

The Pennsylvania Bureau of Career and Technical Education has conducted an initial review of the Schuylkill Technology Centers regarding their reaccreditation by the Pennsylvania State Board of Career and Technical Education. This review has found one non-compliance issue with the institution in relation to the PPPCTE Accreditation Guidelines. The review committee found the Schuylkill Technology Centers to be “beginning” in the following criteria:

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.

D3. Describe how new instructors are oriented on adult education.

Per Accreditation Guidelines:

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 for Career and Technical Education. Pennsylvania Department of Education may make scheduled visits throughout the duration of the accreditation. The Pennsylvania Department of Education sends each approved institution a letter and certificate stating the approval of Pennsylvania State Board for 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 Institutional Accreditation Advisory Group (IAAG) met on October 4, 2023, and voted to make a recommendation of Re-Accreditation to the State Board of Career and Technical Education.

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.

A1. Describe the administrative leadership in regard to adult education.

Schuykill Technology Center is governed by a Board of Directors and one of only 5 CTEs in the state to be supervised by an IU Executive Director. Dr. Koons serves in the Executive Director Role, Shannon Brennan serves as the Director of CTE and the Deputy Director of IU29. Ms. Brennan has 20+ years of post-secondary career and technical administration experience. Christopher Groody serves as the Assistant Director of CTE and brings 6 years of post-secondary experience to his role in addition to 15 years of secondary educational experience. Kim O'Neill, the Practical Nursing Coordinator provides guidance and support for the Adult Nursing Program. The Local and Regional Perkins Stakeholders' Groups Provide programmatic insight and guidance. STC operates within a Perkins Consortium with Luzerne County Community College. Each program cluster operates and the Occupational Advisory Committee.

Evidence: Curriculum Vitae/Resumes
Job Descriptions
Professional Credentials

Evaluator Response:

- Executive Director, Director, and Assistant Director provided curriculum vitae/resumes, job descriptions, and professional credentials including superintendent eligibility letter and professional certificates. Post-secondary experience is noted on all resumes.

- Not Met
 Beginning
 Functioning
 Advanced

A2. Describe the vision/mission for adult education.

The mission of the Schuylkill Technology Centers Postsecondary Programs is to enable the adult student to acquire the attitudes, knowledge, skills, and values necessary to become a lifelong learner and a productive citizen of a global economy by developing an educational pathway for excellence driven by a partnership with education, business, industry, government, family, and the community.

The vision is to provide flexible, short term, affordable adult education programs that fit the workforce development needs of the local business community.

Evidence: Adult Ed Mission Statement

CDL/Heavy Equipment Brochure

Evaluator Response:

- Provided CDL and heavy equipment brochure that contains mission and vision statements.
- Welding brochure references website for mission and vision.
- Catalog and handbook contain mission and vision statements as well as their financial aid handbook.
- Website contains mission statement and belief statements.
- STC created a specific mission and vision statement that references Adult Ed.

- Not Met
 Beginning
 Functioning
 Advanced

A3. Describe the meetings held to discuss adult education to include program strengths and limitations.

The STC Board of Director approves activities of the STC Adult Education Program at each monthly meeting as well as an annual approval of the Budget and the Campus Safety Reports. The IU29 Director's Cabinet is provided monthly updates regarding the operation of the STC Adult Education Programs under the leadership of Executive Director, Dr. Gregory Koons. The Perkins Stakeholder/Local Area Committee provides bi-annual oversight of STC Adult Programs. Bi-annual Occupational Advisory Committees are held to program specific programmatic guidance. A monthly staff meeting is held with the Director, Assistant Director, PN Coordinator, Financial Aid Coordinator, Adult Faculty and the Secretary regarding enrollment, student learning outcomes, budgetary and facility's needs. The strength resides in the diversity of the leadership partners, but that can also be a weakness as that is a large number of people from whom input, and support needs to be derived. In the end, it provides a robust educational institution that has seen program growth over the past five years.

Evidence: Minutes from IU Program Director/Cabinet Meeting
 Minutes from STC Board Meeting
 Minutes from Perkins Stakeholder Meeting
 Minutes from Adult Education Meeting

Evaluator Response:

- Adult Ed meetings very thorough. Goals and program objectives defined. Comprehensive agenda provided.
- Department meetings provided administrative discussions with Adult Ed staff, provided reports, data, initiatives.
- Evidence of programmatic specific meetings for past years for 2018-2019 but then included in Adult Ed meetings thereafter.
- IU Program Director meeting minutes have a thread of conversation regarding Adult Ed.
- STC has a standing agenda item for Adult Ed program updates for all 5 years.

- STC Director shares goals and accomplishments during LAC/Regional stakeholders and Perkins meetings. Sections applicable to Adult Ed updates, purchasing, etc.
- JOC comprehensive agenda capturing Adult Ed
- OAC meeting minutes have discussion throughout prior years. Recommend a standard agenda item for Adult Ed. Current year did a better job. Provides employer feedback, initiatives that they should undertake.
- IU Director meeting minutes gave detailed, comprehensive information regarding Adult Ed
- CDL, Heavy Equipment, and LPN have its own OAC due to being Adult Ed only. Extensive program strengths and limitations notes on all meeting minutes.
- Goals, accomplishments, and areas for improvement discussed in all meetings.
- Welding OAC shares resources with secondary side, agenda items not showing Adult Ed. Recommendation for standing agenda item to review strengths and improvements of program.

- Not Met
- Beginning
- Functioning
- Advanced

A4. Describe how the administration team reviews budget for adult education.

The STC Director solicits feedback from the Assistant Director, Program Coordinator and Faculty regarding budgetary needs. The Director and Business Manager prepare the annual budget and then present it to the Board of Directors. The Director reviews the budget flex report regularly and shares feedback with staff biannually.

Evidence: Flex Reports
Minutes from the Board of Directors
Budgets
Audit Documentation
Student Tuition Data
Tuition Methods

Evaluator Response:

- All budgets and OAC approval shown for past 5 years.
- Audit samples for past 5 years provided.
- Flex Reports show expenditures but not revenues.
- Director creates separate report from flex report showing profit/loss.
- Board of Directors Meeting Minutes provided for all 5 years and approves Adult Ed budget.
- Student tuition data very comprehensive and includes demographics, program hours, graduates and non-graduates, loans, grants, tuition charged, tuition paid, etc.
- STC is starting to use management information system for tuition. In the past, it was tracked on an Excel Spreadsheet.
- 2020-2021 Adult Ed budget approved in November 2020.

- Not Met
 Beginning
 Functioning
 Advanced

A5. Describe how the administration team discusses and reviews goals of adult education.

The team discusses enrollment goals at monthly meetings. In addition, the Director and Assistant Director set annual strategic goals that include both secondary and adult targets. Those are reviewed at bi-annual performance evaluation meetings. Lastly, STC follows the five-year Adult Education Strategic Plan.

Evidence: Director & Assistant Director Goals
Strategic Plan
Perkins Stakeholder/Local Area Meeting Minutes.

Evaluator Response:

- Director and Assistant Director Goals are provided for all 5 years. Goals, action steps, and evidence of completion provided. Adult Ed highlighted.
- Postsecondary strategic plan for 5 years provided that includes strategy, action plans, start, duration, and evidence of completion.
- Adult Education embedded in LAC stakeholder committee meeting minutes.
- Adult Ed became separate part of LAC meetings starting in 2022.
- Evidence provided of Director meeting with IU Director to discuss year-end review of Adult Ed programs and goals met.

- Not Met
 Beginning
 Functioning
 Advanced

A6. Describe the administration team's evaluation, analysis and follow up of those involved with adult education programs.

Annual performance evaluations are conducted for all staff. Instructor Observations/Walk-Throughs are conducted annually. Course evaluation forms as well as graduate survey data is gathered and reviewed at the end of each course or program of study. The survey data is shared with administration and the occupational advisory committee members.

Evidence: Staff Evaluations
Instructor Evaluations

Evaluator Response:

- Staff satisfaction survey regarding Director and Assistant Director provided for 2018-2019

- Director and Assistant Director evaluations provided and shows goals and action steps for 2022 and 2023.
- Adult Ed Instructors performance appraisals provided for all 5 years. Included walk-through observations and evaluations.
- Course evaluation forms are more in-depth and are provided for PN students for 5 years.
- Student clinical evaluation forms provided from PN students for 5 years.
- Graduate surveys are more general and provided for all 5 years.

- Not Met
- Beginning
- Functioning
- Advanced

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.

B1. Describe how the institution determines the need for programs to offer to adults

STC looks for programs that will complement the existing program offerings at the secondary level and are also listed on either the High Priority Occupation or the In-Demand Occupations Lists. We then solicit input from the Perkins Stakeholder/Local Area Committee and the Occupational Advisory Committees. Program hours vary depending upon the program of study and objectives. Tuition for 22/23 was set at \$12.00 plus program fees.

Evidence: HPO List
 OAC meeting minutes
 Program Costs

Evaluator Response:

- HPO provided and highlighted High Priority Occupations for all 5 years and include LPN, Highway Maintenance, Heavy and Tractor Trailer Truck Drivers, and Operating Engineers.
- Responses to Employer surveys provided showing need for specific job/positions.
- OAC meeting minutes is for existing programs. Need for new programs are discussed and acted upon in relation to existing programs.
- LAC and Perkins stakeholders’ meetings generates need for new programming. Employers and industry are included in all these meetings.

- Not Met
- Beginning

- Functioning
 Advanced

B2. Describe how the program is marketing adult education to the community.

For 22/23, STC purchased Billboard space, used some newspaper ads, contracted with Skook News (Regional Digital News Outlet), utilized press releases and social media posts to communicate regarding program offerings. For 23/24, STC hopes to launch a new website.

Evidence: Press Releases
 NP Ads
 Billboard Ads
 Skook News
 Adult Education Website
 CDL/HEO Brochure
 Career Link Partner

Evaluator Response:

- Numerous press releases for LPN, welding classes, and expansion of Adult Ed
- Print ads are Adult Ed specific.
- Other news stories are combination of Secondary and Adult Ed
- Participate in CareerLink job fairs.
- Created Adult Ed Admissions Coordinator position that has job duties related to marketing Adult Ed programs.
- After meeting with Director, she provided more input regarding community events that impact marketing such as breakfast with Santa, food truck events, open houses, a coloring book, etc.
- Well-rounded marketing plan with limited budget
- CareerLink Partnership – Assistant Director participates in monthly staff meetings and give updates at Adult Ed at STC
- Recommendation to update website and increase on-line advertising.

- Not Met
 Beginning
 Functioning
 Advanced

B3. Describe how the institution ensures that ethical practices are followed in regard to adult education.

STC includes a non-discrimination statement in all publications and provides a positive learning environment for students. Each Adult Student is provided with a copy of STC. Handbook at New Student Orientation. The Handbook includes policies and procedures and the Student Civility Policy.

NON-DISCRIMINATION STATEMENT

The Schuylkill Intermediate Unit #29 will not discriminate in its educational programs, activities, or employment practices, based on race, color, national origin, sex, sexual orientation, disability, age, religion, ancestry, union membership, or any other legally protected category and provides equal access to the Boy Scouts and other designated youth groups. 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, Sections 504 of the Rehabilitation Act of 1973, the Age Discrimination in Employment Act of 1975, and the Americans with Disabilities Act of 1990. The Schuylkill Intermediate Unit’s commitment to non-discriminatory practices extends to prospective students and employees, current students and employees, parents of students, community members, and representatives of outside agencies. Contact information of their Title IX Coordinator(s) - Shannon Brennan, Director (570) 544-4748 ext. 3115 or

titleixcoordinator@stcenters.org

A non-discrimination policy - Title: 104 Nondiscrimination/Discriminatory Harassment - Employment Practices

<http://go.boarddocs.com/pa/iu29/Board.nsf/goto?open&id=BAXRZZ5CF452>

Evidence: Non-Discrimination Statement- Policy 104
Student Civility Policy.

Evaluator Response:

- Provided for the past 5 years and link provided above. Coincides with JOC policy.

- Not Met
- Beginning
- Functioning
- Advanced

B4. Describe how the adult education catalog is developed and maintained to include financial aid information.

The Adult Student Handbook and the PN Student Catalog are reviewed and maintained by staff and administration. Revisions are board approved as needed. The Financial Aid Coordinator ensures that the Financial Aid Section of the STC Student Handbook is up to date at all times.

Evidence: Student Handbook
ECar Approval Letter

Evaluator Response:

- Student handbook was consolidated into one where in previous years it was separated for individual programs. Board approval was evident.
- Handbook is published on the website for easy access.
- ECar Approval Letter was provided.

- Not Met
- Beginning
- Functioning

Advanced

B5. Describe how equipment is purchased and maintained by the institution for adult education.

STC maintains a list of equipment/instructional materials. The equipment needs of each program of study are discussed during Occupational Advisory Committee Meetings. In addition, the Regional and Local Perkins Stakeholder Groups provide approval for the use of Perkins Funding. The CDL Instructors complete work orders that are fulfilled by the secondary Diesel Technology Program Students. The Heavy Equipment program has leased equipment from Cleveland Brothers and thus maintenance is not required. STC was just awarded an AWS Grant for the purchase of a Trig Welder that will be utilized in both the secondary and adult programs. The Allied Health OAC works closely with the PN Coordinator and faculty to ensure necessary instructional materials are maintained in good working order.

Evidence: Vehicle List
 OAC Minutes
 Equipment Rental Invoices
 Dump Truck Purchase
 Various Invoice for Vehicle Maintenance
 PN Equipment List
 Board Minutes

Evaluator Response:

- Provided invoices, vehicle lists, purchase orders, maintenance receipts, and equipment lists for CDL, Heavy Equipment, and PN Adult Ed programs.
- Welding asset and inventory list provided.
- OAC minutes and equipment procurement procedure provided and explains process.

Not Met
 Beginning
 Functioning
 Advanced

Category C – Students:

The Standard

The institution informs the students its policies include attendance, curriculum, grading, remediation, and completion. The institution also informs students of the 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.

C1. Describe how the adult handbook is created and distributed to adult students.

The STC Adult Handbook is a living document that is updated, and board approved as needed, but at the minimum it is done annually. The PN Coordinator, Director and Financial Aid

Coordinator all work to provide updates to the Student Handbook as needed. Each student is provided access to the student handbook at new student orientation, and it is also published on the STC website.

Evidence: STC Student Handbook
Student Acceptance Letter

Evaluator Response:

- Evidence provided showed Handbooks for adult education, PN and CDL/HEO/Combo for the past five years. Also provided Board action items to include approval of handbooks and revisions, change graduation GPA rate, and calendar.

- Not Met
 Beginning
 Functioning
 Advanced

C2. Describe the adult education attendance policy.

As STC is a clock hours school, attendance is very important. The Attendance Policy provided in the student handbook categorizes time as excused and in-excused. Students who miss more than seven percent of the program hours are required to make-up time at their own expense. The only exception is the practical nursing program, which limits excused absences to 2%.

Evidence: Attendance Reports of adult students
Attendance Policy

Evaluator Response:

- Evidence provided showed policy manual for past 10 years.
- Attendance policy is well defined to include types of excused absences, make up work and withdrawal/termination.
- Recommendation to not have a separate policy for PN versus other programs. Absence allowed 2% for PN 7% all others. Revise to include details on what happens with unexcused and the limit.

- Not Met
 Beginning
 Functioning
 Advanced

C3. Describe the adult education grading policy.

The STC Grading Policy is listed in the student handbook as well as on the STC Board Policies website. STC utilizes a combination of written tests, class presentations, projects, rubrics, and clinical evaluations. Students in all programs must have a cumulative grade point average of an 80 or better to become a completer.

Evidence: Grades of students in adult education
Grading Policy

Evaluator Response:

- Grading policy evidence for the past 5 years. Tests and quizzes were presented along with final grading for the program. All programs require 80%.

- Not Met
- Beginning
- Functioning
- Advanced

C4. Describe how adult students become completers.

Students who earn an 80 or better and complete the required program hours become completers.

Evidence: Data on completers
Graduation Requirements

Evaluator Response:

- Graduation requirements in evidence for past 5 years. Evidence shows certificates of completion.
- Recommend compiling low completion rates and a plan for action to lower percentages.

- Not Met
- Beginning
- Functioning
- Advanced

C5. Describe industry credentials offered to adult students.

STC embraces industry recognized credentials as the gold standard for validating student learning outcomes. Practical Nursing Students sit for the NCLEX exam and are licensed by the PA Board of Nursing. CDL and Combo students earn a CDL License. Heavy Equipment Students complete the Mine Safety Beginner Miner Certification Course. Welding Students sit for an AWS Certification. Automotive Technology Students prepare to earn a PA State Vehicle Inspection License.

Evidence: NCLEX Results
Adult Ed Meeting Minutes
CDL Certificates/CDL Licenses
Flagger Certification

Evaluator Response:

- Evidence provided were Certificates of Attainment from the Professional Truck

Driver Institute, CPR, and Welder Radiographic Inspection Report among others. All provided were for the past 5 years.

- Flagger does not meet 300 hours PPPCTE requirement.
- Recommend identifier of PPPCTE and non PPPCTE programs.

- Not Met
- Beginning
- Functioning
- Advanced

C6. Describe the curriculum of adult education programs.

The Practical Nursing Curriculum is developed in consideration and approved by the PA State Board of Nursing. The PN Faculty work closely with PANA to incorporate updates into the curriculum as regulations change. The CDL is designed to comply with the Federal Motor Carrier Safety Administration requirements. Automotive Technology was developed as a collaboration between the PA POS (CIP (47.0604) and the Vehicle State Inspection Examination requirements. All other programs of study were developed around the PA Task List for a particular CIP Code, Welding (48.0508), Electro-Mechanical (15.0403), Heavy Equipment (49.0205), and Combo (49.0399). STC has begun using ELDT Online Curriculum for the CDL Theory. Instructors maintain lesson plans and learning guides.

Evidence: Lesson Plans
Curriculum Resource Materials
Curriculum Outlines

Evaluator Response:

- Curriculum materials for 5 programs for 5 years were provided.

- Not Met
- Beginning
- Functioning
- Advanced

C7. Describe the institution's remediation process for adult students.

Requests for accommodation and remediation are considered on an individual basis as per the parameters provided in the student handbook. STC provides opportunities for retesting, utilizes student performance improvement plans and course retakes as needed.

Evidence: Remediation Plans
Student Retention Reports
Adult Education Meeting Minutes

Evaluator Response:

- Remediation policy and student success forms for 5 programs provided. Multiple emails regarding PN remediation plans provided. Noted the PN enrollment versus completion rate is ~50% for multiple classes; possible opportunity to review admissions, enrollment, orientation information provided to ensure

students understand duties and requirements for PN.

- Not Met
- Beginning
- Functioning
- Advanced

C8. Describe the complaint/grievance procedures for adult students.

The STC Grievance Policy is included in the student handbook and shared to the STC Website. The policy includes detailed procedures as well as a chain of command through which a grievance can be facilitated.

Evidence: Policy on complaint/grievance to include any data and samples
Grievance Response

Evaluator Response:

- Separate and unique grievance policy and resolution for adult ed (5 days) versus PN (1 week).
- Recommend using terminology of “calendar days” to standardize timeline in case of holidays as noted in some emails provided. Based upon one grievance, consider adding provisions for pet emergency/euthanasia as excused with proper documentation.

- Not Met
- Beginning
- Functioning
- Advanced

C9. Describe special awards given to adult students.

STC offers a Tuition Credit to any graduate of an STC Secondary Program and one to adult Nursing. In addition, the Practical Nursing Program offers the Retired Nurses of Schuylkill County, Student Success Award, as well as awards for highest GPA.

Evidence: Press Releases
STC Scholarship Application
CDL/HEO Awards

Evaluator Response:

- Multiple award certificates provided for PN and CDL.

- Not Met
- Beginning
- Functioning
- Advanced

C10. Describe how adult student satisfaction/dissatisfaction is evaluated and acted upon

Student satisfaction data is gathered via a survey at the end of each course. The survey data is reviewed by administration and the Occupational Advisory Committee Members bi-annually. Programmatic changes are made as needed in response to feedback and in collaboration with the Occupational Advisory Committee Members. Survey response rates have been a struggle for all but the practical nursing program students. Numerous program improvements were made in response to student feedback. For example, STC discontinued a relationship with our former partner for heavy equipment rentals and began partnering with Cleveland Brothers for state-of-the-art equipment with GPS capability. STC is selling our Peterbilt CDL Truck and purchased International Pro-Star with better visibility.

Evidence: Student Course Evaluations
OAC Meeting Minutes

Evaluator Response:

- Multiple Jan-Apr, 2020 welding student evaluations note no books until 4th week of class, CDL students note the instructor was often not present but instead doing his own side jobs, CDL truck tire replacement took 3 weeks that impacted training, CDL vehicles not road-worthy before class started so no interruption.
- Director provided documentation to verify follow-up or resolution.

- Not Met
 Beginning
 Functioning
 Advanced

Category D – Faculty/Staff/Facilities:

The Standard

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

D1. Describe the faculty/staff employed at the institution in regard to adult education.

STC employs a CDL/Combo Instructor, Tami Yarnall, who has 20 years of teaching experience in addition to more than ten years of industry experience. William Picht is an AWS Certified Welder with more than 15 years of welding experience in addition to a CDL License and more than 5 years of CDL Industry Experience and prior heavy equipment experience. Mr. Picht teaches in the CDL, HEO and Welding Programs. Steve Homola, the Automotive Technology Instructor in our secondary program also instructs in our Adult Education Program. Steve has more than 18 years of industry experience in addition to more than 6 years of teaching experience. The credentials for the Practical Nursing Program is dictated by the PA State Board of Nursing, which requires all instructors to be Registered Nurses with a recommendation that they possess a Master's Degree and at least four years of industry experience. Kim O'Neill our PN Coordinator, Catherine Kenenitz, and Ayanna Dayne all possess an RN and master's

degree. Instructor, Nicole Melnick is pursuing a master's degree.

Evidence: CDL Third Party Examiner Certification
STC CDL Site Examination Approval
Instructor Resumes

Evaluator Response:

- All current programs had proper documentation.

- Not Met
 Beginning
 Functioning
 Advanced

D2. Describe how the institution recruits faculty/staff for adult education

STC posts all job postings to the STC website, communicates through Penn Link as well as OAC/Perkins Stakeholder Committee Members and via our social media. The school also shares the posting with the Schuylkill Chamber of Commerce and the Northeast PA Manufacturers and Employers Association, which share it with members. For particularly challenging vacancies, we mail the job announcement to Alumni of a related program who are more than 5 years graduated.

Evidence: Advertisements
Qualifications
Job descriptions
Career Link Partnership
Lad Card

Evaluator Response:

- Demonstrated consistency throughout the previous 5 years.

- Not Met
 Beginning
 Functioning
 Advanced

D3. Describe how new instructors are oriented on adult education

The IU29 HR Office conducts three days of in-person orientation with all new hires to acclimate them to policies and ensure completion of mandatory trainings. The professional teacher's contract includes a stipend for a Lead Teacher, who is assigned each school year to provide support and assistance for teachers. A mentor teacher may be assigned for industry professionals new to teaching and a stipend for those individuals is provided for in the CBA. Practical Nursing Instructors work with the PN Coordinator for orientation and are always assigned to shadow an existing instructor during clinical rotations, prior to working alone.

Evidence: Orientation Packet New Hires

Evaluator Response:

- File did not include detailed orientation documents. Mentor program and additional professional development documentation should be provided for new instructors.
- Recommend allowing the new instructor to shadow another instructor in a similar field.

- Not Met
 Beginning
 Functioning
 Advanced

D4. Describe professional development opportunities given to adult education instructors.

All instructors participate in mandated online trainings assigned by the IU29. In addition, teachers are eligible to participate in industry specific training and conferences of interest to them. The Practical Nursing Staff attend the annual PAPNA Conference and frequently take advantage of tuition reimbursement. The CDL instructors participate in training through Penn DOT.

Evidence: Adult Education Minutes
Professional Growth Instructor
Vector Compliance Training Evidence

Evaluator Response:

- File contained an enormous amount of professional development documentation. The instructors are well trained.

- Not Met
 Beginning
 Functioning
 Advanced

D5. Describe how adult education faculty/staff are evaluated

Each staff member is evaluated annually. Classroom observations and walk-throughs are conducted for all instructors. In addition, the Assistant Director conducts a quarterly observation of the PA CDL Driver Examination as per Penn DOT regulations.

Evidence: Annual Evaluations

Evaluator Response:

- File showed yearly evaluations for all full-time instructors.

- Not Met

- Beginning
- Functioning
- Advanced

D6. Describe how facilities are maintained in regard to adult education.

The Adult Education classes are held in the same buildings as the secondary CTE Programs. STC employs a team of three maintenance technicians and one supervisor in each building who are responsible for routine daily cleaning and maintenance. The Maintenance Supervisor works closely with the Director and Assistant Director to identify and plan capital projects. Administration is responsible for securing funding, board approval and managing the RFP Process. The Maintenance Supervisor works closely with contracted vendors to ensure project completion. STC has annual maintenance contracts for HVAC, Fire Suppression, Alarm Systems, Asbestos Inspections, and Pest Control.

Evidence: North Ceiling Project Evidence
Flooring Abatement Project
Scope of Work Communication
Harris Solutions CDL Simulator Maintenance
Kitchen Inspection
Maintenance Staff Timesheets
Preventative Maintenance Report- Kistler
Preventative Johnson Controls
Preventative Maintenance Conexus

Evaluator Response:

- Documentation demonstrated repairs and showed continual maintenance of building and grounds.

- Not Met
- Beginning
- Functioning
- Advanced

D7. Describe what steps are taken to ensure safety in the institution.

There is a Safety Committee the meets monthly in each building to identify, monitor and address safety issues. Many staff and students complete OSHA 10 or 30 and the Safety Committee participates in annual HANDS training. The administration works closely with the PA State Police for completion of the Cleary Act Campus Safety Report, building assessments and other safe schools reporting requirements.

Evidence: Safety meeting minutes
AHERA Management Plan
Kitchen Inspection
Fire Alarm Inspection

Evaluator Response:

- Provided binder of safety minutes; however, there were no comments recorded for adult education on most of the minutes.

- 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.

E1. Describe how the institution works with employers in regard to adult education.

STC has a Regional and Local Perkins Stakeholder Committee as well as industry specific Occupational Advisory Committees that represent industry partners who provide feedback and support. We routinely invite industry recruiters on-site to present to our students. STC has conducted corporate training for many of our industry partners and has received equipment donations from them as well.

Evidence: Recruiter Sign-In Sheets
OAC minutes

Evaluator Response:

- Employer communication form OAC was provided.

- Not Met
- Beginning
- Functioning
- Advanced

E2. Describe how employers are beneficial to the OAC in regard to adult education.

The Industry Partners who participate are invaluable in ensuring that STC achieves the industry standards, provides feedback regarding equipment, curriculum, and student learning outcomes. They hire our students, provide guidance to our instructors, and make equipment donations.

Evidence: List employers on OAC committees
Employer Verification Forms on Hiring

Evaluator Response:

- Documentation to demonstrate employers are beneficial to the adult education programs was provided.
- Recommend developing a standard form to gather employer input.

- Not Met
- Beginning
- Functioning
- Advanced

E3. Describe how employers give feedback on adult education students they hire.

Upon documentation of a student placement, employers are placed in a rotation to receive a survey six months after a student's hire date. STC has struggled with employer survey response rates, but has received meaningful feedback on the few we have received.

Evidence: OAC Minutes
Employer Survey

Evaluator Response:

- Institution struggles to get surveys back. Surveys that were returned were very favorable.
- Recommend providing emails showing the attempt was made for a survey.

- Not Met
- Beginning
- Functioning
- Advanced