

Greater Johnstown Career & Technology Center Final Report

The Pennsylvania Bureau of Career and Technical Education has conducted an initial review of the Greater Johnstown Career and Technology Center regarding their reaccreditation by the Pennsylvania State Board of Career and Technical Education. This review has found no non-compliance issues with the Center in relation to the PPPCTE Accreditation Guidelines. The review committee found the Greater Johnstown Career and Technology Center to be “Advanced” in the following criteria:

Category B - Programs

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.

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

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.

5. Describe how adult education faculty/staff are evaluated

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 24, 2024, and voted to make a recommendation of Re-Accreditation to the State Board of Career and Technical Education.

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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

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

John Augustine, Administrative Director

Tricia Rummel, Assistant Director/Supervisor of Adult Education

Matt Zern, Business Manager

Amanda Harrington, Assistant Administrator of Program Operations

Cathy Tunstall, Special Education Facilitator

Randy Roxby, Supervisor of Building and Grounds

The team meets regularly, formally and informally, to discuss the programs, education, and staff in the school. At every meeting, both high school and adult education are discussed. Scheduled administrative meetings are held every Tuesday at 8:30 a.m.

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

Beginning with the 2023-2024 year, an administrative restructuring plan was introduced. As part of the plan, the Principal became the Assistant Administrator of Program Operations and assumed the oversight of both the secondary and postsecondary education. The Assistant Director became responsible for compliance and regulatory issues. The administrative director provides guidance and assistance when needed.

The restructuring and shift of duties is occurring gradually; it is anticipated that it will take 2-3 years to finally be fully achieved.

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

Administrators present a monthly report to the JOC at every meeting. These reports focus on updates for each program and keep the JOC informed.

Evaluator Response: Institution provided organizational charts for adult education leadership and staffing across the last five years. Job descriptions were provided for all adult education administration showcasing the skillset of those in the leadership roles. Job descriptions also included qualifications for each position.

- Not Met
- Beginning
- Functioning
- Advanced

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A2. Describe the vision/mission for adult education

GJCTC's mission statement is: Ensure Student Success!

The vision statement is: Positively impacting an ever-changing workforce.

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

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

Evaluator Response: Literature from the Adult Education catalog, Adult Education class listing, open house flyer, student handbook, school policies and print out from the website were showed in print, the vision and mission statement of GJCTC. Also provided was the comprehensive plan for 2020-2023 and 2023-2026, as adult education is part of this plan, and state the vision and mission goals were present throughout.

- Not Met
- Beginning
- Functioning
- Advanced

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

Administrative meetings are held during the year. Scheduled administrative meetings are held every Tuesday at 8:30 a.m. At every meeting, both high school and adult education are discussed.

Sometimes meetings are held informally (at lunch, at the end of the day, unannounced). Scheduled administrative meetings are held in the board room and each administrative team member provides a report on his/her area. Informal meetings often focus on one or two items that need addressed, but often deal with what is happening in the building and with education.

Since the administrative staff works so closely together, concerns, problems, or new initiatives are discussed every day.

The Assistant Director attends the PAC (Professional Advisory Committee) meetings when necessary to provide an update on programming.

The JOC discusses adult education at every monthly meeting since a monthly report is given on Adult Education. This report is then distributed to all GJCTC staff members via an email with the meeting highlights.

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

Evaluator Response: A wide variety of administrative meeting agendas, assistant director reports, adult education reports, and JOC meeting agendas were provided for the five-year period. The administrative meeting agendas showed weekly meeting and discussion points with JOC meetings showing adult education topics being discussed and approved. Recommendation to approve meeting minutes and/or track discussion points which would be a great follow-up from those meetings.

- Not Met
- Beginning
- Functioning
- Advanced

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

The administrative team meets during the year to discuss the budget for the upcoming year. The administrative director leads these meetings.

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

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

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

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Evaluator Response: The budget being reviewed by the administration was provided for each year showing projected revenue and expenses for the upcoming year. JOC meeting minutes were giving showing approval and support of the adult education budgets. Spreadsheets were provided showing the tuition and program expenses per year highlighting the full cost of each program. Director reports were provided for each year with review of the school budget to include adult education. Recommendation is to provide a financial statement for each program to show revenue and expenses at the end of the year to help with next year budget planning.

- Not Met
- Beginning
- Functioning
- Advanced

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

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

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

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

Adult Education also identifies departmental goals to work on during the fiscal year.

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

The JOC also expresses in what direction it would like to see adult education move at its monthly meetings. For example, the JOC recommended the curtailing of the satellite campus in Monroeville; it was then voted on at the September 2023 meeting.

Evaluator Response: Evidence included administrative meetings with discussion of program goals for the school year. During this meeting they also completed an analysis of prior year goals. Documentation showed action on goals for adult education. Director reports are shared with everyone highlighting the adult education goals and projects for the upcoming year.

- Not Met
- Beginning
- Functioning
- Advanced

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

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

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

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

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

Evaluator Response: Evidence of formal evaluations of administrators for both the adult education and practical nursing coordinator were provided along with evaluations of instructors. Students feedback provided with clinical evaluations and student surveys. Documentation from section C10 showed that the students' suggestions for improvements were acted upon, if possible, by the school.

- Not Met
- Beginning
- Functioning
- Advanced

Category B – Program:

The Standard

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

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

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

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

The campus in Somerset is no longer operating; however, the campus in Bedford County has remained open and two classes each year are in session.

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

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

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

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

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

Evaluator Response: Evidence included information from the Southern Alleghenies Workforce Development Area, a profile of industry employment and wages over the last five years. GJCTC administration reviews the High Priority Occupations list for the Southern Alleghenies Workforce

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Development Area to determine current areas of need for program offerings. Occupational Advisory Committee meetings minutes were provided for all years under review, discussing recommendations to include strengths/improvement for the programs. Cost per program for all five years was represented in documentation showing tuition, fees and other program expenses.

- Not Met
- Beginning
- Functioning
- Advanced

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

GJCTC has a designated budget specifically for adult education marketing. In the 2023-2024 year, \$197,000 has been budgeted to spend on promoting the adult education programs to the community. This budget covers the cost of one person working part-time on marketing and the cost of creating and running ads through a variety of media.

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

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

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

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

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

Evaluator Response: Institution provided marketing materials for the last five years. Also included: program catalogs, digital advertising, college and career fair advertising and participation, email inquiries, student work experience, open houses, program flyers and handouts, promotional items, newspaper ads, website pages per program area, and extensive marketing budget. Institution exhibits strong marketing techniques for adult education. Creating a budget, to this measure, for adult education, should be considered a best practice to share with other agencies.

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- Not Met
- Beginning
- Functioning
- Advanced

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

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

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

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

Evaluator Response: Institution provided statements on non-discrimination as shown in institution brochures, student handbooks, catalogs, and website. Evidence was provided of faculty and staff training on nondiscrimination and Title IX procedures. Civil Rights Compliance plan was completed in 2022 and states the Supervisor of Adult Education as the 504 Coordinator.

- Not Met
- Beginning
- Functioning
- Advanced

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

The adult education catalog is located on the school's website, gjctc.org. The catalog contains program information as well as information on admissions and financial aid. The program supervisors and the Administrative Director review all printed materials for currency and accuracy. Revisions are made as necessary.

A Financial Aid Handbook is also available on the school's website as well.

Evaluator Response: Evidence of changes to the adult education handbook is included and shows specific changes and revisions made to financial aid sections. Financial Aid policy and procedures handbook was included for all 5 years.

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- Not Met
- Beginning
- Functioning
- Advanced

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

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

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

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

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

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

Evaluator Response: Occupational Advisory Committee (OAC) minutes were provided that highlight recommendations for equipment purchases and updates to current equipment/supplies or needed maintenance. Equipment recommendations are taken to the JOC and support is given for purchase. Equipment plans and inventory of equipment per program were provided as evidence.

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

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

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

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

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

Evaluator Response: The institution provided a summary of changes to handbooks, student handbooks, student signature pages (signed) from handbooks and Board minutes showing approval of changes to handbooks throughout the past 5 years.

- Not Met
- Beginning
- Functioning
- Advanced

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C2. Describe the adult education attendance policy

The adult education attendance policy is as follows:

Attendance

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

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

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

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

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

[Evaluator Response: Institution provided student handbooks over past 5 years stating the attendance policy, student attendance summary report, student attendance history reports and samples of student attendance log sheets.](#)

- Not Met
- Beginning
- Functioning
- Advanced

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C3. Describe the adult education grading policy

The adult education grading policy is as follows:

SATISFACTORY ACADEMIC PROGRESS:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Evaluator Response: Institution provided student handbooks from past five years to show grading policy, progress reports to show utilization of the grading policy throughout the programs and Permanent Record cards (transcripts) to show grades earned by the students.

- Not Met
- Beginning
- Functioning
- Advanced

C4. Describe how adult students become completers

The graduation requirements policy is as follows:

REQUIREMENTS FOR GRADUATION:

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

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

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

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Evaluator Response: Institution provided copies of the grading policies from the past 5 years handbooks, attendance and grades of adult education students and copies of PIMS Adult Education report showing the completers of accredited programs for past 5 years.

- Not Met
- Beginning
- Functioning
- Advanced

C5. Describe industry credentials offered to adult students

All of the postsecondary programs at GJCTC lead students to a national skill certification (NSC) in addition to their postsecondary diploma. For example, students in the welding program are eligible to earn American Welding Society certifications in all eligible positions/processes. These certifications are included in the cost of their tuition. Students in the electrical technology program can earn the NFPA 70E electrical safety (Arc Flash) certification, OSHA 10 Construction, and NCCER core and levels 1- 4. The HVAC program offers OSHA 10 Construction, EPA 608 Universal certification, and NCCER core and levels 1-4.

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

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

Evaluator Response: Institution provided industry credentials earned by adult students over the past five years to include: NCCER certificates for HVAC, Heavy Equipment, and Electrical. Other industry credentials provided: OSHA 10, AWS and JJ Keller.

- Not Met
- Beginning
- Functioning
- Advanced

C6. Describe the curriculum of adult education programs

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

Students in the welding programs are utilizing the Tooling-U curriculum. This program is similar to NCCER in that students earn certificates as they successfully complete levels. Tooling-U

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also allows students the ability to work independently, as well as in a teacher-lead setting. Cosmetology students use the Pivot Point curriculum, which is in a digital format. All adult education students have access to a computer as part of their enrollment.

All curriculum is now available in a digital format.

Evaluator Response: Institution provided curriculum outlines for the Electrical and LPN programs. Transcripts were provided to show task tracking sheets with grades for the Electrical Program. Tooling U is the curriculum utilized for the Welding program. Lesson plans were provided for Heavy Equipment Ops, HVAC, Electrical, and Construction Trades.

- Not Met
- Beginning
- Functioning
- Advanced

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

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

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

If a student requires remediation, every effort is made at the level of the instructor to ensure that he/she receives the attention needed. Remediation takes place before or after class. In addition to tutoring offered by the instructors, the Practical Nursing program utilizes the Wyzant tutoring service, which is an online tutoring program.

Evaluator Response: Institution provided LPN remediation plans that demonstrate that students who are struggling academically are given adequate opportunities to get tutoring services. A remediation plan was provided showing HVAC attendance documentation and the steps taken to improve a student's attendance. LPN tutoring sign-up sheets were in evidence, demonstrating a wide variety of available times for students to sign up to get academic help. Student drop data was also provided.

- Not Met
- Beginning
- Functioning
- Advanced

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C8. Describe the complaint/grievance procedures for adult students

The grievance procedure is as follows:

STUDENT GRIEVANCE PROCEDURE:

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

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

STEP I:

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

STEP II:

- If the grievance is not resolved under Step I, the grievant has five (5) days to refer the written complaint through the student advisor assigned to the student.
- The student advisor will reply in writing to the grievance within five (5) days.

STEP III:

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

STEP IV:

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

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STEP V:

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

Evaluator Response: Institution provided a copy of the grievance policy in student handbook for past 5 years. Samples of LPN grievances and all supporting documentation to include letters, notes, emails, etc. were provided to show follow through by administration on the grievances provided.

- Not Met
- Beginning
- Functioning
- Advanced

C9. Describe special awards given to adult students

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

Evaluator Response: Institution provided the following awards in the past 5 years: Exemplary Performance (Electrical, HVAC, Welding, Cosmetology); Exemplary Attendance (Electrical, HVAC, Welding, Cosmetology); Valedictorian/Salutatorian certificates for LPN program graduates, various certificates of recognition for CDL and Heavy Equipment Ops.

- Not Met
- Beginning
- Functioning
- Advanced

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

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

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

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

Evaluator Response: Institution provided a summary of results of student evaluations over various years to include the following programs: Electrical, HVAC, Cosmetology, CDL, Heavy Equipment Ops, Auto Collision, Welding, Automotive Repair Technology, Advanced Manufacturing, and LPN. Evaluations are reviewed by the administration and discussed with the program instructor to determine if changes are needed.

- 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

GJCTC strives to hire highly qualified instructors for all of its adult education programs.

VidCruiter, which is an online hiring platform, is used as the first step in the interviewing process for all candidates. In VidCruiter, the candidate must first answer five questions through a video. The administrative team reviews

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

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

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

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

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

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

[Evaluator Response: Institution provided documentation in regard to GJCTC Administration to include job qualifications and responsibilities for each position. Also provided were job descriptions for instructors as well as resumes for various staff and faculty. Documentation provided shows qualified personnel involved in the administration and oversight of the adult education programs.](#)

- Not Met
- Beginning
- Functioning
- Advanced

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

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

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

Once candidates have applied, a pre-employment test is conducted, and the scores are reviewed. If there are only a small number of applicants, all of them are interviewed. If there

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are a large amount, then typically the three with the top scores are interviewed. A hiring manual was created and is used for all interviews.

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

Evaluator Response: Institution provided a variety of job advertisements for various instructors, custodians and secretaries. Institution utilizes different advertisement sources (Facebook/newspapers/school website). Provided with a detailed Staff Hiring Manual, which lists step by step the pre-view screening, interview questionnaires, all of the documentation that needs to be submitted by the candidate. All such documents were in evidence for review.

- Not Met
- Beginning
- Functioning
- Advanced

D3. Describe how new instructors are oriented on adult education

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

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

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

Evaluator Response: Institution provided a step-by-step checklist over the past five years for hiring and for the orientation of new staff members. The steps are thorough and are a good resource for new hires. The checklist provided in evidence is a great follow up to their hiring manual.

- Not Met
- Beginning
- Functioning
- Advanced

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D4. Describe professional development opportunities given to adult education instructors

All adult education and high school instructors are encouraged to pursue professional development opportunities. When possible, the school financially supports these endeavors. The new principal is currently taking the PIL courses.

The HVAC instructors have taken certification courses to improve their skills, and all new adult education instructors have completed the NCCER instructor training. Additionally, the Supervisor of Adult Education maintains Act 48 hours.

Evaluator Response: Institution provided documentation on training attended by faculty and administration. Evidence included registration, reimbursement and instructor certifications. The training was in relationship to the programs which they were instructing. For administration, the institution provided JOC meeting minutes showing approval for attendance at PACTA conference.

- Not Met
- Beginning
- Functioning
- Advanced

D5. Describe how adult education faculty/staff are evaluated

Students complete program evaluations at the end of their program. The feedback from students is taken and compiled into a composite summary report and typed by the secretary. The summaries are given to the program instructors and reviewed by the supervisor of adult education; she speaks to the instructors about them. Action is taken when needed. Students with complaints are always welcome to speak to the counselor or supervisor if necessary. The supervisor regularly visits the program areas, speaks with students and gauges their satisfaction with their education. The counselor also reviews attendance regularly and reviews all grade reports and attends to any issues with either. When there are issues with students or the instructor, it is handled immediately. A meeting is set up with the individuals involved to come to a resolution. Employees face discipline when needed.

Evaluator Response: Institution provided completed surveys, analysis of surveys, feedback and follow up information for a variety of programs over the past 5 years. GJCTC does an effective job of gathering information and utilizing the data to build better programs.

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- Not Met
- Beginning
- Functioning
- Advanced

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

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

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

Each classroom and program area are designed to support the activities required of the program. Desks and work benches are provided, as well as appropriate equipment and instructional aides (computers, LCD projectors, ViewSonic boards). Lighting, heating and ventilation are adequate in all areas.

A \$17 million building renovation has been underway since 2022. It is nearing completion and has included new rooftop units, new heating and air conditioning, new windows, and new flooring.

GJCTC complies with local building codes and all ADA regulations.

Evaluator Response: Institution provided yearly work and maintenance schedules and expenditure reports for the building project and \$17 million dollar renovations. With the on-site visit occurring during summer, the evaluation team was able to observe classroom/building renovations. The facility was well maintained with adequate staff.

- Not Met
- Beginning
- Functioning
- Advanced

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

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

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

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

In terms of building safety, the main campus is a secure building. All doors are locked. Staff and adult students will be issued key fobs to gain access to the building. A welcome Team has been established in the front lobby to sign guests in and out. In accordance with Act 44, the Supervisor of Adult Education was appointed as the school safety and security coordinator and attended the *Safe 2 Say Something* training in December 2018.

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

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

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

Evaluator Response: Institution provided monthly safety meeting minutes, with detailed handwritten notes on the agenda as well as monthly sign in sheets for those in attendance. Evidence included an email noting an OSHA violation, stating what the violation was and referenced the three OSHA Regulations that were in violation. Also provided was resolution to the problems and action taken.

- Not Met
- Beginning
- Functioning
- Advanced

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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

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

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

Local long term care facilities as well as pediatric nursing agencies, such as Bayada, visit the practical nursing students to recruit students for open positions, and many local manufacturing companies visit GJCTC to speak to students.

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

Each program area has an Occupational Advisory Committee (OAC) made up of local employers. The OAC meets every year to discuss the curriculum, facilities, equipment, safety, and job outlook. Employer participation is often low at the meetings. Participation in the OAC meetings is often low, and this is an area that needs attention.

Evaluator Response: Institution provides job advertisements to the students. Evidence included emails from different employers reaching out to the instructors and administration inquiring about their students/upcoming graduates. The institution also provided minutes from their OAC as well as a contact list of their members to show representation from business and industry.

- Not Met
- Beginning
- Functioning
- Advanced

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

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

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

Instructors work with our employees and plan business tours. Career fairs are also scheduled for adult students, as well as employer activities such as industry tours.

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

Evaluator Response: Institution provided detailed OAC meeting minutes and notes discussing everything from the students in the workforce, to equipment and supplies for the labs. All programs were represented in this documentation.

- Not Met
- Beginning
- Functioning
- Advanced

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

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

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

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

Evidence: Completed surveys to include program strengths and limitations
Feedback
Follow-up

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Evaluator Response: Institution provided completed surveys and emails received from employers discussing the success that they are having with their employees that were hired from GJCTC. They also included a few graduate surveys speaking of the students experience in the workplace.

- Not Met
- Beginning
- Functioning
- Advanced