

CLEARFIELD COUNTY TECHNOLOGY CENTER ACCREDITATION FINAL REPORT

The Pennsylvania Bureau of Career and Technical Education has conducted an initial review of the Clearfield County 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 Clearfield County 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.

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 May 15, 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.

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

The administrative team sets and disseminates values, direction and performance expectations for all programs involved with providing adult education through numerous means. Student evaluations, instructor feedback, advisory board meetings, and conversations with adult students, employers, and local business leaders ensure two-way communications at all levels. Faculty in-service days, along with informal faculty and staff meetings, are held monthly after each Joint Operating Committee (JOC) meeting, keeping all personnel up to date on all issues. A monthly report is also provided by the Adult Education Coordinator to the JOC members to assure open communication. Informal meetings, as well as email correspondence are utilized in order to deal with issues that may arise in the Adult Education Department. A yearly updated Faculty and Staff Handbook is disseminated to all school personnel, and an Adult Education Handbook is given to all adult students. Adult students in Practical Nursing (PN) meet monthly with the PN Program Director or PN Instructor. The administrative team responsible for adult education programs is comprised of the following:

Fred Redden, Executive Director
Susan Barger, Business Manager
Holly Ryan, Director of Marketing/Adult Education
Kristen Gallaher, Adult Education Assistant/Financial Aid
Tonya Sagesse, Practical Nursing Program Director
Heather Williams, Practical Nursing Administrative Assistant

Evaluator Review: Evidence demonstrates regular discussion and review of adult and postsecondary operations. The adult education programs appear to have a sustainable budget, though the information on profits and losses was not clear; however, the Business Manager provided additional details. Recommend improving the representation of the adult program revenues to assist with projecting viability. In touring the school, there is a strong commitment from administration toward the programs as areas were clean and well kept, tools and supplies were of the newest standards. Surveys and other evidence provided to show success of Adult Education students and programs.

- Not Met
- Beginning
- Functioning
- Advanced

2. Describe the vision/mission for adult education.

The Clearfield County Career and Technology Center's (CCCTC) official mission and vision statement appears in our CCCTC student and adult promotional materials as well as on our website. It reads, "Our mission at CCCTC is to provide quality career-technical education programs and services that prepare youth and adults for success in the workplace, postsecondary, and community, now and in the future." The CCCTC's Vision Statement is to build a place that serves as a resource to the community at large and pave the way in career and technical education by constantly evolving and

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expanding programs. We created our Vision Statement this year and will implement it into future documents.

Evaluator Response: Vision and Mission Statement provided are inclusive of adult education in handbooks, flyers and advertisements.

- Not Met
- Beginning
- Functioning
- Advanced

3. Describe the meetings held to discuss adult education.

The Clearfield County Career and Technology Center (CCCTC) has many different committees and boards that hold meetings that are involved in adult education. One is the Joint Operating Committee (JOC), consisting of representatives from six sending public schools, that is responsible for approving all staffing, budgetary expenditures and refunds, and changes to adult education. We also have a Local Advisory Committee (LAC) that consists of members of the community, the Adult Education Coordinator, the Executive Director, and the school Principal. The LAC meets twice a year to help strengthen collaboration between CCCTC and community employers. Another committee CCCTC has is the Professional Advisory Committee (PAC) that consists of one Superintendent from each sending school and the Executive Director that meet monthly to discuss issues within the school that include adult education. CCCTC also has an Occupational Advisory Committee (OAC) that meets twice a year. The committee is made up of local employers and each program's instructor. The committees discuss recommendations to update, modify, and improve the quality of the program including adult education.

Evaluator Review: Evidence showed regular and cohesive meetings that the Parental Advisory and Joint Operating Committees acted upon Adult Education issues. Occupational Advisory Committee (OAC) minutes were provided. In speaking with an OAC member regarding adult education, the member was supportive of the school's adult education program and mentioned having approximately 30 apprentices coming from the Clearfield CTC's adult programming. Administration is supportive in the direction of adult education.

- Not Met
- Beginning
- Functioning
- Advanced

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

The Executive Director, Business Manager, Assistant Director, Adult Education Coordinator, Practical Nursing Program Director ensure that the school is meeting its fiscal budget. Regular, informal meetings are held between the administrative team to discuss adult education enrollment, new program development, advocacy, and other items as needed. Since the administrative staff works so closely together, scheduled meetings are not needed frequently, since concerns, problems, or new initiatives are discussed every day. Moving forward, we will be implementing an Adult Education monthly meeting which will take place on the last Thursday of each month, so we have meeting minutes for PDE. The Executive Director meets with the PAC every month to review the budget

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against actual expenses and revenue. The Business Manager checks to make sure the percentage is in line with monthly estimates. Expenses and revenues for Adult Education are approved by the Joint Operating Committee (JOC) on a monthly basis. Good fiscal planning and cost analysis determine profits and program continuance; book and supply costs, break-even points, minimum class numbers and expected profits are all a part of the decision. Tuition is determined by the administrative department, along with the Adult Education Coordinator, and approved by the Joint Operating Committee. Tuition rates are comparable to other area educational institutions, considering start-up costs, equipment needs, equipment operational costs, utilities, and instructor, janitorial and supervisory salaries. The final audit report, including Adult Education, is presented yearly to the JOC for approval. Though not a part of the general school budget, Adult Education monies are used throughout the school where needed. Adult Education does have resources to fund and start new programs and purchase equipment if needed.

Evaluator Review: OAC minutes were provided for accredited programs to show follow-up on requests and discussion on adult education purchases. Provided evidence of monthly administrative meetings. There is a strong demand for adult programming in the Clearfield area. The high demand for secondary enrollment is a positive for the school, however, this can limit opportunities for intergenerational adult program growth and sustainability. Clearfield CTC may want to explore ways to schedule adult programs that overlap or work with secondary programs (example: noon to 7PM).

- Not Met
- Beginning
- Functioning
- Advanced

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

In the past regular, informal meetings were held between the administrative team to discuss adult education enrollment, new program development, goals, advocacy, and other items as needed. Moving forward, we implemented Adult Education monthly meeting which will take place on the last Thursday of each month to have evidence of discussing goals for PDE.

Evaluator Review: As evidenced in section A4, monthly adult education meetings are held in which discussions include updates on current programming, suggested new programs, issues/concerns with students and/or instructors and goals for the year. Future evidence submitted to PSBCTE should continue to document these meetings and the results from these meetings.

- Not Met
- Beginning
- Functioning
- Advanced

6. Describe how the administration team discusses and reviews performance of adult education to include strengths and limitations.

The administration team does several reviews on performance for adult education such as performance reviews on staff, student evaluations, instructor feedback, advisory board meetings, and conversations with adult students, employers (OAC meetings), and local business leaders ensure two-way communications at all levels. Mid-year surveys are given to the students in February to

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address any problems before the end of the year. Exit surveys are given to students 2-3 weeks before graduation through Survey Monkey on the instructor and the class. Some students choose not to do

the survey. Once surveys are completed the Adult Education Director analyzes the survey and notes what action is needed on the survey. It is very rare there are issues, but when there are, the meetings are documented, and the Adult Education Director meets with the Executive Director to rectify the issue. Administration uses the previous year's evaluations to decide a goal for the next school year. Additionally, they rate themselves using Charlotte Danielson's Framework, which is also how the state forms evaluate teachers. Next, they schedule a formal observation and rate themselves again only on the lesson(s) observed. All of these pieces provide data on each teacher's growth. Finally, teachers also identify a Student Performance Measure (SPM) based on their goals for the year. The SPM is a direct correlation to student achievement thereby also being a direct correlation to the teacher's effectiveness. Throughout the process, there are artifacts given and much conversation had between staff and administration. Some teachers chose to complete a differentiated supervision portfolio providing artifacts and reflections on their growth throughout the year. Therefore, they did not complete the pre and post data surveys nor did they have lengthy formal observations, only walk-throughs.

Evaluator Review: Evidence showed review and action taken by administration based upon student and instructor survey results. Regarding adult education strengths and limitations - evidence of discussions/planning to grow the adult education program. Encourage continued strategy discussions to grow the adult enrollment to serve Clearfield and the surrounding area. Industry members and faculty show solid commitment to Clearfield CTC and career and technical education.

- Not Met
- Beginning
- Functioning
- Advanced

Category B - Programs

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

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

Both the Occupational Advisory Committees (OAC) and the Local Advisory Committee (LAC) act as guiding bodies to all the educational programs, keeping them aware of innovative methods, new program content and technologies, industry trends, wage information, and trade-specific initiatives that meet the needs of individual students for the current and future labor market. They are composed of a broad membership list that includes diverse faces of employers and stakeholders. One document that is routinely reviewed to help guide programmatic decisions is the PA High Priority

Occupations (HPO) list. Additionally, regular communication with local industry and community leaders also helps to advise the CCCTC's direction. The school also takes into consideration when phone calls are received inquiring about programs offered.

Evaluator Review: Occupational Advisory Committees meet regularly and discuss adult accredited

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programs. New adult program growth has largely been through the addition of intergenerational offerings. As noted above, the adult program may benefit from meetings and collaboration on how to serve additional students given that most programs are at capacity. Flex scheduling and flexed starts are options to consider.

- Not Met
- Beginning
- Functioning
- Advanced

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

The Adult Education Coordinator is also the Director of Marketing that markets both high school and adult programs to the community at large. Several sources are used such as: an email distribution list that notifies potential students of upcoming classes, events, etc., we do a lot of PR with local newspapers, www.gantdaily.com, Clearfield Chamber of Commerce, Visit Clearfield County, Auto Body News, MVEDP, Facebook, Twitter, ads placed on our Truck Driver Training trucks, on our website at www.ccctc.edu, local CareerLinks, Clearfield County Fair parade, bi-annual open house, geo-fencing, course catalogs, brochures, pamphlets, radio, graduate of the month, and electronic sign. The Adult Education Coordinator attends several career fairs held each year and is involved in a program through the Chamber of Commerce that meets with students in surrounding high schools on the benefits of attending a CTC as an adult. The CCCTC Adult Education program also offers free Google certificates to the public in hopes to recruit adults after they complete the certificates.

Evaluator Review: Career and technical education appears to be popular in Clearfield and surrounding areas. Marketing and outreach efforts are in evidence in various formats to include radio ads, billboards, newspapers, and internet. Clearfield CTC has a strong marketing presence in the area as evidenced in the waiting list of adults to enter into Clearfield CTC adult programming.

- Not Met
- Beginning
- Functioning
- Advanced

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

Faculty, student and adult student handbooks all contain the current civil rights nondiscrimination policy that meets Section 504, Title IV and IX, and ADA regulations. The policy is posted on the CCCTC website, and in the school office. The CCCTC Director is currently the Civil Rights Officer for both students and staff. All complaints concerning violations are directed to him. A grievance and appeal policy are also in place and appears in all students, faculty and adult student handbooks. Our Disclosure Statement is on the website, brochures and course catalog. The Adult Education

Coordinator and Nursing Program Director, along with the Executive Director and Assistant Director, ensure that materials are accurate and updated. If pictures are used, we obtain prior approval for use from students.

Evaluator Review: Interviews and tours presented an ethical, solid school. Handbooks and policies

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state clear ethics policy and procedures regarding complaints and/or grievances.

- Not Met
- Beginning
- Functioning
- Advanced

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

When putting together the adult education catalog, the department takes into consideration what information a potential student would need to make a decision. Along with the mission statement, contact information, courses and programs offered, frequently asked questions, costs, hours, start date, schedule, books needed, graduation rates, directions, we also include information about financial aid. We offer information on grants, loans, and funding. At the beginning of each school year, the adult education coordinator and the financial aid coordinator go through the book to update any changes that need to be made. The financial aid coordinator consults with Lancaster County Career and Technology Center, who is our full-time third-party servicer that works with all financial aid issues. We also have a financial aid handbook that is given to each adult student attending the CCCTC. Information is also available to the students and provided through various means such as in promotional brochures, on the internet at www.ccctc.edu, and during the interview process, as well as a Financial Aid desk guide available in the admission packets. CCCTC also makes known other forms of grant money that a student may be eligible to apply for. These include but are not limited to Veterans' benefits, CareerLink, and Office of Vocational Rehabilitation. The CCCTC's Vision Statement is to build a place that serves as a resource to the community at large and pave the way in career and technical education by constantly evolving and expanding programs. We created our Vision Statement this year and will implement it in future documents.

Evaluator Review: Evidence provided included past 5 years of catalogs to include financial aid (FA) and aid disbursement information. Catalogs are reviewed and kept up to date by administration and approved at Board meetings. Catalogs contain pertinent information to include SAP requirements and FA refund. Review showed no misleading or false statements regarding FA aid.

- Not Met
- Beginning
- Functioning
- Advanced

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

All PPVE programs that need equipment, materials, books, and supplies utilize a requisition form that is submitted prior to the beginning of class through the Business Office. Recommendations from the Occupational Advisory Committee (OAC) are listed in meeting minutes and reviewed by the Executive Director. Unsafe equipment is removed immediately from the shop area and is repaired or replaced, taking budgetary conditions into account. Grant opportunities are utilized for major equipment purchases. Classroom and instructional equipment are purchased from funds from the general

budget, funds from the adult education budget, and from local, state and federal grant monies. Large-

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scale purchases are planned and approved by the Joint Operating Committee.

Evaluator Review: Occupational Advisory Committee (OAC) minutes identify needs for equipment in program areas. Evidence was provided of follow-up by administration regarding OAC minute requests and recommendations. On tour, the team noted that labs are well-equipped and current regarding tools and equipment. Instructors identified support is received from school administration regarding purchase of new equipment. Maintenance and replacement plans shared 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.

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

Each year the adult education handbook is reviewed, updated, and changes approved by the Joint Operating Committee (JOC). Policies and procedures are put into place or updated as issues arise. Each student receives a handbook on the first day of class. The adult education coordinator goes over the handbook with the adult students as a group and each student signs a form stating they received their handbook.

Evaluator Review: Clearfield CTC has a very comprehensive adult education handbook covering policies and procedures which is reviewed by and signed by the student. Evidence provided included several years of handbooks - Adult Education, Practical Nursing and Financial Aid in addition to several years of Joint Operating Committee meeting minutes approving the handbooks.

- Not Met
- Beginning
- Functioning
- Advanced

2. Describe the adult education attendance policy.

Adult education attendance is very important at CCCTC and part of success in school and for the student once they are employed. Attendance is a major consideration if and when the Career Center makes recommendations to area employers. Absences prevent students from receiving full course, disrupt orderly course progress and diminish the quality of group interaction in class. Probation and

dismissal and/or loss of credit due to poor attendance is determined by many items listed on page 10 of the adult education handbook. Attendance is tracked through CSIU, and the Adult Education

Coordinator or Adult Education Assistant runs reports monthly to check student's attendance.

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Evaluator Review: Clearfield CTC provided a comprehensive attendance policy which is outlined in the adult education handbook. Verbal and written notification steps are in place for students with excessive absences with plans to help prevent further absences. The evidence provided included letters to students regarding excessive absences with plans and follow through.

- Not Met
- Beginning
- Functioning
- Advanced

3. Describe the adult education grading policy.

Students must meet CCCTC academic and attendance requirements in order to be considered as making satisfactory academic progress. CCCTC's Standards for Satisfactory Academic Progress are designed to ensure students make sufficient progress towards completion of their program. To maintain good standing and satisfy the requirement of satisfactory academic progress, students are required to earn a grade of C or better for each marking period. (Intergenerational programs are divided into four marking periods.) Students will receive a report card at the end of each marking period. For competencies and courses that are Pass/Fail, students must earn a passing grade. They must also maintain satisfactory attendance as outlined in the CCCTC Attendance Policy. The students' grading policy is located in the adult education handbook starting on page 22. To date, we have never had any issues with grades.

Evaluator Review: Clearfield CTC provided a comprehensive grading policy which is outlined in the adult education and financial aid handbooks. Evidence was provided showing student grades over the past 5 years. Clearfield CTC needs to ensure that correspondence to the student is addressed to the student and not to "the parents of." Corrections have been made in recent years regarding this issue.

- Not Met
- Beginning
- Functioning
- Advanced

4. Describe how adult students become completers.

For intergenerational students to be eligible for graduation and earn a certificate of completion the student must have at least a 70% average upon program completion and have completed all written and/or practical exams and all clinical and/or classroom requirements. If a student has an incomplete grade, he/she will not receive a certificate of completion. The student must also have attended 90% of the program to receive the full hours of completion for the program. If the student has missed more than 10% of the program's hours, he/she will only receive a certificate with the number of hours attended for that program. Students should also be aware that all financial obligations to the school must be paid in full in order to receive their certificate.

Evaluator Review: Clearfield CTC provided eligibility requirements to become a completer over the past five years. These include written and practical requirements, grades, and attendance. Also, in evidence were completion certificates and data on completers and non completers.

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- Not Met
- Beginning
- Functioning
- Advanced

5. Describe industry credentials offered to adult students.

In order to ensure skilled and competent graduates, the CCCTC uses nationally recognized standards of performance. These standards are measured by licensing examinations or certification testing programs that can lead to nationally recognized certifications/credentials. The certifications/certificates provide a competitive edge when applying for employment. Each program requires, expects, or has the option to earn these credentials/certifications. The process for each certification is assessed by the instructor or a third-party using predetermined standards for knowledge, skills, and competencies, resulting in the award of a credential/certification.

Evaluator Review: Clearfield CTC provided industry credentials earned by adults in the past five years. Credentials included Adobe, NIMS & Test Out. Also provided was evidence of announcements and presentations regarding adult students earning industry credentials.

- Not Met
- Beginning
- Functioning
- Advanced

6. Describe the curriculum of adult education programs.

The CCCTC offers students the opportunity to prepare for college and/or career through academic skill development and practical work experiences. Instructors focus on standards that are designated

by their particular industry. Each program instructor has their own curriculum that is based upon their program requirements/hours. Adult education intergenerational programs are 900 hours, and the Practical Nursing program runs 1500 hours. In an effort to stay current with changes and trends in the industry, the program curriculum may change during the program year. Each program also has an Occupational Advisory Committee (OAC) made up of professionals from business and industry, assisting in determining the curriculum delivery of each program. Based on their industry experience, the latest and most appropriate techniques and equipment are encountered by the students in each program. Students in each program are tested and must complete certain projects to show completion of tasks.

Evaluator Review: Clearfield CTC provided curriculum for past 5 years. Also provided were Occupational Advisory Committee meeting minutes showing review and updates to curriculum. Discussions included standards, equipment and discussions of any changes within the industry.

- Not Met
- Beginning
- Functioning
- Advanced

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

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Students have access to support services such as math, reading, and language. During orientation the instructor includes study skills, test taking skills, and time and stress management techniques. Instructors in each program area record grades and maintain a tracking system. All programs have grades recorded in a software program called CSIU. Competency task lists are maintained. All instructors evaluate students using methods such as skills obtained, competencies achieved, tests and quizzes, hands-on learning, certifications obtained, mid-term and final grades, and NOCTI testing. Students not achieving satisfactory progress have access to support services administered by quality individuals conducive to student academic achievement. Financial aid counseling is provided on admission and throughout the program. Faculty monitors student's academic and clinical performance. If a student's performance begins to decline the student is counseled and advised formally. Instructors notify the adult education coordinator if the student is not making satisfactory academic progress in their program of study. To date, the adult education intergenerational programs have not lost any students to grades.

Evaluator Review: Clearfield CTC provided documentation of their remediation policy that includes Action Plan for Success (APS) forms. Evidence showed APS forms completed by students to include follow through with teachers and administration.

- Not Met
- Beginning
- Functioning
- Advanced

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

All complaints/issues regarding program performance are collected on evaluations and reviewed by the Adult Education Coordinator and the PN Program Director, along with other relevant instructors, shared with the Executive Director and are acted upon. We have not had any complaint/grievances to

date in our adult programs. All program evaluations are filed with other pertinent information concerning each program or course.

Evaluator Review: Clearfield CTC provided the complaint/grievance procedures as outlined in the student handbook for the past 5 years. Complaint/grievance procedures are clearly defined. No grievances were filed in the Adult Education program from 2018 – 2024.

- Not Met
- Beginning
- Functioning
- Advanced

9. Describe special awards given to adult students.

Awards or recognitions for special student achievement are provided quarterly for outstanding grades, perfect attendance, and other achievements in the intergenerational programs. Students can also join the National Technical Honor Society (NTHS) and SkillsUSA. At graduation, students are given

awards for outstanding student, most improved students, NOCTI, and Honors and High Honors.

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Evaluator Review: Clearfield CTC provided special awards to adults to include Student of the Month, Sunflower Award, Outstanding Student, Skills and Industry Credentials earned. Adult students were featured on the website and in notifications from Clearfield CTC.

- Not Met
- Beginning
- Functioning
- Advanced

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

Student satisfaction surveys are given to students at the completion of each course and program and also halfway through the year. Students are given a link to survey monkeys to complete an evaluation. Reminders are sent to students through the instructor if surveys are not completed in a reasonable amount of time. These forms are reviewed by the Adult Education Coordinator and Director and are available in the Adult Education Office and online through Survey Monkey. A graduate survey is also sent to each graduated student. After the surveys are reviewed, they are shared with the instructor so they can make changes to the program if needed. Most employers do not complete the surveys even after a phone call or follow up email. Since the start of survey monkey, we thought we would have more of a response with online surveys, but students still choose not to complete the survey, even after several reminders through email and in person.

Evaluator Review: Clearfield CTC provided evidence of surveys completed by the students regarding the programs and satisfaction. Students provided good feedback and suggestions regarding their training. Evidence also included dated reviews of the responses and follow-up, if necessary, by administration.

- 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.

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

Administration, staff and faculty are hired based on the education, certification, licensure, and work experience requirements described in the job descriptions and as defined by the Pennsylvania Department of Education, Pa Department of Transportation, PA State Board of Nursing and Accreditation Commission for Education in Nursing, Inc. Every effort is made to attract individuals who have current licenses in the trade and who have previous adult education teaching experience. Qualifications for potential continuing education faculty and staff are detailed in advertising when

recruiting for vacant positions, in the interview process and in job descriptions on record. Certain

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programs have specific instructor requirements determined by the PA Department of Education, Pennsylvania Department of Transportation, the PA State Board of Nursing, and the National League for Nursing Accrediting Commission (NLNAC) respectively. Currently we do not employ any non-licensed instructors, but experience in the industry would be a requirement.

Evaluator Review: Evidence provided shows that instructors meet education, certification, licensure, and work experience requirements set forth by the state and/or Clearfield CTC. Recommendation to add Adult Education Coordinator to Holly Ryan's job description and update all job descriptions.

- Not Met
- Beginning
- Functioning
- Advanced

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

In order to attract high-quality faculty/staff, the CCCTC Executive Director advertises through many areas such as newspapers, social media, websites, and job postings. The ad specifies what exactly the school is looking for such as skills, experience, education, etc. Interviews are conducted with candidates that meet the criteria the Director is looking for.

Evaluator Review: Evidence provided shows that Clearfield CTC utilizes the school website, Facebook, twitter, newspaper, and open houses to recruit high quality faculty and staff. Suggestions regarding advertising would be radio, direct mail, and billboards.

- Not Met
- Beginning
- Functioning
- Advanced

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

All new instructors hired at CCCTC are required to participate in an induction program and are given a mentor. The mentor assists (along with daily collaboration) the new instructor with lessons, observing instruction, finding resources, giving feedback, etc. The new instructor meets with a mentor regularly to discuss topics that have been identified by the Professional Education Committee and the mentor teacher. Additionally, the Canvas Learning Management System is used to make the induction process online based and self-driven. This ensures all information given to new teachers is accurate and up to date. Mentors at CCCTC have all had adult students in the classroom and share their experiences with the new instructor. I also meet with new instructors to ensure they have the needed materials and explain what is expected of an adult student.

Evaluator Review: New Teacher Induction Program consists of modules 1 – 9 from welcoming the instructor, professional responsibilities, general policies and procedures, forms and business office procedures, classroom management, student services, safety and maintenance, information technology, and adult education. Evidence indicated that the new teacher induction checklists are being utilized and certificates of completion are being signed and dated. Practical Nursing Program consists of a 3-page faculty orientation and is reviewed annually.

- Not Met

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- Beginning
- Functioning
- Advanced

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

The Professional Education Committee and staff suggestions help to identify staff development needs. Faculty and staff members are encouraged to participate in PA Career and Technical Education Conferences, Integrated Learning Conferences, professional development courses, college credits, governor's institutes, distance learning, workshops, work site visitations, skills training, certification attainment and other activities which would enhance their specific content areas. Act 48 credits are state mandated for secondary program instructors who teach postsecondary intergenerational programs.

Evaluator Review: Evidence revealed that instructors have attended professional development workshops/seminars/conferences such as MAX Teaching, Teaching and Learning Professional Development, County-Wide In-Service, Automotive Instructor Conference, Workforce Education, and in-school training that includes active shooter and online child abuse webinar.

- Not Met
- Beginning
- Functioning
- Advanced

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

At the end of every course or program, students fill out an anonymous evaluation form that collects information about the program and instructor, which is reviewed by the Adult Education Coordinator. Not all adult students choose to participate in the surveys. All complaints/issues regarding program performance are collected on evaluations and reviewed by the Adult Education Coordinator. Evaluations are shared with relevant instructors and are acted upon. All program evaluations are filed with other pertinent information concerning each program or course. Evaluations are done on faculty and staff by administration. The principal does evaluations on each program instructor with observation and concludes with a post-observation conference.

Evaluator Review: Evidence revealed that Classroom Teacher Rating Forms were completed by students and feedback was given to instructors by administration if there were any issues or areas of concern. No areas of concern were identified in the past 5 years.

- Not Met
- Beginning
- Functioning
- Advanced

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

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The facility at CCCTC has a great maintenance staff that works throughout the year during the day and an evening shift maintaining the school building and grounds to ensure full and productive use and ensures routine maintenance. The maintenance crew works closely with staff and administration to ensure needs are met while observing district policies. Maintenance staff are trained when hired in all jobs required. They use a form on the door of each program to check off when it is completed. Records of this are not kept. In the summer, the maintenance staff works diligently throughout the school painting, waxing, cleaning, etc. to prepare the building for the upcoming school year. Instructors in each program do maintenance on the machine throughout the year.

Evaluator Review: Provided maintenance staff and schedule. Provided Daily Cleaning Charts for each area in the school property. The tour of Clearfield CTC showed a well-maintained facility to accommodate students with disabilities and safety measures.

- Not Met
- Beginning
- Functioning
- Advanced

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

Faculty, student, and adult student handbooks outline Emergency Drills, First-Aid Service, Harassment, Safety, School Closing, and Tobacco Use. Drug Dogs are brought in by administrative request. All employees are required to wear identification badges. Visitors are required to sign in when entering the building and leaving. Up-to-date video security systems have been installed during the 2006-07 renovations and continue to be updated; and infrastructure, including heating, air conditioning and ventilation, was upgraded. Fire drills are conducted monthly. Safety and ergonomics are addressed in individual program areas and are program-specific, such as lock-out/tag-out, use of safety glasses, etc. Instructors and PN students are trained in CPR and First Aid/AED. An AED is housed in the building. Accident report forms are in place for employees and students. An all-hazard plan is located by the office mailboxes and in each program area. CCCTC also employs a resource officer with continued surveillance throughout the day.

Evaluator Review: Evidence revealed Adult Education Handbook was provided which included an outline of Emergency Drills, First-Aid Service, Harassment, Safety, School Closing, and Tobacco Use. Safety meeting minutes were provided. AED were present throughout the school. Resource officer is present along with surveillance cameras throughout the school.

- Not Met
- Beginning
- Functioning
- Advanced

Category E - Employers

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

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

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CCCTC adult education works with employers not only locally but also nationally. The Adult Education Coordinator, normally through email, puts the employer and the instructor in contact with each other so the instructor can recommend the right student for the position they may be hiring for. It allows the employer to discuss with the instructor what needs/skills they are looking for. Employers and the Adult Education Coordinator constantly stay in contact regarding recent graduates, scheduling class presentations with current students, attending CCCTC career fairs, etc. Both the Occupational Advisory Committee (OAC) and the Local Advisory Committee (LAC) act as guiding bodies to all the educational programs, keeping them aware of innovative methods, new program content and technologies, industry trends, wage information, and trade-specific initiatives that meet the needs of individual students for the current and future labor market. They are composed of a broad membership list that includes diverse faces of employers and stakeholders. We have also added a job board to our website to allow businesses to post jobs.

Evaluator Review: Evidence revealed emails between school and employers. The school maintains a website posting job opportunities for local employers. Occupational Advisory Committee and Local Advisory Committee minutes were provided sharing adult education information such as program enrollment, class size, safety, curriculum, and certifications that can be obtained from each of the programs.

- Not Met
- Beginning
- Functioning
- Advanced

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

The Occupational Advisory Committee (OAC) acts as guiding bodies to all the educational programs, keeping them aware of innovative methods, new program content and technologies, industry trends, wage information, and trade-specific initiatives that meet the needs of individual students for the current and future labor market. They are composed of a broad membership list that includes diverse faces of employers and stakeholders. The OAC meets officially twice a year. A dinner is held for all OAC members and school updates are provided by the administration team. Following the updates, Instructors and OAC members relocate to the program areas to discuss curriculum updates, equipment needs/recommendations, and other relevant information. The adult education coordinator frequently emails with local employers and makes connections with the instructors.

Evaluator Review: Evidence revealed a list of employers and affiliations on Occupational Advisory Committees (OAC). Feedback was provided from the instructors to the OAC regarding the number of adult education students in their programs. Meeting minutes included discussions on adult education within each program.

- Not Met
- Beginning
- Functioning
- Advanced

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

Employers typically provide regular communication and feedback to the instructors and/or administration via phone calls, emails, and/or OAC/LAC meetings. Input from stakeholders have been implemented through survey monkey, even with reminders, we rarely get responses back. We do follow up with Facebook messaging, phone calls or email (if available). We analyze the surveys (when we get a completed one) and notify the instructor if the employers are requesting different skills be taught in the program. If we do not receive an alumni survey back from the graduate stating where they are employed, we cannot send an employer survey out. It has been a struggle to get surveys back. We do keep a job placement spreadsheet that allows us to keep track of surveys sent and received.

Evaluator Review: Evidence revealed surveys are sent out to the employers once the graduate states where they are employed. Clearfield CTC struggles with getting surveys back from the alumni. A job placement spreadsheet was provided as evidence that Clearfield CTC keeps track of the surveys that were sent out and returned. Clearfield CTC is encouraged to develop a better strategy for receiving feedback from all stakeholders.

- Not Met
- Beginning
- Functioning
- Advanced