

SITE REVIEW – LEHIGH CAREER AND TECHNICAL INSTITUTE

Final Report Narrative

The Pennsylvania Bureau of Career and Technical Education have conducted a 5-year review of the Lehigh Career and Technical Institute in regard to their re-accreditation by the Pennsylvania State Board of Career and Technical Education. This review has found 1 non-compliance issue, Category C #7: Describe the institution's remediation process for adult students.

In accordance with the PPPCTE Accreditation Guidelines:

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 Career and Technical Education to its students per the self-study guidelines and the regulations of the Pennsylvania State Board of Career and Technical 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 of Career and Technical 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)

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

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 Director of Postsecondary & Workforce Education oversees the Adult Workforce Education (AWE) department. This position is cabinet level and reports directly to the Executive Director. The administrative team supports the adult education programs and maintains open lines of communication, which is essential to the efficient operation of all programs. Two adult education coordinators, clerical staff and instructors report to the Director of Postsecondary and Workforce Education. The coordinators manage instructional staff, recruitment and enrollment, and program operation.

A.1 Evidence

Job Posting – Director of Postsecondary & Workforce Education

Job Descriptions:

- Director of Postsecondary & Workforce Education
- Workforce Education Coordinator
- Training Representative (Coordinator)
- Administrative Assistant to the Director Postsecondary & Workforce Education
- Adult Workforce Education Instructor
- Adult Education Instructor/Program Coordinator Electromechanical/Mechatronics
- Adult Education Instructor Electromechanical/Mechatronics Part Time
- Precision Machine Tool Technology Instructor-Part-time
- Lead Instructor Tractor Trailer Driving Program
- Truck Driving Program Instructor
- Heavy Equipment Operations Training Coordinator
- Heavy Equipment Operations Instructor
- Adult Workforce Education Secretary
- Adult Workforce Education Evening Secretary

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- Not Met
- Beginning
- Functioning
- Advanced

Evaluator Comments: Evidence provided shows JOC minutes approving budget and Org Chart and goals of adult education at LCTC.

2. Describe the vision/mission for adult education

JOC Policy 125 defines the Adult Workforce Education Department's purpose to be actively involved in training, re-training and upgrading the career and technical skills of adult learners. JOC Policy 205 provides guidelines for the operation of the Adult Workforce Education Department in reference to development, administration, personnel and students.

LCTI's Mission is *"to prepare all students for successful careers and lifelong learning."* This is a school-wide shared mission and is reflective of the LCTI's overall collaborative philosophy. The AWE department's mission is to provide high quality, relevant training programs that lead to employment in high demand industries with self-sustaining wages. LCTI's demonstrates the commitment to deliver excellence in education through a quality system that fosters continuous improvement in curriculum, staff and student performance. The AWE department's vision is to continually seek to improve and expand programs to meet the demands of the Lehigh Valley workforce.

LCTI's Comprehensive Plan, approved by PDE in summer 2020, will include updated mission and vision statements. The Director of Postsecondary & Workforce Education was part of the administrative and stakeholder team to develop these statements and philosophies.

A.2 Evidence

- JOC Policy 125 Adult and Workforce Education
- JOC Policy 205 Postsecondary Programs
- Mission/Vision Statement
- Adult Education Website
- LCTI Comprehensive Plan 2020-2023
- LCTI Comprehensive Plan 2016-2019
- Marketing Materials
- Business Cards

- Not Met
- Beginning
- Functioning
- Advanced

Evaluator Comments: Evidence provided shows Mission/Vision on marketing materials. Adult Ed web page mentions hands-on training and placement.

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3. Describe the meetings held to discuss adult education

The administrative team promotes values, direction, and performance expectations by following the guidance provided by our Mission, Vision and Educational Value Statements, LCTI JOC approved policies, the Joint Operating Committee, the Lehigh Executive Committee (LEC) for Career & Technical Education, Occupational Advisory Committees and the community at large. All administrators work collaboratively toward common goals to provide excellence in education for all students.

The administrative team reports and analyzes performance measures and data from all departments. Goals are based on performance data, the economic climate and recommendations from key stakeholders. The cabinet team meets twice a month and the entire administrative team meets monthly for planning, to keep abreast of events, and discuss issues. The spirit of teamwork modeled by the administrative team is paramount to the success of students and programs.

The Director of Postsecondary and Workforce Education presents program updates at the cabinet meetings, administrative meetings, LEC meetings, and monthly Joint Operating Committee Meetings (JOC). The JOC approves programs, customized job training contracts and personnel activity for the department.

The Director meets routinely with the Executive Director and many impromptu meetings and discussions take place to keep abreast of program operations. The business administrator is included in some meetings as well. In addition, the Director and coordinators also meet as needed with secondary program supervisors and teachers to coordinate evening adult education operations with the secondary programs.

A.3 Evidence

- JOC Meeting Minutes – May 27, 2020
- Lehigh Executive Council Agenda, Minutes, and Adult Workforce Education Report - May 2, 2019
- Cabinet Meeting Dates 19/20
- Cabinet Meeting Agenda – September 18, 2019
- Administrative Meeting Dates 19/20
- Administrative Retreat 19/20
- Minutes from Administrative Meetings – June 25, 2018
- Administrative Meeting Minutes Phoenix Project – May 19, 2020
- 19/20 Director of Postsecondary and Workforce Education and Executive Director Meeting Notes
- Goal Setting Worksheet
- JOC Meeting Minutes – February 24, 2016, March 22, 2017, October 25, 2017 and June 27, 2018
- Lehigh Executive Council Membership
- Lehigh Executive Council Meetings – December 16, 2016, May 5, 2017, December 15, 2017, May 16, 2018, December 14, 2018, December 13, 2019
- Professional Advisory Committee and 2019/20 Meeting Dates
- Cabinet Meeting Dates 18/19
- Administrative Meeting Minutes – December 7, 2015, June 26, 2017, February 26, 2018
- Administrative Meeting Dates 18/19
- Adult Education Restructure Meetings 19/20
- 18/19 Director of Postsecondary and Workforce Education and Executive Director Meeting Notes
- Adult Workforce Education Planning Tool – 2016/2017, 2017/2018, 2018/2019

Not Met

Beginning

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- Functioning
- Advanced

Evaluator Comments: Evidence provided shows extensive detailed descriptions of all indicated meetings, including JOC, Leigh Executive Council, & retreat.

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

The Director of Postsecondary & Workforce Education is responsible to create an annual budget, which is a guiding document to plan for the upcoming year. The JOC does not approve the AWE budget, as it is a completely standalone budget, without any connection to the secondary budget. A 3-year look-back is used to assess previous performance metrics and plan for the future budget cycle. The Executive Director and Business Administrator receive the AWE budget for review; the Accountant receives it for data entry into the business office system. Weekly budget status reports are automatically generated and provided to the Director. Monthly profit and loss statements are provided to the Director, Executive Director and Business Administrator. These statements are reviewed discussed as needed at monthly meetings. The final Profit and Loss is reviewed in August, after all end of fiscal year entries are completed.

A.4 Evidence

- 2019-2020 Adult Workforce Education Budget
- 2019-2020 Adult Workforce Education Expenditure Summary Report
- 2019-2020 Adult Workforce Education Revenue Summary Report
- 2016-2020 Profit Loss Statements
- 2013-2020 Tuition Methods by Category
- Historic Hours Report
- Financial and Compliance Report 2020 (will be published 12/2020)
- Financial and Compliance Report 2019 – Auditor’s Report & Management’s Discussion and Analysis (Pages 1-20)
- 2020-2021 School Wide Budget Presentation to the JOC – December 11, 2019
- 2017-2018 Budget Meeting Dates
- 2018-2019 Budget
- 2017-2018 Budget
- 2016-2017 Budget
- 2015-2016 Budget
- Financial and Compliance Report 2019 (Full Report)
- Financial and Compliance Report 2018 – Auditor’s Report & Management’s Discussion and Analysis
- 2018 - 2020 Revenue Report
- 2018 - 2020 Expense Report

- Not Met
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Evaluator Comments: Evidence provided shows financial reports that show a general trend toward profitability. Evidence from folder, along with Revenue Summary Report and Expenditure Summary Reports from 2015-2016 & 2017-2018 support the profitability trend.

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

Goals are established at the beginning of each school year. During the summer months, the Director and coordinators review the previous year and set goals for the coming year. Goals are discussed with the Executive Director, usually in August or September. The Director keeps the Executive Director informed of programming and projects throughout the year. The Director meets frequently, almost daily, with the coordinators to discuss enrollment, programs, student and personnel items. Monthly staff meetings with the Director, coordinators and clerical staff are held to ensure open communication and timely progress toward goals and initiatives.

A.5 Evidence

- Adult Workforce Education Staff Meeting Minutes – December 11, 2019 & June 22, 2018
- 2020-2021 Planning Tool
- 2019-2020 Goal Setting Worksheet
- Director of Postsecondary & Workforce Education 2019-2020 Goals
- 2015-2020 Director of Postsecondary and Adult Workforce Education Meetings with Administration
- 2020 Director of Postsecondary and Adult Workforce Education and Executive Director Meeting Notes
- 2015-2020 Staff Meeting Minutes
- 2018-2019 Planning Tool
- 2017-2018 Planning Tool
- 2016-2017 Planning Tool

- Not Met
- Beginning
- Functioning
- Advanced

Evaluator Comments: Evidence provided shows discussion and review of the challenges, implementation, and fulfillment of goals over the years at meetings, on planning tools, and with the use of goal setting worksheets.

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

The Executive Director evaluates the Director annually and reviews the overall performance of the AWE department. The Director completes the Framework for Leadership self-evaluation and submits it to the Executive Director. An evaluation meeting is scheduled, and the Executive Director conducts the formal evaluation.

The Director evaluates AWE staff performance, including the coordinators. Completed evaluations are reviewed with each staff member.

A.6 Evidence

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- 2019-2020 Evaluation – Director of Postsecondary & Workforce Education
- 2019-2020 Evaluation – Workforce Education Coordinator
- 2019-2020 Evaluation – Administrative Assistant to Director of Postsecondary & Workforce Education
- 2019-2020 Evaluation – Adult Education Secretary
- 2019-2020 Evaluation – Training Coordinator
- 2018-2019 Evaluation – Director of Postsecondary & Workforce Education
- 2019-2020 Evaluation – Adult Education Secretary
- 2018-2019 Evaluation – School to Career Coordinator

- Not Met
- Beginning
- Functioning
- Advanced

Evaluator Comments: Evidence provided shows adult education utilizes the completer report enrollment data, student drop rate data, job placement data, program and student data collected for the PIMS report, and performance evaluations for AWE staff to discuss and review the performance of 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

Programs are offered to prepare adult learners for jobs in high demand occupations. Data is collected and analyzed from a variety of sources, including local data from the Workforce Board Lehigh Valley (WBLV), statewide data from the PA Center for Workforce Information and Analysis (CWIA), data collected by the Lehigh Valley Economic Development Corporation (LVEDC), the Education and Talent Supply Council, the Allentown Economic Development Corporation (AEDC), the Manufacturers Resource Center (MRC), and input from business and industry representatives and OAC members. All of these entities play a key role in determining program offerings for adult education. All occupations are on the High Priority Occupations List. Current data on new technology, job placement and changing trends is routinely analyzed for existing programs. The Director of Postsecondary & Workforce Education works closely with the WBLV to monitor the status of key occupations in the Lehigh Valley on the State and Regional High Priority Occupations Lists. Successful petitions have resulted in the addition of several occupations to the Regional High Priority Occupations List. This status is essential to program approval, funding and grant opportunities.

If a new program is being considered, data is first collected on the number of job openings and demand projections. This information is presented at an OAC meeting for discussion and approval prior to opening a program. No entirely new programs have opened in the last five years. However, there have been modifications to three programs.

1. Revisions to create a separate section to the Electromechanical/Mechatronics Technology Program (EMMT) was implemented at the request of the Haas /Phillips Corporation to address the shortage of workers to perform work on precision machine equipment. The primary skill sets are the same as the EMMT program; the EMMT program was modified to remove some advanced skill sets not required for the occupation and some basic precision machining skills were added.
2. The Industrial Electrical Maintenance Technology (IEMT) program was developed in response to a need for a shorter, more cost effective training program as an entry into the manufacturing maintenance field. This program was modified from the EMMT program to serve the manufacturers and provide a program within the limits of the IOA funds.
3. The Precision Machine Tool Technology program was modified from the 600-hour program to a 300-hour program through a grant partnership between WBLV, Northampton Community College, Lehigh Carbon Community College and LCTI.
4. The intergenerational Diesel Technology Program was revised to fit an evening/Saturday schedule.

B.1 Evidence

- Workforce Board - Lehigh Valley - Workforce Snapshot
- Center for Workforce Information & Analysis – Lehigh Valley – Workforce Development Area Profile
- High Priority Occupations - Local 2019
- High Priority Occupations Petition for Electromechanical 2019

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- Occupational Employment 2016-26 Long-Term Projections for Lehigh Valley WDA, from PA Department of Labor/CWIA (highlighted occupational areas)
- LVEDC Education & Talent Supply Study
- Industry-specific job fairs – PA CareerLink Lehigh Valley
- Electromechanical/Mechatronics OAC Minutes – 3/8/2017
- Phillips U Flyers
- Electromechanical Machine Tool Technology – Info Sheet and Program Outline
- Industrial Electrical Maintenance Technology – Info Sheet and Program Outline
- Diesel Technology Information Sheet
- CNC Machining Grant – Info Sheet and Flyer

- Not Met
- Beginning
- Functioning
- Advanced

Evaluator Comments: Evidence provided shows adult education department develops the need for programs with the help of the workforce snapshot, Lehigh WDA Profile, Lehigh Hot Careers, Lehigh Valley Long-term Projections, and High Priority Occupations list. Evidence such as emails letters indicate that resources are considered and consulted.

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

Printed marketing materials are used in mail-outs, job and career fairs, shared onsite during tours and open houses, and displayed at our PA CareerLink Lehigh Valley office. Printed materials include Interest Cards, which provide a snapshot of programs by cluster, Open House Flyer to market the event held every other month, Program Information Sheets provide details of the program with all associated costs. The AWE department maintains a contract with a digital media marketing company for our online forms submission/leads, Google optimization and ads, and online presence management. The department maintains a Facebook page and runs ads regularly to promote our programs.

B.2 Evidence

- JOC Policy 901-Public Relations Objectives
- JOC Policy 902-Publications Program
- Open House Flyer
- CDL Seminar Flyer
- Fact Sheet
- 8 x 8 Interest Cards
- Course Offerings
- Website
- Website Live Chat Feature
- Lead Emails
- Facebook Page
- Facebook Ads
- Google Ads
- CareerLink Office Hours
- CDL Truck Wraps
- CareerLink Newsletter

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- Newspaper/Local Print Ads
- Job/Education Fair Postings 2018 - 2020

- Not Met
- Beginning
- Functioning
- Advanced

Evaluator Comments: Evidence provided shows there are numerous examples present, including flyers, newspaper articles, newsletters, and internet from social media and school's website that show extensive marketing efforts, including participation in job fairs.

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

LCTI Policy No. 101,103,104, and 205 define the school's education philosophy, adult education operation, and nondiscrimination policies. LCTI is an equal opportunity education institution and is in compliance with all federal and state regulations and laws. LCTI publishes its non-discrimination statement on all media publications, applications and advertisements to ensure public awareness of the school's equitable and nondiscriminatory practices. The policies are followed in recruiting, admissions, educational practices and employment practices. The Director of Postsecondary & Workforce Education is responsible to ensure staff members are informed of the policies and are following them appropriately. Multiple staff members review materials for accuracy and to identify any possible bias to ensure the materials do not contain discriminatory language or other representations prior to publication. Program/course costs, descriptions and brochures are updated at least annually or more frequently if needed and include revision dates. Prospective students are given an information sheet detailing program costs and schedules during the interview and registration process.

LCTI publishes all policies regarding student enrollment and completion in recruiting materials distributed to the public. Admission information is also available at www.lcti.org/go. Students have the option to enroll online. During an admission interview, students are informed of prerequisites, expectations for completion, certifications/licenses available and all school policies, rules and regulations referenced in the student handbook.

B.3 Evidence

- LCTI Policy No. 101 Philosophy of Education/Objectives
- LCTI Policy No. 103 Nondiscrimination in School and Classroom Practices and Policy
- LCTI Policy No. 103.1 Nondiscrimination – Qualified Students with Disabilities
- LCTI Policy No. 104 Nondiscrimination in Employment/Contract Practices
- LCTI Policy No. 205 Postsecondary Programs
- LCTI JOC approved non-discrimination statement
- Sample of publication with nondiscrimination – Student Policies and Procedures
- Electromechanical Info Sheet
- Online Registration
- Student Handbook
- PDE Accessibility Compliance Checklist
- Sample of publications with nondiscrimination statement
- Heavy Equipment Info Sheet
- Facility Documentation for Civil Rights Compliance

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- Not Met
- Beginning
- Functioning
- Advanced

Evaluator Comments: Evidence provided shows that stated and enumerated policies detailed in the policy manual cover topics such as education philosophy and nondiscrimination show a dedication to following ethical principles. The various policies are published in the student handbook and in various places on LCTI's website. The nondiscrimination statement is included in marketing materials. Prices are listed by item on the info sheets of programs.

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

The adult education program offerings booklet is a compilation of specific program information and school policy and procedures. A program description, objectives, topics, dates and costs are clearly published and updated annually. Although the department maintains a catalog, applicants are directed to our website for review of program information. Coordinators follow-up by providing detailed program information per the applicant's request, and discussion and tour as needed. Programs are also approved by the CWDS/PA and Veterans Affairs, and both organization's websites provide eligible students with program information and costs.

LCTI does not process federal financial aid, but has a webpage outlining funding options for applicants. All information can be found at www.lcti.org/go.

B.4 Evidence

- CDL Lead with Communication and Course Description Documents
- EMMT and IEMT Lead with Communication and Course Description Documents
- Adult Workforce Education Program Offerings Booklet 2019-2020
- CWDS Approved Program List
- Veterans Affairs Approved Program List
- Funding Options Webpage
- Forklift Lead with Communication and Course Description Documents
- CWDS Program Approval Letters
- Veterans Administration Letter of Approval

- Not Met
- Beginning
- Functioning
- Advanced

Evaluator Comments: Evidence provided shows information about available forms of financial aid, including WIOA, TAA, OVR, and VA, are included in the course catalog. Evidence in binder and folders show how it is developed, maintained, and updated on a yearly basis. LCTI does not participate in Title IV federal financial aid.

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

Equipment is purchased upon the recommendation of the instructor, OAC and other industry stakeholders. Established purchasing procedures are followed for price quotes and bids, as needed. Instructors are responsible to inform the Director or Coordinators when a purchase is required or maintenance/repair is needed on equipment.

B.5 Evidence

- Logistics & Forklift Equipment List 2020
- Logistics & Forklift OAC Instructional Equipment Request and Minutes 2019
- Logistics & Forklift Budget Request Worksheet 2020
- CDL Equipment List 2020
- CDL OAC Equipment Discussion 2019
- Heavy Equipment List 2020
- Heavy Equipment Operations & Preventive Maintenance & OAC Instructional Equipment Requests 2019
- Heavy Equipment Budget Request Worksheet 2020
- Diesel Technology Inventory List
- Diesel Technology OAC Instructional Equipment Request & Minutes 2019
- Diesel Technology Budget Request Worksheet 2020
- Electromechanical/Mechatronics Technology Equipment List 2019
- Electromechanical Technology OAC Instructional Equipment Request and Minutes 2019
- Electromechanical/Mechatronics Technology Budget Request Worksheet 2020
- Precision Machine Tool Technology Equipment List 2020
- Precision Machine Tool Technology OAC Instructional Equipment Request and Minutes 2019
- Precision Machine Tool Technology Budget Request Worksheet 2020
- Heavy Equipment Repair Requisitions
- Facility and Equipment Tour
- 2018-2019 Equipment Lists & Plans
- 2017-2018 Equipment Lists & Plans
- 2016-2017 Equipment Lists & Plans
- 2015-2016 Equipment Lists & Plans

- Not Met
- Beginning
- Functioning
- Advanced

Evaluator Comments: Evidence provided shows LCTI has a systematic process to purchase new equipment for the adult education department. Instructional equipment updates are a part of the OAC meetings, and there is a Instructional Equipment Request form that faculty and staff can complete to request equipment. Budget Request Worksheets are utilized, as well. Yearly equipment plans outline the equipment goals for each program, and yearly equipment list keeps an inventory of the equipment they already have. Budget Request Worksheets are used in the ordering process, and in regard to repairing and maintaining existing equipment.

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 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 student handbook was created to provide program and school-wide information, including JOC policy, to new students. It is updated annually, prior to the start of the new school year and periodically throughout the year, if needed. Adult students receive the handbook upon paid registration in an adult education program or on the first night of class. The coordinators discuss the policies and procedures with the student and collect a sign-off sheet from the student.

C.1 Evidence

- Handbook
- Student Policies and Procedure Sign Off Sheet
- JOC Policy 103 – Nondiscrimination/Discriminatory Harassment – School and Classroom Practices
- JOC Policy 218.1 - Weapons
- JOC Policy 222 – Tobacco and Vaping Products
- JOC Policy 224 – Care of School Property
- JOC Policy 227 – Alcohol/Other Drugs and Mood-Altering Substances
- JOC Policy 248 – Unlawful Harassment
- JOC Policy 705 – Safety
- JOC Policy 713.1 – Video Camera Surveillance
- JOC Policy 815 – Acceptable Use of the Communications and Information Systems
- Signed Policies and Procedures Form

- Not Met
- Beginning
- Functioning
- Advanced

Evaluator Comments: Evidence provided was the Adult Workforce Education Student Handbook, along with other publications such as the Adult Workforce Education Program Offerings/Course Catalog outline critical LCTI policies. These documents have been updated annually and reviewed with students on the first day of training, as evidenced by a signed Acknowledgment of Understanding by the student for all LCTI policies. Recommend that all expectations such as grading, and attendance be consolidated into the Student Handbook.

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2. Describe the adult education attendance policy

LCTI's attendance policy requires 85% attendance. Attendance policy is written into the syllabus and discussed with students on the first day of class. Absences and tardy days are recorded. Instructors track student attendance and address poor attendance with the student. Instructors keep the coordinators informed of attendance issues and the coordinators intervene as needed. Attendance is reported to funding agencies as required.

C.2 Evidence

- Student Handbook Attendance Policy
- Program Offerings Attendance Policy
- CDL syllabus
- CDL Student Transcript
- CDL Student Progress & Evaluation
- Right Skills Now Syllabus
- Right Skills Now Adult Student Attendance Documentation
- Forklift Syllabus
- Forklift Adult Student Attendance Documentation
- Heavy Equipment Syllabus
- Heavy Equipment Adult Student Attendance Documentation
- Diesel Syllabus
- Diesel Adult Student Attendance Documentation
- Electromechanical Syllabus
- Electromechanical Adult Student Attendance Documentation

- Not Met
- Beginning
- Functioning
- Advanced

Evaluator Comments: Evidence provided shows that program-attendance policies are in place and shared with the student in the Course Catalog, Student Handbook and Program Syllabi. The instructor at the beginning of the program also covers attendance expectations.

3. Describe the adult education grading policy

Students are assessed in both theoretical and practical skills using a variety of assessment methods and tools including written and hands-on testing. The grading criteria is written in the student handbook and syllabus and discussed with students the first day of class. Programs are task driven and each course has an associated task list that is required for course completion. Instructors track task completion and grades and report final completion to the coordinators.

C.3 Evidence

- Grading Policy Student Handbook
- Grading Policy in Program Offerings Booklet
- Electromechanical Syllabus

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- Electromechanical Grades/Progress Reports
- Right Skills Now Syllabus (Grant)
- Right Skills Now Task List and Grades
- CDL syllabus
- CDL Student Transcript
- CDL Student Progress & Evaluation
- Heavy Equipment Syllabus
- Heavy Equipment Task List
- Heavy Equipment Transcript
- Forklift Syllabus
- Forklift Task List
- Forklift Grade Book
- Forklift Student Documentation

- Not Met
 Beginning
 Functioning
 Advanced

Evaluator Comments: Evidence provided supports that program-grading policies are in place and shared with the student in the Course Catalog, Student Handbook and Program Syllabi. The Instructor at the beginning of the program also covers grading criteria. Students are provided progress reports and final transcripts with grades.

4. Describe how adult students become completers

Adult education students must meet attendance and grade requirements to be considered a program completer. Obtaining a license or certification may be required in some programs.

C.4 Evidence

- 2019-2020 Completer Report – PIMS CTE QC Report 16 and 3A
- 2018-2019 Completer Report
- 2017-2018 Completer Report
- 2016-2017 Completer Report
- 2015-2016 Completer Report

- Not Met
 Beginning
 Functioning
 Advanced

Evaluator Comments: Evidence provided supports that student attendance, grading, withdrawal/dropout, and completion data are maintained for each program area. The program instructors and/or Coordinators counsel students who are frequently absent from classes or not meeting grade minimums. Aggregate data on attendance, grading, withdrawal/dropout, and completion rates are recorded in the School's Student Information System (Student Manager) along with manual spreadsheets to maintain grades and attendance.

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LCTI Adult Education Administration are exploring affordable SIS alternatives. Completer reports provided during the Site Visit reflect an 80% + completion rate, dependent on program.

5. Describe industry credentials offered to adult students

Students have the opportunity to earn industry-recognized credentials in the program. LCTI programs are designed according to industry standards and prepare students to achieve industry certifications and/or licensure where applicable. Credential data is tracked and reported to the state via the PIMS report.

C.5 Evidence

- 2019-2020 PIMS CTE QC Report 16
- 2019-2020 PIMS CTE QC Report 8A
- 2018-2019 PIMS CTE QC Report
- 2017-2018 PIMS CTE QC Report
- 2016-2017 PIMS CTE QC Report
- 2015-2016 PIMS CTE QC Report

- Not Met
- Beginning
- Functioning
- Advanced

Evaluator Comments: Evidence supports that all LCTI Adult programs utilize industry standards and lead to industry credentials. Industry Certification Lists were provided in the Self-Study and at the Site Review.

6. Describe the curriculum of adult education programs

LCTI programs are designed according to industry standards and prepare students to achieve national, state and industry certifications and/or licensure where applicable. The statewide program of study model may be used as a beginning point for developing industry-driven curriculum. OAC members and other subject matter experts contribute to overall program design to ensure relevant curriculum. Students receive a syllabus, an outline of program content and hours, expected outcomes, task list, training calendar, and log ins for computer access (where applicable) to facilitate the learning process. Instructors are provided with sufficient resources (texts, associated lesson plans, trainers, software, online resources, certification prep resources, etc...) to deliver program instruction in the most effective and timely manner.

Students in the Machining and EMMT may have the opportunity to participate in an internship program. Internships are coordinated with employers and provide students with the opportunity to apply and hone the knowledge and skills acquired in the program.

C.6 Evidence

- Program Syllabi (refer to C.3)
- Precision Machine Course Lesson Log

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- Precision Machine with Final Grade Book and Final Grades of Individual Tasks
- Precision Machine Task List – Student Sample
- Electromechanical/Mechatronics Technology Program Outline
- Electromechanical Task List – Student Sample
- Electromechanical Mechatronics Student Amatrol Report
- Heavy Equipment Lesson Plan Sample
- Heavy Equipment Task List
- Internship application, attendance tracking and performance evaluation
- CDL Daily Planner and Lesson Plans
- CDL Student Transcript with Task Progress & Evaluation – Student Sample
- Diesel Lesson Log
- Diesel Task List
- Heavy Equipment PowerPoint Presentation
- Heavy Equipment Lesson Plans
- Forklift Syllabus with Daily Plan
- Forklift Student Curriculum Binder
- Forklift Student Task & Grades – Student Sample
- Electromechanical Learning Activity Packet

- Not Met
- Beginning
- Functioning
- Advanced

Evaluator Comments: Evidence supports that LCTI Program of Study task grids are utilized as well as program syllabi and lesson plans. LCTI follows industry guidelines in developing or modifying program curriculum. Curriculum plans and schedules are given to all students in the adult education programs. Grades for all courses are recorded on permanent records. Students are informed of their progress and counseled as needed.

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

The instructor of the program will counsel students not achieving passing grades and/or not showing satisfactory progress on competency task lists. Instructors will provide as much support as possible, within reasonable limits, during the regular class schedule and may assign additional work outside of class to remediate the student. Students requiring additional tutoring or remediation may request services through the Adult Workforce Education Office. Depending upon the services required, additional costs may be incurred by the student. Group or individual tutoring is made available to students as needed. Example, the Electromechanical/Mechatronics Technology Program provides supplemental e-Learning activities linked directly to the lab training for additional study or remediation.

C.7 Evidence

- Remediation Policy
- Drop Out Report 2019-2020
- Drop Out Report 2018-2019
- Drop Out Report 2017-2018
- Drop Out Report 2016-2017

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- Drop Out Report 2015-2016

- Not Met
- Beginning
- Functioning
- Advanced

Evaluator Comments: Evidence of a formal Remediation policy and process was evidenced in prior years Annual Operations Reports but is not evidenced in current publications (Student Handbook, Program Catalog). Recommend LCTI develop a formal process for a Student Academic Progress (SAP) policy and procedures that includes a remediation plan. This will be required for Financial Aid compliance.

8. Describe the complaint/grievance procedures for adult students

Student issues or complaints are likely resolved with the instructor and go no further. The next step would be to meet with the coordinator of the program and then if a solution has not been found, the Director of Postsecondary & Workforce Education will meet with the student. A Grievance Policy is in place for students who wish to file a complaint. It is the guiding principle of LCTI to ensure that each single complaint receives the appropriate attention and response and does not become a cumulative effect. JOC Policy No. 219 Student Complaint Process defines the next steps if an issue is not resolved. Adult student complaints may be reported to the Director of Postsecondary & Workforce Education; grievance procedures can be found in the Student Handbook.

C.8 Evidence

- JOC Policy No. 219 Student Complaint Process
- Student Grievance Procedure
- Student Grievance Email Sample
- Student Grievance Samples – Wendy

- Not Met
- Beginning
- Functioning
- Advanced

Evaluator Comments: Evidence shows a complaint procedure is in place. No formal complaints were in evidence during the review. However, email evidence of the handling of student complaints through the informal process was provided during the Site Review.

9. Describe special awards given to adult students

Students receive certificates of completion if satisfactory grades and attendance are met. Most programs also have industry recognized credentials that offer a card or Certificate of Completion.

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C.9 Evidence

- Student Program Awards
- Student Credential Certificates

- Not Met
- Beginning
- Functioning
- Advanced

Evaluator Comments: Evidence supports that all program completers receive a certificate of achievement when they complete the program of study. Students also receive certificates/cards for industry credentials. Recommend Student Recognition Awards (Perfect Attendance, High Academic Achievement, etc.) be incorporated into the programs and presented at graduation.

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

Students complete a satisfaction survey upon completion of their course or program. Surveys are reviewed by the Training Coordinator, Workforce Education Coordinator and the Director of Postsecondary & Workforce Education. Results are shared with the instructional staff and are used to assess the overall quality of the program, instruction, curriculum, lab facilities, equipment and delivery of the program. Generally, students are well satisfied with the quality of their learning experience. All feedback is taken under consideration and adjustments to programmatic and instructional delivery are made as necessary. Industry training surveys are requested upon completion of programs. The satisfaction level among incumbent workers and their employers has been very high.

C.10 Evidence

- CDL Student Surveys with Admin Comments
- Heavy Equipment Student Surveys with Admin Comments
- Forklift Student Surveys with Admin Comments
- Precision Machine Student Surveys with Admin Comments
- Electromechanical Student Surveys with Admin Comments
- Student Survey Samples

- Not Met
- Beginning
- Functioning
- Advanced

Evaluator Comments: Evidence supports student satisfaction assessments through ongoing dialog between students, faculty and staff, as well as Student Survey Forms. Feedback is reviewed, and if improvements are determined necessary, acted upon by administration. Excellent Student Survey Format and documentation.

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

Adult education staff members possess the skills necessary for the positions they hold. The Director oversees the department and is responsible for all operations. The coordinators recruit, enroll and follow students and coordinate the programs from start to finish; they also work with the Director to develop customized training programs. Clerical staff provides support with enrollment, reports, invoicing and many other duties associated with department operation. Both full time and part time instructors are employed in the department, all demonstrate competency in their field and have years of relevant industry experience. Highly qualified instructors are essential to successful adult, workforce and industry programs and to the reputation of the program and school.

D.1 Evidence

- Adult Workforce Education Department Employee List
- Job Descriptions:
 - Director Postsecondary & Workforce Education
 - Electromechanical Mechatronics Full Time Instructor
 - Workforce Education Coordinator
 - Training Representative/Coordinator
- Instructor Resumes
- Administrative Assistant to the Director Postsecondary & Workforce Education
- Adult Workforce Education Instructor
- Precision Machine Tool Technology Instructor-Part-time
- Adult Education Instructor/Program Coordinator Electromechanical/Mechatronics
- Adult Education Instructor Electromechanical/Mechatronics Part Time
- Lead Instructor Tractor Trailer Driving Program
- Truck Driving Program Instructor
- Heavy Equipment Operations Training Coordinator
- Heavy Equipment Operations Instructor
- Adult Workforce Education Secretary
- Adult Workforce Education Evening Secretary

- Not Met
- Beginning
- Functioning
- Advanced

Evaluator Comments: Evidence provided shows the qualifications needed for staff in the Adult Education department/departments.

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

The Human Resources Manager advertises positions with local newspapers, Indeed online, and PA CareerLink. The Director and coordinators also reach out to OAC members, business contacts, other CTCs, and other professional contacts. Interested candidates are directed to our website to view the job posting, job description and application instructions. Interviews are conducted by members of the administrative team, the Human Resources Manager, supervisory staff, program coordinators, lead instructors.

Candidates who are successful in first round interviews are invited to second round interviews. Candidates for teaching positions are asked questions geared toward technical skills and education and training experience. Secretarial staff candidates are required to demonstrate skills by completing a typing and Excel test followed by interview questions; second round interviews are conducted as needed. Interview rating sheets (rubric) are used to score candidates. The interview team discusses the rubric, the candidate's qualifications/credentials, responses to questions and overall presentation abilities before making the job offer.

D.2 Evidence

- LCTI Website Employment Opportunities, Application Requirements and Application
- CareerLink Posting for CDL Instructor
- Zip Recruiter Posting for CDL Instructor
- CDL Driving Instructors Needed Flyer
- Career Training and Employment Opportunities Flyer
- Interview Questions – First and second round for EMMT Instructor and Secretary
- Interview Rating Sheets – Professional & Secretarial Staff
- Position Descriptions/Qualifications – Refer to D.1

- Not Met
- Beginning
- Functioning
- Advanced

Evaluator Comments: Documentation provided showed requirements for job openings, advertisement avenues and job descriptions. Employment Job Fair event is a great idea. Maybe in the future include recruitment efforts at the OAC and local business level.

3. Describe how new instructors are oriented on adult education

The Director meets with new instructors to acquaint them with LCTI and the department. The Workforce Education Coordinator provides a detailed orientation, including a page-by-page walk-through of the Adult Workforce Education Department Staff Handbook, tour of the lab, and a meeting with secondary instructors. All aspects of the course or program curriculum are reviewed, and copies of all required materials are provided to the instructor to prepare him/her for the teaching assignment. Coordinators routinely meet with the new instructor before the course start and for the duration of the course to assist with program planning, development, classroom management, and acquiring materials and resources. Secondary instructors also meet with the new instructor to provide them with an overview of the

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program/equipment and provide mentorship as necessary. New instructors are introduced to the secretarial and evening staff, as needed. Instructors are provided with mobile phone numbers for the coordinator, director, evening secretary and evening custodian.

D.3 Evidence

- Adult Workforce Education Department Staff Handbook – Orientation List
- Adult Workforce Education Department Staff Handbook – Orientation List – Staff Sample
- CDL Instructor Handbook

- Not Met
 Beginning
 Functioning
 Advanced

Evaluator Comments: Documentation was provided detailing how new instructors are orientated.

4. Describe professional development opportunities given to adult education instructors

All adult education staff is provided with professional development opportunities relevant to their positions. Professional development opportunities are reflective of current trends in each program area and may vary according to department and individual program requirements. Program goals and objectives are approved by the OAC and individual instructor needs and the requirements of credentialing organizations determine professional development. Instructors keep up-to-date through many different types of activities, OAC meetings and continual contact with business and industry.

D.4 Evidence

- 2019-2020 Staff Professional Development Lists
- 2019-2020 Staff Professional Development Documentation
- 2018-2019 Staff Professional Development Documentation
- 2017-2018 Staff Professional Development Documentation (please see Annual Report, Section C3)
- 2016-2017 Staff Professional Development Documentation
- 2015-2016 Staff Professional Development Documentation

- Not Met
 Beginning
 Functioning
 Advanced

Evaluator Comments: Documentation provided meets criteria, going forward just ensure that trainings attended are within the scope of the staff's job description. Not just the regular required Safe Schools training but also training attended by staff to enhance their current job responsibilities.

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5. Describe how adult education faculty/staff are evaluated

Staff evaluations are reflective of individual job descriptions and are completed annually. The Executive Director is responsible to evaluate the performance of the Director of Postsecondary & Workforce Education; the Director of Postsecondary & Workforce Education evaluates staff members. Evaluations are reviewed with employees and an opportunity for feedback is provided. Informal evaluations are ongoing throughout the year and concerns are addressed as they arise. Walk-through observations of instructors are conducted by the Director and Coordinators. Adult education staff members are well qualified for the positions they hold and overall, employees perform at or above expectations of the job. Occasionally, there is a need to address issues with staff. In this case, LCTI's employee improvement plan is followed to ensure the employee is provided with the resources necessary to improve performance.

Staff members complete an online Safe School Survey at the end of each school year. The administrative staff reviews the collated surveys, and the staff receives results of the surveys. Survey results are used for planning and development of additional safety measures and program improvement as needed.

Adult student satisfaction is assessed through course/program surveys that are completed at the conclusion of each program. Results are reviewed by the Director and Coordinators, discussed with instructor and improvements are made if necessary.

D.5. Evidence

- Flowchart # C-05 Customer Satisfaction Survey Process
- 2019-2020 Faculty/Staff Evaluations
- 2019-2020 Program Survey Results and Survey Samples
- 2018-2019 School-wide Faculty and Staff Satisfaction Surveys
- 2015-2020 Faculty/Staff Evaluations
- 2015-2020 Program Survey Results and Survey Samples
- 2015-2020 School-wide Faculty and Staff Satisfaction Surveys

- Not Met
- Beginning
- Functioning
- Advanced

Evaluator Comments: Evidence provided shows a good sampling of survey and evaluation evidence for last six years, and shows that administration is active in the evaluation of staff and programs. Student evaluations are used to evaluate the program and instructor which is a great way to gain feedback on programs and staff. Need to document the action taken on survey results. If there were suggestions made, how were they followed through with? Were they discussed with the instructor and/staff?

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

The maintenance department provides custodial and maintenance services to maintain LCTI facilities and grounds. The Facility Engineer supervises the staff, which covers three shifts daily. An online system, School Dude, is used for staff to enter maintenance requests. The maintenance staff is responsible to clear the CDL driving range during inclement weather. The Facility Engineer receives weekly CDL driving schedules and the Training Coordinator communicates with the Facility Engineer regarding details as

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necessary. The Facility Engineer schedules staff as needed for after-hours special events.

Facility updates:

Construction of a new \$4.25 million welding lab began in February 2019 and is scheduled for completion in late fall 2019. The new facility almost doubles the size of the current welding lab. Moving the current welding lab will also allow for further expansion of the machining lab.

D.6. Evidence

- Current Custodial/maintenance schedule
- Clever Portal
- Online IT Request
- Maintenance request – SchoolDude
- Purchasing Process Flowcharts C-15, C-7
- ESchool Mall Purchase Requisition Sample
- 2018-19 Custodial/maintenance schedule

- Not Met
- Beginning
- Functioning
- Advanced

Evaluator Comments: Evidence provided shows maintenance checklist providing a comprehensive list of items that are reviewed and maintained.

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

LCTI maintains a school-wide safety plan, which includes the LCTI/OSHA Alliance, LCTI Safe School Committee, LCTI Safety Advisory Council and Crisis Management Team. The Director of Career & Technical Education provides the leadership for these committees. Each of these committees serves a specific function within the school and includes members of the Adult Workforce Education Department.

The Training Representative is a member of the LCTI Safe School Committee and attends the meeting to represent the AWE department. All staff members are oriented to safety practices, including accessing/refreshing the FYI when an announcement is made. Fire drills, weather emergency drills and A.L.I.C.E. drills are held regularly. Adult education staff participate in all safety drills. All staff have an Emergency Procedures Safety Flip Chart at their desk. The night shift custodian have school-issued cell phones for fast and easy communication. Entrance doors are locked and a buzzer system is used to enter the building. LCTI has cameras installed throughout the property and employs one Police Officer and two security officers for building security and monitoring.

Safety is a priority in all of our programs, and instructors and students must follow industry guidelines and PPE. Instructors provide safety overview instruction at the beginning of the course and implements safety in each lesson. Many programs offer credentials such as OSHA 10 or NIMS Material Measurement and Safety certification. Each classroom/lab has a safety board installed with all emergency information, flip charts and first aid kits easily accessible.

The Facility Engineer supervises the oversight of the Safety Data Sheets (SDS). The staff is updated annually on Right to Know and SDS. SDS binders are located on an online system where information on

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any material is accessible immediately on the Intranet.

D.7 Evidence

- JOC Policy No. 705 Safety
- JOC Policy No. 805 Emergency Evacuation of School
- Safety Organizational Flowchart
- Safety Recommendation Flowchart
- 2019-2020 Safe School Committee Staff Members
- 2019-2020 Safe School Committee Meeting Dates
- Safe School Committee Student Meeting-Staff Minutes – September 11, 2019, December 11, 2019
- 2019-2020 Fire, A.L.I.C.E. and Earthquake Drill Schedule
- Sample Email, Letter and Skylert Communication Regarding Fire and A.L.I.C.E. Drills
- Workplace Safety Committee – Walk-Through Lab Safety Inspection
- Safety Checklist Procedure
- 2019-2020 Safety Advisory Council Meeting Dates
- Safety Advisory Council Meeting Minutes-February 27, 2020
- 2019-2020 Crisis Management Team
- PIMS Safe School – Security Officer Reporting
- SDS online
- 2018-2019 Safe School Committee Staff Members
- 2018-2019 Safe School Committee Meeting Dates
- PA State Police and LCTI MOU
- Safe School Committee Student Meeting-Staff Minutes – September 26, 2018, January 9, 2019
- 2018-2019 Safety Advisory Council Meeting Dates
- Safety Advisory Council Meeting Minutes-October 18, 2018, December 20, 2018
- Safety Advisory Council Inspection Reports
- Bi-Monthly Self Inspection Safety Checklist – Precision Machine Technology
- Bi-Monthly Self Inspection Safety Checklist – Diesel Medium & Heavy Truck Technology
- Bi-Monthly Self Inspection Safety Checklist – Supply Chain/Logistics Technology
- Bi-Monthly Self Inspection Safety Checklist – Electromechanical Automated Systems Technology
- 2018-2019 Drills, Events and Training List
- Email Correspondence for A.L.I.C.E. Training
- Emergency Procedures Safety Flip Chart

- Not Met
- Beginning
- Functioning
- Advanced

Evaluator Comments: Documentation provided shows that every effort is taken to ensure staff, faculty and student safety through numerous drills, trainings and development of the Flip Chart.

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

The Adult Workforce Education Department has excellent relationships with employers for program development, hiring graduates and to provide customized training for incumbent workers. Employers continually return to LCTI for their hiring needs, demonstrating the best evidence that employers are well-satisfied with the quality of students trained in our programs. Many employers routinely seek the opportunity to present their company and employment openings to students. LCTI has a School to Career Coordinator that schedules and coordinates employer tours and presentations. LCTI has job boards in classrooms, and an interactive online Jobs Board where employers can post open positions, providing another avenue for companies to recruit our graduates. LCTI also partners with the Careerlink and promotes job fairs and employer events held at their location. Students are prepared for these events and encouraged to attend.

OAC members provide information on current hiring trends and make recommendations for curricular changes and equipment purchases. Current employment trends are also tracked through the WBLV Industry Partnership meetings where environmental scanning is an agenda item at each meeting. Industry representatives provide up to date information on current hiring practices and future projections. Manufacturers from the Lehigh Valley and beyond the region support and promote LCTI in every way possible. The Manufacturers Resource Center (MRC) promotes and supports LCTI manufacturing programs. Companies regularly recruit graduates; currently there are more manufacturing jobs than can be filled, from both the secondary and postsecondary programs.

E.1 Evidence

- Customized Job Training Proposal Sample
- Print-out of LCTI Online Jobs Board <http://www.lcti.org/jobs/>
- Employer job board posting
- Employer presentation email
- [CDL employer recruitment list](#)
- [Careerlink employer job fair flyer](#)
- WBLV Industry Partnership Meeting Agenda
- MRC email
- OAC meeting minutes
- Employer emails regarding programs, students, and employment

- Not Met
- Beginning
- Functioning
- Advanced

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Evaluator Comments: Evidence shows a strong employer connection with LCTI. Through employers contacting LCTI for customized trainings and apprenticeship programs to numerous contacts informing LCTI of current job postings for them to share with their students. Also, evidence shows strong connection with the CareerLink and partnering with them to post job ads and job fair.

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

Employer input is essential to successful operation of adult workforce education programs. Employers provide valuable information on the current status of their business and hiring needs as well as the latest information on equipment. Program objectives are developed by LCTI faculty and administration in partnership with business and industry representatives and are approved, reviewed and updated annually by OAC members. Instructors may not enact any curriculum changes without the approval of the OAC. All OAC members must apply for membership and be approved by the Director of Career & Technical Education and the JOC prior to becoming a voting member. Students complete program evaluations and the results are used by faculty and administration to consider revisions or improvements to be put forth to the OAC for approval. OAC members provide opportunities for student field trips, internships and employment. Program completion data is supplied to the OAC and the OAC is notified of upcoming completers seeking employment. Job placement data is monitored to evaluate the numbers of graduates obtaining employment upon completion of programs to ensure the program is still relevant to the economy.

E.2 Evidence

- Flowchart #C-13 LCTI OAC Process
- OAC Brochure
- Form #046 OAC Membership Application & Approval Letter
- Sample JOC Agenda with OAC Approvals
- 2019-20 OAC Meeting Schedule
- OAC Committee Membership List
- Job Placement Data for 2 years
- EMMT OAC minutes with Adult Education Update October 2, 2019
- OAC Minutes

- Not Met
- Beginning
- Functioning
- Advanced

Evaluator Comments: Evidence provided shows that the OAC is an integral part of the programing process to include curriculum development, equipment, safety, etc.

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

Employers who have hired our students are very pleased with the training they have received in our programs. Verbal feedback from companies has been excellent. Employer satisfaction with graduates is evidenced by continued support from business and industry for the programs. Companies return to hire more graduates and also to contract for training for their incumbent workforce. Several companies hire students from our programs and continue to upskill them through our customized training programs.

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It is very difficult to obtain employer comments in writing regarding people they have hired because of company human resource policies; there are two samples in the binder. It is our belief that the best testimonial to the quality of our training programs is that employers continually return to hire more graduates, they verbally tell us how well-prepared our students are for their positions, and they support all school initiatives.

E.3 Evidence

- Employer support letters/emails
- Customized Job Training employer survey
- Employer support letters/emails
- Customized Job Training employer survey

- Not Met
- Beginning
- Functioning
- Advanced

Evaluator Comments: Evidence shows that there is a strong local employer connection with LCTI. The letters and emails received from employers show that these employers have received successful students as employees and that employer requests more students to hire as they are so well prepared. Need to include a survey from employers that have hired students – letters and emails are good, but an actual employer survey that provides feedback regarding curriculum offered and student preparedness for the field of work is beneficial and can be used to improve program or enhance the skills offered in the program.