for the "real world." Oftentimes, adult students are already heavily into the "real world," so the training received at the CTC is instrumental in placing them at a job where their needs meet what the PA workforce needs.

Partnerships with the local WIB, the IU-13, and CareerLink also helps the Lebanon CTC prepare new and relevant programs.

Each year, the Adult Education Department reviews the course listing and adds and/or eliminates programs based upon previous years' success. We are also currently seeking additional input about programs from the business community via an industry survey. Feedback is reviewed, aggregated and implemented where deemed appropriate.

Based on a request from the IU-13, as part of the IRE grant (funding for job training for re-entry citizens), the LCCTC formed and conducted three new short-term programs this past year: Basic Welding (60 hours), Welding Level I (81 hours), and Basic Culinary Skills (50 hours).

In addition, in response to the community's need for, and interest in, Cosmetology, the LCCTC applied, and was approved to add a part-time, evening Cosmetology course. Since our full-time day program is normally filled to capacity from our high school population and because the only other Cosmetology School in the county no longer offers evening courses, the LCCTC decided to pursue this new program offering, which is a 1250-hour program over 80 months.

Another new program development includes a Culinary & Pastry Apprenticeship Program that is approved by the Department of Labor. This 4,000-hour apprentice program will launch in the Fall of 2016.

See Appendix F. c – Cosmetology Enrollment Agreement, Culinary/Pastry Apprentice Overview, New Program Flyers

Comments: Institution provided blank cosmetology student agreement, culinary apprenticeship program and short term program information. Was asked to provide LAC, OAC, EPC, PPC evidence/minutes showing discussion of new and/or improved PPPVE programs.

Strengths:

Opportunities for Improvement:

Site Review – Lebanon County Career and Technology Center

Non-Compliant: No evidence of new program or program improvement for PPPVE programs over 5 years.

Evidence: 5 year JOC minutes – approval of instructors, budget, policies, etc.
OAC minutes

4. What is the institution's information on net cost per student?

Each program offers its own set of costs per student, including program duration, cost of materials, etc., thus making it difficult to assign a net cost per student.

Current tuition rates are as follows:

- Full-time PN program \$11,950, plus expenses
- Part-time PN Program \$12,225, plus expenses
- Co-mingled (intergenerational) adult students \$8,190, plus students may also incur additional expenses for books and supplies
- Short-Term programs and Customized Training Program costs vary depending on length of program and materials costs*

*For Continuing Education Classes (part-time evening) and Customized Training Program costs, the cost is determined by a number of factors such as: instructor cost, course prep time, materials, books and any incidentals. These are added up to give a total program cost. By dividing the number of students that the school needs to receive state subsidy (six) into the total program costs and add an administrative fee, a total cost is formulated. The school also, look at costs that other CTC's and community colleges charge and adjust accordingly to remain competitive while still allowing students to receive an excellent education for a rate consistent (and often lower) than other competitors.

Adult students may obtain costs by logging onto the Adult Programs page of our website, www.lcctc.edu or by calling the Adult Education Department.

See Appendix F. c – Tuition Charts

Comments: Evidence does not show break down per program.

Strengths:

Opportunities for Improvement:

Non-Compliant: No evidence of total tuition/costs per PPPVE program per student.

Evidence: 5 year costs – tuition, supplies and fees
Breakdown of each enrolled student's costs

(d.) Administration, faculty, and staff satisfaction results:

1. What is the institution's data and information showing the levels of satisfaction or dissatisfaction?

During their annual reviews, administrators, faculty and staff have an opportunity to share feelings of satisfaction or areas of concern. In addition to annual reviews, a CTC Leadership Team comprised of our administrative team, PN supervisor, IT Director, guidance counselors, special populations coordinator meet

Site Review – Lebanon County Career and Technology Center

weekly to discuss issues including, but not limited to, safety, work environment, and building facilities. Staff concerns may also be addressed and worked through via our Staff Forum, which meets monthly.

See Appendix F. d – Staff Satisfaction Surveys

Comments: Institution was asked to provide SREB survey related to HS and evidence of how faculty dissatisfaction is addressed.

Strengths:

Opportunities for Improvement: Suggest tweaking SREB survey to build a template for PPPVE survey.

Non-Compliant: No evidence of PPPVE administrator, faculty/staff surveys per 24 programs over 5 years.

Evidence: Faculty and staff surveys for past 5 years
No Admin surveys

2. What is the institution's data and information related to safety and overall well-being?

Our Health and Safety Coordinator is responsible for maintaining health care concerns and safety-related information for employees and students. Our Safety Committee meets monthly to discuss issues of safety and well-being.

See Appendix F. d – Safety Committee Meeting Minutes

Comments: Provided safety committee meeting minutes, a list of safety webinars available to staff, and drill response time.

Strengths:

Opportunities for Improvement:

Non-Compliant:

3. What is the institution's data on individual employee training and development?

Employee training is a key component to our program success. Staff members are encouraged to participate in professional development courses, programs, workshops, etc. that lead to growth in their specific content areas. Our full-time faculty is also required to meet the state-mandated Act 48 hours of continuing education/professional development. The Adult Education Department pays for instructors to take certification exams related to areas in which they are providing training. The Adult Education Department maintains all documentation related to professional development.

See Appendix F. d – Continuing Education Policy for PN, PN Continuing Education Logs, Staff Development Annual Log

Comments: Provided 5 years of professional development training logs with PPPVE teachers identified.

Site Review – Lebanon County Career and Technology Center

Strengths:

Opportunities for Improvement:

Non-Compliant:

Final Draft

Site Review – Lebanon County Career and Technology Center

SCORING

Standard/Category	Directive	Score
A - a	Provides direction to the overall organization:	2
A - b	Establishes the future direction for PPPVE and implements the plan:	1
A - c	Reviews the organization's performance:	2
A - d	Meets its regulatory requirements and public responsibilities:	2
B - a	Involves the Community:	0
B - b	Determines student and stakeholder satisfaction to attract, satisfy, retain, and increase PPVE enrollment:	1
C - a	Enacts workforce practices that enable all employees to achieve high performance:	2
C - b	Builds a quality workforce:	1
C - c	Builds knowledge and skills, career development, for the administration, staff, and faculty:	0
C - d	Maintains a work environment conducive to the well-being of all employees and students:	2
D - a	Establishes methods and opportunities for student learning:	2
D - b	Provides opportunities for work-site learning:	2
D - c	Uses methods for monitoring and tracking student learning:	2
D - d	Maintains processes for providing student support:	1
D - e	Credit Hours Policies	1
E - a	Acquires proper equipment, materials and adequate supplies and	3

Site Review – Lebanon County Career and Technology Center

	makes them available to support the instructional program objectives and to meet the needs of individual students:	
E – b	Develops physical facilities, including instructional and non-instructional areas, that are adequate and provide for safe and quality instruction to meet the program objective: Strengths:	3
F – a	Student learning and satisfaction results:	0
F – b	Public, community and employer satisfaction results:	0
F – c	Budgetary and operational results:	0
F – d	Administration, faculty, and staff satisfaction results:	2
	Highest Score Possible	67
	Total Score	31

Y1

Site Review – Lebanon County Career and Technology Center

Name of Institution: Lebanon County Career and Technology Center

Date of On-Site Evaluation: November 14-16, 2016

CATEGORY A- Organizational Leadership:

(a). Provides direction to the overall organization:

1. Does the administrative team set and disseminate values, direction, and performance expectation? Is two-way communication ensured on these items? (List the names and job titles of the administrative team for the applicant institute).

The public postsecondary vocational education (PPVE) administrative team in conjunction with the LCCTC's Joint Operating Committee collaborates with school's Leadership Team, instructors, adult students, employers and local community agencies, such as the IU-13 and the Workforce Investment Board, set and disseminate program requirements, values, directions and performance expectations for all programs offered to adult learners.

Student, staff, and employer evaluations, program advisory meetings, and participation in local business partnerships and committees ensure effective two-way communications at all levels.

The administrative team responsible for the Adult Education Program is comprised of:

George Custer	Administrative Director
Glenn K. Meck	Assistant Director
	Adult Education Coordinator
Charlene Hornberger	Administrative Assistant
Jenny Neidigh	Licensed Practical Nursing Supervisor
Dawn VanWinkle	Administrative Assistant
Francis Sobotor	Business Office Administrator
Randy Stamm	Network Administrator

See Appendix A.a - Organizational Chart

Comments: Resources exist to adequately provide direction under the requirements of PPPVE.

Strengths:

Opportunities for Improvement:

Non-Compliant:

2. What is the organization's official vision and mission that clearly reflects its overall purpose of existence and implies/includes PPVE in its scope?

The Lebanon County Career and Technology Center's official vision and mission is documented in the school's Strategic Plan. The Mission of the Lebanon County Career and Technology Center is to provide high school and adult students with the skill, knowledge, and understanding necessary to obtain employment, advance in careers, pursue postsecondary education and enrich their lives.

Site Review – Lebanon County Career and Technology Center

The school also adheres to a set of shared values.

See Appendix A.a - Mission & Shared Values

Comments: Mission clearly identifies the commitment to adult student learners.

Strengths:

Opportunities for Improvement:

Non-Compliant:

3. Is the overall vision/mission and PPVE services communicated to key stakeholders such as employers, public/community organizations, faculty/staff and adult students?

Our overall vision/mission and services are communicated in various ways throughout the school and community. The Lebanon County Career & Technology Center's mission statement and shared values is posted on our website (www.lcctc.edu) and are strategically displayed in various areas of the school (i.e. hallways, board room, etc.) as well as included in Adult Education Student Handbook.

PPVE services are communicated through brochures and flyers available for pick-up at the school for interested potential students. Program information is also communicated to students requesting career guidance via e-mail, fax, phone, and in person.

Marketing materials are also shared with businesses, community and funding agencies (such as CareerLink, IU-13, Adult Probation, and the Chamber of Commerce, etc.).

Additionally, adult courses and program information are detailed on our website, www.lcctc.edu, as well as on the school's Facebook page (facebook.com/lcctc) and Twitter feed ([@lcctc](https://twitter.com/lcctc)).

Program information is shared with the public through newspaper press-releases, local newspaper advertising, and billboard advertising throughout the community.

See Appendix A.a - Methods of communicating to the public

Comments: Minimal reference relative to intergenerational programs with evidence only provided for LPN and short-term training programs.

Strengths:

Opportunities for Improvement:

Non-Compliant:

(b). Establishes the future direction for PPVE and implements the plan.

1. Is your overall vision/mission and operations based on public/community needs and expectations of key customers and based on current data and information?

Site Review – Lebanon County Career and Technology Center

Our vision/mission statement stresses the importance of application-based training as well as life-long learning. These concepts encompass the adult students approach to securing and maintaining a good quality of life in Lebanon County. Our programs are based on vocational and technical skills needed and required by employers in a particular field of study. The majority of our programs have been approved for funding as “in demand” or “high-priority” occupations through the Workforce Investment Board.

The Adult Education Coordinator meets with local business leaders and serves on several community boards to assess workforce needs (Workforce Development Association, Re-entry Coalition, etc.).

See Appendix A.b - Labor market and economic study results

Comments: Evidence limited to LPN and short-term educational programs.

Strengths:

Opportunities for Improvement:

Non-Compliant:

2. Does the strategic plan establish goals and objectives that include strategies for PPVE, are they timely and futuristic in scope?

Although our Strategic Plan provides pertains primarily to Secondary students, many of the educational goals identified are universal in scope and applied equally to adult programs. Those associated with the adult learner include: proficiency in Mathematics and Reading, attendance at 90% or higher, participation in NOCTI exams, and utilizing technology that will improve communication between school, staff, students, families and communities and improves access to information.

Co-mingled (intergenerational) adults and Practical Nursing daytime students are eligible to attend Math and English to improve their skills. Co-mingled (intergenerational) adult students are also required to take the pre and post NOCTI exams.

See Appendix A.b - Strategic plans

Comments: Evidence limited to same opportunities provided to secondary students. Evidence did not identify opportunity for advanced learning opportunities for adult learners.

Strengths:

Opportunities for Improvement:

Non-Compliant:

Evidence: Intergenerational Advanced Placement Policy
Advanced placement for LPN
OCA Minutes

3. What are your PPVE key strategic objectives, action plan, and timetables for accomplishing them?

Site Review – Lebanon County Career and Technology Center

As part of an on-going process and our long-term goals, the CTC Adult Education Department seeks to incorporate the following objectives:

Objective 1

- Improve occupational competency of employed individuals.
- Improve volume of basic and advanced technical training for business and industry.
- Promote similar training packages for industrial needs with the ability to customize the training based on operations and equipment of the industry.

Objective 2

- Prepare individuals for occupational changes.
- Increase training options for under-skilled workers and dislocated workers who require new or additional training to re-enter the work force.
- Enroll students in programs that lead to in-demand occupations that will allow individuals to earn a wage that is comparable to their previous wage. This is accomplished through the development of continuing education and daytime vocational programs that promote high skill/high wage outcomes.

Action Plan – increase the opportunities for employed individuals to enroll in our continuing education courses by offering evening courses and coordinating flexible scheduling for trainings as requested by employers. We will continue to develop and offer varying levels of program training: basic, intermediate and advanced training in various industrial and trade-related programs, such as Welding and Pipefitting. We will continue to strengthen and build additional business partnerships to coordinate Customized Training Packages to meet their labor force needs.

Time Frame - ongoing

See Appendix A.b - Copies of contracts between the school & business/industry related to program offerings

Comments: Evidence within the strategic/comprehensive plan were focused on short-term training programs.

Strengths:

Opportunities for Improvement:

Non-Compliant:

4. What are your key measurements and performance indicators/targets that will identify successful completion, and are used to track the plan execution?

In a number of our programs national and state certification is used as a performance indicator (NOCTI). Requirements set forth by State licensing bodies dictate the degree of performance for a number of our PPVE programs. Currently, in our Practical Nursing program, approximately 82% of our students (of first-time test takers) achieve the necessary score to secure their professional license in the area of study.

In other programs, trade-related certifications are offered to enhance the student's employability as well as his/her value within occupational areas (PA State Vehicle Safety and Emissions certifications). Additional certifications are offered to enhance current employment opportunities or maintain required levels of certification (OSHA, ServeSafe, etc.).

Site Review – Lebanon County Career and Technology Center

See Appendix A.b – Copies of NCLEX (PN licensure rates), and NOCTI scores & Certifications

Comments: Opportunities for adults are identical to those provided to secondary students.

Strengths:

Opportunities for Improvement:

Non-Compliant:

(c.) Reviews the organization's performance:

1. Do senior leaders ensure the school is meeting its fiscal budget and other accountabilities?

The Leadership Team meets weekly to review administrative items, such as the budget to ensure that the school is meeting its fiscal budget (Adult Education) on an on-going basis. The team includes: the Director, the Assistant Director, the Business Administrator, the Nursing Program Director, the IT Director, the Special Needs Coordinator, the two School Counselors, and the Adult Education Coordinator. Expenses and revenue dealing with adult education are available on a monthly basis and are approved by the Joint Operating Committee. To determine the feasibility for operating various adult education programs, revenues and expenses are tracked on a program-by-program basis.

Educational accountability is based on both the completion and placement rate and end-of-program NOCTI scores (for programs that offer NOCTI) in each program.

Information concerning licensure rate for the Practical Nursing Program is dispersed quarterly from the state of Pennsylvania. This information is used to determine credibility for the operation and approval for the program.

See Appendix A.c - Fiscal budgets and budgeting strategies

Comments: Evidence provided shows that senior leaders review the fiscal budget.

Strengths:

Opportunities for Improvement:

Non-Compliant:

2. Do senior leaders regularly review the school's progress to assure it is reaching its goals, objectives and PPVE commitments, and make revisions and take corrective action? What are some recent accomplishments?

The Leadership Team meets weekly to review administrative items, such as school/adult education programs progress. The team includes: the Director, the Assistant Director, the Business Administrator, the Nursing Program Director, the IT Director, the Special Needs Coordinator, the two School Counselors, and the Adult Education Coordinator.

Each year, adult as well as secondary programs that are infused with adult students are reviewed by various committees to ensure that each student is receiving the necessary training to enter a competitive job market. Revisions are made based on employer surveys, program advisory committee's recommendations and student input.

Site Review – Lebanon County Career and Technology Center

The Adult Education Coordinator and the Director of Nursing meet regularly to set goals, measure growth, identify & solve issues/problems, and make program revisions.

Recent accomplishments:

- Practical Nursing NCLEX (1st time state licensure pass rates) increased over the past three quarters (from 73.08 in 2014-15 to a current yearly average of 82%)
- Several new short-term adult education training programs were launched:
 - Basic Welding (60 hours)
 - Welding Level 1 (81 hours)
 - Pipefitting (40 hours)
 - Basic Culinary Skills (50 hours)
- We increased our Safety and Emissions Certification Course offerings (now offered quarterly). We also now offer both re-certification courses.
- Both enrollment & revenue for adult education has been trending upward.
- Focus groups consisting of area business and industry representatives have been held to give insight into the types of programs the Lebanon community would directly benefit from (Careersin2Years & Workforce Development Coalition).
- We have been approved by the State Board of Cosmetology to offer an adult, evening, part-time Cosmetology Program; we are currently advertising and accepting enrollments.
- We have been approved by the Department of Labor to offer both a Culinary and Pastry Apprenticeship Program; to begin Fall 2016.

See Appendix A.c.- Advisory committees that link to leadership decisions, Adult Ed Revenue yearly totals

Comments: Minimal evidence provided within OAC minutes regarding adult education program discussion, oversight and recommendations for enhancement.

Strengths:

Opportunities for Improvement:

Non-Compliant:

(d.) Meets its regulatory requirements and public responsibilities:

1. Do you comply with Board policies and procedures and ensure the institution maintains the public's trust in the integrity of the institution?

By policy, all staffing and budgetary expenditures for Adult Education are approved through the Joint Operating Committee. The Joint Operating Committee is aware of all the activities and changes that occur in adult education on a monthly basis during the Director's Report portion of the board meeting.

See Appendix A.d - Ethical practices, Policies of the Governing Board, Non-Discrimination Policies

Site Review – Lebanon County Career and Technology Center

Comments: Joint Operating Committee minutes fail to provide evidence of the commitment and support of adult education programs under the PPPVE accreditation.

Strengths:

Opportunities for Improvement:

Non-Compliant:

2. Is the institution conducting its operations in a fair and ethical manner and have evidence of following the state's ethical policies, practices, and civil rights compliance with particular attention to those factors affecting students and employees?

The Lebanon CTC in all its publications as well as Adult Education Student Handbooks include the most current Civil Rights Act. Currently, the Assistant Director of Students is the Human Rights Officer for both students and staff. All complaints concerning the violations of any individual's human rights are directed to him.

The Lebanon County CTC's overall operations are reviewed by the Joint Operating Committee and the six Superintendents from local school districts to ensure that we are meeting the standards set forth by both local and state policies.

See Appendix A.d - Civil Rights Compliance, Non-Discrimination & Grievance Procedures

Comments: Evidence provided shows that the institution is operating in a fair and ethical manner.

Strengths:

Opportunities for Improvement:

Non-Compliant:

3. Does the school review its policies, directives and practices to ensure that they reflect the requirements of the applicable laws and regulations, and do not unfairly or negatively impact those constituents the institution serves?

Informal review of policies occurs as-needed on an on-going basis. Formal review of all policies concerning PPVE is done on an annual basis Administrative Team. All policy changes are presented to the JOC (Joint Operating Committee) for final approval.

See Appendix A.d – JOC Minutes

Comments: Evidence provided shows that the institution reviews its policies and practices.

Strengths:

Opportunities for Improvement:

Non-Compliant:

Site Review – Lebanon County Career and Technology Center

CATEGORY B- Student, Stakeholder, and Public/Community Focus:

(a). Involves the Community: There is an effective program involving community support and input with business, industry, community agencies, and special program advisory committees:

1. List your key advisory groups that are in place including their area of focus.

The Lebanon County CTC has several key occupational advisory groups related to the operation of our adult education program. Some include:

Cosmetology
Culinary Arts
Commercial Art & Design
Computer Repair
Dental Assistant
Electrical Technology
Electromechanical
Industrial Machine Technology
Licensed Practical Nursing
Masonry
Media Communications
Pastry Arts
Plumbing, Heating, Air Conditioning
Executive Planning Committee
Perkins Participatory Committee

All of our instructors also have industry-experience and are a vital part in determining the direction of our programs. In addition, they maintain important trade connections, which provide insight to program development and enhancement as well as building networks for cooperative education opportunities and post-graduate employment.

An area of focus over the past few years is to build and maintain solid relationships with the business community and work with them to determine the needs of the workforce and how those needs translate into programs and curriculum. Business and industry representatives have been included in focus group studies to help the Adult Education Department determine the best plan of action in opening new adult programs.

Following a suggested improvement from the initial PPVE Accreditation team, a separate agenda item has been added to the OAC minute template to reflect adult education for each secondary program.

See Appendix B.a - Lists of advisory group members

Comments: Evidence provided show a line item for PPPVE in the OAC meeting minutes however of those, most were limited to just say that the program is open to adult student and no discussion on how to grow/improve the PPPVE program.

Strengths:

Opportunities for Improvement:

Site Review – Lebanon County Career and Technology Center

Non-Compliant: No information on area of focus for 3 committees listed as related to PPPVE—various OACs, EPC, PPC.

Evidence: OAC Minutes for all PPPVE approved programs

2. Do you communicate and publicize your vision/missions, programs, and services available to adult students and the public?

Adult learners and the public have access to our programs and services through our adult education brochure and program flyers. This information is also available on our website (www.lcctc.edu). Additional advertising is provided through the radio, newspaper, billboards and monthly Director's Reports (newsletters). The school's Facebook page and Twitter feed provide information that is pertinent to students at the CTC. We have also recently added a Cosmetology Facebook page for our P/T, evening program (<https://www.facebook.com/CosmetologyLCCTC>).

See Appendix B.a – Samples of Methods of Communication to the Public, Community Relations Policy, Public Relations Objectives, News Media Relations Policy

Comments: Institution was asked to provide brochures with vision/mission, radio script, newspaper clippings, email blasts, adult student handbook, photo of billboard, specific program website hits.

Strengths:

Opportunities for Improvement:

Non-Compliant: No exhibits provided except invoices for radio time, website hits but no detail on what websites were tracked.

Evidence: Brochures
Radio Scripts
Website
Media Relations
Adult Handbook

3. Do you ensure that printed material and other media for communication to the public are presented in an accurate and ethical manner?

In previous years, copy for our printed materials and other forms of communication are handled by the Adult Education Department in conjunction with department supervisors and program instructors. This material is reviewed annually to guarantee the information disseminated is accurate and ethical.

Beginning in 2016, we have contracted with a marketing firm, who now handles all of our printed materials and media communications. The Leadership Team reviews and approves before publication.

The regulations from the United States Department of Education, through the new Gainful Employment Act, are useful guidelines that the Adult Education Department is under an obligation to follow. These guidelines state what information must be made available to adult students on the school's website, an outlet we find many of the school's potential students using to collect information.

Site Review – Lebanon County Career and Technology Center

See Appendix B.a – Gainful Employment Disclosures, Marketing Firm Contact Info

Comments: Institution was asked to provide documentation that leadership team, faculty and staff reviews info for publications over the past 5 years. Also, to provide correspondence to/from the marketing firm and provide docs with mission/vision/EEO and corrected discrimination statement.

Strengths:

Opportunities for Improvement:

Non-Compliant: Provided no evidence to ensure communications are reviewed for ethics/accuracy.

Evidence: Executive Committee Agendas
Brochures
Email communications with Media

4. Are program advisory committees used to encourage innovative teaching methods and program objectives/content that meet the needs of individual students for the current and future labor market and to incorporate new technologies?

Our Occupational Advisory Committees are primarily comprised of local business employers and employees who have an excellent understanding of the labor market and employment trends. Our OACs meet bi-annually to discuss ways to continually refine our programs. One of their major responsibilities is to ensure that the program content, objectives, and system of delivery fulfill the current and projected future labor market needs. Through additional resources such as the Pennsylvania Department of Education, the Bureau of Labor and Industry and the Center for Workforce Information and Analysis, students and instructors also have access to occupational data, wage information and industry trends, which influence decisions about curriculum and technology.

See Appendix B.a - Minutes of advisory group meetings

Comments: Institution was asked to provide minutes of innovation discussions related to PPPVE topics and provide minutes from various programs from 5 years that address PPPVE topics.

Strengths:

Opportunities for Improvement:

Non-Compliant: No evidence of innovation related to PPPVE programs.

Evidence: OAC minutes were provided for all approved PPPVE programs however only 2 really discussed Ad Ed. The others only stated that the program was open to adults.

5. Do you ensure there is an advisory committee that is formally organized, and meets at least once annually for each program that includes PPVE students?

Based upon our Policies Manual, each instructional program is required to have an occupational advisory committee, with each advisory committee meeting a minimum of two times per year—once in the spring and once in the fall.

Site Review – Lebanon County Career and Technology Center

See Appendix B.a – Advisory Committee Guidelines

Comments: Institution was asked to provide agendas and minutes from each PPPVE program advisory committee meeting over 5 years.

Strengths:

Opportunities for Improvement:

Non-Compliant: No LCCTC evidence provided related to PPPVE discussion during advisory committee meetings. OAC Guidelines are not sufficient evidence that annual meetings related to PPPVE have taken place.

Evidence: OAC minutes for all PPPVE programs over last 5 years.

6. Do you ensure there are adequate records of advisory committee meetings? Do you track how they have been effective and where their input has been acted upon in sustaining and improving the quality of PPVE?

The Director's Office is responsible for coordinating the operation of the advisory committee meetings. They are also responsible for collecting, disseminating and maintaining agendas and meeting minutes. Any issues or concerns that are documented in the meeting minutes which relate to PPVE are addressed by the Adult Education Administrator/Assistant Director. Copies of all OAC minutes are maintained by the Director's Office.

See Appendix B.a - Minutes of advisory group meetings

Comments: Institution was asked to provide full circle of detail for the three programs in evidence: HVAC, Sports Therapy, Plumbing to include the OAC minutes recommending the program, Purchase Requisitions, quotes, copy of check, etc.

Strengths:

Opportunities for Improvement: For greater clarity, provide CIP codes and titles on OAC docs and administrator emails regarding OAC minutes.

Non-Compliant: No evidence of OAC input for improving PPPVE programs. Details were provided for only 3 of 24 PPPVE programs.

Evidence: No follow up to the Ad Ed suggestions in Media Communications. No evidence of tracking.

(b). Determines student and stakeholder satisfaction to attract, satisfy, retain, and increase PPVE enrollment:

1. Do you collect, summarize, and analyze input from students and stakeholders as related to PPVE?

The Adult Education Department distributes end of course surveys to each student. Adult education instructors also complete end of course surveys. Additionally, we regularly solicit surveys from employers. All evaluations are then reviewed by the Adult Education Coordinator (and the Practical Nursing Director for the

Site Review – Lebanon County Career and Technology Center

PN program surveys). Suggestions for improvement are considered and if applicable, corrections or program refinement is initiated. Copies of the evaluations are shared with instructors.

See Appendix B.b – Sample student, staff and employer surveys

Comments: Institution was asked to provide full circle of detail to include aggregated data, how negative comments and “disagree” and “strongly disagree” responses are being addressed.

Strengths:

Opportunities for Improvement: Consider developing a standard survey form for all PPPVE programs that identifies the program, number of hours, and person/category being surveyed in order to follow up.

Non-Compliant: There is no evidence of summarizing and analyzing the data collected in surveys or any follow up to improve PPPVE satisfaction and enrollment.

Evidence: Student surveys with analysis and follow up

2. Are there easy access methods for students and stakeholders to contact and communicate to appropriate authorities?

Representatives from the Adult Education Department may be contacted in the office Monday through Friday from 7 a.m. to 3:30 p.m., with occasional or as needed evening office hours. Our Practical Nursing Program office hours are from 7:30 a.m.– 3:30 p.m. with additional resources Monday through Thursday evenings, 2 p.m. to 9:30 p.m. Our phone system also clearly explains how to access the Adult Education Department and request information. Our web site: www.lcctc.edu, also provides program information to students and offers a link for contacting or emailing our staff.

See Appendix B.b - Examples of website and e-mail contacts, Complaint/Grievance Procedure, sample website inquiry forms/communication

Comments: Evidence of website was not specific to adult ed.

Strengths:

Opportunities for Improvement: Build a template to be utilized for all forms of communication that includes an easy access method to contact and communicate as related to all PPPVE programs. Provide screenshot of contact information via website, printed publications for contact, social media tag lines, and advertisements. Consider revising grievance procedure to include steps and timeline for resolution.

Non-Compliant: Provided evidence of advisory committee meetings for only 3 of 24 programs which does not show how students can communicate to authorities.

Evidence: No evidence of website communication forms as stated in the written response.

3. Do you ensure prompt feedback to its students and stakeholders? What are your internal requirements for response time?

Site Review – Lebanon County Career and Technology Center

Program inquiries, clarifications and concerns are addressed on a daily basis. Our phones are staffed Monday through Friday 7 a.m. to 4 p.m.; however, if the appropriate program coordinator or instructor is not available, he or she is asked to return calls or e-mails as soon as possible. Both the Adult Education Coordinator and the Nursing Program Director are available via cell phone after hours.

A Customer Service Protocol was recently introduced to streamline communications between potential students and members of the Adult Education Department. This Customer Service Protocol addresses the need to coordinate communications with potential students and visitors by friendly, prompt, and accurate details. This Protocol addresses person-to-person, telephone, and written communications.

See Appendix B.b - Customer Service Protocol for Potential Students

Comments: Institution was asked to provide dated/timed emails, log of calls in/out to provide evidence that Customer Service Protocol is being followed as related to PPPVE programs.

Strengths: The existence of a Customer Service Protocol is commended.

Opportunities for Improvement:

Non-Compliant: No evidence that Customer Service Protocol is being followed as related to PPPVE programs.

Evidence: Emails regarding issues in Ad Ed programs

4. Do you collect and analyze complaints from students and stakeholders and take corrective action as appropriate? Is there a method to aggregate this information to determine the most frequent issues for actionable resolution?

Through verbal and written communication with our Adult Education Administrative Assistant and our Assistant Director, complaints are collected and analyzed. They are most frequently addressed on an individual or class basis.

A detailed grievance process is outlined for all students in our Adult Education Student Handbook. This book can also be found on the school's website (www.lcctc.edu).

Additionally, a customer service protocol has been developed for use by members of the Adult Education Department. This protocol will be used when fielding questions from prospective students, enrolled students, and general inquiries into the program. By establishing customer service best practices, the Lebanon County CTC will be better able to anticipate the needs of both students and instructors while remaining courteous and professional.

See Appendix B.b – Public Complaint Policy

Comments: Institution was asked to provide information on any formal complaints.

Strengths:

Opportunities for Improvement: Consider revising PPPVE grievance procedure to include three steps and timelines for resolution.

Site Review – Lebanon County Career and Technology Center

Non-Compliant: No evidence of whether or not there have been any formal complaints related to PPPVE programs or if any actionable resolution.

Evidence: Informal complaints with responses.

Primer Data Pr

Site Review – Lebanon County Career and Technology Center

CATEGORY C- Administration, Staff, Faculty and Support Services:

(a). Enacts workforce practices that enable all employees to achieve high performance:

1. Does the institute have a sufficient number of administrative, faculty, and support personnel to provide the necessary support for PPVE?

The Adult Education Department is comprised of an Assistant Director of Programs, the Adult Education Coordinator, a Practical Nursing Director, two Administrative Assistants, Business Office staff, a Financial Assistant Consulting Service (Lancaster County CTC) and several instructors who provide assistance and support to our PPVE clients in the following areas: career guidance, needs assessment/financial aid, continuing education counseling, and job placement services. Our adult education faculty is one of our greatest student resources, as they continue to work in industry and can provide current employment information and trends.

All staff is required to attend regularly scheduled professional development sessions and many instructors have additional continuing education credit requirements.

See Appendix C.a – Administration Listing, Adult Education, Staff Listing, Financial Assistance Contact Listing

Comments: Evidence provided shows that the institution has an adequate number of administrative, faculty and staff to support PPPVE.

Strengths:

Opportunities for Improvement:

Non-Compliant:

2. Are adequate custodial services made available to provide care and maintenance of buildings and grounds for the overall institution?

Custodial services are available whenever classes are in session 7 a.m. – 9:30 p.m. (with modified summer hours), with the majority of work occurring during the evening hours, when many adult classes are in session. In case of an emergency or for immediate assistance, the custodial staff may be called or paged at any time.

See Appendix C.a - Custodial services

Comments: Evidence provided shows that there are adequate custodial services available to the institution.

Strengths:

Opportunities for Improvement:

Non-Compliant:

3. Are the duties and responsibilities for each administrative, faculty and support staff employees clearly defined?

Site Review – Lebanon County Career and Technology Center

The duties and responsibilities for all administrators and staff are clearly defined in the Staff Job Descriptions, which are used as a template for annual reviews. PPVE faculty job descriptions are located in the Personnel section of our school-wide Policies and Procedures Manual. Job descriptions are routinely reviewed to assure specific responsibilities are tasked to the appropriate person.

See Appendix C.a - Job descriptions, sample Annual Evaluations

Comments: Evidence provided shows that the duties and responsibilities are clearly defined.

Strengths:

Opportunities for Improvement:

Non-Compliant:

(b). Builds a quality workforce:

1. Are the requirements and skills needed by potential faculty and staff to provide quality PPVE identified?

The qualifications for our potential continuing education faculty are detailed in our classified ad postings and explained in-depth during the interview process. All potential instructors must have adequate training and experience, and be considered subject matter experts (and in for some courses, appropriate licensure/certification). The requirements and skills needed by potential instructors are identified in job descriptions that are approved by our Joint Operating Committee. They are based upon guidelines for vocational instructors from the Pennsylvania Department of Education. All new vocational instructors are assessed to see if skill sets meet appropriate guidelines for necessary instruction.

See Appendix C.b – Samples of instructor qualifications & credentials

Comments: Evidence only provided relative to the requirements for recruiting and hiring secondary faculty where same teachers are proving intergenerational education.

Strengths:

Opportunities for Improvement:

Non-Compliant:

Evidence: Only have intergenerational other than LPN

2. Do you ensure an effective system for recruiting, hiring and retaining faculty and staff that are capable of delivering quality PPVE?

When recruiting PPVE program instructors, we contact the PAVA organization as a source for referrals, as well as place classified ads in the local newspapers and post the available positions(s) on our website. Applicants are interviewed and asked to provide letters of reference and credentials. Our instructors are also required to review and update, if necessary, competency lists annually in order to continue to meet skill needs of students and employers. Our hourly wages are consistent with similar programs throughout the state.

See Appendix C.b - Employee performance reviews

Site Review – Lebanon County Career and Technology Center

Comments: Evidence only provided relative to the requirements for recruiting and hiring secondary intergenerational education.

Strengths:

Opportunities for Improvement:

Non-Compliant:

Evidence: Only have intergenerational other than LPN

3. Are procedures for regular performance evaluation and effectiveness of all administrative, faculty and support employees including a feedback process for each employee accomplished?

The PPVE administrative team is evaluated by the LCCTC Administrative Director (or the applicable program Supervisor) on a yearly basis according to the established Act 93 Agreement. At the beginning of each school year, the administrative team submits goals to the Director, with mid-year and end-of-the-year reports submitted to evaluate the completion of the goals. The Administrative Director reviews the reports and in conjunction with the administrative team, discusses accomplishments, areas in need of improvement, job descriptions, and daily duties. Evaluations of the adult education staff are conducted in a similar fashion by the Assistant Director/Adult Education Administrator. PPVE faculty evaluations are primarily based on student evaluations and employer feedback; however, the continuing education supervisor periodically visits classes to meet with instructors and students to solicit feedback regarding programs.

See Appendix C.b – Sample annual goals

Comments: Evidence provided for effectiveness relative to the administration team, LPN teachers but no faculty and staff outside of these classifications.

Strengths:

Opportunities for Improvement:

Non-Compliant:

(c.) Builds knowledge and skills, career development, for the administration, staff and faculty:

1. Does the institution have appropriate procedures for performance evaluation that identifies professional growth needs of all administration, faculty, staff and other key employees delivering or involved with PPVE?

Through our Professional Education Plan and Professional Education Committee, staff development needs are identified, and assistance is provided in obtaining or enhancing skills for job assignments, attaining certifications, and/or improving skill proficiency in job functions required by PDE and/or the JOC. Staff members are encouraged to participate in professional development courses, programs, workshops, etc. that lead to growth in their specific content areas. Our faculty is also required to meet the state-mandated Act 48 hours of continuing education/professional development. The Adult Education Department pays for instructors to take certification exams related to areas in which they are providing training. Annually a spreadsheet of all instructors PD is shared with the JOC.

Site Review – Lebanon County Career and Technology Center

See Appendix C.c –Professional Development Policy, Continuing Education for Nursing Instructors, RN-Continuing Education Log, Faculty Development Detail Report

Comments: Evidence provided for ACT 48 (secondary programs) only.

Strengths:

Opportunities for Improvement:

Non-Compliant:

2. Are development opportunities determined and made available to meet the goals and objectives of the programs taught by the respective teachers?

Our Director and Assistant Director, in coordination with the Adult Education Coordinator and the Nursing Program Director are responsible for identifying professional development needs and for coordinating on-site training opportunities and in disseminating information about available workshops, conferences, meetings, seminars, and Act 48 providers. All new instructors are also required to complete a two-year induction program acquainting them with the policies and procedures of the school.

See Appendix C.c - Professional Development Policy, Continuing Education for Nursing Instructors, RN-Continuing Education Log, Faculty Development Detail Report

Comments: Evidence provided for ACT 48 (secondary programs) only.

Strengths:

Opportunities for Improvement:

Non-Compliant:

Evidence: Only have intergenerational other than LPN

3. Are the institution's employees informed about the Accreditation System of Institutions for Adult Education (ASIAE) and the process used by the accreditation site-evaluation team, as well as how to conduct the self-study?

All Adult Education Department employees have been notified about the ASIAE's process used by the site-evaluation team and the self-study guidelines.

Comments: Evidence provided is limited to one email sent on November 8, 2016.

Strengths:

Opportunities for Improvement:

Non-Compliant: No clear evidence that employees of the institution were informed about the ASIAE system or the accreditation process.

Site Review – Lebanon County Career and Technology Center

Evidence: Evidence supplied covers 10/13/16, 11/4/16 and 11/8/16

4. Are competent and knowledgeable administration, staff and faculty selected, licensed, and qualified in their field?

Administration, staff and faculty are hired based upon requirements as defined by the Pennsylvania State Department of Education and our job descriptions. The LCCTC seeks individuals who have current licenses in the trade related to the training program. Instructors who teach programs that lead to state licenses are also required to meet the credentialing criteria as mandated by the state. In addition to appropriate credentials and employment in the trade area, the CTC looks for instructors with previous adult education teaching experience.

See Appendix C.c - Appropriate certifications, licenses, qualifications of faculty and professional staff

Comments: Evidence provided for administration, LPN and short-term programs only.

Strengths:

Opportunities for Improvement:

Non-Compliant:

Evidence: Only have intergenerational other than LPN

5. Are employees trained to participate as key individuals in PPVE programs and to fully understand the prerequisites, objectives, competencies, duties/tasks, and standards of their job assignments?

Instructors have a significant part in writing, revising and implementing course competencies, thus fully understanding that all programs are competency-based with approximately 70% hands-on instruction and 30% theory. Each year, a new staff handbook that addresses code of conduct, curriculum and teaching, safety, course cancellations, class attendance, emergency information, ordering of supplies, and personnel information is also uploaded to our server for staff review. The handbook is always available to staff, with updates made as necessary.

See Appendix C.c - Faculty handbook

Comments: No evidence of professional development unique for PPPVE programs provided.

Strengths:

Opportunities for Improvement:

Non-Compliant: No evidence was provided to show that training is done with employees of accredited programs.

Professional development provided for instructors of PPPVE programs to include development in the specialized area.

Site Review – Lebanon County Career and Technology Center

6. Are adequate records available identifying the professional development experiences of its employees? (Examples: conferences, conventions, college courses, professional organization membership, in-services training, etc.)

Yes, records are maintained and stored in the Director's Office. Individual instructors may also maintain copies of certificates, memberships, etc.

See Appendix C.c -Plan for development professional growth, Sample of PD for all LCCTC employees

Comments: No evidence of professional development unique for PPPVE programs provided.

Strengths:

Opportunities for Improvement:

Non-Compliant: No evidence was provided to support the professional development of employees of PPPVE.

Professional development provided for instructors of PPPVE programs to include development in the specialized area.

(d.) Maintains a work environment conducive to the well-being of all employees and students:

1. Does the institution maintain and improve workplace health, safety, security, and ergonomics that involve employees and students?

Our Health Room Attendant is responsible for maintaining health care concerns for employees and students. CPR and First Aide trained employees are also available during evening program hours. For safety purposes, a receptionist is stationed in our main lobby to screen individuals entering the building. Those entering the building are also required to sign-in and wear appropriate badges labeling them as visitors. Security systems that have been previously installed substantially increase the safety of our employees and students; these measures include security cameras, located both in and outside the school. We have a school Safety Committee that meets monthly to continually assess and improve safety practices.

See Appendix C.d - Assigned Areas for Tornado/Thunderstorm Drills, Emergency Phone Numbers, Samples of Safety Meeting Minutes, Naloxone Policy

Comments: Evidence provided shows the institution strives to maintain the health, safety, security and ergonomics of employees and students.

Strengths:

Opportunities for Improvement:

Non-Compliant:

2. Is the level of employee and student well-being and satisfaction assessed? How are necessary improvements determined and made that will improve the work environment and effectiveness of PPVE?

Site Review – Lebanon County Career and Technology Center

Employee well-being satisfaction is assessed on an annual basis during the performance review and informally as needs arise during the year; additionally, end of course instructor surveys are analyzed to determine employee satisfaction. The level of student well-being and satisfaction is assessed by reviewing course evaluations and by talking with students. Improvements are based on the positive impact a change will have on the majority of students and on the feasibility of such an improvement.

See Appendix C.d – Student Surveys, Staff Surveys, Satisfaction Surveys Analysis

Comments: Survey should include safety-oriented questions along with satisfaction-oriented questions.

Strengths:

Opportunities for Improvement:

Non-Compliant:

3. Does the workplace preparedness ensure for emergencies or disasters?

Our Staff Handbook, which is available to all teachers, outlines procedures for emergencies including: bomb threats, suicide, intruders, fires, tornados, earthquakes, floods, injuries, utility emergencies, chemical emergencies and radiological emergencies. Additionally, all staff have and display our Emergency Guidelines flip chart, which was developed by our Crisis Response Team, and is periodically reviewed and revised. Should such an emergency arise, the Crisis Response Team also has certain responsibilities as described in the disaster plan.

See Appendix C.d – Emergency Preparedness Policy, Emergency Guidelines Flip Chart, Hazard Communication Program Policy

Comments: Handbook is in place for preparedness of emergencies and/or disasters.

Strengths:

Opportunities for Improvement:

Non-Compliant:

4. Does the institution determine the factors that affect employee and student well-being and satisfaction and do they account for a diverse workforce?

Again through reviews and evaluations, factors that affect employee and student well-being satisfaction are determined. Historically, factors have included: workplace ergonomics, the learning environment, adequacy of tools and equipment, and instructor knowledge and teaching methods.

See Appendix C.d – Staff surveys, Safety Committee Meeting Minutes

Comments: Surveys are in place to show student well-being.

Strengths:

Site Review – Lebanon County Career and Technology Center

Opportunities for Improvement:

Non-Compliant:

5. Does the institution adequately support the need of its employees in the areas of services, benefits, and policies?

The Adult Education Department does support the needs of its employees in the areas of services, benefits and policies. Instructors and staff receive pay and benefits based upon a contractual agreement between the LCCTC JOC and the LCCTC Education Association. Instructors hired on a course-by-course basis receive an hourly rate, but no benefits. The same hiring/firing and equal opportunity policies are in effect for all employees regardless of department.

See Appendix C.d – Employment Contract Policy, Non-Tenured Staff Members Policy, Salary Determination Policy, Non Discrimination in Employment/Contract Practices Policy, Copy of Board Meeting Agenda, Copy or Collective Bargaining Agreement

Comments: Institution provides adequate support of its employees.

Strengths:

Opportunities for Improvement:

Non-Compliant:

Site Review – Lebanon County Career and Technology Center

SECTION D- Learning-Centered Program Design and Delivery:

(a.) Establishes methods and opportunities for student learning:

1. Is an occupational analysis done to determine the need for a program and to identify specific program objectives, content and duty/task list for each program?

The need for a program is primarily determined by the use of the WIB's (Workforce Investment Board) "high priority occupation" list, research/resources from PA WIOA, and guidance from local agencies (IU13, CareerLink, Office of Probation & Parole, etc.). Input by local business and industry to determine the relevance of a potential program is done via the use of surveys and Occupational Advisory Committee minutes.

Once the need for a new program has been determined, industry representatives, instructors, postsecondary representatives and administrators meet to develop the curriculum and program objectives.

See Appendix D.a – Lebanon County Profile 2016 (Center for Workforce Information & Analysis), Lebanon County Top 50 Employers (4th quarter, 2015), PA Workforce Innovation and Opportunity Act (WIOA) Combined State Plan

Comments: Specific feedback on program objectives and program content in evidence from OACs. OAC meeting minutes reviewed include Sports Technician 2013, Culinary Arts 2014, Cosmo Plumbing, Sports Therapy 2016. The OAC minutes reflect the Committees reviewing the task list as per program.

Strengths:

Opportunities for Improvement:

Non-Compliant:

2. Is instruction directed towards appropriate and clearly formulated objectives with input from students, faculty, staff, public, community, employers, advisory groups and business and industry partnerships?

Program instruction is strongly influenced and directed by faculty and advisory committees, which meet bi-annually for each program. Under the supervision of the Assistant Director all teachers are encouraged to develop content and instructional methodologies that are best suited for learning the skills and knowledge of their respective field of study. Once the program is implemented student evaluations are used to gauge the success and/or failures of the program. Instructors are also surveyed and interviewed during the annual evaluations. Many improvements are made based on student, staff and employer evaluations. Goals are determined by the Administrative Director and submitted and approved through the 3-year Comprehensive Plans.

See Appendix D.a.– Comprehensive Plan

Comments: Lebanon County CTC Plan 2019-2022 is lacking any address of Adult Education. We need to see input from *students and instructor surveys* of the programs (annual) of just the adult program completers. NCLEX pass rate below required level.

Strengths:

Site Review – Lebanon County Career and Technology Center

Opportunities for Improvement: Retain students and instructor surveys of the programs (annual). There were no *instructor surveys* of the programs present in the data presented

Non-Compliant:

3. As a function of the specific program, are students assessed, including the necessary core academic skills? Are they given appropriate support or remediation, if applicable, to assure their success in the program they select?

Assessment techniques vary depending upon the length of the program. Short-term or adult continuing education classes are evaluated based on instructor observation or skill/knowledge performance. Each student completing a short-term or continuing education course receives a Certificate of Completion, signifying that the hours and course content has been met.

Long term daytime program assessment techniques include written and oral tests and quizzes, class presentations, project evaluation, and daily work ethic grades, as aligned with the Pennsylvania Department of Education's Math and English Anchors. Students who require remediation of support for skills are offered additional time with one-on-one instruction when available. Students who require remediation with core academic skills are referred to our English and Math instructors for additional assistance. Skills are also assessed through our pre-post NOCTI (industry exams).

See Appendix D.a – Completion Certificates, Industry Certifications earned, NOCTI awards, Student Skills Progression Tracking/Grading documentation

Comments: There is evidence that students are being assessed. Students are being referred and provided support by remediation as evidenced by the student interviews.

Strengths:

Opportunities for Improvement:

Non-Compliant:

4. Does the program design support the state-approved duty/task list and/or guidelines for the instructional program?

Most of our vocational programs are associated with a national or state professional certification. Listed below are the programs with such a certification:

- **Practical Nursing** – PA State Board of Nursing
- **Culinary & Pastry Arts** – American Culinary Federation, ServSafe
- **Health Careers Technology**- American Health Standardized Blood Pressure Management Program
- **Welding** – American Welding Society (AWS)
- **Automotive Technology** – American Service Excellence (ASE)
- **Automotive Technology** – Automotive Youth Educational Systems
- **Cosmetology**- PA State Board of Cosmetology
- **Plumbing/HVAC** – Environmental Protection Agency Freon Recovery
- **Machine Technology** – National Institute for Metalworking Skills
- **Health Careers Technology**- Nurses Aide Training

Site Review – Lebanon County Career and Technology Center

- **Visual Broadcast Technology** – Photo Marketing Association International

As a result of these certifications each program is designed according to licensing/certification guidelines and standards. Additionally, all full-day technical program courses (for co-mingled [intergenerational] adults) follow a prescribed Program of Study (skills progression).

See Appendix D.a – Student Skills Progression Tracking/Grading documentation, PN Nursing Program Course Objectives/Curriculum Outline

Comments: Program design does support state approved duty task lists and guidelines. Evidence examined for CIP codes 51.3901, 50.0402, 48.0501, 46.0399 and 51.0801.

Strengths:

Opportunities for Improvement:

Non-Compliant:

5. Does instructional planning provide sufficient opportunity for students to experience vocational learning leading to knowledge, skills and competencies needed for employment and meeting pre-determined needs of individual students?

All of the Lebanon CTC's vocational programs are designed with the large portion of instruction focusing on skill training. The skill or performance based nature of vocational training allows the instructor the opportunity to evaluate each student on an individual basis. Cognitive learning is done to reinforce the theory or procedures necessary to complete the skill portions of the curriculum. All adult students are also offered the option of completing a cooperative-opportunity (co-op) to receive a varied hands-on approach and enhanced real-world experience. Additionally, all of our health related courses require students to complete off-site clinical experiences.

See Appendix D.a – Student Skills Progression Tracking/Grading documentation, PN Clinical Experience Guidelines, LCCTC Training Agreement (co-op)

Comments: The school does provide sufficient opportunities for students to experience vocational learning.

Strengths: The Lebanon County CTC training agreement for adults who are in cooperative education is well detailed, outlining responsibilities, the co-operative education task list, timesheets with supervisor and student signatures, and a weekly record of activities.

Opportunities for Improvement:

Non-Compliant:

6. Is each student given the opportunity and encouragement to become actively involved in leadership, personal development, and positive concept of self and others, and to attain problem solving and communication skills as part of their learning experience?

It is the goal and mission that the LCCTC develop the whole student. Each instructor is encouraged to assist students in not only academic achievement, but personal growth. Instructors encourage students to

Site Review – Lebanon County Career and Technology Center

communicate and to develop a sense of teamwork amongst their peers. Open communication amongst the students and instructors assist in solving many class problems and questions. All CTC programs are encouraged to align with a Career and Technical School Organization (CTSO) to further support the development of leadership and teamwork. Additionally, job search, interview skills and soft skills are taught in all full-day programs. Full-day programs also afford students the opportunity to participate in on-the-job-training through co-ops and clinical internships.

Additionally, full-day adult students are encouraged to participate in SkillsUSA competitions.

See Appendix D.a –PN Clinical Experience Guidelines, LCCTC Training Agreement (co-op), and SkillsUSA Award Announcement

Comments: Evidence was provided of adults being involved in leadership activities.

Strengths: The site is to be commended for having adult students enrolled in the skills USA program. Two adult students finished with silver medals in 2016 at the state level, one in commercial baking and one in masonry.

Opportunities for Improvement:

Non-Compliant:

7. Is a planning and delivery system documented and in place that allows all students to be engaged in effective learning and doing?

A competency list exists for each of our courses offerings. Instructors use the competencies as they plan for and develop an effective system of delivering course content. For many of our programs, enrollment numbers are limited in an effort to ensure that all students have access to learning experiences necessary to attain competency. Skills attained and grades earned are reflected on end-of-year Program of Study Task Lists. Additionally, students are encouraged to use the online Parent Portal through our student data management system, ClassMate, to be actively engaged in their learning by monitoring grades/attendance. Practical Nursing students are assessed regularly (daily), exams are reviewed in class to reinforce correct information, and grades/progress are regularly communicated; students are also encouraged to take advantage of after-class tutoring offered by the nursing instructors.

See Appendix D.a - Student Skills Progression Tracking/Grading documentation, Practical Nursing Grading Guidelines (from the Practical Nursing Student Handbook)

Comments: Practical nursing grading guidelines and handbook, and course syllabi were provided.

Strengths:

Opportunities for Improvement:

Non-Compliant:

8. Are the courses, as well as the faculty, harmoniously integrated with other instructional programs and/or subject areas?

Site Review – Lebanon County Career and Technology Center

Examples of how our PPVE co-mingled (intergenerational) courses and faculty are integrated with other programs and subject areas include: offering Math and/or English courses/instruction during the full-day programs, and often times different shops/programs will work together on projects (such as remodeling the Fire School).

Several PPVE programs are sequenced (i.e. Basic Welding, Welding I, etc.) or have pre-requisites, providing an essential foundation for future coursework. Some of our programs have established path-ways and articulation agreements with local post-secondary education institutions.

See Appendix D.a – LCCTC Articulation Agreements Chart, English & Math Instruction Schedules

Comments: Yes, remedial classes are scheduled and available in the student's program area. Evidence included schedules for English and math instruction (2013-14, 2015-16, and 2016-17).

Strengths:

Opportunities for Improvement:

Non-Compliant:

9. Are resources other than school faculty, such as employers and community partners, used to support and/or teach knowledge and skills to PPVE students?

The Lebanon CTC uses various employers, community groups and agencies to support our PPVE students. Local businesses and community organizations offer scholarships and awards to adult students and whenever appropriate and possible, instructors arrange for guest speakers to talk to students about business and industry. Often times our OAC members will share/present information to classes. LCCTC also invites employers/business owners to attend/present current employment trends/needs to our Leadership Teams and the JOC. Additionally, most of our short-term, evening courses are taught by adjunct instructors who are industry professionals from local businesses.

See Appendix D.a – Careersin2Years press release, Careersin2Years collaborative meeting agenda

Comments: Standard met, various employers, community groups and agencies support the PPVE students.

Strengths:

Opportunities for Improvement:

Non-Compliant:

10. Does the institution incorporate current and new technology in the design and delivery of its programs in a timely manner?

Program coordinators and instructors regularly research program areas for new and emerging technologies that could be incorporated into teaching and learning. Recommendations from Occupational Advisory Committee members are also strongly encouraged and reviewed by the Administrative Director after each CAC meeting as well as feedback from the business community.

Site Review – Lebanon County Career and Technology Center

See Appendix D.a - Occupational Advisory Committee minutes

Comments: Institution incorporates current and new technology in the design and delivery of its programs.

Strengths:

Opportunities for Improvement:

Non-Compliant:

(b.) Provides opportunities for work-site learning:

1. Does each student have the opportunity to participate in work-site learning when appropriate to the program?

Students enrolled in programs that provide clinical, practicum or cooperative education experiences have the opportunity to learn in work-site settings under the supervision of an instructor/mentor. Students who participate in work-site learning opportunities are required to complete all necessary classroom/theory instruction prior to the start of the work experience. They are also required to maintain satisfactory grade and attendance to continue participation in School-to-Work opportunities.

See Appendix D.b - PN Clinical Expectations, Cooperative Education Policy and Procedures and Tracking Forms

Comments: Students have the opportunity to participate in work-site learning when appropriate or required (LPN).

Strengths:

Opportunities for Improvement:

Non-Compliant:

2. Are there signed record indicating the condition of the student/employer relationship during the work-site learning experience including the student, teacher, employer and others as necessary?

In the practical nursing program, our PN supervisor is responsible for securing and maintaining work-site agreements between the school and the providing facility. For all other vocational programs, students who participate in work-site learning must complete and sign paperwork that explains the student-provider relationship. Questions regarding work-site learning may be addressed to our instructional staff or to our Cooperative Education Coordinator.

See Appendix D.b - PN Clinical Sites Information, PN Clinical Site agreement, Cooperative Education Policy and Procedures and Tracking Forms

Comments: Work-site affiliation agreements present. Lebanon County CTC has created a training agreement which outlines the training agency (employer), school, and student responsibilities. Additional documentation reviewed includes cooperative education student evaluation form, and a record of the student's hours (time card).

Site Review – Lebanon County Career and Technology Center

Strengths:

Opportunities for Improvement:

Non-Compliant:

3. Are the work-site learning objectives documented and a plan outlining the training activities maintained that is based on validated industry standards and approved/authorized by the provider and the school?

In work-site learning situations where instructional staff is not regularly present, the school reviews training objectives with the provider and distributes a formal teaching outline/evaluation, which is aligned with program competencies. As is possible, providers attempt to create work-site learning experiences that meet the individual needs and career goals of the students. For work-site learning situations where instructors are regularly present (such as Practical Nursing), training activities are reviewed in detail with students prior to starting.

See Appendix D.b - PN Clinical Site agreement, Cooperative Education Policy and Procedures and Tracking Forms

Comments: Document review included Practical Nursing Program clinical evaluation tool which includes professional appearance, conduct, attitude towards staff and patients, initiative, and punctuality. Work-site learning objects reviewed for PN are governed by PA State Board of Nursing regulations, curriculum delivery section.

Strengths:

Opportunities for Improvement:

Non-Compliant:

4. Is the work-site learning process properly monitored by the instructor? Is there involvement of the instructor with the employer and are there written evaluations?

In all cases of work-site learning, program instructors or our cooperative education coordinator are regularly present or make scheduled visits to the work-site. For those students who work with instructors at the work-site (such as Practical Nursing), evaluation is performed as it would be in the classroom and documented on each student's competency list. For students who work with on-site mentors, mentors complete a student rating form that is correlated to the competencies for the particular program. The forms are stored in the student's file located in the guidance office.

See Appendix D.b - PN Clinical Site agreement, Cooperative Education Policy and Procedures and Tracking Forms, Medical Assistant Student Clinical Evaluation

Comments: Meets the standard. Work-site learning process is monitored by the instructor daily during the clinical portion. The daily clinical assessment tool is being used.

Strengths:

Site Review – Lebanon County Career and Technology Center

Opportunities for Improvement: In collecting evidence and documentation for this section the site should focus on adult students and their documentation only. Some of the documentation presented was secondary documentation which does not apply to adult education.

Non-Compliant:

(c.) Uses methods for monitoring and tracking student learning

1. Is an efficient and effective student learning tracking system for monitoring and documenting individual student progress in place? Does it accurately reflect student achievement during and at the end of the course?

For our co-mingled (intergenerational) adult students, program competencies are used as a guide for tracking student progress throughout a given course. Instructors monitor and evaluate performance based upon work ethic, knowledge, and skills (each equals 1/3 of the total grade.) All grades are documented in our grading program, ClassMate. Students receive end-of-marking period and end-of-year grades detailing their performance within the different competencies areas.

For adult students enrolled in our PN program, program competencies are again used to track progress. Instructors monitor and evaluate performance based upon tests/quizzes and the clinical work experience. For clinical competencies, instructors are required to sign and date that a student has satisfactorily completed a specific competency. Those assessments are filed in the clinical experience folder for each student.

For students enrolled in our adult evening continuing education programs, which are normally non-credit learning situations, letter grades are not typically awarded. Instead, success is measured according to competency attainment and attendance and certificates of completion are awarded. For those students who request letter grades for employer or agency tuition reimbursement, the competencies are converted to letter grades. All instructors use the competencies as a guideline for writing course syllabi which are distributed to each student at the start of the class.

See Appendix D.c – ClassMate Parent/Student Portal, Student Skills Progression Tracking/Grading documentation

Comments: Program uses percentage grade, ClassMate grading software, and program competency task lists to document individual student progress.

Strengths:

Opportunities for Improvement:

Non-Compliant:

2. Is a well-defined and written grading system in use and shared with each student at the initial startup of the course?

At the beginning of every course or at Orientation, all students receive an Adult Student Handbook that provides an overview of the grading system. Practical Nursing Students also receive a program specific handbook, explaining their grading system.

Site Review – Lebanon County Career and Technology Center

As stated above: For our co-mingled (intergenerational) adult students, program competencies are used as a guide for tracking student progress throughout a given course. Instructors monitor and evaluate performance based upon work ethic, knowledge, and skills (each equals 1/3 of the total grade.) All grades are documented in our grading program, ClassMate. Students receive end-of-marking period and end-of-year grades detailing their performance within the different competencies areas.

For adult students enrolled in our PN program, program competencies are again used to track progress. Instructors monitor and evaluate performance based upon tests/quizzes and the clinical work experience. For clinical competencies, instructors are required to sign and date that a student has satisfactorily completed a specific competency. Those assessments are filed in the clinical experience folder for each student.

For students enrolled in our adult evening continuing education programs, which are normally non-credit learning situations, letter grades are not typically awarded. Instead, success is measured according to competency attainment and attendance and certificates of completion are awarded. For those students who request letter grades for employer or agency tuition reimbursement, the competencies are converted to letter grades. All instructors use the competencies as a guideline for writing course syllabi which are distributed to each student at the start of the class.

We utilize the ClassMate student data system for tracking grades and attendance. We have a separate module exclusive for our adult programing.

See Appendix D.c. - Sample Grade Report in ClassMate, Sample Attendance Report in Classmate

Comments: The classmate student data system available to adult students on-line is appropriate.

Strengths:

Opportunities for Improvement: Grading scale being used for adults must be in the Adult Student handbook. It is important not to rely on secondary policy to cover adult students. Include the grading scale in the performance appraisal/grading section (currently page 9) of the Adult Student handbook.

Non-Compliant:

3. Are clear measures used such as grades, tasks completed, competencies reaching, objectives met, occupational skills achieved, knowledge learning etc. What measures or combination of measures are used and do they accurately reflect student results?

In addition to as stated above, NOCTI industry exams are used (both pre & post exams) to determine skill acquisition. Additionally, adults are encouraged to participate in SkillsUSA competitions.

See Appendix D.c – NOCTI Adult Ed results, SkillsUSA award, SkillsUSA district award list

Comments: Evidence provided shows that measures are in place.

Strengths:

Opportunities for Improvement:

Site Review – Lebanon County Career and Technology Center

Non-Compliant:

4. Is there evidence that the students' attainment of objectives is measured by an evaluation system that includes both school based and, when appropriate, work-site based performance?

Assessment techniques vary depending upon the length of the program (as explained above). In all cases of work-site learning, program instructors or our cooperative education coordinator are regularly present or make scheduled visits to the work-site. For those students who work with instructors at the work-site, evaluation is performed as it would be in the classroom and documented on each student's competency list.

For adult students enrolled in our PN program, program competencies are again used to track progress. Instructors monitor and evaluate performance based upon tests/quizzes and the clinical work experience. For clinical competencies, instructors are required to sign and date that a student has satisfactorily completed a specific competency. Those assessments are filed in the clinical experience folder for each student.

In addition to tracking students' attainment of objectives with our course specific Skills Progression Charts, many of our PPVE full-day programs for our co-mingled (intergenerational) students utilize the NOCTI industry exams to measure skill acquisition. Post-NOCTI results are also used as a tool for program evaluation and improvement.

See Appendix D.c – Adult Student Clinical Evaluation, Adult Education Clinical Externship Agreement, Sample of Adult Student's Cooperative Education Student Task Checklist

Comments: Standard is being met.

Strengths:

Opportunities for Improvement: Maintain in the binder examples of written tests from adult education students. Specifically, teacher made tests. Provide assurances that the adult programs will examples of written tests designed by instructors and included across several CTE programs.

Non-Compliant:

5. Are students effectively assessed using oral, written and other performance methods?

Students are assessed in multiple ways, including: teacher observation, quizzes, tests, and practical skill demonstration.

See Appendix D.c – Screen shot of ClassMate grading system (Practical Nursing) indicating various assessment methods: theory, lab, clinical; Screen shot of ClassMate (co-mingled/intergenerational) grading system indicating various assessment methods: skill, knowledge, and work ethic; Sample Report Card (co-mingled/intergenerational); Sample Report Card (PN)

Comments: The standard is being met.

Strengths:

Opportunities for Improvement:

Site Review – Lebanon County Career and Technology Center

Non-Compliant:

(d.) Maintains processes for providing student support:

1. Are well-defined course descriptions reviewed with each student at the beginning of the course that reflect the overall objectives of the course and, is it explained how the course content relates to occupational skills?

Administrators, coordinators and staff review course descriptions, pre-requisites and objectives. All course descriptions are available to the public in both on-line and printed materials.

See Appendix D.d – Course Descriptions, Recruiting Materials & Brochures

Comments: A well-defined course description is available on line via a program fact sheet showing program length, Description of the program, Career Opportunities after Graduation, Certificates available, financial information, and a contact information for additional information or to register for the program.

Strengths:

Opportunities for Improvement: Provide on the adult daytime webpage hot links from the program name to the program fact sheet.

1. Provide evidence moving forward that the program course objectives and program guidelines are reviewed and accepted by the student. The school narrative in Dd.3 indicates that students do sign a statement that they have read and understand the contents of the handbook, but evidence was not provided by the site.
2. Develop marketing and recruiting materials specific to the adult education student, evidence provided by the site revealed that secondary and adult education is being blended into one marketing pamphlet per program.
3. Include the end-of-program credential earned in each program, this should be included on each program fact sheet.

Non-Compliant: No evidence was provided that course descriptions are being reviewed with each student at the beginning of the course

Evidence: Student signoffs of handbook include policies.

2. Do recruitment materials offer a broad range of career opportunities and are students provided equal opportunities to participate in all activities regardless of race, color, national origin, age, gender, or disability?

Yes, our recruitment materials list career opportunities that are directly related to a specific field of study. Our website also provides students with links to the Department of Labor and Industry's Career Guide which details careers in a particular career cluster.

Our recruitment materials also include our non-discrimination policy as follows: "The LCCTC does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs or activities and provides equal access to the Boy Scouts and other designated youth groups. For information regarding civil

Site Review – Lebanon County Career and Technology Center

rights, grievance procedures or access, contact the Title IX Coordinator or the Section 504 Coordinator, Assistant Director of Students, Greg Williams, by mail: 833 Metro Drive, Lebanon, PA 17042 by email: gwilliam@lcctc.k12.pa.us or by phone: 717-273-8551 extension 2139.”

See Appendix D.d – Course Descriptions, Recruiting Materials & Brochures with disclaimer printed at bottom

Comments:

Strengths:

Opportunities for Improvement: Revise all recruitment materials—including the program fact sheets for adult programs to show a standard and current non-discrimination policy statement. Post the non-discrimination policy statement on the Lebanon County CTC website homepage.

Non-Compliant:

3. Are admissions policies and guidelines clearly stated, published, and made available to all PPVE students prior to enrollment that include such items as: prerequisites for enrollment, expectations for successful completion of a course, the type of report/feedback or grading system used, individual help/coaching available during the course, ethical responsibilities of the student, and the type of certificate, certification, diploma, degree received, etc?

Adult students enrolled in any program at the CTC are provided an Adult Student Handbook. Each student is required to read the handbook and sign that he/she has read and understands the content of the handbook; a copy of the signature page is maintained in each student file. Adult students enrolled in the Practical Nursing Program also are given the Practical Nursing Student Handbook. These handbooks are in addition to the student handbook that is designed for secondary students but also given to adult students. Policies and guidelines including but not limited to enrollment, grading, supply purchase, loans, completion requirements and refund policies, are located in our secondary Student Handbook, which is distributed to each student at the beginning of class.

In compliance with the Gainful Employment Regulations from the United States Department of Education, all information dealing with admissions can be found on the school website, www.lcctc.edu. Additional paper copies are available and can be requested by contacting the Adult Education Department.

See Appendix D.d – Adult Student Handbook, Practical Nursing Student Handbook, Sample Gainful Employment Disclaimer

Comments: Evidence provided included student handbook which covered these areas.

Strengths:

Opportunities for Improvement: The LCCTC Adult Student Handbook requires revision in the following areas.

1. Include the grading scale used in the program
2. Include a section addressing individual help/coaching that is available during the program.

Site Review – Lebanon County Career and Technology Center

3 Policies and guidelines including but enrollment, grading, supply purchase, loans, completion requirements and refund policies should all be included in the Adult Student Handbook, do not rely on the Secondary Program Handbook to be given to the student as a supplement to the LCCTC Adult Policies Handbook.

Non-Compliant:

4. Where applicable, are enrollment and class size in compliance with state standards?

Per state standards, our PN program also caps clinical experience enrollment to fifteen students per instructor, although in many cases the ratio is much smaller.

For other programs, the general standard is 25 students: 1 instructor, but the administrative team may limit enrollment, though not for compliance reasons, but rather in an effort to ensure that all students have access to learning experiences necessary to attain competency.

See Appendix D.d – Course rosters

Comments: Evidence provided by the site meets the standard for compliance.

Strengths:

Opportunities for Improvement:

Non-Compliant:

5. Does the institution inform students of the cost of the program and of any required equipment and supplies?

An Adult Continuing Education brochure, which is published and distributed twice a year, lists course descriptions, costs and required supplies. The brochure is also available on our website at www.lcctc.edu. Additional costs for vocational programs may be obtained by contacting the Adult Education Office at 717-273-8551 ext. 2180.

With the introduction of the new Gainful Employment Regulations from the United States Department of Education, all information dealing with program costs can be found on the school website, www.lcctc.edu. Additional paper copies are available and can be requested by contacting the Adult Education Department.

See Appendix D.d – Tuition Costs Sheets

Comments: The LCCTC does inform adult students of the cost of the program and of any required equipment and supplies in program fact sheets, institution meets the standards.

Strengths:

Opportunities for Improvement:

Non-Compliant:

6. If financial aid is available, is information about it provided to each student?

Site Review – Lebanon County Career and Technology Center

Financial aid is available to our students to apply for and is provided through various means. During interviews for our PN or other vocational programs, students are given a packet of information concerning financial aid. Additional information is also posted on our website at www.lcctc.edu. Additionally, our Financial Aid Consultant, Lancaster County CTC, speaks to PN students at New Student Orientation.

In compliance with Gainful Employment Regulations from the United States Department of Education, all information dealing with financial aid can be found on the school website, www.lcctc.k12.pa.us. Additional paper copies are available and can be requested by contacting the Adult Education Department.

See Appendix D.d - Financial Handbooks

Comments: The LCCTC provided Financial Aid Handbooks for 2013-2014 and 2016-2017.

Strengths:

Opportunities for Improvement: Recommend that LCCTC retain evidence that students are informed and understand the information contained in the Financial Aid Handbook.

Non-Compliant:

7. Does the institution ensure that qualified advisers counsel PVE students on how and where to find jobs and assist in placement in occupations related to the students' training and life experience?

Placement opportunities are posted on our school website. The Adult Education Coordinator and Nursing Program Director also assist with placement. All students are required to complete a Placement Form before the end of the course. Additional services include employment placement specialists or local employment agencies.

See Appendix D.d – Placement Form, Job Postings

Comments: Evidence examined showed placement opportunities posted form a school website. However when the committee visited the LCCTC external job opportunities web link, it was non-functional. Placement forms indicating employment do not reflect verification by staff.

Strengths:

Opportunities for Improvement: Correct the operating function of the LCCTC external job opportunities web link, and verify employment on the placement form.

Non-Compliant:

(e.) Credit Hour Policies:

1. How does the institution define a credit hour based on the credit/hour conversion?

The Lebanon County Career and Technology Center defines a credit hour based on the conversion chart provided by PPVE. For the complete PN class, students take 657 hours of theory which converts to 65.7 credits, and 883 hours of lab/clinical which converts to 44.1 credits. The total clock hours for the PN program is

Site Review – Lebanon County Career and Technology Center

1540, converting to 109.8 credits. Evening dental and daytime students are required to obtain between 1030 and 900 clock hours, depending on their program of study, which can be translated to credit hours.

See Appendix D.e - Credit Hour Policy

Comments: Lebanon County Career and Technology Center Credit Hour policy is acceptable.

Strengths:

Opportunities for Improvement:

Non-Compliant:

2. How does the institution approximate the amount of work for a credit hour based on learning outcomes and verifiable achievement?

The LCCTC follows the guidelines from the USDE with regards to our ability to offer Title IV funding; within many of our programs the amount of work for a credit hour is based on the specifics outlined in each course per clock hours.

See Appendix D.e - Credit Hour Policy

Comments: Meets the standard

Strengths:

Opportunities for Improvement:

Non-Compliant:

3. How does the institution separate the number of hours for direct instruction, lab, and out-of-class work?

The number of hours for direct instruction, lab, and out-of-class work is separated at the discretion of each instructor based on what competencies and requirements students' need to complete in a program.

See Appendix D.e – PN Program Curriculum Plan

Comments:

Strengths:

Opportunities for Improvement:

Non-Compliant: The institution needs to have each program with a defined lab, classroom (theory) and clinical or internship hours defined per program of study.

Evidence: Breakdown of theory and lab for all PPPVE programs.

Site Review – Lebanon County Career and Technology Center

SECTION E- Learning-Centered Facilities and Equipment:

(a.) Acquires proper equipment, materials and adequate supplies and makes them available to support the instructional program objectives and to meet the needs of individual students:

1. Are adequate funds made available for purchasing and replacing equipment, tools, materials and supplies in accordance with the institution's planning objectives and acceptable business and industry practices to ensure safe, quality and effective PPVE?

The LCCTC is a state-of-the-art facility with over 450 computers, eight computer labs, and two million dollars in equipment. Classroom and instructional equipment are purchased using funds from income generated through program offerings and from the general school budget, as well as through grants, donations, corporate gifts and local funds. All large-scale purchases are planned and approved through the schools' Strategic Planning Process and the JOC.

See Appendix E.a – Budgets

Comments: Adequate equipment and supplies available in all areas. Adequate funds seem to be available. School in 2013-2014 and 2014-2015. Spends 16% equipment, books, supplies, and software.

Strengths:

Opportunities for Improvement:

Non-Compliant:

2. Do the equipment, tools, materials and supplies meet the competency based instructional needs of the curriculum (e.g. hands tools, computer, computer software, audiovisual equipment, reference materials and consumable materials)?

All of our courses are competency-based, thus dictating inventory levels appropriate to service our students and instructors. Bi-annually our program OAC's meet to review such items as equipment, tools, materials, and supplies.

See Appendix E.a – OAC minutes, Tool and Equipment Inventories, Equipment/Facility/Resource Material Upgrade Plan

Comments: OAC's are requesting equipment. Equipment, tools, materials and supplies meet the competency based instructional needs of the curriculum.

Strengths: Sports Therapy lab very well equipped. Large mannequin lab.

Opportunities for Improvement:

Non-Compliant:

3. Are the quality and quantity of training stations appropriate for the number of students being served?

Site Review – Lebanon County Career and Technology Center

Enrollment numbers for courses that require the use of training stations is limited so as to provide adequate hands-on time for all students. Computers are replaced and/or upgraded on an as needed basis, while mechanical-related training equipment is replaced during a five-year cycle.

See Appendix E.a – Plot Plan of the School/Classrooms/Training Stations

Comments: Quality and quantity of training stations seems appropriate. School has replaced lab volt training stations, in welding, is installing additional welding booths, LPN programs meets state regulations.

Strengths:

Opportunities for Improvement:

Non-Compliant:

4. Is there an instructional equipment inventory management plan for maintaining equipment and replacing or disposing of obsolete equipment in place?

Each year, our JOC reviews annual program budgets that include the acquisition of new equipment. The Technology Department maintains an inventory of all computers and auxiliary equipment used by both adult students and adult education instructors. All maintenance, replacement and disposal of equipment are based upon JOC approved policy.

See Appendix E.a – OAC minutes, Tool and Equipment Inventories, Equipment/Facility/Resource Material Upgrade Plan, Plan for disposal of obsolete equipment, Property Records Policy

Comments: School districts as a property records policy (#706) which provides for the disposal of equipment. Inventory was presented that shows in the plumbing and HVAC programs that shows the condition of equipment.

Strengths: Equipment/facility/resource material upgrade plan is very detailed. Three year plan allows them to budget in advance.

Opportunities for Improvement:

Non-Compliant:

5. Does the institution acquire equipment, materials and supplies within a reasonable period of time to provide safe and quality education?

For all PPVE programs that utilize materials and supplies, a requisition form for purchases is submitted before the start of each class. Our warehouse is also staffed from 7am to 3:30pm allowing staff to acquire necessary supplies; purchase requisitions for evening instructors are available on-line through our Staff Handbook. Any equipment that is determined to be unsafe is immediately removed from the shop for repair and/or replacement.

See Appendix E.a – Equipment/Facility/Resource Material Upgrade Plan, Copies of Purchase Orders

Site Review – Lebanon County Career and Technology Center

Comments:

Strengths: There is a process in place. Bids are solicited. Once the bid is accepted invoices are filed in a timely manner. OAC's determine equipment that should be removed from the shop for either repair or replacement.

Opportunities for Improvement:

Non-Compliant:

6. Does the institution ensure that equipment and supplies meet appropriate safety requirements, that safety features are in place and that safety instruction is planned, presented, demonstrated and practiced by the instructor?

All programs involving the use of equipment have competencies that directly refer to safety, care and maintenance of that equipment. Students are required to read a safety handbook and sign and pass a safety skills test based upon the materials in the handbook. Students are not permitted to use equipment until instructors have presented and demonstrated safety procedures to the class and until they have successfully passed the safety exam.

Each shop also has MSDS books, which in regards to substances, solvents, chemicals, etc., explain composition, hazards and first aid measures. Copies of the MSDS books also stored with the school nurse. Finally, shops post general school safety regulations for all to students to view.

See Appendix E.a – Safety Program Overview, Acceptable Use of Internet and Computers Policy, Hazard Communication Policy

Comments: Duty tasks list from medical assistant, electrical technology, auto body repair, bakery/pastry chef are in evidence and reflected that safety is part of the curriculum. Safety and acceptable use of internet policy is in place (policy #813). Hazard communication policy is in place (policy #815).

Strengths: A plan is in place for who is in charge of which parts of the safety process.

Opportunities for Improvement:

Non-Compliant:

(b.) Develops physical facilities, including instructional and non-instructional areas that are adequate and provide for safe and quality instruction to meet the program objective:

1. Are physical facilities established that include adequate space and utilities in classrooms and laboratories, and provide for safe and quality instruction to meet the program objectives?

Each lab area is designed to support the activities required for learning (i.e.: the Masonry shop includes mockup of block walls, tile demonstrations, and blueprint reading projects). Most classrooms are also equipped with "Quick Change" demountable partitions, energy efficient ceilings, upgraded lighting, accent lighting, white boards, TV/VCR/DVD equipment and ample instructor office space. Several years ago,

Site Review – Lebanon County Career and Technology Center

shops/classrooms were also relocated to improve cross-training and equipment utilization and several programs were equipped with air purification and exhaust systems to improve air quality. A major building renovation took place in 2009-10, allowing for a more updated heating and cooling system within the school.

See Appendix E.b – Plot Plan of the School/Classrooms/Training Stations

Comments:

Strengths:

Opportunities for Improvement: Many heavy items stored in culinary and baking programs on high shelves without stepstool or other way of getting them down present. Floor lines are not painted in all relevant areas. Ensure that appropriate PPE equipment (gloves in food preparation program) are present. Ensure that all programs have fire evacuation maps plainly posted.

Non-Compliant:

2. Does the institution ensure that instructional and non-instructional areas, including storage areas, restrooms, and offices are adequate for the number of students and staff? Is space adequate for storing projects student materials, cleanup, computers telephones and office equipment?

Yes, through a series of remodeling and expansion projects throughout the past five years, the LCCTC has maintained its position as a state-of-the-art facility housing twenty-two daytime programs, multiple short-term evening programs and one evening full-time program, and two LPN classes with over 700 students. Our campus covers over 166,000 square feet with adequate instructional labs and classrooms, staff offices, storage areas and restrooms.

See Appendix E.b – Plot Plan of the School/Classrooms/Training Stations

Comments: Committee felt that adequate instructional labs and classrooms are available. Safety equipment was adequately identified with property signage.

Strengths: Areas are very well maintained. Amount of storage is impressive.

Opportunities for Improvement: Many heavy items stored in culinary and baking programs are placed on high shelves without stepstool or other way of getting them down from the shelf.

Non-Compliant:

3. Does the institution ensure that facilities are adequate to meet the needs of students with disabilities as well as providing for the special needs of co-educational classes?

Through Title 504 and ADA, the LCCTC is in compliance with laws and codes that reference parking, entrances, hallways, restrooms, classrooms, etc., for students and staff with disabilities.

See Appendix E.b – Plot Plan of the School/Classrooms/Training Stations

Site Review – Lebanon County Career and Technology Center

Comments: Section 504 plan exists and is complaint. ADA guidelines are being met. Disabled parking exists. Hallways are wide enough.

Strengths:

Opportunities for Improvement:

Non-Compliant:

4. Does the institution ensure that physical facilities are adequately maintained as required for providing safe and quality instruction?

The school's full-time maintenance/custodial department maintain grounds, buildings, and school systems on a daily basis. Major renovations, room changes and full-facility cleanings are performed from June to August when attendance has decreased. Requests for routine maintenance are handled in a timely manner and are managed through work requisitions. Emergency situations are addressed immediately by either school maintenance staff or contracted service companies.

Custodial services are available whenever classes are in session 7 a.m. – 9:30 p.m. (with modified summer hours), with the majority of work occurring during the evening hours, when many adult classes are in session. In case of an emergency or for immediate assistance, the custodial staff may be called or paged at any time.

See Appendix E.b - Custodial services

Comments: Evidence provided shows that the facility is adequately maintained.

Strengths: Upkeep and maintenance exceeds expectations.

Opportunities for Improvement:

Non-Compliant:

Site Review – Lebanon County Career and Technology Center

CATEGORY F- Organizational Performance Results:

(a.) Student learning and satisfaction results:

1. What is the institution's current data that shows results in the areas of student learning such as grades, satisfactory completion, competencies completed, or improvement in knowledge and skill for PPVE students?

With the implementation of several new, adult education, short-term programs (and new instructors), survey results from both student and staff provide valuable insight to help establish new goals and objectives for these courses.

Virtually all of this year's students completed the end of program surveys. The Adult Education Department read through all of the results, and met to discuss how changes could be implemented throughout the programs. Suggestions included strengthening consistency & communication in the PM Practical Nursing program, as well as more/better equipment for the Evening Welding Program. The Adult Education Coordinator will continue to use this information to hire more competent staff, ensure better supervision/presence for the PM PN program, and add some equipment to the welding program.

In the 2015-2016 academic year, a total of 199 adult learners completed programs, receiving certificated of completion. Of that number: 36 completed full-time, co-mingled (intergenerational) technical programs, 84 completed short-term training programs, and 79 completed the Practical Nursing program.

See Appendix F.a – Adult Education Programs Rosters 2015-2016

Comments: Institution was asked to provide grading policy with key, list of competencies, PN clinical evaluations, industry certifications earned, final transcripts, certificates of completion.

Strengths:

Opportunities for Improvement:

Non-Compliant: No evidence provided to show individual student grades, completion, competencies for all PPPVE programs over 5 years.

Evidence: Completions, competencies and grades for all PPPVE programs for 5 years.

2. What is the institution's current information about attendance, dropout, and completion for the PPVE programs?

Tracking regarding attendance, dropout and completion is tracked in Adult Class Mate.

Completion rates for the 2015-16 Practical Nursing program are as follows:

- Full-time program (15-16) = 70% (66 starts/46 completers – 1 deceased)
- Part-time program (14-16) = 70% (47 starts/33 completers)

Licensure/Credentialing for the 2015-16 Practical Nursing program are as follows (testing is ongoing, and results are posted quarterly, so these rates are as of 8/15/15):

- Full-time program (15-16) = 14

Site Review – Lebanon County Career and Technology Center

- Part-time program (14-16) = 21

See Appendix F.a – Student Outcome Data Chart, PIMS CTE QC Report 16

Comments: Institution was asked to provide attendance policy for each specific PPPVE program. In one case 15 entered welding but only 3 completed, Why?

Strengths:

Opportunities for Improvement: Aggregate data and prepare action plan to resolve areas of weakness. Consider polling OACs to determine appropriate/realistic workplace attendance policies as some PPPVE students miss more than 15 days.

Non-Compliant: No evidence provided except 1 year for intergenerational and 1 year of PN.

Evidence: Completion/withdrawn rates for PPPVE programs for 5 years.

3. What is the institution's current information on the number of diplomas, certificates, degrees, etc, issued to students?

The current NCLEX (Practical Nursing Licensure exam) for the current year (October 1, 2015 – September 30, 2016) = 82% (the 4th quarter results are not yet available)

Licensure/Credentialing for the 2015-16 Practical Nursing program are as follows (testing is ongoing, and results are posted quarterly, so these rates are as of 8/15/15):

- Full-time program (15-16) = 14
- Part-time program (14-16) = 21

See Appendix F.a – Student Outcome Data Chart, NCLEX results, PIMS CTE QC Report 16, PA Emissions Class Final Exam Summary Reports

Comments: Institution was asked to provide program data regarding diplomas, certifications earned for all PPPVE programs over 5 years.

Strengths:

Opportunities for Improvement:

Non-Compliant: No evidence of diplomas or certificates was provided for PPPVE programs.

Evidence: Completions and certificates for PPPVE programs for 5 yrs.

4. What is the institution's current information on awards or recognition of special student achievement?

For the 2015-16 academic year, over \$12,000 in scholarship money was awarded to PPVE students.

See Appendix F.a – NOCTI results, NCLEX results (3rd quarter)

Site Review – Lebanon County Career and Technology Center

Comments: Institution was asked to provide details on PPPVE student awards (not industry certifications or end of program assessments).

Strengths:

Opportunities for Improvement:

Non-Compliant: No evidence of awards or special recognition of PPPVE students.

Evidence: Perfect Attendance, Honor Roll, and Director's Report listing Special Awards

5. What are the institution's results from tracking the Adult Affidavit Program Registration with CATs?

With the availability of more and more federal funds and subsidies (such as the IRE grant) to adults, we have had many inquiries about developing entry-level job training programs (such as Basic Welding and Basic Culinary Skills). Additionally, we've seen a greater surge in adults interested in our full-time, co-mingled (intergenerational) technical programs. Unfortunately, as we serve high school students first, we have had to turn away many eligible adult students as many popular programs are at capacity (Cosmetology, Welding, etc.). We are addressing this issue slowly by offering more evening programs in the evening as we see more adult students transition in their careers due to a growing economic technology shift. We recently added two levels of Welding courses to our evening offerings and are approved to begin an evening Cosmetology course (currently enrolling, expecting to begin Fall 2016).

The Practical Nursing program has seen a slight shift in enrollment. We have much more interest in the part-time evening program than in previous years. The full-time program continues to enroll to capacity.

Another area of growth has been with our Customized Training Programs. Several businesses throughout Lebanon County have partnered with LCCTC as we develop job-skill specific training packages for their employees to assist with providing the skills necessary for job advancement (such as Electromechanical, Electrical, and Pipefitting).

We will continue to offer technical training at a competitive price for high priority occupations that will lead to immediate employment for our adults in our community.

See Appendix F.a – Adult Education Programs Rosters 2015-2016

Comments: Institution was asked to provide PPPVE CATS printouts for 5 years.

Strengths:

Opportunities for Improvement: Consider deleting from CATS those programs that had no students in 3 consecutive years.

Non-Compliant: No evidence of CATS for yearly comparison or to show the demand for PPPVE programs.

**Evidence: PDE 285 Reports showing addition of Landscape and Rehab Aide
5 year rosters**

Site Review – Lebanon County Career and Technology Center

(b.) Public, community and employer satisfaction results:

1. What is the institution's current data and information showing the levels of satisfaction or dissatisfaction?

Historically, feedback from employers occurs through our bi-annual OAC meetings as most of the committee members are local business owners, many of which employ our former students. Although this regular communication/feedback is ongoing and extremely insightful, it is difficult to track/document. Recently, the Adult Education Department has begun emailing Employer Surveys asking the business community for feedback regarding our programs and the quality of our students, but return rates are low. The most valuable information from employers occurs through informal and regular communications such as telephone calls and emails.

The Practical Nursing department also receives (informal) regular feedback from employers as they are regularly on-site for clinical rotations with students at many of the employers.

See Appendix F.b – Employer Surveys, Email Communication from Employers

Comments: Evidence provided was PN clinical evaluations, and student and staff evaluations; these do not show level of public, community or employer satisfaction.

Strengths:

Opportunities for Improvement: Consider redesigning survey and results/analysis to provide a complete picture of all PPPVE programs including revising questions to address each specific stakeholder group.

Non-Compliant: Provided evidence of 3 LPN employer evaluations. No other evidence of public, community or employer satisfaction or any aggregate results related to the other 23 PPPVE programs.

Evidence: Staff and Faculty surveys, analysis and action plans for past 5 years
Employer surveys, analysis and action plans for past 5 years
Emails with employers
OAC minutes

2. What is the institution's current data and information on enrollment, retention, student placement, and employer feedback?

Enrollment and retention were discussed in F.a.2. Placement opportunities included: employment, the military, and continuing education. We collect Placement information from every adult learner before they exit the program. The Adult Education Department in conjunction with the Practical Nursing Department assists with job placement on an as-needed, one-on-one basis. Additionally, we collaborate with local employers and post open positions on our school website.

See Appendix F. b – Placement Forms, Job Postings from School Website

Comments: Institution was asked to provide consistent data for enrollment, retention, placement for all PPPVE programs over 5 years (not only LPN) and employer feedback and aggregated student data.

Strengths:

Site Review – Lebanon County Career and Technology Center

Opportunities for Improvement: Consider hiring a career counselor to assist with PPPVE students finding job placement and develop a point of contact for employers.

Non-Compliant: No evidence provided regarding enrollment, retention, placement or employer feedback per PPPVE program for each of 5 years. Ads for job postings do not provide evidence of enrollment, retention, placement or employer feedback related to PPPVE programs.

Evidence: Employer surveys, analysis and action plans for past 5 years
Placement forms
Rosters and completers

3. What is the institution's current data and information on student, faculty, and staff satisfaction and dissatisfaction?

During the last session of all courses, the Adult Education Department distributes instructor/course and facility evaluations to each instructor. After the evaluations have been completed, they are collected and reviewed by the Adult Education Coordinator and the Practical Nursing Director.

All adult education students also receive a Student Exit Survey regarding the quality of education received in an effort to continually improve program content. Results are analyzed and action plans formed based on feedback. Results are also shared with the course instructors.

See Appendix F. b – Staff Surveys

Comments: Institution was asked to provide aggregate data and follow up information and action plans related to PPPVE programs.

Strengths:

Opportunities for Improvement: Consider revising surveys to identify program CIP and hours to determine if it is PPPVE.

Non-Compliant: Provided only scant LPN information related to program improvements. No other data for other 23 PPPVE programs was provided. No aggregated evidence provided regarding PPPVE student, faculty and staff satisfaction over 5 years.

Evidence: Staff and Faculty surveys, analysis and action plans for past 5 years
Student surveys, analysis and action plans for past 5 years
Post Grad surveys

(c.) Budgetary and operational results:

1. What is the institution's current data and information about funding to the organization and grants to students?

Each year, the Lebanon County Career and Technology Center receives several sources of funding, including TRA, OVR, SEC, Career Link, PHEF and PELL for adult education. New this past year, we were able to coordinate with the IU-13 to create and conduct two, short-term programs as a result of the IRE grant (to support the re-entry initiative). Historically, however, our greatest sources of funding (for our full-time programs) has been through Title IV funds.

Site Review – Lebanon County Career and Technology Center

See Appendix F. c – Rosters with pay types

Comments: Institution was asked to provide details on amount paid for each type of fees per PPPVE program per year. Data provided shows each student is sole source funded; were any combo funded and to provide information on organizational funding as related to PPPVE—Perkins, 688, WIOA, grants, etc.

Strengths:

Opportunities for Improvement:

Non-Compliant: No evidence provided for funding to the organization as related to PPPVE. No evidence provided for detailed student funding amounts.

Evidence: IPEDS Reports
5 year costs – tuition, supplies and fees
Breakdown of each enrolled student's costs

2. What is the institution's current information about staying within budget and budget growth?

The Administrative team, in conjunction with the JOC, reviews each program budget annually and meets monthly to review budget items. Budget increases may occur each year with the intention of keeping the increase within the county average of the Act 1 index. The goal concerning the budget is to always operate within the guidelines established and to operate adult programs at a break-even minimum.

The Administrative Director, Assistant Director, Business Manager, and Adult Education Coordinator meet on a yearly basis to review the Adult Education budget. The budget is part of the overall LCCTC budget. Throughout the year, the Business Manager provides the Adult Education Coordinator with updates regarding spending and revenue added.

The 2-15-16 budget demonstrates an increased allotment for Adult Education of \$26,593 over the previous year's budget.

Tuition rates (for all programs) increased slightly from previous year to cover costs.

The most current default cohort rates demonstrate a reduction in default rate (2012) and an increase of the number of students in repayment; with our financial aid presentation, pre-entrance counseling, and exit counseling, we expect this positive trend to continue

See Appendix F. c – Adult Education Budget (years 2012 – 2017), Tuition Cost Sheets, School Default Rates

Comments: Institution provided *estimated* adult (including short term?) expenditure and a summary revenue/expense sheets that did not align to expenditures discussed elsewhere in the narrative.

Strengths:

Opportunities for Improvement:

Non-Compliant: No detailed PPPVE revenue information provided per year.

Site Review – Lebanon County Career and Technology Center

Evidence: Revenue provided for 5 years

3. What is the institution's current information about new programs and program improvement?

Programs offered to our adult students directly correlate to high priority occupations (HPOs). The Pennsylvania Department of Labor and Industry prepares a baseline list of HPOs in demand by employers, which the Lebanon County CTC takes into account when opening a new program. Major areas are addressed in determining if programs match to HPOs: Importance to the Targeted Industry Cluster, Annual Job Openings, Job Quality.

As the Lebanon County Career & Technology Center strives to address HPO's in the PA workforce, adult classes are consistent in teaching what students will need to know as they leave school for the "real world." Oftentimes, adult students are already heavily into the "real world," so the training received at the CTC is instrumental in placing them at a job where their needs meet what the PA workforce needs.

Partnerships with the local WIB, the IU-13, and CareerLink also helps the Lebanon CTC prepare new and relevant programs.

Each year, the Adult Education Department reviews the course listing and adds and/or eliminates programs based upon previous years' success. We are also currently seeking additional input about programs from the business community via an industry survey. Feedback is reviewed, aggregated and implemented where deemed appropriate.

Based on a request from the IU-13, as part of the IRE grant (funding for job training for re-entry citizens), the LCCTC formed and conducted three new short-term programs this past year: Basic Welding (60 hours), Welding Level I (81 hours), and Basic Culinary Skills (50 hours).

In addition, in response to the community's need for, and interest in, Cosmetology, the LCCTC applied, and was approved to add a part-time, evening Cosmetology course. Since our full-time day program is normally filled to capacity from our high school population and because the only other Cosmetology School in the county no longer offers evening courses, the LCCTC decided to pursue this new program offering, which is a 1250-hour program over 80 months.

Another new program development includes a Culinary & Pastry Apprenticeship Program that is approved by the Department of Labor. This 4,000-hour apprentice program will launch in the Fall of 2016.

See Appendix F. c – Cosmetology Enrollment Agreement, Culinary/Pastry Apprentice Overview, New Program Flyers

Comments: Institution provided blank cosmetology student agreement, culinary apprenticeship program and short term program information. Was asked to provide LAC, OAC, EPC, PPC evidence/minutes showing discussion of new and/or improved PPPVE programs.

Strengths:

Opportunities for Improvement:

Site Review – Lebanon County Career and Technology Center

Non-Compliant: No evidence of new program or program improvement for PPPVE programs over 5 years.

Evidence: 5 year JOC minutes – approval of instructors, budget, policies, etc.
OAC minutes

4. What is the institution's information on net cost per student?

Each program offers its own set of costs per student, including program duration, cost of materials, etc., thus making it difficult to assign a net cost per student.

Current tuition rates are as follows:

- Full-time PN program \$11,950, plus expenses
- Part-time PN Program \$12,225, plus expenses
- Co-mingled (intergenerational) adult students \$8,190, plus students may also incur additional expenses for books and supplies
- Short-Term programs and Customized Training Program costs vary depending on length of program and materials costs*

*For Continuing Education Classes (part-time evening) and Customized Training Program costs, the cost is determined by a number of factors such as: instructor cost, course prep time, materials, books and any incidentals. These are added up to give a total program cost. By dividing the number of students that the school needs to receive state subsidy (six) into the total program costs and add an administrative fee, a total cost is formulated. The school also, look at costs that other CTC's and community colleges charge and adjust accordingly to remain competitive while still allowing students to receive an excellent education for a rate consistent (and often lower) than other competitors.

Adult students may obtain costs by logging onto the Adult Programs page of our website, www.lcctc.edu or by calling the Adult Education Department.

See Appendix F. c – Tuition Charts

Comments: Evidence does not show break down per program.

Strengths:

Opportunities for Improvement:

Non-Compliant: No evidence of total tuition/costs per PPPVE program per student.

Evidence: 5 year costs – tuition, supplies and fees
Breakdown of each enrolled student's costs

(d.) Administration, faculty, and staff satisfaction results:

1. What is the institution's data and information showing the levels of satisfaction or dissatisfaction?

During their annual reviews, administrators, faculty and staff have an opportunity to share feelings of satisfaction or areas of concern. In addition to annual reviews, a CTC Leadership Team comprised of our administrative team, PN supervisor, IT Director, guidance counselors, special populations coordinator meet

Site Review – Lebanon County Career and Technology Center

weekly to discuss issues including, but not limited to, safety, work environment, and building facilities. Staff concerns may also be addressed and worked through via our Staff Forum, which meets monthly.

See Appendix F. d – Staff Satisfaction Surveys

Comments: Institution was asked to provide SREB survey related to HS and evidence of how faculty dissatisfaction is addressed.

Strengths:

Opportunities for Improvement: Suggest tweaking SREB survey to build a template for PPPVE survey.

Non-Compliant: No evidence of PPPVE administrator, faculty/staff surveys per 24 programs over 5 years.

Evidence: Faculty and staff surveys for past 5 years
No Admin surveys

2. What is the institution's data and information related to safety and overall well-being?

Our Health and Safety Coordinator is responsible for maintaining health care concerns and safety-related information for employees and students. Our Safety Committee meets monthly to discuss issues of safety and well-being.

See Appendix F. d – Safety Committee Meeting Minutes

Comments: Provided safety committee meeting minutes, a list of safety webinars available to staff, and drill response time.

Strengths:

Opportunities for Improvement:

Non-Compliant:

3. What is the institution's data on individual employee training and development?

Employee training is a key component to our program success. Staff members are encouraged to participate in professional development courses, programs, workshops, etc. that lead to growth in their specific content areas. Our full-time faculty is also required to meet the state-mandated Act 48 hours of continuing education/professional development. The Adult Education Department pays for instructors to take certification exams related to areas in which they are providing training. The Adult Education Department maintains all documentation related to professional development.

See Appendix F. d – Continuing Education Policy for PN, PN Continuing Education Logs, Staff Development Annual Log

Comments: Provided 5 years of professional development training logs with PPPVE teachers identified.

Site Review – Lebanon County Career and Technology Center

Strengths:

Opportunities for Improvement:

Non-Compliant:

Final Draft

Site Review – Lebanon County Career and Technology Center

SCORING

Standard/Category	Directive	Score
A - a	Provides direction to the overall organization:	2
A - b	Establishes the future direction for PPPVE and implements the plan:	1
A - c	Reviews the organization's performance:	2
A - d	Meets its regulatory requirements and public responsibilities:	2
B - a	Involves the Community:	0
B - b	Determines student and stakeholder satisfaction to attract, satisfy, retain, and increase PPVE enrollment:	1
C - a	Enacts workforce practices that enable all employees to achieve high performance:	2
C - b	Builds a quality workforce:	1
C - c	Builds knowledge and skills, career development, for the administration, staff, and faculty:	0
C - d	Maintains a work environment conducive to the well-being of all employees and students:	2
D - a	Establishes methods and opportunities for student learning:	2
D - b	Provides opportunities for work-site learning:	2
D - c	Uses methods for monitoring and tracking student learning:	2
D - d	Maintains processes for providing student support:	1
D - e	Credit Hours Policies	1
E - a	Acquires proper equipment, materials and adequate supplies and	3

Site Review – Lebanon County Career and Technology Center

	makes them available to support the instructional program objectives and to meet the needs of individual students:	
E – b	Develops physical facilities, including instructional and non-instructional areas, that are adequate and provide for safe and quality instruction to meet the program objective: Strengths:	3
F – a	Student learning and satisfaction results:	0
F – b	Public, community and employer satisfaction results:	0
F – c	Budgetary and operational results:	0
F – d	Administration, faculty, and staff satisfaction results:	2
	Highest Score Possible	67
	Total Score	31

e i a y

Y2

Lebanon County Career and Technology Center

PPVE Accreditation Audit

List of Documents – Reply to Preliminary Draft Report

A.b.2

- PN Advanced Placement Policy
- Intergenerational Advanced Placement Policy
- OAC Minutes for all programs for past 5 years (or all OAC minutes for programs less than 5 years old).

B.a.1

- OAC Minutes for all programs for past 5 years (or all OAC minutes for programs less than 5 years old).
- Executive Planning Committee minutes discussing Adult Education

B.a.2

- Adult Education program brochures
- Advertising on Careersin2Years website
- Advertising and mission on LCCTC website
- Community and Public Relations policies
- Marketing Information
- Adult Student Handbook

B.a.3

- Review of communications and advertisements with marketing firm
- Executive Planning Committee minutes
- Adult Ed. brochures

B.a.4

- OAC Minutes for all programs for past 5 years (or all OAC minutes for programs less than 5 years old).
- Executive Planning Committee minutes
- Joint Operating Committee minutes
- PN Improvement Plan

B.a.5

- OAC Minutes for all programs for past 5 years (or all OAC minutes for programs less than 5 years old).
- Executive Planning Committee minutes
- Joint Operating Committee minutes

B.a.6

- OAC Minutes for all programs for past 5 years (or all OAC minutes for programs less than 5 years old).
- Executive Planning Committee minutes
- Joint Operating Committee minutes

B.b.1

- Intergenerational student surveys, aggregated results and action plans
- PN student surveys, aggregated results and action plans
- Employer surveys, aggregated results and action plans
- 13-14 Employer survey results

B.b.2

- Adult student handbook grievance procedures
- Grievance policy from website
- Adult Education brochures with compliance officer contact information on back

B.b.3

- Intergenerational and PN e-mails with students and stakeholders
- PN and intergenerational orientation packets

B.b.4

- Intergenerational student surveys, aggregated results and action plans
- PN student surveys, aggregated results and action plans
- Employer surveys, aggregated results and action plans

C.b.1

- Job postings communicating requirements and necessary skills to potential applicants
- Lebanon Valley Workforce Alliance meeting minutes
- Adult Education Faculty Development

C.c.1

- Adult Education Faculty Development

C.c.3

- E-mail communications to staff
- Faculty meeting agenda

C.c.5

- Adult Education Faculty Development

C.c.6

- Adult Education Faculty Development

D.d.1

- Information on Careersin2Years website
- Student co-op lists
- Program brochures
- Intergenerational orientation packet
 - Program fact sheets
 - Adult student handbook
 - Financial aid handbook
 - Required informational forms and policies handouts
 - Student sign-off sheets
- PN orientation packet
 - PN student handbook
 - Adult student handbook
 - Financial aid handbook

- Required informational forms and policies handouts
- Student sign-off sheets

D.e.3

- Program fact sheets with total hours
- Program room sizes and layouts
- PN and Intergenerational program hour breakdowns by theory, lab and internships
- Intergenerational program hour breakdown by task
- Clinical and internship reports – 5 years

F.a.1

- PN and Intergenerational documents showing enrollment, completers and retention rate
- Certificates of competency
- Special recognition certificates
- PN clinical evaluations
- Intergenerational certificates of enrollment (given to completers only)
- Grading policy
- PPVE students' progressions of competencies
- Intergenerational task/competency lists
- PN sample diplomas
- Intergenerational final report cards
- PN transcripts

F.a.2

- Intergenerational absence policy
- PN absence policy
- PN completers, withdrawals and absences
- Intergenerational completers, absences and grades by year
- Intergenerational completers and absences by program

F.a.3

- End-of-year Director's Reports
- Intergenerational certificates of enrollment (given to completers only)
- Intergenerational certificates of competency
- PN diplomas
- PN and intergenerational documents showing enrollment, total completers and retention rate

F.a.4

- End-of-year Director's Reports
- NOCTI scores and analysis
- Special recognition certificates
- Certificates of competency

F.a.5

- CATS printouts – 5 years
- HPO list

- Adult intergenerational enrollment by program and year

F.b.1

- OAC minutes
- Employer surveys and analysis
- PN clinical evaluations
- 13/14 employer survey results
- E-mail communications with employers who have employees enrolled in PPVE accredited intergenerational programs.
- 2014 SREB teacher survey report
- 2015-2016 Staff surveys

F.b.2

- OAC minutes
- Adult student placement forms
- 13/14 employer surveys
- Employer surveys and analysis
- E-mail communications with employers who have employees in PPVE accredited intergenerational programs.
- Intergenerational and PN enrollment and retention information

F.b.3

- 2014 SREB teacher survey report
- 15/16 staff surveys
- 2014 and 2015 postgraduate student surveys
- PN NCLEX improvement plan
- Intergenerational and PN student surveys, analysis and action plans
- 14/15 Staff climate survey report

F.c.1

- 2011/2012 through 2015/2016 per student cost sheets
- PN and intergenerational student account cards
- Published IPEDS Student Financial Aid Components (2013-2014 is the most recent year of published information)

F.c.2

- 5-year adult education detailed revenue information
- PN and intergenerational student account cards

F.c.3

- Executive planning committee minutes
- OAC minutes
- JOC minutes

F.c.4

- 2011/2012 through 2015/2016 per student cost sheets
- PN and intergenerational student account cards

F.d.1

- 2014 SREB teacher survey report

- 2015-2016 Staff surveys
- 2014-2015 Staff climate survey

Y3



pennsylvania
DEPARTMENT OF EDUCATION

April 10, 2017

Ms. Karen Molchanow
Executive Director
Pennsylvania State Board for Vocational Education
333 Market Street, 11th Floor
Harrisburg, PA 17126

Dear Ms. Molchanow:

The Pennsylvania Department of Education (Department) is transmitting to the State Board for Vocational Education (Board) the final report and accreditation recommendation for accreditation status for Lebanon County Career and Technology Center. The Board will provide the final report to the administration of the Lebanon County Career and Technology Center notifying them of the recommendation of Probationary Accreditation with Stipulations. The Board's notification to the Center will indicate that the Center can appeal the recommendation.

The Department will ask the Board to vote on the accreditation status for the Lebanon County Career and Technology Center at the July 2017 Board meeting.

Sincerely,

Lee Burket, Ed.D.
Director

Y4

**MINUTES
STATE BOARD FOR VOCATIONAL EDUCATION**

**333 Market Street | 1st Floor
Harrisburg, PA 17126**

May 10, 2017

The meeting was called to order at 8:30 a.m. by Chairman Larry Wittig.

Attending:

James Agras <i>(via phone)</i>	Nicole Carnicella	Shirlann Harmon
Andrew Ahr	Sandra Dungee Glenn	Maureen Lally-Green
Carol Aichele	Sen. John Eichelberger	Jonathan Peri
James Barker <i>(via phone)</i>	James Grandon	Joshita Varshney
Nathan Barrett	Kirk Hallett	Karen Farmer White
		Larry Wittig

APPROVAL OF MINUTES

The minutes of the March 9, 2017, meeting of the State Board for Vocational Education were approved on a **Grandon/Dungee Glenn** motion.

**REPORT OF THE DIRECTOR OF THE BUREAU OF
CAREER AND TECHNICAL EDUCATION**

Dr. Lee Burket, Director of the Bureau of Career and Technical Education (BCTE), provided an update from the Board's Vocational-Technical Education Committee meeting that was held on May 9, 2017. Dr. Burket reported on the following two discussion items that were before the Committee.

Petitions for AVTS Attendance Area Changes

Dr. Burket explained that authority for establishing and amending Area Vocational-Technical School (AVTS) attendance areas lies with the State Board for Vocational Education and said many of these boundaries were established in the 1960's and 1970's. She noted that the Board recently received petitions from the Harrisburg School District and Dauphin County Technical School (DCTS) seeking to alter their attendance areas. Dr. Burket explained that Harrisburg currently is recognized as a single-district AVTS, and said Harrisburg is petitioning the Board to remove its single-district status and to join the AVTS attendance area served by Dauphin County Technical School. Dr. Burket said the Board also received a petition from DCTS to change its attendance area to incorporate the Harrisburg School District.

Dr. Burket said both Harrisburg and DCTS submitted supporting materials related to the rationale for their petitions and the impact of the requested AVTS attendance area changes both in terms of the fiscal impact and the impact on students. She also reported that both entities were

represented at the Committee meeting and expressed that this would be a great opportunity for Harrisburg students and does not provide any disincentive or disservice to the current six-member school districts of DCTS. Dr. Burket said the petitions now are being presented to the Board for its review over the next few months and that she anticipates a request will be made to consider these petitions as an action item at the July 2017 Board meeting.

Lebanon County Career and Technology Center

Dr. Burket said she presented the Vocational-Technical Education Committee with the BCTE's final draft report on the accreditation application submitted by Lebanon County Career and Technology Center (LCCTC). She noted that LCCTC currently holds accreditation through the State Board for Vocational Education, which means postsecondary students attending the institution are eligible to receive federal Title IV loans and Pell Grants. She also noted that entities accredited by the Board must be re-accredited every five years.

Dr. Burket said the BCTE conducted an accreditation site visit and found that LCCTC had several non-compliant findings. She said a preliminary draft report asking for additional input related to those areas of non-compliance was submitted to LCCTC. After providing additional input, Dr. Burket said LCCTC continues to have two areas of non-compliance related to the standards for accreditation pertaining to community involvement and methods for monitoring and tracking student learning. As such, she said the BCTE is recommending that the institution be granted probationary accreditation with stipulations for one year.

Dr. Burket explained that, during the proposed probationary period, the BCTE would ensure that LCCTC's Adult Education Coordinator is taking certain actions to address the areas of concern, would conduct quarterly check-ins with the school, and would conduct another accreditation site visit during the 2017-18 school year. At the end of the probationary period, LCCTC would submit a report to PDE and the BCTE would formulate another recommendation for the Board's consideration to either continue or deny accreditation based on whether the areas of non-compliance have been adequately addressed.

Dr. Burket said the next steps on the accreditation application are for the Board to send the final draft report to LCCTC and provide the institution with an opportunity for appeal of the recommended accreditation status. If the Board does not receive a request for appeal within 30 days, Dr. Burket said she anticipates that the accreditation application will come before the Board for action at its July 2017 meeting.

Following the conclusion of her report, James Agras asked if the current member school districts of DCTS would continue to pay into the institution's debt. Dr. Burket responded that they would and noted that materials submitted with the petitions include detail on the allocation of payments in support of DCTS if Harrisburg is added as a member of its AVTS attendance area.

PUBLIC COMMENT

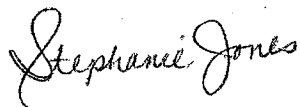
There was no public comment.

ACTION ITEMS

There were no action items.

ADJOURNMENT

There being no further items of business, the meeting was adjourned at 8:42 a.m.



Stephanie Jones
Administrative Assistant

Y5

COMMONWEALTH OF PENNSYLVANIA



STATE BOARD OF VOCATIONAL EDUCATION

July 20, 2017

Mr. Glenn Meck II
Administrative Director
Lebanon County Career and Technology Center
833 Metro Drive
Lebanon, PA 17042

Dear Mr. Meck:

I write to inform you that the State Board for Vocational Education (Board) on July 13, 2017, voted to grant Lebanon County Career and Technology Center (LCCTC) probationary accreditation with stipulations for a one-year period ending July 13, 2018. The Board's decision followed recommendations by the Department of Education (Department) and the Board's Standing Committee on Vocational-Technical Education.

During the probationary period, LCCTC must act to correct all areas of non-compliance with accreditation standards identified in the Department's final report on LCCTC's accreditation review. A copy of this report is enclosed.

During the probationary period, LCCTC also must comply with actions requested by the Department, per Chapter 10 of the Accreditation Guidelines for Pennsylvania Public Postsecondary Vocational Education, to bring the institution into compliance with accreditation standards. The requested actions will include monthly monitoring by the Department, which was established by the Board as a condition of the grant of probationary accreditation. The Department also is required to provide an interim report to the Board in six month on the status of its monitorings of LCCTC.

Upon the close of the probationary period, if the Board determines that the necessary corrective actions have been completed in a satisfactory manner it may consider granting LCCTC accreditation for an additional four years. If the Board determines that the accreditation standards have not been met during that timeframe, it may consider revoking LCCTC's accreditation.

Please contact me at (717) 787-3787 with any questions.

Sincerely,

A handwritten signature in black ink that reads "Karen Molchanow".

Karen Molchanow
Executive Director

Enclosure

First Floor, 333 Market Street, Harrisburg, PA 17126-0333
Telephone (717) 787-3787 ♦ TTY (717) 783-8445 ♦ FAX (717) 787-7306

As approved by the State Board of Education, May 8, 2019

cc: Thomas Howell, Esq.
Deputy General Counsel, Governor's Office of General Counsel

Larry Wittig
Chairman, State Board of Education

Matthew Stem
Deputy Secretary, Elementary and Secondary Education

✓ Dr. Lee Burket
Director, Bureau of Career and Technical Education

Y6

**MINUTES
STATE BOARD FOR VOCATIONAL EDUCATION**

**333 Market Street | 1st Floor
Harrisburg, PA 17126**

September 13, 2018

The meeting was called to order at 8:33 a.m. by Chair Karen Farmer White.

Attending:

James Agras
Carol Aichele
James Barker
Nicole Carnicella
Sandra Dungee Glenn

Sen. John Eichelberger
Donald Fey
Pamela Gunter-Smith
(via phone)
Kirk Hallett

Maureen Lally-Green
Jonathan Peri
Arynn Pratt
Ashley Svec
Karen Farmer White
A. Lee Williams

APPROVAL OF MINUTES

The minutes of the July 12, 2018, meeting of the State Board for Vocational Education were approved on an **Dungee Glenn/Carnicella** motion.

COMMITTEE REPORT
VOCATIONAL TECHNICAL EDUCATION COMMITTEE

James Agras, Committee Chairman, reported that the Committee met on July 11. First, the Committee voted to recommend that the Board grant re-accreditation status to the Lebanon County Career and Technology Center (LCCTC). Mr. Agras reported that LCCTC is operating under a one-year probationary period with stipulations. He said that over the past year LCCTC worked to enact changes in its policies and procedures that demonstrate compliance with the issues identified in accreditation review from the year prior. He further noted that the Bureau of Career and Technical Education (BCTE) worked with the Institutional Advisory Group (IAG) to review LCCTC's progress and both the BCTE and IAG support granting full accreditation to LCCTC.

Mr. Agras said the Committee then accepted two new petitions seeking to change the assigned AVTS attendance areas for the Clearfield County Career and Technology Center and the Admiral Peary Area Vocational Technical School. The petitions would remove the Harmony Area School District from Clearfield and move it to Admiral Peary. The contents of the petitions were reviewed in detail by the Committee, and Mr. Agras said Harmony's Superintendent and Admiral Peary's Executive Director both attended the Committee meeting and provided additional insight into the rationale for pursuing a change in attendance areas. Mr. Agras highlighted information presented in the petitions in support of the change – including capacity related to student enrollment, impact on program offerings, and transportation times. He said the petitions will be presented to the Board for final consideration in September.

REPORT OF THE DIRECTOR OF THE BUREAU OF CAREER AND TECHNICAL EDUCATION

Dr. Lee Burket, Director of the Bureau of Career and Technical Education (BCTE), highlighted the following items from her written report.

Technical Assistance Program

Dr. Burket shared that the Technical Assistance Program (TAP) continues to increase the quality and impact of career and technical education (CTE) in secondary public schools statewide. She noted that specialized training and coaching in integrating mathematics and reading and writing into CTE will be provided to 5 new schools and that coaching will continue at the sites that participated during the 2017-18 school year.

Perkins Updates

Dr. Burket reported that Perkins IV was extended for the 2018-19 fiscal year and said the state allocation for Perkins increased by over 3 percent. She noted that there are 98 secondary and 31 postsecondary Perkins recipients for the 2018-19 fiscal year.

Civil Rights Activities

In 2017-18, one postsecondary and five secondary institutions were reviewed for compliance with Title VI, Title IX, and Section 504 of the Rehabilitation Act of 1973. The reviews were conducted per requirements of the U.S. Office for Civil Rights. Dr. Burket reported that non-compliance issues were identified at all of the institutions reviewed. The most common non-compliance issue dealt with lack of program/building accessibility. The institutions must submit a method of remedies for the identified areas of non-compliance and must provide evidence of improvement after the non-compliance issues are addressed.

Program of Study Update

Dr. Burket announced that the process of revising Phases I, II, and V Program of Study task grids has concluded. Following the updates, 26 revised task grids were distributed to postsecondary institutions for input concerning the proposed revisions and the impact that the revisions would have on current articulation agreements. Following review of feedback from postsecondary institutions, the revised task grids were posted and will be in effect for the 2018-19 school year.

Congress-Bundestag Vocational Youth Exchange Program

Three students from Pennsylvania (attending Eastern Center for Arts and Technology in Montgomery County, Creative and Performing Arts High School in Philadelphia, and Exeter Township Senior High School) were selected to participate in this German and American Vocational Exchange Scholarship Program. They will spend the 2019-19 school year in Germany participating in either an educational or employment experience.

2016-17 Approved Career and Technical Education Program Updates

Dr. Burket reported that there were 1,747 approved CTE secondary programs enrolling 67,294 students in the 2016-17 school year. That figure includes 14,672 students enrolled in 320 programs with a Tech Prep delivery, which requires at minimum one postsecondary articulation agreement. Further, there were 52,622 students enrolled in 1,427 programs with Programs of Study deliveries, which include Statewide Postsecondary Articulations agreements. There also were 36 secondary students in Registered Apprenticeships. Dr. Burket provided a detailed breakdown by program area of student enrollments, percentage of students competent or advanced, percentage of students employed in related fields, and more.

PUBLIC COMMENT

There was no public comment.

ACTION ITEM

Petition to Change the Attendance Area of Clearfield County Career and Technology Center

A motion to approve the petition submitted by the Clearfield County Career and Technology Center seeking to amend its attendance area by removing the Harmony Area School District from its attendance boundaries was made by James Agras and seconded by Jonathan Peri.

VOTE: All were in favor as indicated by unanimous voice vote.

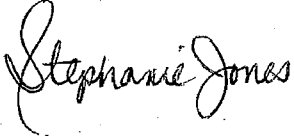
Petition to Change the Attendance Area of the Admiral Peary Area Vocational Technical School

A motion to approve the petition submitted by the Admiral Peary Vocational Technical School seeking to amend its attendance area by adding the Harmony Area School District to its attendance boundaries was made by James Agras and seconded by Jonathan Peri.

VOTE: All were in favor as indicated by unanimous voice vote.

ADJOURNMENT

There being no further items of business, the meeting was adjourned at 9:10 a.m. on a **Williams/Lally-Green** motion.

A handwritten signature in cursive script that reads "Stephanie Jones".

Stephanie Jones
Administrative Assistant

Y7

COMMONWEALTH OF PENNSYLVANIA



STATE BOARD OF VOCATIONAL EDUCATION

July 12, 2018

Mr. Glenn K. Meck II
Director
Lebanon County Career and Technology Center
833 Metro Drive
Lebanon, PA 17042

Dear Mr. Meck:

I am please to inform you that the State Board for Vocational Education (Board) on July 12, 2018, voted to grant Lebanon County Career and Technology Center (LCCTC) full accreditation for a four-year period ending July 12, 2022. This action removes LCCTC from the one-year probationary accreditation status granted to the institution by the Board on July 13, 2017.

The Board determined that the actions taken by LCCTC during the probationary period satisfied the corrective actions necessary to meet the Accreditation Guidelines for Pennsylvania Public Postsecondary Vocational Education as they pertain to involvement with the community and methods for monitoring and tracking student learning.

Please contact me at (717) 787-3787 with any questions.

Sincerely,

A handwritten signature in cursive script that reads "Karen Molchanow".

Karen Molchanow
Executive Director

Enclosure

cc: Thomas Howell, Esq.
Deputy General Counsel, Governor's Office of General Counsel

Matthew Stem
Deputy Secretary, Elementary and Secondary Education

Dr. Lee Burket
Director, Bureau of Career and Technical Education

✓ Beth Marshall
Career and Technical Education Advisor, Bureau of Career and Technical Education

Y8

**MINUTES
STATE BOARD FOR VOCATIONAL EDUCATION**

**333 Market Street | 1st Floor
Harrisburg, PA 17126
January 11, 2018**

The meeting was called to order at 8:35 a.m. by Chair Karen Farmer White.

Attending:

James Agras <i>(via phone)</i>	Caroline DeWitt	Kirk Hallett
Andrew Ahr	Sandra Dungee Glenn	Shirlann Harmon
Carol Aichele <i>(via phone)</i>	Hon. John Eichelberger	Maureen Lally-Green
James Barker <i>(via phone)</i>	Donald Fey	Jonathan Peri
Nathan Barrett	James Grandon	Colleen Sheehan <i>(via phone)</i>
Nicole Carnicella	Pamela Gunter-Smith <i>(via phone)</i>	Karen Farmer White

APPROVAL OF MINUTES

The minutes of the November 9, 2017, meeting of the State Board for Vocational Education were approved on a **Lally-Green/Dungee Glenn** motion.

**REPORT OF THE DIRECTOR OF THE BUREAU OF
CAREER AND TECHNICAL EDUCATION**

Dr. Lee Burket, Director of the Bureau of Career and Technical Education (BCTE), highlighted the following items from her written report.

Programs of Study

All Perkins-allocated postsecondary institutions have aligned for advanced credit offerings in at least one Program of Study (POS). The BCTE holds 688 active Postsecondary Statewide Articulations Agreements with the 28 Perkins-allocated postsecondary institutions and 13 career and technical centers offering Practical Nursing Adult Programs. Currently, there are 42 POS that BCTE has developed with 1,448 POS approvals at secondary schools.

Dr. Burket reviewed the components of Pennsylvania's POS framework. She then presented data on the articulated credits earned through the approved Perkins POS in 2016-2017.

Career Pathways in Career and Technical Education

Dr. Burket shared that BCTE continues to work with career and technical centers (CTCs) in establishing career pathways for all students. This year, Dr. Burket said support is being provided for the development of regional CTC-led pathways-system models. The goal of this work is to help establish ongoing Pathway Partnerships in which the local CTC is a key

organizing partner. By the end of 2017-2018, each Partnership will have an active partnership management agreement or Memorandum of Understanding to guide collaborative activities. Dr. Burket provided the Board with a list of school districts involved in Partnerships in the following regions: Berks County, Dauphin County, Erie County, and SUN Area.

PDE Approved Career and Technical Education Pathways

Approved Career and Technical Education (CTE) career pathways must articulate to a postsecondary program. Dr. Burket said each school district and CTC that offers an approved CTE career pathway ensures that students have a postsecondary option to pursue upon graduation. She also provided the Board with a list of schools with Department-approved CTE career pathways.

Industry Credentials

The BCTE continues to research and recommend industry credentials that are appropriate for students to earn as they prepare for high-skill, high-wage, and high-demand occupations. Approximately 50 applications were received for the 2017-2018 school year seeking to add new industry credentials and/or to add providers to the approved industry credential list.

Academic Integration

The BCTE continues to support the academic achievement of students enrolled in CTE by developing and disseminating resources that show the alignment of academic and technical content. Dr. Burket said T-charts continue to be developed to bridge the gap between CTE and math that can be used by both math and CTE teachers. Each T-chart demonstrates how a CTE educator teaches the concept covered by the eligible content and how a math educator teaches the same concept. Dr. Burket shared that the BCTE is finalizing approximately 50 T-charts and mini-lessons focused on English Language Arts (ELA).

Perkins Nontraditional Indicators Professional Development

In 2017, 45 Perkins recipients received sanction letters stating that the school had not met 90% of the local adjusted level of performance for three consecutive years on one or more of the Nontraditional Perkins performance indicators. Dr. Burket said this represented a significant decrease from the 68 Perkins recipients that did not meet the indicator last year, and appears to show that the trainings provided in this area are yielding results. Dr. Burket noted that an additional professional development session was held in November 2017 for those schools that received sanction letters and other interested schools.

Adult Accreditation

Dr. Burket reported that a site visit was made to Lebanon County Career and Technology Center (LCCTC) in November 2017 to review the deficiencies noted in the accreditation final report. The follow-up was conducted per stipulations of the one-year probationary accreditation status granted to LCCTC by the Board in July 2017.

Dr. Burket said that LCCTC has created a corrective action plan to address each area of deficiency and a timeline for completion. The deficiencies were reviewed one-by-one with an explanation and example of how the area is being addressed. She said that a student tracking system has been put in place to track attendance and grades. Overall, Dr. Burket said that LCCTC has addressed, and in some areas, implemented steps to correct all identified deficiencies. Dr. Burket said the BCTE will continue to monitor LCCTC monthly and will update the Board on its progress.

James Grandon asked if the comments offered by the Board in July regarding LCCTC were helpful. Dr. Burket replied that the Board's questions and comments were helpful in fostering monthly contacts between BCTE and LCCTC that have provided the institution with contacts in other accredited career and technical centers to gather input and ideas from peers.

PUBLIC COMMENT

There was no public comment.

ACTION ITEMS

There were no action items.

ADJOURNMENT

There being no further items of business, the meeting was adjourned at 8:50 a.m. on a **Grandon/Dungee Glenn** motion.



Stephanie Jones
Administrative Assistant

Y9

Accreditation Review – Lebanon County Career and Technology Center

ONE-YEAR FINAL REPORT NARRATIVE

The Pennsylvania Bureau of Career and Technical Education conducted a 5-year review of the Lebanon County Career and Technology Center in November 2016 in regard to their re-accreditation by the Pennsylvania State Board of Vocational Education. This review found non-compliance issues with the institution in relation to the Pennsylvania Public Postsecondary Vocational Education (PPPVE) Accreditation Guidelines in the following categories:

Category B-a Involves the Community

Category D-c Uses Methods for Monitoring and Tracking Student Learning

At its July 2017 Board meeting, the Pennsylvania State Board for Vocational Education approved Lebanon County Career and Technology Center for provisional accreditation of public postsecondary education. This provisional accreditation was granted for a period of one-year effective July 31, 2018. In this year, the institution was required to make changes as noted in the Final Report July 2017. PDE monitored the institution during the 2017-2018 year to ensure compliance and to provide technical assistance.

A corrective action plan was created which addressed the noncompliance issues, corrective actions, person to implement actions, and the timeframe for implementation. A mid-year visit on November 8, 2017 and a year-end visit on April 16, 2018 was conducted by PDE to Lebanon County Career and Technology Center to ensure their progress on the corrective action plan.

The following report shows: (a) the self-study question that was non-compliant, (b) the previous issues with the response and evidence, (c) the updated response, (d) PDE's comments, and (e) whether the standards have been met.

After review of this report, the Institutional Accreditation Advisory Group (IAAG) voted to recommend to PDE accreditation status of Lebanon County CTC until July 2022.

Accreditation Review – Lebanon County Career and Technology Center

Name of Institution: Lebanon County Career and Technology Center

Date of On-Site Evaluation: April 16, 2018

CATEGORY B- Student, Stakeholder, and Public/Community Focus:

(a). Involves the Community: There is an effective program involving community support and input with business, industry, community agencies, and special program advisory committees:

3. Do you ensure that printed material and other media for communication to the public are presented in an accurate and ethical manner?

Previous Issues: The institution provided 2016 and 2017 email correspondence with a media vendor. Provided sample adult education brochures that included secondary information that does not apply to adult students. Emails were not provided to verify and ensure accuracy of communications or print materials i.e. brochures.

Printed materials and other media communications are developed by the LCCTC's marketing firm in conjunction with the adult education program coordinator. The primary formats of printed materials distributed to the public take the form of program brochures and program fact sheets distributed to interested parties in the community at recruitment events, and distributed to industry partners such as the IU13 and CareerLink for use with their clientele.

In response to findings of the LCCTC's 2016 reaccreditation visit, changes to both document types were made. Inaccurate information on the LCCTC's adult education program brochures regarding statewide SOAR opportunities for adults was removed, a statement reflecting PPPVE accreditation for adult education was added to the front cover, and a non-discrimination statement has been added to the back cover. For the program fact sheets, a non-discrimination statement was added at the bottom of each page.

The other primary manner in which the adult education department engages with the public through media is press releases. All press releases are developed by the adult education coordinator and the school's marketing firm, and all releases are reviewed and approved by the adult education coordinator prior to release.

In order to document review and approval of these materials and communications, the adult education coordinator compiles and saves e-mails with the outside marketing firm showing the review and approval of all printed marketing pieces and press releases.

PDE Comments: All brochures, flyers and fast sheets have been updated to include only adult education information. Evidence provided included email communication between LCCTC and its marketing firm showing review and approval of marketing material.

PDE Response: This standard has been met.

Y9

Accreditation Review – Lebanon County Career and Technology Center

4. Are program advisory committees used to encourage innovative teaching methods and program objectives/content that meet the needs of individual students for the current and future labor market and to incorporate new technologies?

Previous Issues: Of the 24 approved programs for accreditation, only 2 Occupational Advisory Meeting minutes mentioned adult education. The remaining minutes only mention that the program is open to adults, but no discussion on new innovations in adult education. Minutes need to have clear discussion on the focus of adult education and innovations within.

The LCCTC's occupational advisory committees, consisting of local employers, professionals in the field, and a current student and parent, meet twice a year to review programs and make program improvement recommendations regarding curriculum, instructional delivery, necessary equipment, and course materials such as text books and workbooks according to industry standards and needs. The LCCTC relies heavily on the expert advice and recommendations from the OACs, and the administrative director reviews all OAC minutes to determine program changes and equipment plans.

All accredited daytime programs at the LCCTC, except the practical nursing programs, are intergenerational programs. The LCCTC only serves a few adult students each year in total in all intergenerational programs. Because each program may only have one or two adult learners every few years, if at all, program innovation and improvement efforts are geared towards activities that positively affect all student learners.

With PDE guidance, the LCCTC has added a separate adult education section to the OAC minutes template to specifically address considerations and strategies related to adult learners. The new section tracks whether there are any adult learners in the program, how the adult learners are integrating and performing, what special considerations and strategies can be employed for adult learners in the program, and what strategies can be used to attract more adult learners to the programs. In addition to the administrative director reviewing OAC minutes to approve changes, requests, and improvement efforts, the adult education coordinator will review the adult education section and respond to any issues, suggestions, or recommendations presented within.

PDE Comments: The Occupational Advisory Committee meeting minute template has been modified to include discussion on adult education. Question/discussions include: How many adults are currently in the program, how the adult students are interacting academically and socially, what special considerations or strategies have been employed for the adult learners, and what can LCCTC do to attract more adult learners. Evidence was shown of several program's OAC meeting minutes with the new section completed by the OAC members.

PDE Response: This standard has been met.

Accreditation Review – Lebanon County Career and Technology Center

5. Do you ensure there is an advisory committee that is formally organized, and meets at least once annually for each program that includes PPPVE students?

Previous Issues: Of the 24 approved programs for accreditation, only two Occupational Advisory Meeting minutes mentioned adult education. The remaining minutes only mention that the program is open to adults, but no discussion on how to market for adult students. Minutes must have clear discussion and focused on adult education within the program and LCCTC.

Per school policy, all accredited programs are required to hold twice a year advisory committee meetings with one usually held in October and the other being held at the end of March or beginning of April. LCCTC requires that the advisory committees include professionals from the community with an attempt to include people at various professional levels (business owners, supervisors/management, and front-line employees) as well as a current student from the program and the student's parent.

Meetings are formally organized according to the LCCTC's OAC template, which includes all required topics of discussion for the meetings. Each instructor completes a copy of the template and submits it to the administrative director for review and approval.

At the guidance of PDE, the LCCTC has added a separate adult education section to the OAC minutes template to specifically address considerations and strategies of adult learners. The new section tracks whether there are any adult learners in the program, how the adult learners are integrating and performing, what special considerations and strategies can be employed for adult learners in the program, and what strategies can be used to attract adult learners to the programs. In addition to the administrative director reviewing OAC minutes to approve changes, requests, and improvement efforts, the adult education coordinator will review the adult education section and respond to any issues, suggestions, or recommendations presented.

PDE Comments: The Occupational Advisory Committee meeting minute template has been modified to include discussion on adult education. Question/discussions include: How many adults are currently in the program, how the adult students are interacting academically and socially, what special considerations or strategies have been employed for the adult learners, and what can LCCTC do to attract more adult learners. Evidence was shown of several program's OAC meeting minutes with the new section completed by the OAC members.

PDE Response: This standard has been met.

Accreditation Review – Lebanon County Career and Technology Center

6. Do you ensure there are adequate records of advisory committee meetings? Do you track how they have been effective and where their input has been acted upon in sustaining and improving the quality of PPPVE?

Previous Issues: OCA minutes were lacking mention of adult education therefore there is no evidence of actions taken by the institution to the committee's suggestions. Minutes need to have clear discussion on adult education and documentation of any actions taken by the institution to its suggestions.

The LCCTC requires instructors to use and complete a copy of the OAC minutes template for each OAC meeting. All sections must be addressed and completed and the OAC minutes are then reviewed by the administrative director and stored electronically and in a filing cabinet.

The LCCTC's administrative director uses the OAC minutes to create a summary of OAC recommendations for each program. The summary is then used by administration to create the school's equipment plan, determine textbook and classroom resource purchases, and any necessary curricular or instructional changes for the benefit of secondary and intergenerational adult students alike.

In addition, the adult education coordinator will review the adult education section of all OAC minutes, summarize the information for each program, and prepare a document showing whether or not information has been acted upon and the reason it has or has not been acted upon.

PDE Comments: The Occupational Advisory Committee meeting minute template has been modified to include discussion on adult education. Question/discussions include: How many adults are currently in the program, how the adult students are interacting academically and socially, what special considerations or strategies have been employed for the adult learners, and what can LCCTC do to attract more adult learners. In addition to the Director, the Adult Education Coordinator is reviewing the OAC minutes to review any comments/suggestions regarding adult education. Evidence was shown of several program's OAC meeting minutes with the new section completed by the OAC members. Paperwork was also shown of the review of the OAC minutes by the Adult Education Coordinator and two responses to the program.

PDE Response: This standard has been met.

Accreditation Review – Lebanon County Career and Technology Center

SECTION D- Learning-Centered Program Design and Delivery:

(c.) Uses methods for monitoring and tracking student learning

1. Is an efficient and effective student learning tracking system for monitoring and documenting individual student progress in place? Does it accurately reflect student achievement during and at the end of the course?

Previous Issues: The institution is not closely monitoring student progress in regard to attendance. Multiple programs show students with a gross number of attendance issues yet were still permitted to complete the program in the allotted timeframe. A clear attendance policy must be stated and followed by the institution to ensure that students are gaining the most skills/tasks in the program.

The LCCTC currently uses ClassMate for the adult education student information. The school will be migrating over to CSIU software prior to next school year. Student grades, program of study skills progression, and attendance are tracked using the student information system and are accessible to students online through the student portal. In addition, adult education uses a tracking log to record grades, and attendance at end of each marking period.

Per PDE recommendation, a new, more intensive intergenerational student attendance policy has been developed and added to the adult student handbook. With assistance from PDE, the adult education coordinator gathered other local CTC attendance policies and used the information to develop a more complete and stringent policy requiring a student to achieve a minimum of an 80% attendance rate for total scheduled program hours in order to become a program completer. In addition, a satisfactory academic progress policy has been added to the student handbook to notify the students of their academic responsibilities for the purpose of financial aid disbursement.

A new progress report policy has also been added to the adult intergenerational student handbook. At the midpoint of each of the four marking periods, adult intergenerational grades and attendance information will be compiled and a letter will be distributed to each student notifying them of their progress. It will include information if they are in danger of meeting the 'Completers' definition regarding attendance and grades as outlined in the adult student handbook, as well as whether or not they are in danger of failing to comply with the financial aid satisfactory academic progress policy.

The Practical Nursing program already had a strict attendance policy, in compliance with applicable State Board of Nursing Standards, in the Practical Nursing Handbook which outlines procedures for alerting students who reach their 5 free missed days as well as when they are approaching the maximum allowed 10 total missed days prior to termination. Practical nursing instructors are also required to meet with students who have a failing cumulative grade after every four exams to review grades and make recommendations for improvement. A document tracking these meetings and recommendations is used and filed in the corresponding student file.

The LCCTC has also updated the adult intergenerational student tracking log to include and aggregate information regarding student achievement, individual industry certifications, NOCTI certificates, and other special honors (attendance, honor roll, etc.).

Accreditation Review – Lebanon County Career and Technology Center

PDE Comments: The handbook has been revised to include:

- **A clear comprehensive grading system. There are three areas graded: Competencies, Work Ethics and Theory. Each area is broken into a point system which equates to a percentage and a letter grade.**
- **A clear comprehensive understanding of satisfactory academic progress broken into three areas: Cumulative GPA – min 60%, Attendance – 90% and Maximum Time Frame – within 150% of the scheduled program time.**
- **A clear comprehensive attendance policy – 80%**

Attendance is currently maintained through the software ClassMate but LCCTC will be migrating over to CSIU software. Midpoint of every quarter, progress reports are sent out to all students listing their attendance and if applicable, a letter stating if they are in danger of not meeting the completion and/or financial aid satisfactory academic progress policy. Evidence included the handbook and tracking system.

PDE Response: This standard has been met.

Accreditation Review – Lebanon County Career and Technology Center

2. Is a well-defined and written grading system in use and shared with each student at the initial startup of the course?

Previous Issues: The adult student handbook refers to grading as Competency/Skill-50%, Employability-25% and Tests/Quizzes-25%; however, there is no scale noted. The institution must create a scale to indicate pass/fail and what notifications will be provided to students if they are in danger of failing the program.

When a student is offered to attend an intergenerational program and they accept, an individual meeting is scheduled with the adult education coordinator. During this meeting, the course descriptions and objectives are reviewed, and the adult intergenerational student handbook is distributed. The adult education coordinator reviews the handbook with the individual including the satisfactory academic progress, completers, and attendance policies as well as the grading scale.

A new, more comprehensive grading scale and system have been added to the student handbook. The grading policy outlines the three grading components that combine to form the cumulative grade, how each of those components are scored and the types of activities included in each component, as well as a grading scale showing how numeric and percentage grades equate to letter grades. In addition, the definition of a program completer has been added to indicate the cumulative grade and attendance requirements to pass a program and receive a certificate of completion.

Lastly, a progress monitoring policy has been developed, implemented, and added to the student handbook. To assist students in monitoring progress, grades and attendance will be compiled and letters with this information will be distributed to each student at the midpoint of each quarter. This letter will include information on the attendance and grade requirements according to the satisfactory academic progress and completer policies.

The Practical Nursing Program already had a well-defined grading policy developed and included in the nursing handbook that is shared with each student at the student orientation prior to the start of the program.

PDE Comments: As previously stated, a clear comprehensive grading system is in place. Grades are currently maintained through the software ClassMate but LCCTC will be migrating over to CSIU software. Midpoint of every quarter, progress reports are sent out to all students listing their grades and if applicable, a letter stating they are in danger of not meeting the completer and/or financial aid satisfactory academic progress policy. When students sign up for a program, the adult coordinator meets with the student to go over the Fact Sheet, objectives and handbook (to include grading system). On the first day of class, all students have a 1-hour orientation to again review all documentation and sign off on receiving the handbook. Evidence included the handbook and policy statements.

PDE Response: This standard has been met.

Accreditation Review – Lebanon County Career and Technology Center

SCORING

Standard/Category	Directive	Score
A - a	Provides direction to the overall organization:	2
A - b	Establishes the future direction for PPPVE and implements the plan:	2
A - c	Reviews the organization's performance:	2
A - d	Meets its regulatory requirements and public responsibilities:	2
B - a	Involves the Community:	2
B - b	Determines student and stakeholder satisfaction to attract, satisfy, retain, and increase PPVE enrollment:	2
C - a	Enacts workforce practices that enable all employees to achieve high performance:	2
C - b	Builds a quality workforce:	2
C - c	Builds knowledge and skills, career development, for the administration, staff, and faculty:	2
C - d	Maintains a work environment conducive to the well-being of all employees and students:	2
D - a	Establishes methods and opportunities for student learning:	2
D - b	Provides opportunities for work-site learning:	2
D - c	Uses methods for monitoring and tracking student learning:	2
D - d	Maintains processes for providing student support:	2
D - e	Credit Hours Policies	3

Accreditation Review – Lebanon County Career and Technology Center

E – a	Acquires proper equipment, materials and adequate supplies and makes them available to support the instructional program objectives and to meet the needs of individual students:	3
E – b	Develops physical facilities, including instructional and non-instructional areas, that are adequate and provide for safe and quality instruction to meet the program objective: Strengths:	3
F – a	Student learning and satisfaction results:	2
F – b	Public, community and employer satisfaction results:	2
F – c	Budgetary and operational results:	2
F – d	Administration, faculty, and staff satisfaction results:	2
	Highest Score Possible	67
	Total Score	45

Y10

**MINUTES
STATE BOARD FOR VOCATIONAL EDUCATION**

**333 Market Street | 1st Floor
Harrisburg, PA 17126**

September 13, 2018

The meeting was called to order at 8:33 a.m. by Chair Karen Farmer White.

Attending:

James Agras	Sen. John Eichelberger	Maureen Lally-Green
Carol Aichele	Donald Fey	Jonathan Peri
James Barker	Pamela Gunter-Smith	Arynn Pratt
Nicole Carnicella	<i>(via phone)</i>	Ashley Svec
Sandra Dungee Glenn	Kirk Hallett	Karen Farmer White
		A. Lee Williams

APPROVAL OF MINUTES

The minutes of the July 12, 2018, meeting of the State Board for Vocational Education were approved on an **Dungee Glenn/Carnicella** motion.

COMMITTEE REPORT
VOCATIONAL TECHNICAL EDUCATION COMMITTEE

James Agras, Committee Chairman, reported that the Committee met on July 11. First, the Committee voted to recommend that the Board grant re-accreditation status to the Lebanon County Career and Technology Center (LCCTC). Mr. Agras reported that LCCTC is operating under a one-year probationary period with stipulations. He said that over the past year LCCTC worked to enact changes in its policies and procedures that demonstrate compliance with the issues identified in accreditation review from the year prior. He further noted that the Bureau of Career and Technical Education (BCTE) worked with the Institutional Advisory Group (IAG) to review LCCTC's progress and both the BCTE and IAG support granting full accreditation to LCCTC.

Mr. Agras said the Committee then accepted two new petitions seeking to change the assigned AVTS attendance areas for the Clearfield County Career and Technology Center and the Admiral Peary Area Vocational Technical School. The petitions would remove the Harmony Area School District from Clearfield and move it to Admiral Peary. The contents of the petitions were reviewed in detail by the Committee, and Mr. Agras said Harmony's Superintendent and Admiral Peary's Executive Director both attended the Committee meeting and provided additional insight into the rationale for pursuing a change in attendance areas. Mr. Agras highlighted information presented in the petitions in support of the change – including capacity related to student enrollment, impact on program offerings, and transportation times. He said the petitions will be presented to the Board for final consideration in September.

REPORT OF THE DIRECTOR OF THE BUREAU OF CAREER AND TECHNICAL EDUCATION

Dr. Lee Burket, Director of the Bureau of Career and Technical Education (BCTE), highlighted the following items from her written report.

Technical Assistance Program

Dr. Burket shared that the Technical Assistance Program (TAP) continues to increase the quality and impact of career and technical education (CTE) in secondary public schools statewide. She noted that specialized training and coaching in integrating mathematics and reading and writing into CTE will be provided to 5 new schools and that coaching will continue at the sites that participated during the 2017-18 school year.

Perkins Updates

Dr. Burket reported that Perkins IV was extended for the 2018-19 fiscal year and said the state allocation for Perkins increased by over 3 percent. She noted that there are 98 secondary and 31 postsecondary Perkins recipients for the 2018-19 fiscal year.

Civil Rights Activities

In 2017-18, one postsecondary and five secondary institutions were reviewed for compliance with Title VI, Title IX, and Section 504 of the Rehabilitation Act of 1973. The reviews were conducted per requirements of the U.S. Office for Civil Rights. Dr. Burket reported that non-compliance issues were identified at all of the institutions reviewed. The most common non-compliance issue dealt with lack of program/building accessibility. The institutions must submit a method of remedies for the identified areas of non-compliance and must provide evidence of improvement after the non-compliance issues are addressed.

Program of Study Update

Dr. Burket announced that the process of revising Phases I, II, and V Program of Study task grids has concluded. Following the updates, 26 revised task grids were distributed to postsecondary institutions for input concerning the proposed revisions and the impact that the revisions would have on current articulation agreements. Following review of feedback from postsecondary institutions, the revised task grids were posted and will be in effect for the 2018-19 school year.

Congress-Bundestag Vocational Youth Exchange Program

Three students from Pennsylvania (attending Eastern Center for Arts and Technology in Montgomery County, Creative and Performing Arts High School in Philadelphia, and Exeter Township Senior High School) were selected to participate in this German and American Vocational Exchange Scholarship Program. They will spend the 2019-19 school year in Germany participating in either an educational or employment experience.

2016-17 Approved Career and Technical Education Program Updates

Dr. Burket reported that there were 1,747 approved CTE secondary programs enrolling 67,294 students in the 2016-17 school year. That figures includes 14,672 students enrolled in 320 programs with a Tech Prep delivery, which requires at minimum one postsecondary articulation agreement. Further, there were 52,622 students enrolled in 1,427 programs with Programs of Study deliveries, which include Statewide Postsecondary Articulations agreements. There also were 36 secondary students in Registered Apprenticeships. Dr. Burket provided a detailed breakdown by program area of student enrollments, percentage of students competent or advanced, percentage of students employed in related fields, and more.

PUBLIC COMMENT

There was no public comment.

ACTION ITEM

Petition to Change the Attendance Area of Clearfield County Career and Technology Center

A motion to approve the petition submitted by the Clearfield County Career and Technology Center seeking to amend its attendance area by removing the Harmony Area School District from its attendance boundaries was made by James Agras and seconded by Jonathan Peri.

VOTE: All were in favor as indicated by unanimous voice vote.

Petition to Change the Attendance Area of the Admiral Peary Area Vocational Technical School

A motion to approve the petition submitted by the Admiral Peary Vocational Technical School seeking to amend its attendance area by adding the Harmony Area School District to its attendance boundaries was made by James Agras and seconded by Jonathan Peri.

VOTE: All were in favor as indicated by unanimous voice vote.

ADJOURNMENT

There being no further items of business, the meeting was adjourned at 9:10 a.m. on a **Williams/Lally-Green** motion.

A handwritten signature in cursive script that reads "Stephanie Jones".

Stephanie Jones
Administrative Assistant

Z1

PA Department of Higher Education

Chapter 31 General Provisions

ACADEMIC PROGRAM

§ 31.21. Curricula.

(a) The curricula must provide the opportunity for the achievement of the stated objectives of the institution, as related to its statement of philosophy and mission, and must be structured in a group of coherent, integrated degree programs.

(b) Degree requirements stated in this section may be stated in terms of semester credit hours or quarter credit hours, as determined by the institution and conforming to generally accepted academic practices. General education, as defined in this section, refers to the curricular inclusion of humanities, arts, communications, social sciences, mathematics, technology and science courses in support of the mission of the institution. A semester credit hour represents a unit of curricular material that normally can be taught in a minimum of 14 hours of classroom instruction, plus appropriate outside preparation or the equivalent as determined by the faculty. A quarter credit hour represents a unit of curricular material that normally can be taught in a minimum of 10 hours of classroom instruction, plus appropriate outside preparation or the equivalent as determined by the faculty.

(1) An associate degree exclusive of a specialized associate degree must require the satisfactory completion of a minimum of 60 semester credit hours, which includes a minimum of 20 semester credit hours of general education, or a minimum of 90 quarter credit hours, which must include a minimum of 30 quarter credit hours of general education.

(2) A specialized associate degree must require the satisfactory completion of at least 60 semester credit hours with a minimum of 1,500 clock hours or a minimum of 90 quarter credit hours. At least 70%, but no more than 80%, of the program must consist of specialized instruction that bears directly upon the employment objectives of the program; and at least 20% of the program must consist of general education.

(3) A baccalaureate degree must require the satisfactory completion of a minimum of 120 semester credit hours or a minimum of 180 quarter credits. Of the total baccalaureate degree program course requirements, at least 40 semester credit hours or 60 quarter credit hours must be in general education and represent a broad spectrum of disciplines in general education.

(4) A first professional degree, except those for the preparation of professional educators, must require the satisfactory completion of a minimum of 60 semester credit

hours or 90 quarter credit hours for admission to the degree program and the satisfactory completion of a total minimum of 150 semester credit hours or 225 quarter credit hours for the program. Professional educator preparation programs must comply with Chapter 354 (relating to preparation of professional educators).

(5) A master's degree must require the satisfactory completion of a minimum of 30 semester credit hours or 45 quarter credit hours beyond the baccalaureate level.

(6) The number of semester or quarter credit hours for a degree beyond a first professional or master's degree shall be determined by the faculty and reflect the recommendations of professional associations or National learned societies.

(c) An institution may enter into agreements with other institutions, individuals or other providers of educational services to provide all or part of certain programs on behalf of the institution. A course offered for institutional credit shall be operated directly by or under the control of the institution granting the credit.

(d) To assure academic integrity, an institution shall provide students in a distance education program access to academic and student services, including textbooks, study guides, library and other learning resources, personal interaction with faculty, tutors or other educational personnel by computer, telephone, mail or face-to-face meetings. The institution shall assure integrity of student work and provide opportunity for student assessment. These programs must comply with the regulations that apply to resident-based programs as prescribed in this chapter and Chapters 35, 36, 40 and 42 and conform to generally accepted academic practices for delivery of instruction through distance education.

Authority

The provisions of this § 31.21 amended under sections 2603-B and 2604-B of the Public School Code of 1949 (24 P. S. § § 26-2603-B and 26-2604-B); and section 1 of the act of August 13, 1963 (P. L. 698, No. 372) (24 P. S. § 2421) (Repealed).

Source

The provisions of this § 31.21 adopted April 30, 1982, effective May 1, 1982, 12 Pa.B. 1389; amended January 29, 1988, effective January 30, 1988, 18 Pa.B. 455; amended February 7, 1992, effective February 8, 1992, 22 Pa.B. 578; amended July 14, 2006, effective July 15, 2006, 36 Pa.B. 3650. Immediately preceding text appears at serial pages (244530) and (295069).

Cross References

This section cited in 22 Pa. Code § 31.1 (relating to purpose and scope); 22 Pa. Code § 31.22 (relating to academic year); 22 Pa. Code § 31.33 (relating to student records and services); and 22 Pa. Code § 403.2 (relating to definitions).

Z2

PA Department of Private Licensed Schools

Chapter 73 General Provisions

APPROVAL OF PROGRAMS

§ 73.81. Application requirements.

A school seeking original licensure or registration shall submit programs to the Board for approval in the manner and form established by the Board. This section applies to licensed or registered schools wishing to offer new programs.

- (1) Minimum requirements for program approval include the following:
 - (i) Courses of study shall conform to the standards and training practices of the occupational fields for which students are being prepared.
 - (ii) Each program—curriculum—shall be outlined in detail showing the courses, major subjects, hours/lessons (in clock hours, credit hours or quarter credit hours) devoted to each subject and the award at completion of the program. The school shall provide a list of instructional equipment.
 - (iii) Entrance requirements and occupational objectives of each program.
 - (iv) A method of recording, evaluating and reporting to every student his academic progress. These reports shall be individualized. Schools shall provide prompt, accurate and educationally beneficial correction of tests, lessons and other assignments.
 - (v) Prerequisite requirements for individual courses.
 - (vi) Course content shall include instruction in hygiene and safety, where applicable, in the field for which training is offered.
 - (vii) Programs may be offered at a branch facility or remote training facility only if the facility is approved.
 - (viii) Instructional materials used shall be current, accurate, comprehensive and at a reading level adapted to the ability of the average student enrollee.
- (2) Programs shall be approved by the Board before they can be advertised or offered.
 - (i) Schools proposing to offer nonresident programs shall submit detailed outlines of the programs and a detailed list of instructional materials plus the

lessons in typed draft form. Schools shall make individual arrangements with the staff within a month of approval if they require these materials to be returned.

- (ii) Schools offering resident programs shall submit detailed outlines of the programs, complete descriptions of each course which include prerequisites, course objectives, a summary of content and a detailed equipment list.
- (iii) Schools shall submit documentation that qualified instructors as defined in § 73.104 (relating to instructor) are assigned to teach each course.
- (iv) If the name that is proposed for the program may be misleading in regard to the program's nature and scope, the Board may refuse to approve the program.

Source

The provisions of this § 73.81 amended April 1, 2005, effective April 2, 2005, 35 Pa.B. 1982. Immediately preceding text appears at serial pages (220315) to (220316).

Cross References

This section cited in 22 Pa. Code § 73.52 (relating to contents of application).

Z3

GREATER JOHNSTOWN CAREER & TECHNOLOGY CENTER
Adult Education
CLOCK HOUR/CREDIT HOUR CHART

FSY 2017 - 2018

Program Title: Heating & Air Conditioning Technology

CIP Code: 47.0201

Procedure: Each course title within a fulltime program will have the hours broken down into the *Classroom/Lecture Hours* and/or *Shop/Lab Hours* spent on that course. The *Clock Hours* will be placed in the appropriate column. Next, *Credit Hours* will be calculated at the rate of one Credit Hour for every 10 Classroom/Lecture Hours, and one Credit Hour for every 20 Shop/Lab Hours, placed in the appropriate column. Columns will be totaled vertically and horizontally.

COURSE TITLES	CLASSROOM/ LECTURE HOURS		SHOP/LAB HOURS		TOTAL HOURS	
	Clock	Credit	Clock	Credit	Clock	Credit
Basic Safety	22	2.2	2	.1	24	2.3
Introduction to Construction Math	12	1.2	--	--	12	1.2
Hand Tools	5	.5	1	.05	6	.55
Power Tools	5	.5	1	.05	6	.55
Construction Drawings	10	1.0	2	.1	12	1.1
Basic Rigging	5	.5	1	.05	6	.55
Basic Communication Skills	6	.6	--	--	6	.6
Basic Employability Skills	6	.6	--	--	6	.6
Introduction to Materials Handling	6	.6	--	--	6	.6
Introduction to HVAC	10	1.0	2	.1	12	1.1
Trade Mathematics	12	1.2	--	--	12	1.2
Copper & Plastic Pipe Practices	9	.9	1	.05	10	.95
Soldering & Brazing	5	.5	10	.5	15	1.0
Ferrous Metal Piping Practices	3	.3	3	.15	6	.45
Basic Electricity	20	2.0	4	.2	24	2.2
Introduction to Cooling	19	1.9	4	.2	23	2.1
Introduction to Heating	9	.9	3	.15	12	1.05
Air Distribution Systems	17	1.7	1	.05	18	1.75
Commercial Airside Systems	15	1.5	3	.15	18	1.65
Chimneys, Vents & Flues	10	1.0	2	.1	12	1.1
Introduction to Hydronic Systems	12	1.2	6	.3	18	1.5
Air Quality Equipment	12	1.2	3	.15	15	1.35
Leak Detection, Evac., Recov., & Charging	19	1.9	6	.3	25	2.2
Alternating Current	10	1.0	2	.1	12	1.1
Basic Electronics	12	1.2	2	.1	14	1.3
Intro. to Control Circuit						
Troubleshooting	8	.8	8	.4	16	1.2
Troubleshooting Gas Heating	8	.8	8	.4	16	1.2
Troubleshooting Cooling	8	.8	6	.3	14	1.1
Heat Pumps	8	.8	4	.2	12	1.0
Basic Installation & Maintenance Practices	5	.5	3	.15	8	.65
Sheet Metal Duct Systems	6	.6	2	.1	8	.7
Fiberglass & Flexible Duct Systems	5	.5	3	.15	8	.65
Refrigerants & Oils	12	1.2	2	.1	14	1.3
Compressors	8	.8	6	.3	14	1.1
Metering Devices	8	.8	2	.1	10	.9
Retail Refrigeration Systems	8	.8	2	.1	10	.9

As approved by the State Board of Education, May 8, 2019

AA1

and Practical Nursing, the program is designed to prepare students for success when taking a State Board examination upon completion that certifies their skill level.

Student transcripts provide a summary of student performance and are updated at the end of each term. Instructors also review grades with individual students throughout their program of study.

Grades for intergenerational students are reported through the Skyward system, as instructors assign coursework to the Adult student along with their blended classroom. Progress reports are reviewed quarterly by the Adult Education Coordinator for any areas of concern.

Intergenerational instructors communicate with the Adult Education office regarding any performance concerns that arise between formal reporting periods. Grades for students enrolled in Adult-only programs are maintained by the instructor. At the completion of a course, final grades are submitted to the Adult

Education office for review and marking as official. Instructors submit final grades within seven (7) days of the course end date.

The ICTC Standards of Academic Progress policy is applied to reviews of final course and/or term grades, and any appropriate actions are taken in accordance with this policy.

The ICTC Adult Education office implemented a new student portal through Sonis (the student management system adopted by ICTC for adult students) in 16/17. This portal provides students access to grades, attendance, unofficial transcripts, and their financial account. Instructors input attendance and grades directly into the system, and this information becomes available in real-time to Administration. Once grades are marked final, students can view them immediately through their Sonis portal. An email notification is sent to students when Term grades have been posted.

A sampling of documents demonstrating the various evaluation methods used, as well as student transcripts is provided in evidence. ICTC's grading policy is also provided.

Comments:

4. Describe the adult education credit hour policy

The Indiana County Technology Center (ICTC) has applied clock hour-to-credit hour conversions to its Title IV eligible programs. The formula used to determine the number of credit hours meets the Higher Education Act of 2010 definition. Credit hours awarded for programs are compliant with the definition of a credit hour in 34 CFR 600.2. The ICTC uses the following conversion method:

10 theory hours = 1 credit hour

20 lab hours = 1 credit hour

30 internship/externship hours = 1 credit hour

Students can request a complete clock hour-to-credit hour conversion breakdown from the Adult Education office. This handout as referenced in the Post-Secondary Course Catalog is included in the evidence.